

# Summarised inspection findings

**Rosebank Primary School**

The Highland Council

24 January 2023

## Key contextual information

Rosebank Primary School is a non-denominational school in Nairn. The current role of 299 children at the primary stages is distributed across 11 classes. The school catchment area includes homes within all deciles of the Scottish Index of Multiple Deprivation (SIMD). Around 50% of children currently attending the school live in deciles 8-10 and 8% live in decile 1. The headteacher has been in post for almost five years. There is a depute head teacher (DHT) and three principal teachers (PTs). The DHT does not have a class this session. The PTs are class committed with 0.1fte allocation each to undertake their remits. During the last academic year, both the headteacher and the depute head teacher spent much of the session covering staff absence.

### 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

- Senior leaders consulted staff, children and parents recently to review and agree the school's values. This came from a recognition of the need to reflect on the relevance of the school's vision, values and aims following the many disruptions of the pandemic. The resulting values of teamwork, kindness, respect and fun are displayed across the school and in each classroom. The majority of children can talk about the values and a few can relate them to their learning in class. The headteacher plans to work with all partners to develop a shared vision and aims for the school community. This should be completed promptly to agree a shared purpose which will underpin the work of the school and drive improvement. The shared vision, values and aims for the school need to be more aspirational, taking good account of the needs and views of children, families and the local community. Staff need to raise their expectations of what children can achieve.
- Senior leaders gather the views of children, parents and staff to support self-evaluation activity and plan for change. They need to take a more rigorous and consistent approach to quality assuring the work of the school. This will help build a more accurate picture of strengths and areas for development. Senior leaders need to provide greater strategic direction and clearer expectations for staff to secure meaningful and sustained change.
- The staff team work together to provide effective pastoral support for children. However, they do not yet have a shared sense of purpose and direction in learning and teaching to support effective collaboration. It is not clear that all members of staff fully understand their individual responsibility to contribute actively to leadership of change. Teachers should develop further their collaborative working and demonstrate greater leadership in securing school improvement. Their focus should include ensuring appropriate pace and challenge in learning for all children. Staff have undertaken professional learning recently to help them improve elements of their practice. A few teachers use this approach to focus on raising children's attainment or exploring the use of play beyond P1. Staff need to evaluate the impact of these developments and share practice which results in improved outcomes for children. Teachers

should develop their professional skills and capacity, in line with expected national standards. Staff should meet the needs of all children more effectively by taking a more active role in delivering improvement priorities. There is a need for the staff team to develop a greater sense of collective pride in the identity of the school.

- Parents and partners demonstrate a willingness and eagerness to be involved in the school's work in improving its practice. These partners can provide important contributions to the school's judgements of its own performance, and to planning future improvements. Senior leaders should take the views of the wider community and all existing partners into account as part of their strategic planning for change.
- Senior staff have taken steps over the years to establish shared expectations for effective learning and teaching across the school. These steps have had limited success in ensuring high quality learning, continued progress and raised attainment and achievement for all children. Pupil Equity Funding (PEF) is used to support a whole-school focus on nurture and improving children's emotional wellbeing. Groups of children attend nurture classes which help them to engage in learning at school. However, senior leaders are unable to demonstrate the impact of these approaches on raising children's attainment. There is a need to ensure that this additional funding is directed to closing the poverty-related attainment gap. Senior leaders should develop clear plans showing how interventions will support children's progress and how success will be monitored and evaluated.
- The local authority has provided helpful curricular frameworks in areas such as literacy and numeracy and health and wellbeing. Not all staff have succeeded in implementing these frameworks in ways that meet all children's needs. With support from the local authority, senior leaders and staff need to increase the pace of change. They should ensure that plans and approaches support improved outcomes for children.

## 2.3 Learning, teaching and assessment

weak

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

- Overall, the quality of learning, teaching and assessment across the school is weak. Children are often passive in their learning. They experience too many lessons which do not motivate and engage them sufficiently well. Senior leaders and staff need to improve the quality and consistency of learning and teaching across the school. They need to provide all children with engaging learning experiences which meet their needs better and support them to make improved progress. Children should be supported to become active participants in their learning and develop independent learning skills. In a few classes, too much time is allocated to low level activities which lack any meaningful purpose. Children's free choice sessions often lack rigour and impact. Senior leaders need to monitor more closely class timetables and practice to ensure children's experiences focus on learning.
- Children are polite, well-mannered and welcoming. Most children are eager to learn. They experience positive relationships with staff who know them well. As a result of the pandemic, there is now a well-established focus on nurturing approaches. This supports children's wellbeing and social and emotional development. Most children feel safe, respected and well cared for by the adults in their school.
- A few older children have opportunities to take on additional responsibilities as part of the wider life of the school. P7 buddies help P1 children settle into school well. Representatives from the Rights Respecting Schools (RRS) group are proud of their silver RRS accreditation. They are animated when describing their efforts to promote children's rights across the school. Children enjoy the responsibility these opportunities provide. There remains significant scope to provide all children with opportunities to develop leadership skills and contribute to decision-making. Children across all stages should have opportunities to develop a range of skills for learning, life and work through greater participation in the wider life of their school and community.
- In a few lessons, teachers share clear instructions, provide appropriate explanations and use feedback effectively. This approach supports children to be clear on what they are learning and know what they can do to improve. In these examples, children understand their successes and identify their next steps. However, the quality of teachers' communication and use of feedback is inconsistent across the school. In the majority of classes, the pace of learning and planned activities do not meet the needs of all children. A significant minority of children become disengaged when tasks are not structured or relevant, leading to low level disruption. In a few lessons, teachers differentiate learning appropriately. In these lessons, experiences meet the needs of children well and support them effectively to engage in their learning. Teachers should build on and share examples of positive practice and improve approaches to differentiation to support better progress for all children.
- Children have access to a range of digital technologies to support learning. They use digital tablets and interactive whiteboards for numeracy games or to carry out research. Staff use

devices well to support children for whom English is an additional language. Teachers should develop further their use of digital technologies to engage children more effectively in their learning.

- At early level, most children enjoy engaging learning activities which are based on the principles of Realising the Ambition: Being Me. Staff interactions are positive and, in the best instances, extend children's learning. Teachers are beginning to develop approaches to assessment through observation. They plan activities using a balance of teacher-directed and child-initiated experiences. Staff should continue to develop their confidence in the use of the learning environment to promote children's creativity, curiosity and independence. A few of the planned activities do not provide children with high quality experiences. Staff across the early level should continue to work together closely to support progressive, quality play experiences for children across nursery and school.
- Teachers use standardised assessments, local authority resources and published materials to assess children's progress in literacy and numeracy. They are developing confidence in their use of National Benchmarks. Teachers' assessment of children's progress is not yet sufficiently valid and reliable. Assessment evidence does not link clearly to tracking of children's progress against National Benchmarks. As a result, the data gathered does not always inform planning next steps well enough to lead to improvements in children's attainment. Staff need to develop their understanding of high quality assessment and support children to apply their learning across the curriculum in different contexts. Teachers are at the early stages of working within their cluster on shared moderation approaches. They need to develop further approaches to moderation across the school to reach a shared understanding of expected standards.
- Teachers prepare medium term forward plans and weekly programme outlines using local authority pathways and school guidance. They take children's views into account when planning contexts for learning. Senior staff should monitor teachers' plans more rigorously to ensure intended learning meets the needs of all children across all areas of the curriculum. Teachers assess and track children's progress using a school-devised system. This provides some potentially helpful data on children's progress.
- Senior leaders discuss tracking information with class teachers at scheduled meetings twice a year. There needs to be a clearer focus during these discussions on the actions necessary to raise attainment for individual children, identified groups and cohorts. The headteacher tracks and monitors the progress and attainment of children across the school in literacy and numeracy. This provides senior leaders with an overview which helps them to direct additional support for children. Senior leaders and teachers should continue to develop their analysis and use of data to inform planning and monitor children's progress. They need to ensure that all children make improved progress in their learning, including those who require more challenge. A recently-introduced local authority system for tracking is at the very early stages of implementation.

## 2.2 Curriculum: Learning pathways

- Staff use local authority progression pathways to support planned learning. During the period of recovery from COVID-19, most class teachers have maintained a focus on literacy, numeracy and health and wellbeing. As a next step, teachers should consider how learning in these areas can be planned and delivered across the curriculum. Senior leaders and staff need to work together to ensure children receive their full entitlement to a broad, balanced and coherent curriculum.
- The headteacher led work to develop a curriculum rationale prior to the pandemic. This needs to be revisited to ensure that it reflects the current context of the school and aspirations for all learners. Staff, children and parents should identify the outcomes they seek for all learners and how they will work together to achieve these through their curriculum. Senior leaders and teachers should identify opportunities for children to re-engage with the local community, following the restrictions of the pandemic. This would help to provide breadth and depth to children's learning and ensure relevance to the local context.
- Staff have created a garden area and are beginning to develop their approaches to outdoor learning. All children having regular access to the school grounds for curricular activity. They enjoy opportunities to learn outside. The programme of outdoor learning should be reviewed to ensure that it provides meaningful experiences for children. These should build progressively on prior learning and skills and enhance the delivery of a broad curriculum.
- The school has a well-resourced onsite library. A few classes visit the library weekly, but this is not consistent across the school. Teachers should make greater use of the library to allow children to develop a range of literacy skills. This would support the development and progression of reading across all stages.
- Classes from P4-P7 experience progressive science lessons each week. All children receive two hours of physical education (PE) each week. Senior leaders should monitor the quality of this provision and ensure it always builds upon prior learning. All children should experience continuity and progression in their learning, including those in classes where PE is being delivered by more than one member of staff.

## 2.7 Partnerships: Impact on learners – parental engagement

- There is an active and supportive parent council who work in partnership with the school to provide additional resources and experiences for children. They receive regular updates from the headteacher and have an open and constructive dialogue on areas staff would like to develop. Senior leaders also seek feedback from the wider parental body through surveys and questionnaires.
- Most parents feel that staff know their child as an individual and that their child is well looked after at school. Senior leaders and staff seek ways to enable parents to become more involved in their child's learning, particularly as pandemic-related restrictions ease. This includes consulting with parents on homework, providing information on school activities and inviting parents to attend a range of events and parents' evenings. Staff have also introduced whole-school use of an accessible digital platform to share children's learning, progress and achievement with parents. However, the frequency and quality of the information shared with parents about their children's learning and progress is not consistent across all classes. A significant number of parents would like to receive more timely information on their child's progress, how this is assessed and what they can do to support learning at home.

## 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. At the time of the inspection, there were no identified areas for development.



### 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

- The whole-school approach to developing a nurturing, caring environment supports most children to feel cared for and valued. Staff develop positive relationships with children which support most to access their learning appropriately. Staff know children and families well. Most children feel safe in school and say they have someone they can speak to if they are upset or worried. Most children treat their peers with courtesy and respect. Children play well together and resolve any disagreements amicably.
- Staff are improving their understanding of children's rights through the school's Rights Respecting Schools agenda. Teachers discuss how the school's values link to children's rights in lessons. This is supporting teachers to develop their understanding of their role in protecting children's rights and in children becoming more aware of their rights. Children are developing their understanding of the actions they need to take to respect the rights of others. All staff need now to develop a much deeper understanding of how to embed children's rights throughout all aspects of the school's work. This should include reviewing classroom practice to provide children with more opportunities to express their opinions. Supporting children to have a greater say in what and how they learn would further reinforce their rights in daily lessons.
- Staff are not yet working collectively well enough as a team to improve outcomes for all children. A majority of children are capable of achieving improved outcomes. Staff need to raise their expectations of what children can achieve. Lessons need to take greater account of the diverse nature of children's needs, interests and aspirations to ensure all children make improved progress. Senior leaders, supported by the local authority, need to develop a more collegiate, aspirational culture across the school. Staff should be supported more effectively to develop the universal offer across the school and to become more creative in their practice. This would enhance children's enjoyment of learning.
- Staff are beginning to develop their awareness of the national wellbeing indicators. These feature in displays around the school. Staff need to develop more fully their understanding of how to use the wellbeing indicators effectively to improve outcomes for children. This will support them to have a better understanding of how children are making progress in developing their wellbeing. Senior leaders and teachers need to promote the wellbeing indicators more fully throughout the school's work and with parents and partners. This would support staff and children to improve their understanding of the value and importance of the wellbeing indicators.
- Children can identify how eating a balanced diet and taking regular exercise contributes positively to their wellbeing. Teachers across the school use a resource to deliver lessons to develop children's understanding of their feelings and emotions. As a result, children are beginning to be more open to discussing their feelings with others. Children need to be

supported better to develop their understanding of when, and with whom, it is safe to share sensitive information. Teachers should consider how emotional language, including daily check-ins, can be integrated into lessons, rather than being taught as an explicit topic. This will support children better to understand how feelings and emotions are part of day to day life. Children should continue to be supported to develop their understanding of how they can contribute to improving their own emotional wellbeing.

- A few children contribute to the life of the school through their roles of responsibility, such as acting as House Captains. Staff should involve children in improving the reliability and integrity of the school's house points system. This would help to encourage and celebrate children's successes further and give them greater ownership of this approach to recognising success. Teachers should consider how children's sense of responsibility could be developed through increased opportunities to undertake roles in class, and across the school. Staff need to raise their expectations of what children can achieve and provide increased opportunities for their active participation in the life and work of the school.
- Staff are adept at identifying children requiring additional support. They follow the school's processes well in notifying appropriate members of staff. This includes ensuring senior leaders are informed when any child experiences difficulties. This supports senior leaders effectively to deploy staff to provide additional support. Senior leaders regularly review their database of children experiencing difficulties, including maintaining good attendance. This ensures they have a good understanding of the range of difficulties children are experiencing. Staff capture children's personalised targets well in individualised education programmes (IEPs), and child's plans. Staff, parents and children as appropriate, review plans regularly in line with national expectations. Senior leaders should consider whether there is a need for IEPs to be used more widely to support more children requiring additional support.
- Children requiring the greatest levels of additional support are supported well through a range of in-class, one to one and group interventions. These include children developing strategies they can use if they become upset, and literacy and numeracy supports they can access independently. The nurture group provides valuable opportunities for children to develop their social skills and friendships. Social work partners provide a range of helpful support for children experiencing difficulties in the local community. Staff and partners use an effective range of strategies to support children who are feeling upset or anxious. Children benefitting from this support are included more regularly in class lessons as a result. Senior leaders should consider reviewing the range of support provided by staff to ensure this has the greatest possible impact on children's outcomes.
- The school's Equal Opportunities and Diversity policy is up to date and follows Highland Council guidelines. The Rights Respecting School group organised an 'odd socks day' where children explored aspects of difference. Teachers need to ensure children have increased opportunities to promote and celebrate diversity. This includes refreshing the school's curriculum to ensure children develop further their understanding of equality, diversity and discrimination.
- Senior leaders need to ensure those children currently attending school on a part-time basis receive their full entitlement to education.

## 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

### Attainment in literacy and numeracy

- Children's attainment in literacy and numeracy demonstrates some important weaknesses. Too few children are making progress in line with expected national standards. A majority of children are capable of making greater progress.

### Attainment in literacy and English

- The overall quality of children's attainment in literacy and English is weak. Over recent years, too few children have made sufficient progress in early, first and second levels.

### Listening and talking

- Most children working at early level demonstrate the capacity to listen. They are attentive when being read a story. When they are able to work in calm, orderly environments, almost all children listen respectfully to their classmates and to staff. Children working at first level show respect and interest in others' contributions. Most children talk clearly and confidently. A majority of children cannot make relevant notes from what they have heard, to use for other purposes. A majority of children working at second level concentrate well in discussions led by teachers. Many lose interest when listening for extended periods of time. Most children would benefit from more challenging questions, promoting higher order thinking skills.

### Reading

- Children working at early level are beginning to develop an awareness of text. They enjoy being read to by staff. Children need more opportunities to build progressively on early reading skills established in the nursery. Most children working at first level show interest in different types of text. They understand how the use of expression makes reading aloud more interesting for their audience. A majority of children can summarise part of a story. A minority of children are not yet confident in their understanding of the key features of different types of texts. A majority of children working at second level enjoy reading when they can choose the text. A sizeable minority are not motivated by the books they are asked to read. Most children can describe authors' techniques such as the use of cliff-hangers. Children would benefit from more frequent use of the school library to explore a wider range of genre and more challenging texts.

### Writing

- Children working within early level, are improving their ability to form letters. These activities need to build more effectively on the skills and interests which children develop in nursery. At early level, children write sentences about recent events and experiences with close support and contributions from staff. They need to write independently more frequently to develop their skills further. A majority of children at first level enjoy writing short stories. They are beginning to use appropriately expressive language. Most are beginning to use a growing range of punctuation. At this level and beyond, children need experience of producing a wider range of

functional and creative texts. Children working at second level chose appropriate dynamic expressions for poems written to celebrate Guy Fawkes Night. The majority show appropriate skills in grammar and punctuation. Older children need more regular opportunities to write at length and for a range of purposes and audiences.

### **Attainment in numeracy and mathematics**

- Overall attainment in numeracy and mathematics is weak. School data and predictions indicate that less than half of children are on track to attain expected national standards. Almost all children would benefit from opportunities to apply their learning in numeracy and mathematics to real life contexts.

### **Number, Money and Measure**

- At early level, most children recognise and order numbers 0 to 10 correctly. Most children working at the beginning of first level are confident in number work to 50. Children need to consolidate their understanding and application of number bonds to 10. A majority of children who have achieved first level can write and order numbers to 1,000. A substantial minority of children need more high quality experiences to build their confidence and fluency in carrying out calculations involving the four operations. At second level, most children use their knowledge of rounding numbers to make accurate calculations. They are confident in place value to 1,000,000. Most children would benefit from a greater focus on the use of decimals and percentages.

### **Shape, position and movement**

- Most children working at early level show growing awareness of different shapes. They make appropriate use of positional language such as in front or behind. Working at first level, the majority of children identify common two-dimensional shapes and use terms like round and sharp confidently. A minority recognise more complex two dimensional shapes and describe them using words like edge and side. Most children know what an angle is, but none can identify a right angle. Children working at second level identify examples of spheres and cuboids from daily life. Overall, children show limited knowledge of aspects of position and movement. The school cannot evidence children's learning in information handling. Children at all stages need more opportunities to develop and apply skills and knowledge within this area of mathematics.

### **Attainment over time**

- Staff do not yet track children's progress across all curricular areas. The school's attainment data for literacy and numeracy shows no clear improvement patterns over many years, predating the pandemic. Attainment over time for specific cohorts highlights a number of weaknesses. For example, less than half of the children in the school are predicted to achieve expected levels in numeracy and elements of literacy this year. For many children, this represents a decrease in attainment levels over the last four years. Even taking the impact of the pandemic into account, this is below national expectations.
- Staff do not yet have a shared understanding of standards. As a result, teachers' professional judgements on children's progress are not reliable. They do not use data sufficiently well to ensure all children make appropriate progress over time. Clearer analysis would help staff target individual children's needs and adjust programmes and pace accordingly. The headteacher and staff need to focus on how they will support children to make better progress and raise attainment across the school.

### **Overall quality of learner's achievements**

- A few children are developing leadership and teamworking skills through the opportunities they have to contribute to the wider life of the school. For example, House Captains and Young

Leaders carry out a range of tasks and activities which support the development of leadership and team working skills. Staff do not yet systematically gather information about all children's achievements systematically. The school should develop a more strategic and proactive approach to tracking children's successes. This will help children to recognise the range of skills they are developing for learning, life and work and help staff identify potential gaps. There is a need to ensure all children have opportunities for participation and achievement.

### **Equity for all learners**

- Senior leaders do not have a clear outline of their attainment gap. Whilst they implement measures to support children's wellbeing, attendance and engagement, they cannot demonstrate resulting impact on children's attainment. PEF is used to pay for additional staffing, including two additional pupil support assistants. PEF is also used to release the depute headteacher from class, to support the nurture group and to fulfil other duties including leadership of the nursery. Senior leaders are not yet able to provide data to confirm that the support provided by PEF is raising attainment across the school. The headteacher should ensure PEF is targeted to raising attainment for children at most disadvantage. Senior leaders should develop clear plans outlining the strategies to be used and how their impact will be monitored, measured and evaluated.

## 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.