

**Standards and Quality Report 2022-23**

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| **School: Rosemount** | **Head Teacher: Mrs Georgina Mallie** |
| **02 June 2023** | |

**Review of progress with school improvement plan for session 2022-23**

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| **School Improvement Priority 1:**  By June 2023, 100% of pupils will experience appropriate wellbeing entitlements which support success and achievement  **NIF Priority:**  Teacher professionalism  Parental engagement  Assessment of children’s progress | **How Good is our School 4 Challenge Question/s**   * How well do staff understand their role and responsibility in supporting learners’ health and wellbeing? * How well do we communicate with parents across these key themes? * How do we ensure an ethos and culture of inclusion, participation and positive relationships across the whole learning community? |
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| **Progress and impact: What did the data tell you?**  We have drawn on a variety of data from different sources to effectively evaluate our progress and identify key actions for next session. This includes:  - Demographic: descriptive information about the school community e.g. gender balance  - School Processes: what is happening now to support holistic outcomes for learners e.g. approaches to planning and reviewing learning and teaching, including direct observation  - Pupil Learning: holistic outcomes of our children and young people e.g. attainment data  - Perceptions: what all stakeholders think about the learning experience e.g., parental questionnaire and learner feedback.  In August 2022 all teaching and support staff undertook initial training to upskill them in their understanding of and the implementation of Emotion Works. This programme has been delivered in all classes this session. Almost all staff regarded this online training as poor due to factors such as faulty links and inadequate internet connection. Despite the setback, staff undertook their own professional reading created action plans for implementation.  Lesson observations and pupil feedback shows there has been an increased awareness and engagement in emotional literacy, an increase in teacher confidence regarding the pedagogy related to this topic and a shared language is developing.  During assemblies almost all classes have shared their learning with the whole school and most children are able to relate the emotion cogs to every day scenarios. Awareness of this initiative has been raised across the school community through class and whole school information sharing at Parents’ Evenings and through See Saw posts.  An ASN policy and procedures document has been produced which is now implemented by all staff. Assessments and observations gathered using Angus EPS and ABLe tools are now maintained by all class teachers and used to inform planning.  Inset Day 4 was used to review QI 2.4 and an exit pass survey showed that 86% of staff were quite / extremely confident of their role and responsibility to support learners’ progress and wellbeing.  Attainment meetings are used to discuss support needs, interventions and resources. Clearly defined roles and responsibilities now ensure that parents are timeously informed when interventions are required and the impact of them. Further feedback is required from parents as to their understanding and attitudes around these procedures.  Our RME curriculum was reviewed to ensure opportunities to explore diversity and multi-faith issues were provided. Changes reflect the diversity of our school community. All staff agreed the changes and implementation will begin next session. | |
| Improvement Priority 1 - Next Steps:   * Embed Emotion Works within our HWB planners to ensure appropriate progression and coverage. * Engage wider parent forum in evaluation of ASN policy and procedures * Moderate to ensure a consistent approach is being applied to the assessment systems being used to understand pupils’ needs. | |
| **School Improvement Priority 2:**  By April 2023 we developed a strong partnership approach which improves outcomes for all learners and continued self-improvement for the whole school community.  **NIF Priority:**  School leadership  Parental engagement | **How Good is our School 4 Challenge Question/s:**   * How well do we enable parents, carers, families and the local community to contribute to the life of the school and be involved in school improvement? * Is our Parent Council representative of the school’s social, economic and cultural demographic? * How well do we engage with partners to promote a whole school approach to learning for sustainability? |
| **Progress and impact: What did the data tell you?**  Our partnership with Alba Explorers has ensured that almost all pupils either in stage or focus groups have engaged in this whole school approach to outdoor learning and sustainability. The feedback gathered through check-ins from all children has shown positive outcomes have been achieved in outdoor practical skills, knowledge of ecology and for the majority of pupils, improved social and interpersonal skills.  All pupils in P5,6 and 7 have now achieved the John Muir Award. Our school grounds have been sustainably developed to include a vegetable plot and a wildlife pond.  All staff undertook training in how these can be used to deliver the curriculum as well as fire-pit, team building and training in ecology. All staff felt increased confidence in the delivery of outdoor learning and education and in their ability to manage risk.  Almost all staff have already considered how to take this forward next session and have engaged with CLPL and professional reading to further their understanding of how to improve their pedagogy and means of measuring impact.  Our partnership with New Solutions has resulted in direct and indirect interventions for all those who have required support - 18% of our pupils across P1-7. The most common theme for referrals has been around emotional regulation but has also included bereavement, anxiety and self harm. All families who have engaged with this service have reported positive outcomes.  Our Parent Council reformed at the start of the session with almost all new committee members. The PIE data gathered last year was considered to inform their decision making however only 15% of parents had responded to the survey and between 2 and 7 of these had answered the sections on Parent Councils. As a result the new members have worked hard to be visible at school events and established different ways to share information such as social media. Hosting social family events such as Christmas Craft Workshops which were attended by 40 families and by fundraising for a specific cause linked to the school improvement plan, the profile of the Council has been raised. | |
| **School Improvement Priority 2: Next Steps for 2022/23**   * Revise our curriculum rationale to reflect the culture of outdoor learning, sustainability and the engaging environment we have created. * Continue our partnership with New Solutions and build on the relationship formed to engage and support more families. | |

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| **What is our capacity for improvement?**  **How good is our leadership and approach to leadership?**  Staff, children and parents are actively encouraged to lead and improve our school and its community through the Parent Council and numerous pupil voice groups. Staff are supported in taking forward elements of the school improvement plan. Our support staff have been encouraged to develop more effective engagement with pupils through training and resources on play and loose parts. Everyone has been involved in improving behaviour with consistent approaches evident in all classes. The children are always fully involved in leading whole school events such as church services, fundraising and the school show.  Teaching staff are skilled in delivering the planned outcomes for their pupils but most would benefit from increased opportunities to work collaboratively with colleagues across levels to improve opportunities for moderation and advance self-evaluation processes across the school.  Senior leaders carefully guide the strategic direction and pace of change in consultation with staff to ensure improvements result in positive outcomes for learners and are sustainable. Staff meetings are used to check in with staff and give them regular opportunities to give feedback. We plan and promote a range of CLPL activities which aim to deliver the school’s improvement priorities.  **How good is the quality of education and care we offer?**  We have developed our use of a new monitor and tracking system which generates rich data for professional dialogue meetings, planning of interventions and analysis of trends over time. This is used effectively to ensure the triangulation of evidence from standardised assessments, direct observation and professional dialogue to ensure targeted support and challenge is delivered appropriately.  As a single stream school our moderation of pupil experiences is done across a level and we have also collaborated with stage colleagues from other cluster schools this session which resulted in increased staff confidence to predict pupil attainment more robustly. We plan to further these networking opportunities next session.  It is evident from classroom learning visits, walk-throughs and attainment discussions that staff make good use of a variety of methodologies and innovative practices. Our pupils tend to be quite passive learners and associate good learning with sitting quietly and completed tasks. Our continuing work on Learning Powers has begun to address this.  Our digital learning strategy and our IT resources are in need of revision and investment.  Our ACEL data shows an improving trend towards recovery. Although there is a dip at P4 these professional judgements are confirmed by assessment and observations to identify and address barriers.    **How good are we at ensuring the best possible outcomes for all our learners?**  There are positive relationships between parents, staff and pupils and our ‘open door’ policy, which has been re-established after the lifting of the remaining Covid-19 restrictions, ensures that any issues are addressed timeously. A class connectedness survey showed that almost all pupils felt their teacher knew them well and were committed to their learning.  All staff engage in career long professional learning activities and are willing to take on board latest guidance and legislation.  We are committed to ensuring our support staff are appropriately trained to ensure their work impacts on outcomes for pupils. We use data from teachers’ professional judgements and standardised testing to ensure support is directed effectively.  Weekly Celebration Assemblies are held to recognise our pupils achievements both in and out with school. We share our learning journey with parents through See Saw Journals, open days, parent’s evenings, school concerts and services. Our school website is rich with useful information, guides and links.  We have good links with community groups and local business such as Hillside and Dun Church, Poppy Scotland (Montrose), HMS Montrose (sadly decommissioned in April ’23), Links Park Community Trust, Angus College, Alba Explorers, New Solutions and local farmers through RHET. |

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| **Pupil Equity Funding**  Our attainment gap cannot be defined as poverty related and therefore our focus has been to remove barriers to learning through a focus on improved universal provisions which enhance our culture and ethos, our learning and teaching and our pupils’ readiness to learn and engage. A small percentage of our PEF allocation has been used to provide specific resources such as Nessy Spelling licences, Timestable Rockstar subscription for targeted interventions. We have continued to provide a good home-school link through our Seesaw subscription and by providing access to support for mental health and wellbeing through New Solutions CIC.  Situation:  Rosemount has a unique environmental setting which provides us with opportunities for rich and stimulating learning activities. Through our CLPL we now better understand the inherent benefits of learning outdoors including improved mental and physical wellbeing, We also appreciate that for children to fully embrace the sustainable development goals driving the global agenda then they must be able to form a connection with their natural environment. Developments over the past couple of years have shown us that by investing in staff training, resources and enhancement of our outdoor spaces our pupils have improved their physical, mental and social wellbeing. Through discussions with staff and pupils and surveying parental opinion, it was agreed that this should continue to be a priority for all but should also target specific groups of children.  What we did  A plan was created in partnership with Alba Explorers to enable all pupils in P5-7 to be involved in the planning and creation of a wildlife habitat – including a pond and an allotment. The development plan aimed to positively transform the culture of outdoor learning. Several key areas were included; pupil development sessions, outdoor facility creation and staff training.  Impact? So what?  Our progress in each of these areas has resulted in a significant increase in:   * The amount of quality time spent learning outdoors for all pupils – observation and evaluations * Pupil understanding and skills enhancement in outdoor education – evaluations * Pupil appreciation and ownership of their own school grounds- evaluations   Staff members’ ability to deliver meaningful outdoor learning experiences for their pupils is evident from planning meetings, lesson observations and evaluation of training events.  Feedback  84 children across P5-7 have achieved the John Muir Award and all pupils in these classes reported when surveyed that they feel happier and healthier when working outdoors and that they recognise a sense of responsibility and ownership of the outdoor environment.  One pupils stated ‘I feel happy and proud that my work here will be enjoyed by other classes for years’ Another said that by achieving the John Muir award he had made a difference to our planet.  Staff report increased confidence and enthusiasm for both outdoor learning and education. At our May inset day consensus was reached about the need to refresh our curriculum rationale and ensure that this momentum is retained.  With regard to targeted pupils who had taken part in skills based outdoor learning, one teacher commented that the group of normally disengaged learners were enthusiastic and motivated by the activities. One P4 child who had been learning fire-lighting and bush-craft skills said it was his best day at school – ever.  Parents have commented that their children look forward to ‘Woodland Wednesdays’ and there have been improvements in sleep patterns and appetite after these sessions.  Our attendance average Is 94% which is an increase of over 7% on last session. For one targeted child who had amassed 49 days absence in terms 1-3 has only had a further 1 day in term 4 since beginning this targeted intervention. |

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| **Quality Indicator** | **Evaluation (six-point scale)** | |
|  | **ELC** | **School** |
| 1.3 Leadership of Change | **4** | **4** |
| 2.3 Learning, teaching and assessment | **5** | **5** |
| 2.7 Partnerships | **5** | **5\* (focus this session)** |
| 3.1 Ensuring wellbeing, equity and inclusion | **4** | **4** |
| 3.2 Raising attainment and achievement | **5** | **5** |