

29 April 2025

Dear Parent/Carer

In January 2023, HM Inspectors published a letter on Rosebank Primary School. The letter set out a number of areas for improvement which we agreed with the school and The Highland Council. We subsequently returned to the school to look at how it had continued to improve its work, and published another letter in March 2024. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

Improve children's progress and attainment across the curriculum, with a clear focus on literacy and numeracy at the primary stages.

The school has continued to make some positive progress taking forward this area for development.

Senior leaders and staff have been successful in making improvements to the way they teach spelling and reading. As a result, children are making better progress in literacy. Staff have also taken positive steps to improve the way they plan for and teach numeracy and mathematics. This is beginning to have a positive impact on children's progress in numeracy. Children now have regular planned opportunities to revisit and consolidate their learning in numeracy and mathematics. Over the last few years, senior leaders and staff have introduced a number of new initiatives to help children make better progress in literacy and numeracy. It will be important that staff continue to monitor closely the impact of any new developments to ensure that they help to raise attainment.

Teachers benefit from working closely with colleagues in local schools. They join them for professional development opportunities and to share good practice. This session they are working with colleagues to research and identify ways to improve further the way they teach numeracy and mathematics. The school has made further positive progress in promoting reading for pleasure across the school. Helpfully, children play a key role in taking this forward. Children on the library community group help to maintain the school library and use interesting approaches to promote reading for pleasure across all classes.

Senior leaders use additional funding to purchase resources and to provide additional staffing to deliver literacy and numeracy interventions for targeted children. This approach is enabling senior leaders to target and deliver a range of focused interventions to raise attainment in literacy and numeracy. As a result, children who receive this additional support are making better progress in their learning. To raise attainment further, senior leaders should now consider how best to use additional funding to maximise the attendance of a few children. This also includes strengthening the school's work with partners in order to help all children make the best possible progress in their learning.

Improve the quality and consistency of learning, teaching and assessment across the school. Ensure that all children build on prior learning and experience appropriate pace and challenge.

Senior leaders and staff have made strong progress in this area for improvement.

Senior leaders have created a calendar for the school year that identifies when their planned activity to monitor improvements in learning and teaching will take place. These activities include observing lessons, looking at children's work and weekly walkabouts across the school. Senior leaders have ensured that staff have a shared understanding of expectations. Following monitoring activities, senior leaders discuss improvements and next steps with teachers, to share success and highlight next steps in the improvement journey. This approach is leading to greater consistency of learning and teaching across most classes.

Children now better understand the purpose of lessons and how to be successful. They are building skills in assessing their own learning and that of their peers. This has resulted in children having a greater understanding of what they are learning and how they can improve. Children's confidence in identifying useful personal targets has improved and they take part in learning conversations with teachers to discuss these. Teachers should now improve how they meet the needs of all learners, in particular, those who require additional support and greater challenge.

Teachers are ensuring children's learning builds on their understanding and prior work. This is leading to better planning of children's experiences. Teachers plan together which is improving consistency across different stages in the school. Teachers are enthusiastic to improve the quality of learning and teaching and take part in professional learning to support them with this. In addition, all teachers are involved in working groups to develop their skills in teaching literacy and numeracy. This is having a positive impact on the quality and consistency of children's experiences.

Teachers of younger classes provide high quality opportunities for children to learn through play. They ensure their classrooms and spaces provide stimulating and interesting opportunities for children to develop their curiosity and imagination. They engage with children well as they play, carefully asking questions to deepen their learning.

Develop teachers' skills in the use of data to inform effective planning. Staff should work together more effectively to develop a shared understanding of national standards.

Senior leaders and staff have made positive progress in this area for improvement.

With support from senior leaders and local authority officers, staff have increased their understanding of national standards. As a result, they are clearer in their expectations of what children should know and be able to do at different stages across the school. It will be important for staff to continue to work together and with colleagues outwith the school to strengthen their knowledge further.

Staff make use of a wide range of assessment information to help them plan for children's learning. They discuss individual children's progress regularly with each other and with senior

leaders. This helps to ensure that children who may require additional support with their learning are identified promptly and receive support. Teachers make ongoing adjustments to how they plan for children's learning. This is helping to ensure that children's learning needs are met throughout the year. There is a need, however, for staff to continue to review how they deliver learning which provides appropriate challenge and support for all children. Most staff make better use of progressive planners and transition information. This is resulting in greater consistency in how teachers plan learning at the right level for all children. This is particularly strong when children start in P1.

Involve all children more fully in their learning and the wider life of the school. Children should have increased opportunities to develop a range of skills and contribute to decision-making about issues that affect them.

Senior leaders and teachers have made positive progress in this area for improvement.

Teachers are developing children's skills well in contributing to the life of the school. They lead community groups covering a wide variety of areas of the wider life of the school, such as gardening, children's rights and the library. Children enjoy working with other children of different ages to achieve desired goals. Staff use community links through visits out of school and visitors into school to support this work. As a result, children are developing well skills in teamwork, communication and taking on responsibility.

Children are beginning to learn more about the skills required for learning and life and are increasing their awareness of the world of work through a variety of activities. Children from P4 to P7 undertake an enterprise activity, where they learn about planning and budgeting to achieve an agreed outcome. Activities such as planning the Christmas fair and raising funds for children's charities support their skills in financial awareness, planning and presenting their experiences to an audience. Senior leaders and staff must now help children to understand how all their learning experiences are helping to develop key skills.

House captains support school improvement through gathering the views of their peers in areas such as pupil safety. In addition, they support the headteacher with reviewing school improvements and identifying next steps. Senior leaders should now look at ways to involve more children in this worthwhile type of activity.

Building on existing strengths, continue to develop approaches to planning in the nursery to support all children to make improved progress.

The senior practitioner and nursery staff team have made very strong progress in this area for development.

Children in the nursery continue to benefit from high-quality experiences that support their learning and progress well. The senior practitioner, supported well by the depute headteacher, demonstrates a great commitment to improving outcomes for children.

The senior practitioner has supported the staff team very well to take forward successful improvements to the way they plan children's learning. They have introduced new approaches to how they plan and document children's learning. These approaches provide children with a wider range of learning experiences across different areas of the curriculum.

The senior practitioner and staff team track and monitor children's progress carefully across key areas. They use this information to plan appropriate challenge and support for children. They have taken positive steps to share children's progress more effectively with parents. Parents are very pleased with all aspects of the nursery provision. The nursery team are very reflective and are continually looking for ways to improve the nursery. They are very well placed to secure continuous improvement in the setting.

What happens next?

The school has made good progress since the original inspection. We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. The Highland Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Judith Reid
HM Inspector