

# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024/25



**GOLSPIE HIGH SCHOOL**

HIGHLAND COUNCIL | MAIN STREET, GOLSPIE, KW10 6RF

## School Profile

### Pròifil na Sgoile

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It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different sources.

Golspie High School is located in a rural and coastal setting serving the local communities of Rosehall, Lairg, Rogart, Golspie, Brora and Helmsdale in the East Sutherland area. We have 6 associated primary schools.

There are currently 260 children and young people on the school roll. The headteacher is supported by 1 deputy headteacher, 3 curriculum faculty heads, 2 principal teachers pupil support and 1 principal teacher support for learning.

More than 90% of pupils use school transport. Of our current pupils, 62% have recognised additional support needs and 12% are registered for free school meals.

Overall, attainment across the school in Literacy and English and Numeracy and Mathematics is good. Children achieve appropriate CfE levels in Literacy and Numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making very good progress towards meeting their individual targets.

We have had 3 exclusions this year.

Date relating to our context:

Pupil Numbers		Attendance		Teacher Numbers	
260		89.15%		25	
S1	S2	S3	S4	S5	S6
50	46	49	56	40	19
SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0.4%	40.08%	58.73%	0.79%	0%	0%
ASN	FSM	EAL	<div>Glossary: FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation SIMD1 % pupils living in most deprived areas SIMD5 – % pupils living in least deprive areas ASN – Additional Support Needs EAL – percentage of learners whom English is an Additional Language</div>		
62.7%	11.9%	3.4%			

Attainment

Literacy and Numeracy in S1-S3 – Broad General Education -

2024/2025 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

Reading	Writing	Listening and talking	Numeracy
Almost all	Almost all	Almost all	Almost all

Level 4

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

## Senior Phase Leavers Attainment

The Virtual Comparator is made up of pupils from schools in other local authorities who have similar characteristics to the pupils in our school. It allows us to see how the performance of our pupils compares to a similar group of pupils from across Scotland to help us undertake self-evaluation and improvement activities

### Level 4 and Level 5 Numeracy



Golspie Leavers were above the Virtual Comparator in 3 out of 4 Numeracy Measures.

Level 3 – 97.67 % (above VC)

Level 4 – 95.35% (above VC)

Level 5 – 79.07% (above VC)

Level 6 – 16.28 %

### Level 5 and Level 6 Numeracy



### Level 4 and Level 5 Literacy



Golspie Leavers were above the Virtual Comparator in all Literacy Measures.

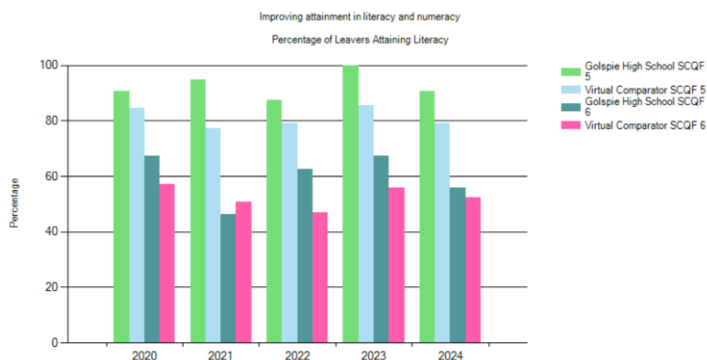
Level 3 – 97.67 % (above VC)

Level 4 – 95.35% (above VC)

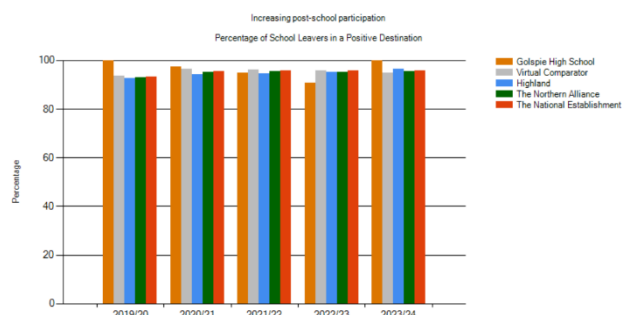
Level 5 – 90.70 % (significantly above VC)

Level 6 – 55.81 % (above VC)

### Level 5 and Level 6 Literacy



## Senior Phase Leavers

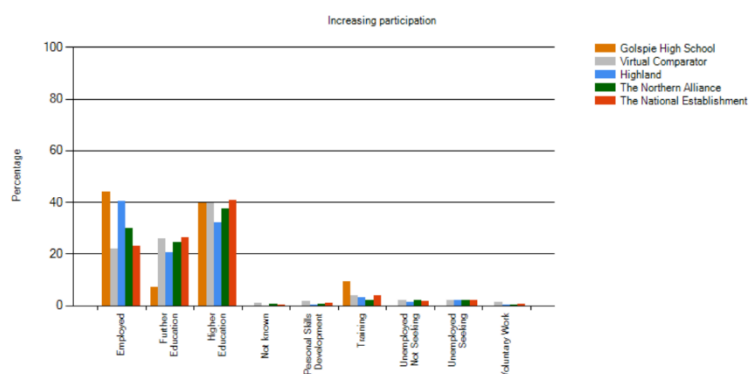


### S5, S6 Leavers Data 2024

Above Virtual Comparator, Highland and National measures for leavers.

100% in a Positive Destination

## Destinations of School Leavers



### S5, S6 Leavers Data 2024

Above Virtual Comparator, Highland and National measures for leavers moving into Employment and Higher Education.

## Breadth and Depth 2024 Leavers Attainment

74.4% gained 5 or more awards at Level 5 / National 5 (Above Highland 63.5%, Above National 66.6%)

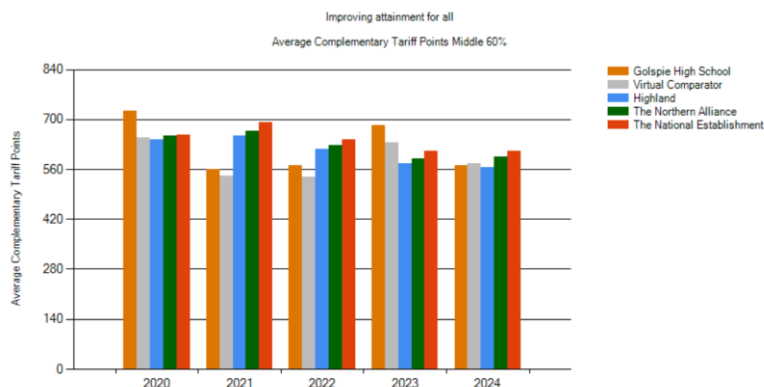
51.2% gained 3 or more awards at Level 6 / Higher (Above Highland 46.4%, In line with National 51.7%)

27.9% gained 5 or more awards at Level 6 / Higher (Below Highland 32%, Below National 39%)

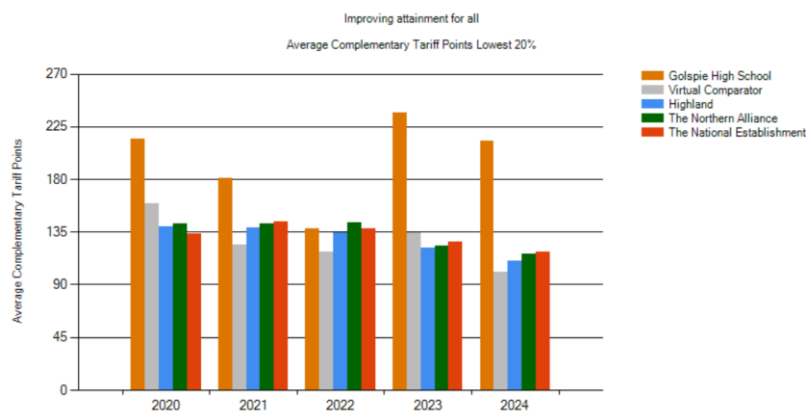
## Cohorts – Attainment for All



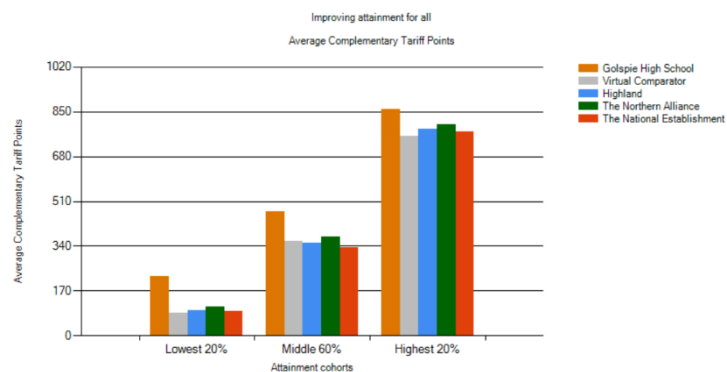
Highest attaining 20% of leavers in 2024 were below Virtual Comparator, Highland and National measures.



Middle attaining 60% of leavers in 2024 were in line with Virtual Comparator and Highland, yet below National measures.



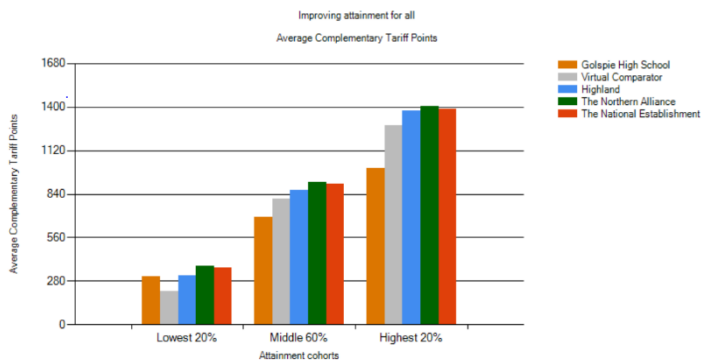
Lowest attaining 20% of leavers in 2024 were well above Virtual Comparator, Highland and National measures.



#### S5 Leavers Data 2024

Well above Virtual Comparator, Highland and National measures in all 3 cohorts.

S5 leavers attained very well.



#### S6 Leavers Data 2024

Below Virtual Comparator, Highland and National measures in middle and top cohorts.

Above Virtual and Highland measures in lowest attaining cohort.

## School vision, values and aims Lèirsinn, luachan agus amasan na sgoile



## Review of progress of improvement plan projects for session 2024/25

### Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

School Improvement Plan Priority 1 Q1 2.3 Learning & Teaching: Challenge & Differentiation	
Summary of impact	Next steps
<p>Satisfactory progress was made in this area due to staff changes at senior and middle management level; from August new Acting Head without a Depute Head until Sept 2024. Reduced middle management capacity, due to key vacancies and training needs.</p> <ul style="list-style-type: none"> <li>✓ Improved challenge and differentiation in lessons, with pupil voice informing evaluations.</li> <li>✓ Two rounds of teaching sprints and targeted CPD visits enhanced classroom practice.</li> <li>✓ Curriculum expanded with new subjects including Modern Studies, German, Lab Skills, and Music Tech.</li> <li>✓ Enhanced tracking and monitoring systems with clearer pupil targets and improved ASL collaboration.</li> </ul>	<p>Learning &amp; Teaching Working Group. Research, agree and produce a GHS Excellent Lesson Poster, for display in every teaching area for consistency across the school.</p> <p>Enhance the existing Google Classroom to share practice for</p>

	<p>Learning &amp; Teaching resources.</p> <p>SMT Learning Walks will focus on Engagement &amp; GHS Excellent Lesson Standard.</p> <p>S6 have more full timetables and contribute to whole school and their personal attainment and achievement through Leadership Award @L56 etc.</p> <p>Ongoing pupil and staff, self-evaluation, is planned for and shared in faculties.</p> <p>Faculty Meetings calendar and focus on sharing good practice in Learning, Teaching &amp; Assessment.</p> <p>Single person depts have moderation partners in other schools for coursework quality assurance.</p>
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School Improvement Plan Priority 2 Q1 2.3 Learning & Teaching: Tracking & Monitoring	
Summary of impact	Next steps
<p>Good progress was made in this area despite staff changes at senior and middle management level; from August new Acting Head without a Depute Head until Sept 2024 and reduced middle management capacity, due to key vacancies and training needs.</p> <ul style="list-style-type: none"> <li>✓ Targeted literacy and numeracy interventions in S1–S3 show positive impact.</li> <li>✓ Strong engagement in YPI, music, drama, sports, and creative industries.</li> <li>✓ Expanded vocational learning through work placements and practical clubs.</li> <li>✓ PEF funding supported measurable improvements in literacy and numeracy for targeted groups.</li> <li>✓ Whole school Attainment Data and Key Cohorts identified and shared with staff</li> </ul>	<p>Tracking &amp; Monitoring system and policy review at SMT level, 25-26.</p> <p>Whole school Attainment Data and Key Cohorts identified and shared with staff and discussed regularly at Faculty level.</p> <p>Whole school attainment targets set and shared in Term 1.</p> <p>Attainment at Level 5 and 6 in Senior Phase key focus for 25-26.</p> <p>All pupil baselines and targets established at Faculty Level in Term 1.</p>



	<p>Faculty Quality Assurance calendar agreed in Term 1.</p> <p>Academic mentoring cohort and matching with staff volunteers in Term 1.</p> <p>BGE Moderation planned and conducted with primary colleagues in June &amp; Sept.</p>
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School Improvement Plan Priority 3 Q1 3.1 Ensuring Wellbeing & Inclusion: Rights Respecting Schools	
Summary of impact	Next steps
<p>Good progress was made in this area despite staff changes at senior and middle management level; from August new Acting Head without a Depute Head until Sept 2024 and reduced middle management capacity, due to key vacancies and training needs.</p> <ul style="list-style-type: none"> <li>✓ Reduction in behaviour referrals and exclusions, especially among SIMD 1/2 and ASL pupils.</li> <li>✓ Rights Respecting Schools principles embedded in lessons, Bronze Award application underway.</li> <li>✓ Increased pupil leadership and voice through council and reward systems</li> <li>✓ Supportive initiatives: Breakfast clubs, TYKES, SDS, NHS drop-ins, and HUB curriculum strengthened pupil wellbeing and access to services in school building.</li> </ul>	<p>Further training/modelling for staff in restorative practice and de-escalation techniques to enhance Promoting Positive Relationships Policy.</p> <p>UNCRC Articles included in course plans and lessons, supported by Rights Respecting Schools group.</p> <p>Pupil Leadership opportunities developed with clear roles in S5 &amp; S6, overseen by staff volunteers who wish to develop their own leadership.</p> <p>PSE Curriculum plans reviewed and updated for each year group with resources and outcomes, including a focus on the Wellbeing Indicators.</p>

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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Improvements in Numeracy and Literacy measures in S1 to S3 for targeted small intervention groups  
Engagement with the project & qualitative feedback from staff and pupils involved.

Literacy S1 - 11 pupils, 6 increased BGE level, 5 within same BGE level

Literacy S2 - 13 pupils, 4 increased BGE level, 9 within same BGE level

Literacy S3 - 8 pupils, 5 increased BGE level, 3 within same BGE level

Literacy S4 – 1 pupil achieved Nat 4

Numeracy S1 - 11 pupils, 6 increased BGE level, 5 within same BGE level

Numeracy S2 – 13 pupils, 4 increased BGE level, 9 within same BGE level

Numeracy S3 - 8 pupils, 5 increased BGE level, 2 within same BGE level, 1 left school

Numeracy S4 – 1 pupil achieved Nat 4

## Wider achievements

### Coileanaidhean nas fharsainghe

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YDO – Youth space break & lunch, group & individual work, volunteers, awards: Saltire & Dynamic Youth  
YPI – embedded into life of the school and engaged all of S3

Music – numerous pupils are very successful in music and perform in community events and beyond.

Drama – successful drama club after school and two productions per year

Football- much team success, all age groups, boys' and girls' teams after school

Sport – many individual achievements in and beyond school including local teams, dancing, skating, riding.

Visiting speakers and agencies – countless through the year to assemblies and small groups and classes

Partnerships – Lairg Learning Centre, Brora Heritage, MCR Pathways co-ordinator now based in school.

Film Projects – Brora Rangers, Conservatoire of Scotland.

Volunteer parents – masterclasses in Bike Maintenance, Bricklaying, Cookery, Hairdressing & Beauty etc.

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

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My children are mainly happy and well supported which is brilliant.

I find the school approachable and feel that they know my son well.

I believe the parents evenings work well for senior phase pupils.

Huge positive changes in partnership working since the arrival of our new senior management team.

The overall partnership has been positive and productive, collaborating with school staff has been fantastic.

I find it rewarding to be a member of staff at GHS and to learn and share practice with others.

I feel safe and supported at school and know who I can go to when I need support.

Feedback from teachers helps me to improve my learning.

Staff treat me fairly and with respect.

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made progress as follows:

EXCELLENCE IMPROVEMENT TRUST RESPECT

	2024-2025
QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement	Satisfactory
Other QIs reviewed	

Our overall evaluation of our capacity for continuous improvement is: **Good**

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. QI 2.3 Learning & Teaching – Learning & Engagement, Quality of Teaching, Excellent Lesson
2. QI 3.2 Raising Attainment and Achievement –Tracking & Monitoring, S1/2 Moderation, S5/6 Attainment @ Level 5/6, Academic Mentoring, Wider Achievement
3. QI 3.1 Ensuring Wellbeing, Equality & Inclusion –Positive Relationships, Pupil Wellbeing, Pupil Staff Leadership, UNCRC Right Respecting Schools.

## Planning ahead

### A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Golspie High School](#) or by contacting the school office.

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

Self-evaluation summary for school improvement - Core Qis – For professional dialogue – remove from parental versions			
<b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	<b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b>
QI 1.3 Leadership of change			
<b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	<b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b>
<b>Theme 1: Develop a shared vision, values and aims</b> Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.
<b>Theme 2: Strategic Planning for continuous improvement</b> Click here to insert text	Click here to insert text	Click here to insert text	
<b>Theme 3: Implementing improvement and change</b> Click here to insert text	Click here to insert text	Click here to insert text	
QI 2.3 Learning, teaching and assessment			
<b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	<b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b>
<b>Theme 1: Learning and engagement</b> Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.
<b>Theme 2: Quality of teaching</b> Click here to insert text	Click here to insert text	Click here to insert text	
<b>Theme 3: Effective use of assessment</b> Click here to insert text	Click here to insert text	Click here to insert text	
<b>Theme 4: Planning, Tracking and Monitoring</b> Click here to insert text	Click here to insert text	Click here to insert text	
QI 3.1 Ensuring wellbeing, equality and inclusion			
<b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</b>	<b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b>
<b>Theme 1: Wellbeing</b> Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.
<b>Theme 2: Fulfilment of statutory duties</b>	Click here to insert text	Click here to insert text	

Click here to insert text			
<b>Theme 3: Inclusion and equality</b> Click here to insert text	Click here to insert text	Click here to insert text	
<b>QI 3.2 Raising attainment and achievement</b>			
<b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language</b> (see guidance document p10-14)	<b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b>
Theme 1: <b>Attainment in Literacy and Numeracy</b> Click here to insert text	Click here to enter text.	Click here to enter text.	Choose an item.
<b>Theme 2: Attainment over time</b> Click here to insert text	Click here to insert text	Click here to insert text	
<b>Theme 3: Overall quality of learners' achievement</b> Click here to insert text	Click here to insert text	Click here to insert text	
<b>Theme 4: Equity for all learners</b> Click here to insert text	Click here to insert text	Click here to insert text	
<b>QI 2.2 Curriculum: theme 3 Learning pathways</b>			
<b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language</b> (see guidance document p10-14)	<b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b>
Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.
<b>QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)</b>			
<b>How well</b> are you doing? What's working well for your learners? <b>Not solely a description of what you have been doing...evaluative language</b> (see guidance document p10-14)	<b>How</b> do you know? What evidence do you have of positive <b>impact</b> on learners? <b>Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</b>	What are you going to do now? What are your <b>improvement priorities</b> in this area?	How would you evaluate this QI using the HGIOS 4 <b>six-point scale?</b>
Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.

