



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2024-2025**

## ROGART PRIMARY SCHOOL



Valued Happiness Teamwork Creativity

# 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?*<sup>4</sup> 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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Sarah Evans  
Head Teacher  
Rogart 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**  
**91.9%**

**Average Class Size**  
**10**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**20 (+ 5 nursery)**

**Teacher Numbers**  
**3**

**Pupil Teacher Ratio**  
**6.9**

Rogart Primary School is located in a rural, setting serving the local community of Rogart in Sutherland.

There are 20 children attending the school and 5 children in nursery, ranging from N3 - P7. P1 - 3 and P4 – P7 are taught together in a single composite classes and there is a separate nursery for 2 to 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. The majority of children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Good progress

**Writing**

Good progress

**Listening and talking**

Very good progress

**Numeracy**

Good progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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

Valued Happiness Teamwork Creativity

## 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.

## 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:

### Developing the curriculum to include play pedagogy for all ages

#### Purpose:

- Follows on from Class Teacher's enquiry on play pedagogy 2023/24, staff wanted to apply pedagogy across both classes to further maximise the attainment and promote vertical transitions.
- Linking planning in the moment to intentional planning within Rogart Primary School and using this in profiling.
- To improve the end of day routines to maximise learning through play as identified by care Inspectorate.

#### Progress:

##### Content:

- ✓ Play pedagogy has been developed further:
  - Shared with parents through open afternoon
  - Play boxes initiated for P4-P7
  - Mindstretchers Academy books purchased and Play Piece followed
  - Children completed weekly Forest Schools over two terms
  - Floorbook planning in place in both classes
  - IDL planner in place for both classes with pupil voice
- ✓ Profiling re-introduced for all pupils

#### Impact:

- ✓ Both classes learning through play now.
- ✓ All parents gave positive feedback about play pedagogy and outdoor learning at open afternoon.
- ✓ Pupil voice is part of planning, teaching and assessment.
- ✓ Pupil voice captured in learning conversations and target setting. Changes in children's HWB can be supported by class teachers through termly conversations. Progression in Literacy and Numeracy can be clearly demonstrated



and shared with families. Children revisiting files and their learning.

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|--|---|
| ✓ Number Sprinkles Planning framework implemented                                | ✓ Ensures all aspects of numeracy are covered.  |
| ✓ Goal Free Numeracy tasks carried out for assessment                            | ✓ Captures pupil voice for assessment for learning, identifies misconceptions and gaps in learning at start of topic as well as clear progression at the end.         |
| ✓ Highland Numeracy Diagnostic Assessments used                                  | ✓ Increased accuracy of predictions of progress based on discussions using data from these assessments.   |
| ✓ Numeracy Working Walls in both classrooms, centralised resources               | ✓ Children of all ages readily accessing concrete materials and confident in their use to support their learning.   |
| ✓ Learning through play continues at handover time in Nursery                    | ✓ Maximising time for learning through play, choice ensured throughout the day.   |
| ✓ Numeracy within the environment increased in Nursery both indoors and outdoors | ✓ Care Inspectorate deemed the setting as 'Good' and said 'the continuous provision indoors had been well considered to include age and stage appropriate resources.' |
| ✓ Intentional and Responsive Planning developed in Nursery                       | ✓ Initial actions have been observed by Nursery Manager   |
|  | ✓ Good progress was made in this area.  |

#### Next steps:

- Further embed Highland Numeracy Diagnostic Assessments with multiplication and division and fractions.
- Consider parent voice being captured within pupil profiling.
- Self-evaluation of use of SOFA and SNSA data to support planning, learning and assessment.
- In nursery, ensure daily observation consistently record key learning and meaningful next steps for children.
- Develop the outdoor Nursery to make it inviting and engaging to encourage children's choice of play environment.

#### School Priority:

### Health & Well Being

#### Purpose:

- There is a high percentage of children that need support for emotional Health and Wellbeing in our school including young carers and other vulnerable groups of children.

- Further improve outdoor environment for sustainability as identified by Climate 180 audit goals.

#### Progress:

##### Content:

- ✓ Outdoor learning regularly timetabled
- ✓ Sustainable Green Wall developed with the children
- ✓ Innerwings programme delivered across the school
- ✓ De-escalation training carried out by all staff
- ✓ All Nursery personal care plans have specific strategies with detail

#### Impact:

- ✓ All children identified that being outside helped them with their learning.
- ✓ Increased nature around school and children's awareness of improving their environment and agency to do so.
- ✓ Increased knowledge of farm to fork growing their own vegetables, cooking and eating them.
- ✓ Most children demonstrated an increase in confidence.
- ✓ Most children could identify at least one strategy that helps them cope when things do not go as they expected.
- ✓ Training used in discussions for support and child plans with all staff.
- ✓ All staff are very aware of how to meet children's needs through detailed and specific care plans created with regular communication with parents.
- ✓ Satisfactory progress was made within Health and Wellbeing

#### Next steps:

- Create a context specific Positive Relationships Policy with all partners.
- Implement the use of Relationships, Sexual Health & Parenthood (RSH) resources.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

#### For Literacy:

From a target group of 7 pupils, 6 pupils made at least \* level of progress in all areas of Literacy.

1 pupil made 2\* progress in writing and in L&T.

4 pupils have made progress in closing the attainment gap in areas of Literacy. 3 continue to work at age related expectations across Literacy.

5 pupils made 6 months+ progress in spelling including 1 PEF pupil.

#### For Numeracy:

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From a target group of 8 pupils, 5 pupils made at least \* level of progress in Numeracy.  
5 pupils are working at age related expectations in Numeracy, including 1PEF child, and 3 have made progress in closing the attainment gap.

## Wider achievements

### Coileanaidhean nas fharsainghe

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#### Fundraising

Filled 10 shoeboxes for the Rotary kids appeal  
Nursery raised £60 with a quiz sheet for the community  
Asda Cashpot raised £170 for outdoor equipment in the Nursery  
Primary raised £500 at Christmas with 100 squares, bag designs and donations at the fantastic performance of Christmas with the Aliens  
Whole School sponsored walk  
Parent Council funded new outfits for the Ceilidh dancing  
Staff and Children ran their own stalls for MFR Cash for Kids, including Bris a Brac and selling peat  
Volunteers and pupils washed cars for MFR Cash for Kids  
Parent Council raised nearly £7,000 for MFR Cash for Kids

#### Coaching & Clubs

Monica's country dance class – every Friday for 3 terms  
Rugby P5-P7 for 3 weeks  
12 weeks of Swimming lessons  
Benchball and Basketball at Golspie Primary gym over 2 terms  
Gymnastics at Golspie Primary gym for 6 weeks  
Yoga for P1 – P7 for 4 weeks partly funded by Parent Council  
Golf for P1-7 for 3 weeks  
Bikeability Level 1 and Level 2 for P6 & P7  
Cross-Country training for a term for Primary  
Kodaly music for P1 – P3 for 8 weeks  
Feis Music for P5-7 for 8 weeks  
Film making project for a day with P5 – P7 in conjunction with GHS  
Hockey for P1-P7 for 4 weeks

#### Competitions

Swimming Gala  
Benchball Competition P5 and younger  
Basketball P6 & P7  
Ceilidh Dancing competition for all ages  
Schools' Cross-Country for Primary  
Football Festival for P5 – P7  
Rugby Festival for P5 – P7  
Rotary Kids Primary Quiz in Lairg  
Rogart Gala art and craft entries

#### Trips and Outdoor Learning

Nursery to P3 visit to the Pumpkin Patch  
Inverness trip for Christmas lunch followed by Jack and the Beanstalk Pantomime at Eden Court for the whole school, funded by the Gala and Parent Council  
Fyrish Gymnastics trip funded by Parent Council  
Balblair woods trip  
Berriedale trip  
Gorge Walking funded by Parent Council



P5 -P7 visit to the Newton Rooms with a renewable energy focus  
P5-P7 trip to the Lion, the Witch and the Wardrobe production at Eden Court theatre funded by Parent Council  
A visit to Brora Library  
A visit to the café for Nursery  
A trip on the train for Nursery  
Forest schools at Balblair Woods & Ferrycroft Woodlands for various groups of children  
Davochfin Farm for P1 – P3  
Visiting the ponies at Reay House  
P7 leavers' trip funded by Parent Council  
NSA Mid Fearn Farm Trip organised by RHET  
The Doll Croft Nursery to P3  
Tannachy Croft visit for Nursery to P3  
Traditional digging of peat  
Visit to Dunrobin Castle gardens and Falconry display, Nursery to P3

### Events

Open afternoon  
Christmas Play, 'Christmas with the Aliens' for the community in the village hall  
Elementary Health Session at Golspie Primary School from NHS aimed at P1 to P4  
Road Safety Magic show  
World Book day  
Viking topic open event  
Sports' day  
Prizegiving funded by Parent Council

## Comments from learners, families, stakeholders and staff

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

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Children tell us:

Of course, Nell [the dog] makes me feel happy at school and I like going outside a lot. I went for a walk yesterday, we saw some pond skaters.

[Our PSA] is funny and kind and she lets us have Pokémon cards because we do reading. And I like to play outside and in the classroom... I like talking to [our PSA] a lot too.

[My teacher] is really kind, she's fun to read and play with and she lets us go on trips.

A long time ago, we went to see lots of seabirds and we got to see seals and climb rocks and we got to see jelly fishes and we saved one.

I like doing bits and bobs and experiments and I like books and writing and I like playing with toys. I like doing videos outside on my Chromebook. Next, I would like to make some letters and books and stuff. Aw yeah and I want to do numbers.

My favourite books are animal books. I have learnt how to get flexible in gymnastics. My favourite thing to do is study. I have learnt about wildlife and got prizes for good work. I am very good at sharing. I think that I have been doing good so far this year. I am quite fast at running. It was hard when I did cross country with all the P7s but I did like it. I want to do swimming lessons. I loved being in the school play, I was Mary. I liked riding the donkey and doing the funny bits. I loved all our trips and I like everything on our trips.

Our parents say:

What a wonderful thing to do for the children [P7 trip], such a great wee school, thank you. It is great to see what they are all doing and what interests them.

*Valued Happiness Teamwork Creativity*

It is brilliant the kids go out and about into nature so much.  
 [Pupil] and the school dog seem to be best pals.  
 Fabulous... they're having fun at the Rugby!  
 In response to a visit to Reay House: [Pupil] loved it thank you. Thanks guys, [pupil] now wants a horse. Wow!  
 Regarding visits to Golspie Primary School for gymnastics: Looks awesome!  
 Show [Christmas with the Aliens] was fantastic, well done all.  
 About our Cook's Christmas dinner: Looks amazing. Wow... lucky kiddos. Thank you! Looks beaut.  
 For our Halloween themed day: Thank you, [pupil] had a fab time. Lovely pictures. Thanks for doing this.  
 Following on from children cooking their own soup from vegetables they had grown and harvested themselves: Fantastic!  
 Fantastic effort by all, very proud, was a parent response following our team's performance at the swimming gala.

Staff:

Regarding what makes Rogart Primary unique: Access to countryside beyond our school ground, a family atmosphere, a nature friendly playground that is used regularly for outdoor learning.  
 We have a long-established crofting community with skills and knowledge we can access to improve learning. There are lots of community links to promote intergenerational learning.

Relief Staff have told us:

This is still the best school in Sutherland.  
 What a really lovely day in Rogart again!! Feeds my soul.  
 I love how creative the children are.

Visitors tell us:

So very proud of you all [at the Ceilidh Festival], you were brilliant. Enjoy being with you.  
 My husband ...and I enjoyed Rogart School Viking open day... he said it was extremely impressive – those happy kids are doing amazing stuff!

## 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

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#### Develop Curriculum Progression and Planning

- Further development of the curriculum rationale.

- Increase attainment in writing through CPD with Stephen Graham.

- Use of detailed and specific observations of learning in Nursery to set targets.

#### Positive Relationships and Wellbeing

- With our partners, write a Positive Relationships Policy specific to Rogart Primary School.

- Use of RSHP resources.

- Continue with outdoor learning & sustainability, developing the Nursery outdoor area and completing the John Muir Award.

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Rogart Primary](#) or by contacting the school office.