



RATTRAY PRIMARY SCHOOL

Standards and Quality Report 2019-20



OUR SCHOOL AIMS

- We will give your child the best possible start by working in partnership with you to develop their enthusiasm and confidence as learners
- We will work together to ensure that your child develops core skills in English language and mathematics.
- We will maintain a strong focus on your child's health and wellbeing.
- We will support creativity and critical thinking both in the expressive arts and in science and technology.
- We will prepare your child to be responsible citizens within a multicultural Scotland.
- We will recognise and encourage your child's wider achievements - both in and out of school.
- Your child will get the chance to personalise aspects of their own curriculum to enable them to follow their own interests and meet their individual educational needs.
- We will maintain an ethos of equal opportunities, fun, care and compassion.

The purpose of this report is to share information on the impact that school improvement actions have had on pupils' learning and progress over the course of this session until March 2020. Using "How Good is Our School 4?" (Education Scotland 2015) our self-evaluation grades for key quality indicators are shown below.

Quality Indicator	Evaluation
1.3, Leadership of Change	Good
2.3 Learning, Teaching and Assessment:	Good
3.1 Ensuring Wellbeing, Equality and Inclusion	Good
3.2 Raising Attainment and Achievement:	Good

These evaluations derive from a range of ongoing evaluative processes which we carry out over the school year with parents, pupils and staff. This report was compiled using the evidence from the aforementioned evaluations.

Progress on Priorities 2019 – 2020 (until March 2020)

Our priorities were Consistent Approaches, Creative Curriculum and Positive Ethos/Relationships. There has been good progress made in meeting most of the actions from 2019/20 priorities. There is a solid base for progression and development in place, which is based on evidence from a range of areas. Actions which are still ongoing will be incorporated into the priorities for next academic session.

Mrs Joanna Robertson (Headteacher)
19 June 2020

ATTAINMENT

All being 100%
Majority being 51-75%

Almost All being 91-99%
Less (or fewer) than half being 16-50%

Most being 76-90%
A few being up to 15%

Analysis of our statistics in Language and Maths indicate the following: The majority of P1 pupils have achieved Early Level in all areas of Literacy and Numeracy. The majority of our P4 pupils achieved First Level in Listening and Talking, Reading and Numeracy. Fewer than half of p4s achieved First level writing on time. The majority of P7 pupils achieved second level Listening and Talking and Reading, whilst fewer than half achieved Second level Writing and Numeracy. Regarding these statistics, consideration must be given to the unexpected school closure in March 2020. Some of our pupils may have been on track to achieve CFE levels, but closure circumstances meant that achievement of a level could not be evidenced completely.

By identifying children's Additional Support Needs (ASN) we can support learning for all children through planning with parents and implementing appropriate programmes of work and support. We currently have 42% of our pupils whom we have identified as requiring additional help in some areas of the curriculum. All pupils who have received targeted support have made good or very good progress in their supported areas. Learners with ASN are very well supported by classroom teachers, our Pupil Support Teacher and School Support Staff. Learning experiences are carefully differentiated to ensure that these learners are progressing appropriately and experiencing success in their learning.

ATTENDANCE

Arriving on time and attending school is essential for pupil learning and progress.

	June 2018	June 2019	March 2020
Attendance	93%	93%	92%

ACHIEVEMENT

We are very proud of the achievements of all children at Rattray Primary School. We strive to provide a variety of stimulating activities and opportunities for children to experience success and celebrate personal achievement. In Rattray we celebrate children's wider achievements outside school. We recognise that our children are engaged in a variety of extra-curricular clubs that contribute to their overall sense of wellbeing and confidence. These are showcased in assemblies, in school newsletters, through our celebration of wider achievement display, pupil profiles and also in class. Our (virtual) end of term prize giving recognises the holistic talents and achievements of all pupils. Regularly our achievements have been celebrated in the local press.

Pupils have succeeded in a wide range of sports and health activities - from participating in transition projects and through organised schools sport events in Perth and Kinross. Classes have enjoyed extended coaching sessions in Tennis, Rugby, Football and Cricket. The school was represented at regional sporting and rotary quiz competitions. All upper school pupils successfully completed a Bikeability cycle safety awareness course. In partnership with Sustrans, our school has held a variety of events to successfully promote cycling and active travel.

The newly introduced Skills Groups provide opportunities for pupil achievement and success, the sessions encouraged all pupils to develop a responsible, confident, caring and enterprising attitude toward our school and wider community. All children participated in the Heartstart lifesaving programme which teaches valuable skills for coping in an emergency. Our upper school ski trip to Glenshee enabled our older pupils to set and attain personal and challenging goals. This experience has seen the confidence and esteem of these pupils soar. The planned P7 residential trip to Lendrick Muir would have provided children with excellent opportunities to develop their confidence and teamwork skills.

The creative talents of our pupils were encouraged through participation in our annual Christmas nativity and Mrs Boxall's retiral event. The upper stage classes showcased their learning of Scots Language at an open afternoon and performance to which all parents were invited. Other opportunities for performance were planned for through a Christmas visit to a local care home, church services and our 'fun-filled' talent show.

LEARNING

Almost all our pupils are enthusiastic and positive in their learning and many are independent and active learners. There is a high level of engagement observed in almost all lessons. All classes experience differentiated learning experiences tailored to the needs of the groups within each class. Children have continued to lead their learning by planning with classroom teachers, growing in creativity and confidence with this each year. All children are encouraged to talk about their learning, to identify where this is going well and where there are next steps to action.

A quality assurance programme is in place to monitor learning and teaching. This includes classroom observations, sampling pupils' work and tracking pupils' attainment over time to ensure progress, pace and challenge in learning. Robust conversations about individual pupils' progress help identify areas for additional support. Staff use various assessments including national assessments to ensure that their judgements are consistent, evidence based and in line with National Benchmarks. Support staff have been trained to deliver a range of interventions on a one to one basis and these have had a positive impact.

Colleagues have worked together to update our progression framework for numeracy and literacy in line with Education Scotland's Benchmarks. This has created a clearer understanding of the achievement of a level. Teaching staff have taken part in moderation work where they had the opportunity to work with teachers from all the primary schools who feed into Blairgowrie High School. Staff have worked together in year groups to ensure there is a shared understanding of the standards expected in numeracy / literacy using the benchmarks.

All our pupils are learning French as part of the 1+2 Languages strategy. Children enjoy French lessons and can confidently share their newly acquired language skills with others. Class teachers have had ongoing training in the teaching of French as part of this strategy.

This year class teachers have created a cyclical curriculum plan for our whole school interdisciplinary topics. Our curriculum plan is personalised for the children of Rattray and will provide opportunities for creative and innovative learning experiences across all levels. Children have continued to lead their learning by planning with classroom teachers, growing in creativity and confidence. Community links have been strong, with parents, local businesses and agencies supporting learning and teaching.

All pupils took part in a local heritage project funded by Living Communities and led by a local community artist. Learning was to be showcased at Perth Museum and as art work in our school corridors. The project was a resounding success and enhanced the children's knowledge of their place in this community. The children investigated the history of the Victorians and looked for links and evidence in the community.

In order to develop the NIF priorities of closing the gap and raising attainment, a major focus for improvement this year was numeracy. A significant development in our classes this session has been the introduction of Numicon and Number talks. Numicon enables teachers to use a multi-sensory approach to teaching Maths, which makes numbers more real for children. Many children find Maths challenging as it is an abstract concept, Numicon helps alleviate this challenge for most pupils. Feedback from most pupils has been very positive. Number talks are regular sessions aimed at building number sense. Through number talks we hope to improve our pupils' mental agility and teach differing mental maths strategies. The impact of this approach to the teaching of numeracy has seen an improvement in mental agility throughout the school.

Children in the nursery and early years classes are encouraged to be independent and their learning is shaped by their interests, curiosity and creativity. Loose parts play has been extended this session and the Care Inspectorate graded the nursery Good for Care and Support and the Environment. Following on from a successful pilot last session, we have extended the Play Curriculum into the Primary two classroom and build on the successes within Primary One. This has developed the independence and imagination of pupils, allowing them to learn and practise key skills through play. This has impacted positively on the attainment and problem-solving skills of pupils especially.

LEADERSHIP

The School Management Team (SMT) have worked successfully with all staff members to provide leadership opportunities, training and to fully engage staff in the development and implementation of our school improvement priorities. Throughout the year, through specifically planned collegiate activities and INSET training, the school staff team have been able to drive forward progress towards key priorities within the National Improvement Framework. Most members of teaching staff have a leadership responsibility, and individual staff members have led changes, such as Behaviour and Relationships, Rights Respecting Schools and the Play Curriculum which have had a positive impact on learners.

SMT continues to monitor learning and teaching across the school to ensure appropriate pace and challenge for all pupils, and to identify strengths and development needs. All staff are encouraged to make improvements to the life and ethos of the school and to the quality of learning and teaching in all our classes. Pupil progress is discussed regularly with staff and additional support sought if necessary. For children with Additional Support Needs, Child's Plans are created, and support meetings are held to ensure that the child's learning needs are always a priority.

Partnerships with parents continue to be very good. Parents are supportive of the school and they have worked alongside pupils and staff in enabling pupil learning and supporting school activities such as our skills groups, school trips, open afternoons, fundraisers and Bikeability sessions. Our Parent Council have continued to provide a high level of support, they have led numerous fundraising initiatives which have enabled many quality learning opportunities to take place, for example, subsidising school events, Prefect hoodies and much needed resources. All our parents are welcome to attend Parent Council Meetings, where new initiatives are shared and discussed. Updates to all parents are shared regularly. There have been opportunities throughout the session for parents to give feedback and suggest ideas. Our parents are valued and make a major contribution to the life of our school.

All children in the school have access to a variety of regular opportunities to develop their leadership skills. Our active Pupil Council with representation from across the school allows meet regularly. These pupil representatives consider aspects for school improvement and collaboratively make decisions about things that are important to them and their peers. This session all our P7 pupils became Prefects and wore their Prefect hoodies with pride. These pupils took on leadership opportunities which not only developed their interpersonal skills but also made significant contribution to life and ethos of our school. Our house captain teams developed skills for learning, life and work by taking on a variety of 'special' roles, they also took a lead role in organising several school events. Paired reading with infant classes has supported younger pupils to develop their literacy skills and provided older pupils with responsibility and leadership opportunities.

Improvement Priorities for 2020-21

These school priorities are in line with the National Priorities as outlined in the National Improvement Framework and take cognisance of Pupil Equity Funding which will be used to raise attainment with targeted groups of pupils. In light of school closures, we will consider the impact this has had on our pupils and address issues/areas appropriately and as required.

- **Relationships** - promote a positive school ethos and climate in which our whole school community feel safe, nurtured, valued and included.
- **Health and Well Being** – develop learners' understanding of and engagement in personal resilience, growth mindset and emotional regulation which in turn will positively impact on levels of resilience, emotional health and attainment.
- **Learning and Teaching** – Further develop our approaches to planning, assessment, moderation and tracking to ensure consistency across the school. Ensure our learners and families are clear about progress in learning, personal targets and next steps in learning through improved processes of feedback, profiling and reporting. Enabling our pupils to talk confidently about their learning.
- **Creative Curriculum** - Our learners will achieve and attain through a more creative, coherent and relevant curriculum which fully meets and supports their learning and development needs.