Rosemount Primary School
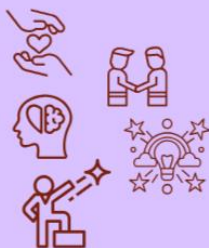# School Improvement Plan 2025 – 2026

Our Shared Values

Kindness
Respect
Emotional Resilience
Creativity
Self-confidence

Our Vision is to create a nurturing, inclusive and inspiring learning environment where every child is empowered to grow into a confident, resilient, and compassionate individual, equipped for life beyond school in an ever-changing world.

Our Shared Aims

To develop the whole child to enable them to thrive, feel valued and reach their full potential

**Rosemount Learners
Rosa and Monty**

Angus Council

Angus Education Plan

Angus Cares

- Improved approaches to supporting attendance

- Self-evaluation of anti-bullying approaches

- Support inclusive practice across Angus

- Implement Relationships and Behaviour guidance

Angus Learns

- Engaging learning experiences across BGE

- Increased opportunities for learner voice

- Professional learning to improve learning, teaching and assessment

- Improved moderation of standards Primary 5 to S3

Angus Improves

- Raise attainment and achievement

- Planet Youth approach to improve parental enagement

- Increased opportunities for staff to develop leadership capacity

- Improved data literacy of school leaders

Cluster Priority: Numeracy – progression pathway and pedagogy from P7 – S1

Angus Council

Cycle of Improvement

Embedding session 2025/6:

- **Circle Framework:** continue to embed the use of the Circle Inclusive Classroom Scale (CICS) to promote consistent approaches to classroom organisation and environments.
- **Curriculum Rationale and Planning:** Implement the new structures developed last session in line with refreshed Curriculum Rationale

Exploring session 2025/6:

- **Respect Me:** conduct school audit in line with Angus approach to anti-bullying review.

- **Technologies:** use skills toolkit to audit our capacity to deliver the technologies curriculum effectively.

Executing session 2025/6:

- **Listening and Talking:** Using the text 'The Oracy Imperative' for professional reading to inform review of L&T planning and assessment.
- **UNCRC:** complete implementation of Silver Plan and gain acreditiation at this level

School Improvement and PEF Plan 2025-6

Improvement priority: Improve the quality of how Listening and Talking are planned, taught and assessed across all stages.
Rationale: Professional discussions have shown that our evidence for Listening and Talking judgements needs strengthening. 'The Oracy Imperative' offers a framework to improve how we plan, teach and assess these skills.

NIF PRIORITIES	NIF DRIVERS	GTCS STANDARDS	PEF	HGIOS
Closing the attainment gap Improving achievements, particularly literacy and numeracy	Teacher and practitioner professionalism Curriculum and assessment	2.1.1 Pedagogical Theories and Professional Practice 3.1.4 Effectively employ assessment, evaluate progress, recording and reporting to support and enhance learning	5. Promoting a high quality learning experience 7. Using evidence and data	2.3 Learning, teaching and assessment Select second QI? 1.2 Leadership of learning

Aim: By June 2026 all teachers will integrate the Oracy Imperative into their planning, teaching and assessment which will be evidenced by an increase in the quantity and quality of triangulated evidence of pupil progress against the benchmarks.

Drivers	Outcomes	Actions	Measures	Progress	
Rosemount Cares ♡ 12. Children have the right to be listened to and taken seriously	• Staff understand the pedagogy of listening and talking • Pupils' ability to engage meaningfully in discussions and actively listen increases. • A shared understanding of the importance of Oracy is experienced by the whole school community	• Deliver a series of professional learning sessions on the 'Oracy Imperative' principles and practical strategies. • Provide staff with Voice21 resources and dedicated time to explore them. • Establish peer observation cycles focusing on effective oracy pedagogy. • Provide structured, regular opportunities for pupils to practice oracy skills (cross curricular, debate clubs, group presentations). • Teach and embed pupil self- and peer-assessment strategies for oracy. • Arrange an event to invite parents in to share the learning.	• Staff survey results showing increased understanding; Pre/post PL session feedback forms. (**HT Mar 26**) • Planning: scrutiny for evidence of resource application. (**SLT Nov**) • Peer observation feedback forms; increased frequency of staff-led discussions on oracy pedagogy.**(ALL STAFF tbc)** • Classroom observations demonstrating pupil engagement in discussions. **SLT Nov 25** • Pupil voice data on enjoyment and perceived skill development. **SLT Nov 25** • Pupil self-assessment data; quality of peer feedback		

			provided by pupils. **ALL STAFF Nov 25** • Parental feedback questionnaire **HT FEB 26**			
Rosemount Learns 💡 29. Children have the right to an education developing their personality, talents and abilities	• Links are made from our Learner Dispositions with the oracy skills. • A clear pathway is developed to map progression of these skills.	• Map Learner Dispositions to specific oracy skills.Develop and display classroom charters or visual aids demonstrating these links. • Regularly reinforce these connections during lessons and whole-school assemblies • Form a working group to research and adapt a Voice21-aligned oracy progression framework. • Trial the developed progression pathway in selected year groups/stages.	Completed mapping document; staff meeting minutes showing agreed links. Lesson observations noting explicit references; assembly plans including oracy-disposition links. **SLT Mar 26** Draft progression document shared with staff; working group meeting minutes. Teacher feedback from trial groups on usability and clarity; examples of pupil work aligned to progression. **ALL STAFF Mar 26** Scrutiny of planning documents for inclusion and accurate use of the pathway **SLT Mar 26**			
Rosemount Improves 〽️ 13. Children have the right to find out and share information	• A clear understanding of what and how we assess in listening and talking is developed. • Professional judgements are based on robust data.	• Conduct regular moderation activities using pupil work samples and video recordings of oracy in action. • Collaborate with Borrowfield on moderation cycle with oracy focus. • Co-construct shared assessment rubrics and success criteria based on the new progression pathway and skills.	Moderation meeting notes showing increased consistency; agreement on sample levels. Staff feedback on rubrics' clarity and utility; rubrics consistently applied in planning and assessment. Scrutiny of teacher evidence folders **SLT**			

		• Develop and implement clear guidelines for collecting qualitative and quantitative oracy evidence.			

Improvement priority: Making our Rights Respecting School activities visible and understood by all members of our school community

Rationale: Much of our work is going unrecorded and unrecognised. Working for our Silver award will celebrate and evidence these.

NIF PRIORITIES	NIF DRIVERS	GTCS STANDARDS	PEF	HGIOS
Rights and needs at centre Improving skills and sustained positive leaver destinations	School and ELC leadership Parent/carer engagement and family learning	2.2.2 Learning Communictes 3.2.3 Build positive, respoecting relationships for learning	8. Employability and skills development 10. Partnership working	3.1 Ensuring wellbeing, equality and inclusion 2.1 Safeguarding and child protection

Aim:

Drivers	Outcomes	Actions	Measures	Progress		
Rosemount Cares ♡ 2. All children have rights no matter their differences	• Rights are embedded in the school ethos, fostering positive relationships, wellbeing, safety, and inclusion for all.	• P7 House Captains RRS group to lead assemblies introducing key rights and days of significance. • P7 House Captains RRS group to create Seesaw videos showing rights visibility and suggested improvements in school.	Pupil voice interviews showing enhanced understanding of rights; P7 RRS leaders' reflections on assembly impact **HT Nov 25** Feedback questionnaires numbers of views of videos **HT Nov 25**			

Rosemount Learns ☼ 29. Children have the right to an education developing their personality, talents and abilities	Children, young people, and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC).	• Classes to create posters highlighting visible rights throughout the school environment. • Pupil groups to create class charters, ensuring shared understanding of expected actions for rights-respecting behaviour. • Integrate the language of rights into restorative conversations and school rules	School walkthrough to gather evidence **SLT Oct 25** Staff survey on confidence in using rights language in conflict resolution; pupil feedback on fairness of rights-based approaches **SLT Oct 25**			
Rosemount Improves ↗ 42. Everyone should know about children's rights	Children and young people are empowered to participate, have their views taken seriously, and take action to uphold rights locally and globally.	• Involve pupils in local/national charity events and whole-school book studies linked to learning for sustainability. • Nursery to P4 classes will undertake small social enterprise or Global Goal projects for change or awareness. • Weekly P5-7 Changemaker groups will plan and implement improvement/action campaigns linked to Global Goals and UNCRC	Pupil reflections on their role in global issues; teacher observations of pupil engagement in discussions **ALL STAFF OCT 25** Changemaker floor books or wall displays **ALL STAFF March 26**			

School Improvement and PEF Plan 2025-6

PEF Intervention	Rationale	No. of pupils	Outcomes	Measures	Cost	Lead
New Solutions partnership ½ day per week.	Support for pupils, families and staff who are experiencing difficulties with mental health.	(varies) – available to all	Our community can access support to improve their wellbeing.	Evaluations from interventions Evaluations from Training Evaluation Report from NS (annual)	£5900	
Alba Explorers – 1 day per week terms 3 and 4.	Support for target groups requiring an alternative pathway.	30+	Pupils achieve success and acquire new skills	Pupil engagement evaluations	£5750	
Resources / licences – Nessie Spelling, Ten Town, TTR,	To support literacy and numeracy in an engaging way.	30	Progress in literacy and numeracy outcomes	Attainment tracking data Planning and attainment meeting notes.	£600	

School Improvement and PEF Plan 2025-6