



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2023-2024

Rogart Primary School



Introduction: Local and National Context  
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

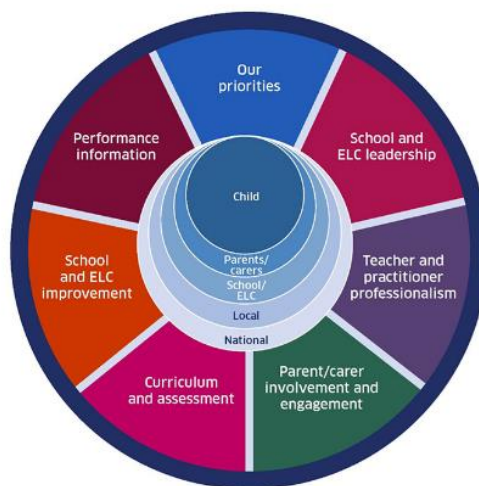
Valed Happiness Teamwork Creativity

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%

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

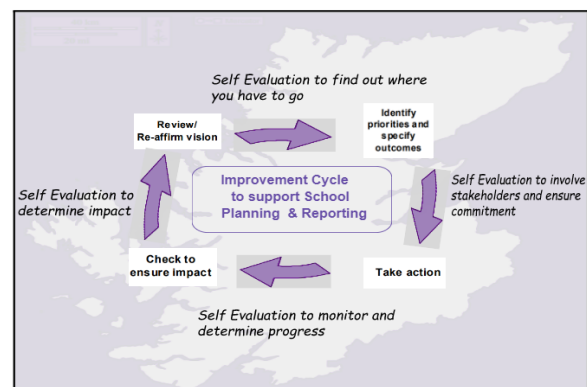
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Sarah Evans  
Head Teacher  
Rogart Primary School

## School Profile

### Pròifil na Sgoile

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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**  
89.8%

**Average Class Size**  
10.5

**Meeting PE Target**  
Target Met

**Pupil Numbers (inc nursery)**  
21 (+4 Nursery)

**Teacher Numbers**  
3

**Pupil Teacher Ratio**  
7

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

There are 21 children attending the school and 4 children in nursery, ranging from N3 - P7. P1 - 3 and P4 – P7 are taught together in a single multi-stage classes and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Rogart Primary School and Golspie Primary School. The headteacher is supported by a principal teacher.

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 good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school. The majority of children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Good progress

**Writing**

Good progress

**Listening and talking**

Good progress

**Numeracy**

Good progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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#### School Vision:

To create individuals that are curious about the world around them and have a love of learning that will last a lifetime.

#### School Values:

Valued, Happiness, Teamwork & Creativity

#### School Aims:

- Provide a rich, diverse and challenging, yet supportive learning environment.
- Celebrate success, promote a 'can do' attitude and inspire each other to achieve their best.
- Support personal development, social responsibility and a sense of self-worth.
- To promote confidence, self-discovery, exploration and curiosity towards learning.
- Work as partners in learning with pupils, parents, carers and the community.
- Provide a safe, supportive and well-ordered environment where pupils and staff are happy and confident as they aspire to achieve.
- To develop a caring attitude to the environment.

## Review of progress for session

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

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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:

Further Developing the Progression of Maths Across the School

#### Purpose:

Wish to ensure continuity and progression across the school for numeracy, to maximise attainment in this area for all children and promote positive transitions.

#### Progress:

- ✓ Staff completed training in the use of Highland Numeracy Assessments.
- ✓ All staff have completed completed 2 sessions of the National Counting Series.

#### Impact:

- ✓ All staff are trained in the use of Highland Numeracy Assessments. Class teachers used the Highland Numeracy Assessment materials with test groups of pupils throughout the year.
- ✓ All staff have an understanding of subitising from session two. It was identified that impact from these sessions needs to be included in self evaluation for embedding numeracy in the environment.

- ✓ Early Years Practitioners continued to embed numeracy within the environment ensuring all areas of the Nursery both indoors and outdoors have varied opportunities for Numeracy.
- ✓ Children's progress in Numeracy has improved in Nursery.
- ✓ Alternative training to PLODs (Possible Lines of Development) was provided Feb 2024 and intentional and responsive planning has been developed within the setting.
- ✓ Intentional planning is being used to fill any gaps identified in children's developmental progress.
- ✓ Moderation of Numeracy has taken place within the school, the cluster and the ASG for EYPs.
- ✓ Planning has improved and there are the beginnings of individual target setting.
- ✓ Nursery Managers undertook SOFI training.
- ✓ Staff have a better understanding of progression.
- ✓ Termly attainment meeting took place where progress and next steps were discussed.
- ✓ Actions raised and completed to support staff in caring for a child with medical needs through training etc. Support also given for Early Level Literacy.
- ✓ Staff became more confident in the use of Early Level Literacy and target setting through attainment meeting discussions.
- ✓ Good progress was made in this area

### Next steps:

- Embed Highland Numeracy Progression & Assessments in school's Quality Assurance and Assessment calendar.
- Look at long term planning across the whole school and how consistency can be used to support progression and raise attainment.
- Continue work in Nursery with National Counting Series, monitoring carefully its impact on the environment through self-evaluation.
- Nursery children to be challenged in Numeracy by providing provocations in the environment both inside and outside.
- PLOD training to be given next academic year for Early Years Practitioners.
- Complete the support and supervision cycle by setting goals and targets related to planning, target-setting and the use of progression documents used in Early Level.

### Purpose:

Rogart Primary School have a number of children that would benefit from improving their emotional literacy, both for their health and well being and for increasing their engagement and motivation for learning. Playtimes in particular, can be difficult for these children.

### Progress:

- ✓ Equality, Diversity & Children's Rights training was undertaken by all staff.
- ✓ Fortnightly assemblies took place linked to school values/compassionate and connected classroom.
- ✓ P7s received training in Leadership in the Playground.
- ✓ Big Life Journal resources were used throughout the year and class charters were introduced.

### Impact:

- ✓ A focus on books from different cultures resulting in children being able to compare how their lives are similar and different with characters.
- ✓ Children motivated to achieve awards and certificates that focused on different aspects of positive relationships.
- ✓ P7 and P6 children supported play amongst the younger children in the playground with various games and activities.
- ✓ All P7 and P6 children gained an award in Leadership in the Playground.
- ✓ Children are becoming more aware of their rights and able to discuss these.
- ✓ Adequate progress was made in this area.

### Next steps:

- Source RSHP training.
- To engage with Resilient Kids.
- Source appropriate opportunities and resources to support raising self-esteem.
- RRSA

**Purpose:**

Aiming for consistency of Learning & Teaching across the schools. For differentiation to always be evident in lessons, for Learning Intentions (LIs) and Success Criteria (SC) to always be shared. For lessons to have clear pace, structure, feedback and plenaries.

**Progress:**

- ✓ Engaged with the work of Bruce Robertson in 'Power up your Pedagogy'. Most chapters reflected upon, discussed and strategies implemented.
- ✓ Play Pedagogy enquiry carried out on attainment.

**Impact:**

- ✓ All teachers engaged with the work of Bruce Robertson. Delivery of lessons have improved.
- ✓ 100% of pupils attaining band 5 or above in SOFAS for Literacy and Numeracy, above national average.
- ✓ In SNSAs 100% of pupils achieved band 6, the highest achievable.
- ✓ By the end of the year two previously reluctant mark makers were often choosing to write and their drawings were detailed, colourful and descriptive. They enjoyed making books together.
- ✓ Good progress was made in this area.

**Next steps:**

- Complete outstanding chapters of 'Power up your Pedagogy' and continue to use this as the basis of focus for lesson observations and jotter monitoring.
- Enquiry based development of Play Pedagogy considering Planning in the Moment and Family Books based on the work of Clare Warden.
- To focus on writing and storytelling skills with resources from Can I go and Play Now, Mindstretchers Academy, CIRCLE and Talk for Writing in the Early Years.

## Progress and impact of Pupil Equity Fund (PEF)

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

For Literacy:

From a target group of 8 pupils, all 8 pupils made at least \* level of progress in all areas of Literacy.

6 made 2\* progress in reading (1 PEF pupil), 1 in L&T (1 PEF pupil).

1 pupil made 3\* levels of progress in reading.

5 more pupils are now working at age related expectations across Literacy. 3 pupils are now working beyond age expectations including 2 PEF pupils.

6 pupils made 12 months+ progress in spelling including 1 PEF pupil.



For Numeracy:

From a target group of 8 pupils, 7 pupils made at least \* level of progress in Numeracy.

4 pupils made 2\* levels of progress in Numeracy.

2 more pupils are working at age related expectations in Numeracy. 2 pupils are now working beyond age expectations including 1 PEF pupil.

## Wider achievements

### Coileanaidhean nas fharsainghe

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Rugby Coaching for P4 to 7

12 weeks of swimming lessons for P4 to P7 children

Football coaching for the whole school

Golf coaching for the whole school

Ceilidh dancing for the whole school

Hockey for P4 to P7

Benchball competition

Basketball competition

Ceilidh dancing competition

Football Festival

Schools Cross Country competition

Raising £410 our Annual Sponsored Walk

Sports day

Kodaly for P1 to P3

Feis lessons for P4 to P7

Whole School trip to the Pantomime to see Sleeping Beauty

Nativity at the local church

Generation Science visited twice and performed workshops to teach us about our body and another all about space.

Stories for Skins carried out a storytelling workshop for both classes

Christmas Party

Rotary Primary School Quiz at Lairg

Parent Council organised a car wash, Christmas fete and hosted a car boot stall to raise funds for the school

We welcomed and supported two paramedic students for a four week placement

Visit from a local Para-Olympic athlete sharing her journey to Tokyo and hopefully Paris

Taking part in the Puddle to Pond project

Successfully applying to be the most northerly school in the Climate 180 project

Trips to local crofts, hiking with our Highland Ranger, windmill farm & Landmark.

## Comments from learners, families, stakeholders and staff

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

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Children demonstrate our vision and aims from feedback such as:

I learn best in nature because I can see all the stuff and I remember it.  
I am good at science and I liked it when I made ice overnight with a toy in it and then I melted it.  
I love science and building a tree house and I want to learn about underwater.  
I learn best when I am in the woods because nature helps me learn. I want to learn about plants more.  
I love to learn about nature.  
I like learning about nature and if a wolf cub is hurt I want to help it and if a deer is hurt I want to help it and I want to be a vet and if a tadpole's pond is empty I want to fill it up.  
I love animals and I want to look at bark and know what tree it is.  
I went to the forest and it was soooooo fun and I was sitting quietly and I was playing and I was being kind.  
I love nature because it is good for the environment.

One suggestion for improvement was:

Swings in the garden would make the garden better.

Some feedback from our Parents:

I think Rogart School has lots of interaction with community events and hopefully more to come.  
Great use of the environment.  
Rogart is the best school. Keep going with the outdoor based learning, make lessons fun for all ages. Learning happens easier when we are enjoying ourselves.  
Keep going with outdoor learning. Would love to see the collie dog as a regular feature as great for the kids. Also love the Facebook updates.  
Love the nature based learning. I see my kids feel more connected to the world around them and aspire to work in the nature based work force.  
Love the idea of the kids learning about agriculture and land based practice.  
Love the nature based learning, it is unique to Rogart and the kids enjoy it. They learn a lot of skills that they can use outside of school through learning.  
Love the nature based approach. Great stuff to learn about and great learning environment.  
Be great if older kids could be more outdoors.  
Very supportive teachers and [head teacher] is very communicative and approachable. Lots more outdoor education please. Also could nursery be included in future open days.  
All the children get on well together.  
Engaged and empowered children who are enjoying learning – keep doing what you are doing!

Parent suggestions for future improvements:

Children visit the 'coffee and blether' mornings at the hall.  
Have members of the community come in and tell stories about heritage and local area.  
Do a project with Rogart Heritage Group.  
Grow fruit and veg to sell to the community.

Our visitors have told us:

Everyone tells me that Rogart Primary is just the best school!

What a fabulous school you have and what an amazing location. The staff and children were all so welcoming and keen to learn more about what they can do to actively participate in making changes to their school grounds, which is a vital component of Climate Change Education.

Our staff note:

When visiting teachers work with our class they comment on their positive attitude and ability to problem solve and work independently. When rangers and visiting science groups visit they comment on the children's general knowledge and ability to answer open ended questions and to use their knowledge to solve problems in a new context.

## 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:

	ELC	PRIMARY
<b>QI 1.3</b> Leadership of change	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Satisfactory	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

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

1. Continue developing progression of the curriculum across the school, how this fits within our curriculum rationale, embedding highland numeracy assessments and focus on writing and storytelling skills. Looking at planning in the moment and what this might look like in first and second level, family books and profiling. Maximising opportunities for learning through play in our Early Years and embedding numeracy in our environment.
2. Positive Relationships, Health & Wellbeing, through programmes such as RSHP, Innerwings and Resilient Kids. Using outdoor learning to support health and well being and increasing engagement in learning across the whole school. Further developing our care plans in Nursery for best practice in supporting our children.

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on [Rogart Primary](#) or by contacting the school office.