



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

ROSEBANK 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%

Teamwork, Respect, Kindness, Fun

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
92.1%

Average Class Size
26.4

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
312

Teacher Numbers
14

Pupil Teacher Ratio
18.5

N3 6%	N4 10%	P1 7%	P2 10%	P3 12%	P4 11%	P5 15%	P6 11%	P7 18%
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SIMD Q1¹ 4%	SIMD Q2 12%	SIMD Q2 38%	SIMD Q3 28%	SIMD Q5 17%	Unknown >1%
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ASN² 47%	No ASN 53%	FSM³ 21%	No FSM 79%	EAL⁴ 2%	No EAL 98%
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¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

2025/26 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Majority

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

'Be curious, challenge yourself; achieve success' (refreshed June 2023)

Vision;

At Rosebank we learn as a team to motivate and inspire our children to be the best they can be. We celebrate our achievements and grow together to live happily and confidently in our ever-changing world.

Our Rosebank Values

Teamwork, Respect, Kindness, Fun

Aims;

- Children's well-being is at the heart of all we do
- Children understand and respect the right to learn, play, be safe and have their voices heard
- Children have the opportunity to take responsibility for their learning, actions and choices
- Children experience high quality teaching and learning, accept challenges and persevere
- Children have opportunities to be creative and curious so they can flourish
- Diversity, inclusion and positivity are promoted
- Children are encouraged to be proud of our school and the wider community

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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 1: Add title	
School Improvement Plan Priority 1: Meeting Learners' Needs	
Summary of progress	Next steps
We have made some progress on this from last session. All staff have re-visited training material to review and agree best way forward. This has now been agreed and is part of School Improvement Plan for 2026-27 All staff are completing draft tracking document to capture pupils not making expected progress. This document will be passed on as part of transition. All staff have engaged in professional dialogue in relation to literacy difficulties during collegiate sessions and Learning, Teaching and Attainment meetings with SLT.	➤ 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 ➤ To have regular reviews of children who are being tracked to ensure progress and that their learning needs are being met
Impact	
➤ Improved staff confidence in being able to establish where pupils' literacy difficulties lie ➤ Practitioners building knowledge on how to evaluate and record the impact of any intervention that has been carried out. ➤ Beginning to develop school guidelines/policy on approach to persistent literacy difficulties. ➤ Beginning to develop tracking document to capture strategies and interventions put in place and the impact ➤ Gathering parental views through use of Addressing Dyslexia parent check list ➤ Increased engagement with Sp&L colleagues for support and advice	

School Priority 2: Add title

School Improvement Plan Priority 2: Improve literacy attainment - with a focus on writing

Summary of progress	Next steps
All staff have undertaken National Improving Writing Programme training across the school We have made good progress with this development, and all teachers are implementing across all classes in P2-P7. Teachers are implementing the writing bundle within classes and using assessment data to establish class targets. Writing targets are being evaluated and results tracked through the use of Run Charts. Pupils have a greater understanding of where they are within writing and can identify their next steps. Pupils can see the progress they are making through the use of class Run Charts.	➤ To ensure consistency in all classes ➤ To provide teachers with time to share good practice, through collegiate sessions ➤ To provide opportunity for peer visits ➤ To develop a whole school approach to from Early Level to Second Level ➤ To scrutinise the data to understand when progress is not being made ➤ To support all staff to ensure they are confident in using the programme ➤ To continue to track pupil progress to ensure progression
Impact	
➤ Improved staff confidence in implementation of the writing bundle ➤ Pupils have a greater understanding of their writing learning targets ➤ Pupils have a greater understanding of their next steps ➤ Increase in pupil engagement ➤ Attainment in writing is showing signs of improvement, most children on track	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Through the use of our PEF funding, we have been able to supply over 350 breakfasts and over 500 snacks to support pupils to have the best start to the day and to ensure they are not hungry. This helps to support our families in need.

In relation to attainment for identified pupils for writing:

Target P5 - 5/9 (56%) of pupils to be on track by end May 2026 - this target was achieved, all 5 pupils on track by end May

Target P6 - 4/6 (67%) of pupils to be on track by end of May 2026 - this target was not achieved, only 2/4 pupils were on track by end of May.

Target P7 - 8/13 (62%) of pupils to be on track by end of May 2026 - this target was not achieved, only 7/13 (54%) pupils achieved Second Level by end of May.

Overall, 14/17 (82%) of identified pupils are now on track

In relation to attainment for identified pupils for reading:

Target P5 - 8/13 (62%) of pupils to be on track by end May 2026 - this target was not achieved, only 7/8 children were on target by end of May.

Target P6 - 3/5 (60%) of pupils to be on track by end May 2026 -this target was not achieved only 1/3 pupils are on track by end of May

Target P7 -7/12 (58%) of pupils to be on track by end May 2026 - this target was achieved 7/12 pupils achieved Second Level by May 2026

Overall, 15/18 (83%) of identified pupils are now on track.

Wider achievements

Coileanaidhean nas fharsainghe

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, teaghlachan, luchd-ùidhe is luchd-obrach

Parents

Feedback in relation to HQATs

What is going well?

- I am always very impressed as to how the teachers make such good cross curricular links. My child likes to show me the HQAT at home and discuss his thoughts before we write the family voice.
- They provide a clear insight into my child's learning and progress. I find it helpful to see examples of their work and understand what they are focusing on in class. It also gives a good opportunity to engage with and support their learning at home.
- It provides a good insight into the type of work being undertaken and how my child is able to complete it.
- Good to see an update of learning and see pupil and teacher comments too.
- We can learn together

How we can improve

- More detail on particular aspects the family could work on with the child to support their learning and achievements.
- Better terminology of what it is for (it's quite technically worded in the descriptions)

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- Parent's evening and events are more useful to share learning

Feedback in relation to school communication

What is going well?

- 76% of parents feel communication is good-very good
- I am very happy with the information currently provided and do not feel anything additional is needed
- I feel my child's teacher is very good at keeping up to date on seesaw
- I feel that you use all available channels very well to communicate with parents, and I have no alternative suggestions.
- I love being able to see what is happening in class

How we can improve

- Calendar of dates would be helpful or pinned post with important information at top. You often have to scroll down lots of posts to find what you are looking for
- Improved communication around accident/incident reporting
- For teachers to be able to attend all Child's Plan meetings
- Consistency in communication across all classes

Pupils

What makes Rosebank a great place to learn?

- Rosebank is a great place to learn because you can ask for help from others
- Rosebank is a great place to learn because we have lots of very encouraging teachers, PSA's, staff and Head Teachers. They are very kind and caring and try to always comfort you wherever you are
- The teachers are helpful and supportive, and the work is nice and challenging
- Everyone is very welcoming when you get to know them
- It has lots of equipment
- It helps you get better at writing
- Community groups are fun and you get to do a variety of different activities

How we can improve

- Maybe we could enforce a anti bullying system because some people just seem to slip through
- More resources
- Being able to play football every day
- If everyone keeps respecting our resources and respecting each other

What can we do together to make sure everyone feels respected, is part of our team and is treated with kindness?

- we can make everyone feel more respected by everyone making sure they keep everyone's opinion to their self
- make sure everyone is treated fairly, disability or not because it is no excuse to be horrid
- Include people, respect property, say thank you, good manners
- include others, be more kind, playing with people if there are on their own
- Make sure everyone's voices are heard

Staff

Key strengths across the school

- Pupils are confident, creative and motivated
- Opportunities to work with other children through community groups
- The staff team (teachers and PSAs) is very committed and supportive
- Having stage planning in the working time agreement is allowing much better consistency
- Robust assessment and recording of attainment.
- Regular LTA meetings and jotter monitoring to ensure consistency
- Moderation takes place between stages
- Nurturing ethos in most classrooms

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How we can improve

- Listening and talking assessment are not yet consistent
- More opportunities for celebrating diversity e.g. celebrating International Women's Day, Black History Month, religious festivals etc
- Sharing good practice through learning partner visits
- Streamline recording of data to track pupil progress throughout the years - overview sheet
- Keep progressing with NIWP
- Yearly overview slight change about with where things need to happen as T4 is heavy with assessment
- Review and update behaviour management/protocol/policy in keeping with the current issues being seen/experienced across the school. What are the consequences of inappropriate/abusive behaviour towards staff and are they fitting?

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good
Other QIs reviewed		QI 1.1 & QI 1.2

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Improve children's progress and attainment across the curriculum, with a clear focus on literacy
- 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 2026/27 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.rosebankprimaryschool.co.uk/) or by contacting the school office.