



**STANDARDS & QUALITY REPORT for session  
2016/2017**

**Rosehearty School**

**Pitsligo Street  
Rosehearty  
Fraserburgh  
AB43 7JL**

**Compiled 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"

## **The Standards and Quality Report**

Dear Parents and Community Partners,

It is my pleasure to share this report which demonstrates the progress Rosehearty School has made in session 2016-2017 towards achieving 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 report is a summary of the evidence we have collected to demonstrate our strengths and makes suggestions about what we need to do next. Action plans explaining how we will achieve these aims are documented in a separate Summary of the Improvement Plan.

**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

## **1. How good is our leadership and approach to improvement?**

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

### **Overview:**

- The school engages in self-evaluation process involving all stakeholders, beginning to encourage pupils to take responsibility for decision making and school improvement. There is some commitment to improvement and to the school values.
- Staff have been committed to taking lead roles in school improvement initiatives such as Rights Respecting Schools, Green Flag, 1+2 Languages (although this person has moved on) and ibike. Most staff at Rosehearty are reflective and ambitious to improve the school.
- Parents feel that staff are approachable feel confident to express their feelings and to voice their opinion in school initiatives.
- Pupil voice is a strong feature of the school's approaches to self-evaluation. Children give their views about the school as part of committees and take responsibility for improving aspects.
- HGIOS4 has been introduced and relevant Quality Indicators and Challenge Questions used to inform monitoring and evaluations.
- Focused monitoring of plans has an impact on the quality of learning and teaching for learners, with links to quality indicators, benchmarking and improvement plan priorities.
- Engagement with all stakeholders through a range of evaluation methods e.g. open evening comments, compliments concerns slips
- Staff engage with professional learning/CPL opportunities through Aberdeenshire events. Leadership roles are encouraged and taken on by a range of staff e.g. Literacy & Numeracy development, H&WB, Library and pupil voice groups. Professional Review and Development (PRD) procedure is fully implemented as per GTC guidance and time allocated for staff to update and review professional learning.
- All stakeholders are involved in reviewing and evaluating our strategic plan.

### **Key strengths:**

- The continued development of programmes and progressions across all areas of the curriculum linked to self- evaluation using HGIOS4 and local and national benchmarks.
- Professional engagement and collegiate working to ensure impact on learning, teaching and attainment.
- The focus in the school on its own vision values and commitment to learning.

### **Identified priorities for improvement:**

- Further develop a working knowledge of HGIOS4 and continued use of challenge questions in improvement plan developments
- Increase use of evidence in professional learning and when implementing change.
- Develop robust procedures for collecting data to inform school improvements.
- Develop robust procedures for moderation of learning and achievements in order to inform school improvements (Cluster Improvement Plan)

### **Evaluation of QI 1.3 - Leadership Of Change:**

#### **Sources of evidence/evaluation activities undertaken:**

Self-Evaluation at school level using HGIOS 4 QI's and local authority benchmarks

- Discussions with staff at PRD and subsequent records
- Quality improvement calendar of activities including learning walks, classroom visits and monitoring of planning.
- School Improvement Plan
- Feedback from parent council discussions
- Parent evaluations at Open Evening

#### **Overall evaluation of level of quality:**

- The Vision, Values and Aims of the school have been developed and are reviewed regularly by staff. They are sustainable and aspirational. In time these may need to be refreshed, involving the whole school community, ensuring all have ownership of them and that they underpin all improvements.
- The selection of school improvement priorities is made taking in to account the local capacity to accommodate change.
- All staff are involved in regular evaluation of the school improvement plan through open dialogue and peer work. Leadership roles are taken by colleagues at all levels.
- Collegiate meetings regularly start with a review of SIP progress and good use is made of challenge questions. This helps with continual identification of strengths and areas of development. The information generated at these sessions is used to create a clear rationale for future improvements. More focus on the HGIOS 4 challenge questions relating QI's will be encouraged next session.
- Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents. Developing a more robust understanding of assessment data will further support this work as will working through the moderation cycle.
- Staff, pupils and parent views and ideas are sought when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change.
- Staff show some commitment to CPL and reflect on and develop practice to ensure best possible outcome for all learners.
- Overall, the changes pursued by the school are having a positive impact on young people

**Level of quality for this QI: 3 Satisfactory**

## **2. How good is the quality of care and education we offer?**

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

### **Overview:**

- All staff show commitment to the development and wellbeing of learners as individuals.
- Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies.
- Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practice.
- Aberdeenshire Frameworks have been introduced and used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners. There is however an identified need to further revise and redesign aspects of the curriculum.
- Transitions within school well-supported but curriculum transition with the local secondary school needs to be more effective.
- Children benefit from a wide and varied curriculum and learning experiences and use is made of the local environment at all levels. The use of the environment will be evaluated and further embedded this session.
- More positive engagement with parents is encouraging them to take an interest in their child's learning.
- ICT is available for use across the curriculum to support teaching and learning experiences. This needs to be explored further to ensure that it enhances experiences.
- School tracking formats are in place and staff are becoming more confident in making judgements about children's progress within a level. Teachers track children's attainment carefully and achievements outwith school are regularly celebrated and recorded. Teachers use group work and personalised tasks to give children appropriate support or challenge

### **Key strengths:**

- Partnership working to ensure we are meeting the needs of our pupils.
- Continued development of programmes and progressions linked to local and national guidance and benchmarks.
- Effective use of assessment to inform planning and tracking of attainment

### **Identified priorities for improvement:**

- Introduction of Emergent Literacy,
- Further review programmes of work and progressions linked to local authority and national benchmarks.
- Reviewing current curriculum model with a focus on interdisciplinary learning to ensure relevance and creativity
- Ensure progression of skills is included for development of Young Workforce (Cluster Improvement Plan)

### **Evaluation of QI 2.3 - Learning, Teaching and Assessment:**

#### **Sources of evidence/evaluation activities undertaken:**

- The Head Teacher and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response.
- Monitoring and discussion of plans.
- Learning conversations with young people.
- Collegiate professional dialogue focused on learning in collegiate sessions.
- Evidence of evaluations and next steps in planning.
- Parent questionnaire feedback.
- Cluster / peer school moderation.
- School attainment trackers and Pips/Incas reports.
- Contributions to the school of Global Groups.

#### **Overall evaluation of level of quality:**

- Learners' achievements in and out of school are recognised regularly at our celebration assemblies and shared with pupils, parents and the wider community through newsletter, website and social media.
- Learners play an active role in the school and regularly take on leadership roles. This could be enhanced further by encouraging pupils to take more responsibility for their own learning and providing greater opportunities for the application of skills across the curriculum and beyond. Younger children would benefit from more opportunities to follow their own interests and learn through discovery and enquiry, supported by adults asking open questions.
- Staff continue to share learning intentions and success criteria with children but could enhance this further by involving pupils more in the planning process. We intend to explore the concept of co-creation of success criteria.
- Teachers track children's achievement carefully across all curricular areas, constantly assessing whether children are making progress and provide appropriate support and challenge. Standardised data will be more rigorously used to target support and staff will become more confident in using this to support professional judgement. Greater consistency is needed in use of data to confirm next steps in learning.
- Forward planning continues to be updated in an attempt to tackle bureaucracy and reflect Significant Aspects of Learning and benchmarks identified in Aberdeenshire's Progression Frameworks. This requires further review and development to encourage and promote creativity, innovation and relevance.

**Level of quality for this QI: 4 Good**

### **3. How good are we at improving outcomes for all our learners?**

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

#### **Overview:**

- Children at Rosehearty are included, happy and successful. Their learning experiences are enhanced through a commitment to meeting the needs of all individuals. They benefit from the level of care and nurture provided.
- The school is applying its PEF to support equity of outcome for learners throughout the school by providing nurture programmes for those who find social skills and emotional issues a barrier to learning. It will also be used to enhance our current curriculum provision to ensure our children are prepared for the world of work as it changes.
- All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children.
- The school is fully committed to the fulfilment of its statutory duties and has built strong links with all relevant agencies.
- Most children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. Additionally the use of digital contexts for learning and a focus on creativity allow children to develop a wide range of skills and attributes. These will be further developed with the evolution of our curriculum planning.
- Standardised data is used to track progress and identify areas requiring targeted support. Analysis of such data has been used to identify the focus of the PEF money.
- The school is adopting a dyslexia and autism friendly approach, toolkits to support this are available on the authority website. Materials have also been identified to support pupil need.
- The school is working with the Education Psychology Service to develop Visible Learning and Growth Mindset initiatives which challenge learning and enhance it.

#### **Key strengths:**

- Rights Respecting School development has developed a culture of support that ensures all learners feel valued and cared for.
- The confidence and wellbeing of children across all years.
- Whole school approach to improvements and developments with staff training linked to the improvement Plan.

#### **Identified priorities for improvement:**

- Use of PEF to support development of a skills based, relevant and creative curriculum which develops the young workforce.
- Use of PEF to develop Nurture Programmes to support children with emotional and behaviour barriers to learning.
- Continued provision of whole school opportunities for achievement e.g Rights Respecting Schools – develop to level 2 accreditation.

### **Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:**

#### **Sources of evidence/evaluation activities undertaken:**

- Rights Respecting School Level 1 status
- Analysis of attendance, lateness, LAC and exclusion data shows appropriate levels of support and referrals for multi-agency involvement.
- Child protection – folders in place as per authority guidance.
- Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations.

#### **Overall evaluation of level of quality:**

- Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and the obligations of being a Rights Respecting School.
- All pupils know about children's' rights through class lessons and assemblies, rights are linked to curricular areas and displayed as appropriate.
- All staff are able to access information about how to support learners through communications from Pupil Support Staff, through MAAPM's and IEP's. There remains however some inconsistencies in how this information is applied across all classrooms.
- At times of challenge and difficulty the school deploys other professionals to access support from other agencies.
- Each pupil is an individual with individual needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through pupil voice, review meetings, MAAPM's, etc.
- We endeavour to comply with our statutory requirements and the associated codes of practice. Our staff take account of legislative frameworks relating to equality and inclusion. We undertake regular CP training and we record chronologies of concerning behaviour to have a record of issues which may need to be addressed.
- There is a need to further develop approaches to ensure equity of outcome for all learners.
- All staff committed to CPL to support pupil learning e.g. Inservice Training on the Dyslexia Tool Kit. Tool Kit boxes available to staff in both stages. Neil McKay visited to offer support in September 2007.

**Level of quality for this QI: 4 Good**



### **Evaluation of QI 3.2 - Raising Attainment and Achievement:**

#### **Sources of evidence/evaluation activities undertaken:**

- Analysis of standardised testing and school based assessments to ascertain progress in literacy and numeracy
- Children's University recording children's achievements outside school.
- Feedback from QIO regarding overall school performance
- Feedback from parents regarding progress of individual children
- Target setting mechanisms within the classroom
- Celebration of success within class and at weekly assemblies.

#### **Overall evaluation of level of quality:**

- Attainment in the school is good. This is the case for all abilities and both female and male.
- A robust system was used last session and now requires embedding.
- Most pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made in numeracy but less consistently in literacy.
- Wider achievements are recognised and regularly celebrated through celebration assemblies and within school media.
- Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all.
- The outdoor environment is utilised to enhance pupils learning experiences. We now need to develop a more consistent approach to using our local environment.
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people have appropriate plans in place to address these.
- Across the school pupils are encouraged to take responsibility for particular focused groups in their global groups but there is room to further extend the range of leadership opportunities beginning with leadership of their own learning.
- There is a need to continue to look at how life skills and employability links can be developed and applied across the curriculum and beyond the formal classroom.

**Level of quality for this QI: 4 Good**

## At Rosehearty School this session...

- Our Global Groups arranged charity fundraising events for MacMillan, Jeans for Genes day, Children in Need, Save the Children Christmas Jumper appeal and a dress as you please for refugees, Comic Relief.
- Work continued towards our next Eco-Flag, and Rights Respecting Schools Level 2
- The RRS group made a video to share at assembly.
- The Eco group promoted “Switch off Fortnight”
- School visits included TechFest, a visit to Maersk, P7 trip to Dalguise, P7 transition visits, Absafe events, Nordic Skiing, Scarface visit, P4 swimming lessons and a whole school visit to the Pantomime.
- Visitors in school included a parent explaining how Christmas is Celebrated in Poland, Nick Heskith Author visits, generation science workshops, K’nex workshop, The ALEC Caravan, the SSPCA,
- Events celebrated in school included World Book Day, St Andrews’ Day, Burns (Doric poem competition and art work).
- Extra-curricular activities offered this session included Knitting, Highland Dance, Football, Basketball, Netball, Club Golf, and sailing.
- Primary 4 earned the John Muir award for coastal preservation.
- First Aid training was given to P5-7
- As a whole school we held a Christmas Fair, performed a Nativity, performed a school show, organised Health Week, held Easter competitions, and took part in Anti-bullying week.
- Children had experience of Kodaly Music Tuition, internet safety workshop, yoga and mindfulness.
- Some children were supported with a Seasons for Growth programme for bereavement and coping with emotions.