

# Summarised inspection findings

**Rosehearty Primary School**

Aberdeenshire Council

27 August 2024

## Key contextual information

Rosehearty Primary School is situated in the village of Rosehearty, close to the town of Fraserburgh in rural northeast Aberdeenshire. The headteacher has been in post for six years. Since the COVID-19 pandemic, there have been significant staffing issues due to absence and challenges to recruit staff to posts. As a result, this has at times impacted on the consistency of children's learning experiences. The headteacher is continuing to work closely with the local authority to ensure as far as possible, stability of staffing at all stages across the school.

In 2020, 2.1% of pupils lived in the 20% most deprived datazones in Scotland. 0.7% of pupils lived in the 40% least deprived datazones in Scotland. Almost all children lived in SIMD deciles 4-7. The school building also houses a nursery class. The nursery class was included in this inspection and has a separate summary of inspection findings.

### 2.3 Learning, teaching and assessment

**satisfactory**

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Staff at Rosehearty Primary School ensure a welcoming and caring ethos underpinned by the shared school vision and values. Children respond well to the school's 'ABC of Learning' together with the HEART values. This highlights honesty, endeavour, achievement, respect and trust as the guide for all interactions between children and staff. As a result, relationships between the children and all staff are very positive. This supports most children to feel confident and enjoy their learning. Children work well together and are polite and kind to one another. This is leading to calm and focused environments for learning in almost all classes.
- Aberdeenshire Council support schools around behaviour with a commitment to restorative approaches and inclusive practices. Local authority officers support schools as required, for example, through guidance, signposting support and training. Most children at Rosehearty Primary School behave well. A minority of children become disengaged from their learning.
- Staff are adept at supporting the social, emotional and behavioural needs of children. These effective approaches result in most children sustaining high levels of engagement in learning. Staff have a clear focus on the components of an effective and inclusive learning environment. This is illustrated in a valuable learning, teaching and assessment agreement. Most children respond very well to 'The 5 B's' and learning superheroes. When used consistently these approaches and enabling children to develop the skills of self-motivated and reflective learners. In lessons where staff refer to these regularly, learners more confidently meet the demands of tasks and learning activities. Across the school, most teachers engage in direct teaching with whole classes. They now need to review this approach to ensure they are meeting the needs of all learners, including those that require additional challenge.

- In most lessons, teachers refer to previous learning to build successfully on what children already know. They use clear explanations and instructions to introduce learning activities. This supports children to understand the purpose of their learning and make connections to prior learning. In most lessons, teachers refer to what children will learn and how children can be successful in their learning. In lessons where children are more engaged in their learning, teachers capitalise on feedback and questioning to help children progress. The majority of teachers need to ensure that tasks and activities are relevant to the planned learning outcome. At all stages, teachers need to ensure all children experience high-quality and appropriately challenging learning activities across the full school day, maximising teaching time to increase pace of learning.
- In the majority of classes teachers use digital technology creatively to extend children's learning. For example, the collection of information using programmable peripheral devices which are used to download, organise and display data. This provides a real-life context for information handling. Older children record and review their learning and achievements uploading evidence into their online learning journals which can be shared at home with parents. As planned, staff should continue to further develop children's digital literacy and skills progressively across the school.
- Almost all staff have high expectations about what children can achieve in their learning. In the majority of classes, children benefit from opportunities which actively involve them in the learning process. Where children have the chance to exercise choice in learning activities, this is fostering problem solving, creativity and decision-making. Staff have recently created valuable opportunities for children to lead learning through 'Wonderwall Projects' at P5. As a next step, they should roll out further leadership opportunities for children at all stages. Children work with their teacher well to design and deliver learning on an area of personal interest. This is leading to increased motivation for learning as learners have a choice in what and how they learn. Through this they are developing their capacity for self-direction. These contexts provide a useful starting point for teachers to review how learning this way can be further developed to increase challenge through application of higher order thinking skills.
- Staff are at the initial stages of developing approaches to play pedagogy at the early level. They have been proactive in seeking out opportunities to visit other settings. Although children have access to a range of resources, there is scope to enhance the learning environment. This will help to promote the development of early literacy and numeracy skills in real and imaginary contexts. This will help to support and extend progress in learning appropriately. Staff would now benefit from focused professional learning to deepen their knowledge and understanding of high-quality play pedagogy. They need to use national guidance to evaluate the effectiveness of current approaches linked to quality interactions, experiences, and spaces.
- In the majority of classes, teachers make effective use of assessment techniques to check for understanding. More consistent approaches across the school to develop strategies to check for understanding will help to improve the quality of children's experiences and enjoyment in all lessons. Teachers need to be clearer on how they use information from formative assessment to inform next steps and targets for individual children. The headteacher has introduced new additional standardised assessments geared to monitoring children's progress more robustly in literacy and numeracy. They use this information to track children's progress and set targets which they adapt well for identified groups of children. Teachers are developing their confidence in using this information to inform children's next steps, learning targets and plans for future learning. Teachers should plan increased opportunities for children to apply their skills and understanding in new contexts, and across the curriculum areas. This will help to provide teachers with more robust evidence to make judgements about children's progress.

- In the majority of lessons, teachers provide regular feedback to children to help them understand how to make progress in their learning. Teachers need to work collaboratively to develop the quality of feedback further across all stages. The headteacher and teachers should increase the frequency of planned professional dialogue to monitor interventions for targeted groups of children. This will help to ensure that identified interventions continue to be suitable and designed to have the intended impact on aspects of children's attainment and progress.
- Teachers engage in moderation activity with colleagues from across the cluster periodically. Moderation activity needs to be a given higher priority in order to strengthen teachers' professional judgement of children's progress through the Curriculum for Excellence (CfE) levels. To date, moderation has been limited to teachers verifying one another's judgements of outcomes from learning and summative assessments. The range of standardised assessments used by teachers is helping to provide them with snapshots of evidence to help evaluate children's progress. However, the headteacher and teachers should keep this under close review as teachers' judgements of children's progress become more reliable and accurate.
- Teachers plan for learning, teaching and assessment appropriately using a combination of CfE experiences and outcomes and local authority learning guidance. Teachers also work collaboratively to plan children's learning. This enables them to share knowledge and understanding and to support one another. In less than half of lessons, children are clear about the purpose of how they will demonstrate success in their learning and the specific intended learning and outcomes. Activities planned by teachers to support and challenge all children need to be more focused on learning outcomes. This will also support assessment information that is focused more clearly to inform next steps in learning. In composite classes, teachers should continue to explore more creative ways of challenging and supporting all children at each stage to achieve their best and feel challenged.

## 2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

### 3.2 Raising attainment and achievement

**satisfactory**

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- Over the last five years, attendance has been above and mostly in line with national averages. The headteacher has in place robust procedures to monitor absences and to address any issues that arise, promptly. This is helping to ensure that no child's progress is limited as a result of persistent absence or regular unauthorised absence.

#### Attainment in literacy and numeracy

- In June 2023, the majority of children attained nationally expected CfE levels in listening and talking. The majority of children achieved expected CfE levels in reading and writing. The majority of children achieved numeracy at early level by the end of P1 and the majority of children achieved at first and second levels at the end of P4 and P7 respectively. The reliability of data supplied by the school is variable over time. As teachers' professional judgment is becoming gradually more robust, predictions of children's progress are also becoming more robust.
- The majority of children, who receive additional support for their learning, make appropriate progress against their individual learning targets for literacy and numeracy.

#### Attainment in literacy and English

- Most children make satisfactory progress in reading and writing and good progress in listening and talking.

#### Listening and talking

- At early level, the majority of children follow simple instructions. They are continuing to learn to take turns and listen and respond to others appropriately. At first level, the majority of children demonstrate good listening skills. They listen well to others and make an appropriate response. They are beginning to build on the contributions of others. At first level, a few children need to develop skills in offering their own opinions while respecting the views of others. Most children summarise confidently aspects of their own writing to a listener. At second level most children build upon the views of others and support others' opinions and ideas.

#### Reading

- At early level, the majority of children recognise and say single sounds. They confidently attempt to read simple words. They are beginning to use knowledge of taught sounds to decode and blend together to read unfamiliar words. At first level, the majority of children read aloud fluently and with expression. Children are not yet confident in using appropriate comprehension strategies to identify techniques used by authors to engage the reader.
- The majority of children share their thoughts and opinions confidently about plot, setting and characters in texts. At second level, the majority of children discuss aspects of authors' literary techniques including word choice, tone, plot development and figurative language.

## **Writing**

- At early level, the majority of children attempt to write a simple sentence using marks and letter knowledge to convey information. Most children copy words and letters. They need to build their independent writing skills through a range of imaginative and real-life contexts. At first level, children use simple sentence openers. Children are not yet skilled at creating extended texts regularly for a variety of purposes. At second level, most children understand how word choices affect mood and tone and they include vocabulary that is suitable for the reader. Most children at second level are developing well their skill and confidence to write for a wider range of audiences and purposes and at extended length. At all stages, children need regular practice to edit their work and use taught punctuation independently and accurately.

## **Numeracy and mathematics**

- Overall, the majority of children are making satisfactory progress in numeracy and mathematics. At second level, most children are making satisfactory progress. Children at early level require further opportunities to consolidate their understanding of number processes and revisit mathematical concepts regularly.

## **Number, money and measure**

- At early level, the majority of children identify the number before, the number after and missing numbers within 20 accurately. A few children do not form numerals correctly. At first level, the majority of children read, write and sequence numbers to 1000. The majority of children demonstrate an understanding of zero as a placeholder in whole numbers to 1000. Children are not yet confident when rounding numbers to the nearest 10 and 100 and comparing the sizes of fractions and ordering these. The majority of children tell the time using half past, quarter past and quarter to and are beginning to identify 24-hour notation. At second level, children apply their numeracy skills across learning. Most children demonstrate confidence in mental processes through a sound knowledge of key number facts. Children apply knowledge of equivalent forms of common fractions, decimal fractions and percentages to solve problems successfully. Children confidently recall multiplication and division facts and use these accurately in number calculations when solving problems. Recent science work has supported children to understand and apply the formula to calculate speed and to read a variety of scales accurately.

## **Shape, position and movement**

- At early level, the majority of children recognise, describe and sort common two-dimensional shapes and three-dimensional objects. At first level, the majority of children create symmetrical pictures with more than one line of symmetry. Children should continue to develop mathematical language to describe the properties of a range of common two-dimensional shapes and three-dimensional objects. Most children working at second level identify an increasing range of angles, including acute, obtuse and reflex. Children use their knowledge of the link between the eight compass points and angles to describe, follow and record directions.

## **Information handling**

- Across the school, children undertake surveys and display and interpret information in a range of ways. At early level, the majority of children use tally marks and pictographs to record information accurately. At first level, the majority of children are able to gather data and display this in simple diagrams, displays and charts. At second level, most children display data in a range of ways, for the given task. Children apply their numeracy skills in scientific contexts as they organise results of scientific experiments.

## **Attainment over time**

- The headteacher is aware that they need to establish more robust systems to gather information about children's progress over time. Staff should prioritise improving the pace of all



children's progress across all curriculum areas. This should ensure all children make appropriate progress in their learning.

- The headteacher and teachers track well the progress of children across the school who require additional support to be successful in their learning. The majority of this cohort of children is making expected progress from prior levels of attainment. Data supplied by the school indicates that the majority of children with English as an additional language are achieving nationally expected CfE levels in reading and listening and talking and numeracy.
- The headteacher and teachers are continuing to embed renewed approaches to tracking the progress of all cohorts of children. As a result, this is beginning to ensure that interventions to support targeted groups of children's learning are put in place more timely. This is resulting in more children being better supported to make improved progress against national expected levels of attainment.

### **Overall quality of learners' achievements**

- Children are developing their skills through involvement in musical, sporting and creative activities at both local and national levels. Staff recognise and celebrate children's personal and in school achievements effectively in a variety of ways, including at assemblies and through their online learning journals. Every child in the school receives a lanyard and can collect badges linked to their successes. This has been significant in promoting a collective and broad approach to achievement exemplifying the school vision of 'learning to achieve, learning to belong and learning to be confident'. The headteacher readily builds on the personal interests of children to present opportunities and increase participation for everyone. For example, children are developing confidence and performance skills through a recent performance at the Tivoli Theatre Variety Show.
- Strong links with local partners enhance children's achievements well. This is supporting children to exercise responsibility and contribute to the wider life of their school and community. Almost all children in P6 join a leadership programme delivered through Active Schools before they undertake their role as buddies to new P1 children. Children are motivated, demonstrate responsibility and are proud of the role they play in supporting their school community through roles such as buddies, house captains and pupil council.
- As planned, staff should now consider how they capture and monitor the development of skills of children across the wide range of activities they take part in. This will support learning conversations and enhance existing tracking approaches. Staff should ensure children are experiencing increasing levels of challenge and that they have regular opportunities to reflect on the skills and attributes they are developing through wider achievement opportunities.

### **Equity for all learners**

- The headteacher and staff know the needs of their children and families well. They understand the socio-economic challenges in their rural community. Staff work closely with the Parent Council to support families including access to recycled uniform and subsidising school trips. This is helping to provide equity of opportunity for all children.
- Pupil Equity Funding (PEF) is used well to implement a range of interventions to support targeted children to be able to engage with their learning. Additional staffing and resources ensure identified children have access to nurturing and wellbeing interventions. This includes the offer of breakfast which supports children to arrive on time and make a positive start to the school day. The headteacher should continue to evaluate the impact of these interventions on the attainment of individual children and impact on closing the poverty related attainment gap. There is scope to explore ways in which parents and children can be involved in agreeing PEF priorities for spending and evaluating the success of interventions.



## Other relevant evidence

- All children receive their entitlement to two hours high quality learning in physical education, each week.
- All children benefit from the school's extensive library and its resources to assist them in their learning, such as digital facilities for research.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.