



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-25

## Rosebank Primary School



Teamwork, Respect, Kindness, Fun

# 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 90%	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 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**

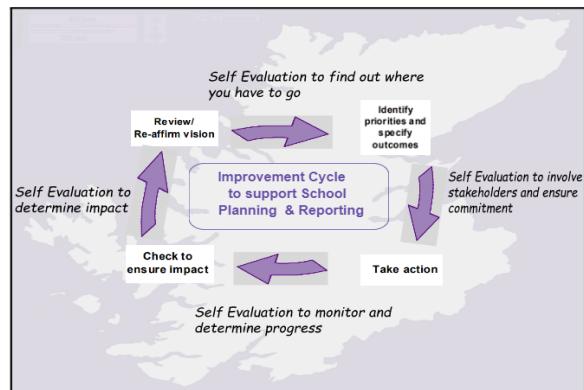
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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

## Pròfil 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.

<b>Attendance</b> <b>92.6%</b>	<b>Average Class Size</b> <b>26.8</b>	<b>Meeting PE Target</b> <b>Target Met</b>						
<b>Pupil Numbers (inc nursery)</b> <b>309</b>	<b>Teacher Numbers</b> <b>14</b>	<b>Pupil Teacher Ratio</b> <b>19.6</b>						
<hr/>								
<b>N3</b> <b>4%</b>	<b>N4</b> <b>8%</b>	<b>P1</b> <b>12%</b>	<b>P2</b> <b>13%</b>	<b>P3</b> <b>9%</b>	<b>P4</b> <b>14%</b>	<b>P5</b> <b>12%</b>	<b>P6</b> <b>18%</b>	<b>P7</b> <b>10%</b>
<b>SIMD Q1<sup>1</sup></b> <b>3.68%</b>	<b>SIMD Q2</b> <b>12.5%</b>	<b>SIMD Q3</b> <b>39.71%</b>	<b>SIMD Q4</b> <b>27.57%</b>	<b>SIMD Q5</b> <b>16.18%</b>	<b>Unknown</b> <b>0.37%</b>			
<b>ASN<sup>2</sup></b> <b>31.25%</b>	<b>No ASN</b> <b>68.75%</b>	<b>FSM<sup>3</sup></b> <b>13%</b>	<b>No FSM</b> <b>87%</b>	<b>EAL<sup>4</sup></b> <b>3%</b>	<b>No EAL</b> <b>97%</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>
Most	Majority	Most	Most

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.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Good progress	Satisfactory progress	Good progress	Good progress

<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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*'Be curious, challenge yourself; achieve success'*

### 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

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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:

#### Numeracy and Mathematics – Learning and Teaching (incorporating ASG working)

#### Purpose:

Through our ongoing self-evaluation as an ASG, practitioners have identified that numeracy and mathematics is an area of further development to focus on collaboratively.

#### Inspection feedback:

Teachers should review approaches to planning which lead to a greater consistency and progression across all organisers. There is a need to ensure that all aspects of numeracy and mathematics are well planned for and delivered across the stages.

#### Progress:

- Teachers engaged in practitioner enquiry in Numeracy and Mathematics based on a chosen theme

#### Impact:

- Improved professional judgement in Numeracy and Mathematics through a

- Themes:  
Interventions  
Challenge and Problem Solving  
Number fluency
- Collegiate time provided the opportunity to research collaboratively. Following a period of enquiry, teachers shared their professional learning with others
- Teaching staff worked with a member of the Educational Psychology team. This supported practitioners with research-based evidence and how to structure a practitioner enquiry
- Early Learning and Childcare practitioners engaged in the sharing of learning session with the Early Level practitioners, identifying where the learning in each of the themes can support Numeracy and Mathematics within ELC.
- Teaching staff attended Numeracy Sprinkles training to consider approaches to planning to ensure Numeracy Benchmarks are being covered across a level and how we can link areas of Numeracy and Maths to support learner progress and achievement

shared understanding of progression, strategies and assessment

- Through the professional enquiry, teachers were able to implement and evaluate a small test of change within their class. Through sharing practice with others, Teachers now have a range of strategies and interventions that they can adopt within their own class to improve learning and teaching and to meet learners' needs
- Numeracy Sprinkles training has provided teachers with a format to use within planning, to ensure full coverage of numeracy and maths outcomes

#### **Next steps:**

- To continue to build on strategies and interventions for numeracy and maths to ensure the needs of all learners are being met. To ensure progression, breadth and challenge
- Senior leaders to ensure consistency in learning and teaching across all classes
- For children to have greater ownership of their learning – this needs to be consistent across all classes

#### **School Priority:**

**A whole school approach to Literacy for all, including planning and progression**

#### **Purpose:**

The Making Sense Report 2020 recommends the use of a wave approach to supporting young people experiencing difficulties with literacy development where interventions are informed by individual assessment results and often delivered within the regular classroom. Young people with dyslexia benefit from early identification, appropriate intervention, and targeted, effective support at the right time. Assessment for dyslexia should be a process rather than an end product. This is the model of support used in Literacy for All.

Class Teachers have already engaged in some training but as a school we wish to develop a whole school approach to ensure consistency and improve literacy outcomes for all learners.

**Inspection Feedback;**

Senior leaders and staff should evaluate interventions regularly to ensure that they are impacting positively on children's progress and achievement.

Inspection Feedback; Early Years Practitioners should continue to refer to national benchmarks to support planning and progression of learning.

**Progress:**

- HT Training Day: Explored rationale for change and processes in line with current guidance and recommendations
- HT and all teachers in P3 – P7 looked at the rationale and identification process for dyslexia
- Exploration of varying assessments that can be used to aid targeted learning and teaching in literacy.
- Explored possible interventions to be put in place to support learners
- ASL teacher – attended training to work with parents of children with persistent literacy difficulties, to provide guidance and support

**Impact:**

- Improved staff knowledge of literacy difficulties and interventions that can be put in place to support learners
- Practitioners building knowledge on how to evaluate and record the impact of any intervention that has been carried out.
- Practitioners becoming more able to identify the underlying issues that are preventing a learner from mastering aspects of literacy.
- Practitioners are becoming more confident in making an identification of dyslexia, where appropriate, based on evidence collated.
- ASL teacher more able to support parents of learners with persistent literacy difficulties.
- Beginning to develop school guidelines/policy on approach to persistent literacy difficulties.

**ELC;**

- Using benchmarks to ensure planning is progressive and meets the needs of all children
- Increase in Practitioner confidence when tracking literacy and numeracy

**Next steps:**

- To continue to ensure that frameworks are being followed to ensure that all areas of the curriculum are planned for sufficiently, and to ensure consistency.
- To ensure early identification of children not making progress in literacy and for interventions to be implemented and tracked
- To develop a whole school approach to supporting children with literacy difficulties

# Progress and impact of Pupil Equity Fund

## Adhartas agus buaidh Maoin Cothromas Sgoilearan

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During session 2024-25 Rosebank Primary received £45815 of funding. This was spent on a subscription to Literacy Gold, food to provide snack and breakfast for identified children, and to release DHT from class commitment to support with improving attainment in literacy.

Feedback from HMIE April 2025

Senior leaders continue to make use of additional funding to purchase resources and to release depute headteacher from class commitment. This approach is allowing the depute headteacher to target and deliver a range of focussed interventions with the aim of raising attainment in literacy and numeracy. Senior leaders have taken positive steps to reduce the number of groups being supported to enable identified children to access regular support across the school week.

DHT was released to support small groups/individuals with writing

By end June 2025;

P2 – 80% - 4/5 pupils now on track. This is above the 60% target

P3 – 33% - 3/9 pupils now on track. This is below the 60% target

P6 – 54% - 12/22 pupils now on track. This is below the 70% target

P7- 48% - 3/7 pupils now on track. This is below the 60% target

Writing will continue to be a SIP priority next session. Current P4 – P7 teachers have undertaken NIWP during the year and we will implement this approach and train further staff next session.

Reading - after a review of data in Nov 2024 further interventions were put in place to support reading (Dec 2024-May 2025) – Led by DHT. Assessment data was indicating that Literacy Gold assessments not showing reading age increase and was not reflecting improvements seen in class. Small group interventions put in place for identified pupils. PM Benchmarking assessments used in May/June 2025 and noted the following improvements;

39/39 - 100% – made progress within the level.

12/39 -31% are now on track.

When asked through a questionnaire, 94% of the children enjoyed the small- focussed group and felt that it supported their reading and their ability to answer a range of questions.

*'The group has helped my confidence. I now feel that I can answer different questions' – P4*

*'I found it easier to concentrate in a smaller group. It helped me find the answers to questions' – P5*

*"I am now able to find clues in the text to answer the trickier questions' – P6*

*'I like working in a small group, I am more confident with reading out loud and answering lots of different questions' P6*

Further interventions to be put in place and tracked next session.

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 fharsainge**

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- ✓ Young leaders
- ✓ House Captains
- ✓ Rights Respecting Schools
- ✓ Nairn ASG sports
- ✓ South Area Inter-school Sports
- ✓ Cross country
- ✓ Swimming
- ✓ Golf
- ✓ Tennis
- ✓ Basketball
- ✓ Football
- ✓ Cricket
- ✓ Brownies
- ✓ Beavers
- ✓ Cubs
- ✓ Scouts
- ✓ Dancing
- ✓ Martial Arts
- ✓ Boxing
- ✓ Community Groups

## **Comments from learners, families, stakeholders and staff**

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

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#### **Pupil voice**

##### **What are we doing well?**

- Rosebank is a great school to be part of
- I really enjoyed making things for my class enterprise and selling what we had made
- I like being given the opportunity to support the younger pupils
- All the adults support us when we need help

##### **What are our next steps?**

- To have more choice in what we learn
- To be involved more in how we can improve our school
- To have better playground equipment

## **Staff Voice**

### **What are we doing well?**

- Greater consistency and use of well-informed approaches to teaching literacy and numeracy
- Use of progressive planners for teaching literacy and numeracy
- Having a better understanding of attainment data and how to use it to inform my planning
- Working with ASG
- We have a clear focus on raising attainment
- Planned learning and teaching experiences are matched well to the differing needs of children
- We are more confident in our achievement of a level judgements

### **What are our next steps?**

- To continue to have time on collegiate calendar for stage planning and moderation
- To continue to work with ASG colleagues - professional dialogue is valuable
- To work on questioning approaches and Higher Order Thinking Skills
- Ensure we involve PSAs more in training
- To embed writing approaches across all stages, through NIWP and draft progression for Early level into First level
- To continue to look at ways to meet learners' needs

## **Parent Voice**

### **What's going well?**

- My child loves being part of a community group
- This year has been an exceptional year, we have seen many changes of the last couple of years at the school but this year has been a very good year, and it is clear that all the changes are really working
- Seeing the children out in the community for events has been good
- The PSAs are great
- My child is well supported
- Nursery to P1 transition was organised well

### **What do we need to improve?**

- More consistency with communication across classes
- For there to be more support for children in the school – we are aware that this is due to funding from HC
- For the head teacher to be more visible in the nursery
- Lunch is too long for infant classes
- Could there be a breakfast club at Rosebank?
- More after-school clubs

## 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	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Good

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 reading and writing
- To ensure consistency in planned learning and teaching across all classes to ensure the needs of all learners are being fully met and to raise attainment further
- To continue to improve the quality and consistency of learning, teaching and assessment across the school. To ensure that all children build on prior learning and experience appropriate pace and challenge
- To further develop the use of questioning to stimulate children's thinking and develop their curiosity

## Planning ahead A' planadh air adhart

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 [Rosebank Primary School \(google.com\)](https://www.google.com) or by contacting the school office.