

Rosebank Primary School

**School Improvement Report
Session 2024-2025**



Rosebank Primary School

Coldside Campus

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Dundee

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This document shares and celebrates the improvements in our School and embraces all ages and stages.
It is based upon our School Improvement Plan for session 2024 - 2025

Rosebank Primary School



Vision: **Dream, Believe, Achieve.**

Values:

Rosebank Primary School strives to be the hub of the local community. We aim to provide a happy, welcoming environment for all members of the community irrespective of race, culture, religion and ability. The school values every individual and seeks to provide effective teaching and learning, working in partnership to maximise opportunities and equip our pupils for the future.

Aims:

At Rosebank Primary School we aim to:-

- Provide a welcoming, caring and safe environment where each child is valued and supported.
- Develop positive attitudes to learning through innovative teaching of knowledge, skills and understanding in all areas of Curriculum for Excellence
- Nurture independence, enthusiasm and self-confidence - allowing each pupil to realise his/her potential through the promotion of personal strengths and achievements.
- Promote respect for self, others and the environment with a particular focus on learning outdoors.
- Develop responsible citizenship through valuing and caring for each other.

Context of the School:

SIMD 2024 - 2025

Stage	SIMD 1-2	SIMD 3-10	Total
P1	56% 18	44% 15	33
P2	72% 24	28% 6	30
P3	72% 23	28% 20	43
P4	55% 32	45% 7	39
P5	61% 27	39% 21	48
P6	70% 35	30% 22	57
P7	55% 31	45% 11	42

Rosebank is a non-denominational school. During session 2024/2025 the roll was approximately 300, 10 class teachers covering Primary One to Primary Seven with 2 teachers within the P1 classroom due to high numbers and a specialist provision with 8 children with complex needs, 52% of the pupils have a declared or assessed ASN. 0.1 Support for learning Teacher and 1 Reduced Contact time teacher. A curricular lead was also funded via PEF again this session with a lead role in raising attainment in literacy and inclusion. A PEF teacher 0.8 also provided targeted support on numeracy. The school catchment extends from the North boundary stretching Eastwards from a point north of Inverlaw Place on Kinghorn Road.

The catchment is currently spread from SIMD 1-10 with 61.8% of the roll living in SIMD 1&2.

The School benefited from a move to the new Coldside shared campus in August 2018. This saw Rosebank Primary be on the same site as Francis Wright Nursery, Our Lady's R.C. Primary School and The Hilltown Community Centre.

Rosebank Primary is a diverse and inclusive school based on an ethos of love, mutual respect, and a restorative approach to the development of the whole child and learning and teaching.

The whole school community including parents and families are central to the life and work of the school and we strive to make continuous links with them. Our partners are very important to us.

At Rosebank our vision 'Dream, Believe, Achieve' is at the heart of all learning and teaching and we continually encourage and foster aspirations to succeed and be the very best we can.

Our Rosebank Curriculum has a particular emphasis on global citizenship, learning for sustainability, outdoor learning and STEM, as well as embracing the opportunities for learning that being a Dundee City centre school gives.

Attainment Data 2024- 2025
(percentages)

	Reading	Writing	Talking and Listening	Numeracy
Primary 1 (CFE Early Level) (1 pupil is 2.3%)	85% (up 2%from last session)	82% (down 5% from last session)	82% (down 1% from last session)	85% (down 2% from last session)
Primary 4 (CFE 1 st Level) (1 pupil is 2.3%)	90% (up 15% from last session)	85% (up 15% from last session)	88% (up 3% from last session)	88% (up 11% from last session)
Primary 7 (CFE 2 nd Level) (1 pupil is 3%)	84% (up 14% from last session)	79% (up 19% from last session)	95% (up 16 % from last session)	79% (up 9% from last session)

School Improvement Priority 1: Attendance, Attainment and Achievement

1.1 Improvements in performance: How Well Do Children Learn and Achieve?



Progress and Impact:

Attainment data for each pupil is recorded in Literacy and Numeracy and reported at key stages e.g. P1, P4 & P7. The variety of data and evidence we collect indicates the following:

- Most children in P1 have achieved Early Level in Listening and Talking, Reading, numeracy and Writing.
- Most children in P4 have achieved First Level in Listening and Talking and numeracy and writing. Almost all have achieved reading
- Most children in P7 have achieved Second Level in Reading, Writing and Numeracy. Almost all have achieved listening and talking

In the P4, P5 and P6 classes, some pupils are working beyond expected levels.

Curricular tracking discussions with all teachers involved, including targeted support staff captures progress and attainment; they inform planning and identify pupils who are under or exceeding expectations in their learning.

The general trend is of a slight increase in attainment in all aspects in P4 and P7. P1 data has slightly lowered in writing, Talking and Listening and Numeracy – this is due to a high number of children with specific additional needs in the year group. When analysing standards of attainment by cohort, most children in Rosebank PS are making progress in their individual learning journey against predicted levels and this session P1, P4 and P7 have a higher group of pupils who experience barriers to learning or are new to English. We do see a trend in our P5-6, in particular, of pandemic related gaps in reading development and a huge amount of targeted support is being planned towards this.

Next years P4 cohort are more less pupils, with a high percentage having diagnosed additional support needs. PEYSA are being recruited via PEF to support this targeted support.

Arriving and attending school on time is essential for pupil learning and progress. The Attendance figure for 2024/25 is 94.3% although this is an increase of 0.1% - when we analyse the data a lot of this is due to pupil cultural holidays of extended length (many families have not managed to travel abroad during the summer break due to cost to see loved ones).

Celebrating Achievement and Success Across the School

Across the school, children are thriving in a wide range of areas, and their successes are consistently recognised and celebrated. Achievements are showcased through vibrant displays, assemblies featuring Wider Achievement Awards, Proud Moment certificates, Seesaw learning journals, and regular celebrations such as the Wider Achievement Passports.

This session has been particularly rich in opportunities and accomplishments. Our P6 pupils took part in the Young Enterprise Project, proudly winning the Regional Champion Award. Other highlights include participation in the Dragons' Den Enterprise Challenge in partnership with the V&A – with one group winning, the GLEE Choir Competition, the Rotary Quiz—where our team reached the national final—and the Euro Quiz.

In sports, pupils have actively taken part in County Sports, Cross Country, and the Athletics Championship, among many other events. Notably, this year marked our first participation in Parasports events, promoting inclusivity and broadening experiences. Every class also had the opportunity to perform in front of an audience, building confidence and creativity. Additionally, we entered the Rotary Young Writers Competition and earned a Highly Commended Award in the Summer Reading Challenge.

Our commitment to physical activity continues to grow, with the school proudly achieving the Gold Sports Award this session. This success is driven by a combination of Active Schools initiatives and teacher-led lunchtime and after-school clubs, all contributing positively to pupils' physical health and wellbeing. The Daily 15 is now fully embedded into the school day, and we are systematically tracking participation to identify and support pupils who may benefit from targeted interventions—helping to close experience gaps.

Further Key Achievements This Session:

- **Pupil Leadership and Voice:** Our homogenous community leadership groups are now well-established and making a meaningful impact. Pupils work collaboratively with staff to communicate more effectively with parents. These groups include the Eco Committee, Pupil Council, House Captains and Monitors, Health Committee, Sports Committee, STEM Leaders, and Outdoor Learning Leaders. This year, we've extended their roles to align with the development of specific meta-skills.
- **Digital Learning Journals:** The transition to online learning journals via Seesaw has enhanced parental engagement, offering a richer, more immediate insight into pupils' learning journeys. These have now replaced traditional jotters.
- **Rosebank Passport:** We continue to embed the Rosebank Passport – 100 Things to Experience in 7 Years at Rosebank, alongside a newly developed tracking system for wider achievement. This data is analysed in conjunction with the Glasgow Wellbeing Tool and Active Schools surveys to ensure we are effectively addressing the poverty-related attainment gap.



Next Steps:

- **Enhancing Engagement Through Cognitive Science**
We will prioritise improving pupil engagement within lessons by exploring the principles of working memory and cognitive load theory. Whole-school training will support staff in applying these insights to classroom practice, with a particular emphasis on supporting our most vulnerable learners to access and retain learning more effectively.
- **Expanding Play and Outdoor Learning**
Building on the progress made this session, we will roll out the P1–P7 Play and Outdoor Learning Progressions across all stages. This will ensure a consistent and developmental approach to play-based and outdoor learning experiences throughout the school.
- **Milestones Curriculum Progression**
We will further develop a learning progression framework tailored to pupils working within the Milestones Curriculum, ensuring clear pathways for progress and meaningful learning experiences.
- **Strengthening Pedagogy**
Our commitment to high-quality teaching and learning continues with a focus on improving pedagogy in listening and talking, reading, writing, and numeracy. This will involve targeted professional learning, collaborative planning, and the use of evidence-informed strategies to raise attainment across these core areas.

Improvement Priority 2: Learning and teaching



5.1 The Curriculum: How well does the school support children to develop and learn?

Progress and Impact:

The delivery of early reading continues to be of a high standard, with consistency across the lower stages. Weekly observations and support from the Reading Leader have strengthened staff confidence and competence, resulting in more effective teaching of reading skills.

This session, we maintained a strong focus on raising attainment in writing through continued engagement with the Improving Writing Project. Staff have developed greater confidence in the explicit teaching of writing and Reflective Reading strategies. Ongoing moderation across the school and within our School Improvement partnership has further enhanced pedagogical practice.

A whole-school focus on Oracy has continued into its sixth year, with the introduction of structured approaches to promote high-quality learning conversations. We are proud to have become the first Voice 21 Centre of Excellence in Scotland, a significant achievement that reflects our commitment to developing pupils' communication skills. This work is complemented by the development of Number Talks, led by our Numeracy Intervention Teacher, which supports pupils in understanding how their brains process calculations, strengthens problem-solving strategies, and helps set personalised learning targets. This targeted support will continue next session, with a focus on building teacher confidence through in-class coaching.

Our outdoor environment has been under review, with a focus on identifying strengths and areas for development through the development of our P1-7 outdoor learning progression planner.

Almost all pupils demonstrate enthusiasm and positivity in their learning, with many showing independence and active engagement. A high level of participation is observed in most lessons.

Pupils are becoming increasingly confident in learning conversations, with most able to articulate their current progress and identify next steps. They are actively involved in target setting, feedback, and self- and peer-assessment in most classes. To build on this, we will continue to review and refine our Assessment for Learning (AfL) strategies next session.



Next Steps:

- Targeted Numeracy Support

A dedicated numeracy support teacher will continue to use data-informed approaches to plan and deliver pre-intervention support, helping pupils become more prepared to engage with class numeracy plans and reducing time spent off-task. Our Numeracy Action Plan has also been revisited to align with this targeted approach.

- STEM Leadership and Support

Our non-class committed STEM Lead (0.4 FTE) continues to play a key role in delivering the technology pathway, modelling high-quality lessons and upskilling staff across the school to build confidence and consistency in STEM teaching. This session we hope to recruit a part time PEYSA with a STEM remit to support work in the area, in particular our recently developed E-Sports room.

- Curriculum Development and Interdisciplinary Learning

We will continue to deepen staff understanding of the curriculum by focusing on the development of high-quality interdisciplinary learning. This includes embedding new learning pathways and refining whole-school 'big questions' that are relevant to pupils' lives. These will be moderated and improved to ensure appropriate coverage and progression within levels.

- Parental Engagement in Learning

As a result of feedback from parental surveys we are planning a calendar of curricular sharing events to provide opportunities for parents to engage in real classroom learning experiences. These events aim to strengthen parental involvement in their child's learning journey. This will include the CAMHS together to thrive workshops (we now have 8 staff trained) as well as curricular areas and year 4 of Best Foot Forward

- Peer and Community Tutoring in Reading

Our 1:1 reading tutoring programme will continue, supported by trained P7 pupils and a parent volunteer group under the guidance of the Reading Leader. This initiative is designed to further enhance early reading development and foster a culture of peer support and community involvement.

Improvement Priority 3: Leadership

1.3 Leadership of change: How Well Does the School Improve the Quality of its Work?

Progress and Impact:

- **Pupil Leadership and Voice**
All pupils have a meaningful voice in the life of the school and are further developing metaskills through their participation in homogenous leadership groups, including the pupil parliament, Eco Committee, Pupil Council, Digital Leaders, and Growth Mindset Ambassadors. Pupils speak with genuine enthusiasm about their roles and are developing a strong understanding of the qualities and attributes of effective leadership. This programme has recently been extended to include a focus on use of textiles and craft, further broadening leadership opportunities.
- **Staff Leadership and Professional Growth**
Teaching staff demonstrate a strong commitment to professional growth and leadership. Every teacher holds a devolved leadership role, contributing to whole-school improvement. Engagement in Professional Learning Networks across our cluster and within the School Improvement partnership has significantly enhanced opportunities for professional dialogue, particularly around moderation and curriculum development. Staff lead in a wide range of areas, including STEM, Growth Mindset, 1+2 Languages, Literacy, Numeracy, Health and Wellbeing (HWB), and PEPAS.
- **Support Staff Development**
All members of the support team contribute to whole-school development and have received targeted training in areas such as Makaton Loose Parts Play and 1:1 phonics tutoring. This session 4 staff also undertook the together to thrive training. This professional learning has strengthened their capacity to support learners effectively and has had a positive impact on pupil progress.
- **Evaluation and Quality Assurance**
Ongoing consultation with pupils, parents, and staff informs our self-evaluation processes and helps identify key areas for improvement. Our monitoring and evaluation schedule includes pupil focus groups, classroom observations, environmental audits, and reviewing learners' work. These approaches ensure that planned actions are having a positive impact on learning and progress. All staff are actively involved in the self-evaluation process, and this session, staff from across SIP schools have participated in a shared moderation calendar, further strengthening consistency and collaboration.
This year as part of the meet the teacher event on the first week of term we will review the recent staff and pupil questionnaires with a "you said, we did" presentation

Next Steps:**Cluster Collaboration on Key Quality Indicators**

This session, we will continue to engage in collaborative cluster work focused on key aspects of the *HGIOS 4* quality indicators:

3.1 – Improving Wellbeing, Equality and Inclusion

2.6 – Transitions

These collaborative sessions will provide valuable opportunities for moderation, professional dialogue, and the sharing of effective practice across schools. The aim is to develop greater consistency in approaches, ensure equity of experience for all learners, and strengthen transitional pathways and partnership working. By working together, we can better support the wellbeing of our pupils, enhance inclusive practices, and ensure smooth, well-supported transitions at all stages.

This session, we will continue to engage in collaborative cluster work focused on key aspects of the *HGIOS 4* quality indicators.

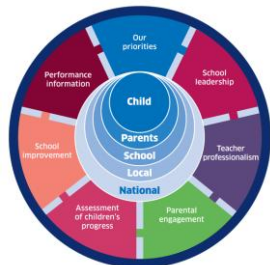
Improvement Priorities for Session 2025-2026

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| 1. Further pedagogy Oracy, improving writing, number talks and STEM approaches that sets expectations of practice including involvement of children in planning and assessing progress. |
| 2. Extend parental involvement via curricular workshops. |
| 3. Continue to develop outdoor learning and nurturing and inclusive learning environments |
| 4. Further development of moderation links with cluster and SIG school groups |

Please visit www.careinspectorate.com or <https://education.gov.scot/what-we-do/inspection-and-review/reports> for Care Inspectorate or HMIE Inspection Reports.

<https://parentzone.org.uk/>

Further Information can be found at:



National Improvement Framework

<http://www.gov.scot/Publications/2016/01/8314>



HGios 4 Self-evaluation

https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHedithGios/FRWK2_HGios4.pdf



Tayside Plan C&FS

[External Link](#) 'Tayside_Plan 1a.pdf'



Dundee Education Plan

https://www.dundee.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf