SCHOOL STANDARDS AND QUALITY REPORT 2021/22

The Highland Council Comhairle na Gàidhealtachd

Standards and Quality Report

School: Rogart Primary School

Head Teacher: Kyle Eaglesfield as Acting Head & Sarah Evans appointed Term 1 2022/23

Date submitted: 14th September 2022

Context of the school:

At Rogart Primary School our pupils are encouraged to develop self-respect, respect for others and the environment, curiosity, self-discipline and independence in a happy, supportive and stimulating environment. The school setting encourages outdoor activity with its large play areas and wildlife garden.

The school is an integral part of the Community with an active Parent Council. There are currently 21 pupils on the school roll and pupils are taught in 2 composite classes.

Our school provides Nursery provision for four year olds and currently has 5 on roll.

Rogart Primary is clustered with Golspie Primary and shares a Head Teacher with that school. There is a Principal Teacher at the school.

The school has an average attendance rate of 88.69% and 23.81% of our children are eligible for Free School Meals. There have been no exclusions. Within our school, 56.5% of our pupils have Additional Support Needs (ASN).

School Vision, Values and Aims:

School Values

Valued, teamwork, happiness and creativity.

School Vision

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

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.

Summary of Standards and Quality Report/School Improvement Plan engagement process:

Participants	Engagement details
Teachers and other staff, including ELC staff	12th of January 2022 – Reading + staff meeting 19th of January 2022 – Outdoor learning self-evaluation 26th of January 2022 – Reading – Curriculum development (tracking and monitoring) 2nd of February 2022 – No CAT *(Well-being week)* 9th of February 2022 – ASG moderation 16th of February 2022 – Vision, Value and Aims development 23rd of February 2022 – In-service – Talk for Writing 2nd of March 2022 – Self-evaluation *(focus on next steps)* 9th of March 2022 – Numeracy moderation 16th of March 2022 – School Improvement Plan 23rd of March 2022 – Self-evaluation, termly overviews, parental letters etc. 27th of April - SNSA – Data moderation 5th of May - Inset day – looking forward at the next year 11th of May - School evaluation – behaviour 25th of May - Behaviour moderation + policy making 1st of June - School Improvement Plan for next year 20th of May - SPP codes - W/B – 30th of May - Pupil progress meetings 7th and 8th of June – Parents' evenings 15th of June - Transition meetings
Parents	Due to COVID-19 we were unable to engage with parents as we would have wished. Parental engagement in defining our Values, Vision and Aims Parental Survey completed February 2022
Pupils	Pupils groups – Rogart Rangers & Pupil Council Pupil engagement in defining our Values, Vision and Aims
Volunteers working in school (such as parents taking after-school activities, 3rd sector engagement etc.)	Informal feedback taken from volunteers and people supporting the school.
Other partners	N/A
Associated Schools Group	Monthly ASG meetings

Review of School Improvement Work against the National Improvement Framework Priorities

What have we done to close the attainment gap?
Relevant Improvement Priority title/Pupil Equity Funding project/Scottish Attainment Challenge additional funding project:

Impact and data

In Rogart Primary School, we have identified key areas for improvement and as a result have implemented a robust planning, tracking and monitoring system.

What have we done to raise attainment, particularly in Literacy and Numeracy?
Relevant Improvement Priority title:

Impact and data

With a focus on reading we invested a significant amount of money purchasing a new Big Cat reading scheme and online platform to support reading at home and in school. The introduction of tracking, monitoring and assessment allows us to focus on the children who need support. Ensuring ASN paperwork is up to date we can support all children in the school.

What have we done to improve children and young people's health and wellbeing?
Relevant Improvement Priority title/school project:

Impact and data

In this session we have hosted and delivered a number of activities aimed at improving pupils' physical and mental health and wellbeing including:
- Internet Safety assemblies
- Value assemblies
- Achievement assemblies
- Sports activities
- Healthy Eating Activities
- Fire safety sessions
- Ross county football for all
- Experiences for children missed during COVID-19 – days away e.g. Landmark, Loch Inch, Kayaking, Paddle Boarding, Mountain Biking, Sailing etc.

What have we done to improve employability skills and help our children and young people achieve sustained, positive school leaver destinations?
Relevant Improvement Priority title/school project:

Impact and data

In this session we have hosted and delivered a number of activities aimed at improving employability skills including:
- Pupils completing applications and being interviewed for school council and other positions.
- Pupils costing and organising charity events.
- P6/7 pupils visiting a Newton Rooms and other places to gain skills needed for work.

Our overall evaluation of the school's capacity for continuous improvement:

* We are confident in our capacity for continuous improvement ☒

* We have some concerns about our capacity for continuous improvement ☐

Comment:

Whilst we are confident in our capacity to continually improve our provision and practice here at Rogart Primary, the small number of staff means that there is risk to school improvement in that any sickness or other absence can mean developments may 'stall'. In order to mitigate against this, we work in partnership with colleagues from both schools in our cluster, to share practice and training where we have similar priorities for development. Lockdown has had a considerable impact on capacity to continue to improve.

QI 1.3
Leadership of change

Themes (*HGIOS?4*)
- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Themes (*HGIOELC?*)
- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?

a) We have worked hard to begin to establish the attitude that responsibility for school improvement and driving the development of provision and practice at Rogart Primary is shared by the whole community.

b) All colleagues across the school are moving in the same direction with a shared understanding of priorities for school improvement and the part they have to play.

c) Members of our school community have worked hard to define the values most important to them and to understand what these values look like in everyday life.

d) Leaders at the school are able to quickly recognise when developments are not having the intended impact and are able to adapt plans in order to refocus team efforts.

e) Middle leaders have been effectively involved in leading and monitoring implementation of change including the planning, tracking and monitoring of reading in line with Highland Council Next Generation Literacy, implementation of Talk for Writing and a new assessment scheme for writing, researching continuous provision and establishing Forest School practices.

f) We have introduced regular meetings with the ELC manager and HT to discuss development of the setting, training etc.

g) All EY practitioners are supported by SLT with professional development, reading and policies that were updated by the HT in September 2021.

h) ELC staff and pupils are working together with parents to develop outdoor play.

Question 2
How do we know? What evidence do we have of positive impact on our learners?

a) We have been able to engage with some parents and carers at our open afternoons and school café day. Through these meetings our parents and carers receive regular updates about, and have regular input into, priorities for school improvement. A clear family engagement calendar keeps parents and carers up to date with opportunities for them to make contributions or find out more.

b) The Quality Assurance Calendars, Working Time Agreement for Teachers and areas for individual Professional Development now work in tandem in order to provide synergy to our efforts. This in turn has resulted in increased numbers of pupils working at age related expectations at the school in priority areas of the curriculum.

c) Stakeholders have been involved in sessions explicitly focused on what characteristics they value and what aspirations they have for their children/families. In learners statements for their reports we are seeing a shift from what they enjoy doing or learning about to comments about their own personal development – for example 'growing in confidence' or 'being more determined'.

d) Leaders have made swift evaluations of the impact of actions on intended outcomes and led changes in order to provide clarity and increase effectiveness – for example, the development of the curriculum has not been influenced enough by the locality and context of the school and so this has become a priority for clarity from the leadership team.

e) The Teachers have worked with the Head Teacher in order to monitor pupil outcomes in the form of reviewing pupil workbooks and comparing them to curriculum planning and other agreed documents. The Principal Teacher has also worked with a colleague from our cluster school to complete our Curriculum Rationale.

Question 3
What could we do now? What actions would move us forward?

a) For a variety of reasons, members of some families find it difficult to get to workshops or other meetings. We might consider how to use IT to enable them to make a contribution to what is being discussed.
b) The values we have identified need to continue to shape the evolving vision for the school.
c) Leaders could consider risks to intended outcomes as they develop and shape priorities for improvement.
d) The Principal Teacher should take on full management of the ELC to allow the HT to concentrate on the schools.

What is your current evaluation of this QI using the *How good is our school? (4th edition)?* Six-point scale?	good
What is your current evaluation of this QI using the *How good is our early learning and childcare?* Six-point scale?	satisfactory

QI 2.3
Learning, teaching and assessment

Themes (*HGIOS4?*)
- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Themes (*HGIOELC?*)
- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?

a) Teachers have become more adept at using performance data in order to track pupil progress and identify individuals whose progress needs to be accelerated – specifically in Reading, Writing and Numeracy.

b) Teachers and other staff have become more aware of what 'good' teaching and learning looks like and have researched continuous provision in the Early Years and established Forest School practices through working with the Ranger Service and local landowners.

c) Teachers have become more adept at providing written and oral feedback that focuses on 'next steps' in learning as well as recognising effort and achievement.

d) Assessment of learning is used more regularly to inform more fluid pupil groupings.

e) We are better able to provide statistical evidence about pupils' progress.

f) New ELC staff have developed strong relationships with the children.

g) ELC staff have been introduced and trained in the latest paperwork and are becoming confident in tracking and monitoring the children through high quality observations and interactions, we are beginning to make accurate judgements about the progress of our children.

h) In our Nursery, we are able to clearly identify next steps in pupils' learning.

i) Nursery children are more involved in the planning, assessing and reporting.

j) Staff are committed to a child led play based ELC and the HT has raised expectations for all who are involved in our service.

k) Across the school we are becoming more adept at assessing pupil progress across a range of areas – including academic, social and health and wellbeing areas.

l) How we develop skills for life, learning and work has more clarity.

Question 2
How do we know? What evidence do we have of positive impact on our learners?

a) Teachers have worked one to one with the Head Teacher to collate and interpret baseline and final data in order to form a judgement about the progress individual pupils have made in Reading, Writing and Numeracy (Every Term).

b) Lesson observations (and relevant guidance developed by staff at the school) indicate a good level of awareness in what quality teaching and learning looks like.

c) Reviews of pupil workbooks carried out by senior leaders show improvements in written feedback with a shift in focus from just praise or encouragement to explicit comments about next steps in learning.

d) Pupil groupings are reviewed more regularly by individual teachers in order to ensure pupils are supported and challenged in their learning.

e) Internal systems for tracking pupil progress have been revised for mathematics, reading and writing. Baseline and subsequent attainment data is used more effectively and provides more reliable statistical evidence about pupils attainment and progress.

f) Parents and carers are consistently enthusiastic and motivated to develop our service through a shared ethos and culture.
g) *Next Steps* is securely embedded in our provision and practice for Nursery aged pupils.
h) Teacher's developed and agreed planning that explicitly shows where they will cover particular skills for life, learning and work each term.

Question 3
What could we do now? What actions would move us forward?

a) Whilst far more moderation of data has taken place in the school, this needs to become more rigorous in order to further secure the accuracy of the data. We also need to 'roll out' this approach to tracking progress across a wider range of curriculum subjects and areas (currently just core areas).
b) Teachers need to use guidance to focus on their own areas for improvement with respect to their teaching and learning in their classroom.
c) Whilst some pupils are responding well to written and oral feedback, we need to make sure that more of them are acting on what their feedback challenges them to do.
d) Make sure that pupils are entirely secure in their learning before moving them on to the next challenge.
e) As part of our Nursery Quality Assurance Calendar, ensure we regularly review the progress of our children's learning.
f) We need to continue to use the tracking system that enables us to consider the progress a pupil is making in a much 'wider sense'.
g) We might consider creating a school portfolio of evidence for skills for life, learning and work.

What is your current evaluation of this QI using the *How good is our school? (4th edition) ?* Six-point scale?	good
What is your current evaluation of this QI using the *How good is our early learning and childcare?* Six-point scale?	good

QI 3.1
Ensuring wellbeing, equality and inclusion

Themes (*HGIOS?4*)
- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Themes (*HGIOELC*)
- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?

a) Our approach to promoting equality and diversity is more secure and is woven into everyday learning and wider provision at the school.

b) Physical health and well-being are a high priority for our school and pupils benefit from outdoor education and a broad variety of physical activities.

c) HT has streamlined and introduced robust ASN paperwork and protocols to ELC and staff are developing confidence in the procedures in seeking support from other agencies.

d) We are improving outcomes for Nursery children through SHANARRI activities.

e) One of our strengths is making sure that pupils with additional support needs are included in **all** school activities.

f) We have a commitment to and have begun to provide opportunities for pupils to begin to consider and communicate aspects of their mental health.

g) Our small school has a strong 'family' ethos and staff understand their role in supporting learner's health and wellbeing.

h) Pupils are esteemed through celebration of their individual and group successes and achievements.

i) Our pupils make smooth transitions between different stages of their education.

j) Pupils with additional support needs feel included and make good progress in line with their abilities.

Question 2
How do we know? What evidence do we have of positive impact on our learners?

a) Our schools have an Equalities and Diversity Policy in place.

b) ELC staff are up to date with the Equality and Inclusion policy.

c) Weekly posts are shared with Nursery parents on the Facebook group page to inform them of key learning that week and key information for the following week.

d) There is good communication between ELC staff and the Health Visitor etc. to support a child with medical needs, evidenced in emails and training.

e) Teachers developed and created a new nurture/library area within the school.

f) We have evidence of a programme of physical activity that is offered at our schools. Pupils appear fit and active and school teams participate in many 'small school' competitive events.

g) Teachers organized and carried out over twenty adventure/outdoor education events, with risk assessments, transport, training for minibus, becoming trained in the use of EVOLVE and assessing potential providers.

h) Engagement of pupils with additional support needs in school activities is closely monitored by class teachers and senior leaders and there is a strong commitment to making sure they are involved in **all** school activities.

i) Provision of suggestion boxes and other similar strategies for individuals to communicate their feelings has been in place this year.

j) Parent feedback and promotion of a range of healthy lifestyle choices by staff at the school.

k) Formal training for Safeguarding and other critical elements of practice is undertaken regularly.
l) Assemblies, wall displays, certificates and prizes are all used to celebrate pupil success.
m) We have secure, effective transition arrangements in place between Nursery and Primary classes to High school for groups and individuals (including enhanced transition arrangements for those who have additional support needs).
n) Child's Plans and Individual Education Plans clearly identify progress and next steps for pupils with additional support needs in a range of academic, social, and health and wellbeing areas.

Question 3
What could we do now? What actions would move us forward?

a) Formal work could be undertaken to gather secure evidence of the impact of our Equalities and Diversity policy.
b) More scrutiny needs to be given to which pupils take part in physical activity and how regularly they do it in order to ensure **all** are engaged.
c) Educating pupils about different 'conditions' such as autism may be a next step in securing pupil understanding of providing for additional support needs.
d) We need to develop a more strategic and coherent approach to promoting positive mental health and monitoring pupils' wellbeing in order that they are ready for learning.
e) We could make more explicit links to health and wellbeing more regularly in our curriculum.
f) Pupils could be empowered to recognise progress and achievement in their peers through their own awards etc.
g) Further develop the outdoor area for Nursery Play.
h) We could survey former pupils to inform any improvements we might make to transition arrangements.
i) We might involve pupils at the planning stage for Child Plans and Individual Education Plans.

What is your current evaluation of this QI using the *How good is our school? (4th edition) ?* Six-point scale?	good
What is your current evaluation of this QI using the *How good is our early learning and childcare?* Six-point scale?	satisfactory

QI 3.2
Raising attainment and achievement/
Ensuring children's progress

Themes (*HGIOS?4*)
- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Themes (*HGIOELC?*)
- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?

a) We have become more adept at using data to make judgements about pupil progress in reading, writing and mathematics.

b) *Emerging Literacy* approaches to teaching and learning are having impact on pupils learning and retention of new skills in literacy.

c) ELC staff regularly track children though the yearly overview to track progress of all children.

d) Nursery children choose individual targets supported by staff.

e) Daily observations have been introduced in Key worker groups across our ELC to ensure consistency.

f) In Nursery we are using "PLODS" to extend learning through pupils' interests and effective use of resources.

g) Pupils eligible for Pupil Equity Funding make progress that is similar to or better than their peers.

h) Pupils with additional support needs make relatively good progress.

Question 2
How do we know? What evidence do we have of positive impact on our learners?

a) Internal tracking systems that we have developed this year enable us to consider the progress of every individual pupil in reading, writing and mathematics.

b) Individual pupil data provides evidence of progress in literacy. Internal school data indicates that pupils are making further progress in reading and writing over the session. Pupil workbooks evidence application of skills after they have been learned.

c) Learning journeys and overviews are used to illustrate the progression of each pupil in Nursery.

d) Regular review of Child Plans and Individual Education Plans provide evidence of pupil achievement with regard to identified targets.

Question 3
What could we do now? What actions would move us forward?

a) Our tracking system needs further embedding in order to allow us to consider the progress and development pupils make in a much 'broader' sense (including social and emotional development).

b) Moderation of learning journeys to be added to our Nursery Quality Assurance Calendar.

c) Continue to deliver *Emerging Literacy* approaches to teaching and learning.

d) We should consider how we can stimulate more able pupils who are eligible for Pupil Equity Funding to develop a broader range of skills and interests.

e) Make Individual Education Plans more robust.

What is your current evaluation of this QI using the *How good is our school? (4th edition) ?* Six-point scale?	satisfactory
What is your current evaluation of this QI using the *How good is our early learning and childcare?* Six-point scale?	satisfactory

KEY THEME
from QI 2.2
Curriculum

Theme 3 (*HGIOS?4*)
- Learning pathways

Theme 3 (*HGIOELC?*)
- Learning and development pathways

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?

a) Our curriculum for most areas of learning is now more coherent and provides for continuity and progression.
b) We have further secured continuity and progression in teaching and learning across the curriculum.
c) ELC staff plan using the children's current interests.
d) ELC staff have started to develop our understanding of our curriculum framework.
e) There are extensive opportunities for outdoor play for our Nursery and Primary children.
f) In our ELC we aim to plan effectively to take full account of each child's needs.
g) We are succeeding in broadening horizons and opening up new opportunities for our pupils.

Question 2
How do we know? What evidence do we have of positive impact on our learners?

a) Over the past year we have adopted particular approaches and progressions for various aspects of the curriculum. For example, *Highland Numeracy Progression* so that learning in each year group builds on from what has come before, Talk for Writing to enhance writing and Big Cat reading to support reading at home and in school.
b) Establishment of a Forest School area by the Teachers.
c) We have completed our curriculum rationale and this means that all teachers are coming from the same fundamental approach to learning – meaning smoother continuity between classes for our learners.
d) Goblin Car STEM project organized by Teachers using funding sourced from the windfarm.
e) Daily observations are recorded in learning journeys for our Nursery children.
f) Planning in our ELC shows we are beginning to plan carefully to ensure all or children experience effective continuity and progression through next step learning.
g) We have provided a great range of visits and visitors for our pupils that have opened their minds to new ideas.

Question 3
What could we do now? What actions would move us forward?

a) We might ensure that any 'gaps' in our curriculum are covered.
b) To continue to develop our planning in our ELC to ensure effective continuity and progression through next step planning.
c) Our curriculum rationale could be shared in a meaningful way to a broader audience – including partner agencies.
d) We could focus on helping our pupils to understand and meet their contemporaries who have a different ethnic or cultural backgrounds.
e) Goblin Car STEM project rolled out to other schools in the ASG as a P& transition project for GHS.

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?

a) Parents and carers are informed about their children's progress and wellbeing.
b) We foster in our pupils a community minded, good citizen approach to the local area and life in general.
c) We work well with partner agencies to secure effective provision for our pupils – especially for those with additional support or other needs.
d) We expand children's horizons by working with a variety of partners such as a local engineer, windfarms, local farms, adult learners, Field to Fork, Planet Sutherland and the Ranger Service.

Question 2
How do we know? What evidence do we have of positive impact on our learners?

a) Throughout the school year a number of events are held to keep parents informed about their child's progress including one to one meetings, open afternoons, annual written reports etc. These are well attended by some families.
b) Nursery children's learning profiles reflect regular interaction between parents and staff.
c) Most pupils are involved in a number of groups and social activities led by the teachers, such as Carol Singing in the local community, organising a community Ceilidh, making entries into the Lairg crofter and Rogart Gala, raising funds for charities etc. This has a positive effect on their confidence and sense of belonging to the school and local community.
d) Forest School area established with the Ranger Service and local landowners; Orchard established with Planet Sutherland have both increased the number of opportunities for outdoor learning.
e) Child Plan reviews and other meetings provide evidence demonstrating how we engage with partner agencies to secure effective provision.

Question 3
What could we do now? What actions would move us forward?

a) We might consider how parents can continue to inform school about the progress they see in their child at home.
b) Due to COVID restrictions we were unable to invite parents into the school or Nursery last year so we need to look for opportunities to reintroduce this contact in the coming year.
c) Increase the number of families that engage more regularly with developments at the school.
d) We could consider a different type of focus for citizenship each term.
e) We might consider asking our partner agencies how effective they think our provision at school is.