



# STANDARDS AND QUALITY REPORT 2025-26

## AITHISG INBHEAN IS CÀILEACHD

### ROGART PRIMARY/ELC



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% |

VALUED, HAPPINESS, TEAMWORK & CREATIVITY

## 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**  
**91.7%**

**Average Class Size**  
**9.5**

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

**Pupil Numbers (inc nursery)**  
**19 (+8 nursery)**

**Teacher Numbers**  
**3**

**Pupil Teacher Ratio**  
**6.6**

|                         |                         |                           |                           |                           |                           |                           |                         |                           |
|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|-------------------------|---------------------------|
| <b>N3</b><br><b>38%</b> | <b>N4</b><br><b>62%</b> | <b>P1</b><br><b>12.9%</b> | <b>P2</b><br><b>13.5%</b> | <b>P3</b><br><b>13.7%</b> | <b>P4</b><br><b>14.5%</b> | <b>P5</b><br><b>14.9%</b> | <b>P6</b><br><b>15%</b> | <b>P7</b><br><b>15.4%</b> |
|-------------------------|-------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|-------------------------|---------------------------|

|                                            |                                |                                |                                |                                |                               |
|--------------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|-------------------------------|
| <b>SIMD Q1<sup>1</sup></b><br><b>22.3%</b> | <b>SIMD Q2</b><br><b>19.4%</b> | <b>SIMD Q3</b><br><b>18.1%</b> | <b>SIMD Q4</b><br><b>21.6%</b> | <b>SIMD Q5</b><br><b>18.6%</b> | <b>Unknown</b><br><b>0.1%</b> |
|--------------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|-------------------------------|

|                                        |                               |                                        |                               |                                     |                             |
|----------------------------------------|-------------------------------|----------------------------------------|-------------------------------|-------------------------------------|-----------------------------|
| <b>ASN<sup>2</sup></b><br><b>36.9%</b> | <b>No ASN</b><br><b>63.1%</b> | <b>FSM<sup>3</sup></b><br><b>29.8%</b> | <b>No FSM</b><br><b>70.2%</b> | <b>EAL<sup>4</sup></b><br><b>9%</b> | <b>No EAL</b><br><b>91%</b> |
|----------------------------------------|-------------------------------|----------------------------------------|-------------------------------|-------------------------------------|-----------------------------|

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

|                |                |                              |                 |
|----------------|----------------|------------------------------|-----------------|
| <b>Reading</b> | <b>Writing</b> | <b>Listening and talking</b> | <b>Numeracy</b> |
| Majority       | Majority       | Most                         | Majority        |

We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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#### OUR SCHOOL VISION

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

#### OUR SCHOOL AIMS:

We aim to:

- 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.

#### OUR SCHOOL VALUES:

Valued, Happiness, Teamwork & Creativity.

VALUED, HAPPINESS, TEAMWORK & CREATIVITY

## 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 1: Raising Writing Attainment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Improvement Plan Priority 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Summary of progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Next steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Overall, progress against this writing priority has been limited due to fluctuating staffing levels, which significantly affected consistency of implementation, moderation and impact on attainment.</p> <p><i>A positive improvement in attainment is evident, with overall writing attainment increasing from 75% to 82.8% and P4 writing attainment increasing from 72% to 100%, indicating that recent increases in the frequency of writing have had a beneficial effect. In particular, improvements in punctuation are evident, supported by run chart evidence.</i></p> <p>Most learners are engaged in writing activities and increasingly see themselves as writers, and the majority can confidently talk about their learning intentions, success criteria and, in some cases, next steps. However, learners' understanding and application of the <i>Tools for Writing</i> have been severely impacted by staffing shortages, resulting in variable practice and limited progression across text types.</p> | <ul style="list-style-type: none"> <li>➤ Plan termly High Quality Assessments for Writing.</li> <li>➤ Build in termly moderation opportunities, using children's work from these HQAs to agree standards and develop confidence in professional judgement.</li> <li>➤ Use the Highland Council Writing Rubric consistently each term to support clearer, more reliable judgements and to track progress over time.</li> <li>➤ Use what we learn from moderation to identify next steps, target support where needed and review the impact on attainment and equity as part of ongoing improvement planning.</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Most learners are beginning to use more complex sentences and richer vocabulary, but this remains inconsistent and requires moderation to secure shared standards.</p> <p>Due to the lack of moderation and inconsistent data, there is no clear evidence of increased attainment or narrowing of the attainment gap.</p>                                                                                                                                                                                                                                                                                                                                                                 |  |
| <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Staff knowledge and skills in teaching writing have increased, with greater confidence in supporting pupils' personal writing and involving learners more actively in the writing process.</li> <li>• Children's attainment in writing has improved, particularly in personal and independent writing, with pupils demonstrating stronger ideas, more detailed content and increased willingness to write.</li> <li>• Pupil engagement, confidence and involvement in self-assessment have improved, with learners more able to reflect on their work, identify successes and discuss next steps in their learning.</li> </ul> |  |

## School Priority 2: Curriculum Progression and Planning

### School Improvement Plan Priority 2

| Summary of progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Next steps                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Due to staffing shortages, it has not yet been possible to develop a clear curriculum rationale or establish curriculum working groups.</p> <p>Long- and medium-term planning across the primary years is consistent; however, the systematic use of progression frameworks in literacy and numeracy is not yet sufficiently embedded, and the impact of this work is too early to assess.</p> <p>In the Nursery, there has been meaningful progress. Key learning is consistently recorded in observations, providing a clear picture of children's learning. However, the consistent planning of meaningful next steps is not yet embedded, and practice remains developing.</p> | <ul style="list-style-type: none"><li>➤ Consistent use of Literacy &amp; Numeracy Progressions/Pathways.</li><li>➤ Creation of curriculum rationale.</li><li>➤ Consistent planning of meaningful next steps in nursery.</li></ul> |
| <b>Impact</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"><li>• The impact of using progression frameworks as part of our long term planning has been limited across the school due to challenges in sustaining consistency and continuity of implementation, which has reduced its overall effectiveness.</li><li>• In contrast, the impact of long-term planning within the nursery has been more positive, supported by greater staffing stability and consistent approaches.</li></ul>                                                                                                                                                                                                                    |                                                                                                                                                                                                                                   |

## School Priority 3: Positive Relationships

### School Improvement Plan Priority 2

| Summary of progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Next steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A Positive Relationships Policy is currently in draft form, informed by the approach implemented at Golspie Primary our cluster school. The policy will be further developed through consultation with staff, pupils and parents before being finalised and shared with all stakeholders.</p> <p>Pupil and parent questionnaires were issued on 6 May 2026, and it is too early to assess impact.</p> <p>The use of GIRFEC Wellbeing Webs has been inconsistent due to staffing shortages, limiting their effectiveness.</p> <p>Planned training in trauma-informed practice and increased first aid qualification were not achieved due to capacity, cost and cover constraints. (Not included on the WTA so will need to be looked at again).</p> <p>In the nursery, the Leuven Scale is used effectively to demonstrate increased emotional wellbeing, and parents report satisfaction with daily communication.</p> <p>Due to staffing challenges and the absence of a nursery manager, the nursery outdoor area remains a focus within the quality assurance and self-evaluation calendar. This will ensure continued monitoring and development to support children's engagement and learning outdoors.</p> | <ul style="list-style-type: none"> <li>➤ Strengthen pupil voice and participation by continuing to work with Pupil Council as part of our school self-evaluation.</li> <li>➤ Improve the consistent use of wellbeing tracking tools to support more systematic evaluation of impact.</li> <li>➤ Review questionnaire feedback from pupils and parents to inform next steps and ongoing self evaluation.</li> <li>➤ Engage with Laura Murray who, as part of her secondment role supporting the role out of the Education and Learning Improvement Plan (ELIP) is planning and preparing a training programme for Paediatric and Emergency First Aid for schools.</li> <li>➤ Fully implement and embed our Positive Behaviour Policy and review at appropriate dates.</li> </ul> |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Impact</b>                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>As implementation of the Positive Behaviour Policy is at an early stage, it is not yet possible to evaluate its impact.</li> <li>SEEMiS and Pastoral Notes show zero pupil staff incidents, indicating positive relationships are already evident across the school.</li> </ul> |

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

|                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3/3 children<br/>3/3 children<br/>3/3 children</p> <p>2/3 children<br/>2/3 children<br/>1/3 children</p> | <p><u>P1/2/3/4</u><br/>Reading: 2/3 children improved by 1*, 1.3 children improved by 2*.<br/>Writing: 1/3 children improved by 1*, 2/3 children improved by 2*<br/>Spelling: 1/3 children increased their age by 6 months, 1/3 children increased their age by 1 year, 1/3 children increased their age by 2 years.</p> <p><u>P5/6/7</u><br/>Reading: 1/3 children improved by 1*, 1/3 children improved by 2*.<br/>Writing: 1/3 children improved by 1*.<br/>Spelling: 1/3 children increased their spelling age by 1 year.</p> |
| <p>3/3 children</p> <p>2/3 children</p>                                                                     | <p><u>P1/2/3/4</u><br/>3/3 children improved by 1*.</p> <p><u>P5/6/7</u><br/>2/3 children improved by 1*.</p>                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Wider achievements

### Coileanaidhean nas fharsainghe

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#### Around our school:

The Bottle Shed which had fallen into disrepair is being fixed up by pupils and Mr Sharp with a view to turning it into a shelter for playtime and lunchtime.

#### Fundraising

Filled shoeboxes for the Rotary Kids Appeal.

Primary raised £500 at Christmas Fayre held in Rogart Mart alongside the community.

Whole School sponsored walk – TBC.

#### Coaching & Clubs

Monica's Country Dancing Club (all ages) – every Thursday afternoon for an hour for 3 terms.

Feis Music (P3 - 7) – 8 weeks in Term 2 and 3.

Kodaly music (P1/2) – 8 weeks across the school year.

Blasad Gàidhlig Sessions (P3 – 7) – 8 weeks in Term 2.

Cross Country training delivered by Class Teachers (P3 – 7) – Term 4.

Rugby (P3-P7) - 3 weeks in Term 4

Swimming Lessons (P3-7) – 10 weeks (6 weeks in Term1 then 4 weeks in Term 4).

Golf for (P3 – 7) – 3 weeks in Term 4.

Rotakids (P3 – 7) – across the school year.

Balance Bikes (N – P2) – Term 4 (funded by Rogart Development Trust).

Violin Lessons – Highlife Highland.

Chanter Lessons – Highlife Highland.

#### Competitions

Swimming Gala (P3 – 7) – 1<sup>st</sup> Overall for Small Schools.

Benchball Competition P5 and younger – we sent a boys and a girls team.

Basketball (P4 – 7) – we sent a mixed team.

Ceilidh Dancing competition for all ages – 1<sup>st</sup> in the Canadian Barn Dance (Eleanor and Alexandra), Lexi won the prize for the “Smiliest Contestant”.

Bonar Bridge Cross Country Tournament.

Badminton Tournament – Eleanor reached the quarter finals and came 4<sup>th</sup> Overall.

Football Festival for P5 – P7

Rugby Festival for P5 – P7

Club Heat Rotary Quiz – 2<sup>nd</sup> overall and progressed to the Area Heat.

Rogart Gala art and craft entries.

### Trips and Outdoor Learning

P3 – 7 Climbing Wall Trip (funded by MFR Cash for Kids competition winners fund)  
Eden Court Pantomime Trip (funded by the Gala and Parent Council).  
P3 – 7 visit to the Newton Rooms with a renewable energy focus (funded by Parent Council).  
N – P2 Trip to Ferrycroft Woodlands and playpark.  
P7 leavers' trip funded by Parent Council.  
P3 – 7 Trip to Culloden Battlefield (funded by MFR Cash for Kids competition winners fund).  
Growing potatoes in the school garden.  
Den building in the local woods and playground.

### Parent and Community Engagement

Christmas Open Afternoon – carol concert.  
Nativity Performance – “Christmas round the World”.  
Christmas Fayre – community event at Rogart Mart.  
World Book Day.  
1 Parents Evening – Term 3 (staff absence affected this).  
Sports' Day.  
Rogart Gala – each class enters the Craft Fayre.  
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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#### Learners

Feedback from pupils (n=10) is very positive overall, with most children reporting that they feel safe, respected and well supported within the school. Almost all pupils say there are opportunities for exercise and wider achievement, and that staff encourage them to do their best. Relationships across the school are strong, with most pupils feeling comfortable approaching staff and knowing who to speak to if they need help. Most pupils are happy with the quality of teaching and feel their work is appropriately challenging. A small number of responses highlight some uncertainty around pupil voice, confidence, and understanding of progress, which will be areas for further development.

#### Key Strengths:

Strong sense of safety and wellbeing, with almost all pupils feeling safe and supported.

Positive relationships, with staff treating pupils fairly and respectfully.

Pupils know who to go to for help and feel encouraged to do their best.

Very good opportunities for physical activity and wider achievement beyond the classroom.

Most pupils are happy with the quality of teaching and feel appropriately challenged.

Inclusive ethos, with most pupils feeling comfortable approaching staff.

#### Stakeholders

Feedback from parents is overwhelmingly positive, with all responses indicating high levels of satisfaction across almost all areas of school life. Parents report that children feel safe, happy and well supported, and that staff know them well as individuals. There is strong confidence in the quality of teaching, communication, and the school's nurturing and inclusive ethos. One response highlighted a concern regarding leadership and management, which will be considered as an area for further reflection and improvement. Overall, the feedback suggests a very positive experience for families within the school community

#### Key Strengths:

Strong relationships between staff and pupils, with staff knowing children well as individuals.

High levels of pupil wellbeing, with children feeling safe, supported and included.

Positive parental confidence in teaching quality and children's progress.

Effective communication and reporting to parents.

Inclusive ethos, with parents feeling comfortable approaching the school and being involved.

Strong promotion of respect, wellbeing and positive relationships across the 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><br>Leadership of change                                            | Good | Satisfactory |
| <b>QI 2.3</b><br>Learning, teaching and assessment                               | Good | Satisfactory |
| <b>QI 3.1</b><br>Wellbeing, equality and inclusion                               | Good | Good         |
| <b>QI 3.2</b><br>Raising attainment and achievement/Securing children's progress | Good | Satisfactory |
| <b>Other QIs reviewed</b>                                                        |      |              |

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement. Increased staffing consistency will support and enhance this.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

Writing Moderation  
Developing a Curriculum Rationale  
Transition

VALUED, HAPPINESS, TEAMWORK & CREATIVITY

## 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 are on display in the school but a copy can also be obtained by contacting the school office.