



# Roseburn Primary School

## Supported Self Evaluation

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A team of officers and headteachers took part in the Supported Self-Evaluation visit on 12<sup>th</sup> and 13<sup>th</sup> September. The team participated in shared classroom experience visits in the school and nursery, accompanied by a member of school SLT. They met with the SLT, teaching staff, support staff, parent/carers, partners, and learners. All class teachers were visited during the process. The school motto is “Dream, Believe, Achieve”. Relationships are key to the school community and are based on the Roseburn values of: Rights, Relationships, Respect, Resilience and Responsibility.

### **Strengths**

- Senior leaders provide strong, collaborative leadership. Their aspirational vision is evident and recognised by the school community. There is a strong sense of empowerment across the school, with staff and pupils having a range of opportunities to contribute to school improvement and knowing they have a voice.
- There are well established systems in place for self-evaluation which enables routine gathering of information throughout the year to support their improvement journey. A range of quality assurance data includes feedback from all stakeholders; shared classroom experience; robust tracking and monitoring; and analysis of performance data.
- School staff collaborate effectively with external partners and community organizations to provide a range of learning experiences and enhance the learning pathways available to pupils.
- School staff communicate effectively with the community to promote an ethos and culture of inclusion, participation, and positive relationships.
- The learning environment is built upon positive, nurturing relationships. Classroom environments are calm and well-resourced. This supports both learning and inclusion.
- Play pedagogy is valued and understood. Inclusive classrooms, with a wide range of differentiated, open-ended learning experiences and resources, support learner engagement.
- Staff at Roseburn are committed to providing a safe, supportive, and happy school. The school achieved its Gold Rights Respecting Schools Award in May 2021, and the main articles from UNCRC continue to underpin its ethos. The principles are understood by staff, pupils, and the school community.
- Pupils self-assess their wellbeing needs termly using the Wellbeing Indicators. This enables teachers to identify pupils' wellbeing concerns and put appropriate strategies in place to address these. Learners also have regular conversations with staff enabling their social and emotional needs to be met. Impact of these support is monitored, inkling at termly tracking meetings.
- A clear assessment strategy, robust professional dialogue and moderation activity underpins staff confidence in using the Education Scotland benchmarks in making professional judgements about progress in learning.



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- Attainment over time is tracked using EDICT, and the school's own tracking system, which is critical in monitoring progress throughout the year and at cohort level.

## **Areas for Improvement**

- Embed practitioner enquiry into practice as a means of evidencing the impact of change to support improved outcomes for learners.
- Continue to develop the engagement of all stakeholders in the review of the School Improvement Plan and identification of future priorities.
- Assessment of learning should inform teacher's planning in particular, differentiation. This will ensure lessons are pitched appropriately and provide pace and challenge for all learners.
- Consider the role of learners in the planning of learning. The pupils at Roseburn are articulate and enthusiastic. They have a voice in school improvements, and this should be extended to allow more leadership of their own learning.
- As planned, continue to develop the outdoor space to provide a more user-friendly play and learning environment. This will support the work planned to develop a progressive outdoor learning approach across the school.
- Continue to develop equalities work with a focus on parental engagement and further celebration of diversity across the school community.
- Working with the children, continue to develop wider achievement opportunities and consider how skills progressions can be linked through the tracking of wider achievement.