



Standards and Quality Report 2024 - 2025



Rothesay Joint Campus
Primary and Secondary



Context of the school

Including some or all of the following:

- basic school details (roll, class composition etc.)
- school vision, value and aims;
- local contextual issues;
- factors affecting progress (e.g. staffing changes/issues).

Rothesay Joint Campus (RJC) is a non-denominational all-through school with Early Learning and Childcare (ELC), primary and secondary provision, situated in a rural island community on the Isle of Bute. The modern campus was built in 2007 and also houses the University of Highlands and Islands - Argyll College. As of September 2024, the roll comprised 219 primary children and 280 secondary young people. Two additional associated primary schools are North Bute Primary and St Andrew's Primary.

The school values are:

- Respect
- Kindness
- Achievement
- Aspiration
- Equality

The Head Teacher was in post since 2019 and is supported by three Depute Head Teachers: one with a strategic remit for primary and ELC, and two with responsibility for the secondary stages. In June 2025, a new Acting Head Teacher was appointed who took up post on 12th August 2025. In February 2024, 22% of children and young people were registered for free school meals. In September 2024, 34% of pupils lived in SIMD deciles 1 and 2, and 41% were identified with additional support needs.

Attendance is generally in line with the national average. There were no exclusions in 2022/23, though a slight increase was reported in 2023/24. The school's context reflects its rural, island setting with associated socio-economic challenges. The campus vision and values are visible, but require further embedding to reflect current context and priorities more fully.

The Academy has had challenges with recruitment over the last year, but has recently recruited a 1FTE History/RME Teacher, a 1FTE Technical Teacher, a 1FTE English teacher and a 1FTE Business Education teacher.

Review of SIP | Priority 1

1.3 Leadership of Change

Progress and Impact:

Staff and learners are aware of the school's vision and values, though these are not yet consistently demonstrated in practice. Work to review and refresh the vision, values and aims began but was not completed. This now remains a key priority for session 2025–26.

Senior leaders have improved approaches to monitoring progress, introducing tracking meetings which have begun to strengthen accountability and dialogue around improvement.

Staff engage in professional learning and working groups, with early signs of impact visible in the development of shared approaches to learning and teaching.

Pupil leadership opportunities are currently limited but beginning to develop. For example, learners have developed skills in Film and Screen Education and have begun to utilise these through a pupil-led Communications Team. This group has created new communication channels to publicise the positive work of the school and the many achievements of learners. This early success provides a foundation to extend leadership opportunities further in session 2025–26.

There are emerging opportunities for strategic leadership, with some staff engaging in improvement working groups. However, remits are not yet fully aligned to drive school improvement priorities consistently across ELC, primary and secondary.

Next Steps:

- Undertake a full review of the school's vision, values and aims to ensure they reflect the current context and align with national priorities.
- Strengthen strategic leadership and remits, ensuring clarity of responsibility and accountability across all sectors of the campus.
- Extend and embed leadership opportunities for pupils, staff and parents, ensuring participation in shaping improvement priorities.
- Embed consistent and robust quality assurance approaches across ELC, primary and secondary to monitor progress and evidence impact.
- Strengthen the Communications Team initiative, building on learner expertise in Film and Screen Education to showcase school achievements and promote the vision, values and aims.

Review of SIP | Priority 2

2.3 Learning, teaching and assessment

Progress and Impact:

Across the campus, staff remain committed to improving the quality of learning, teaching and assessment, although progress this session has been variable. Relationships across the school are positive and nurturing, providing a strong foundation for learning. Most learners in the primary and the majority in the secondary engage well with learning.

In the primary, learning is better planned, more flexible, and increasingly focused on meeting the needs of all learners. Records of forward planning conversations demonstrate that staff reflect on and adapt their planning processes throughout the year. A robust quality assurance calendar was adhered to, ensuring consistent monitoring and evaluation. Classroom observations confirm that key elements of the Learning and Teaching Policy are being implemented across all classes, leading to more consistent expectations and approaches.

In the secondary, the quality assurance calendar was not adhered to strictly, limiting the consistency of monitoring and evaluation. All faculties have begun to develop assessment calendars for both the BGE and Senior Phase. These will, when fully implemented, provide a range of assessment approaches and strengthen the validity and reliability of professional judgement.

Assessment and moderation activities are developing, with some collaborative work established with other schools. However, moderation remains inconsistent. Current SQA data shows that only 59.81% of estimates were accurate, with 13.83% underestimated and 26.37% overestimated, highlighting the need for more robust professional dialogue and moderation processes.

Staff engagement with professional learning programmes such as GAPE and *Power Up Your Pedagogy* has increased confidence in using learning intentions and success criteria. Classroom observations show most learners can articulate what they need to do to succeed. However, greater consistency is required in co-creating success criteria in the Academy.

Pupil feedback highlights variability in classroom experiences across classes and faculties. Digital learning is embedded across the school, providing opportunities for flexible access to resources and skill development.

In terms of attainment, National 5 outcomes improved, with A–C passes rising from 48% in 2024 to 63% in 2025, and A–D passes from 68% to 77%. Higher attainment showed a marginal increase at A–C (58% to 59%) but a decline in A–D passes (83% to 78%). Advanced Higher attainment decreased significantly, with A–C passes falling from 67% to 44% and A–D from 83% to 67%. Presentation rates remain a significant concern: average entries for National 5 in S4 stabilised at 3 (down from 7.1 in 2023), and Higher entries in S5 dropped sharply to 1.4 (from 2.3 in 2024 and 2.8 in 2023).

The new Learning and Teaching framework, finalised in June 2025 following staff and partner consultation, was launched in August 2025. While parental engagement was limited, partners gave positive feedback. This framework now provides a solid foundation for greater consistency and quality in classroom practice.

Cluster moderation work with St Andrew's Primary and North Bute Primary has focused on literacy (writing) and more recently numeracy. Early impact is visible in improved attainment at key stages in primary, with numeracy set as the continuing focus for 2025–26.

Next Steps:

- Ensure that the quality assurance calendar is applied consistently across the campus, particularly in the secondary, to secure rigorous monitoring of learning and teaching.
- Fully implement BGE and Senior Phase assessment calendars, ensuring a breadth of assessment approaches and consistency of application.
- Strengthen staff confidence and consistency in applying the learning, teaching and assessment cycle, with particular focus on moderation and the validity of professional judgement.
- Improve accuracy of SQA estimates through systematic moderation and targeted professional dialogue in faculties.
- Embed co-creation of success criteria, with a sharper focus on differentiation, questioning and feedback to raise challenge and deepen learning.
- Use faculty minutes and attainment meetings with link DHTs and the HT to evidence and drive professional dialogue that consistently leads to agreed actions and improved outcomes.
- Develop a whole-campus strategy for literacy and numeracy as responsibilities of all, supported by improved tracking, early intervention and moderation of progression.
- Undertake in-depth analysis of SQA results and presentation patterns across all faculties to inform actions that improve attainment and increase ambition in presentation rates.
- Ensure effective implementation of the new Learning and Teaching framework, supported by professional learning and robust quality assurance, to secure sustained improvement.
- Continue cluster collaboration on numeracy, ensuring shared standards and consistent approaches across the BGE.

Review of SIP | Priority 3

3.2 Raising attainment and achievement

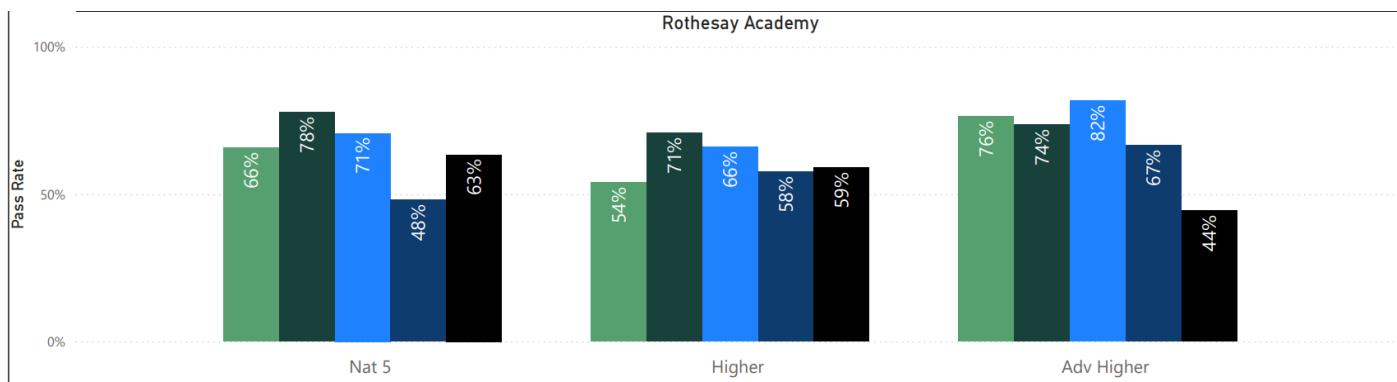
Progress and Impact:

In the primary, there is robust tracking of attainment and achievement with regular attainment meetings to discuss and implement targeted interventions for learners who are not on track to achieve or who are exceeding expectations. DHT/PT/Teacher attainment meetings took place before and after every tracking period and were planned through the quality assurance calendar. The impact of this is a significant improvement in attainment, as evidenced through ACEL data at P1, P4 and P7 (*insert attainment figures here*). Primary attainment is satisfactory overall, with most learners achieving expected levels in listening and talking, and the majority in reading, writing and numeracy. Wider achievement opportunities are strong, with learners benefitting from a wide range of clubs, activities and community involvement.

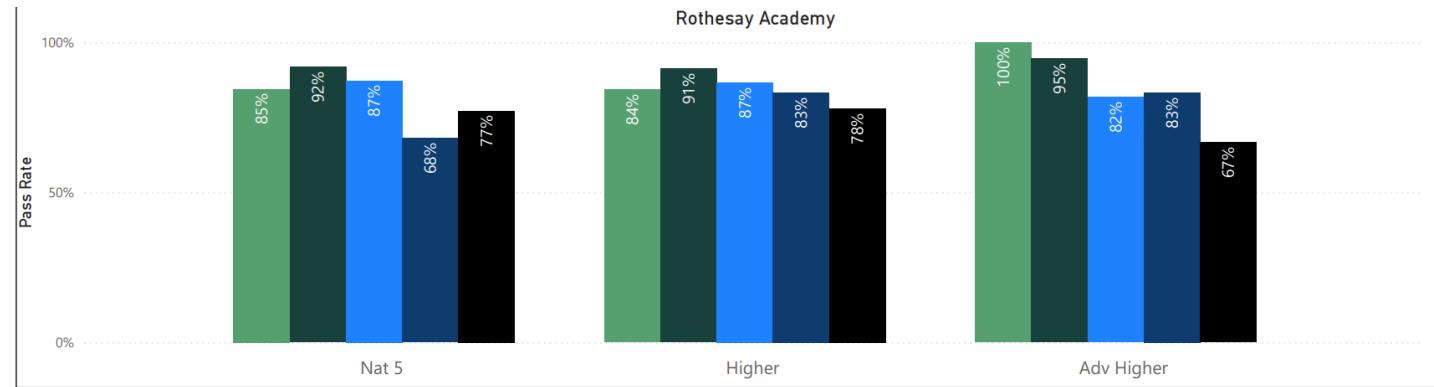
In the secondary, there is little evidence of robust tracking of progress and achievement. Inconsistencies in how interventions are applied have limited the impact of these in raising attainment in S1–S3 and S4–S6. Attainment in the BGE requires improvement, with variable performance at third and fourth levels.

In the Senior Phase, attainment in literacy and numeracy has declined over time and remains below national comparators. In 2025, National 5 attainment improved, with the A–C pass rate increasing from 48% in 2024 to 63%, and overall A–D passes from 68% to 77%. At Higher, attainment showed a small increase at A–C (from 58% to 59%), but overall A–D passes fell (from 83% to 78%). Advanced Higher attainment decreased significantly, with A–C passes falling from 67% to 44% and A–D passes from 83% to 67%. Presentation rates remain a significant concern: average entries for National 5 in S4 stabilised at 3 (down from 7.1 in 2023), and Higher entries in S5 dropped sharply to 1.4 (from 2.3 in 2024 and 2.8 in 2023). These low presentation rates are directly limiting the number of learners achieving 1+, 3+ and 5+ qualifications at Higher.

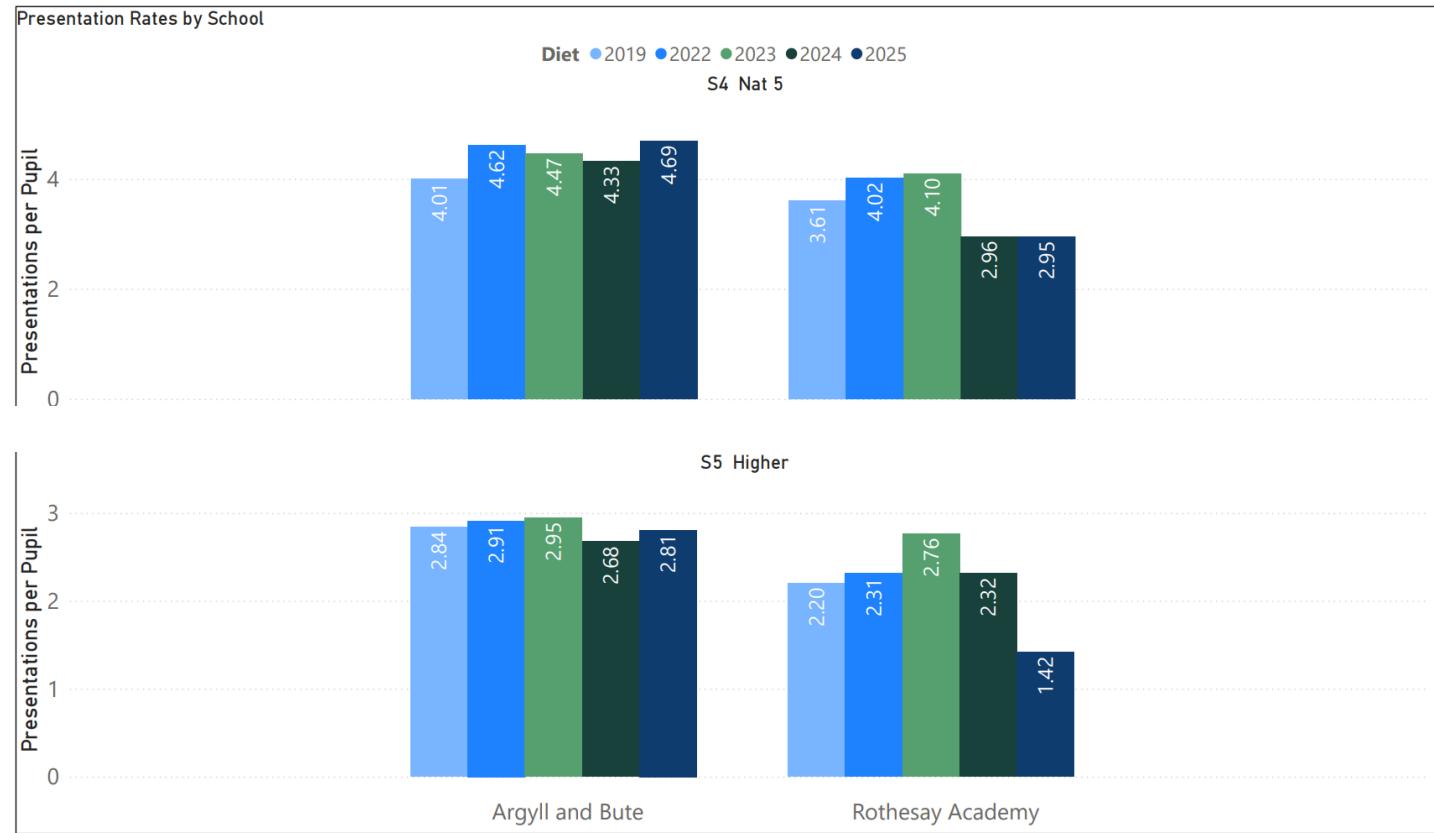
A-C Pass Rates



A-D Pass Rates



Presentation Rates by School



Wider achievement opportunities are strong in the primary and are increasingly valued across the campus, though celebration of these achievements is more systematic in primary than in secondary.

Work has begun on widening the curriculum offer at SCQF levels 5 and 6 in the Senior Phase. This will be taken forward into session 25-26.

Across the campus a group of staff were trained in the “More than Mindset” Programme and used their training to increase aspiration, ambition and resilience in their own classes and across the school.

Next Steps:

- Develop a campus-wide Raising Attainment strategy, ensuring a consistent and ambitious approach across all sectors.
- Improve tracking, monitoring and analysis of attainment data across the Academy to ensure robust evidence informs targeted interventions.
- Strengthen moderation processes to ensure robust professional judgements and improve confidence in assessing progress in the BGE and Senior Phase.
- Increase the number of high-quality passes at National 5 and Higher, with a particular focus on improving presentation rates and securing breadth of attainment.
- Extend systematic tracking of wider achievement into the secondary school and ensure consistent recognition and celebration of success across the campus.
- Ensure strategic focus on literacy and numeracy attainment across the BGE and Senior Phase to reverse the current decline and raise attainment to at least national comparator levels.
- ‘More than mindset’ trained staff to roll this out across the campus

Review of SIP | Priority 4

3.1 Wellbeing, Equality and Inclusion

Progress and Impact:

A pupil council is established across the primary and secondary, providing leadership opportunities for children and young people. This has supported progress in relation to the Relationships Policy, the UNCRC Rights Respecting Schools Award, and celebrating achievement. Learner participation has been positive, although the alignment of pupil voice to school improvement priorities requires further strengthening.

The school achieved Silver Rights Respecting Schools status, reflecting commitment to embedding UNCRC principles in the ethos and curriculum. Work is now underway towards achieving Gold status over the next two years.

Senior pupils deliver set lessons in BGE PSE classes as part of the Mentors in Violence Prevention (MVP) programme, further developing leadership, confidence and peer support.

Staff knowledge and confidence in supporting neuro-diverse learners has begun to improve through ADHD Foundation training, with positive early impact on practice. Work is also underway to develop inclusive practice more systematically, with all staff scheduled to engage in training using Education Scotland's Inclusive Education Professional Learning Resources (CIRCLE framework).

Staff have engaged in LGBT awareness training, as part of work towards the LGBT Charter for Education. This has begun to develop confidence in promoting equality and supporting learners to feel safe and included.

Work has started around See Me See Change training, development of a mental health and wellbeing policy, and delivery of SQA Level 6 Mental Health Award. This includes four training sessions for all learners, designed to build capacity to reduce stigma and discrimination around mental health.

Targeted wellbeing supports including nurture, counselling, and use of SHANARRI indicators are making a difference for individual learners. Wellbeing tracking tools, including the Glasgow Motivation and Wellbeing Profile (GMWP), Planet Youth survey and wellbeing webs, have begun to provide evidence of impact, particularly around pupil affiliation and autonomy.

Safeguarding procedures are in place and attendance rates are improving, with staff engagement in Addressing Non-Attendance (ANA) training contributing to progress.

Most learners report feeling safe and included, and demonstrate an understanding of the school's values and wellbeing indicators. Staff use health and wellbeing guidance to support children and young people effectively, though consistency of application requires further development.

Next Steps:

- Strengthen alignment of pupil voice with school improvement priorities, ensuring learners influence decision-making and drive improvement across the campus.
- Implement planned training in inclusive practice, including the CIRCLE Framework, and establish Inclusion Ambassadors to build leadership capacity within faculties.
- Continue to embed neurodiversity training and supports through the ADHD Foundation and the 3.1 improvement working group.

- Take forward the See Me See Change programme and Mental Health Award to improve mental health and wellbeing, ensuring systematic impact on professional practice and learner experience.
- Launch and embed a new attendance policy and procedures, building on ANA training to sustain improvements in attendance.
- Streamline support approaches (nurture, counselling, wellbeing tracking) to maximise impact and ensure consistency of provision.
- Strengthen consistency in the use of wellbeing guidance, values and SHANARRI indicators in learning and teaching across the campus.
- Review personal and social education (PSE) with young people to ensure relevance and alignment to the refreshed vision, values and aims.
- Build on Silver Rights Respecting Schools Award to achieve Gold accreditation.
- Progress work towards achieving the LGBT Charter for Education, embedding inclusive practice for all learners.
- Ensure that transition support is strengthened at key stages (P7–S1, S3–S4 and into positive destinations) to secure improved outcomes for learners.

1.1 Attainment Data - Primary

Attainment of Literacy and Numeracy Curriculum for Excellence levels 2017/18, 2018/19, 2020/21, 2021/22, 2022/23 and 2023-2024 (teacher judgement – confirmed levels – 6 year trend).



Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

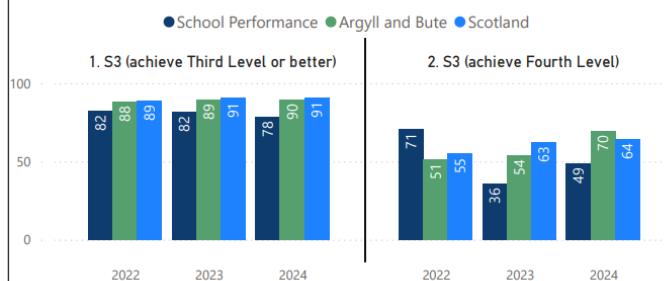
Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

In 2023/2024, p1/p4/p7 performance is significantly below comparator across all levels.

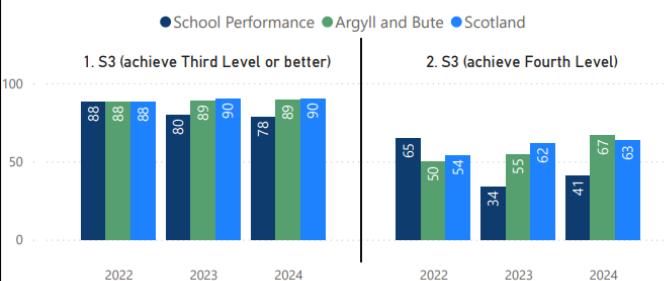
1.3 Attainment Data – S3

Attainment of Literacy and Numeracy Curriculum for Excellence levels 2021/22, 2022/23, 2023/24 (teacher judgement – confirmed levels – 3 year trend).

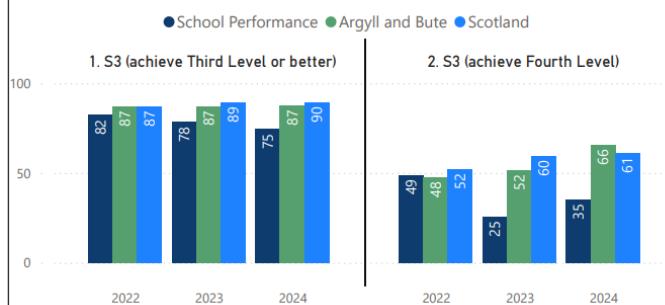
Listening and Talking



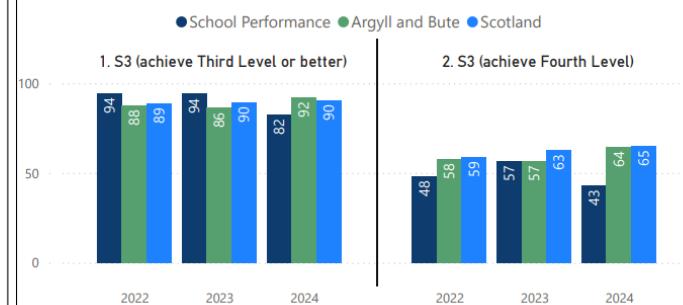
Reading



Writing



Numeracy

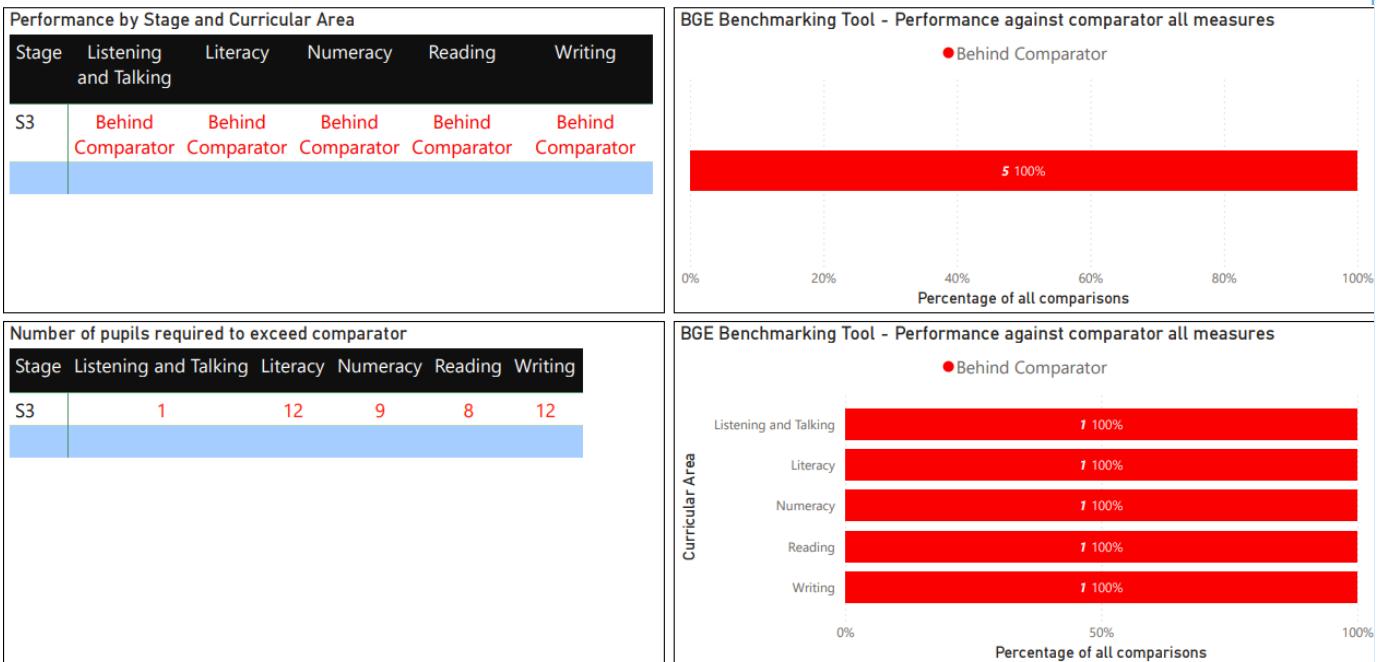


Please Note:

The above data (1.1 and 1.2) reports achievement of a level in S3 for Secondary Schools; and All-Through Schools.

1.5 Attainment Data

1. Benchmarking Measure: Literacy and Numeracy



Performance in literacy and numeracy at SCQF level 4 is below the virtual comparator.

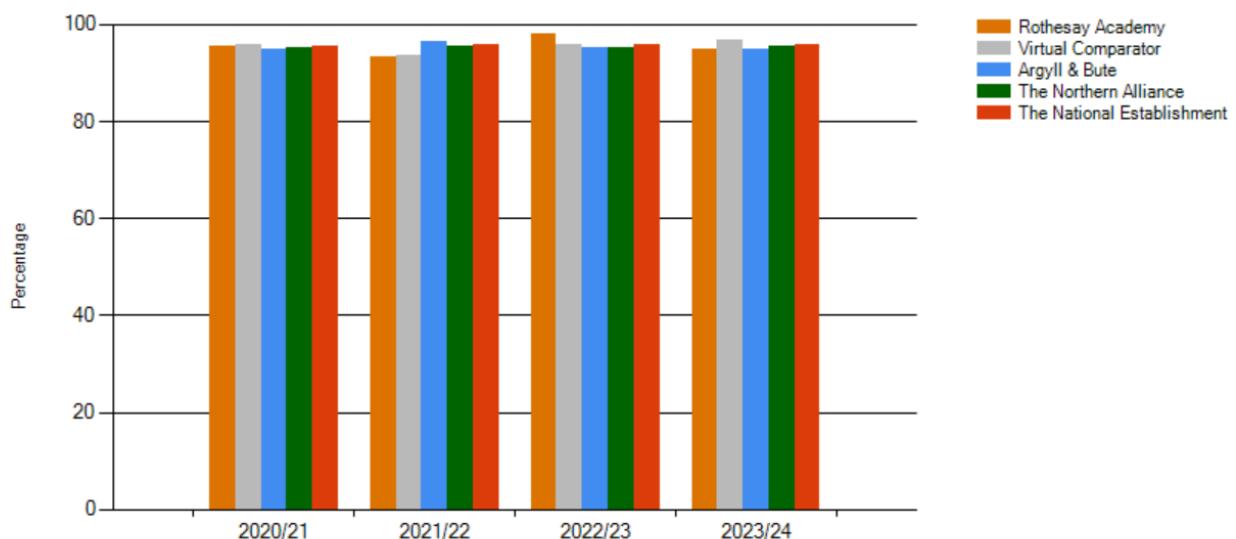
Performance in literacy and numeracy at SCQF level 5 is significantly below the virtual comparator.

In S3, performance in literacy and numeracy is behind comparator across all measures.

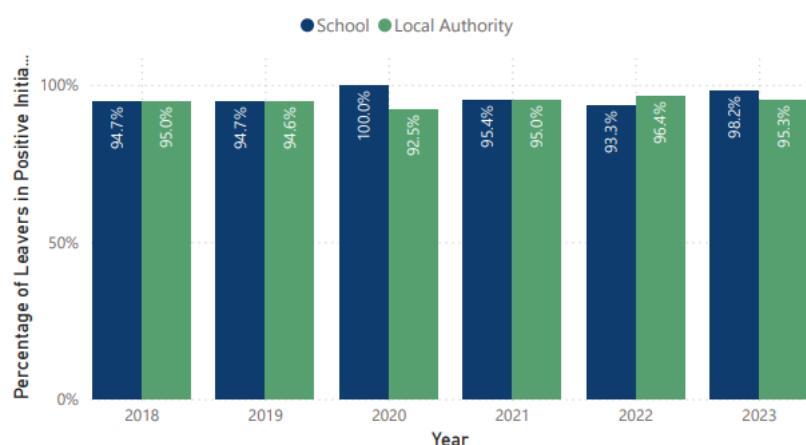
Significant work to be undertaken in 25-26 to raise attainment in literacy and numeracy from S1-S6.

2. National Benchmarking Measure: Leaver Initial Destinations

Increasing post-school participation
Percentage of School Leavers in a Positive Destination



Percentage in an initial positive destination

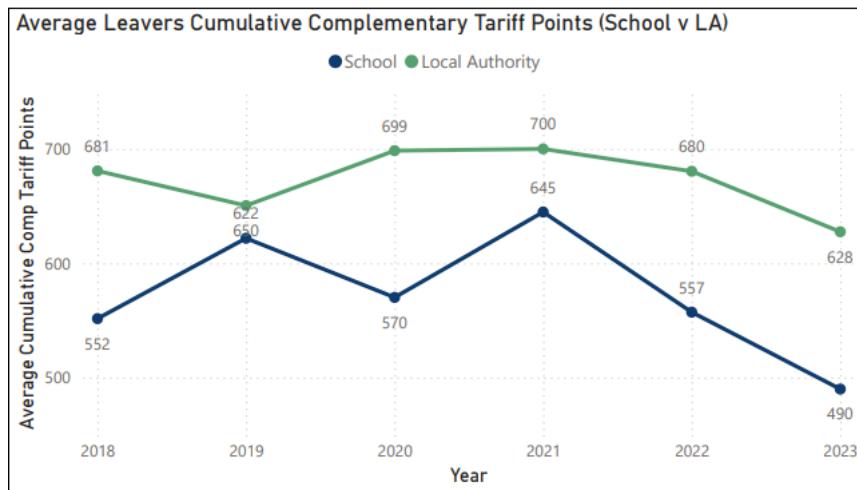


Schools should make explanatory comments under each Dashboard Measure taking account of the range of intended readership. Reference should be made to the implications of each set of data for your school.

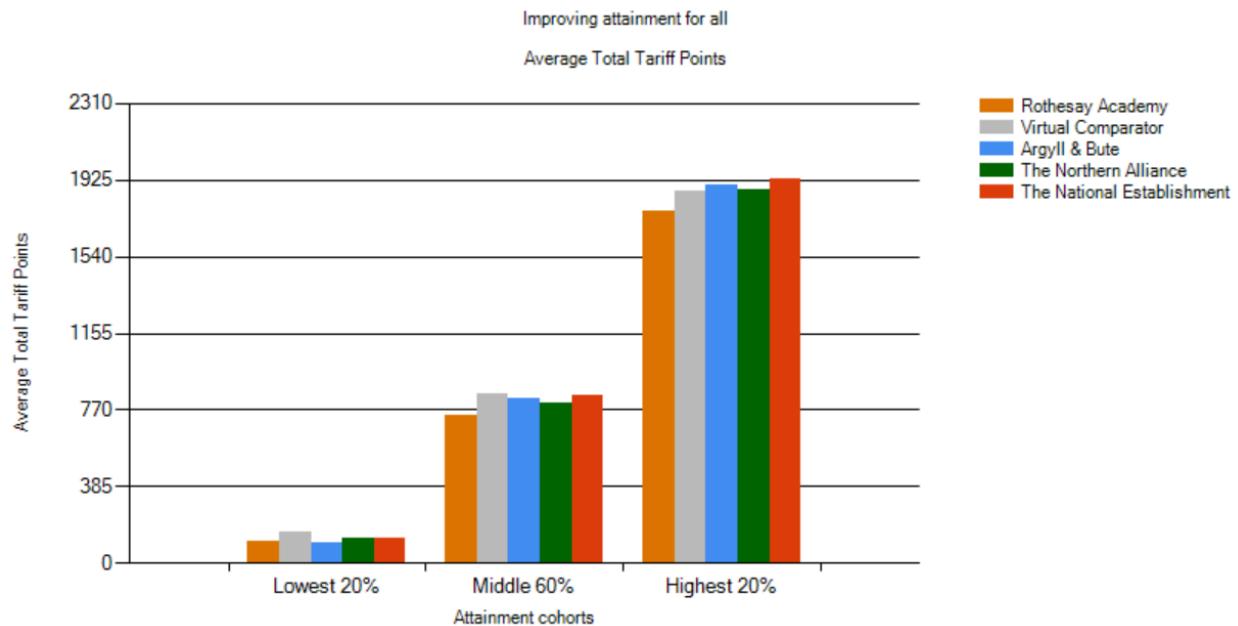
In 2023, the percentage of leavers in initial positive destinations for Rothesay Academy was higher than the average for Argyll and Bute, but continues to sit below the virtual comparator and National establishment. Continued focus on DYW and partnerships within and outwith the local community to ensure continued increase in positive destinations for all leavers.

1.6 Attainment Data

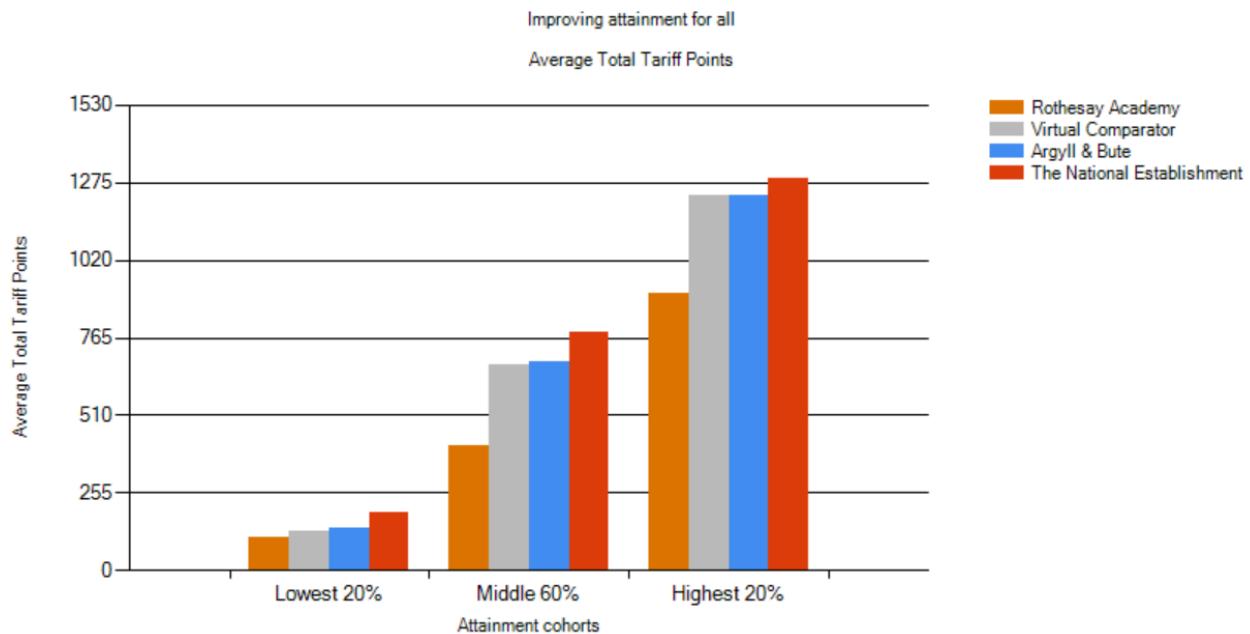
1. National Benchmarking Measure: Improving Attainment for All (Complementary Tariff)



The selected year is 2024



The selected year is 2025



Schools should make explanatory comments under each Dashboard Measure taking account of the range of intended readership. Reference should be made to the implications of each set of data for your school.

In 2024, performance in lowest 20%, middle 60% and highest 20% was lower than Virtual Comparator

In 2025, performance in lowest 20% is lower than Virtual comparator. Performance in Middle 60% is much lower than Virtual Comparator. Performance in Highest 20% is much lower than Virtual Comparator.

The gap between RA and virtual comparator for performance of the middle 60% and highest 20% has widened since 2024.

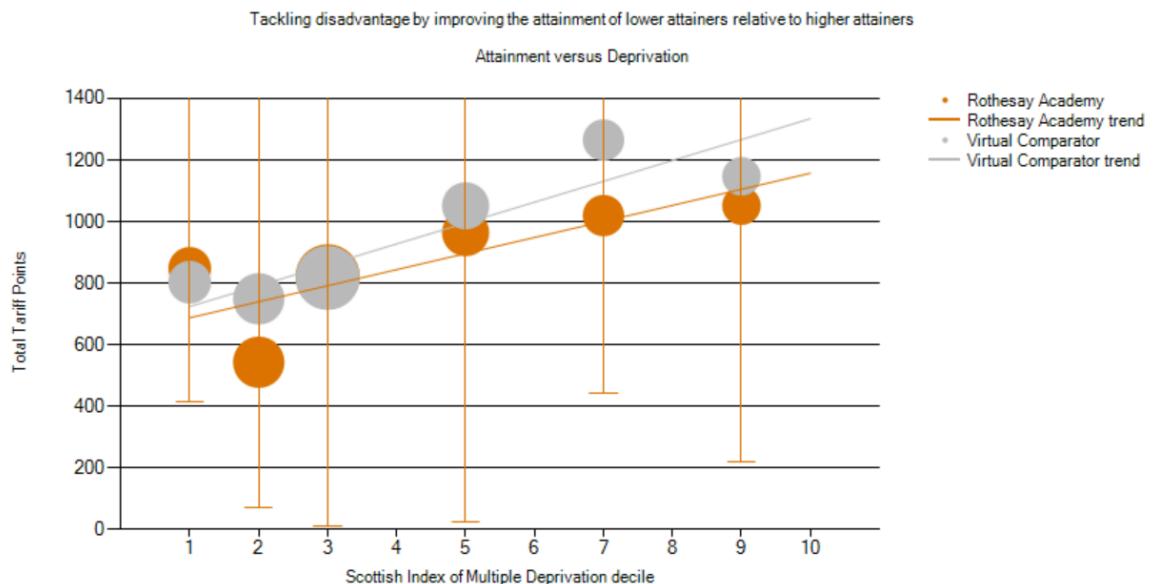
Cumulative total tariff points also sits way below Argyll and Bute average.

Significant work to be undertaken in the Senior Phase around coursing and pupils being presented at the appropriate level and for the appropriate number of qualifications. Significant work to be undertaken to ensure progression from level 4, 5 to 6 throughout S3 and into the Senior Phase.

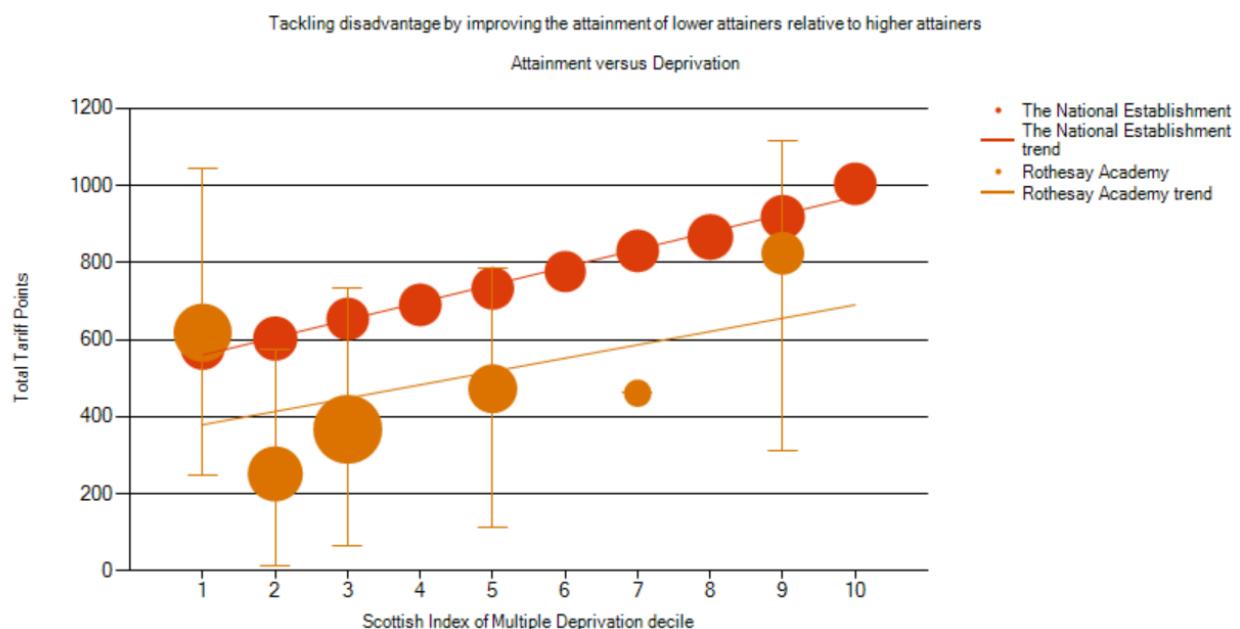
In Session 25-26 further work around widening the Senior Phase curriculum offer to be taken forward to ensure the curriculum meets the needs of all learners.

2. National Benchmarking Measure: Attainment versus Deprivation (Complementary Tariff v. Virtual Comparator)

The selected year is 2023/24



The selected year is 2024/25



Schools should make explanatory comments under each Dashboard Measure taking account of the range of intended readership. Reference should be made to the implications of each set of data for your school.

In SIMD decile 2, learners performed much lower than the National Establishment

In SIMD decile 3, learners performed much lower than the National Establishment

In SIMD decile 5, learners performed much lower than the National Establishment

In session 25-26 targeted work needs to continue to be focused on SIMD 1-5 to ensure equity for all learners.

Wider achievements

- What opportunities for wider achievement were offered?
- What systems are in place to track and monitor participation?
- How have you addressed any gaps in participation?

Wider Achievements

- Indoor football, badminton, handball and indoor shinty.
- Participation in Rothesay Horticultural Society's Flower Show.
- Screen Scotland's first ever Young Ambassador for the film and screen curriculum.
- Pupils playing for the U14 South Shinty Team.
- Sports Young Ambassadors Conference.
- N5 Geography class field trip to the Yorkshire Dales.
- Bute Shinty Club pupils leading lunchtime shinty sessions for S1–S3.
- School cross country at the meadows.
- S1 celebration of World Children's Day as part of UNICEF's global day of action.
- Documentary filming in the community: Rothesay Community Fire Station visit, Rothesay Castle, Glenburn hotel, West Coast Motors and Mount Stuart.
- Children in Need fundraising activities.
- Wellbeing Ambassadors Pupil Leadership Group
- Sport and Health Team organised inter-house competitions.
- Achieved Silver Rights Respecting Schools Award in December 2024 – 2nd Secondary in Argyll and Bute and first Joint Campus.
- Christmas Ceilidh.
- S5 Personal Development pupils hosted a coffee morning for residents, families and staff of Thomson Court.
- S3/4 students created 52 Christmas hampers distributed to families in need via Social Work.
- S1 pupil Georgina Wallace won the UNCRC badge design competition (chosen from over 300 entries).
- Scottish Night.
- Holocaust Memorial Day November 2024.
- Anti-bullying Week 2024.
- Loch Eil Leadership Week residential for S3 students.
- Organising cultural events to celebrate music and culinary delights recognising cultural differences, e.g. Ramadan.

Children and young people engage in a wide range of activities including football, shinty, netball, Scottish country dancing and eco projects. Primary pupils' participation is tracked and used to target those at risk of missing out. Pupil councils and committees support fundraising, community events and environmental initiatives, building leadership, teamwork and confidence. Wider achievements are celebrated through assemblies, newsletters and social media, though secondary celebration assemblies should be re-established.

Pupil Equity Funding

Summarise progress and next steps in relation to pupil equity funding

PEF is used to support attendance, wellbeing and equity through nurture, breakfast provision and access to uniform and resources. The Parent Council also provides free uniform and stationery to support families. While PEF has supported improved attendance and wellbeing for some, there is not yet clear evidence of impact on closing the poverty-related attainment gap. Next steps include involving parents more in planning, and strengthening data collection and evaluation of PEF impact on attainment, particularly in literacy and numeracy across the camp

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
1.1 Self-Evaluation for Self-improvement	Self-evaluation is not yet systematic or embedded across ELC, primary and secondary. Limited stakeholder involvement in improvement planning. Inconsistent use of quality assurance calendars.	Inspection identified variable practice across stages, limited use of SIP/SQR to evidence impact, and minimal opportunities for pupil/parental voice. QA activities not consistently implemented.	2 - Weak
1.3 Leadership of Change This QI also focusses on the following aspects of empowerment: <ul style="list-style-type: none"> • curriculum; • improvement activities; • parental and community engagement; and • pupil participation. 	Vision and values are visible but not consistently lived. Strategic leadership lacks coherence across all stages. Pupil leadership limited. Improvement planning is not well aligned across departments.	Evidence of need for review of vision, values and aims. Separate QA calendars in use. Limited stakeholder involvement. Some pupil councils/working groups are active but small-scale. PEF not yet linked to measurable attainment outcomes.	2 - Weak
2.3 Learning, teaching and assessment	Relationships positive, nurturing ethos. New teaching framework embedding consistent routines. Variable challenge, questioning and feedback. Assessment and moderation improving but not yet robust across the curriculum.	Inspection highlighted positive climate in primary, majority engaged in secondary. Digital learning used well. However, inconsistency in quality of teaching and variable expectations. Moderation mainly at early stages of development.	3 - Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Most pupils feel safe, respected and included. Wellbeing guidance supports staff practice. Range of targeted supports (nurture, counselling, Hub) in place. Anti-bullying policy developed with the community. Inconsistencies remain in pupil experiences.	Most children/young people report feeling safe. Positive impact of nurture/counselling evidenced by attendance and wellbeing improvements. Achieved Silver Rights Respecting Schools Award. However, a few pupils do not feel consistently safe/include. PSE not valued by secondary pupils.	3 - Satisfactory

3.2 Raising attainment and achievement	<p>Primary attainment satisfactory but below comparators. Secondary BGE attainment requires improvement. Senior phase literacy and numeracy declining and below VC. Wider achievement strong, particularly in primary.</p>	<p>ACEL data shows the majority achieving expected levels but below local/national comparators. Senior phase SQA results are declining. VC comparisons show weaker performance in the middle/highest 60%. Positive leaver destinations higher than VC. Extensive wider achievement opportunities and Silver RRSA achieved.</p>	2 - Weak
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Evaluation 6-point Scale

- 6 Excellent
- 5 Very Good
- 4 Good
- 3 Satisfactory
- 2 Weak
- 1 Unsatisfactory