

Roseburn Primary



Standard & Quality Report Summary Parent Version

August 26

Roseburn Primary School

Quality Indicators 1.3, 2.3, 3.1 and 3.2

At Roseburn Primary School, we are committed to providing high-quality learning, teaching and wellbeing for every child. This report shares the progress we have made this year and the improvements we are continuing to build on. Thank you for your ongoing support as we work together to create a nurturing, ambitious and inclusive school community.

Quality Indicator 1.3 – Leadership of Change

Evaluation: Very Good

What we have been focusing on

- Strengthening our shared **vision and values** so they are clearly understood and used by staff, children and families.
- Creating a whole-school **Teaching and Learning Framework** to ensure consistent, high-quality teaching.
- Developing shared teaching approaches aligned with national guidance to support inclusion and differentiation.
- Making our values visible throughout the school and embedding them in daily language and learning.
- Strengthening professional dialogue, coaching and collaborative leadership across all staff teams.

What is working well for learners

- Children confidently explain the school values and how they use them in daily learning.
- Teaching is more consistent, with clearer routines and expectations.
- Outdoor learning and sustainability are becoming more embedded.
- Learners experience more equitable challenge and support across classes.

Evidence of positive impact

- Learning visits show increased consistency in lesson structure and differentiation.
- Staff report clear understanding of teaching expectations.
- Moderation confirms reliable teacher judgement.
- Tracking shows improved progress for targeted groups.

Next steps

- Strengthen the strategic use of data to inform improvement priorities.
- Deepen collaborative leadership across teachers, support for learning staff and pupil support assistants.
- Embed a whole-school culture of evaluation and reflection.
- Increase leadership opportunities for staff and learners.
- Develop a "Roseburn Outdoor Learning Guarantee".

Quality Indicator 2.3 – Learning, Teaching and Assessment

Evaluation: Good to Very Good

Learning and Engagement

What we have been focusing on

- Increasing outdoor learning and learning for sustainability.
- Creating inclusive spaces such as nurture rooms, sensory areas and the Zen Den.
- Strengthening pupil voice through leadership groups and assemblies.

What is working well

- Learners experience engaging, well-structured learning that builds independence.
- Outdoor learning supports wellbeing, creativity and real-world connections.
- Nurture and sensory spaces help children feel safe and ready to learn.
- Children feel listened to and able to influence decisions.

Evidence of positive impact

- Learning visits show strong engagement across stages.
- Learners report feeling confident and included.
- Outdoor learning is contributing to improved wellbeing and creativity.

Next steps

- Extend active and outdoor learning across all stages.
- Increase opportunities for learners to lead learning and evaluate progress.
- Further develop nurture and sensory spaces.

Quality of Teaching

What we have been focusing on

- Refreshing our Learning, Teaching and Assessment Policy.
- Strengthening use of learning intentions, success criteria and high-quality feedback.
- Increasing collaborative professional learning, peer observations and teaching sprints.

What is working well

- Teaching is increasingly consistent and purposeful.
- Feedback helps learners understand progress and next steps.
- Differentiation provides appropriate challenge and support.
- Outdoor learning boosts wellbeing and creativity.

Evidence of positive impact

- Learning visits show well-structured lessons and effective differentiation.
- Staff report confidence in shared teaching expectations.
- Learners understand their feedback and how to improve.
- Moderation confirms reliable teacher judgement.

Next steps

- Strengthen shared approaches to reading, spelling, writing tools and handwriting.
- Deepen staff confidence in feedback strategies.
- Ensure consistent differentiation across all classes.

Effective Use of Assessment

What we have been focusing on

- Improving early identification of learning gaps.
- Delivering targeted literacy and numeracy groups.
- Using Read Write Inc tracking to accelerate early literacy.
- Strengthening moderation across the learning community.

What is working well

- Assessment identifies needs earlier and more accurately.
- Interventions accelerate progress for targeted learners.
- Read Write Inc data shows faster early literacy development.
- Moderation confirms shared standards.

Evidence of positive impact

- Improved attainment trends, especially in Primary 2 and Primary 7.
- Earlier identification of gaps leads to timely intervention.
- Targeted groups show measurable acceleration in progress.

Next steps

- Strengthen staff confidence in tracking progress across the curriculum.
- Improve formative assessment so learners can articulate next steps.
- Protect time for targeted interventions.
- Deepen moderation practice.

Planning, Tracking and Monitoring

What we have been focusing on

- Increasing collaborative planning within stages and across the learning community.
- Strengthening collaboration with pupil support assistants.
- Improving GIRFEC processes for earlier identification of needs.

What is working well

- Planning is more coherent and collaborative.
- Needs are identified earlier and addressed more effectively.
- Stronger collaboration supports clearer tracking and monitoring.

Next steps

- Strengthen stage-level and learning community planning.
- Enhance tracking meetings and consistent use of pupil tracking.
- Refine monitoring processes for earlier identification of support or challenge.

Quality Indicator 3.1 – Ensuring Wellbeing, Equality and Inclusion

Evaluation: Very Good

Wellbeing

What we have been focusing on

- Reviewing wellbeing trends and adapting curriculum.
- Expanding outdoor learning for children with additional support needs.
- Strengthening staff understanding of wellbeing through professional learning.
- Enhancing emotional and behavioural support.
- Strengthening GIRFEC processes.

What is working well

- Almost all children report feeling safe, respected and supported.
- Outdoor learning boosts engagement and confidence for learners with additional support needs.
- Staff provide consistent, nurturing responses.
- Parents express confidence in wellbeing approaches.
- Children show strong awareness of their rights.

Evidence of positive impact

- Learning visits show strong engagement and differentiation.
- Staff report increased confidence in supporting diverse needs.
- Counselling, nurture and sensory supports reduce dysregulation.
- Attendance support shows positive trends.
- Children can identify trusted adults and support networks.

Next steps

- Strengthen early identification of wellbeing needs.
- Expand counselling, sensory and nurture interventions.
- Develop outdoor learning pathways for learners with additional support needs.
- Strengthen home-school wellbeing strategies.
- Continue professional learning on neurodiversity and trauma-informed practice.

Fulfilment of Statutory Duties

What we have been focusing on

- Professional learning on child protection, attention deficit hyperactivity disorder, autism and the CIRCLE framework.
- Specialist medical training for safe practice.

What is working well

- Statutory duties are fulfilled and regularly reviewed.
- Staff make appropriate adjustments for neurodiverse learners.
- Clear systems are in place for reporting bullying and discrimination.

Next steps

- Expand nurture and emotional regulation interventions.
- Strengthen consistency in GIRFEC documentation and equality duties.

Inclusion and Equality

What we have been focusing on

- Using Pupil Equity Funding strategically to narrow the poverty-related attainment gap.
- Ensuring reasonable adjustments for neurodiverse learners.

What is working well

- Personalised support and Pupil Equity Funding deployment show improved outcomes.
- Adjustments ensure equitable access for neurodiverse pupils.

Next steps

- Continue evaluating long-term Pupil Equity Funding impact to ensure sustained progress.

Quality Indicator 3.2 – Raising Attainment and Achievement

Evaluation: Very Good

Attainment in Literacy and Numeracy

What we have been focusing on

- Updating individual pupil data to ensure accurate identification of need.
- Strengthening staff use of assessment information, benchmarks and professional judgement.

- Developing targeted literacy and numeracy interventions.
- Holding termly tracking meetings to review progress and plan next steps.

What is working well

- Learners receive timely, tailored support when gaps are identified.
- Staff feel more confident using assessment data to plan next steps.
- Targeted interventions are improving progress in literacy and numeracy.

Evidence of positive impact

- Read Write Inc, numeracy groups and pupil support assistant programmes show clear improvements.
- Attainment at Primary 1, Primary 4 and Primary 7 is above the city average.
- Targeted support from the Attainment Transition Teacher and pupil support assistants is helping close gaps.

Next steps

- Formalise pupil support assistant involvement in tracking meetings.
- Strengthen staff confidence in predicting attainment and using data diagnostically.
- Improve early identification of literacy and numeracy gaps.
- Deepen analysis of assessment information to plan next steps more precisely.

Attainment Over Time

What we have been focusing on

- Tracking attainment across all curricular areas.
- Improving analysis of long-term attainment patterns.

What is working well

- Most learners are making steady progress in literacy and numeracy.
- Learners with gaps receive timely support.
- Attainment at Primary 1 and Primary 7 remains consistently above the city average.

Next steps

- Strengthen staff confidence in using pupil tracking.
- Improve attainment prediction processes.
- Deepen longitudinal tracking.

Overall Quality of Learners' Achievement

What we have been focusing on

- Expanding leadership opportunities through Class Leadership Teams.
- Celebrating personal achievements regularly.
- Tracking wider achievement termly.
- Promoting global citizenship.
- Supporting outdoor experiences such as EPIC Days and the Primary 7 residential.

What is working well

- Learners show confidence, independence and responsibility.
- Children take pride in contributing to school events and community projects.
- Regular celebration of achievements helps learners recognise strengths and set goals.
- Outdoor experiences build teamwork, resilience and social skills.

Evidence of positive impact

- All Primary 6 pupils attended EPIC Days and almost all Primary 7 pupils attended the residential.
- Learners demonstrate growing confidence and responsibility.
- Tracking systems identify participation gaps, ensuring equity.

Next steps

- Support children to set personal goals linked to skills for learning, life and work.
- Improve use of achievement data to ensure equity of opportunity.

Equity for All Learners

What we have been focusing on

- Outdoor learning through Earth Calling to build confidence, resilience and engagement.
- Funding EPIC Days and the Primary 7 residential to ensure full participation.
- Retargeting Pupil Equity Funding to support literacy, numeracy and wellbeing.

What is working well

- Learners affected by poverty or changes in family circumstances are identified earlier and supported more effectively.
- Outdoor learning boosts teamwork, problem-solving and emotional regulation.
- Pupil Equity Funding deployment is improving progress for identified learners.

Evidence of positive impact

- Participation data confirms all targeted pupils accessed funded opportunities.
- Staff observations and learner voice show improved confidence and engagement.
- Attainment tracking indicates progress for identified learners.
- Families report increased motivation and a stronger sense of belonging.

Next steps

- Strengthen staff confidence in using data to identify gaps.
- Continue outdoor learning and enrichment to remove barriers.
- Monitor impact through participation data, learner voice and attainment tracking.
- Refine Pupil Equity Funding deployment to ensure support remains highly targeted.