

Summarised inspection findings

Rosneath Primary School

Argyll and Bute Council

2 September 2025

Key contextual information

Rosneath Primary School is a remote, rural, non-denominational school in the village of Rosneath in Argyll and Bute. It serves the community of Rosneath and surrounding villages. The school also has an early learning and childcare setting which was opened in August 2020. At the time of inspection, the school roll was 83 children across four classes. There is a headteacher, appointed in August 2023, who teaches one day a week. She is supported by a principal teacher, appointed in January 2024, who is class committed three days a week.

Just under one half of the school roll has an identified need requiring additional support and 21% of children are entitled to free school meals. Three-quarters of children live in Scottish Index of Multiple Deprivation (SIMD) decile 2. A quarter of children live in SIMD decile 4. Across the school, 18% of children come from an armed forces background and 16% are registered as young carers. Attendance sits consistently in line with the national average.

Over the last few years, there have been significant changes to the teaching staff across the school. This, in addition to staff absences in previous years, has impacted on learning and teaching, the pace of change and continuity in school improvement. All teachers were appointed to the school this session. Although this session there has been a stable staff team, teaching appointments are a mix of permanent and temporary contracts.

2.3 Learning, teaching and assessment	good
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	

- In a very short space of time, the new teaching team have developed highly positive relationships with children and each other. They work closely under the guidance of an able leadership team who have correctly identified the need to improve children’s learning experiences across the school. Together, the leadership team and teachers have significantly improved the quality and consistency of key aspects of learning and teaching across the school. Children have benefited from the much-needed stability the current team has brought. They are supported by skilled support staff who contribute positively to children’s experiences. This session, the headteacher has nurtured a strong team who are keen to continue to improve the experiences of all children. Moving forward, the staff team should continue to embed their new approaches to learning and teaching to continue to improve the quality of education.
- Staff place children at the centre of their practice. This is evidenced by the positive and respectful interactions between staff and children. Together, staff and children have developed a welcoming and happy environment. They worked together to develop their knowledge of children’s rights and have achieved national accreditation for this work. Children are rightly proud of their school and community and are keen to share their unique context with visitors. Most children are supportive of their peers who need help with their wellbeing and learning. A few children who require support to engage positively with their learning receive caring and

well-timed support from adults. Staff are very nurturing, know children well and demonstrate the newly introduced school values of love, creativity, respect, and responsibility in their practice.

- In most lessons, classrooms are calm and purposeful which helps most children feel safe at school. They know how the school helps them to understand and respect the differences of others. Overall, children are respectful to adults and their peers. A few children across the school require ongoing support to manage their emotions and make good choices when they are disappointed or find transitions and learning challenging.
- Most children listen attentively to adults and engage well with their learning. Teachers have introduced a quality structure to the planning of lessons and use indoor and outdoor environments effectively. For example, younger children explore the generous grounds to find items that link well with their learning. In all lessons teachers share appropriately the purpose of learning, with children becoming increasingly skilled in identifying the skills they will require to be successful. Teachers plan carefully how to deliver learning in multi-composite classes. They use well the same context but plan tasks and activities with a different level of challenge for children in different stages. This includes using more complex subject-specific vocabulary for older children in classes. Children respond positively to formative assessment approaches which helps teachers provide well-timed support where required. Teachers and support staff work closely together to plan direct instruction for individuals and groups. Although learning tasks match increasingly well to children's needs, staff should now consider how they can build all children's independence in set tasks. They should also consider the challenge contained in independent tasks. Children are now in a good place to take more responsibility for their learning and increase the quality and content of written tasks. This includes children improving their presentation and handwriting.
- In all lessons, teachers plan appropriate opportunities for children to work in pairs and groups. This is helping develop children's skills in teamwork and communication. Older children are becoming increasingly skilled at negotiation and persuasion when working on a project as a team. For example, older children design and build Anderson Shelters in the outdoor spaces against specific criteria. In addition, older children test their designs against the effects of natural disasters. Teachers plan well learning that helps children draw upon their knowledge of topics and link their learning across subjects. The headteacher has developed clear jotter and learning, teaching and assessment policies to support the new team to plan consistently across the stages.
- In all lessons teachers use questioning effectively to check for understanding. Most teachers use a wide range of questioning techniques consistently well to help children explain their reasons for their response. Teachers plan well sessions to recap children's learning and help children identify the skills they are developing. In a few highly-effective examples, teachers revisited these prompts throughout lessons with children to refocus their thinking. Where task boards were used very effectively, children referred to them throughout lessons and took appropriate responsibility for their learning. This approach should be shared across the staff team to help all children take increasing responsibility for their learning. This should help teachers use more effectively their time to deliver discrete teaching to individuals and groups.
- All teachers reviewed classroom environments and made improvements to ensure calm and accessible spaces. They use environmental audits to review spaces to ensure they support children's learning effectively. They display children's work respectfully and use visual aids that link well with current learning. As a result, classroom environments are engaging, clutter-free and support effectively children's learning. Teachers use well devices to allow children time to revisit and revise learning through apps and games. This includes online profiles to direct

children to tasks to consolidate key skills. Teachers with younger children have thought carefully how they develop provocations to support children's free play. This includes free-flow to outdoor spaces. Most children are enthused by the well-considered resources and play positively with their peers. A few children required greater adult support to engage purposefully in these experiences. Teachers use their time effectively to deliver quality teaching sessions that meet very well children's needs. As a next step, teachers could review the balance of learning activities to include teacher-directed tasks which help to build children's independence.

- Teachers have agreed a helpful calendar which outlines assessment activity across the year for each class. They use a range of assessment approaches well, including national assessments. Teachers are at the early stages of analysing assessment information to inform next steps in learning for children. The leadership team should now provide a greater level of support and challenge to teachers in this area. This should support teachers to refine how they use assessment information to plan increasingly challenging next steps for children. Together, they should ensure improvements in gathering, analysing and using assessment information are leading to improved progress for all children.
- Staff engage in discussions with the leadership team four times a year to review plans and track children's progress in most curricular areas. This is helping teachers develop a clearer overview of children's skills across the curriculum. Moderation activities at school and authority level are supporting teachers to use national Benchmarks to become more confident in making judgements about children's attainment levels. Teachers should continue to develop their knowledge of national standards to understand better the progress children make and what achievement of a level looks like.
- The headteacher has introduced progressive planners and improved planning formats. This has ensured there is now a consistent approach to planning which meets national expectations. Teachers plan learning across the curriculum effectively and children contribute enthusiastically their ideas which helps them experience personalisation and choice. Teachers develop detailed planning for individuals and groups of learners, including those who require support with their learning to ensure progression at an appropriate pace. Teachers should continue to explore ways to engage children in planning learning and the skills they are developing. This will allow children to focus on how to be successful in their learning. Teachers should also consider how effective feedback and personalised targets for children will help children to understand more clearly how they are progressing and what they need to do to improve.

2.1 Safeguarding and child protection

- 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.

3.2 Raising attainment and achievement

satisfactory

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

- As the school roll comprises a small number of children at each stage, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.
- Overall attainment in reading, listening and talking and numeracy is satisfactory. Attainment in writing is weak. The inconsistency of teaching staff and significant staff absence in previous years has impacted on children's progress and attainment over time. At all levels, children have gaps in their learning. Teachers have taken appropriate, prompt action this session to address this. As a result, children's progress has accelerated and attainment at all stages has been raised. Increased progress is particularly evident at first level. However, children at second level could attain more.
- Children who require additional support in their learning receive appropriate and well-planned interventions that are helping them to work within national expectations. Although only the majority are on track to achieve national levels of attainment in literacy and numeracy, most are making appropriate progress against their individual targets.

Attainment in literacy and English

- Children's progress in reading and listening and talking is satisfactory. In writing, children's progress is weak. However, children's progress towards first level and at the early stages of second level has increased rapidly this session. Staff need to continue to improve children's progress and attainment in writing as a priority.

Listening and talking

- Most younger children listen well for short periods of time in group activities. They should continue to develop the skill of turn taking. As they progress through the school, most children identify accurately the skills they need to be a quality audience. Older children confidently share their ideas. They should continue to practise building upon the ideas of others. Older children share their text preferences but should develop a better knowledge of the authors they enjoy reading. Children at all levels need to now apply skills learned to a wider range of presentations and contexts.

Reading

- Younger children use well their knowledge of sounds to read simple words. Most older children are developing well their fluency when reading aloud. They can state and effectively use a range of skills to decode and understand new and unfamiliar words. Older children discuss confidently the difference between fiction and non-fiction texts. They do not have a sound understanding of genre and would benefit from learning about the features of different

types of texts. They require greater understanding of the techniques an author uses to engage the reader as well as to support them to infer.

Writing

- Across the school, although most children are improving their technical skills in writing, they are not making sufficient progress in this area. Most younger children are at the early stages of using simple sounds to write words and sentences. They do not use finger spaces and full stops consistently in a sentence. Most older children now write sentences with correct punctuation. They use well their knowledge of sounds to have a go writing unfamiliar words. They are at the early stages of writing new and extended texts. Children across the school should improve their presentation and spelling skills. They could begin to use more interesting vocabulary to engage the reader. Children should now experience regular handwriting practice to improve their letter formation according to their age and stage of learning.

Numeracy and mathematics

- Overall, the majority of children are making satisfactory progress from prior levels of attainment in numeracy and mathematics. Although children now have greater understanding of mathematical concepts and improved mental agility, at most stages, children have gaps in their learning.

Number, money and measure

- Almost all children order numerals forwards and backwards and identify missing numbers in a sequence successfully in line with their stage of learning. They confidently add and subtract and have a sound understanding of place value. Almost all children are confident in calculating change from different amounts. They are less confident telling the time and discussing apparatus they would use for practical measure. Almost all older children use decimal fractions to three decimal places and convert to simple percentages. They solve accurately complex problems involving money and duration.

Shape, position and movement

- Almost all younger children identify, describe and sort common two-dimensional (2D) shapes. Almost all older children estimate, compare and describe the size of angles with increasing difficulty. They identify the properties of 2D shapes and three-dimensional objects correctly. Older children use mathematical language to describe a range of angles accurately. They confidently use compass points and understand how to calculate the area and perimeter of simple straight-sided shapes.

Information handling

- Almost all younger children create simple charts and pictorial displays well. They interpret simple graphs and answer questions correctly about the data. Almost all older children know a variety of ways to display data. They interpret data from graphs accurately. Older children are not able to use digital technology to create graphs and charts. They require further experience of probability.

Attainment over time

- There has previously been a lack of robust and reliable data used to track children's attainment over time. Staff now use a greater range of assessment information, including standardised assessment data, which has helped build a more comprehensive picture of children's progress this session. There is clear evidence of children making stronger progress this session. Moving forward, staff should continue to develop their approaches to moderation to strengthen the reliability of their evidence and attainment data. This should improve further the ability of staff to track children's progress accurately. The headteacher and staff use an authority tracking

and monitoring system to track children's attainment and progress in literacy and numeracy. They have rightly identified the need to address attainment in writing and numeracy, particularly at first and second levels.

- Over the last three years, attendance has been consistently in line with the national average. There have been no exclusions. The leadership team use attendance data to identify children who require support to improve attendance. This includes analysing data and identifying any children who show a dip in attendance or have patterns of absence. They work effectively to provide useful support to families and improve children's attendance. There are no children on part-time timetables and a few who have agreed flexi-schooling timetables with the school and local authority.

Overall quality of learners' achievements

- Staff recognise and celebrate children's achievements through school assemblies, certificates, social media and wall displays. Staff track children's achievements in and out of school and, through the provision of clubs and engagement with partners, address gaps in children's achievements. Staff's proactive approach is helping all children contribute meaningfully to the life of the school. Children develop a wide range of skills through a variety of leadership opportunities. These include rights respecting, young carers, play, and nurture committees. Although the school are at the early stages of tracking meta-skills across the curriculum and through the life and work of the school, children talk increasingly well about the wide range of skills they develop.
- Children and staff have achieved national accreditation for their work on embedding children's rights across the school. Children have opportunities to contribute to the wider community through a range of charity events and working with local community action groups. The children also support the community garden with planting then harvest and eat the food they have grown. Children compete in a range of inter-school competitions. These achievements are developing children's teamwork, resilience and understanding of what it means to be an effective contributor.

Equity for all learners

- The headteacher and staff have a strong understanding of the social and economic background of children and families. Staff are sensitive to the increasing financial pressure on children and their families. They support families' wellbeing with discretion and sensitivity. For example, children and families benefit from access to a free and accessible school uniform bank.
- The leadership team and teachers are now monitoring closely the learning progress of individuals and specific groups of children. For example, they check on the progress of children who may require additional support or those who are disadvantaged by poverty. The leadership team use the school's Pupil Equity Funding (PEF) allocation to support the raising attainment strategy for literacy and numeracy. Staff have also prioritised the use of PEF to develop play pedagogy and outdoor learning. This is supporting well children's readiness to learn.

Other relevant evidence

- Children experience two-hours of high-quality physical education weekly. Teachers use well the generous grounds to deliver children's experiences in this curricular area.
- The leadership team and teachers should continue to strengthen their approaches to gathering evidence on the impact of PEF on targeted children. This includes involving parents more fully on how interventions and approaches are improving children's readiness to learn and closing the poverty related attainment gap.
- Across the school, children experience progressive learning in French from P1 to P7. Children in P5 to P7 also learn Gaelic with P7 applying learned language whilst exploring new skills during a Gaelic circus.
- Children have regular access to texts for personal reading through the school library and class libraries. Older children enjoy opportunities to read to younger children. They are motivated by these experiences and are keen to develop these activities further to build a culture of reading for pleasure across the school.
- The school has well-established transition programmes to support children effectively when moving from nursery to P1 and P7 to the associated secondary school. Teachers now have well-developed planning and tracking information that should support effective transitions between stages. This more robust approach to transition could impact positively on children's progress at each stage of their learning.

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.