



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

**Rosehearty School
Pitsligo Street
Rosehearty
Fraserburgh
AB43 7JL**

LAST UPDATED: October 2017



Aberdeenshire Council Education and Children's Services

"Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

Introduction: local and national context

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

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity;
- to embed the principles of GIRFEC (Getting it Right for Every Child);
- to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

The School Improvement Plan

Dear Parents and Community Partners,

It is my pleasure to share with you our plans for 2017-2018 which will help us achieve our vision. We aspire, in partnership with parents and the wider school community through a caring approach and high quality learning and teaching, to create a happy and safe environment where all pupils will have the opportunity to achieve their full potential and develop skills and knowledge for life.

This action plan is a list of actions which we intend to take to move our school forward and to address the areas for development identified in the Standards and Quality report.

The full document, which combines both the standards and quality report and the school improvement plan is available from the school by request.

Thank you for your support.

Anita Buchan
Acting Head Teacher

The School in Context

Rosehearty School is non-denominational and the catchment area is the village of Rosehearty and the surrounding rural area. The school was constructed under the P.P.P. scheme and opened in October 2005. The catchment area of the school comprises the villages of Rosehearty, New Aberdour and Pennan as well as outlying houses and farms. The school's current roll is 187 in total which includes 33 pupils in nursery

Rosehearty Primary School has 7 full time teaching staff and 1 job share, 2 Early Years Lead Practitioners and 5 Early Years Practitioners. The Head Teacher is non class committed. Specialist teachers help with the delivery of Art and Design, ICT, Music, Health & Wellbeing, Modern Languages, Drama and Physical Education. We have an Additional Support for Learner teacher who provides support for learners two days each week. The school also works closely with a range of other support agencies and volunteers in order to provide the best possible experience for children with additional support needs. We are all commitment to providing the best learning experiences for our children

Key: GIRFEC – Getting it Right for Every Child, PEF – Pupil Equity Funding

2. How good is our leadership and approach to improvement?

In relation to the priorities identified from self-evaluation the following action plans have been confirmed:

| Actions | Expected Outcomes/Impact on learners | How will success be measured? Roles and Timings |
|--|---|---|
| <p>1. Self Evaluation Use of HGIOS 4 documentation –Further develop knowledge and use of HGIOS4 across all development areas. Continue to develop use of challenge questions to assist evaluation of relevant areas</p> | <p>Further staff awareness of new QIs through use of challenge questions to identify areas of good practice and areas for further development.</p> | <ul style="list-style-type: none"> - Through learning conversations with staff at collegiate meetings and in planning meetings. - Challenge questions will be explored at CAT meetings and discussions recorded in minutes of meetings. |
| <p>2. Increase use of evidence and research to support professional learning and to inform school improvements</p> | <ul style="list-style-type: none"> - Improvement planning at all levels based on reflections on evidence and data that confirms improvements for learners. - Staff feel more confident that the change will have a positive impact on pupils. | <ul style="list-style-type: none"> - CAT meetings and school developments to be supported by research. <i>Additional time may be available for staff to engage in this research to share with colleagues.</i> - Impact on learners seen following application of revised classroom approaches (on-going). |
| <p>3. Improve use of attainment data to raise attainment</p> | <ul style="list-style-type: none"> - Analysis of attainment data forming a coherent part of planning for improved learning - Progress and attainment improved for all learners | <ul style="list-style-type: none"> - From November 2017 - Termly tracking meetings to complete attainment tracker. - End of each term – brief analysis overview discussed with staff to inform current improvements. - By May 2018 – school policy draft to discuss with staff/parents - Analysis of and response to data consistently integrated into learning across all classrooms by September 2018 |
| <p>4. Development of moderation procedures across the school and cluster (See Cluster Improvement Plan)</p> | <ul style="list-style-type: none"> - Consistency of teaching will evidence in classrooms and across the cluster. - Staff will feel confident discussing teaching and learning with colleagues leading to increased confidence with teacher judgement assessments. - Increased consistency will lead to improved attainment for all pupils. | <ul style="list-style-type: none"> - Attendance at termly Cluster events to explore Different aspects of the moderation cycle and assessment. - Conversations and observations amongst teacher colleagues across the school and cluster will demonstrate consistency of approaches. Trial Critical Friend approach. (See QA calendar) - Any discrepancies discovered in professional discussions will be addressed in school development activities. |

3. How good is the quality of care and education we offer?

In relation to the priorities identified the following action plans have been confirmed:

| Actions | Expected Outcomes/Impact on learners | How will success be measured? Roles and Timings |
|--|---|--|
| <p>1. Review, evaluate and revise current curriculum model.</p> <p>(Inspector's Advice note – Embed Curriculum for Excellence)</p> | <ul style="list-style-type: none"> - Increased relevance for learners with greater interdisciplinary learning. - Full curriculum coverage, especially 1+2 Languages, Technologies and Science leading to greater achievement for all learners. - Increased focus on skills for Developing Young Workforce (See Cluster Improvement Plan) - Opportunities for holistic assessment in the future. | <ul style="list-style-type: none"> - Following advice from Attainment Adviser, prepare year plans for each year group including whole school events/themes etc to ensure coverage of curriculum and flexibility for teachers and pupil voice. By February 2018 - Streamlined medium term plans in place by end of Term 3 - Following cluster event in January regarding holistic assessments, begin to integrate this in term 4. (Cluster plan) |
| <p>2. Review current programmes of work, in line with new curriculum model to ensure appropriate resources are available. E.g Numicon for numeracy, sufficient reading books, TIG TAG for science, construction materials for STEM, Resources for DYW.</p> | <ul style="list-style-type: none"> - Greater range of resources to support teachers in delivering experiences in a relevant and engaging manner. - Increased emphasis on skills. | <ul style="list-style-type: none"> - Term 2 – in order to complete year plans, audit current provision and explore what can be removed and what needs to be enhanced. Emphasis on evolution rather than change. - Term 3 – provision the new curriculum model to support medium term planning. - Cluster Careers Fair (TBC) |
| <p>3. Introduce Emerging Literacy</p> | <ul style="list-style-type: none"> - An improved approach to teaching literacy to meet the needs of pupils at Early Level. - Assessments taking place in Pre-school and P1 leading to adaptations to planned learning. - Higher literacy attainment at the end of Early Level. | <ul style="list-style-type: none"> - Term 1 P1 Teachers complete assessments supported by S&L - Term 2 EYLP begins assessments supported by S&L - HT and P1 Teachers attend team meetings with similar schools in the cluster to improve practice. |

4. How good are we at improving outcomes for our learners?

In relation to the priorities identified the following action plans have been confirmed:

| Actions | Expected Outcomes/Impact on learners | How will success be measured? Roles and Timings |
|--|--|---|
| 1. Use of PEF to support development of a skills based, relevant and creative curriculum which develops the young workforce. | <ul style="list-style-type: none"> - Pupils have a greater understanding of how skills used within all learning experiences prepare them for future. - Resources are engaging and relevant for pupil skill development - Opportunities for creative and practical experiences which children may not usually experiences are available. | <ul style="list-style-type: none"> - Within our new curriculum plan, include links with employers and variety of career pathways. Actively seek these throughout the year (Cluster plan) - Enhanced resource level for construction and problem solving activities which develop a range of skills. (Term 2/3) - |
| 2. Use of PEF to develop Nurture Programmes to support children with social, emotional and behaviour barriers to learning. | <ul style="list-style-type: none"> - PSAs trained in programmes which support pupil wellbeing. - Class teachers will have access to support programmes for children with low level emotional challenges. | <ul style="list-style-type: none"> - Sarah Pirie on Seasons for Growth September 2017 - Sarah Pirie on Rock and Water November and February. - With support of Educational Psychologist, introduce Working on What Works and Big Deal, Little Deal materials in classrooms. Throughout the session. |
| 3. Continued provision of whole school opportunities for achievement e.g Rights Respecting Schools – develop to level 2 accreditation. | <ul style="list-style-type: none"> - Pupils across the school recognise their achievements as part of a larger group. - Pupils across the school share learning and teach each other. - All stakeholders in the school and wider community recognise their role in school achievements. | <p>Throughout the year</p> <ul style="list-style-type: none"> - Work towards RRS accreditation level 2 - Continue Eco School Development - House competitions and rewards - Attendance/participation at Community Events |

5. What is our capacity for improvement?

- **The overall capacity for improvement at Rosehearty School is good.** This is based on the following aspects within the school:
 - The commitment of staff to provide the best education possible.
 - Enthusiastic and innovative leadership.
 - The support of the parent council and wider community.
 - The range of experiences, outcomes and skills which are offered in our curriculum.

- **Aspects that could impact adversely on the capacity for further improvement include:**
 - The pace of change within our schools and demands on teachers.
 - Some uncertainties regarding the leadership of the school this session.