

5 March 2024

Dear Parent/Carer

In January 2023, HM Inspectors published a letter on Rosebank Primary School and Nursery Class. The letter set out a number of areas for improvement which we agreed with the school and The Highland Council. 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 made some progress towards addressing this area of development. Senior leaders plan all improvement activity with a clear focus on literacy and numeracy. This work has not yet had an impact on raising attainment across the school due to many improvements being at an early stage of development.

Teachers are working well together and with other schools to look at ways they can improve outcomes for children's literacy and numeracy. In literacy, teachers are beginning to improve their practice of teaching reading, phonics and comprehension. A recent focus on writing is leading to children across all stages making better progress in this area of the curriculum. In numeracy, teachers have begun to develop their understanding of the use of different questioning techniques to develop children's thinking further. Gaps identified in the teaching of some aspects of mathematics, such as information handling, have been identified. Teachers should now use this information to ensure all numeracy and mathematic topics are fully covered. Teachers should continue to develop and implement fully all recently introduced approaches to lead to further improvements in attainment for children.

Senior leaders have consulted children about the types of books and authors they enjoy. They have used this information well to purchase new reading books and books for the library. This is supporting children's reading for pleasure and understanding of new areas such as inclusion and diversity.

Senior leaders use additional funding to provide additional staff. These staff work with identified children using a variety of approaches to raise levels of attainment. Senior leaders and staff should review the number of children accessing this support to make more effective use of additional staff. This will allow them to increase the frequency of support offered leading to better outcomes for children.

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.

Whilst staff have worked well together to make some initial improvements within this area of development, there remains some inconsistency in practice.

Staff engage well in helpful professional learning sessions planned by senior leaders on aspects of effective learning and teaching. For example, identifying what makes a high quality reading and maths lesson and more effective ways to assess children's learning. Whilst progress has been seen in some classes, staff should continue to improve the quality of learning experiences further for all children. Senior leaders should continue to monitor the impact of all professional learning on outcomes for all children as they plan future improvements.

Most teachers help children to understand the purpose of their learning. In some classes, children are supported well to identify how they can be successful. Most teachers encourage children to make purposeful links to prior learning. In a few classes, children are beginning to develop skills in assessing their own work and that of others. In the minority of classes, children receive feedback to support them to understand their next steps. Teachers plan learning together which is developing a clearer understanding of progression across the different stages. Teachers are developing their understanding of how to use information gathered as a result of assessments undertaken to inform their planning. This approach is beginning to support an increase in the pace of learning in some classes. Staff should now ensure that all features that contribute to high quality learning and teaching are used consistently across all classes.

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 some progress in using data to inform effective planning.

A majority of teachers use a range of assessments to highlight children's successes and areas for development. A minority of teachers use this information well to inform planning for the next block of learning. This approach is helping to better meet the learning needs of children. Senior leaders should continue to support staff to engage with data to inform planning and to deliver appropriately challenging learning for all children.

Teachers are beginning to discuss national assessment information with senior leaders to better inform their professional judgements about children's attainment. Most teachers are beginning to use this information to confirm or challenge their thinking around children's achievement of a level in Curriculum for Excellence (CfE). Senior leaders should develop this practice to continue to increase teacher's confidence and ensure the reliability of all information gathered about children's achievement and attainment.

Senior leaders and teachers meet termly to discuss children's individual progress and overall attainment. Through these attainment meetings, staff are beginning to discuss ways they can support children's individual needs more effectively.

Staff are benefitting from access to all assessment information using the newly introduced electronic tracking system. Staff have rightly identified a need to develop greater pace and challenge across the school. Senior leaders should now support staff to use all information

gathered to identify school improvement priorities. In addition, this information will help them to plan for effective ways to support all children to make further progress.

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.

Staff have made some positive progress in this area for development.

Children in the nursery experience opportunities to develop leaderships skills through a variety of well-established roles. For example, safety officers and risk assessors. As a result, children are developing their awareness of safety and risk and developing well their sense of responsibility. Staff monitor children's enthusiasm to take on these roles and encourage all children to be involved. Staff encourage children to talk about their learning. Alongside their key worker, they regularly create and evaluate targets for literacy, numeracy and health and wellbeing. A majority of children can talk about their targets and are beginning to recognise how they are progressing with these through their daily activities.

All primary children engage termly in helpful conversations about learning with their teachers to identify and review their targets for literacy, numeracy and health and wellbeing. Children talk positively about how these are helping them identify their next steps in learning. Children record their targets in their learning journals and shared these with parents at parents' evenings. Children enjoy recording personal achievements in their learning journals where they proudly share evidence of the assessments they have completed. Staff should now look at ways to share children's progress towards achieving their planned targets with parents.

Since September 2023, all staff use their interests and expertise to lead one of the school community groups. These groups are creating real and relevant opportunities for children to contribute to school life as well as developing skills for learning, life and work. For example, rights respecting schools' group and a community café group. All children from across the school are members of these groups where they exercise an element of choice as to which they would like to be involved in. Groups have made initial links with members of the school community such as the local council and a residential care home. Despite the groups being new, children feel they will allow all children to work together equally as one community. Senior leaders should continue to allow this practice to develop and embed and ensure that children fully understand the impact of their work.

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

The nursery staff have made good progress with this area of development. Staff have reflected well on and improved further their approaches to assessment and planning. As a result, children are making good progress across all aspects of the early years curriculum.

Staff have created a helpful wall display which shows the learning they plan for children. They encourage children to share their ideas and include these in their planning. They are careful to ensure children experience a broad range of learning experiences. They reflect well to ensure there are no gaps in learning opportunities for children across the curriculum.

Staff carefully record individual children's progress and use this information well to plan and build on the progress children are making. They meet the needs of all children well including those who have barriers to learning and those children requiring additional challenge. Staff should develop further their approaches to sharing children's progress with parents.

What happens next?

The school has made insufficient progress since the original inspection. We will liaise with The Highland Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within one year of the publication of this letter. We will discuss with The Highland Council the details of this inspection. When we return to inspect the school, we will write to you as parents informing you of the progress the school has made.

Judith Reid
HM Inspector