

Standards and Quality Report

2021/22

ROSEHALL PRIMARY SCHOOL

HIGHLAND COUNCIL | ALTAS, ROSEHALL, BY LAIRG IV274UE

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

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

Our School/Cluster/ASG

- Rosehall Primary School is in a semi remote, rural area near to the local community hall but away from the main village centre of Rosehall. The majority of children live within the Rosehall catchment area.
- Rosehall Primary is clustered with Lairg Primary School.
- In the session 2021-22 there were 11 pupils in P1-P7 with no Nursery provision.
- There is one class with a single teacher. The class teacher is the Principal Teacher for the Lairg/Rosehall cluster.
- Rosehall pupils share an ELC with Lairg.
- 27% of children have a child plan.
- 38% of children receive FSM currently.
- 36% of children are Care Experienced.
- Rosehall Primary School is in Golspie Associated School Group. There is a substantial programme of transition for pupils in P7 including enhanced transition for ASN pupils. Staff took part in moderation activities usually twice annually and there are termly meetings between Head Teachers.
- The Rosehall Parent Council is actively involved in the life of the school and continues to offer a very high level of commitment and support.
- Whilst from SIMD data, all children are judged in an almost identical deprivation band there are an increasing number of families on low incomes which is demonstrated by 38% FSM.
- The school has a significant percentage of children with Additional Support Needs, with around 72 % of school pupils at staged intervention levels 1-4 according to the council's matrix.

Our School/Cluster/ASG Vision, Values and Aims

Vision Statement

We care and share as we grow

Rosehall Primary School strives to provide a safe, happy, welcoming learning environment where everyone is included and respected as individuals. We aspire to engage pupils with active learning opportunities, providing them with life skills for an ever-changing future. We promote independence whilst also teaching children the importance of how to integrate into the local and wider global community.

Our Values

Safe
Happy
Active
Respect
Engage with Learning

Our aims are to:

- Create a safe and happy environment in which all members of the school community treat each other with mutual respect and fairness.
- Provide a broad, balanced, inclusive curriculum which allows each child to engage with learning to achieve his or her full potential.
- Encourage and support the development of positive, active lifestyles.
- Make a contribution to the life of the community through actively promoting learning opportunities which are shared with parents and our friends in the local area.

Safe Happy Active Respect Engage with Learning

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

Our views are taken into account.



We celebrate our success.



We learn to take care of our environment.



We get to have our jobs; we have a good playground and good jobs.

We get to have a choice in our learning.



We have different abilities so we get to learn to our needs.

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

'Neutral colours for walls and plants.'

'Get a bike stand.'

'On Friday-half day'

'Have a sand pit in classroom.'

'Worry box'

'Recording our skills.'

'Bring our teddies to school on Wednesdays.'

Our Improvement Journey Headlines Session 2021/22

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

Improvement Project 1: Recovery Health and Wellbeing

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Recovery from Covid-19 School Closures: Health and Wellbeing

- Continue to develop a mentally Healthy School Strategy across the cluster using a whole school approach.
- Continue to refresh our GIRFEC approaches and programme of HWB to establish consistent approaches to the learning and teaching of Health and Wellbeing in particular, Emotional and Mental Health.

Progress and impact:

- The majority of children feel safe in school and can identify a trusted adult they are confident to talk to.
- Shanarri check-ins are tracked and wellbeing webs embedded across the cluster.
- All learners are supported to make a daily Wellbeing Check-In/out.
- All learners have the knowledge and understanding to self-report on the wellbeing indicators
- The majority of learners feel sure that their trusted adult will act on their responses.
- Learners develop strategies to cope with every day and new situations.
- Practitioners have access to resources and CLPL to support the physical, wellbeing and mental health and wellbeing of the learners in their care.

Next steps:

- The new HWB tracker will be used in the 2022-23 session.
- Glasgow Mental Wellbeing Profiles –use to track.
- Core values explored and embedded in 22-23 session.

Improvement Project 2: Recovery of learning, teaching and assessment

Primary focus: Performance Information

Year of Project: 1

Purpose:

- Improve teaching and learning experiences through teacher CPD in order to improve attainment in; Reading/Emerging Literacy and Number and Number Processes.
- Engage parents with pupil learning and improve communication to support parents and carers by sharing our learning and teaching strategies for Reading and Numeracy.
- Increase opportunities for the staff and pupils to explore digital learning further.

Progress and impact:

- Highland Progressions, Benchmarks, End Year Targets are used to support planning and assessment so there is a consistent understanding of progression across the cluster.
- Practitioners have enhanced skills in, and implemented online pedagogy through Seesaw learning to engage parents and learners. Evidence shows increased parental engagement.
- Practitioners are efficient in the use of our online profiles through Seesaw, training for staff, pupils and parents has increased Parental Engagement. High Quality Assessments are in digital form. HQA share Learning Intentions Success Criteria, Context, Es and Os and skills. They encourage pupil and parent voice, this is evident in data collected from Seesaw.
- Pupils' display engagement and enjoyment in learning and there is increased confidence, engagement and enjoyment of numeracy and reading. This is evident in reading and literacy data in P1, P4 and P7.

Next steps:

- Moderation across the ASG will support teacher judgement.

Improvement Project 3:

Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose:

- Continue to improve attainment in Numeracy across N3-P7 through implementation of new approaches to further improve learning and teaching.
- Continue to improve attainment across N3-P7 in Emerging Literacy and Reading through implementation of new approaches to further improve learning and teaching.
- Continue to reduce the poverty related attainment gap in Reading (N3-P7) through focussed intervention in Phonological awareness, Reading and Phonics.

Progress and impact:

- Staff understand what progression in Numeracy and Reading looks like and have strategies to identify and address gaps in development and use consistent approaches across the cluster.
- Pupil Progress meetings, identify gaps in learning and allows for targeted support.
- Raised attainment in Numeracy and Reading across all stages in HNP, Emergent Literacy and YARC shows progression in scores.
- Staff feel confident in the teaching of Numeracy and Reading– CPD comments and evaluations, feedback on longer term impact.

Next steps:

- Continue to reduce the poverty related attainment gap in Reading (N3-P7) through focussed intervention in Phonological awareness, Writing and Phonics. In 2022-23.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2 Raising attainment and achievement	Good

Our children and young people believe we have made the following progress this session:

Theme 1 Excellent
Our relationships

Theme 2 Excellent
Our learning and teaching

Theme 3 Excellent
Our school and community

Theme 4 Excellent
Our health and wellbeing

Theme 5 Excellent
Our successes and achievements

Our overall evaluation of our school's capacity for continuous improvement is: Good

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 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.