



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Rosehall Primary School



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

Introduction: Local and National Context

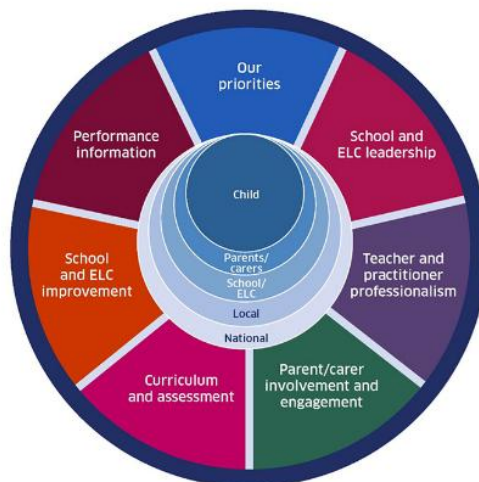
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan HGIOS? 4](#) and [HGIOELC](#)
[Health and Social Care Standards](#)
[National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

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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.

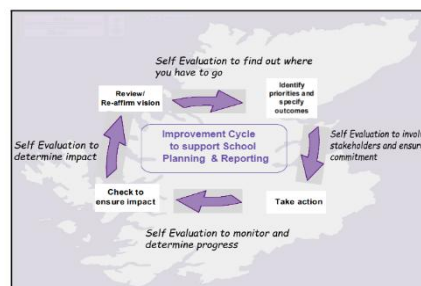
When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Lesley M Morrison
Head Teacher
Rosehall Primary School



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School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance

93.3%

Average Class Size

9

Meeting PE Target

Target Met

Pupil Numbers (inc nursery)

9

Teacher Numbers

2

Pupil Teacher Ratio

5.3

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

Reading

All

Writing

Most

Listening and talking

All

Numeracy

Most

We have had no exclusions this year.

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

There are 9 children attending the school. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery in Lairg/Bonar for 3- and 4-year-olds.

The headteacher has overall leadership responsibility for Rosehall Primary School and Lairg School – or add teaching commitment if teaching Head Teacher. The headteacher is supported by a principal teacher who is based at Rosehall. Staff and children from both schools work together regularly.

As the school roll comprises a small number of children, attainment and progress will be expressed in ‘overall’ statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

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

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very good progress

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We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Together we will:

- have big dreams and take small steps
- create respectful and responsible citizens
- develop a passion for learning

OUR SCHOOL AIMS:

We aim for all children to:

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

SCHOOL VALUES:

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Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Improving attainment in literacy, particularly writing

Purpose:

Improving attainment in literacy, particularly writing.

Progress:

1. Improved Quality of Literacy Education: The overall quality of learning and teaching in literacy for all children has improved.
2. Enhanced Planning and Assessment: There is increased knowledge of planning writing lessons and assessment strategies.
3. Increased Teacher Confidence: Teachers have more confidence in pedagogy and the use of benchmarks.
4. Student Motivation: Almost all children are motivated to write and understand the importance of the skill.
5. Staff Confidence: All staff have increased confidence in teaching and assessing writing.
6. Integrated Assessment: Writing is linked to both ongoing teacher judgment and standardized assessments.
7. Consistency in Teaching: The teaching of writing and literacy is consistent across the school.
8. Consistent Judgments: Consistent judgments are being made, based on an increased understanding of data.
9. Use of Benchmarks: Benchmarks are used as a tool to guide assessment and moderation discussions across the Authority.

Impact:

Teacher Confidence and Professional Development

Increased Teacher Confidence: Survey data reveals a significant rise in teacher confidence in teaching writing. This improvement is a testament to the effectiveness of our professional development initiatives.

Informed PRD Process: The PRD process, which integrates teacher feedback, has proven instrumental in identifying and addressing areas for further development, ensuring continuous improvement.

Enhanced Resource Accessibility: Teachers report greater confidence in accessing and utilizing the literacy blog and SharePoint, indicating successful integration of digital resources into their teaching practices.

Policy and Assessment

Policy Updates: The creation and updating of the Literacy Policy and Literacy for All Policy reflect our commitment to maintaining current and effective guidelines that support literacy education.

Targeted Assessment Analysis: By analysing assessment data, we have identified specific areas needing attention, such as spelling. This targeted approach allows for more focused interventions.

Data-Driven Decision Making: Utilizing our assessment calendar, data, and self-evaluation evidence (2.3/2.3/1.3), we strategically plan next steps for our whole school priorities, ensuring decisions are grounded in solid evidence.

Intervention and Tools

Three-Wave Model Implementation: The adoption of the three-wave model for intervention and challenge demonstrates our proactive stance in addressing diverse student needs.

Literacy Toolkit: The whole school Literacy, Language, and Communication toolkit has been effectively integrated, providing valuable resources for enhancing literacy instruction.

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10. Increased Attainment: Attainment in literacy, particularly writing, has increased.

Collaboration and Moderation

Focused Peer Observations: Peer observations, HT observations, and learning walks centred on Steven Graham training have fostered a culture of continuous professional growth and shared best practices.
Cluster Moderation Meetings: Regular meetings within the Cluster to moderate writing using benchmarks have strengthened collaborative efforts and ensured consistency in assessment standards.

Attainment and Progress Tracking

Strategic Attainment Meetings: Attainment meetings across classes and ELC focus on the language of learning, benchmarking, and progression through levels. The use of 'Big questions' to track progress and predict necessary interventions has been particularly effective.

Data Analysis and Target Setting: Our rigorous data analysis on spreadsheets informs target setting with YP after attainment, ensuring that goals are both ambitious and achievable.

Pupil Progress Discussions: Engaging pupils in discussions about their next steps after Pupil Progress Meetings fosters a sense of ownership and motivation in their learning journey.

Next steps:

- Sign up for National Improving Writing Programme COHORT 5:

Enrolling in this program will provide access to advanced strategies and resources aimed at enhancing writing instruction. Participation will also facilitate networking with other educators and sharing best practices.

- Continue to Use Writing Approaches from Steven Graham:

Sustaining the use of Steven Graham's writing approaches will ensure consistency and build on the progress already made. These methods have proven effective in boosting teacher confidence and student writing skills.

- Benchmarks for Assessment and Moderation:

Implementing benchmarks as a guiding tool for assessment and moderation discussions across the ASG will standardise evaluation processes. This will help in maintaining uniformity and reliability in assessing student progress.

- Increase Attainment in Literacy, Particularly Writing:

Focused efforts to further improve attainment in literacy, especially writing, will involve targeted interventions based on assessment data. Continuous monitoring and adapting strategies will be crucial to achieving higher literacy outcomes.

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Purpose:

We currently have been working on engaging pupils and parents in the use of our pupil profiles on Seesaw, but these can be hard to navigate. Parents and pupils are disengaging with the whole process of their learning journey through this medium.

Progress

Reflective Summary Statements:

We have provided learners with reflective summary statements of achievement, enabling them to engage in self-reflection and recognise their own progress.

Public Recognition of Progress:

The profiles will publicly recognise progress in learning and achievement when published, celebrating student accomplishments and providing transparency.

Skill and Capability Building:

Profiles have allowed us to build learners' skills and capabilities, contributing to their holistic development and preparation for future challenges.

Student Reflection on Learning:

Children are able to reflect on their learning, helping them understand their learning processes, identify strengths and areas for improvement, and set personal goals.

Parental Insight into Progress:

Once published, parents/carers will have a clearer idea of their child's progress and achievement across all curriculum areas, fostering better communication between the school and families.

Comprehensive Progress and Achievement Reporting:

Profiles inform on progress and achievement in literacy, numeracy, and health and wellbeing, ensuring that all aspects of a child's development are monitored and supported.

Learner Statements:

Children have created learner statements and are able to look at previous statements, encouraging continuous reflection and self-assessment.

Impact:

Audit of Profiling:

An audit of profiling within Highland Council and our school was conducted, highlighting teachers' needs and expectations from profiles.

Parental Involvement:

Self-evaluation (2.7) identified the need to involve parents and carers in the information shared in our profiles.

Creative Engagement Approaches:

Self-evaluation (2.5) revealed the necessity for a creative approach to engage families effectively.

Profile Template Design:

We designed and created templates for profiles, utilizing the audit tool to guide the design process.

Incorporating Children's Voices:

Children's input was considered in the design and content of the first page of the profiles, ensuring their perspectives were represented.

Protected Time for Data Input:

Time was allocated in the Working Time Agreement (WTA) to allow teachers to input data into the profiles.

Student Data Input:

Children were given scheduled time slots to input their data, with upper primary students supporting infant classes in using technology.

Regular Learning Conversations:

Learning conversations are held regularly to discuss progress and next steps.

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Recording Qualifications and Awards:

We will record qualifications and awards, providing a formal record of student achievements valuable for future educational and career opportunities.

Planning Next Steps:

Children can plan their next steps in learning across Literacy, Numeracy, and Health and Wellbeing.

Tracking Further and Wider Achievement:

Profiles track further and wider achievement, capturing a broad range of accomplishments and providing a more complete picture of each student's abilities and experiences.

Next steps:

➤ Moderation of Profiles/IDL/HQA Assessments Across Cluster:

Conduct moderation sessions for profiles, interdisciplinary learning (IDL), and high-quality assessments (HQA) across the cluster.

Ensure consistency and reliability in assessment standards and practices, fostering a unified approach to evaluating student progress.

➤ Parental Engagement Sessions:

Extend parental engagement sessions into the next academic session.

Strengthen the partnership between the school and families, providing parents with tools and strategies to support their children's learning at home.

➤ Tracking Parental Engagement:

Once profiles are live, systematically track parental engagement.

Monitor and analyse parental involvement to identify areas for improvement and ensure effective communication and collaboration.

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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity Fund was used to employ a Pupil Support Assistant (PSA). Targeted interventions were put in place to support with writing and spelling. Due to the small numbers of pupils, we cannot write in detail as this would identify children.

Improved Confidence in Phonemic Awareness:

Pupils are now more confident in rhyme production, awareness and detection, phoneme blending, and phoneme segmentation.

Engagement Through Games and Activities:

Games and activities supported by PSAs have created interest and engagement in writing activities.

Spelling Intervention Success:

The Apples and Pears spelling intervention has led to improved spelling levels among students.
Enhanced Teaching and Learning:

Class teachers report that the interventions based on Steven Graham's writing approaches have significantly improved teaching and learning.

The content and structure of writing have seen exceptional improvements at all levels within the school.

Improved Assessment and Moderation:

Training has led to enhanced assessment and moderation practices among the cluster and ASG. Teachers feel more confident in the moderation and assessment process when judging pupil levels.

Pupil Achievement in Writing:

Most pupils are on track to achieve the expected level in writing for their age at P1-7.

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Wider achievements

Coileanaidhean nas fharsainghe

Our pupils have greatly benefited from the enriching experiences provided by the East Sutherland Schools Sports Association (ESSSA) and our Active Schools Coordinator. Through a range of competitions, training sessions, and festivals, students have developed positive friendships and relationships across the cluster and associated schools. These activities promote health and wellbeing, encourage participation in sports, and support smoother transitions as pupils progress to Golspie High School. As a result, students feel more confident in unfamiliar situations.

➤ Sports Opportunities:

- Cross Country
- Swimming
- Scottish Dancing
- Football
- Basketball
- Badminton
- Bench Ball
- Rugby

We are fortunate to have dedicated volunteers who play a crucial role in enhancing pupils' self-esteem, fostering a growth mindset, and building confidence in various situations. Their involvement has strengthened students' social skills and connections within the local community, contributing to their personal development, independence, and confidence. With support from our Active Schools Coordinator and Lairg Learning Centre, we have also reinforced community and family links. These connections have enabled us to offer a diverse range of extracurricular clubs across the cluster, including:

Extracurricular Clubs:

- Football
- Scottish Dancing
- Fishing
- Badminton
- Fitness
- Basketball
- Rugby

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- Curling
- Outdoor Learning
- Yoga
- Tennis
- Fun Dancing
- Lunch Time Games
- Bench Ball

Special Initiatives & Community Engagement

For Remembrance Day, pupils collaborated with Colin Gilmour, representing the local Church of Scotland, to create a meaningful tribute. Each child painted small, flat stones adorned with images of poppies and other remembrance symbols. These were placed on the Rosehall Memorial ahead of Remembrance Sunday. Additionally, students visited the church, where they explored historical displays and learned about the lives commemorated on the Rosehall war memorial.

STEM & Experiential Learning

Students have engaged in innovative learning experiences at the Newton Room in Dingwall, focusing on Science, Technology, Engineering, and Mathematics (STEM). The Newton Modules provide curriculum-based, practical learning opportunities, benefiting both pupils and educators. One notable module introduced pupils to healthcare professions, allowing them to assume roles within the sector and participate in hands-on research, medical testing methods, and real-world applications.

Another highlight was the Generation Science workshop, "Day or Night?". This engaging session used storytelling to illustrate the Earth's rotation and its impact on daylight cycles while introducing learners to fundamental astronomical concepts.

Environmental & Outdoor Education

Our pupils continue their involvement in the Red Squirrel Project, investigating feeding habits and habitats. The wildlife-friendly area outside the main classroom—constructed using recycled wood—features squirrel feeders, providing a safe space for feeding. Sightings are recorded on Saving Scotland's Red Squirrels, contributing to ongoing conservation efforts.

In addition, Rosehall provides access to extensive outdoor learning experiences. These sessions foster hands-on engagement with nature through activities such as:

- Fire Pit Building
- Mud Kitchen Exploration
- Insect Hotels
- Pond Creation

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- Den Building
- Animal Tracking
- Water Sampling & Filtering
- Woodwork Projects
- Fire Warden Training
- Decoy Wasp Nest Creation

Music & Cultural Enrichment

Kodály and Fèis remain integral components of our curriculum. The Kodály approach offers a social and cultural experience in music education, nurturing creativity and collaboration in early learners (Nursery, P1, P2, and P4). The Fèis program provides pupils from P1 to P7 with opportunities to engage in traditional music and Gaelic learning, fostering talent development while ensuring a fun, engaging experience.

Enterprise & Leadership

Through funding from Tesco's Stronger Starts scheme, pupils established a Healthy Snack Shop, which operates daily during break time. This initiative teaches students valuable lessons in budgeting, financial literacy, and healthy eating habits, using a student-managed currency system.

Students also actively participate in various competitions, including the Lairg Crofter's Show Industrial Tent categories (baking, art, and crafts) and the Kyle Chronicle art competition, celebrating its fifth anniversary. Additionally, pupils organized two community cafés—a French café and an international café featuring Italian, Japanese, and Mexican cuisine. They planned, shopped, and prepared all food, strengthening school-community relationships and fostering collaborative learning.

School Recognition & Awards

Rosehall is actively progressing towards achieving Gold Status in the Sports Scotland Award. This national initiative empowers young people to lead decision-making, planning, and execution of extracurricular sports programs while encouraging self-reflection and continuous improvement within school sports.

All pupils are members of working groups, providing them with a platform to voice opinions and contribute to decision-making. These groups align with our Rights Respecting School agenda, reinforcing inclusive leadership:

- ECO Committee: Oversees environmental initiatives, from composting to squirrel feeding.
- Pupil Council: Ensures student voices are heard on school-related matters.
- Junior Road Safety Officers (JRSO): Promote road safety awareness through creative competitions.
- Digital Leaders: Work in partnership with Lairg Learning Centre to enhance online safety knowledge.
- Sports Leaders: Organize events such as Sports Relief Curling sessions and Sports Day.

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Collaborative Learning & School Partnerships

We frequently collaborate with our cluster school, Lairg, to celebrate national events such as World Book Day, Comic Relief/Sports Relief, and Children in Need. These celebrations involve themed activities, dressing up, and cross-group interactions.

A recent donation allowed us to provide swimming lessons at the local pool in Golspie. Over six sessions, pupils gained confidence in the water, with older students now proficient swimmers and younger children looking forward to their future lessons.

Our younger pupils participated in the relaunch of the Future Nurse Pilot—Elementary Nurse program, designed to introduce P1-P2 students to nursing professions through engaging, interactive sessions that challenge gender stereotypes in healthcare

Comments from learners, families, stakeholders and staff

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

Our Learners

What makes us unique?

opportunities squirrels
playground outdoors
cooking small fun play kind
positive shopping area
local

What we want for Rosehall

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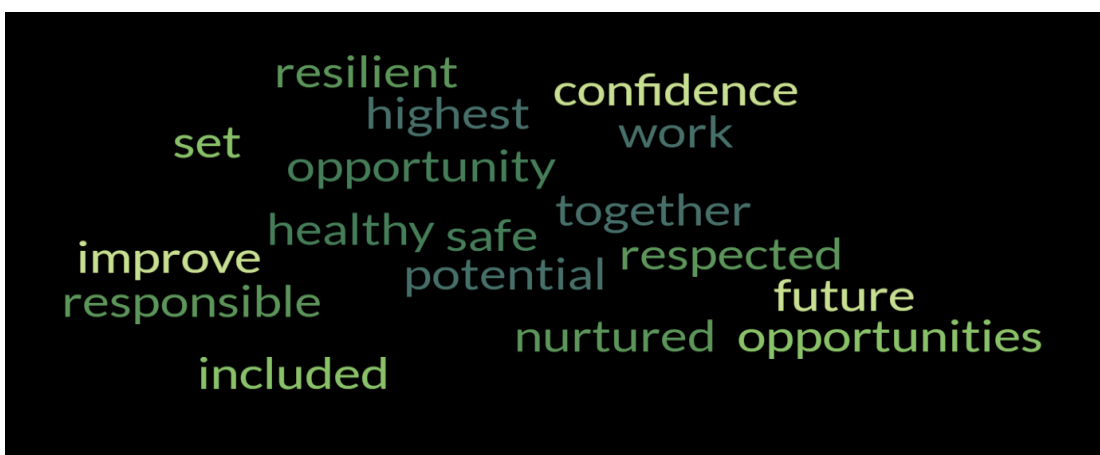
friends respect education outdoors
 good
 happiness learning happy
 kindness
 safe places
 supportive

Our Staff

What makes us unique?



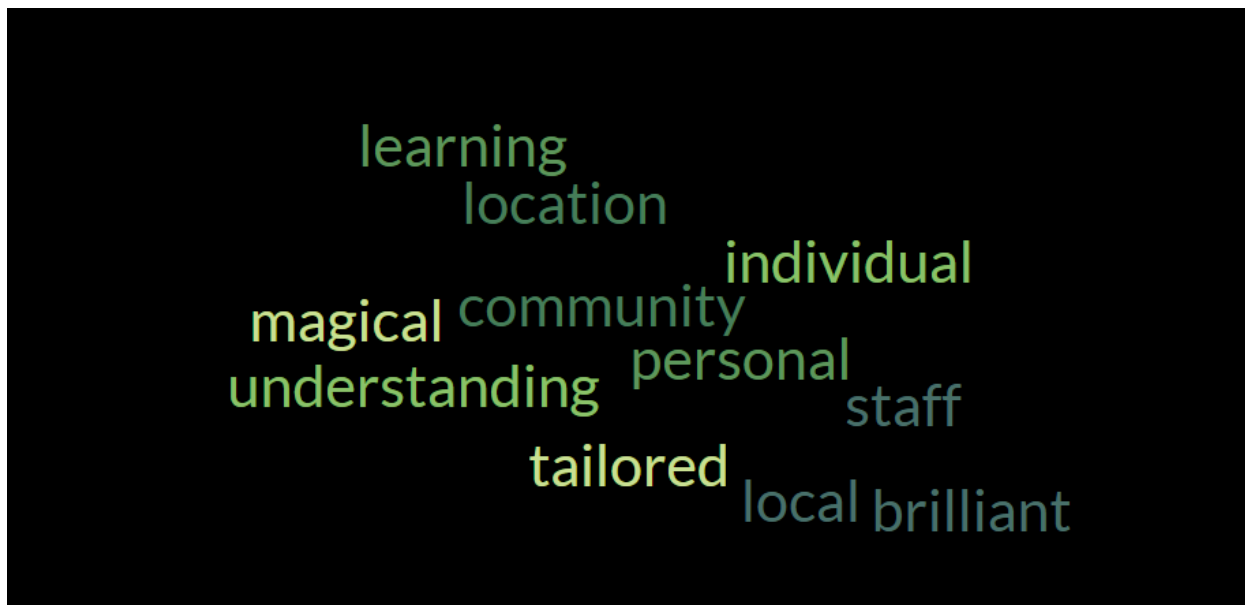
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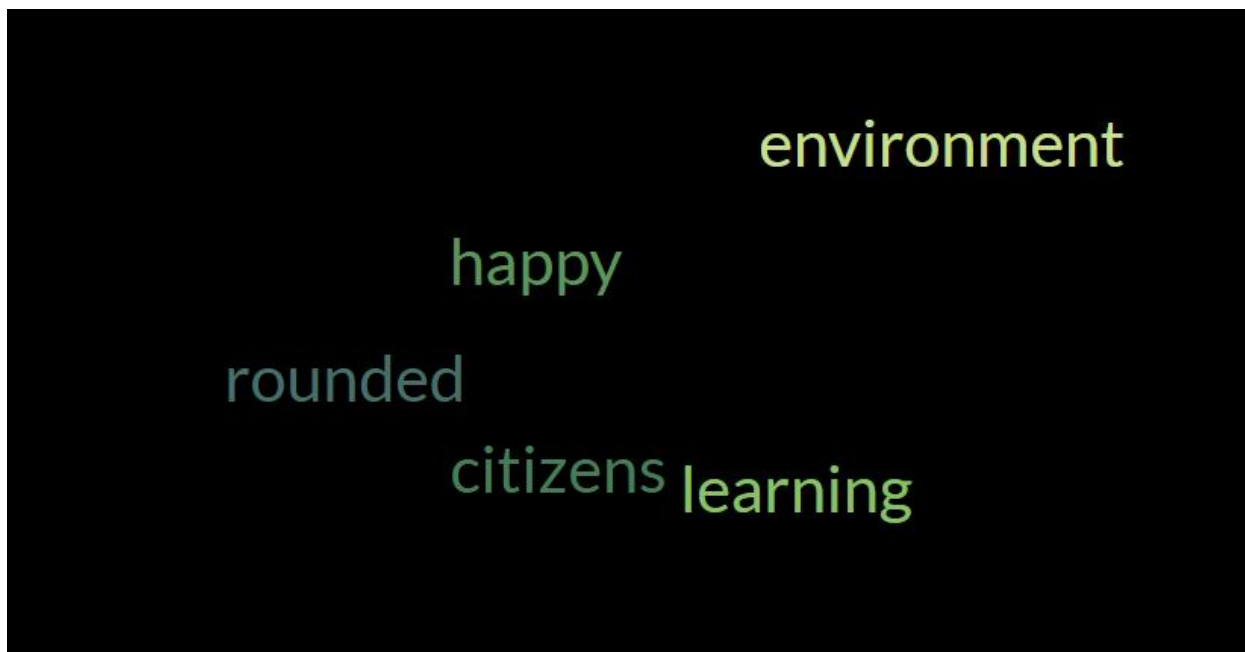
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Our Families

What makes us unique?



What we want for Rosehall.



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Our Volunteers

What makes us unique?

keen
atmosphere
pleasant
listen
great

What we want for Rosehall

happy
listen
enjoy
relaxed

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Capacity for continuous improvement

Comas airson leasachadh leantainneach

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

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

- SIP 1, Improving Writing Attainment-National Writing Programme
- SIP 2, Profiling, Wider achievement and Parental Engagement.

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://rosehallprimary.wordpress.com/> or by contacting the school office.

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