

16 September 2025

Dear Parent/Carer

In May 2023, HM Inspectors published a letter on Rossie Young People's Trust. The letter set out a number of areas for improvement which we agreed with the school and its proprietors. We subsequently returned to the school to look at how it had continued to improve its work, and published another letter in July 2024. Recently, as you may know, we visited the school again. During our visit, we talked to young people and worked closely with the Depute Chief Executive Officer, Head of Education, Skills and Lifelong Learning (HoESL) and staff. We heard from the HoESL 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 young people's learning and achievements. Rossie Young People's Trust comprises Lomond School which provides education for young people in secure care and Clova School which provides education for young people in residential care. This letter sets out what we found across both Lomond School and Clova School.

Review the school day to ensure all children and young people access a curriculum which meets their needs better.

Overall, senior leaders and staff have made positive progress in addressing this area for improvement. The school day has been reviewed and young people access a more appropriate curriculum which now meets their learning needs more effectively.

Senior leaders and staff have adapted the school timetable appropriately to improve young people's motivation to engage with their learning opportunities. Teachers have considered effectively young people's needs, interests and aspirations when developing the curriculum. Senior leaders and staff should now ensure young people access opportunities to learn another language.

All young people now access full programmes of learning across almost all areas of the curriculum. Staff are ready with suitable activities to begin learning as soon as young people arrive in class. Senior leaders and staff have continued to increase the range of opportunities and subjects for young people to gain accreditation. This is resulting in young people being clearer on the purpose of school and how their curriculum helps them gain qualifications and build skills for life after school. Teachers have improved how they teach literacy and numeracy skills in other curriculum areas. They now need to check consistently that young people's learning builds upon the literacy and numeracy skills that they have already developed.

Senior leaders and the Board of Governors have continued to improve the school's learning environments. They have invested and created a quality outdoor learning area for young people in Lomond School to develop their practical skills further. They should continue with their plans to develop high-quality spaces that help young people develop their skills for life and work.

Develop high quality learning and teaching which engages children and young people more effectively in their learning and promotes increased attendance.

Overall, senior leaders and staff have made sufficient progress in addressing this area of improvement. Senior leaders and staff should continue to take steps to develop consistently high-quality approaches to learning and teaching. There is a need to ensure that all learning and teaching across the school motivates all young people to learn.

Senior leaders and staff have worked well to create a welcoming school for young people. Young people are more engaged in their learning and attendance is improving. They have developed positive relationships and ethos. This is reflected in the significant reduction in recorded incidents of seriously disruptive behaviour for this academic session when compared to previous years. Overall, senior leaders and teachers are continuing to improve their approaches to learning and teaching. In doing so, they have developed a wider range of learning activities, including improving the use of digital technologies, that motivate young people to engage in learning better. In particular, young people enjoy and engage very well with activities that are closely aligned to their likes and interests.

Senior leaders monitor data on young people's attendance including rates of exclusion. Staff expectations of attendance have improved and young people's attendance rates are beginning to increase. Positively, almost all young people show improved attendance at school when compared to previous placements. However, young people's overall attendance currently sits below national averages for the sector. While young people's attendance at Lomond School is generally positive, young people's attendance at Clova School needs to improve further. Young people's attendance at meetings and appointments is impacting significantly in overall attendance rates at school. Senior leaders should work with partners to reduce the number of meetings and appointments young people attend during the school day. Senior leaders should continue to reduce exclusions further and improve their recording of exclusions in line with national guidance.

Improve how teachers plan and check that children and young people are making improved progress in their learning.

Overall, there has been sufficient progress in addressing this area for improvement. Senior leaders and teachers have continued to improve how they plan learning and check the progress young people make in school. Teachers have continued to improve and develop their use of young people's individual plans. They are providing increasingly useful information that is helping them show each young person's personal and academic achievements.

Teachers record young people's progress with learning for each subject area based upon assessment information. They should continue to build upon this improvement and develop further how information and data gathered about young people's learning show how well young people develop their skills. Senior leaders and teachers should continue to strengthen young people's contribution to determining how well they do in school.

Senior leaders are beginning to develop partnerships with other local schools to help teachers work with their peers. This should help teachers develop further their understanding of how well young people make progress in learning. Senior leaders hold regular meetings

with teachers to discuss the progress young people make in learning. This is beginning to help teachers consider ways to increase young people's attainment. Teachers should now check that all young people are working towards qualifications that are sufficiently challenging.

What happens next?

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

David McKellar
HM Inspector