



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Rosebank Primary School



Teamwork, Respect, Kindness, Fun

Introduction: Local and National Context

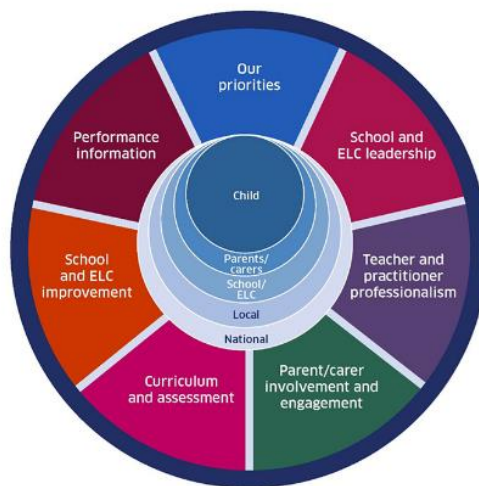
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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?* and *How Good Is Our School?* 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

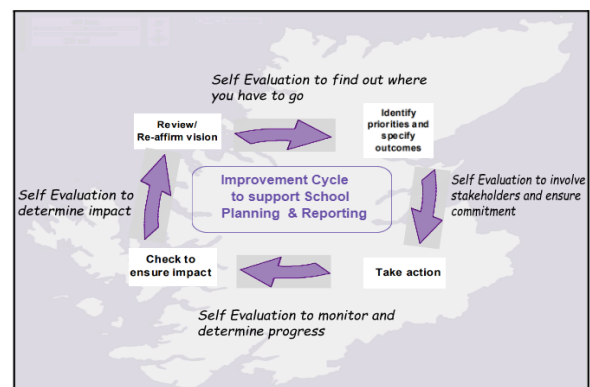
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Lisa Campbell
Head Teacher
Rosebank Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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 92.63%	Average Class Size 25.9	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 323	Teacher Numbers 14	Pupil Teacher Ratio 20.3
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N3 2%	N4 12%	P1 12%	P2 10%	P3 14%	P4 11%	P5 17%	P6 10%	P7 14%
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SIMD Q1¹ 14%	SIMD Q2 30%	SIMD Q2 6%	SIMD Q3 5%	SIMD Q5 45.6%	Unknown 0.4%
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ASN² 34%	No ASN 66%	FSM³ 15.8%	No FSM 84.2%	EAL⁴ 2%	No EAL 98%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Most

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

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. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Satisfactory progress	Good progress	Good progress

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

'Be curious, challenge yourself; achieve success' (refreshed June 2023)

Vision;

At Rosebank we learn as a team to motivate and inspire our children to be the best they can be. We celebrate our achievements and grow together to live happily and confidently in our ever-changing world.

Our Rosebank Values

Teamwork, Respect, Kindness, Fun

Aims;

- Children's well-being is at the heart of all we do
- Children understand and respect the right to learn, play, be safe and have their voices heard
- Children have the opportunity to take responsibility for their learning, actions and choices
- Children experience high quality teaching and learning, accept challenges and persevere
- Children have opportunities to be creative and curious so they can flourish
- Diversity, inclusion and positivity are promoted
- Children are encouraged to be proud of our school and the wider community

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: Nairn ASG – Numeracy & Mathematics and Effective Feedback

Purpose:

Practitioners in the Nairn Associated Schools Group (ASG) worked collaboratively during the 2022/23 school session to develop the principles of planning for high quality assessment and strengthen teacher judgement. Through ongoing self-evaluation with practitioners, the following areas were identified as a priority for shared improvement during the 2023/2024 session:

- Planning for progression, strategies and assessment in Numeracy & Mathematics
- Reviewing prior learning
Effective feedback

Progress:

- Early Level teaching staff and EYPs attended half day during inset to engage in shared professional learning to support

Impact:

- Improved professional judgement in Numeracy and Mathematics through a shared understanding of progression, strategies and assessment

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knowledge and understanding of Numeracy & Mathematics at Early Level using:

- Highland Numeracy Early Level training
 - Education Scotland Numeracy Professional Learning Resource
- Teaching staff attended half day inset and 2 collegiate sessions to engage in professional learning to support knowledge and understanding of Numeracy & Mathematics using:
- Highland Numeracy Progression
 - School Numeracy & Maths frameworks
 - School assessment resources
- Teaching staff attended ASG collegiate session where they engaged in professional learning to develop 'Reviewing Learning'
- Teaching staff attended ASG collegiate session where they engaged in professional learning to develop 'Effective Feedback'
- Teachers now plan for the review of learning: daily, weekly, monthly – this ensures that children have the opportunity to revisit what they have learned over time
- Developed a culture of effective feedback to ensure learners are clear where they are in their learning and next steps

Next steps:

Through our ongoing self-evaluation as an ASG, practitioners have identified that numeracy and mathematics is an area of further development to focus on collaboratively. During this session staff did not have the opportunity to engage in practitioner enquiry, the following areas have been identified as priorities; interventions, challenge & problem solving and number fluency.

School Priority:

Raising attainment in literacy and numeracy

Purpose:

Through self-evaluation, pupil attainment data and feedback from inspection (Nov 2023) highlighted Learning, Teaching and Assessment and Raising attainment and achievement are key areas the school needs to improve on to secure children's progress

Progress:

- SLT and teachers had termly attainment meetings to track progress
- SLT to worked with focus groups of pupils – to moderate pupil progress (3 times per session)
- Through continued professional development teaching staff attended online collegiate sessions in; reading, comprehension and phonics
- Teaching staff and PSA attended full day Numicon training during inset day
- Time was built into collegiate sessions for stage planning, moderation and working groups
- Through termly attainment meeting with SLT, teachers to used data to inform next steps in

Impact:

- Improved staff knowledge of curriculum and pedagogy
- More consistent learning and teaching across the school, with high expectations of learners
- Improved learner experiences
- More reliable and robust teacher judgements when making predictions around achievement of a level
- Improved pupil attainment in literacy and numeracy – more in line with national data

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learning and identify interventions to be put in place

- Through termly attainment meetings and stage planning, teachers engaged with benchmarks and a range of evidence to inform end of level judgements
- Early-First Level teachers attended online Play training, to ensure consistency and develop understanding of how play can be used to create literacy and numeracy enriched environments

Next steps:

- To continue to ensure that frameworks are being followed to ensure that all areas of the curriculum are planned for sufficiently, and to ensure consistency.
- Staff should ensure consistency across all classes in the use of self and peer assessment
- SLT to develop greater consistency in the use of assessment information and the delivery of high-quality learning and teaching across all classes, and to ensure this practice is used consistently across the school
- Staff to engage more fully with the data to inform planning and deliver appropriate challenge for children in their learning
- To ensure a planned and structured approach to moderation

Progress and impact of Pupil Equity Fund **Adhartas agus buaidh Maoin Cothromas Sgoilearan**

During session 2023-24 Rosebank Primary received £45815 of funding. This was spent on additional Pupil Support Assistant hours, subscription to Literacy Gold, food to provide snack and breakfast for identified children, and to release DHT from class commitment to support with improving attainment in writing.

Literacy Gold has led to positive results in pupil attainment for reading – 66% of children using the program, increased their reading age and 43% are now on track or beyond reading age. 54% of children increased spelling age by expected or beyond expected number of months.

DHT supporting small groups in writing - 76% of pupils have made progress in their writing with 63% of pupils now on track. We exceeded our aim of 60% of pupils to be on track by the end of session.

Pupil Support Assistant hours – supported pupils to access all areas of the curriculum. Providing support to class teachers and small groups.

Food for snacks and breakfast – at various points throughout the year we have been able to support families by providing breakfast and snacks for children. This allows children to have the best start to their day and reduces pressure on families

Wider achievements **Coileanaidhean nas fharsainghe**

Young leaders, House Captains, Rights Respecting Schools, Nairn ASG sports, South Area Inter-school Sports, swimming, Golf, Tennis, Basketball, Football, Cricket, Brownies, Beavers, Cubs, Scouts, Dancing, Martial Arts, boxing, Community Groups

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Comments from learners, families, stakeholders and staff

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

Pupil voice

What makes a good lesson?

- "Not having to learn the same as the whole class. Making it right for each child"
- "When everyone is listening"
- "Making more challenging lessons for some children"
- "Having fun as part of learning"

How does your teacher listen and take account of your views when planning for learning and teaching?

- "We came up with our ideas for Social Enterprise and our topic in P6"
- "We got to choose what Community Group we wanted to go to"
- "Teachers ask what we would like to learn"
- "We have class votes"

How do questions support and extend your learning?

- "Questions help so you can explain your working and what method you have used"
- "Using mistakes to help with your learning, if you got a part wrong"
- "So that the teacher knows what you are thinking"
- "It shows if we understand"

How easy is it for you to know the progress you are making in school and be able to share this with your family?

- "We get certificates to take home"
- "We have learning journeys that we share with parents"
- "We have our learning logs that we update each week"

How do the adults help pupils to get on with one another?

- "We have class rules and the Golden Rules"
- "We talk about it when things go wrong"
- "Teachers and playground adults help us"
- "They help people and give them time when they feel angry"
- "Fidgets help some people concentrate"

Staff Voice

What are we doing well?

- Literacy and numeracy groups have been working well
- Improvements made to the library – children were consulted on this
- Teachers have worked well together in ASG
- We have a clear focus on raising attainment
- Having new resources for promoting equality and diversity

- PEF funding has been used to effectively improve writing attainment

What are our next steps?

- To continue to have time on collegiate calendar for stage planning and moderation
- For SLT to continue to monitoring through classroom observations and reviewing jotters and learning journeys
- To continue to work with ASG colleagues
- To embed and promote reading for enjoyment in all classes
- To work on questioning approaches and Higher Order Thinking Skills
- Ensure we involve PSAs more in training
- Literacy for all – dyslexia training

Parent Voice

What's going well?

- My child has made excellent progress, thank you for the support they have had
- You have helped my child grow in confidence in the way you have listened to, and supported them
- My child loves being at Rosebank, they will be sad to leave this year
- It was lovely to see how much my child enjoyed being part of the P7 play
- Enterprise activities have been good, please keep this going next year

What do we need to improve?

- More consistency with communication across classes
- For teachers to share information at the same time, my child did not receive their report on the same day as other classes
- More opportunities for parent workshops on how I can support my child at home
- Behaviour policy to be looked at
- Ensure all children have the chance to go on a trip

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

- Improve children's progress and attainment across the curriculum, with a clear focus on literacy and numeracy
- Improve the quality and consistency of learning, teaching and assessment across the school. Ensure that all children build on prior learning and experience appropriate pace and challenge
- Develop teachers' skills in the use of data to inform effective planning. Staff should work together more effectively to develop a shared understanding of national standards
- Involve all children more fully in their learning and the wider life of the school. Children should have increased opportunities to develop a range of skills and contribute to decision-making about issues that affect them
- Continue to develop approaches to planning in ELC – to support all children to make improved progress

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 [Rosebank Primary School \(google.com\)](https://www.rosebankprimaryschool.com) or by contacting the school office.