

STANDARDS AND QUALITY REPORT

2022/23



Rosebank Primary and ELC
HIGHLAND COUNCIL | LODGEHILL ROAD, NAIRN

Introduction: Local and National Context

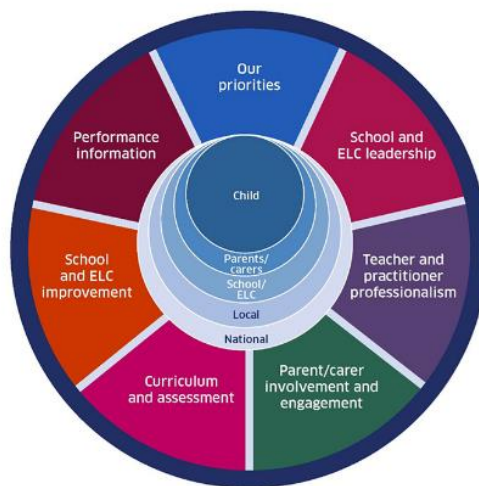
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

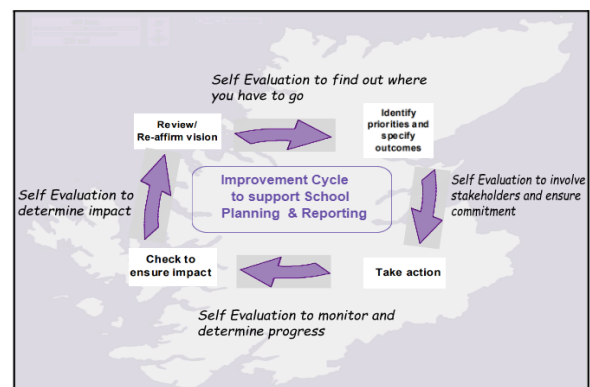
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Lisa Campbell
Head Teacher
Rosebank Primary School

School Profile

Pròifil na Sgoile

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 93.6%	Average Class Size 27.2	Meeting PE Target Target Met
----------------------------	-----------------------------------	--

Pupil Numbers 344	Teacher Numbers 15	Pupil Teacher Ratio 20.3
-----------------------------	------------------------------	------------------------------------

N3 3%	N4 12%	P1 8%	P2 13%	P3 10%	P4 17%	P5 9%	P6 14%	P7 14%
-----------------	------------------	-----------------	------------------	------------------	------------------	-----------------	------------------	------------------

SIMD Q1¹ 0-10%	SIMD Q2 10-20%	SIMD Q2 30-40%	SIMD Q3 30-40%	SIMD Q5 10-20%	Unknown 0-10%
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	-------------------------

ASN² 10-20%	No ASN 80-90%	FSM³ 10-20%	No FSM 80-90%	EAL⁴ 0-10%	No EAL 90+%
----------------------------------	-------------------------	----------------------------------	-------------------------	---------------------------------	-----------------------

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

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Majority

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.

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:

The moderation cycle; planning for learning, teaching and assessment

Purpose:

There is not currently a coherent approach to planning for medium term learning, teaching and assessment, or in the understanding of 'achievement of a Level' across the primary schools in the Nairn Associated Schools Group (ASG). This project was developed to address this.

Each of the schools in the ASG currently have their own approaches to developing medium term planning for assessment. In developing this approach across the ASG we want to ensure that there are key ingredients for both high quality observations and High Quality Assessments included, but the format for documenting these remains flexible and is decided upon at school level.

The ASG will utilise the knowledge, understanding and skills of the practitioners that have undertaken the Quality Assessment and Moderation Support Officer (QAMSO) training.

Progress:

- Teaching staff attended 1 day inset training and 3 collegiate sessions on: planning for medium-term high-quality learning, teaching and assessment moderation of professional judgement
- ELC staff: Inset on the 'Child Pedagogy in Practice Cycle' to support moderation of 'observation, interpretation and documentation of learning' and 'responsive and intentional planning'
- Teaching staff tracked pupil progress and discussed with colleagues, referring to progression frameworks and benchmarks
- Teaching staff engaged in moderation activities using a body of evidence to inform judgements
- Teaching staff; 2 collegiate sessions and time on inset day for working groups (literacy and numeracy) to engage with updates to progressions shared by Highland Council

Impact:

- Improved staff knowledge and understanding of the "why" of coherent medium-term planning for assessment (teachers)
- Improved staff knowledge and understanding of the ingredients of quality observations (EYPs)
- A shared approach to planning and evaluation across the ASG
- Teachers have a greater understanding of High Quality Assessments and that they include the key ingredients from The Moderation Cycle
- Teachers have developed a shared understanding of achievement of a level, using a range of evidence when reaching judgements
- Whole-school agreement on which progression frameworks to be used for literacy and numeracy to ensure consistency

Next steps:

- Senior leaders and teachers should continue to develop a more strategic and consistent approach to tracking and monitoring pupil progress, to ensure end of level judgements are based on a range of evidence, taking into account the moderation cycle and benchmarks

- Senior leaders to build time into collegiate sessions to provide opportunities for staff to work together to share good practice and improve approaches to planning, tracking and monitoring
- Senior leaders and early years staff to continue to develop approaches to planning to support all children to make improved progress

School Priority:

Learning, Teaching and Assessment; raising attainment in literacy and numeracy (Post inspection Priority)

Purpose:

To ensure high-quality learning experiences for all children and young people. Making effective use of assessment to inform planning and ensuring the best outcomes for all learners. This was an area highlighted as an area for development in school inspection report. We started this priority in January 2023

Progress:

- Attainment meetings with senior leaders and teaching staff (x2)
- Interrogation of data – SLT, teachers, PSAs, and ELC
- Early level meetings have taken place to create a plan around collaborative working
- HT and CLO looked at attainment data to ensure that data is in-line with teacher judgements
- Senior leaders established a whole school tracking system to monitor pupil progress. Agreed colour-coding to highlight pupils on track, beyond and below expected
- Maths masters' groups set up to improve attainment in numeracy
- Working groups (teachers) – literacy and numeracy to evaluate where we are at and identify priorities and staff development needs
- Pupil voice – What are the key components of a numeracy and reading lesson – classroom posters created
- In consultation with pupils, parents and staff; curriculum rationale, vision, values and aims have been updated
- CLO and senior leaders carried out classroom observations to provide teachers with agreed areas for development
- Senior leaders and parents worked together to develop a more consistent and streamlined approach to sharing learning with parents (Seesaw)

Impact:

- Teacher judgements are becoming more robust, thus leading to attainment data being more accurate and reflecting where pupils are in their learning
- Sharing good practice across the early level to support and challenge learners
- Teachers are beginning to use a range of assessment evidence effectively to support planning for groups and individuals within their classes
- Senior leaders and teachers - through attainment meetings and evaluating data; interventions, e.g. Maths Masters were put in place to support pupils just below their expected level to increase attainment
- Teachers have identified continued professional development needs, targeted training (led by the local authority) this has been built into collegiate sessions for next session
- Local authority progressions are being utilised by most teachers for planning, tracking and monitoring to ensure a consistent approach in learning and teaching
- During numeracy and reading lessons pupils and teachers can evaluate against the key components (numeracy and reading) to ensure these are incorporated into lessons
- Senior leaders, through observation, will be able to identify core components are being covered throughout classroom observations
- Parental engagement opportunities are becoming more consistent, with clear

- Senior leaders, teachers and parents completed survey to update homework policy

guidelines for parents and staff. This is leading to improving partnerships between pupils, parents and school

Next steps:

- Senior leaders and teachers to develop robust arrangements for moderation across stages and across the curriculum
- Teachers and ELC to ensure that learners' experiences are appropriately challenging, where curiosity and creativity is encouraged, and well matched to their needs and interests
- Senior leaders, ELC and early level staff to continue to work collaboratively to enhance learning and teaching
- Senior leaders, teachers and ELC to develop systematic approaches to monitor and evaluate learners' progress so that we have clear information on their attainment in literacy and numeracy. Assessment data is used to inform next steps and to identify interventions to be put in place where required
- Senior leaders and staff to work together to ensure our teaching is underpinned by our shared school vision, values and aims

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

During session 2022-23 Rosebank Primary received £58989 of funding. This was spent on additional Pupil Support Assistant hours, subscription to Literacy Gold, food to provide snack and breakfast for identified children, new reading books for second level (P5-7), and to release DHT from class commitment to support with early - first level (N-P3) literacy and numeracy.

Literacy Gold has led to positive results in pupil attainment for reading – 60% of children using the program, increased their reading age by at least 10 months. Spelling results, although showing a slight increase in spelling age, this is an area we will develop further next session through the teaching of spelling and small group intervention.

DHT support – this has allowed pupils in P1-3 to have an increase in class contact time. This was noted as part of inspection but is not funded by the local authority. In order to improve attainment in literacy and numeracy we put in this short-term measure from January to June. DHT planned for literacy and numeracy lessons and worked alongside class teachers and ELC to ensure a consistent transition across all stages. HT ensured that all staff were using agreed progression frameworks for literacy and numeracy and met with teachers to discuss pupil progress, and scrutinised data to ensure reliability.

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

New reading books – many of our reading resources were outdated and requiring a refresh to meet children's interests. Having new books chosen by pupils reflecting their interests will increase children's enjoyment and interest in reading.

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

Comments from learners, families, stakeholders and staff

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

Parents

What we are doing well

- Teachers listening to views of parents has improved, I hope this continues next year
- My child has made more progress this year compared to last year
- Improved communication after inspection – keep up the good work
- More homework issued this year
- The care, teaching and professionalism at Rosebank, in my opinion, is outstanding

Areas for improvement

- Better communication and co-ordination of events across the school.
- Homework – more consistent across the school
- Homework to be issued at the start of the week
- Updates on progress made against school inspection priorities
- Seesaw – to be more consistent across classes in sharing learning. Teachers to ensure they are following Seesaw policy
- More communication regarding how to support my child at home
- School to look at updating anti-bullying and behaviour policies
- Ensure work is suited to child's level of ability and that children are achieving their potential
- More 1:1 support for pupils in class and increase playground supervision
- More opportunities for children to take part in events out of school

Pupils

What we are doing well

- Our learning is planned so we can build on what we already know and can do. Our learning is differentiated to meet our needs. It isn't always the same task for everyone in the class
- We get helpful feedback on our work. We all understand what we have done well and what we need to do to improve
- Everyone in our school understands that we all have the right to learn and achieve. We work together to ensure this right is respected

Areas for improvement

- More learning outdoors

- More fun maths games
- For adults to explain things more clearly to pupils so that they understand
- For adults to take time to find out both sides of a story, to listen and not interrupt
- Use more practical materials in maths
- Share out pupil jobs – so it is not just P7
- Be more consistent with behaviour expectations for all
- More choice in the work we do – more challenging work or easier tasks
- Children to be kinder

Staff

What we are doing well

- Attainment in Literacy and Numeracy is in line with the national average for P1 and P2
- The targeted teaching of tricky words alongside jolly phonics and using decodable readers has increased the confidence and accuracy of our early stage readers
- The pupils' technical reading skills have increased/improved and daily Storytime has provided the opportunity to discuss characters, plot and setting e.g. more detailed comprehension of the story.
- Our monitoring and tracking of attainment data has become more consistent and robust throughout the school which is ensuring that accurate transition information will be shared for new classes. This is also ensuring that pupils' will continue their learning from August rather than Class Teachers requiring to assess early in Term 1.
- Maths Masters
- Literacy Gold
- On Track Children across school has increased during the course of the session
- Lessons differentiated and more able pupils challenged while less able supported.
- Children more aware of steps to succeed
- Increased pupil confidence in abilities.
- Improving literacy and numeracy resources available to support children
- Personally, I feel that children in my class are working at the correct ability level and are pushed across all levels. Regular ongoing assessments inform next steps and progression.
- School agreed writing rubric
- More opportunities for collegiate discussions with time built in to working time agreement next session
- I also believe that formative and summative data is used to plan learning and teaching across the school
- Colour coding for levels agreed
- House Meetings
- Pupil surveys
- In class pupil choice around topics

Areas for improvement

- We are keen to begin working more closely with the ELC team to embed play in P1 and P2
- Community groups will be a super way to involve learners in developing aspects of the school while being supported by the wider community
- Further challenge and increased pace
- Writing attainment – Upper school more opportunities for extended writing across different genres.
- Resource/materials to extent pupils who are beyond second level.
- Numeracy – Covering more organisers, in more depth and with increased pace.
- Planning documentation streamlined and agreed formats agreed across school
- Stage/Collaborative Planning (Just me personally as we have not really planned together very much)
- Numeracy Assessments

- Covering all areas of the curriculum inc. 1+2 languages more consistently.
- Continue to build collaborative time for moderation
- Training opportunities for effective gathering and use of data – Focusing on collation of relevant information to inform planning and next steps.
- Start whole school groups to allow dedicated time for pupil choice and voice
- Community Links

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	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Very good	Satisfactory
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 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <http://www.highland.gov.uk/RosebankPrimary> or by contacting the school office