

At Roseheart y School this session...

- Pupil Council organised very successful MacMillan Coffee event, Christmas Jumper Day and Sports Relief.
- Children in Need raised £448.25, Mary's Meals and Shoebox Appeal supported.
- Community Café with links to the library set up and organised by a different class each month.
- Global Citizenship groups with a mix of pupils in each group.
- Strong links in local community with Rosehearty Church, Rosehearty Sailing Club and Community Council.
- Very successful and well attended 'Open Afternoon' during the session, each class presented learning
- Scottish Opera – The Warriors 'The Emperor's Incredible Army'
- School Calendar created and sold at Christmas fair
- Christmas Cards designed by pupils
- Class Newsletters each term
- School trips for all classes
- More Ipads in learning and teaching, new IT equipment
- Swimming Lessons for P4 pupils
- Very successful Health Week with a range of activities and workshops from local groups.
- Visits to local Church and regular assemblies with visiting presenters
- Infant Nativity at Christmas & Easter Service in church.
- Very successful school show 'Ali Babba & the Bongo Bandits' sold out at both events.
- Nursery school trip to Macduff Marine Aquarium.
- Nursery Parents stay and play session, strawberry tea.
- Very successful annual Christmas Fair. This involved crafts made by the children, stalls run by members of the community and attracted wide support from the community.
- Children enjoy many extra-curricular activities including knitting, book club, football, dance, Zumba, choir, basketball, football, net ball and junior joggers.
- Two members of the local community organised Club Golf for P5 pupils.
- Primary 7 pupils took part in a range of transition activities
- We had visits from many outside agencies and members of the community including Badger Mystical Mutt, Child Smile team, Fire Safety officer, gymnast, football coach, Science workshops, Living Eggs, farming lambs, First Aid, Andy McKechnie Dance, Grow Well Choices, ALEC caravan, SPCA talks .
- All pupils took part in Enterprise Activities
- All P6 pupils who took part passed their Bikeability cycling test.
- School Talent Show organised by Pupil Council
- All pupils from P2 – P7 used 1 cans... to record work done over the year.
- A successful Intoxicating Tea Party, Battered Morning and iPad raffle organised by the Parent Council
- P7s went on a very successful and enjoyable residential trip to Dalguise
- Rosehearty School Newspaper by P5 pupils

Standards & Quality Report

2015/16



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COUNCIL



The School in Context

Rosehearty School is in the historic fishing village of Rosehearty. The present building was constructed under the P.P.P. scheme and opened in October 2005, replaced an earlier building which became unsafe in 2002.

The catchment area of the school comprises the villages of Rosehearty, New Aberdour and Pennan as well as some outlying houses and farms. A small number of children are from out with the designated zone. Housing within the catchment is equally split between council housing and owner occupied property. The majority of parents are employed in Fraserburgh, commute to Aberdeen or work off shore. After leaving Rosehearty School almost all children go to Fraserburgh Academy, which has 11 associated primary schools and 1 associated special School, which form the Fraserburgh Children's Services Network.

Rosehearty School has 7 classrooms, an I.C.T. Suite, GP room and a Nursery. The building also houses Rosehearty Public Library and the Rosehearty Heritage Collection. There is a large playground and an extensive playing field. The school roll is currently 167 including Nursery. There are seven classes, a twenty five place Nursery class and the Springboard S.E.B.D Unit functions as an outreach service for children with behavioural problems in the Fraserburgh area.

The Head Teacher is non class committed. Over the past few years the school roll has increased and we have 7 classes P1, P2, P3 P4, P5, P6 & P7. We have 7 full time teachers and visiting specialist teachers of Music, French, Art and Design, P.E, Drama, Health & Wellbeing, ICT as well as a part time Support for Learning teacher. Rosehearty Playgroup meets in the school every afternoon.

The school has an active Parent Council which supports fundraising and social activities. The Eco Committee consists of parents, non-teaching staff and pupils. The Pupil Council helps make decisions on behalf of the pupils. The school has many events during the session that are well support by the community along with a monthly Community Café.

Rosehearty School Vision

At Rosehearty School, in partnership with parents and the wider school community through a caring approach and high quality learning and teaching we aspire to create a happy and safe environment where all pupils will have the opportunity to achieve their full potential and develop skills for life.

Key Development	Progress during 2015-2016
The Curriculum	Curriculum Rationale in place. Aberdeenshire Progression Frameworks introduced for Literacy, Numeracy and Health & Wellbeing.
Reporting Progress and Achievement to Parents/carers	Review of current process of reporting learners progress involving audit of parents.carers, staff and pupils. Areas for improvement identified.
Raising Attainment in Numeracy	Staff attending CPD to support Raising Attainment in Numeracy. Tracking & Monitoring to provide evidence of raised attainment.
GIRFEC	Raised awareness of GIRFEC Framework for Inclusion for all Pupils Children & Young People (Scotland) Act 2014 implemented.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR YEAR 2016/ 2017

National Improvements

- Improvement in Attainment particularly in Literacy and Numeracy
- Closing the Attainment gap between the most & least disadvantaged children.
- Improvement in Children & Young people's health & wellbeing
- Improvement in employability skills and sustained school leaver destinations for all young people.

Local Improvements

- Improvement in Attainment particularly in Literacy and Numeracy
- Closing the Attainment gap between the most & least disadvantaged children.
- GIRFEC
- Moderation and Assessment

School Improvements

- Reporting Progress and Achievement to Parents
- Raising Attainment in Literacy & Numeracy, Moderation & Assessment
- 1+2 Language
- GIRFEC

4. How do we ensure equality and inclusion, and promote diversity across the school?

In arriving at these evaluations, we considered the following evidence

- Rights Respecting School being developed through Global group and shared at whole school assemblies.
- Individual, group and class achievements are celebrated at assembly and certificates awarded.
- Newsletters sent home regularly to inform and invite parents to participate in school activities.
- Parent, Pupil Council and pupils involved in decision making & improvement
- Transition arrangements in place for Nursery/P1, across all stages in Primary and P7/S1 for vulnerable pupils as appropriate.

Our key strengths in this area are

- Rights Respecting School Charters in each class, pupils are aware of rights.
- Celebrating achievement and raising awareness of global and cultural celebrations
- Transition arrangements and multi-agency working
- Community partnership and involvement.
- Parental Involvement

We have identified the following as priorities for improvement in this area

- Continue to develop Rights Respecting School programme
- Continue to develop family learning.
- Continue to visit and invite visitors in to school to raise awareness and promote diversity.

Key

Evaluation – Excellent -outstanding, sector-leading **very good** - major strengths **Good** - important strengths with some areas for improvement **Satisfactory** - strengths just outweigh weaknesses **Weak** - important weaknesses **Unsatisfactory** - major weaknesses

1. How well do our children learn and achieve?

Evaluation

QI 1.1 ~ Improvements in Performance

Good

QI 2.1 ~ Learners' Experiences

Good

In arriving at these evaluations, we considered the following evidence.

- Active Literacy successfully implemented in P1-3, improved standards in P1
- Literacy & Numeracy Progressions in place, Accelerated Reader introduced for pupils in P4-P7.
- Co-operative learning approach motivating pupils encouraging group work and individual responsibility
- Global issues addressed through Global Citizenship groups
- Musicals/shows, Residential trip, visitors and workshops in school, charity fund raising.

Our key strengths in this area are

- Improved standards of attainment in P1 Literacy
- Pupils working co-operatively and learning together effectively
- Tracking & Monitoring in place, professional dialogue
- Variety of learning experience organised to enhance learning
- Assembly to celebrate achievement. Children's University Graduation.

We have identified the following as priorities for improvement in this area

- Continue to develop Active Literacy in P1-3 and P4-7
- Attainment in Numeracy to be improved.
- Robust tracking and monitoring attainment to further improve pupil involvement in their own learning and profiling
- Moderation and Assessment to support teacher professional judgement.

2. How well does our school support children to develop and learn?

QI 5.1 ~ The Curriculum

Evaluation

Good

QI 5.3 ~ Meeting Learning Needs

Good

In arriving at these evaluations, we considered the following evidence.

- Effective multi-agency working to meet the learning needs of pupils
- Staff engaged in Addressing Dyslexia Tool-kit
- Aberdeenshire Progression Framework in place for Literacy & Numeracy
- Co-operative learning approach to interdisciplinary learning
- IT resources to support learners Read Write Gold, Books for All, ipads - Nessie.
- Support for Learning, Seasons for Growth & Happy to be Me

Our key strengths in this area are

- Multi- agency working to ensure the learning needs of pupils are being addressed.
- Effective transition arrangements in place for Nursery/P1, P7/S1 and across all stages
- School trips to enhance learning experiences and P7 residential trip.
- Curriculum includes a wide range of learning experiences through active learning, visiting speaker and workshops
- Pastoral care and ethos of the school.

We have identified the following as priorities for improvement in this area

- Aberdeenshire Progression Framework to be implemented for all areas of the curriculum
- Review of curriculum rationale
- Continue to work effectively with other agencies to meet all learners needs
- Parents/carers to be more involved in children's learning.

3. How does our school improve the quality of its work?

QI 5.9 ~ Improvement Through Self-Evaluation

Evaluation

Good

In arriving at these evaluations, we considered the following evidence.

- Teachers evaluate learning & teaching in weekly plans and identify next steps in learning.
- Professional dialogue with teachers to discuss learning & teaching, assessment, planning & pupil progress.
- Working groups, questionnaires, open afternoons, parent council used to gather views on school progress and improvements
- Eco Schools & RRSA as a basis for audit and improvement.
- Classroom monitoring and learning conversations with pupils.

Our key strengths in this area are

- Gathering views of parents and pupils and engaging them in school life.
- Eco schools award received
- Teacher's self-evaluation of learning and teaching in weekly plans, Professional dialogue.
- Vision, values and aims reviewed and refreshed

We have identified the following as priorities for improvement in this area

- Continue to develop professional dialogue and effective self-evaluation of learning & teaching using HGIOS 4
- Continue to develop classroom learning conversations with pupils and involve them in making decisions about their learning.