

Summarised inspection findings

Rothesay Joint Campus

Argyll and Bute Council

19 August 2025

Key contextual information

School name	Rothesay Joint Campus
Council:	Argyll and Bute
SEED number:	8130434
Roll (Sep 2024):	Primary: 219 children Secondary: 280 young people

Rothesay Joint Campus is a non-denominational all-through school with an early years and childcare (ELC) setting. It is situated within a rural community in Rothesay on the Isle of Bute. This modern campus was built in 2007. The University of Highlands and Islands - Argyll College is also located on the campus.

The headteacher has been in post since 2019 and is supported by three depute headteachers. (DHT). One DHT has a strategic remit to provide leadership support to the primary and ELC. Two DHTs provide leadership for the secondary stages.

Two additional primary schools are associated with the joint campus – North Bute Primary and St. Andrew's Primary.

In 2022/23, attendance is generally in line with the national average.

There were no exclusions in session 2022/23. Senior leaders report a slight increase in the number of exclusions in the current session.

In February 2024, 22% of children and young people were registered for free school meals.

In September 2024, 34% of pupils lived in Scottish Index of Multiple Deprivation deciles one and two.

In September 2024, the school reported that 41% of pupils had additional support needs.

1.3 Leadership of change

weak

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The school's vision and values are visible across the campus. Staff, children and young people are aware of the vision and values, but the values are not consistently demonstrated through the actions of a few children and young people. Senior leaders should continue with plans to undertake a review of the vision and values. They should ensure the vision and values better reflect the current school context, as well as local and national priorities. This review should support a stronger sense of shared ownership of the vision and values across the school community. Staff should use the vision and values to develop a strong sense of aspiration and ambition for the school community.
- Staff are increasing their understanding of the social, economic and cultural context of the school community. This includes taking cognisance of the campus's rural, island setting. Staff need to take greater account of the school's unique context when identifying and taking forward priorities for improvement.
- Senior leaders should work collaboratively with the wider school community to develop a culture and ethos of high aspiration for all children and young people. Staff across the school need to have higher expectations and standards for all learners. Senior leaders should develop an all-campus strategic approach. There is significant scope to offer increased leadership opportunities for children and young people, staff, parents and partners to achieve this.
- Senior leaders have focused remits which are planned to support improvement and quality assurance processes across the school. The headteacher should continue to develop the remits of the senior leadership team. This will help to ensure the remits support the strategic direction of the school and align closely to key areas of school improvement.
- Senior leaders need to develop further their approaches to quality assurance. There are currently limited opportunities for stakeholders to share their views on proposed improvement priorities or to evaluate the impact of change. Senior leaders developed or updated new policies and procedures to support the work of the school. They need to demonstrate how change is informed by the views of stakeholders, particularly children and young people.
- Staff in the primary and secondary school use separate quality assurance calendars. These detail a range of helpful activities which should be conducted through an academic year. However, across the school, there is an inconsistent approach which results in staff not meeting the expectations of quality assurance. Senior leaders should now review these approaches to quality assurance to ensure all actions are implemented fully. They should also identify opportunities for activities which can be undertaken by staff across the campus to support a stronger evidence base.

- Senior and middle leaders complete lesson observations to gather information on the quality of learning experiences across the school. Most teachers reflect on the feedback they receive and use it to improve their teaching approaches. Most teachers also observe their peers teaching, in order to share ideas to improve their lessons. Senior leaders should now consider how they gather information from lesson observations to evidence strengths and development needs across the whole school. This will support professional learning to be targeted at the areas most required by staff.
- Senior leaders have recently improved their approaches to maintaining an overview of children and young people's progress in learning. They now conduct helpful and regular tracking meetings with staff. Senior and middle leaders in the secondary meet regularly to review departmental progress. This focuses predominantly on reviewing young people's attainment data to identify those not making sufficient progress in their learning. As a next step, senior and middle leaders should ensure that reviewing young people's progress also focuses on those who are capable of achieving more in their learning. In particular, young people requiring further challenge.
- Senior leaders use the school improvement plan (SIP) and standards and quality report (SQR) to record the key areas identified for improvement and to demonstrate the school's progress. The SQR summarises young people's attainment as they move through the school. However, this report is not used well enough to demonstrate the school's successes or areas for improvement. Senior leaders should ensure the SIP and SQR demonstrate clearly the outcomes sought through change. It should show how staff will measure their progress towards outcomes and help to shape their next steps in improvements. The SQR should demonstrate better the impact improvement strategies are having on outcomes for children and young people. This should focus on improvements to children and young people's learning experiences and raising attainment and achievement.
- Senior leaders should continue to develop the role of all middle leaders in supporting change and improvements across the school. Department improvement plans should align more closely with the SIP and should demonstrate how staff at all levels are contributing to improvement priorities. This will help to increase the pace of change across the school.
- All staff undertake helpful professional learning to develop their teaching practice. Recently, this has focused on developing stronger classroom routines and meeting the needs of all learners. Staff should continue to work together to continue to improve the quality and consistency of learner experiences. There is a need for senior leaders to identify stronger teaching approaches used across the school to support effective practice to be shared and adopted widely.
- All teachers across the campus participate in staff working groups to improve learning and teaching, children and young people's attainment and sense of wellbeing. There are early indications that the work of these groups is beginning to support improvements for children and young people. Senior leaders should continue to support staff working groups to demonstrate the impact of their work on an ongoing basis.
- There is considerable scope to extend the leadership of children and young people in meaningfully influencing and implementing change across the school. A minority of young people undertake leadership roles across the campus. A few children and young people act as House and Vice Captains. They organise positive events to recognise their peers' achievements. At the primary stage, a few children enjoy sharing their views as part of the pupil council, the eco-committee or acting as library monitors. These children develop confidence and decision-making skills as a result.

- In the secondary, a few young people are part of the pupil leadership team and pupil council. These young people work together to enhance the community aspect of the campus for young people. The pupil council recently produced an improvement plan, beginning to demonstrate how young people can support change further. Staff should extend opportunities for young people to demonstrate their leadership capacities through curricular areas and by working with children in the primary. This will help to involve more children and young people to directly contribute to the life and work of the school.
- Senior leaders are at the early stages of introducing a key skills dashboard to monitor pupils' progress to strengthen employability skills development. This tool is beginning to help staff identify areas for further support and aims to ensure pupils are well-prepared for future careers. Senior leaders recognise the need to continue to work with staff to embed Developing the Young Workforce (DYW) strategies across the school.
- Senior leaders use Pupil Equity Funding (PEF) appropriately to support improvements in children and young people's attendance and wellbeing, including through nurture. They now need to extend the role of parents in planning for the use of PEF. Senior leaders and staff need to ensure they can clearly identify the poverty related attainment gap that they are seeking to address. This will help them to evaluate the impact of PEF and its outcomes on children and young people.

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

- Almost all staff foster positive relationships with children and young people. These relationships underpin the school's nurturing and inclusive ethos. Children in the primary benefit from the calm learning environment which helps them to engage with their learning well. The majority of young people in the secondary engage with their learning successfully.
- Children in the primary are highly motivated by tasks where they take increased responsibility for their learning. In the secondary, a few teachers offer young people well-considered opportunities to lead their learning, through presentation and sharing research tasks. This results in young people demonstrating increased enthusiasm for their learning. However, in a minority of lessons, teachers plan learning experiences that do not motivate children and young people sufficiently well. This impacts negatively on learner's engagement. Staff should continue to develop how they motivate children and young people's interest in their learning.
- Children and young people work well as individuals, in pairs and in groups. A minority of children and young people need more support to develop their confidence and skills to contribute meaningfully during groupwork. In a minority of lessons, children and young people are, too often, passive in their learning. Teachers should offer all children and young people well-planned tasks and activities that are set at the right level of difficulty. Teachers need to ensure they have consistently high expectations and are more aspirational for all learners.
- Senior leaders recently introduced a teaching framework which is helping teachers to adopt consistent teaching approaches. As a result, almost all teachers use positive classroom routines to help children and young people understand what is expected of them. For example, teachers' approach to introducing lessons is resulting in most children and young people understanding the purpose of learning and what they need to do to demonstrate success in their learning. Teachers should ensure success criteria focus clearly on children and young people's learning rather than the completion of tasks. A majority of teachers support children and young people to understand the links between prior and current learning. In most lessons, teachers' explanations and instructions are clear.
- All children and young people access digital devices confidently to support their learning. In the primary, children access a range of useful digital resources, such as programmable toys to explore positional language. Most children also use digital platforms to share aspects of their learning with parents. In the secondary school, young people access learning materials regularly from digital platforms. Most teachers also use platforms to provide support and feedback to young people. In a few lessons, teachers use digital technology creatively to increase young people's motivation. This practice should be shared widely and adopted.
- The quality of questioning across the school is too variable. A majority of teachers use questioning well to check for children and young people's understanding and knowledge. In a

few lessons, teachers use skilled questioning techniques to encourage children and young people to think deeply about their learning. It is important that senior leaders identify and share this strong practice to ensure more staff adopt these approaches. This will ensure a majority of learners have more opportunities to develop their higher order thinking skills.

- Teachers in the primary are at the early stages of developing play-based learning. Children's interests and their learning in literacy and numeracy are reflected in the playroom and outdoor experiences. Teachers should continue to engage with professional learning and national guidance to develop their approaches to play further.
- Almost all children in the primary understand their progress in learning through useful feedback from teachers. In the secondary, the majority of young people find the feedback they receive helpful and know what they need to do to improve. A minority of young people report that the feedback that they receive is variable across departments. Teachers should improve the quality and consistency of feedback offered to young people. This should ensure that all young people understand better their strengths and next steps in learning.
- Teachers use a range of assessment methods well to check for learners' understanding. This includes a few formative assessment strategies, such as show-me boards and quizzes. Teachers should use the information gathered to inform their subsequent planning for learning. This will ensure all children and young people build on their prior learning better.
- In the primary stages, teachers work with colleagues from a local primary to develop their approaches to assessment and to moderate their teacher professional judgements. This is helping teachers to apply national standards with increasing confidence. Most teachers in the secondary are developing confidence when making professional judgements about young people's achievement of a level in the broad general education (BGE). Senior leaders need to continue to support all teachers to engage in a range of moderation activities across all curricular areas. This includes with other schools from across the local authority and beyond.
- Most teachers plan learning through the BGE using the Curriculum for Excellence (CfE) experiences and outcomes. Teacher plan learning in the senior phase with a focus on Scottish Qualification Authority (SQA) coursework and assessment. As a next step, teachers should improve their approaches to planning learning that meet the needs of all children and young people. Teachers should use information about children and young people's additional support needs to support improved approaches to planning.
- Teachers use different approaches to monitor and track the progress of children and young people across the school. Middle leaders in the secondary and teachers in the primary regularly meet with senior leaders to review the progress of children and young people. This helps them to identify children and young people who are not on track in their learning and put in place appropriate support. Senior leaders should use tracking data to measure the impact of interventions on outcomes for children and young people. Senior leaders identify correctly the need to continue to develop teachers' ability to use data to inform their planning for learning.

2.2 Curriculum: Learning pathways

- The all-through campus has the potential to provide rich learning opportunities for children and young people. Senior leaders are eager to develop a dynamic, progressive and innovative curriculum which meets the needs of all learners from 0-18. This potential is not yet being achieved through the existing curriculum. Senior leaders and staff should develop an ambitious vision to deliver the curriculum across the campus.
- Children and young people receive their full entitlement across all curriculum areas in the BGE. In the primary, teachers use progression pathways to plan learning across all curriculum areas. These pathways are linked to CfE experiences and outcomes and national Benchmarks. In the primary stages, teachers take account of the local contexts for learning more frequently. This is building on children's sense of citizenship and identity as part of the Rothesay community.
- Almost all children and young people have well planned opportunities to learn outdoors in the spacious and attractive school grounds and across the island. Children and young people engage well in a range of activities that develop their health and wellbeing skills. Staff are developing their use of the campus and wider community to deliver outdoor learning, such as young people using their numeracy skills in real-life contexts. Senior leaders plan to develop further outdoor learning as a key driver of the school's progressive curriculum from 0 to 18. This should raise children's and young people's awareness of their local context and raise the profile of Rothesay joint campus across the island.
- Staff are at the early stages of developing literacy and numeracy across the curriculum as a responsibility of all. There is a need to develop young people's enthusiasm for reading by encouraging more young people in the secondary to access the school library.
- In the secondary stage, almost all young people choose five subjects in addition to English and mathematics as they move from S2 to S3. Young people select seven subjects as they continue into S4. Most young people study five subjects in S5 and then four subjects in S6. Senior leaders should now review the curriculum offer in the senior phase further to ensure it is meeting the needs of all learners. Teachers and support staff help young people to make informed subject choices as they progress through the school.
- A few young people complete skills for work courses offered within the school. A few young people undertake flexible learning pathways in subjects such as science and equine studies. Staff should continue to develop their use of labour market intelligence to ensure young people's planning for choices and changes is informed by the needs of the local community.
- Children and young people receive their entitlement to two hours of high-quality physical education. Young people receive their entitlement to learning in Religious and Moral Education at all stages. Senior leaders should now ensure all children and young people access learning in line with the national languages 1+2 policy.

2.7 Partnerships: Impact on learners – parental engagement

- Parents receive helpful information about their child's progress through parents' evenings, written reports, termly learning newsletters from each class and annual reports. They value regular communication from the school, including social media, digital platforms and a digital application. A minority of parents would appreciate further advice on how they can support their child's learning at home.
- The Parent Council manage the provision of free school uniform and stationery items for those who may need them. This is providing helpful support to children, young people, and their families, who are experience socio-economic barriers. The Parent Council collaborated with a local business to provide a space outwith the school campus for the school's clothing shop. This is helping to ensure easy access for parents to swap or obtain preowned clothing, including school uniforms, and school resources.
- The Parent Council have been involved in consultations relating to important aspects of school improvement, including the development of the learning and teaching policy. Senior leaders share the school improvement plan with the Parent Council and seek their views. They should now consider how they can engage with a wider selection of parents more routinely to gather their views on improvement priorities more frequently.

2.1 Safeguarding

- 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.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children and young people understand the school's values of respect, kindness, achievement, aspiration and equality well. They link values to the wellbeing indicators and children's rights confidently. Children and young people are developing their understanding of the wellbeing indicators and how these are important to their wellbeing. Staff now need to integrate the school's values and the wellbeing indicators more effectively into the life of the school. Teachers should consider how the values and wellbeing indicators are used to inform learning and teaching, which promotes improvements in children and young people's wellbeing.
- Most children, young people and staff speak of having a sense of belonging across the joint campus. The majority of children and young people say they feel staff treat them fairly and with respect. Most children and young people feel safe in the school. A few children and young people indicate that they do not feel consistently safe or included when at school. Staff now need to work with children and young people to understand their barriers to feeling safe and respected. There are opportunities for children and young people to learn from and with each other more regularly.
- The majority of staff use the school's health and wellbeing guidance well to consider their role in supporting children and young people's wellbeing. The guidance outlines staffs' responsibilities to promote children's rights and to reflect Getting it Right for Every Child national guidance. This is helping most staff to support children and young people's developing sense of wellbeing. A minority of staff would benefit from using the guidance more consistently to ensure staff understand their shared responsibility for children and young people's health and wellbeing.
- Support staff work closely with young people who require additional support, to meet their needs. This includes pupil support assistants and specialist teaching staff offering targeted support. A range of partners also provide well-considered supports. This includes counselling services which help to support children and young people experiencing anxiety. This is resulting in positive impact for children and young people, such as increased confidence, improved attendance or to cope better with exam stress. Senior leaders now need to review and streamline this high level of support to ensure that it meets the needs of all children and young people more effectively. They need to develop their strategic approaches to evaluating the impact of support on children and young people's wellbeing and attainment.
- Senior leaders developed 'The Hub' which is a space to access additional emotional support for children and young people who require it. This is a welcoming space with a range of learning resources where partners provide bespoke support for emotional regulation with individuals and groups. A family support worker leads the work in this space working with a small group of children and young people. A few young people spend too much in the space, missing important learning. Senior leaders should work with young people and their parents to

ensure support is planned to drive outcomes for young people, such as attending classes more regularly.

- Senior leaders are at the early stages of measuring and evaluating children and young people's wellbeing across the campus. This includes using emotional check ins in classes. This is enabling learners to identify and share their emotions and when they are experiencing anxiety. Senior leaders introduced pupil wellbeing ambassadors across the joint campus. These ambassadors have supported the campus' anti-bullying week and support transition events for their younger peers.
- All staff have undertaken a range of well-considered professional learning linked to improving children and young people's wellbeing. For example, training in nurture is helping staff to have a better awareness of attachment theory. They now understand better how fostering positive relationships with children and young people directly influences their behaviour.
- Children and young people benefit from well-planned learning about health and wellbeing which helps them to develop important skills. For example, they are developing an improved understanding of healthy eating and the importance of exercise. A few young people in the secondary stages do not value their learning in personal and social education. They do not find it progressive or relevant to their lives. Senior and middle leaders should work with partners and young people to review the course. They should ensure this learning better meets the needs of all young people.
- All staff understand their statutory duties and comply with legislation and guidance relating to inclusion, wellbeing and equality. Staff use the local authority staged intervention process effectively. This provides a clear structure for staff to identify and meet the needs of children and young people. Staff record information relating to children and young people's progress and needs in a range of ways. This includes, through tracking and monitoring and regular communication with support staff. These ensure that children and young people's barriers to learning are identified early, and appropriate interventions implemented to meet their needs.
- Senior leaders have clear procedures to track and monitor children and young people's attendance. Pastoral staff explore reasons for absence and late coming and work with a range of staff and appropriate partners to provide support for children young people and their families. As a result, attendance rates are consistently improving. Staff should continue to monitor attendance closely, particularly for those children and young people who attend school but do not attend all classes.
- Senior leaders sought the views of children and young people in order to improve learner's sense of equality across the school. This resulted in children and young people asking staff to make clear their preferred pronouns. The majority of staff undertook professional learning relating to inclusion to support children and young people in their classes. Senior leaders need to continue to monitor the impact of actions taken as a result of the survey in improving children and young people's wellbeing.
- Parents, staff and young people were consulted on the creation of the anti-bullying policy. This is supporting children and young people's understanding of bullying and its impact on others. A minority of children and young people feel that the school deals well with bullying. Senior leaders need to continue to review the impact of the new policy and procedures. They should ensure it results in more children and young people having confidence in staff's approaches to addressing bullying.
- Staff celebrate a range of cultures and faiths positively across the school. Children and young people who are new to the joint campus are warmly welcomed. They integrate quickly and are

included fully in all aspects of the joint campus. This helps them to feel they are valued members of the school community. Staff should continue to develop how the whole curriculum provides high-quality learning experiences relating to equality and diversity, and eliminates discrimination.

3.2 Raising attainment and achievement

weak

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

BGE

Primary stages

- In 2023/24, most children in P1, P4 and P7 achieved expected Curriculum for Excellence (CfE) levels in listening and talking. A majority of children achieved expected CfE levels in reading and writing. A majority of children at all levels achieved expected levels in numeracy. Children achieve below the local authority and national comparator schools in literacy and numeracy.
- Attainment in literacy and English and numeracy and mathematics is satisfactory. Teachers should continue to engage in moderation activities to develop further their confidence in making professional judgements about children's attainment.

Attainment in literacy and English

- Overall, children make satisfactory progress from their prior levels of attainment in literacy and English. Staff need to ensure that their approaches to learning, teaching and assessment result in improvements in children and young people's literacy across the campus.

Listening and talking

- The majority of children listen well and follow instructions. At early and first levels, a minority of children listen respectfully to each other and take turns. At first level, children need to improve their skills in talking about texts they are reading. At second level, the majority of children confidently express their thoughts and views. They describe why they have chosen which book to read and why this interests them. At second level, most children are articulate and speak clearly with expression. All children should develop further their listening and talking skills in more formal discussions, such as during classroom debates.

Reading

- At early level, the majority of children are beginning to use their knowledge of initial sounds to attempt to read words. At first level, the majority of children read fluently with confidence. They describe well the differences between fiction and non-fiction text. Children at first level are not yet confident in answering inferential questions about familiar texts. The majority of children at first level are developing their skills in using punctuation appropriately. At second level, the majority of children read clearly with expression. They describe a range of genres and identify their favourite author. The majority of children at second level describe how a particular author's style of writing captivates their interest. A minority are less confident in identifying techniques authors use to engage readers, such as word choice and use of emotive language.

Writing

- At early level, the majority of children form letters and write words. They are beginning to write simple sentences. At first level, the majority of children develop their use of sentence starters

and paragraphs. Most use punctuation appropriately. At second level, almost all children write for a range of purposes. Most write notes from their class novel and understand how to write a Haiku. Across the primary stages, children need to develop further their skills by writing extended pieces more regularly. Across all primary stages, a minority of children need to improve the presentation of their written work.

Attainment in numeracy and mathematics

- Overall, the majority of children make satisfactory progress in numeracy and mathematics, with a minority of children making good progress.

Number, money and measure

- At early level, most children recognise and write numbers accurately and order numbers 0-20. At first level, most children identify the value of each digit in a whole number with three digits. They multiply whole numbers by 10 and 100 and solve two-step problems. The majority of children need support to round numbers to the nearest 10 and 100. At second level, the majority of children round decimal fractions to the nearest whole number up to two decimal places. Most children read and record time in both 12-hour and 24-hour notation, converting between the two. At second level most children should improve their ability to calculate percentages, particularly in real-life contexts.

Shape, position and movement

- At early level, most children are developing their understanding of simple two-dimensional (2D) shapes. At first level the majority of children name and identify three-dimensional (3D) objects, using mathematical language to describe their properties. Children should now consolidate their understanding of a right angle further and ability to recognise them in common 2D shapes. At second level, most children describe 3D objects using specific vocabulary, including regular and irregular. The majority of children use mathematical language including acute, obtuse, and reflex to describe and classify a range of angles. Most children need further support with their understanding of how to calculate the area and perimeter of simple shapes.

Information handling

- At early level, the majority of children recognise and extend simple patterns using shapes and colours. At first level, most children extract key information from a variety of data sets, including bar graphs and charts. At second level, the majority of children are confident analysing, interpreting and drawing conclusions from a variety of data. Across first and second levels children would benefit more opportunities to gather, organise and display data using digital devices.

Attainment over time

- Senior leaders track children's attainment and the progress of individual children in literacy and numeracy over time. They recognise that previous attainment data is not reliable or robust. Patterns in children's attainment have been variable in recent years and are consistently below expected national standards. Senior leaders should now ensure rigour in analysing this data for individuals, targeted groups and cohorts across curriculum areas. This will support senior leaders to identify children's progress and attainment over time. Senior leaders should support teachers to develop their approaches to tracking and monitoring attainment in the BGE across all curricular areas.
- Senior leaders and staff are aware of the need to improve attainment for young people in the BGE. They should focus on developing more robust moderation processes within and across the campus and with colleagues from across the local authority. This would support teachers to be more confident and accurate in their judgements.

Secondary stages

S1 to S3

BGE – literacy and numeracy

- Attainment in literacy and numeracy across the BGE requires improvement. Teachers in English and mathematics need to develop further their confidence in making reliable and robust teacher professional judgements of young people's progress in literacy and numeracy.
- Most young people achieved reading and writing, listening and talking and numeracy CfE third level by the end of S3 in 2023/24. This attainment decreased from 2021/22 and 2022/23 when young people performed better than the local authority and national levels. Attainment at CfE fourth level by the end of S3 is variable over the past five years. Current data on fourth level attainment is not reliable.
- There is a need for teachers to improve their use of assessment and moderation activities to ensure teacher professional judgements in literacy and numeracy are robust. Teachers should continue to develop the range of targeted support used to increase young people's progression and attainment.

Senior phase

Literacy and numeracy (leavers)

- There are decreases in the attainment of young people who left school in both literacy and numeracy over time. Staff need to ensure they identify young people who intend to leave school and maximise their attainment in literacy and numeracy.
- Most young people who left school achieved SCQF level 5 or better in literacy in 2021/22 and 2022/23. Whilst this is in line with the virtual comparator (VC), it is a decrease from almost all young people achieving at this level in 2019/20 and 2020/21. A minority of young people who left school achieved SCQF level 6 in literacy in 2021/22 and 2022/23. This is in line with the VC but a decrease from a majority of young people achieving at this level from 2018/19 to 2022/23.
- A majority of young people who left school achieved SCQF level 5 or better in numeracy from 2018/19 to 2022/23. This is in line with the VC in 2022/23 but was significantly lower than the VC in 2018/19 and 2020/21 and significantly much lower than the VC in 2021/22. A few young people who left school achieved SCQF level 6 in numeracy in 2022/23, but this was a minority of young people from 2018/19 to 2021/22 which was in line with the VC.
- There have been improvements in the attainment of young people with additional support needs (ASN) who left school in literacy and numeracy from 2018/19 to 2022/23. In 2022/23, a majority of young people with ASN who left school achieved SCQF level 5 or better, and a minority achieved SCQF level 6, in literacy. This is above the VC. In 2022/23, a minority of young people with ASN who left school achieved SCQF level 5 or better, and a few achieved SCQF level 6, in numeracy. This is below the VC.

Literacy and numeracy (cohorts)

- At S4, attainment at SCQF level 5 or better in literacy has decreased over time. The majority of young people attained at this level from 2020/21 to 2023/24. This is in line with the VC from 2021/21 to 2022/23 but declined to being significantly much lower than the VC in 2023/24. By S5, a minority of young people achieved SCQF level 6 from 2021/22 to 2023/24. This is in line with the VC. By S6, a minority of young people attained SCQF level 6 in three of the past five

years, including 2019/20, 2022/23 and 2023/24. This is significantly much lower than the VC in 2019/20 and 2022/23 but moved to being in line with the VC in 2023/24.

- At S4, a minority of young people attained SCQF level 5 or better in numeracy in four of the past five years, from 2019/20 to 2023/24. This is significantly lower or significantly much lower than the VC. By S5, a minority of young people attained SCQF level 6 in four out of five years from 2019/20 to 2023/24. This is generally in line with the VC. By S6, a minority of young people attained SCQF level 6 in four out of the last five years from 2019/20 to 2023/24. This is in line with the VC. An additional period of numeracy in the senior phase is beginning to impact positively on attainment in numeracy.

National Qualifications

- Young people in S4 attain below national figures in National 5 (N5) English. The number of young people achieving Grade A – C passes has reduced over the past four years. A majority of young people in S5 achieved a Grade A – C pass in Higher English in 2023/24. This is a reduction from most in 2022/23.
- Young people in S4 attain below national figures in N5 mathematics. In 2023/24, a majority of young people achieved a Grade A – C pass, which is a reduction from most young people in 2022/23. There is also a need to reduce the number of No Award grades in N5 mathematics and applications of mathematics. Young people in S5 attain well in Higher mathematics but there is a need to increase the number of young people being presented for the award.
- Teachers need to improve the quality of young people's passes at N5 and Higher English and mathematics.

Attainment over time

BGE

- Senior leaders need to develop their strategic overview of young people's attainment over time in the BGE. They are not able to demonstrate the progress that young people are making across curricular areas outwith English and mathematics. Senior leaders should improve their whole-school tracking and monitoring systems, with a focus on improving the quality and accuracy of information being entered by teachers.

Senior Phase

- There are significant improvements required to improve the attainment of young people in the senior phase. Senior leaders should use the recently introduced monitoring and tracking system to identify young people who require support to progress in their learning. They should also use the data collected to review the impact of the existing senior phase curriculum offer and ensure it is meeting the needs of all young people. They should also use data to ensure all young people are coursed at the appropriate level of study to maximise their opportunity for success.
- Senior leaders and staff should work together to develop a raising attainment strategy. This should outline clearly the responsibilities of all staff, parents and young people to work together to maximise young people's attainment.
- The attainment of school leavers from 2018/19 to 2022/23 is below the VC, using average complementary tariff points. The attainment of the lowest attaining 20% of school leavers is in line with the VC from 2018/19 to 2022/23. The attainment of the middle attaining 60% and the highest attaining 20% of school leavers is generally significantly lower or significantly much lower from 2018/19 to 2022/23.

Cohorts

- At S4, the attainment of the lowest attaining 20% of young people decreased from 2021/22 to 2023/24, although remains in line with the VC. The attainment of the middle attaining 60% of young people decreased from 2021/22 to 2023/24. It was in line with the VC but moved to being significantly much lower than the VC in 2023/24. Attainment of the highest attaining 20% of young people is inconsistent over time. It was in line with the VC from 2019/20 to 2021/22, moved to significantly higher than the VC in 2022/23, but was significantly much lower than the VC in 2023/24.
- By S5, based on the S4 roll, the performance of all cohorts of young people is generally in line with the VC from 2019/20 to 2023/24. There is no identifiable pattern of improvement for each cohort over the same period. By S6, based on the S4 roll, the attainment of the lowest attaining 20% of young people is in line with the VC from 2019/20 to 2023/24. For the middle attaining 60% and the highest attaining 20% of young people, attainment has been in line with the VC from 2020/21 to 2023/24, apart from 2022/23 when it was significantly lower than the VC. There is no identifiable pattern of improvement for each cohort over the same period.

Breadth and depth

- Young people's attainment as they move through the senior phase needs further improvement. Senior leaders and staff should work together to support more high-quality passes for young people, particularly at National 5 in S4.
- In S4, in 2023/24, the attainment of young people at SCQF level 5C or better, and SCQF level 5A or better, decreased for one or more to six or more courses. The school reports that a decrease in attendance and an increase in young people with additional support needs were a contributing factor to this attainment. From 2019/20 to 2023/23, attainment at these measures is generally in line with the VC.
- By S5, a minority of young people achieved three or more, and a few achieved five or more awards at SCQF level 6C or better from 2019/20 to 2023/24. This is generally in line with the VC. A minority of young people achieved one or more awards at SCQF level 6A from 2019/20 to 2023/24, apart from 2021/22. This is in line with the VC for these years. In 2021/22, it was a few young people, which is significantly much lower than the VC.
- By S6, a minority of young people achieved four or more awards at SCQF level 6C from 2020/21 to 2023/24. This is in line with the VC, apart from 2022/23 when it was significantly lower than the VC. There is no identifiable pattern of improvement in the attainment of young people at SCQF level 6A over time. A minority of young people achieved two or more awards at SCQF level 6A in three out of five years from 2019/20 to 2022/23. This is in line with the VC for these years. However, it decreased to a few young people attaining at this measure in 2019/20 and 2022/23, which is significantly much lower than the VC.

Overall quality of learners' achievement

- Children and young people develop skills and attributes through taking part in a variety of lunchtime and after school clubs. These include football, shinty, netball and Scottish country dancing. The sport and recreation group, which includes young people, lead coaching sessions for older children. Young people support their peers to take part in activities such as basketball and football. Leading and participating in these activities enables children and young people to develop social skills through effective communication and teamwork.
- Staff in the primary school record participation in clubs and activities. They use information well to identify children at risk of missing out on opportunities and signpost them to appropriate activities. This should now be extended into the secondary to enable staff to adopt similar

approaches. Staff should streamline their tracking system to ensure it records participation, as well as the skills children and young people develop through their achievements.

- Staff celebrate regularly children and young people's achievements through social media platforms, newsletters, assemblies and displays within school. These celebrations are more frequent in the primary school. Children who demonstrate school values are presented with certificates at assemblies. This helps children and young people feel their achievements are valued. Assemblies should be re-established for young people in the secondary school to recognise and celebrate their successes.
- Children and young people enjoy contributing to the life of the school and the wider community. Children within the pupil council organise various fundraising events for the school to support charities such as Comic Relief and Children in Need. They are involved in the organisation of the Christmas dance and leaver's ceilidh. The eco committee support their local community through activities such as litter picking on the beach and planting flower tubs within their local town. These opportunities are helping to build confidence in children and young people and increase their understanding of the important role they have within their community. They are also developing important skills including leadership, teamwork and communication.

Equity for all learners

- Senior leaders are at the very early stages of analysing attainment data to identify gaps in learning for cohorts of learners. PEF has been used to provide resources, including the provision of breakfast and availability of items of uniform. This supports a few children's improved wellbeing and attendance. Senior leaders and staff are able to identify those children and young people most impacted by socio economic disadvantage and monitor their progress at regular attainment meetings. Senior leaders are not yet able to evidence how their work to support these targeted children and young people is closing the poverty related attainment gap. Senior leaders should now gather data more regularly to evidence the progress of all children and young people, including those facing barriers to learning.
- Senior leaders and staff are aware of the implications of the cost of the school day. They ensure cost is not a barrier to participation in educational trips. Local partners contribute to an inclusion fund within the school. This fund further contributes to ensuring that cost is not a barrier to participation for children and young people.
- Almost all young people who leave school move on to an initial positive post-school destination. This is higher than the VC and national data in 2022/23.

Context

The Learning Centre is a specialist provision in Rothesay Joint Campus. Children and young people are allocated places by a local authority assessment group. Children and young people's additional support needs mean that they cannot attend all regular classes with their peers, even with support. The Learning Centre is located within the pupil support department and regularly supports up to ten young people.

Leadership of change

- The Learning Centre is led well by the principal teacher of pupil support. Teachers in the Learning Centre are keen to improve their practice. They are aware that they have a lot of information about the progress of individual learners. However, there is no clear overview of the work of the department at present.
- Teachers in the Learning Centre have a range of roles, within and outwith the school. They engage in professional dialogue together to benefit from each other's experience. They share information about children and young people effectively with each other to ensure learner's needs are met successfully. Support staff play an important role in the organisation and running of the Learning Centre. They appreciate the opportunity to lead learning and to undertake professional development to understand and meet better the needs of children and young people.
- Children and young people who attend the Learning Centre would benefit from a greater number of leadership opportunities as they are being prepared for life beyond school. For example, they are currently not represented on the pupil council.
- There are no references to the Learning Centre in the school improvement plan or the school self-evaluation report. However, it is referred to in the guidance and support improvement plan. Overall, there is potential for the Learning Centre to be more prominent in the work of the joint campus.

Learning, teaching and assessment

- Most children and young people in the Learning Centre are enthusiastic and eager to learn. They react well to new challenges. Teachers match learning experiences to the needs of children and young people. This includes the use of digital technology, including tablet computers with appropriate applications. Young people use the interactive whiteboard on occasion.
- Children and young people have a few opportunities to lead learning. These are often linked to exploratory play with concrete materials or toys. Staff should take the opportunity to direct learning activities rather than continuously negotiating with children and young people.
- Teachers in the Learning Centre provide very clear explanations. They use questioning skilfully to help children and young people to understand. Staff develop positive relationships with children and young people successfully. They identify and meet appropriately children and young people's wellbeing needs.
- Children and young people would benefit from more differentiated learning activities. Staff are well aware of the interests of each child and young person. They should now use this as the

basis for learning activities rather than relying on commercially produced worksheets. They will improve the motivation of children and young people and help to raise their attainment.

- As planned, staff should increase moderation activities with staff from similar provisions across the authority. This will give them the opportunity to develop greater consistency and accuracy in their assessment of children and young people's work. They are also aware that their approach to tracking and monitoring children and young people's progress would benefit from improvement and a consistent approach. This should be a focus for discussion with staff from other provisions.

Ensuring wellbeing, equality and inclusion

- Staff in the Learning Centre collate information to show that they are improving outcomes for children and young people. Overall, children and young people in the Learning Centre benefit from their education. Staff are identifying effectively their wellbeing needs.
- Staff in the Learning Centre should ensure that they are following the latest national guidance relating to wellbeing, equality and inclusion in each aspect of their work.
- Staff should do more to include children from the learning centre more frequently in mainstream classes. They may need to support teachers to identify and use appropriate strategies. Senior leaders should ensure that teachers get appropriate training to increase their capacity to plan for and meet additional support needs in their lessons.

Raising attainment and achievement

- From the information provided by the school, children and young people are making satisfactory progress from prior levels of attainment in literacy and numeracy.
- Staff should develop their approaches to capture, share and track the achievement of children and young people in learning activities. This may include through the use of photographs and video. This will allow young people with communication issues to demonstrate their progress in learning.
- The varying needs of children and young people in the Learning Centre mean that comparing the attainment of cohorts is not relevant. Individual progress in learning is tracked by staff. Children and young people communicate in a range of ways including through signing, symbols, augmentative communication devices and speech. They are also developing their numeracy skills through demonstration, discussion and the use of concrete materials.
- Children and young people in the Learning Centre have opportunities beyond regular classes to achieve. For example, they take part in cycling proficiency sessions, swimming lessons and activities at Mount Stuart. Staff also involve them in activities to develop their social skills such as shopping trips and library visits. Staff should ensure that these activities are carefully recorded, and that young people receive accreditation where possible. Staff should prioritise the development of life skills, preparing young people for their life after school.
- Senior leaders need to ensure the work of the Learning Centre is more prominent across the whole school. The provision, and young people attending the provision, should be recognised as an important feature of the school community.

Other information

- The Learning Centre is well resourced with appropriate learning materials. These are organised carefully by staff and accessible for activities.

- Parents appreciate the enhanced transition procedures which are used when children and young people are moving into the Learning Centre. This prepares children and young people and their families well.

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.