



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Rosehall Primary School



Introduction: Local and National Context

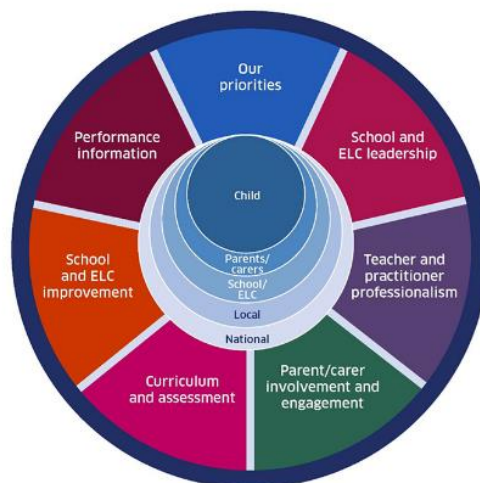
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

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%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

RESPECT YOURSELF – listen to your heart, look at yourself, be happy, care for your body and mind
 RESPECT EACH OTHER – listen, treat others how you want to be treated, be honest and kind
 RESPECT LEARNING – knowledge; to know or find out and to succeed

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- **How well are we doing?**
- **How do we know?**
- **What are we going to do now?**

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

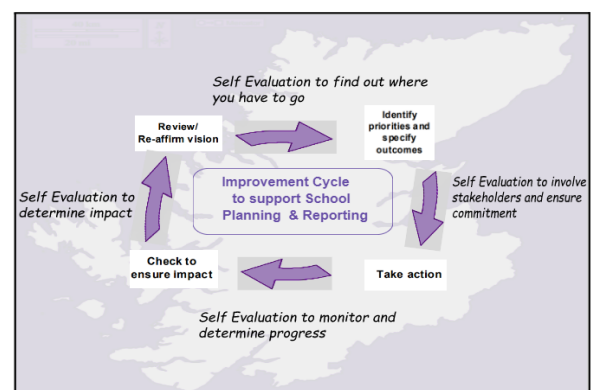
Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Lesley Morrison
Head Teacher
Rosehall Primary School



School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). 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 data sources.

Attendance

92.7%

Average Class Size

11

Meeting PE Target

Target Met

Pupil Numbers (no nursery)

8

Teacher Numbers

2

Pupil Teacher Ratio

5.8

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

All

Writing

All

Listening and talking

All

Numeracy

All

We have had no exclusions this year.

Rosehall Primary School is located in a rural setting serving the local community of Rosehall in Sutherland.

At the moment there are 8 children attending the school. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery in Lairg for 3- and 4-year-olds.

The headteacher has overall leadership responsibility for Rosehall Primary School and Lairg Primary School. The headteacher is supported by a principal teacher who is based at Rosehall. Staff and children from both schools work together regularly.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

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

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very good progress

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

OUR SCHOOL VISION:

Together we will:

- have big dreams and take small steps
- create respectful and responsible citizens
- develop a passion for learning

OUR SCHOOL AIMS:

We aim for all children to:

- Be who they are; equal and unique
- Become resilient
- Try their best
- Never forget the power of YET
- Respectfully share ideas thoughts and opinions
- Be honest and fair
- Be sensible and responsible
- Take care of each other; being kind and friendly
- Be prepared for life

SCHOOL VALUES:

RESPECT YOURSELF – listen to your heart, look at yourself, be happy, care for your body and mind.

RESPECT EACH OTHER – listen, treat others how you want to be treated, be honest and kind.

RESPECT LEARNING – knowledge; to know or find out and to succeed.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority:

Right's Respecting Schools

Purpose:

The aim of Rights Respecting School seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture. The aim is to improve well-being and develop every child's talent and ability to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted. The UNCRC is now enshrined in Scots Law and national policy/guidance places heavy weight on putting the rights of children and young people at the centre of what we do. The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults, who use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.

Progress:

- ✓ The whole school community understands that the school is working towards their Right's Respecting School's Silver Award.
- ✓ All pupils and staff completed questionnaires at the beginning of the project and will recomplete at the end of the school session.
- ✓ All pupils have become familiar with the United Nations Convention on the Rights of the Child.
- ✓ All pupils are involved in pupil led steering groups which relate to the UNCRC.
- ✓ Children experience ongoing opportunities to develop existing school groups e.g. ECO Schools, Pupil Council, linked to principles of RRS.
- ✓ Assemblies are pupil led and linked to RRS.
- ✓ All pupils were involved in the creation of a school/class charter.
- ✓ All staff met to review school practice against the Silver Outcome.
- ✓ Staff have met to "RAG rate" each descriptor and record in the RAG column of the Action Plan for Silver.

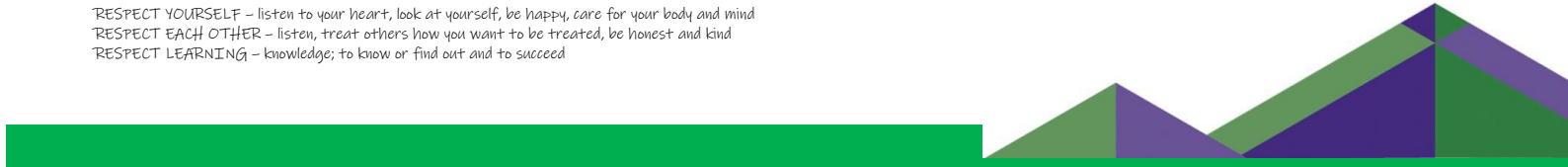
Impact:

- Children are healthier and happier according to data on our trackers.
- Children feel safe according to evidence in our wellbeing webs.
- Children have better relationships; we have very little conflict amongst children in school.
- Almost all behaviour is positive.
- All children are active and involved in school life and the wider world.
- Actions and decisions affecting children are rooted in, reviewed and resolved through rights.
- Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation.
- Learning and teaching respects the rights of both educators and learners and promotes wellbeing.
- Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally.
- Duty bearers are accountable for ensuring that children experience their rights.

- ✓ All staff know how to find guidance and the Action Plan for Silver from website/SharePoint.
 - ✓ Bronze award was achieved.
 - ✓ Staff attended virtual training facilitated by a Professional Adviser on starting RRSA- online training course to start RRSA journey
 - ✓ All teachers are aware of how they can plan learning opportunities to teach children their rights and responsibilities linked to the principles of RRSA.
 - ✓ All staff and pupils are aware of the opportunities for active involvement in, and contribution to their local communities and wider global and sustainable issues.
- Addressing pupils' participation and rights has improved relationships, learning and teaching as well as pupil achievement and attainment.

Next steps:

- Carry out actions from Action Plan for Silver
- Apply for Silver accreditation.



Purpose:

As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. This project will support stakeholders to take curricular aims and translate them into practice through considerations, activities and ways of working to support the process of curriculum making. Development of a Curriculum Rationale will ensure that everyone within the school is clear about what they are aiming to achieve through the curriculum. When a school has a rationale for its curriculum, it means that everyone involved with the school can answer the question, 'What do we want for our children and how will we work together to achieve this?'

Progress:

- ✓ All staff can identify unique features of our school community.
- ✓ We informed the vision of our curriculum to our school community.
- ✓ We identified the sort of young people do we hope to develop.
- ✓ Almost all children engaged with HGIOURS.
- ✓ We have created a report/map/ presentation of what our school offers to pupils.
- ✓ We have looked at how the school supports learning when pupils need extra support, for example, extra help in the class, time with a Support for Learning Teacher or Pupil Support Assistant.
- ✓ Pupils identified what they like about what our school offers.
- ✓ Our curriculum helps pupils to develop skills for work and their future life.
- ✓ Pupils are involved with their learning and decide if the curriculum should include anything different.
- ✓ Pupils are beginning to receive their entitlement to learning for sustainability and supported to become global citizens.
- ✓ Staff have engaged with information and support materials: Building the Curriculum and Refreshed Curriculum Narrative

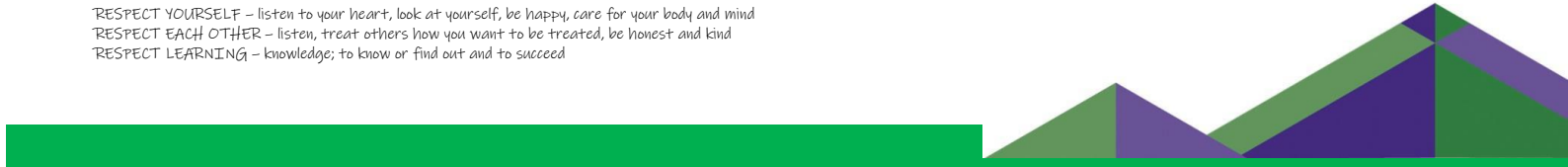
Impact:

- Most learners feel listened to and know that their voice is central to the planning and design of the curriculum.
- Most learners are able to describe the skills they are developing through their learning and how they might use these in the future.
- All learners participate in pupil groups who regularly, review and design the curriculum.
- Learners are developing as global citizens.
- The school community is clear about our vision.
- All children engage in self-evaluation to bring change and improvement.
- Pupils are clear on what they like, want and would like to improve in school.
- Most pupils are clear on the skills they are using when learning.
- Pupil voice is heard, we use our groups to communicate on matters relating to different areas of school life.
- We created a clear Curriculum Rationale which will be an evolving document.

- ✓ Staff are beginning to link all learning to UNCRC.
- ✓ Staff were questioned and wrote thoughts, feelings and questions.
- ✓ Staff were involved in a mapping exercise to outline current: pedagogy, assessment, and partnerships.
- ✓ Within self-evaluation staff completed- Challenge Questions on: Monitoring and Tracking and Progression and identified areas for development.
- ✓ Staff worked collaboratively to write a draft Rationale.
- ✓ Staff have been involved in building our own Curriculum Rationale.
- ✓ We have utilised skills of team to design.

Next steps:

- Re-visit Curriculum Rationale Starter Questions baseline and responses to 3 key vision questions, identify changes and note impact.
- Summarise in an evaluation.
- SLT to collate and summarise in SIP evaluation.
- Share Rationale with school community.
- Build in time to review and update as part of ongoing self-evaluation and monitoring approaches.
- SLT to add curriculum review to WTA and SE/Monitoring calendars each year.



School Priority:

Improvement in Attainment in Writing

Purpose:

This project was developed in response to dips in attainment in Writing after the covid and recovery period last session 2022-2023 We would like to continue the work done from last Year's SIP and time to implement the changes and continue progress made.

Progress:

- ✓ All staff have increased knowledge of planning writing lessons and assessment strategies.
- ✓ All staff took part in training related to Steven Graham Writing.
- ✓ Evidence of impact on Pedagogy and use of High-Quality Assessments, through moderation and observation.
- ✓ Almost all children are motivated to write.
- ✓ Almost all learners recognise and understand the importance of the skill of writing.
- ✓ All staff have increased confidence in teaching and assessing writing.
- ✓ All teachers report that moderation and use of benchmarks have improved teacher confidence.
- ✓ Writing data, clearly links ongoing teacher judgement and standardised assessments.
- ✓ All teachers are using Steven Graham writing and Highland Literacy Progression
- ✓ The teaching of writing is consistent across the school and cluster.
- ✓ All teachers report that they feel more confident in making consistent judgements.
- ✓ There is an increased understanding of how to use data and how to use short term interventions to increase attainment.
- ✓ Attainment in Literacy; in particular- writing is beginning to increase.

Impact:

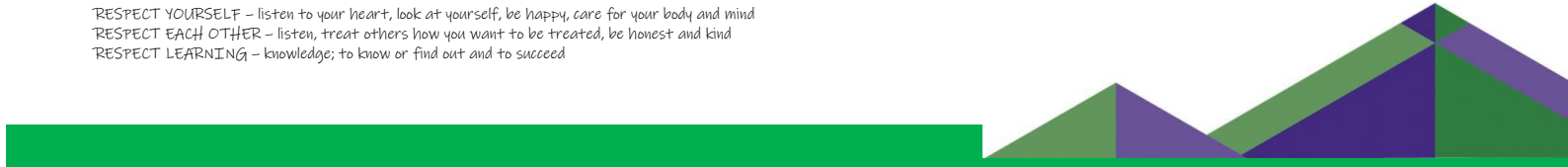
- All staff are clear on our approaches to raising attainment-improving outcomes for children and young people.
- SNSA/SOFA/ASSESSMENT ACCEL data/tracking and monitoring/baseline evidence is used by all staff.
- We use evidence from tracking meetings, professional dialogue and assessments to measure progress over time for all children.
- Staff use assessment evidence to inform teacher judgements.
- Staff meet with the cluster/ASG and other schools to take part in moderation activities.
- Moderation helps us ensure that there is an appropriate focus on outcomes for learners.
- Planning is at the appropriate level and learners develop the skills for learning.
- Most staff are trained QAMSOs.
- All staff familiar with and took part in the creation of Our Writing Policy.
- Our Policy is a working document created by staff encompassing their new knowledge.
- Teacher plans are shared and moderated.
- Teacher PRD includes staff training related to school improvement plan.
- Evidence of PRD in CPD records.
- Teachers follow assessment calendar – use baseline assessments- hot/cold tasks, writing assessment, phonological awareness

assessments, blackwell spelling tests and SNSA/SOFA data.

- Students are succeeding due to the new Steven Graham writing program.
- Teachers are much more confident in teaching writing.
- Pupils are clear of their expectations in writing sessions.
- Reluctant writers are succeeding.
- Technology is used to support our children with ASNs.
- We have a consistent writing program/ policy across the cluster.
- Teachers aware of the impact on pedagogy and use of High-Quality Assessments.
- Pupils have an awareness of language and how to become better at writing.
- Children are clearer about knowledge of language.
- Almost all pupils are motivated to write and understand the importance of the skill.
- The teaching of writing is becoming more consistent across the school and cluster.

Next steps:

- Benchmarks will be used as the tool to guide assessment and moderation discussions across the ASG.
- Attainment in Literacy in particular Writing to increase further.
- Spelling – we need to improve further, SIP session 2023-2024



Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity Fund was used to employ a Pupil Support Assistant (PSA). Targeted interventions were put in place to support with writing and spelling. Due to the small numbers of pupils, we cannot write in detail as this would identify children.

- ✓ Pupils are now more confident in rhyme production, awareness and detection, phoneme blending and phoneme segmentation.
- ✓ Games and activities through PSA supported and created interest and engagement in writing activities.
- ✓ Apples and Pears spelling intervention has improved spelling levels.
- ✓ Class teachers report that the interventions created through the Steven Graham writing has improved teaching and learning.
- ✓ The results of this training have been exceptional at all levels within the school, content and structure of writing is much improved.
- ✓ Assessment and moderation amongst cluster and ASG has improved because of training.
- ✓ Teachers feel more confident in the process of moderation and assessment when judging pupil levels.
- ✓ Almost all pupils are on track to achieve the expected level in writing for their age at P1-7.

Wider achievements

Coileanaidhean nas fharsainghe

Our pupils have really enjoyed the experiences that East Sutherland School's Sport's Association (ESSSA) has given them. Competitions have helped the pupils form positive friendships and relationships across the cluster and Associated School group promoting health and wellbeing and giving them access opportunities for participation in sport. They have also helped with transitions when pupil's leave to go to Golspie High School. Our pupils feel more confident in new situations due to these experiences.

- ✓ Cross Country
- ✓ Scottish Dancing
- ✓ Football
- ✓ Basketball
- ✓ Badminton
- ✓ Benchball

We are lucky to have many volunteers who work with the children. They have made huge changes in pupil's self-image by promoting a growth mindset and increasing their confidence in a variety of situations. They help our pupils develop social skills and connect with people in their community thus increasing their self-understanding, independence, and confidence. With the help of our Active School's Coordinator, family links through parental engagement and community links we have many opportunities to run the following clubs across the cluster.

- ✓ Football
- ✓ Dancing
- ✓ Fishing
- ✓ Badminton
- ✓ Fitness
- ✓ Basketball

To mark the coronation of King Charles III and Queen Camilla the children took part in the Lieutenancy of Sutherland Primary Schools' Art Competition, entering colourful drawings of stags and the local area They were presented with a certificate by Deputy Lieutenant Sheila Stewart in recognition of their efforts.

Rosehall was School of The Week on MFR. The pupils were interviewed by presenter Jodie McCluskey who asked a range of questions, from what pupils liked to eat (ramen) to what they are afraid of (paying taxes).

For Remembrance Day the pupils talked about World War 1 and 11 and why people wear a red poppy. They shared a reading of The Poppy Story by Poppy Scotland and learnt the poem "In Flander's Fields" by John MacCrae. They produced some beautiful and poignant drawings of poppies which are on display in the classroom.

The Newton Room in Dingwall offers our pupils education within science, technology, engineering, and mathematics (STEM). The teaching plans of Newton Rooms are called Newton Modules. The curriculum-based teaching is varied and focuses on learning through practical activities. Pupils and teachers take advantage of modules taught.

Pupils enjoyed the Generation Science workshops; Body Builders -an interactive show which explored the main organs of the body, pupils described their main functions and delved into the role of healthy eating in

maintaining their function. Day or Night used storytelling to introduce the movements of the Sun, Moon and Earth.

Dynamic Earth and the National Museum have inspired our younger pupils encouraging them to explore and understand the world around them with live and online sessions.

Our P6 Junior Leaders have worked over the year on leadership qualities. They have organised the equipment, communicated with others and planned activities. They have shown commitment, grown in confidence, and used skills to lead activities for the rest of the school.

The children have continued with their red squirrel project finding out what they like to eat and investigating their habitats. They cleared an area outside the main classroom which has been made more wildlife friendly, using recycled wood, together with squirrel feeders it is a safe area for squirrels to feed. All sightings are reported on Saving Scotland's Red Squirrels which is a really helpful way of monitoring numbers. Mark Henderson of Red Squirrel Trust heard about our OVO award and squirrel project, so we were delighted when he visited the school whilst he was on holiday in the area to give a presentation to the children.

On several afternoons the children were given fishing lessons in the school playground taught by Joey O'Neill, ghillie at Oykel, who shared his knowledge about fishing, casting and how to be patient when waiting for a fish to bite. Their dedication was rewarded with a trip to Davochfin Farm Dornoch, where they were given rods, sweetcorn as bait and well-spaced-out spots to cast into the ponds.

The Edinburgh Sutherland Association awarded Rosehall a grant to enable them to attend a drama workshop at Eden Court theatre. As well as take part in this workshop the children will be given a backstage tour of the theatre, before joining Lairg Primary School pupils, and other Highland Schools in a performance of this year's panto, Sleeping Beauty.

Michael Rosen and Jasbinder Bilan made a guest appearance at Rosehall Primary in the spring term, sharing magical stories and tales from around the world. During this online event, arranged by The British Library, the children also joined a live drawing session with award winning illustrator Allen Fatimaharan. They learned how to create their own weird and wonderful settings and mischievous villains.

Kodaly and Fèis featured on our calendar. Kodaly is the idea that music should be a social and cultural experience. Kodály is musical education which teaches concepts, creativity, and collaboration for young children in nursery and P1; Fèis worked with P4-7 giving them the opportunity to participate in traditional music and Gaelic learning. The Fèis provides opportunities for learners to develop their skills and talent with the emphasis always on fun.

There were opportunities in our school to be healthy and safe. Safe, Strong, and Free initiative is a programme of interactive puppet workshops which give the pupils strategies to use which will help them stay safe if they encounter bullying, an approach from a stranger or an unwanted/inappropriate approach from an adult they know.

Childsmile is a national programme designed to improve the oral health of children and reduce inequalities both in dental health and access to dental services. Children take part in this initiative with toothbrushing and visits with our Oral Health Educator.

Jo Henderson from Lairg and District Learning Centre spent a morning in the school teaching the children how to make pickles and preserves. Shin Stores provided 30 peppers, bags of salt, vinegar and various spices; the classroom smelt of Christmas for a few days. This project is part of the school's social enterprise, where the jars were sold at the Christmas Show in December.

My World of Work Live is a programme of fun, interactive activities that help young people understand possible future careers. It is aimed at pupils in P5 to S6 across Scotland, activities are designed and delivered by experts with a passion for education and learning. As part of My World of Work the children took part in “Cracking Cryptography” where they tested their skills as forensic computer analysts, using encryption and learning about cyber security, problem solving and pattern recognition. They also took part on Lego Renewable workshops using LEGO, exploring different forms of renewable energy.

The school were lucky enough to be selected for Tesco Stronger Starts scheme where customers can cast their vote using a blue token given to them at the checkout. The project will fund The Healthy Snack Shop which will be run by the pupils and open every morning at break time providing fruit, vegetables, and snacks. Using their own currency, the pupils will learn about using money and budgeting as well as healthy eating and wellbeing. They are incredibly motivated and excited by the project and can't wait to get started.

Children took part in Lairg Crofter's Show competitions in particular entering the Industrial Tent categories, baking, art, and craft competitions.

The pupil's held a very successful MacMillan Coffee morning, they planned, baked and hosted the event which was open to parents, carers and friends.

Comments from learners, families, stakeholders and staff

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

What makes Rosehall Unique?

Our Learners
said..

Our Parents
said..

Our Staff
said..

caring

squirrels
red
respect
small tiny
friends
dressing

unique
family
fun
inclusive
community

warmth family team
community support
caring teamwork
inclusive

Rosehall

What do you want for your children? What do we want as children?

learning

happiness

future

nurturing

horizons
learn

education

happy

support

imaginative

broaden

joy

varied

fun

happy

friends

art

drawing

pet

education

Capacity for continuous improvement

Comas airson leasachadh leantainneach

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

	PRIMARY
QI 1.3 Leadership of change	Good
QI 2.3 Learning, teaching and assessment	Very good
QI 3.1 Wellbeing, equality and inclusion	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- ✓ Digital Profiling
- ✓ Improving attainment in literacy, particularly in writing

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://rosehallprimary.wordpress.com/> or by contacting the school office.