

# STANDARDS & QUALITY REPORT

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2022/23



**Rogart Primary School**

HIGHLAND COUNCIL | LITTLE ROGART, SUTHERLAND IV28 3XF

# Introduction: Local and National Context

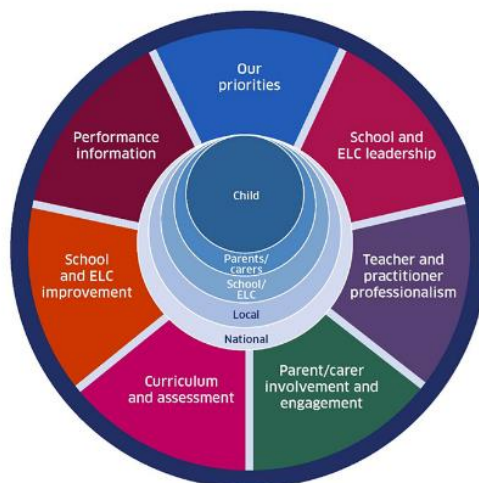
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. 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**

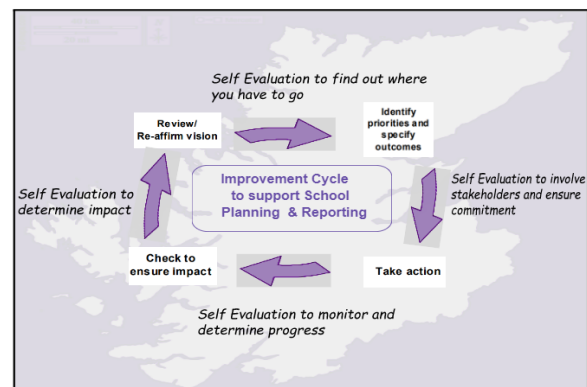
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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**  
95.7%

**Average Class Size**  
10.5

**Meeting PE Target**  
Target Met

**Pupil Numbers**  
21

**Teacher Numbers**  
4

**Pupil Teacher Ratio**  
5.9

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

**Reading**

Most

**Writing**

Most

**Listening and talking**

Most

**Numeracy**

Most

We have had no exclusions this year.

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 7 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, a few children are exceeding nationally expected levels. The majority of children who face barriers to learning are making good progress towards meeting their individual targets.

## 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:

*Valued*

*Happiness*

*Teamwork*

*Creativity*

- 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

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:

**Attainment in session 2022/23 (focusing on identifying new or widened gaps caused by the Covid – 19 situation)**

#### Purpose:

As numeracy particularly in second level is poor across highland and with an aim to improve numeracy across the entire school we will focus on numeracy as part of our school improvement plan to recover and build on the basic skills of children. Both cluster schools are a part of the highland wide focus group in supporting and delivering a more structured programme of numeracy we will endeavour to begin to introduce this body of work across the school in order to increase success within numeracy.

#### Progress:

- ✓ Embedded clear pupil progress tracking systems
- ✓ Used data to target and support pupils
- ✓ ELC introduced 'Being Me'
- ✓ Ensured all personal care plans in ELC were detailed and contained current and relevant information
- ✓ Focused on number work for secure foundation
- ✓ Reviewed policies and planning for teaching & learning
- ✓ Ensured regular ways to develop numeracy in ELC
- ✓ PSAs worked with focus groups in partnership with class teachers and additional support needs teachers

#### Impact:

- ✓ Pupils in need of support are quickly identified and interventions put in place.
- ✓ Most children made a year progress or more in numeracy.
- ✓ Audit of learning environment in Nursery has highlighted ways of developing the environment further and ensured there are no gaps in pupils' experiences and outcomes.
- ✓ Needs of Nursery children are effectively shared amongst parents and staff.
- ✓ Some progress has been made in this area, progress will continue into next year.

#### Next steps:

Revisit the assessment tools we use for numeracy and provide training for the Highland Numeracy Progression. Provide more intervention 'catch up' sessions for targeted children. Embed numeracy opportunities in all areas of play, indoors and out, across early years. Further training in Early Years Numeracy. Continue to review our teaching and learning pedagogy by engaging in the work of Bruce Robertson.

### Purpose:

The aim of Rights Respecting School (RRS) seeks to put the UN Convention on the Rights of the Child at the heart of the school's ethos and culture. This will build on the vision, values and aims developed last year. The aim is to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

### Progress:

- ✓ Member of staff attended training for achieving the Bronze award for RRS
- ✓ As the year progressed it became clear that a different approach was necessary to support our pupils health and well being
- ✓ Ways of funding a whole school programme for emotional literacy and mental health and well being explored through PEF, parent council and now windfarm funding
- ✓ 2 members of staff have begun a Level 2 skills course through West Scotland College on Understanding Children and Young People's Mental Health
- ✓ Class 1 undertake weekly visits to the local woods for outdoor learning
- ✓ Class 2 undertook a topic supporting emotional literacy and mental health and well being
- ✓ Working with Parent Council to source funding for equipment to use for indoor PE so we are better able to meet our PE target
- ✓ Support received to instigate a running club
- ✓ The number of swimming lessons children received were double this year, 12 lessons in total
- ✓ Pupil Council formed

### Impact:

- ✓ Suitable whole school programmes for emotional literacy and emotional health and well-being were identified ready for the next academic year
- ✓ Assemblies are based around school values and celebrating children's achievements including those from outside of school
- ✓ Better staff awareness of children's mental health and possible causes of anxiety following West Scotland College skills courses
- ✓ Children more engaged and less anxious when learning outside
- ✓ Children able to label their feelings and discuss strategies that can help them following teaching and learning on emotional literacy
- ✓ Pupil council contributing to pupil voice on topics such as learning and teaching
- ✓ We now have a volunteer and risk assessed premises ready for a running club to begin 2023/24
- ✓ Some progress has been made in this area, staff and parent council are involved in the planning and funding of how to take this forward

### Next steps:

Obtain funding to support the development of a whole school programme for emotional literacy and health and well-being. In the short term, implement Compassionate Classroom. Develop Playground leadership with Highlife Highland. Funding and purchase of PE mats, trolley, springboard and wooden benches to use for indoor PE. Access training for gymnastics and tennis. To source football and rugby coaches.

School Priority:

## Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

### Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks.

### Progress:

- ✓ ASG staff surveyed to identify areas to develop for moderation
- ✓ School numeracy and writing moderation events took place using the benchmarks
- ✓ A collection of pieces of writing for moderation is now available across the ASG
- ✓ In-service day ASG writing moderation event took place 5<sup>th</sup> June 2023

### Impact:

- ✓ ASG survey results used to design In-Service event; large demand to meet with stage partners and to look at pieces of work together
- ✓ Various documents were being used for moderation prior to last year. Benchmarks are now more reliably used for moderation as discussed and used in regular attainment meetings.
- ✓ Staff report the benefit of moderation exercises as a chance for professional discussion and increase confidence in decisions. Head Teacher sees this increase in confidence in moderation exercises and discussions during attainment meetings.
- ✓ Adequate progress has been made in this area

### Next steps:

To resurvey staff to identify if and where confidence has increased. Secondary staff to work with P7 staff to share expectations and judgements. Continue moderation work, applying to further areas of the moderation cycle. ASG In-service event moderating bodies of work for numeracy. Cluster moderation exercises for Listening & Talking.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

A target was set of 5 pupils to make more than 12 months progress in numeracy. 1 pupil made 3 years progress for their numeracy another made 2 years progress and are now beyond expectations. 1 PEF child made 2 years progress and is now on track. The second PEF child made a year progress and is also on track. 17 children in total made 12 months progress or more in numeracy.

For Literacy, 13 children are making expected progress in reading and writing and 1 beyond expectations. Of those not yet on track, 2 made 12 months progress in at least two areas of literacy.

Resources have been purchased June 2023 to support outdoor numeracy.

## Wider achievements

### Coileanaidhean nas fharsainghe

Swimming lessons offered to P4- P7 children in term 1 and term 2.

In term2 string lessons began to be offered to children through Highlife Highland as well as drumming.

Valued

Happiness

Teamwork

Creativity

Primary pupils were invited to attend the rededication of Rogart's War Memorial 24<sup>th</sup> September.  
 Harvest celebration at the school with the community 5<sup>th</sup> October.  
 School held a table at the local Rogart Mart.  
 Primary Schools' Benchball competition 25<sup>th</sup> Oct where the team won silver medals.  
 Term 2 and 3, weekly dancing sessions with local volunteer.  
 All pupils worked together to create a pebble poppy for Rogart's War Memorial 11<sup>th</sup> November.  
 Pupil Council organized activities for Children in Need, Fri 18<sup>th</sup> Nov.  
 Basketball competition, GHS Tues 22<sup>nd</sup> Nov.  
 The school staff hosted a table at the Christmas fete 26<sup>th</sup> Nov, selling table centres and Christmas gift bags made by the children. Christmas competitions were also organised for the event by staff.  
 Nursery visited Bonar Soft play for some Christmas fun 6<sup>th</sup> December thanks to funding from the Parent Council.  
 Primary pupils enjoyed the Peter Pan Pantomime 16<sup>th</sup> December, thanks to funding from the Parent Council.  
 Primary pupils put on a Nativity for the community in the village hall 'Prickly Hay' 20<sup>th</sup> December.  
 Christmas Party 21<sup>st</sup> December, thank you to our cook for the party food and huge thanks to the Parent Council for the gifts.  
 Term 3, Class 1 worked with a voluntary group to design and create their own board game.  
 January, took part in the RSPB big bird watch.  
 P4-7 enjoyed PE with GHS sports' leaders from 25<sup>th</sup> January.  
 Rotary Quiz team in Lairg, 15<sup>th</sup> February, well done coming fourth.  
 Pupil Council organized a games day for the school, 17<sup>th</sup> February.  
 Young author visited 2<sup>nd</sup> March for World Book Day.  
 Dress down day for Tykes, 15<sup>th</sup> March.  
 PSA kindly organised a running club for the children with Highlife Highland.  
 Ceilidh competition at Brora, 24<sup>th</sup> March, overall winners! 1<sup>st</sup> place for the Virginia Reel, 1<sup>st</sup> again for the Gay Gordons and 2<sup>nd</sup> for the Waltz – absolutely amazing!  
 March, the school incubated and hatched some chicks!  
 April, 4 weeks of rugby coaching for P4-7.  
 Lord Lieutenant for Sutherland visited 20<sup>th</sup> April and all the children entered the Sutherland Coronation Art Competition.  
 MFR recording children for School of the Week for 'Jodie at Breakfast', 24<sup>th</sup> April.  
 A team entered the Schools' Cross-Country run at Bonar Bridge, 28<sup>th</sup> April.  
 P1-3 visit to Laidhay Croft Museum at Dunbeath.  
 Coronation celebrations, 5<sup>th</sup> May.  
 May, Class 1 visited Knockdhu Croft  
 Body Builders Science performance 16<sup>th</sup> May for the primary children.  
 Sponsored walk to the bluebell woods at Dunrobin for the primary children 17<sup>th</sup> May.  
 24<sup>th</sup> May SSPCA visit for all the children, learning about rabbits.  
 31<sup>st</sup> May Lisa from Childsmile visited all the children.  
 Term 4, primary children received 5 weeks of golf thanks to the support of Highlife Highland and volunteer from Golspie Golf Club.  
 Primary children visited the Letters to the Earth exhibition at the Rogart Mart, 2<sup>nd</sup> June.  
 7<sup>th</sup> June Sports Day.  
 9<sup>th</sup> Primary children entered crafts for the Rogart Gala.  
 10<sup>th</sup> June P3 – P6 Canoeing on Loch Brora with Liquid Footprints.  
 21<sup>st</sup> June P7 trip going Nessie hunting!  
 27<sup>th</sup> June P7 small schools' trip to Fairburn Outdoor Activity centre with the support of Golspie Youth.  
 28<sup>th</sup> June School Picnic and Prizegiving

## Comments from learners, families, stakeholders and staff

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

Parents really appreciate the staff, 'the sincerest thanks is ours to you' offered to the staff of the school at the end of year and 'Thank you to everyone for planning a magical day' at Christmas. At a parents evening one parent said that we have created the most perfect school for his daughter. New parents are attracted to the school for the family atmosphere that is tangible in the school.

The community really appreciate the school putting on events post COVID, parents commented regarding the Nativity, 'Thank you for all your hard work wee ones and staff – what an absolutely lovely evening, wee ones were

*Valued*

*Happiness*

*Teamwork*

*Creativity*



amazing, love the community in Rogart' and, 'Totally incredible!' and another, 'So good to have nights like this back on, it was perfect!'.

Visitors have commented on what a wonderful feeling the school has and how the children are obviously valued. MFR were blown away by the confidence of even our youngest pupils to speak for to Jodie on School of the Week for radio.

'We play and learn at the same time' (P1 child) is how learning at school was described. Another child described how it feels, 'you should find things a bit challenging and not too easy' (P7). Children have a real connection with the world as fostered by our school aims, a P1 child said, 'I love the planet so much and that's it, that's all I want to say'.

Staff across the whole school, including the canteen, often comment on the good teamwork they feel is evident supporting us all in school.

## 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	Satisfactory
<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. Positive Relationships & Emotional Literacy
2. Further developing the progression of math's across the school
3. Using and applying research to continually improve quality teaching & learning

## Planning ahead

### A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [https://www.highland.gov.uk/directory\\_record/1464119/rogart\\_primary](https://www.highland.gov.uk/directory_record/1464119/rogart_primary) or by contacting the school office

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