



# Ratray Primary School



## Academic Session 2025/2026



**Education and Learning**  
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Ambition | Compassion | Integrity



## **Introduction**

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth & Kinross Council Education & Children's Services' schools produce handbooks covering the following categories of information:

- 1 School Information
- 2 Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2024), further changes may have occurred since then.

## **SECTION ONE - School information**

The following information areas for inclusion in school handbooks meet the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012.

The purpose of the handbook is to communicate the ethos of the school and provide a welcome for parents to the school, help parents to choose a school, prepare their child for school and act as a reference tool while their child is at the school. The handbook also communicates with the parent about their child's learning journey and in doing so, facilitates parental involvement in the school and helps parents support their children.

A hard copy of this handbook is available on request. This document can also be provided in alternative formats e.g. Braille or translated into a community language other than English.

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## 1. Introduction

Dear Parent/Carer

I would like to take this opportunity to welcome you and your child to Rattray Primary School. Some of you may already be familiar with our school, others we welcome for the first time. I hope that your association with our school will be a long and happy one, and that we can work together in an atmosphere of mutual co-operation and respect.

In this handbook you will find information covering various points about our school. This information refers mainly to the current session and may be subject to change. However, if you require any further information about our school or you would like to clarify something please do not hesitate to contact us either by telephone, email or in person.

The basic aim of Rattray Primary School is to provide the best education possible for all our pupils. We are very proud of our school and the warm, positive ethos it provides. Learning is at the heart of everything we do. We understand the importance of creating an environment which is secure, trusting, productive and happy, where our pupils can achieve their potential through learning experiences that are enjoyable and purposeful, and which take account of an individual's needs and interests. At Rattray, we aim to provide a broad and balanced curriculum, which enhances the all-round development of our pupils. We also recognise the importance of developing the qualities and skills necessary for children to cope and indeed thrive in an ever-changing world.

At Rattray, we value the partnership between the home and the school. For your child to receive the best from their education, we will endeavour to work closely with you as a parent and provide opportunities for you to be involved with your child's education.

On behalf of our school community, I hope this will be the start of many happy and positive experiences that you and your child will have with us. We look forward to working with you.



Mrs Joanna Robertson  
Headteacher  
November 2024



## 2. Delineated Area

The area from which the school draws its pupils comprises the district on the east bank of the River Ericht, from Middle Drimmie in the north to Millhorn in the south. The boundary then runs north to Whinnyknowe, passing to the east of St Fink to Glendams and Rannagulzion Farms in the north, and by way of Cloquhat to the Ericht. A map showing this area is available for inspection in the school.

## 3. Contact Details

Ratray is a non-denominational school which educates children intellectually, sociably and emotionally from Nursery to P7.

<b>ADDRESS:</b>	Ratray Primary School High Street Ratray Blairgowrie PH10 7DG
<b>TELEPHONE NUMBER:</b>	01250 871980
<b>E-MAIL ADDRESS:</b>	<a href="mailto:ratray@pkc.gov.uk">ratray@pkc.gov.uk</a>
<b>SCHOOL WEBSITE:</b>	<a href="http://ratrayps.schoolwebsite.scot/">http://ratrayps.schoolwebsite.scot/</a>
<b>PARENT COUNCIL:</b>	<a href="mailto:ratrayparentcouncil@gmail.com">ratrayparentcouncil@gmail.com</a>
<b>STAGES:</b>	N - P7
<b>PRESENT ROLL:</b>	278 including Nursery (228 School Roll)
<b>DENOMINATIONAL STATUS:</b>	Non-denominational
<b>HEADTEACHER:</b>	Mrs Joanna Robertson
<b>DEPUTE HEADTEACHER:</b>	Mr Craig Brown
<b>EARLY CHILDHOOD CENTRE LEADER:</b>	Mrs Jillian Ritchie
<b>PRINCIPAL TEACHER (acting):</b>	Ms Fiona McCarthy

### Teaching Staff

<b>CLASS</b>	<b>TEACHER</b>
NURSERY	Miss. D. Wigmore
P1A	Ms. K. McCulloch
P1B	Miss. D. McAlpine
P2	Mrs. S. Russell
P3	Mrs. K. Case / Ms. H. Gregg
P3/4	Miss. L. Johnstone
P4/5	Ms. E. Cassels
P5	Mr. R. Masterton
P6	Mrs. F. McCarthy
P6/7	Mrs. E. Bruce
P7	Mrs. D. Strachan

Reduced Contact Time Teachers

Ms S. Garrett  
Mrs C. Murray

Pupil Support Teacher

Mrs S Brodie (Monday, Wednesday,  
Thursday and Friday)

### **School Support Staff**

Primary School Support Worker (Office)

Ms. V. Graham

Primary School Support Assistant (Office)

Mrs. N. Aitken

Primary School Support Assistant (Office)

Mrs. J. Downie

Pupil Support Assistant

Ms J. Coles

Pupil Support Assistant

Miss J. Gregg

Pupil Support Assistant (P2)

Mrs G. Kermath

Pupil Support Assistant

Mrs L. Kemp

Pupil Support Assistant

Miss J. Nesbitt

Pupil Support Assistant

Miss C. Shaw

Early Years Practitioner

Miss B. Smith / Mrs. J. Alexander

Community Link Assistant

Mrs F. Shaw

Head Cook

Mrs E. Horrocks

Facilities Management

Mr M. Hogg  
Mr R. Goldie

Breakfast Club Assistants

Mrs G Kermath  
Ms J. Coles  
Miss J. Muir

### **Early Childhood Centre Staff**

Centre Leader

Mrs J. Ritchie

Principal Early Years Practitioner

Mrs C. Stewart

Senior Early Years Practitioner

Miss K. Henderson

Senior Early Years Practitioner

Miss C. Sorokaniuk

Early Years Practitioner

Miss J. Buist / Mrs J. Prebish

Early Years Practitioner

vacant

Early Years Practitioner

Miss M. Lamb

Early Years Practitioner

Mrs A. Linton Smith/ Mrs. J. Alexander

Early Years Practitioner	Mrs S. McFarlane
Early Years Practitioner	Mrs L. Cameron/Mrs J. Prebish
Early Years Practitioner	Mrs M. Murray
Early Years Practitioner	Mrs U. Robertson
Early Years Practitioner	Mrs. S. Vrbas
Family Learning Practitioner	Miss S. Choi
Pupil Support Assistant (ASN)	Mrs N. Page
Play Assistant	Miss J. Dickson
Play Assistant	Miss C. Martin
Play Assistant	Miss J. Hampton

### **Other Useful Contacts**

The Strategic Lead in Education and Learning is Ms Sheena Devlin. The Head of Early Years is Bernadette Martin Scott. The Head of Primary Schools is Mrs Gillian Doogan. The Quality Improvement Officer (QIO) for Rattray Primary School is Mr Nick Thomson.

They are based in Perth for which the address is: -

Perth & Kinross Council Education Department,  
2 High Street,  
Perth,  
PH1 5PH  
Tel. No. (01738) 475000

The Perth & Kinross Council web site is: [www.pkc.gov.uk](http://www.pkc.gov.uk)

### **Parental Concerns**

If at any time throughout the year a parent is worried about their child's progress a meeting can quickly be arranged. The school is the first point of contact should you require advice, information or wish to raise a concern. If you have any concerns regarding your child's experience within school, a note, phone-call or informal chat to the class teacher can often settle this. If it is a more complicated issue a phone-call, letter or e-mail to the Headteacher will elicit a quick response.

We work very closely with our parents at Rattray to ensure that all pupils are happy and successful.

### **Concern, Complaints or ...Compliments!**

Most parental complaints will be informal and can be dealt with in school. This will usually be carried out by the Headteacher.

Complaints will be:

- Acknowledged within 5 days (usually less).
- Responded to within 15 days.
- Letters/emails will be kept for our records.

- Notes will be taken of face to face / telephone complaints and those notes will be kept.
- An electronic record of complaints will be updated as appropriate.
- The QIO will be informed if the complaint warrants this action.

If parents are satisfied at this point, then the case will be closed. They may also be referred to our QIO (Nick Thomson) for further discussion if the case is not resolved. Complaints made to the QIO/Council, without first being passed to the school, are always referred to the school to be resolved.

The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows:

[www.pkc.gov.uk/complaints](http://www.pkc.gov.uk/complaints)

## **Pupil Absence or Sickness**

Parents are legally required to ensure that their child attends school regularly and are punctual on arrival to school. Absence from school for any reason must be followed by an explanation. Cases of significant or repeated unexplained absence or lateness have a detrimental effect on the child's education.

For health and safety reasons it is important that parents contact the school **before 9.30 am** if their child is going to be absent that day. All calls to the school are logged and absence calls will also be logged. If a child has not arrived in school and there has been no contact from parents, the school will then telephone home, work or emergency contact numbers to ensure that the child is safe.

Perth and Kinross Council discourage holidays being taken during term time. The Headteacher must record such absences as unauthorised. It will not be possible for teachers to provide individual programmes of work for pupils removed from their studies for family holidays.

If your child is required to attend a medical appointment, please let the school office know. If a pupil becomes ill or is injured in school, every attempt will be made to contact a parent. If parents cannot be contacted, the child will be sent home with the emergency contact. In the event of an acute injury or illness, and we have been unable to contact parents, the child will be transported to a doctor or hospital by staff car, taxi or ambulance under the supervision of a member of staff.

Please keep school informed of any medical conditions your child may have so that we can deal sensitively with these. Please make sure that the school office is kept up to date with any changes in telephone numbers/emergency contacts.

## **Prospective Parents**

Parents who are considering enrolling their children into Rattray are encouraged to visit the school to speak with the Headteacher and to see around the school. This gives parents an opportunity to experience the ethos of the school, see various activities in progress and ask any questions that they may have. Parents are asked to contact the school to arrange a visit.

Parents are asked to register prospective new P1 pupils in January of the year they are due to start school. Children who are due to enter Primary 1 receive an invitation to attend induction sessions at the school in the summer term. This allows them to meet their teacher and to experience some of the activities in the early years class. Parents will be informed of these dates after enrolment.

Families who wish their child to attend a school other than their catchment school will need to make a placing request. These forms can be accessed from the Perth and Kinross Council website or from the school office.

## Communication Process

We have several ways in which we communicate information to parents. During the year, two formal parents' evenings are held. An annual written report is given to parents in June. Parents receive monthly newsletters informing of activities pupils have been a part of and will be a part of, as well as general school information. Parents are also welcome to attend our open afternoons and evenings during the year to share in their child's learning.

Parents and members of the community are welcome to join events throughout the school year including our Christmas Show, themed parties, Church Services and other whole school community events. We also communicate with parents regularly at the school gate and by telephone and email as required.

## 4. School Ethos

### Ratray Primary School

### TOGETHER WE ALL CAN



The Values and Aims of the school are currently being reviewed, however are as follows:

To provide an attractive, caring, secure, stimulating environment where children feel happy, safe, confident, challenged and fulfilled.

Through the planned delivery of Curriculum for Excellence, provide a broad and balanced education where children will become:

Successful Learners  
Confident Individuals  
Effective Contributors  
Responsible Citizens

1. To develop confident and enthusiastic learners and prepare them for the world of work.
2. To prioritise cored skills in literacy and numeracy.
3. To support health and wellbeing through the curriculum and safeguarding arrangements.
4. We will support creativity and critical thinking, both in the expressive arts and in science and technology.
5. To develop responsible citizens within a multicultural Scotland.
6. To recognise and encourage wider achievement.
7. To maintain an ethos of fun, equal opportunities, respect and compassion.

In our school we are committed both through the ethos and the curriculum to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. Core to our everyday working and living values in the school is the UNCRC articles which help us to ensure that children's rights are respected, and their responsibilities outlined and supported. We have achieved a Bronze Accreditation for this. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

## **Achievement**

Ratray Primary School provides a wide range of opportunities, both within and out with the school day to help develop pupils' responsibility, independence, confidence and enterprising attitude.

A small selection is included below from experiences provided in previous sessions: -

- A residential experience at Lendrick Muir - attended by P7 pupils
- Cycle training opportunity for pupils
- Cricket, hockey, cycling and football workshops are provided to encourage an active and healthy lifestyle
- After School clubs
- Our Intergenerational Group
- Pupils perform our whole school nativity to parents, carers and the local community.
- Pupils share information with parents/carers about their learning through open-afternoons and evening.
- Non Residential Ski Trip for P6 pupils.

## **Celebrating Achievement**

Achievements in our school are recognised and celebrated in a variety of ways-

- Weekly certificates for Nursery – P7
- Dedicated Notice Boards around the school
- Photographs displaying achievements
- Newsletters
- Praise postcards
- Reports in the local press
- Letters home
- House Points
- End of year prize giving
- Praise pad certificates
- Stickers
- Whole class rewards

## **School Role within the Community**

Ratray is a school at the heart of the community, and we are keen to encourage and involve parents and friends of the school to be actively involved in school life. We work very closely with several local bodies including Messy Church, Blairgowrie and Ratray Community Football Club and SCYD. Children take part in activities organised by local groups and in the winter term we entertain the residents of Ratray with our annual nativity. We continue to strengthen our community links with our older residents through our intergenerational activities of 'Talking Teas', carol singing and Christmas card exchange. Newsletters are regularly sent to homes advising parents of school activities as well as forthcoming events.

Our school works in partnership with Blairgowrie High School Local Management Group: the associated schools work together on common curricular developments to improve teaching and learning of all pupils and to share best practice.

## **Positive Behaviour**

To ensure our school is a happy, secure caring environment and that work within it will progress successfully then certain standards of behaviour are necessary. These include courtesy, friendliness, respect, care of property and punctuality.

There are clearly defined procedures for dealing with disruptive or potentially disruptive behaviour. Acceptable standards of behaviour are required for the benefit of all pupils and the school appreciates the continuing support of parents in ensuring that such standards are maintained. The ultimate sanction available to the school is exclusion. This would only be used in extreme situations where no other sanction would be appropriate or effective. In any event parents will be involved at an early stage when problems arise, and we would urge you to work with us for the benefit of your child.

For children who have significant behavioural challenges a range of supports are in place to show them that with rights come responsibilities. At all times restorative approaches are used by staff throughout the school.

Staff are trained in restorative approaches to help pupils to explore and discuss the behavior which occurs in difficult situations. This allows pupils to appreciate how their actions may have affected others, explore their feelings, repair any harm, and hopefully plan to ensure a similar situation is less likely to happen again.

## **5. Parental Involvement**

At Rattray we strive to establish and maintain strong partnerships with all parents/families. Such partnerships are crucial in creating positive learning experiences for pupils.

We already enjoy a high level of parental and carer support and continue to empathise the importance of this level of participation in all aspects of school life. Throughout the academic year several parents and grandparents support classroom activities e.g. baking, cooking, craft, art, display, sport and outdoor learning. The parents also play a vital role supporting a range of outings, visits, making scenery, costumes etc. We are always keen to enable family members to volunteer their time and talents to the benefit of all.

Parents are always welcome to visit the school, however we have found from experience that informal chats with class teachers are most often better at the end of the day when more time can be provided. Parents have a crucial role in supporting their child's learning out of school and are keen to assist their children with homework assignments.

A wide range of methods are used to communicate with parents. In addition to informal feedback and contact evenings, parents' views may be sought by using questionnaires, through the Parent Council and at open meetings. There is a monthly newsletter from the Headteacher. We have two Parent Contact Evenings in November and March when oral reports on children's progress is given. In June, parents are given written reports with opportunity for Parental feedback

All parents/carers who have a child at the school are automatically a member of the Parent Forum and some parents opt to become members of the Parent Council. Rattray Parent Council has taken on, as one of its functions, a capacity to help raise funds for the benefit of the school. They normally organise fund-raising events during the school year, as well as other social functions. They have helped the school obtain a variety of materials for use by pupils, as well as supporting school activities.

Further information about parental involvement can be found here:

[www.pkc.gov.uk/parentalinvolvement](http://www.pkc.gov.uk/parentalinvolvement)

You can also find information about Parent Councils at

<https://education.gov.scot/parentzone/>

## 6. Transitions

### Secondary

On completing their primary education at Rattray, most pupils transfer to secondary school education at:

School Name:	Blairgowrie High School
Address:	Beeches Road, Blairgowrie, PH10 6PW
Telephone:	01250 871200
Email:	<a href="mailto:blairgowrie@pkc.gov.uk">blairgowrie@pkc.gov.uk</a>
Website:	<a href="https://www.blairgowriehs.org.uk/">https://www.blairgowriehs.org.uk/</a>
Headteacher:	Mr. P. Cunningham

There is close liaison between Primary and Secondary Schools, and within the associated Local Management Group Primary Schools. Primary 7 pupils may receive various visits from Blairgowrie High School Senior Management Team and subject teachers during their final year at primary. These help to ease the transition process. Primary 7 pupils also experience Local Management Group Wide Transition Days where they meet P7's from the other Local Management Group primaries. This helps to forge new friendships.

Prior to transfer, visits are arranged for both pupils and parents to visit the secondary school they will be attending, where they will meet the Headteacher and staff. In addition, pupils spend 2 days in their secondary school, following their S1 timetable and obtaining a taste of secondary life. This is designed to encourage a smooth transfer for the pupils, and to give the staff an opportunity to meet their prospective students.

Further Enhanced Transitions are organised for those pupils who may need additional support at this time. Transition meetings are organised with primary and secondary school staff, parents and other appropriate agencies. These normally take place in the spring and summer terms of P7 but can happen as early as P6. Meetings (CYPP) normally take place in term 2 & 3 of P7, with the visits in term 3 & 4.

Parents of pupils wishing to transfer to a secondary school other than their catchment school must make a placing request in favour of the school of their choice. Parents are usually informed in January that placing request forms may be obtained from the Headteacher of this establishment and should be sent to the Education Department.

### Early Childhood Centre

Parents of pupils attending our own early childhood centre or local nurseries are welcome to visit our school at any time throughout the year; however, most parents tend to visit in November or December prior to deciding which school their child will attend. The transition between Rattray Early Childhood Centre and P1 is supported by a programme of visits around the school, in the classes, to the playground and by meeting members of staff.

In the early days of school our P7 Prefects assist our new pupils with a range of tasks from helping with coats and shoes to assisting pupils in the playground and lunch hall.

On the two authority organised transition days, the Headteacher will meet with prospective parents to discuss school procedures and protocol and answer any questions. School staff aim to visit the local nurseries to meet with pupils and staff prior to start of the school term in August.

If you wish your child to transfer to a school other than that proposed by Education and Children's Services, you must make a written placement request. Application forms can be obtained from the school office.

## **Pupils Leaving for other Schools**

Parents wishing to register a child at another school should inform the Headteacher as soon as possible.

When children move onto any new school or stage during their education, their transition is supported by staff passing on detailed curricular assessments, health information in addition to social and behavioural information.

## **7. The Curriculum**

At Rattray, we follow national and local curricular guidance based upon the Curriculum for Excellence (CFE).

Under Curriculum for Excellence every child is entitled to a broad general education with opportunities to acquire depth of knowledge in some areas and to develop skills for learning, skills for life and skills for work. In addition, we encourage every child to become skilled learners by helping pupils to develop skills and attitudes that will help them take full advantage of all the learning opportunities presented to them in life, in our school and beyond. The learning experiences we deliver will offer learners the opportunity for personalisation and choice.

Learning activities will be structured to ensure children work at a pace they can cope with and with the challenge they will thrive on. Plans and tasks will link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections, to enhance learning in one area using skills developed in other areas. Children will think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence empowers our teachers to make professional judgements about what and how they teach. It encourages creative approaches and promotes co-operative strategies as we seek to engage, motivate and inspire our learners. We use our school grounds and the local woodland to support learning, and we take the advantage of educational trips and visitors to the school to enhance the quality of the learning experiences for our pupils.

At Rattray we follow a play-based curriculum from Nursery to P3. A play-based curriculum offers rich opportunities to equip our young learners with the skills, attributes and dispositions necessary for them to thrive in the ever-changing world. Play promotes physical health and mental wellbeing. Through play, children learn to answer their own questions, learn new skills and learn to work collaboratively with other children or adults.

Our aim at Rattray is to provide pupils with a stimulating and interesting curriculum which is appropriate to each pupil's needs and abilities, where Literacy, Numeracy and Health and Wellbeing are at the centre and there is progressive development of key skills.

The curriculum is organised into the following areas detailed below:

### **Literacy and English**

The development of literacy skills plays an important role in all learning. Children will have opportunities to read, write and listen to a range of genre presented in a variety of ways. The purpose of this is to demonstrate the power of language as a means of expression and communication and to give opportunities of responding to it.

### **Listening and Talking**

We seek to develop these closely related skills through a variety of classroom activities and experiences. Through spoken language activities we aim to help children develop the skills to express themselves clearly and confidently. Great emphasis is placed on the development of

the clarity of thought and speech, fluency and a rich and varied vocabulary.

In addition to this, we work in group activities to develop discussion skills. In the development of listening skills, we aim to improve a child's ability to focus on and understand the spoken word. The child must be able to cope with such skills as recall of detail, sequencing, locating the main idea and recognising cause and effect.

## **Reading**

Our aims in the teaching of reading are:

- to develop the reading skills each individual needs to allow them to progress
- to provide a range of strategies
- to foster an enthusiasm for reading

We use a varied range of resources and approaches to reading throughout the school and these are matched to the needs of each individual. As children's skills develop and they become increasingly independent as readers, good quality fiction and non-fiction works are provided. Teachers regularly teach comprehension skills, or guided reading, and we again use a variety of resources and approaches to take this forward.

## **Writing**

In writing we want our children to:

- communicate clearly and confidently, in a variety of forms and for a range of purposes
- develop a legible handwriting style.
- use the skills of spelling, punctuation, and grammar appropriately.

At the heart of our approach to writing is the philosophy of promoting a writing culture within the school. The aim is to have a consistency of approach and progression from Primary 1 to Primary 7 and to motivate children to write.

## **Numeracy and Mathematics**

Central to our Maths programme is a focus on developing pupils' skills with mental calculation, and learning through problem solving, practical activities and maths games. The programme places an emphasis on both mental and practical activities, however formal methods for setting out calculations are taught, and the importance of accurate recording is stressed. It is necessary that children become aware of the importance of mathematics in real situations. Calculators and computers will be used to contribute towards the development of the children's mathematical skills at relevant points.

While following this programme, pupils will have the opportunity to cover the CFE mathematics experiences and outcomes which are structured within three main organisers. These are Number, Money and Measurement, Information Handling and Shape, Position and Movement. The approach to Problem Solving, in terms of developing strategies, covers the whole range of maths and beyond into the other subject areas.

## **Health and Wellbeing**

Ratray Primary School is committed to promoting the physical, social, spiritual, mental and emotional health and well-being of all pupils. We work hard to promote active and healthy lifestyles, and regular health and well-being lessons teach the importance of:

- Good nutrition
- Physical activity

- Making informed health decisions about their lives
- Understanding and expressing their feelings
- Building confidence and developing emotional resilience

When we are teaching a sensitive health topic, such as sex and relationships, we will contact you first so that you can be prepared for this and are aware of the lesson content.

## **Physical Education**

Pupils are entitled to two hours of PE every week. Our PE programme develops the knowledge, skills, and confidence required to be physically active for a lifetime.

## **Social Studies**

The social studies experiences and outcomes have been structured under the three main organisers:

- people, past events and societies
- people, place and environment
- people in society, economy and business

These organisers recognise the special contribution made by each of the social subjects, whilst enabling them to reflect local contexts. Teachers will use this framework to provide children and young people with opportunities for effective interdisciplinary working by making connections across and between subject boundaries.

The programme for Social Studies is planned from Primary One to Primary Seven in a series of contexts which can be short in length or may last for a whole term. Several contexts for learning will be studied in the course of each session and a cyclic context grid, which allows for balance and progression in knowledge and skills, is being reviewed.

## **Science**

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. Teaching approaches allow children to collaborate and investigate and develop skills to become more creative, inventive and enterprising.

The main areas of Sciences are:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

## **Expressive Arts**

**Art & Design** – The children gain experience of a variety of materials and activities, for example, drawing, painting, printing, modelling etc., so that they become aware of colour, line, form, pattern, shape and tone. The work is often related to the current interdisciplinary topic. Children will work with a variety of media: pencil, charcoal, crayon, ink, paint, modelling and craft materials. Many craft activities can be messy – we do ask that parents/carers provide an old shirt/apron/overall for children to wear.

**Drama** – Through drama children are encouraged to develop their communication skills. Drama may take the form of improvisation, movement and mime and role play, or may arise from the class topic or an area of the curriculum. In role-play they experience different life situations which help them develop a greater understanding of their own and other cultures.

**Music** – The emphasis is on the child’s active participation, in singing, playing percussion instruments and in listening to music as a group or class. The children learn about sound, rhythm and dynamics by singing, by playing tuned and untuned percussion. Every effort is made to link music with the class topic. We also, where possible, provide opportunities for our P6 and P7 pupils to learn an instrument.

On occasions, opportunities are provided so that children may present exhibitions, shows, plays and concerts to a variety of audiences. We also seek to expose children to professional performances at least once a year.

## **Religious and Moral Education**

The programme for Religious Education in our school follows Curriculum for Excellence and aims to promote knowledge and understanding and to develop a child’s own concept of spirituality. Pupils learn about the beliefs and practices of Christianity and other major world religions. Pupils are also encouraged to develop respect for others’ beliefs, tolerance of difference and appreciation of diversity. It is a fundamental principle of our school that all who are involved in the life of our school both have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

## **Religious Observance**

The school holds regular assemblies which provide opportunities for pupils to share together and celebrate as a school community those things which we value. We use assemblies to share good or interesting news and to present certificates. Assemblies also provide opportunities for our pupils to reflect on spiritual and moral concerns. The school has links with Rattray church.

Guidance issued by the Scottish Government clarifies the current position regarding provision of religious observance in Scottish schools and sets out action for local authorities in planning this provision. Information can be found at <https://www.gov.scot/policies/schools/school-curriculum/>

## **Parental Rights**

Under the terms of the Education (Scotland) Act 1980, “any pupil may be withdrawn by his / her parents from any instruction in religious subjects and from religious observance”. Any parent who wishes to exercise this right must first discuss the matter with the Headteacher.

## **Technologies**

This area of the curriculum offers a rich context for developing life skills that are recognised as being important for success in the world of work. This includes activities involving research, problem solving and exploration of new concepts, skills and materials. The learning experiences provide pupils with opportunities to create products which have real applications, allowing for creativity and entrepreneurial skills.

Technologies are organised under the following headings:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

## Modern Languages

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens. One of the key aims of modern languages teaching is to develop young people's 'communicative competence' so that they can use and enjoy the language effectively in real situations and for a range of relevant purposes in work and leisure throughout their life.

Perth and Kinross Council is committed to providing a modern language for all pupils in primary schools. At Rattray, Reading, Writing, Talking and Listening skills in French are progressively developed from Nursery to P7. Most of the activities enjoyed by pupils are oral but there is also a written element in the curriculum.

## Home Learning

It is the policy of the school that pupils will be asked to do a limited amount of appropriate work at home during each term. This is to encourage them to develop the habit of private study, to form good working habits which are essential for sound educational progress, to revise work previously done in the classroom or to give practice in some skills.

The school is seeking to promote parental co-operation in consolidating work already done in class. Homework allows parents regular opportunities of seeing/hearing what their child is doing at school and possibly obtaining an idea of the standard and level of their child's achievements and performance. Your co-operation is sought in ensuring that home learning is completed in time and to a reasonable standard, though as independently as possible.

In addition to phonic work and spelling, homework may consist of reading to and hearing your child read. It is obviously extremely important that parents of all children throughout the school take an interest in the language development of their children and assist them by actively encouraging them to read and by reading to their children on a regular basis.

In all cases any worries or concerns regarding home learning should be discussed with the child's class teacher or the Headteacher. It is anticipated that homework should take no more than 10 to 15 minutes per evening in P1 to P3, 15-20 minutes for those pupils in P4 and P5 and no longer than 20 to 30 minutes for those pupils in P6 and P7.

## 8. Assessment and Reporting

### Assessment

Teachers constantly assess children's work to ascertain the progress made, to identify difficulties, to discover capabilities and thus develop a programme, appropriate to their needs. These assessments also enable the teacher to evaluate the effectiveness of their own teaching.

The experiences and outcomes are set out in lines of development which describe progress in learning. Progression is indicated through *curriculum levels*, which are explained in the table.

<b>Level</b>	<b>Stage</b>
<b>Early</b>	The pre-school years and P1, or later for some.
<b>First</b>	To the end of P4, but earlier or later for some.
<b>Second</b>	To the end of P7, but earlier or later for some.
<b>Third and Fourth</b>	S1 to S3, but earlier for some.

Formative assessment is one aspect at the heart of effective learning and teaching. This includes:

- Sharing learning outcomes with pupils
- Discussing with pupils what is expected of them

- Giving good feedback on progress
- Involving pupils in the next steps in the learning process
- Developing a culture of continuous dialogue about progress and advice for pupils

Continuous assessment is made by the teacher's day-to-day observation and progress checks are given to ascertain how well certain facts of a process have been learned or taught. This assists in planning appropriate next steps for pupils.

Assessment records are maintained for all curricular areas, and a folio of individual pupil's work is kept as evidence of progress.

Teachers submit forward plans stating aims and learning intentions and indicate which aspects of work will be assessed and recorded, and how this will be done. At regular collegiate activities, teachers evaluate the learning and teaching which has taken place and plan next steps accordingly. Teachers also discuss attainment through the tracking of pupil progress especially in literacy, numeracy and health and wellbeing. At P1, P4 and P7 teachers use National Standardiser Assessment to assist with their professional judgements.

## Reporting

Official parent contact evenings are held twice yearly; however parents can contact the school to discuss any social or learning issues which may arise throughout the year. An annual report is sent to parents/carers in June each year.

The school holds open afternoons which provide other opportunities for children to show their parents aspects of their learning and discuss their schoolwork. This gives the children ownership of the learning environment and gives parents a greater insight into the workings of the classroom. Examples of work can be viewed and there is an opportunity to meet the teachers informally.

It is important that a partnership exists between school and home and parents are most welcome to discuss their child's progress at any time during the session. The school has an "open door" policy and parents are always welcome to come with concerns they have about their children. Parents are requested to contact the school to make an appointment out of school hours, for any discussion which is likely to be of a lengthy nature.

## 9. Support for Pupils

The concept of 'additional support needs' refers to any child or young person who, for whatever reason, requires additional support for learning. Additional support needs can arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances. For instance, additional support may be required for a child or young person who has behavioural difficulties; has learning difficulties; has a sensory or mobility impairment; is at risk; or is bereaved. There will be many other examples besides these.

Some additional support needs will be long term while others will be short term. The effect they have will vary from child to child. In all cases though, it is how these factors impact on the individual child's learning that is important and this will determine the level of support required.

In general, most children have difficulties with some aspect of course work at some point in their school career. In this case it is the child's teacher who will find the source of the difficulty and deal with it. For children with additional support needs, the aim is that problems should be identified and diagnosed, and appropriate measures taken at an early stage to deal with them. The interest, understanding and support of parents are vital factors in helping to deal with these difficulties.

For children who have identified Additional Support Needs, parents/carers will be informed and invited to a Child's Plan meeting where actions to meet the pupil's needs will be identified and agreed. Following on from meeting an individualised Education Programme may be created and renewed regularly.

A very small number of children may have special problems and they may need sustained help from a variety of agencies. These children will have a Co-ordinated Support Plan.

If you think that your child has additional support needs, or that there is anything getting in the way of their wellbeing, please contact us to discuss your concerns. You can do this by contacting the Headteacher in the usual manner.

The school has a pupil support team consisting of 0.8 pupil support teacher provision, and pupil support assistants who are deployed to care for special and specific educational needs and whose work is co-ordinated by the Depute Headteacher.

The school's policy ensures pupils with learning difficulties are planned for and supported by the class teacher. Where it is necessary, the services of the Pupil Support team are engaged. The issues may be supported by one or more of the following:

- The Pupil Support team working with the pupil in his/her classroom alongside the class teacher.
- The Pupil Support team along with the class teacher devising for the pupil, a planned programme of work, which is carried out in class and overseen by the class teacher.
- The Pupil Support team withdrawing the child for individual tuition on a 1-1 or another small group basis

## **NURTURE**

Rattray Primary School is working towards becoming a recognised Nurturing School and we are committed to promoting the physical, social, spiritual, mental and emotional health and well-being of all pupils.

The Principles of Nurture Education are:

- Children's learning is understood developmentally
- The importance of nurture for the development of self esteem
- The importance of transition in children's lives
- Language is a vital means of communication
- The classroom offers a safe base
- All behaviour is communication

## **GIRFEC**

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

**Safe**                    **Healthy**                    **Achieving**                    **Nurtured**                    **Active**                    **Respected**  
**Responsible**                    **Included**

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

<https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

Further information for parents can be found here:

[www.scotland.gov.uk/Topics/People/Young-People/gettingitright](http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright)

Within the authority, the Inclusion Quality Improvement Officer with specific responsibility for Blairgowrie LMG schools is Jennifer McNicol. Further information, including the authority's policy in relation to provision for additional support needs, can be found here:

[www.pkc.gov.uk/article/17278/Schools-additional-support-](http://www.pkc.gov.uk/article/17278/Schools-additional-support-)

Organisations which can provide further information and support to parents of children and young people with ASN are identified below as:

- a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SCOO3527.

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

Enquire provides a range of clear and easy-to-read guides and factsheets including 'The parents' guide to additional support for learning'.

- b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SCO33576; and
- c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

## 10. School Improvement

The school publishes an annual **Standards and Quality Report** which is circulated to parents and is posted on the Council website. The report includes attainment information, details of achievements over the last 12 months and identifies the school's priorities for improvement over the next session. A copy of our most recent Standards and Quality Report can be found at the following link:

[https://www.pkc.gov.uk/media/32310/Ratray-Primary-Standards-and-Qualities-Report/pdf/Ratray\\_SQR\\_2023-24\\_email\\_version.pdf?m=1730969782520](https://www.pkc.gov.uk/media/32310/Ratray-Primary-Standards-and-Qualities-Report/pdf/Ratray_SQR_2023-24_email_version.pdf?m=1730969782520)

A summary of the **School's Improvement Plan** is also available to parents.

Both these documents help to ensure that parents are kept fully informed of the school's performance.

A copy of our most recent school inspection can be found at the following link.

[https://www.pkc.gov.uk/media/32307/Ratray-Primary-HM-Inspection-Report-2023/pdf/Ratray\\_Primary\\_School\\_-\\_Final\\_Letter\\_for\\_Publication\\_-\\_25042023.pdf?m=638180102232970000](https://www.pkc.gov.uk/media/32307/Ratray-Primary-HM-Inspection-Report-2023/pdf/Ratray_Primary_School_-_Final_Letter_for_Publication_-_25042023.pdf?m=638180102232970000)

## 11. School Policies and Practical Information

### Policies

Parents can access school/local authority policies via the school office. However, it is hoped that during session 2022-23 this information will be available on a new school website.  
<http://ratrayps.schoolwebsite.scot/>

### Authority Education Policies and Services

The authority website provides information on Perth and Kinross policy. The following are links to popular policies on this website:

School enrolment to include primary, placing requests and composite classes  
[www.pkc.gov.uk/article/17276/School-enrolment](http://www.pkc.gov.uk/article/17276/School-enrolment)

Grants and benefits to include free school meal entitlement, clothing grants, transport and music tuition  
[www.pkc.gov.uk/article/17282/Schools-grants-and-benefits](http://www.pkc.gov.uk/article/17282/Schools-grants-and-benefits)

Information on Educational Psychology Services  
[www.pkc.gov.uk/eps](http://www.pkc.gov.uk/eps)

Primary School Meals  
[www.pkc.gov.uk/article/17330/Primary-school-meals](http://www.pkc.gov.uk/article/17330/Primary-school-meals)

### Organisation of the School Day

#### Primary School

Morning	9.00am - 12.20pm
Afternoon	1.20pm – 3.20pm
Morning Break	10.30am – 10.50am

#### Early Childhood Centre

Monday - Friday      0800 - 1800

School term dates and holidays can be found here:

<https://www.pkc.gov.uk/schoolholiday>

### School Meals

Lunch arrangements are catered by Tayside Contracts. Meals are cooked on site. School meals are presently charged at £2.30 daily. **Nursery to Primary 5 pupils do not pay for school meals.** Payment for meals is through the online system Parentpay. Special diets can be catered for on request. Such requests should be made to The Catering Unit Supervisor.

Specific medical diets may also be available, and any requests should be made to the Catering Support Team, 2 High Street, Perth, PH1 5PH.

Email: [ecscateringsupport@pkc.gov.uk](mailto:ecscateringsupport@pkc.gov.uk) Tel: 01738 476341. Children are issued with menus for school meals on a regular basis, you can view the latest menu here: - <http://www.pkc.gov.uk/article/17330/Primary-school-meals>

Space is provided in the dining hall for children who wish to take packed lunches. The children are supervised as they eat. They will be encouraged to eat well. We will contact you if we notice your child is regularly not eating their lunch.

## **Drinks and Snacks**

Pupils are encouraged to drink water throughout the day. Individual water bottles are kept in the classrooms and should be labelled with the child's name. Fizzy drinks and sweets are discouraged in school in the interests of health and wellbeing. Healthy mid-morning snacks are encouraged.

## **School Uniform**

The wearing of school uniform is encouraged at Rattray Primary School. Not only does this look smarter both in school and when on trips, it also provides a sense of identity. We ask for your support in this.

The Rattray Primary School uniform is a combination of grey, red and white.

**GIRLS:** Grey skirt, pinafore, trousers, culottes or shorts  
White polo shirt or white blouse  
Red/Maroon gingham dress  
Grey/Maroon sweatshirt, cardigan or jumper  
Maroon Hoodie (P7 Prefects only)  
School Tie

**BOYS:** Grey trousers or shorts  
White polo shirt or white shirt  
Grey/Maroon sweatshirt, cardigan or jumper  
Maroon Hoodie (P7 Prefects only)  
School Tie

All our nursery pupils are gifted with a tie at the end of the summer term to support the wearing of a school tie from day one in Primary 1.  
School Uniforms can be ordered from

<https://www.border-embroideries.co.uk/schools/rattray-primary-school.html>

Children are expected to have a change of clothing for PE lessons. Shorts, t-shirt and gym shoes are required. For outdoor PE, tracksuit bottoms or leggings, a warm top and trainers are needed.

Parents are also advised to provide an old shirt or smock for painting and craft lessons to avoid marks getting onto clothing. Primary 4-7 children are expected to take responsibility themselves for wearing these at appropriate times.

When boots must be worn to school, it is desirable that all children have a change of footwear for indoor use, especially during the Autumn and Winter terms, in order that dirt and wet does not travel into the classroom (gym shoes will suffice).

All children's belongings should be named or have some mark of identification.

## **Jewellery**

In the interest of safety in the playground and during Physical Education lessons, pupils should not wear hoop or dangling earrings, as this can lead to accidents. To minimise the risk of any accidents, children will be asked to remove all articles of jewellery, including watches, for P.E. lessons.

## **Personal Property**

The School and the Education Authority cannot be held responsible for damage or loss of personal property e.g. watches, bicycles, jewellery, toys, games, phones etc. and parents are requested to use their discretion in allowing pupils to bring to school, items of significant value. If parents are unsure, please check with a member of staff.

## **Severe Weather Arrangements**

In the event of the school closing during the school day parents/emergency contacts will be informed by telephone and asked to make arrangements to collect their child. Therefore, it is very important that the school has an emergency contact number for a responsible adult who lives locally.

In the event of severe weather, information for parents/pupils regarding school closures will be available from the following sources:

- Radio Tay will always have up-to-date information from 7.00a.m. and is updated every 20 minutes. (Frequency AM 1161; FM 102.8 and [www.radiotay.co.uk](http://www.radiotay.co.uk) )
- Perth and Kinross Council Customer Service Centre – Parents/Carers should call **01738 475000** (Available from 08:45 hours to 17:00 hours)
- You can also log onto [www.pkc.gov.uk](http://www.pkc.gov.uk) where there is a 'one click' link from the 'Information for You' school closure section where you will get updates.  
<http://www.pkc.gov.uk/Schoolclosures>

In the event of the school remaining open during heavy snow, parents should make the decision of whether to send their child to school based on the safety of walking and driving conditions on the pavements and roads.

## **Health Care**

Routine medical and dental inspections are held in the school and parents are notified in advance of these in order that they may be present if they wish.

Should your child become ill or have an accident while at school that requires medical treatment the following action will be taken:

- a) We will try to contact you or your emergency contact by telephone if this is possible.
- b) We will telephone your doctor or the hospital if necessary and arrange to have your child taken there accompanied whenever possible by you or someone else nominated by you.

Where a child becomes ill in school, and we feel he/she should return home we will contact you or your nominated emergency contact and ask that your child be collected from school.

**It is important that parental and emergency contacts are accurate, and I would ask you to notify the school immediately of any changes in these.**

If your child suffers from any specific medical condition (e.g. an allergy to Elastoplasts, nuts, dairy products, is asthmatic or diabetic) the school should be informed. All such information will be treated in the strictest confidence.

We have staff trained in First Aid and when your child requires First Aid administered by them you will be informed by means of a note home. Where a child has experienced a bump to the head this will always be logged in school and a note sent home.

Please remember that if your child is absent with sickness and/or diarrhoea the Health Protection Agency recommends that your child should be kept away from school for at least **48 hours** after the last episode of diarrhoea or vomiting.

From time to time, and in common with all schools, we may find that a pupil has an infestation of head lice. When that is the case the Headteacher will notify the parent of that child directly. The Scottish Government recommendation is that alert letters are NOT sent home in the management of head lice infection. See the link below re advice:

<https://www.gov.scot/publications/national-guidance-managing-head-lice-infection-children/>

### **Extra-Curricular Activities**

Several extra-curricular activities are offered to pupils throughout the school year. Such as:

Breakfast Club 8 – 9 am	Sewing
Crochet	Football
Chess	Lego/Construction
Homework	Board Games
Art	

A list of activities will be shared termly with parents. Please contact the school if you wish further information.

We encourage parents and other members of the community to come into school to help with various activities. If you are interested in lending a hand, please contact the Headteacher.

There are also a variety of out of school clubs available in the surrounding area. Details of which are provided to pupils and parents as and when we receive them.

### **Educational Trips**

Teachers are encouraged to arrange outings and trips of an educational nature. All such trips are fully risk-assessed to ensure pupil safety. Our Parent Council has very generously been able in recent years to part cover the cost of such trips. When a child enrolls at Rattray Primary School their parents/carers are asked to sign a blanket consent form covering school outings. This may be used to cover spontaneous outings e.g. a walk to collect natural objects, a trip around Blairgowrie and Rattray. Additional permission is required for class outings which are further than the immediate area.

### **Parent Pay – paying for school meals and trips**

We use the ParentPay system for parents to pay for school lunches and school trips. Parents are issued an activation code by the school and register online. The system is safe, convenient and very easy to use.

## Pupil Representation and Involvement

Each session all children have the opportunity to actively participate in our Pupil Council and Rights Respecting Group with meetings are held regularly throughout the year. All Primary Seven pupils become Prefects and are given the opportunity to nominate themselves to become House Captains.

## Instrumental Tuition

There will be opportunity annually for those interested to apply for school based instrumental instruction or Central Groups provision, through the local authority. In recognition of the integral part instrumental music plays in pupils' education and welfare, Scottish Government has announced that **instrumental music lessons will be delivered free of charge**. Further information can be obtained from the School Office.

## The School Fund

The school operates a fund to provide money for items of school equipment etc. to extend those provided by the Education Authority. It also helps to subsidise the cost of travel on educational visits, sporting and musical activities, as well as other extra-curricular outings.

Money is usually raised through various fund-raising efforts, such as school functions, sponsored activities etc. The school account is audited at the end of each School Year when a Statement of Accounts is produced.

## 12. Names of Child Protection Officers

Given on-going public concern about child abuse, and recent changes in the law, schools are now required to report if we think any child has come to harm as a consequence of possible abuse.

Some members of staff in our school have been appointed to be responsible for Child Protection and have undertaken specialised training. In our school, these staff members are: **Mrs Joanna Robertson (Headteacher and Child Protection Lead), Mr Craig Brown (Depute Headteacher), Mrs Jillian Ritchie (Early Childhood Centre Leader), Mrs Fiona McCarthy (Principal Teacher/P6 Teacher), Mrs Caroline Stewart (Early Childhood Centre) and Mrs Sarah Russell (Class Teacher).**

Should you wish to talk further about Child Protection and the safety of children, please feel free to contact the school.

As a school, we have good contact with School Medical Officers, Social Workers and Police, any or all of whom may become involved if abuse is suspected.

## 13. Nursery

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Education Services within Education & Children's Services. Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. The designated nursery provision for this school is Rattray Primary School.

Further details of nursery provision in Perth and Kinross are available in the Council's "Policy and Guidelines for Admission to Nursery Schools and Classes for School", which can be accessed on the Council's website at the following address: <https://www.pkc.gov.uk/families>

The nursery provision at Rattray is 72 places, including a Strong Start 2 provision of 10 places. All placements are allocated by the local authority. Our Early Childhood Centre will be open 50 weeks a year from 8am to 6pm.

PKC Education and Children's Services have implemented the expansion of Early Learning and Childcare (ELC) as outlined in the Scottish Government's Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland.

All 3-5-year-olds and eligible 2-year-olds have access to 1140 hours of fully funded ELC. This means that in PKC most children will experience early learning and childcare in a funded provider for at least two full days a week and some full days for 5 days a week.