



Rosehearty School
Standards & Quality Report
2022 - 2023
&
School Improvement Planning
2023 – 2024

School Foreword

We are pleased to present both our Standards and Quality Report for Session 2022-2023 and our School Improvement plan for the current session 2023 -2024. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Rosehearty School. 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.

We have ongoing dialogue with our stakeholders, in addition to our attainment tracking system to inform our self evaluations, hoping to address the following questions:

How are we doing? How do we know? What are we going to do now?

Part of this requires the following:

Looking inwards to analyse our work

Looking outwards to find out more about what is working well for others locally and nationally

Looking forwards to gauge what continuous improvement might look like in the longer term

At Rosehearty School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Mr M Taylor

Head Teacher

The School and its context

In session 2022-23, we revised and regrouped our Vision, Values and Aims. We're pleased to share the following:



Vision Statement

Learning to Achieve, Learning to Belong and Learning to be Confident

At Rosehearty School we hope to provide a welcoming and inclusive environment for everyone to thrive

Aims

At Rosehearty School, through the principals of SHANARRI and with our wider community, we encourage:

- R**elationships across the school community that are productive, meaningful and respectful.
- O**pportunities to engage positively with high quality learning experiences.
- S**upport and care that is right for the needs of the individual *and we*
- E**quip and encourage children to be ready and responsible for their future.

Values

At Rosehearty School, we value

- H**onesty
- E**ndeavour
- A**chievement
- R**espect
- T**rust

Our values ensures the best interests of our children are the top priority, linking to Article 3 from the UN Conventions on the Rights of the Child.

Context

Rosehearty School is a medium sized, rural setting that serves the communities of Rosehearty, New Aberdour, Crovie and the surrounding countryside. The school roll fluctuates around 150 school ages pupils, with around 35 Early Years pupils. The majority of children sit between SIMD bands 8-12, though a small number of pupils (who live out of school zone) are in SIMD bands 2, 4, 7 & 17. Currently XX children receive means-tested free school meals. There are 6 classes, with a mixture of full-time and part time, male and female staff. The school building is owned and operated by Robertson under a PPP agreement.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2022-2023.

Key priorities 2022-23	Key actions undertaken	Impact (achieved throughout 2022-2023)
<p>To improve our approaches to literacy, with a particular focus upon reading and writing</p>	<ul style="list-style-type: none"> • Audit of school literacy resources undertaken. • Core resources identified, with gap in grammar identified • Grammar resources explored, with Nelson procured as preferred scheme. • PiRA (Progress in Reading Assessment) procured and deployed in Term 4. • Staff begun to explore Talk for Writing as a vehicle for delivering writing. • Tracking continues to be monitored. 	<ul style="list-style-type: none"> • Most staff are now aware of the core resources used for literacy, in order for a more consistent and streamlined/progressive experience for children. • New grammar resources in use, with planned monitoring to check for increase in attainment. • PiRAs have provided a whole-school baseline assessment tool, with each child profiled with reading age and standardised reading age. The tool is administered 3x each year so we will be able to track progress as the year goes on. • Staff comment that pupils engaging well in aspects of Talk for Writing, some that previously would not have engaged. • Parental feedback tells us children have made progress this year.
<p>To improve our school's sense of 'who we are' by reviewing our vision, values and aims, curriculum rationale.</p>	<ul style="list-style-type: none"> • Stakeholders consulted on current VVA. • Parent group formed and met to workshop/feedback • Staff undertook review of VVA from other settings to inform our own • Values remain unchanged, and have continued to be promoted throughout the school by assembly, class recognition boards, dialogue etc. • Vision statement and aims revised. • Pupil lanyard system put in place 	<ul style="list-style-type: none"> • Stakeholders have a sense of ownership and belonging • Shared vision of what it means to be a member of the school community • New staff have had an opportunity to shape the school • Pupils continue to be aware of core values, and staff confident in using them with children. • System beginning to shape for recognising wider achievement.

To improve our approaches to profiling pupils learning, successes and achievements	<i>Due to staffing challenges throughout the session, a decision was taken to focus on our first 2 priorities with a commitment to re-visiting this priority in the next session.</i>	
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How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community
Strategic planning for continuous improvement
Implementing improvement and change

Relevant NIF priority: All

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

Level of quality for core QI: 3 - Satisfactory
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

Our Vision Values and Aims review/refresh has been a good vehicle for re-engaging stakeholders with our core learning and teaching. Both learners and staff are demonstrating an increasing confidence in talking about our values, linking them to a range of scenarios across the school estate.

Community links have been sustained, with a range of parental engagement/progress reporting activities engaged with (open afternoons, class assemblies, etc.)

Twin composite classes were deployed to allow for teacher collaboration and paired planning, which has had some success.

A pupil council exists, where children are involved in making suggestions/taking decisions about their school. Many classes use pupil voice to shape the learning (KWL grids, WonderWalls etc.)

How do you know?

What evidence do you have of positive impact on learners?

Through regular dialogue and school assemblies, we know our pupils have a good understanding of our school aims and can talk through what these mean. In restorative conversations pupils can link actions to values.

What are you going to do now?

What are your improvement priorities in this area?

Now that the full VVA have been established, we need to undertake work with our wider community to demonstrate how our aims and vision is realised through our work as a school.

As a staff team we need to become more confident in not only knowing where our areas of development lie, but in celebrating our successes and building on these.

SLT need to allow greater involvement of the wider school community in strategic improvement planning.

Greater opportunities can be made for pupil voice on a wider school basis.

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

QI 2.3 Learning, teaching and assessment

Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

Relevant NIF priority: All

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

Level of quality for core QI: 3 - Satisfactory
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

Many of our young people are engaged in their learning, delivered by teachers who are enthusiastic and offering interesting and stimulating learning opportunities. There are good working relationships between and staff and pupils across the school, enabling young people to be confident in their learning. Some children are experiencing learning through an outdoor context, which for some children is demonstrating better engagement. Most staff are making use of digital technologies to enhance teaching and learning. Staff make use of formative and summative assessment data to inform learning & teaching/next steps, and target support for those who are not on track. Feedback is provided to learners.

How do you know?

What evidence do you have of positive impact on learners?

What are you going to do now?

What are your improvement priorities in this area?

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing
Fulfilment of statutory duties
Inclusion and equality

Relevant NIF priority: All

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

Level of quality for core QI: 3 - Satisfactory
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?
What's working well for your learners?

How do you know?
What evidence do you have of positive impact on learners?

What are you going to do now?
What are your improvement priorities in this area?

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

Relevant NIF priority: All
Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information
Level of quality for core QI: 3 - Satisfactory
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?
What's working well for your learners?

How do you know?
What evidence do you have of positive impact on learners?

What are you going to do now?
What are your improvement priorities in this area?

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
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<p>Priority 1 :</p> <p>To improve our approaches to literacy, with a particular focus upon writing to raise attainment across first level</p>	<p>Data/evidence informing priority:</p> <p>Our ACEL data and tracking continues to indicate that % achieving writing CfE level is lower than other aspects of literacy and numeracy.</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Review current writing approaches to planning writing through planning meetings	MT w/CTs	Sept '23	Will have a whole-school picture of writing planning	
Commonalities and differences noted in approaches/tools used.	All teaching staff	Sept '23		
Talk for Writing materials re-visited with new staff	HM & OR & ZM (when returned)	Sept '23	Staff will be familiar with where to find resource	
Talk for Writing Training undertaken (both training sessions and instructional videos used through staff CPD sessions)	All	Ongoing	Staff confidence will increase in new approach	
Staff will visit other settings (South Park?) to explore how other settings are having success with T4W	All teaching staff	Terms 1 & 2	Staff will be enthused to engage with this tool set	

Moderation of writing with stage partners/whole school through CDT session.	All	Terms 1 & 2	Better shared understanding of benchmarks and their application.	
Decision on the place of 'cold writing' and Big Writing as assessment tool to be made	All	Term 2	An agreed approach to assessment will give consistency and clear focus on bench marks	
PiRA reading assessment tool to be fully deployed this session, with assessments in September, February and June	CTs	Sept, Feb & June	Progress will be tracked throughout the year, providing a good platform for planning and attainment discussions.	
PiRA tracking tool to be created in order to record/document progress in closing the gap between reading age & chronological age	HM	Terms 1 & 2	Tracking and attainment data will be available to support planning of learning and teaching.	

Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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<p>Priority 2 :</p> <p>To embed a shared understanding and knowledge of the UNCRC & GIRFEC throughout the school community.</p>	<p>Data/evidence informing priority:</p> <p>Through discussion with children, they are unaware of SHANNARI, and have minimal awareness of the UNCRC.</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Review and renew Curriculum Rationale (this was not completed last year)	All staff & stakeholders	Terms 1 & 2	Consultation and refinement will bring about a new, current CR that will be launched with all.	
Form staff working group to lead on this.	Staff	Term 1	A driving group will focus on this priority to deliver it.	
Re-engage with Aberdeenshire Rights officer to review our last RRS award – we will need to completely start over. Begin journey to Bronze accreditation.	MT & parent group	Term 2	Each class will have a basic awareness of the UNCRC.	

			Each class will have a charter that they can relate their daily experiences to.	
Deliver SHANARRI assemblies to raise the profile of each indicator. Link with Ex Arts teacher to raise engagement.	HT, Ex Arts teacher	Ongoing	Children will be able to articulate what each indicator looks like in Rosehearty School.	
Review whole-school approach to the beginning of the day/soft start approaches to ensure wellbeing needs are being considered. Well-being webs used before and after.	All stakeholders	Terms 2-4	Wellbeing webs will indicate a greater sense of well-being in pupils. Pupils will demonstrate a greater readiness to learn.	
Engage with CIRCLE Framework to audit learning environments.	All teachers	Term 1/2	Learning environments will reflect the needs of the children within each class.	
Review and refresh Positive Relationship policy to reflect our commitment to the UNCRC.	All stakeholders	Term 1/2	Rosehearty School will provide an environment that enables children to feel safe, valued and included.	
Participate in RespectMe's annual campaign, and raise the profile of our anti-bullying approaches	All stakeholders	Nov '23	Children will be able understand bullying behaviours and the associated feelings Staff will be confident to take pro-active action to respond to bullying.	

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
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<p>Priority 3 : To improve our approaches to learning, teaching and assessment.</p>	<p>Data/evidence informing priority:</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Review and compile how we celebrate successes in our school	Staff Pupils HT Attn. Adv.	Term 1	Positive Relationships policy will outline how success is celebrated in school.	
Review how assessment drop file is being used to build picture of pupil's curricular achievements.	ZM (leading)	Term ½	Consistency will be evident across all pupil assessment files, with a clear guide as to how these will be populated.	
Upskill staff in digital skills to support profiling effectively	All staff	Term 4	Staff will be confident to support pupils in digital profiling.	

Review LTA to ensure consistency across the school	All staff	Term 2/3	Shared understanding of what learning, teaching and assessment looks like at Rosehearty for all learners.	
Share new profiling tool with stakeholders – open event?		Term 4	Pupils will have shareable profile that they can contribute to, to highlight their strengths as a learner.	
Continue with lanyards for recognising wider achievements – begin to link these achievements to meta-skill and track appropriately.		Ongoing	We will be able to see pupils who may not be achieving many badges, and help direct them to extra curricular experiences.	
Staff training session on Meta-skills	HT & CTs	Term 2/3	Staff will be able to talk about Meta-skills confidently, and can plan inputs that appropriately address/promote these.	
Challenge questions around motivation and engagement explored with support from ES attainment advisor.	HT & ES	Term 3	We will be able to identify children who are low in motivation and engagement, and look to intervene to increase these.	