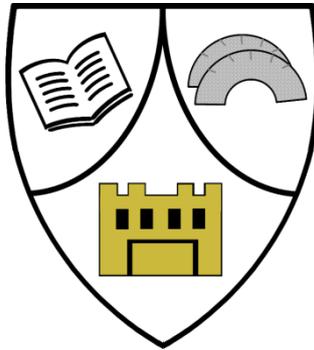


# Ruthvenfield Primary School



*“Hardworking, Happy and Confident”*

## STANDARDS AND QUALITY REPORT

**2024-2025**

**Our vision** is of a motivated and happy school community where achievement is valued and encouraged through a positive ethos towards learning, work and relationships.

A graphic with a blue background and white clouds. The text 'DREAM BIG' is written in large, white, block letters. Below it, the phrase 'Dreaming big for all' is written in a smaller, white, italicized font. To the right of the text is a small version of the school crest.

**Our Values**

- Determined
- Rights-Respecting
- Energetic
- Ambitious
- Motivational
- Big-hearted
- Innovative
- Gritty

**We aim:**

- To provide excellence in Learning & Teaching and Achievement for all
- To provide a safe and nurturing environment for learners
- To support all members of the school community through effective communication and shared goals

## ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

### ATTENDANCE

The table below outlines attendance data from 2022/23 to 2024/25. Overall attendance recorded in June for session 2024/25 was 96.45%. We have an excellent attendance rate and continue to follow council procedures to ensure that this is maintained.

	2022/23	2023/24	2024/25
Attendance	95.2%	95.2%	96.45%

*(Attendances are expressed as the average number of half day absences per pupil)*

### ATTAINMENT

Across the school, our learners continue to demonstrate progress in all areas of learning. All of our learners have made good progress from their prior levels of attainment in Literacy and Numeracy in relation to National Targets. Achievement of a level is determined where there is evidence of breadth and depth of learning at the expected level of challenge and the learner can apply their learning in unfamiliar situations.

We made effective use of our DSM budget during session 2024/25. This was put towards universal and targeted approaches to supporting literacy across the whole school, specifically the development of comprehension, grammar and writing skills.

We targeted support staff and LMG staff to work with teaching staff to support specific learner groups to raise attainment in writing. Most of the targeted learners in this identified group have now met their National expectation.

Attainment is assessed through ongoing teacher and learner evaluation against the national benchmarks, which is supplemented by Scottish National Standardised Assessments (SNSA) at P1, P4 and P7.

Attainment levels in literacy and numeracy are central to the school's priorities for improvement.

#### Evaluative Terminology:

*Few (up to 15%), Less (or fewer) than half (16-50%), Majority (51% - 75%), Most (76%—90%), Almost All (over 90%), All (100%)*

#### **Attainment data in English Language and Literacy for session 2024-25 specifically reports that:-**

Most learners achieved Early Level in writing, listening and talking and reading by the end of P1.

Most learners achieved First Level in writing and reading. The majority of learners achieved First Level in listening and talking.

Most learners achieved Second Level in listening and talking. The majority achieved Second Level in reading and writing by the end of P7.

#### **Attainment data in Mathematics and Numeracy for session 2023-24 specifically reports that:-**

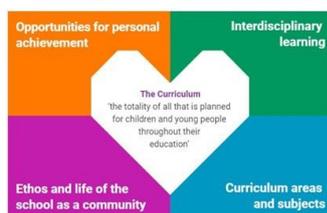
Most learners achieved Early Level in mathematics and numeracy by the end of P1.

Half of learners achieved First Level by the end of P4.

A majority of learners achieved Second Level by the end of P7.

45% of learners at Ruthvenfield have identified additional support needs. Rigorous approaches in identifying additional support needs and effective use of planned interventions for appropriate targeted support, continues to lead to good progress with pupils working hard to attain specific targets. This includes the targeted approaches to literacy and numeracy development as well as social and emotional development.

### PROGRESS AND ACHIEVEMENT



Progress and achievement are measured within the core curriculum including Literacy, Numeracy and Health and Wellbeing, throughout Interdisciplinary Learning, within the Ethos of the School and on a personal level of Wider Achievement.

All learners were involved in the formulation of their classroom charters, embedding learner knowledge and a shared understanding of the UNCRC/children's rights, ensuring pupil voice plays an important role in nurturing relationships and ethos. We have continued to focus on increasing play

opportunities to support learning and social skill development throughout the school. There has been a positive impact and almost all learners are rating their health and wellbeing highly with learner reflections continuing to show a positive increase. They are also more able to express and justify their thoughts about their own health and wellbeing. All staff and learners use wellbeing tools as an integral feature of school life ensuring a shared knowledge and understanding and as a measure to evaluate learners' well-being. Through our Nurture programme most learners showed improved concentration, motivation, independence and engagement in learning as a result of targeted interventions and support.

Learners' achievements, in and out of school, are recognised and celebrated. Some of the wider achievements have included those in dancing, ice hockey, judo, cheerleading, gymnastics, swimming, music, football, Brownies, Cubs, Scouts and the Christmas Show. Throughout the school session there have been opportunities for pupils to demonstrate and celebrate their skills within class and beyond. These are shared in a variety of ways: newsletters, Learning Journals, assemblies, in classes, learning and achievement walls. All P1-P7 learners are working towards the Gold Rights Respecting Schools Award. All P6/7 learners took part in the Curling's Cool programme, King's Active Play sessions and bike maintenance training with some having iBike training and cycling skill training.

Some of our other group and class achievements have included our Annual Scots Poetry recitals as well as a variety of sporting and musical achievements. A number of our P6/7 pupils took part in the Cross-Country competition and Cluster Sports with several pupils being placed first, second and third. A few pupils have progressed to the next level; PKC County Sports. Our string instrumentalists performed in a number of school performances. Our learners also enjoyed taking part in a range of activities to celebrate World Book Day. We also held our annual Ruthvenfield's Got Talent show.

### LEARNING

The following evaluations are based on the on-going self-evaluation processes of the school.

#### Self-Evaluation NIF Core Quality Indicators 2024-25

Quality Indicator	School Self Evaluation - June 2025
1.3 Leadership of change	5 Very Good
2.3 Learning, teaching and assessment	5 Very Good
3.1 Ensuring wellbeing, equality and inclusion	5 Very Good
3.2 Raising attainment and achievement	5 Very Good

In session 2024-25, our school improvement priorities focused on improving children's learning experiences through focussing on the following key aspects:

- Strengthening learner participation in all classes through inclusive environments and practices.
- Ensuring effective support, pace and challenge in digital literacy and writing across the school.
- Building practitioner community and capacity through increased collaborative opportunities with the Bertha Park cluster schools.



Through consultation with staff, learners and parent council representatives we produced our Communications Policy. Our Positive Relationships Policy pulls together our shared vision, values, processes and resources used within school to ensure a shared knowledge and understanding of language and expectations across our school community. As part of our digital literacy development, a new digital learning progression pathway was introduced this year and staff are continuing to embed all PKC curricular progression frameworks across the school from Primary 1 to 7 ensuring appropriate pace, support and challenge. All teaching staff worked with LMG schools to moderate attainment judgements in writing.

All staff have engaged in CLPL opportunities based on our school and individual staff priorities (e.g. CIRCLE, Nurturing Relationships, supporting ASN, peer mediation, digital technology, Explicitly Teaching Writing, probationer working party, Boardmaker training, solution focussed circles, Leadership, First Aid and Child Protection, all leading to increased staff and learner knowledge and skills. To date Ruthvenfield School has received our Accreditation at Level 1 for the Nurturing Schools Programme and are currently working towards Level 2. In addition we have received Accreditation for our Digital Schools Award.

At Ruthvenfield a significant amount of learning takes place through the Ethos and Life of the School. This year, all P6/7 learners took part in the Restorative Mentorship programme. All P6/7 learners completed the Playground Leader Training programme organising, and adapting, games to accommodate learners during playground games. All P4-6 took part in peer mediation training from Scottish Mediation. Our Junior Leadership Team gathered views and feedback across the school which has continued to inform our school improvements.

Our Junior Leadership Team developed the playground rota in consultation with learners, ensuring a range of activities and equipment are available during break and lunch times. All learners continued to develop their skills for learning, life and work through visits from various professionals and organisations, class learning and implementation of their ideas through being actively involved in the school improvement process.

Our learners have had the opportunity to experience a wide variety of physical activities as part of the national two hours of quality PE weekly target e.g. gymnastics, hockey, athletics, golf, basketball, tennis, ball skills, netball, dance, rugby. We have also collaborated with our Active Schools coordinator, Perthshire Rugby and Bertha Park cluster schools, increasing opportunities for learners to take part in extra-curricular clubs such as rugby and basketball and Multisports. P1-7 have had opportunities for football training with Mr McCabe (football coach at Dundee Football Club). All P3-7 pupils had the opportunity to attend rugby training sessions run by

Perthshire Rugby Club. All classes have taken part in the Travel Tracker initiative, encouraging active and sustainable daily travel to and from school.

We have had a range of educational visits and visitors in school throughout session 2024-25. All classes attended the Christmas Pantomime at Perth Theatre. P6/7 attended performances from the British Army music and our P4-7 attended RSNO performances 'Sounds of the Deep' at Perth Concert Hall. P3/4/5 enjoyed a visit to Bannockburn. P6/7 spent their residential week in Arran taking part in a range of outdoor, personal and social learning activities, including gorge walking and abseiling. All classes also took part in the Christmas Show which was well attended and raised £692.50 in ticket sales. We had a Macmillan coffee morning which raised £255 for their charity. P1/2 had a book reading from an author. P1-3 also had a visit from the police service, P3/4/5 had a visit from a paramedic and P6/7 had a visitors to support their topics. P1-7 took part in World Maths Day, World Book Day and an Outdoor Learning Day. P3/4/5 took part in a Barratt homes competition. Perth Gospel Hall and Reverend Malloch have attended a number of our assemblies throughout the year. P1-7 had a visit from the Fire Service to deliver safety in the home and water safety training.

Throughout session 2024-25 we sought feedback from pupils, staff and parents on learning and improvement planning. This valued feedback has helped to inform how we take aspects forward and, following the self-evaluation process, we believe that there is good capacity within the school community to take forward our identified improvement priorities.

### **LEADERSHIP**

Our school team, learners and families play a key role in supporting our improvement agenda – included below are some of the ways in which they have supported our developments.

**School Team** – Teamwork and collective responsibility is a key strength at Ruthvenfield. Building on high expectations for all learners, all members of the school team continue to make sustained improvements, working collaboratively with parents, partner agencies and learners to support learning across the school and meet learner needs. Staff members enjoy their leadership roles, and training, which impacts positively on outcomes for our learners. Staff members have engaged in many professional learning opportunities and have taken the lead on a range of improvement priorities including Play, Health and Wellbeing, Writing, Digital learning, Nurturing Relationships, Restorative Approaches, ASN support strategies and Learning Outdoors. The school team collaborate with families and a range of partners and agencies to meet the needs of our learners. This year we introduced a new group of pupil leaders – our digital leaders' team. This group is responsible for supporting digital learning in all our classes.

**Learners** – Pupil voice remains a strong feature of our self-evaluation. Our Junior Leadership Team (JLT) includes representatives for each year group. They meet with the senior leadership team to discuss school improvements leading to increased involvement in improvement planning and decision making. They successfully organised seasonal competitions and an afternoon of Potted Sports. The learners often lead at assemblies on a variety of themes. Other existing leadership roles include: House and Vice Captains, Buddies, Playground Leaders, Restorative Mentors, Energy Saving Representatives, our iBike Crew/JRSOs and Classroom Monitors. Pupil leaders help form the direction of the school, upholding our school values and making decisions which have helped us to achieve further success.

**Parents/Families/Community** – Parents were offered the opportunity to attend the Community Police event and a transition evening at Bertha Park High School. They were also invited to an Internet Safety event. We launched our Safer School app alongside a further invitation to attend an online lesson on the use of the app. Our Parent Council, and families, continue to provide phenomenal support in both operational and strategic improvement planning. We continue to consult with our Parent Council on ideas and proposals for school priorities including family engagement in learning and effective resourcing. The Ruthvenfield Parent Council (RPC) continue to support the work of the school, consulting on improvements and organising a variety of wonderful community events. The Parent Council organised a school fete in June. They created beautiful Christmas hampers to raffle at our Christmas Concert as well as organising the Santa sack raising further funds towards learning resources. In addition to financial support, our families continue to support in a number of ways e.g. supporting learning, on trips, class topics, attending/organising events. RPC continue to support the school community and are always on hand to support in any way they possibly can.

### **IMPROVEMENT PRIORITIES 2025-26**

- **WELLBEING AND INCLUSIVE PRACTICES:** Enhance communication in learning through the principles of nurture as a whole school community approach.
- **RAISING ATTAINMENT-** To raise attainment and achievement for all learners including learners with ASN.
- **BERTHA PARK LMG SCHOOLS:** Continue to build upon teacher collaboration and professionalism through further collegiate opportunities and practitioner enquiry.

*This report has been produced in consultation with Staff and Parent Council Representatives.*