

STANDARDS AND QUALITY AITHISG INBHEAN IS CÀILE



2022/23

ROSEHALL PRIMARY SCHOOL



Rosehall Primary School

HIGHLAND COUNCIL | ALTASS, ROSEHALL, IV27 4UE

RESPECT YOURSELF – listen to your heart, look at yourself, be happy, care for your body and mind
RESPECT EACH OTHER – listen, treat others how you want to be treated, be honest and kind
RESPECT LEARNING – knowledge; to know or find out and to succeed

Introduction: Local and National Context

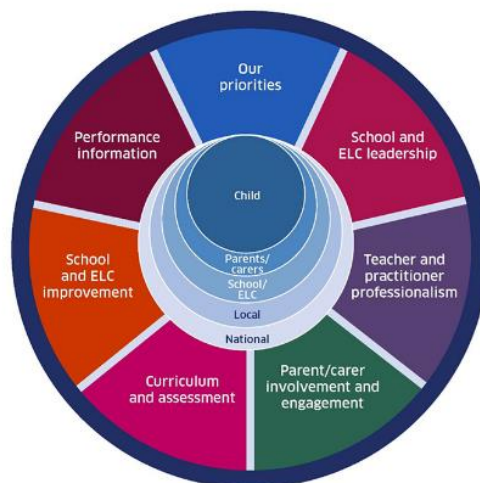
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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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.

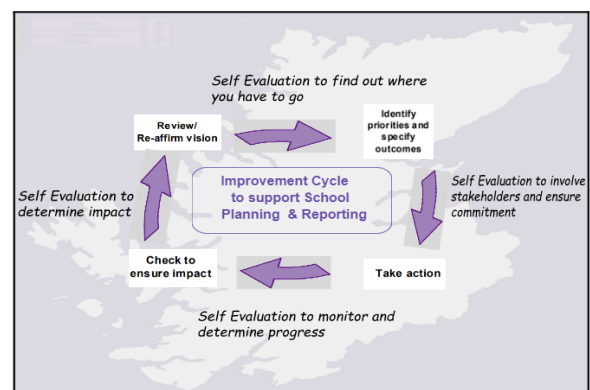
Looking forwards - creating a vision and planning for implementation

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.

Lesley Morrison
Head Teacher
Rosehall Primary School

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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

93.05%

Average Class Size

14

Meeting PE Target

Target Met

Pupil Numbers

12

Teacher Numbers

2

Pupil Teacher Ratio

8.5

We have had no exclusions this year.

Rosehall Primary School is located in Sutherland serving the local community of Rosehall, Linside, Altas and Invershin.

At the moment there are 12 children attending the school. We don't have a nursery. Our pupils are in classes ranging from P1 - 7 and are taught together in a single multi-stage class and our nursery children attend Lairg Nursery, a separate nursery for 3- and 4-year-olds.

The headteacher has overall leadership responsibility for Rosehall Primary School and Lairg Primary School. The headteacher is supported by a principal teacher who is currently on maternity leave. Staff and children from both schools work together regularly.

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 very good. Children achieve appropriate CfE levels in literacy and a few children are exceeding nationally expected levels. The majority of children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very good progress

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Together we will:

- Have big dreams and take small steps
- Create respectful and responsible citizens
- Develop a passion for learning

We aim for all children to:

- Be who they are; equal and unique
- Become resilient
- Try their best
- Never forget the power of YET
- Respectfully share ideas thoughts and opinions
- Be honest and fair
- Be sensible and responsible
- Take care of each other; being kind and friendly
- Be prepared for life

OUR VALUES:

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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:

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

- | | |
|---|--|
| <ul style="list-style-type: none">✓ HT has attended training in QAMSO and has shared with staff and Associated School Group (ASG)✓ Staff have attended cluster and ASG moderation and events they understand a quality body of evidence is used to support assessment judgements and decisions.✓ Staff have used time to moderate High Quality Assessments (HQA) and writing in their Working Time Agreement and all teachers find the process worthwhile✓ Staff share their HQA termly in digital profiles with parents and receive feedback.✓ Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.✓ Observations through learning visits show greater consistency in the effective teaching of writing and it is evident that teachers understand the moderation cycle.✓ Collegiate working is evident in the moderation process across the cluster and becoming more evident across the primary (ASG)- teachers become more confident.✓ Teachers use a range of different assessments to measure children's progress across the curriculum. | <p>Impact:</p> <ul style="list-style-type: none">✓ Increased knowledge of Assessment and Moderation strategies.✓ Impact on Pedagogy and use of High-Quality Assessments.✓ Able to identify in a clear plan - where we are now, where we want to get to and how we are going to do it.✓ Staff have increased confidence in submitting ACEL judgements which are linked to both ongoing and standardised assessments.✓ Moderation processes is consistent across the school, ASG and LA. They work effectively with colleagues across the learning community to moderate standards.✓ Consistent judgements are given based on an increased understanding of data.✓ Benchmarks are used as the tool to guide assessment and moderation discussions across the Authority.✓ Attainment in both Literacy and Numeracy is increasing.✓ Attainment meetings are meaningful and are used to target interventions.✓ Teachers share the learning process; HQA and are engaging parents with their children's' learning. |
|---|--|

Next steps: we need to continue to improve assessment and moderation strategies and embed this practice. We will continue to include moderation in our WTA with our ASG to ensure standards.

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Vision, Values and Aims

Purpose: Our Vision, values and aims are outdated. The children no longer identify with them as they were created by previous pupils before COVID.

We want our aims to be ambitious and challenging; promoting equality, diversity and inclusion.

Progress:

- ✓ The vision of the school is ambitious and focuses on improvements in outcomes for all.
- ✓ Learners are supported to understand the vision aims and values through the four contexts for learning.
- ✓ Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions.
- ✓ Staff are committed to change which has resulted in improvements for learners.
- ✓ Class teachers worked with each class to create a class charter
- ✓ Parents were asked for their opinions through a survey and on post-its on open days
- ✓ A pupil working group was set up to collate the information and create our Vision, Values and Aims.
- ✓ All staff were involved in the process in their Working Time Agreement.

Impact:

- ✓ Improved behaviour due to shared core values.
- ✓ Awareness-of values, shared language embedded.
- ✓ Knowledge of how core values impact learning experiences.
- ✓ Attitude to learning improves- 'can do', the power of 'YET'.
- ✓ Skills-based HQAs , children progress on skills planner.
- ✓ Motivations are high in children are very motivated to learn.
- ✓ Aspirations -a strong hope or wish for achievement or success is achieved.
- ✓ Behaviour-we recognise resilience in our children.
- ✓ Practice-promotion of good relationships.
- ✓ Decision making-all stake holders involved in processes.
- ✓ Relationships are very good at all levels.
- ✓ All stakeholders involved in the process.

Next steps:

Embed our Vision Values and Aims – school assembly, parental correspondence, and ethos of school. Learners understand the vision, aims and values through the four contexts for learning. Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions.

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Improvement in Attainment in Writing

Purpose:

This project has been developed in response to dips in attainment in Writing after the covid and recovery period.

Progress:

- ✓ Staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned CPD.
- ✓ Staff training has improved planning and given teachers confidence in writing lessons and assessment strategies.
- ✓ Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners
- ✓ Staff have created a new Literacy Policy.
- ✓ Staff training in writing has increased confidence in learning, teaching and assessing writing and the moderation process.
- ✓ Most children and young people are attaining appropriate levels, and a few have exceeded these.
- ✓ Attainment levels in literacy is a central feature of the school's priority for improvement and we are raising attainment.
- ✓ Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages.
- ✓ The school's data demonstrates our current learners are making very good progress.

Impact:

- ✓ Our writing policy is a working document created by staff encompassing our new knowledge.
- ✓ Students are succeeding due to the new Steven Graham writing program.
- ✓ Teachers are much more confident in teaching writing.
- ✓ Pupils are clear of their expectations in writing sessions.
- ✓ Reluctant writers are succeeding.
- ✓ We have a consistent writing program/ policy across the cluster Impact on Pedagogy and use of High-Quality Assessments.
- ✓ Awareness of language and how to become a better writing.
- ✓ Knowledge of parts of language.
- ✓ Motivated to write and understand the importance of the skill.
- ✓ Aspirations of becoming a writer.
- ✓ The teaching of writing is becoming more consistent across the school and ASG.

Next Steps

- ✓ Consistent judgements will be given based on an increased understanding of data.
- ✓ Benchmarks will be used as the tool to guide assessment and moderation discussions across the Authority.
- ✓ Attainment in Literacy in particular Writing increase.
- ✓ Spelling – we need to improve further, SIP session 2023-2024

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our Pupil Equity Fund allowed us to create an emotionally supportive environment which promotes healthy lifestyles. Pupils were encouraged to take part in activity addressing factors that impact wellbeing. Targeted support was to ensure educational and health needs are met for our Care Experienced children.

The aim of this targeted intervention was to demonstrate the links between Health and wellbeing (HWB): Getting it right for every child (GIRFEC) and United Nations Convention on the Rights of the Child (UNCRC).

The key to this was to make the connection between the health and wellbeing experiences and outcomes which are the responsibility of all.

The intervention was used flexibly to evaluate HWB and progress. Children reported feeling healthier, more active, and safer due to the project.

The data collected shows that the children felt the project.

- ✓ made them work harder
- ✓ liked being chosen for things more
- ✓ made them feel prouder of their work
- ✓ allowed them to be more able to voice their opinions, thoughts, and feelings
- ✓ made them more likely to follow the rules
- ✓ made them more determined to keep trying if the work is hard
- ✓ stay calm if things don't work out
- ✓ made them feel better about themselves

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Wider achievements

Coileanaidhean nas fharsainghe

Pupils have enjoyed the experiences that East Sutherland School's Sport's Association (ESSSA) has given them. Competitions have helped the pupils form positive friendships and relationships across the cluster and Associated School group promoting health and wellbeing and giving them access opportunities for participation in sport.

- ✓ Cross Country
- ✓ Scottish Dancing
- ✓ Football
- ✓ Basketball
- ✓ Badminton
- ✓ Bench ball

Volunteers have made huge changes in pupil's self-image by promoting a growth mindset and increasing their confidence in a variety of situations. They help our pupils increase and develop social skills and connect with people in their community thus increasing their self-understanding, independence, and confidence. With the help of our Active School's Coordinator, family links through parental engagement and community links we have had the opportunity run these clubs across the cluster.

- ✓ Football
- ✓ Dancing
- ✓ Fishing
- ✓ Rugby

The Newton Room in Dingwall offers our pupils education within science, technology, engineering, and mathematics (STEM). The teaching plans of Newton Rooms are called Newton Modules. The curriculum-based teaching is varied and focuses on learning through practical activities. Generation Science workshops and Dynamic Earth and the National Museum have inspired our younger pupils encouraging them to explore and understand the world around them with online sessions.

Our P6 Junior Leaders have worked over the year on leadership qualities. They have organised the equipment, communicated with others and planned activities. They have shown commitment, grown in confidence, and used skills to lead activities for the rest of the school.

Kodaly and Fèis featured on our calendar. Kodaly is the idea that music should be a social and cultural experience. Kodály is musical education which teaches concepts, creativity, and collaboration for young children in nursery and P1-3. Fèis worked with P4-7 giving them the opportunity to participate in traditional music and Gaelic learning. The Fèis provides opportunities for learners to develop their skills and talent with the emphasis always on fun.

There were opportunities in our school to be healthy and safe. Safe, Strong, and Free initiative is a programme of interactive puppet workshops which give the pupils strategies to use which will help them stay safe if they encounter bullying, an approach from a stranger or an unwanted/inappropriate approach from an adult they know. Childsmile is a national programme designed to improve the oral health of children.

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The pupils created a stunning outdoor three-panel mosaic that reflected their local environment helped by Brora Learning Zone and a mosaic artist who both visited the school.

They were the winners of the OVO Foundation Nature Prize in partnership with Let's Go Zero. The school won £200. The judges loved their idea and felt that it promoted nature access within the school.

They take part in Lairg Crofter's Show competitions in particular entering the Industrial Tent categories, baking, art, and craft competitions. The pupil's held a very successful MacMillan Coffee morning, the planned, baked and hosted the event which was open to parents, carers and friends.



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Comments from learners, families, stakeholders and staff

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

Parents

- Active fun learning
- A lovely inclusive and fun school
- A supportive, committed, and caring environment for the well-being of the children.
- The school for myself as a guardian has made YP feel safe and secure. It's a place where he can be with other children, and they are all the same.
- Care for and support pupils with a wide variety of emotional and learning needs. Ensuring each pupil is treated as the individuals that they are.
- Fun safe environment for my child's learning
- Make learning enjoyable - they LOVE school
- Support the children individually / have super communication involving the family

Pupils

- You are helpful
- We try our best
- Wildlife
- Awesome
- The eco system

Staff

- Rosehall Primary is a place for learning in a caring nurturing environment. It gives pupils the opportunity to explore and develop as confident individuals. Rosehall Primary School allows pupils to develop essential life skills.
- Looking after each other
- Nurturing, caring, respectful of each other and environment, family. The heart of Rosehall community.

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:

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

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

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

NIF Priority: Improvement in attainment, particularly in literacy and numeracy
NIF Driver: Performance Information

NIF Priority: Improvement in attainment, particularly in literacy and numeracy
NIF Driver: Curriculum and assessment

NIF Priority: Improvement in children and young people's health and wellbeing
NIF Driver: School and ELC Leadership

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://rosehallprimary.wordpress.com/> or by contacting the school office on 01549 441214

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