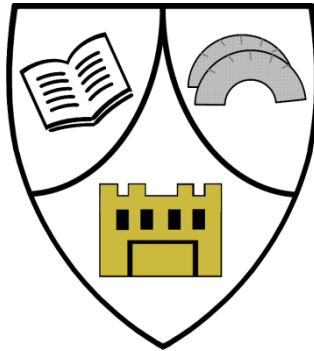


Ruthvenfield Primary School



“Hardworking, Happy and Confident”

STANDARDS AND QUALITY REPORT

2019-2020

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. We are prepared for the future.

We value:

- High Quality Education
- The Support of Teamwork
- Respect
- Trust, Honesty and Integrity
- Nurture

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 PROGRESS

ATTENDANCE

The table below shows attendance data from 2018 to 2020. Overall attendance recorded in March for session 2019-20 was 96.1% prior to home learning commencing on Monday 23rd March 2020. We have an excellent attendance rate and continue to follow council procedures to ensure that this is maintained.

	June 2018	June 2019	March 2020
Attendance	96.1%	96.4%	96.1%

(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 progress from their prior levels of attainment with pupils in most year groups making very good progress towards levels of attainment in Literacy and Numeracy in relation to National Targets. Achievement of a level is determined where there is evidence of a breadth and depth of learning at the expected level of challenge and the learner can apply their learning in unfamiliar situations. This session we have introduced literacy interventions using Pupil Equity Funding specifically targeting the development of spelling and writing skills. Attainment is assessed through ongoing teacher and learner evaluation against the national benchmarks, which is usually supplemented by Scottish National Standardised Assessments (SNSA) at P1, P4 and P7.

Attainment in English Language and Literacy- In session 2019/20, almost all learners achieved Early Level in writing, with the majority achieving early level in reading by the end of P1. All learners achieved early level in listening and talking. In P4, the majority of learners achieved First Level in reading, with most achieving First Level in writing by the end of P4. All learners achieved First Level in listening and talking by the end of P4. The majority of learners achieved Second Level in listening and talking, reading and writing by the end of P7.

Attainment in Mathematics and Numeracy – All learners achieved Early Level by the end of P1. Most learners achieved First Level by the end of P4. The majority of learners achieved Second Level by the end of P7.

The rigorous approach to identifying additional support needs and development of strategies, as well as the consistent use of target ladders, for appropriate targeted support continues to lead to very good progress with pupils working hard to attain their specific targets. This includes the targeted Pupil Equity Fund approaches to literacy development and also social and emotional development.

Majority (51% - 75%) Most (76%—90%) Almost All (over 90%)

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.

The follow through to HMI visit in January 2018 recognised our very good progress against the quality indicator 3.1 Wellbeing, Equality and Inclusion. Almost all learners continue to report high levels of wellbeing in all aspects of SHANARRI.



Throughout the school session there have been numerous events and opportunities for pupils to demonstrate, and celebrate, their skills within class and beyond. These are shared through newsletters, Seesaw, MS TEAMS, Assemblies, Learning Videos, Achievement Walls, our Twitter account (@ruthvenfield), our school website (<https://blogs.glowscotland.org.uk/pk/ruthvenfieldprimary/>) and, more recently, through our School App. Whole school achievements have included; working towards our Gold Rights Respecting Schools (Rights Committed), running a very successful, well attended 'Children of the World' Christmas Show, organising Outdoor Learning training attended by staff, pupils and parents, running a Burns ceilidh and Scottish poetry, dancing and music day, establishing the P5-7 Restorative Mentorship Programme, taking part in the Change Starts with Us Anti-bullying campaign, learner-led family events focussed on Literacy and Restorative Approaches. Some of our group and class achievements have included; Scots Poetry participants, a variety of musical achievements including our learners in the Jambouree Choir performing in the televised BBC One Christmas Service from St. John's Kirk, learners performing 'Somewhere Over the Rainbow' for the NHS during lockdown, accordion lessons, taking part in the Butterfly Art competition run by an author, attending the Solheim Cup at Gleneagles and taking part in the Perth theatre project with schools across PKC.

LEARNING

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

Self-Evaluation NIF Core Quality Indicators 2019-20

	Quality Indicator	School Self Evaluation June 2020
1.3	Leadership of change	4 Good
2.3	Learning, teaching and assessment	5 Very Good
3.1	Ensuring wellbeing, equity and inclusion	5 Very Good
3.2	Raising attainment and achievement	4 Good

In session 2019-20 our school improvement priorities focused on improving children's learning experiences through focussing on the following key aspects;

- PACE and CHALLENGE in writing, spelling and handwriting across the school through consistency, clear progression, moderation, effective interventions and high standards.
- Effective use of assessment data to inform next steps in learning.
- TARGET SETTING using agreed standards and progression ladders.
- Developing CREATIVITY skills and skills for learning, life and work with our learners through reviewing approaches to learning and teaching.
- PRACTITIONER ENQUIRY which had a key focus on PLAY and OUTDOOR learning opportunities to enhance learners' skills.
- EFFECTIVE FEEDBACK and FAMILY ENGAGEMENT in next steps in learning to increase learner ATTAINMENT. Learner led open events and digital portfolios, together with revised reporting mechanisms, ensures collaborative approaches to supporting next steps in learning.
- Strengthening RESILIENCE, RELATIONSHIPS and SELF-REGULATION strategies through increased PLAY opportunities and further engagement with the UNCRC Rights Respecting Schools Programme as well as building on our Restorative Approaches.

A significant development for Ruthvenfield this year was increasing parental engagement and understanding of supporting children's literacy learning, particularly in writing, spelling and handwriting. At the Literacy celebration event in November 2019, feedback received from families outlined that the pupil and teacher led workshops helped to reinforce and enhance the development of literacy skills at home. Staff further developed their professional knowledge and understanding within literacy learning and teaching. Using international and national research to augment approaches, we have embedded a consistent literacy framework across the school from Primary 1 to 7. This framework supports learning that is progressive, challenging and supports learners' needs. Working with a local author further inspired writing skills across the school.

In consultation with staff, colleagues from other schools and parent council representatives our teachers have worked to further improve learning and teaching through clearly identifying and sharing next steps in learning through further implementation of pupil led digital portfolios. This has ensured appropriate pace, support and challenge, and involving learners and families in the setting of next steps. Feedback from families also helped to shape our home-learning model for Term 4 allowing families and staff to continue to work effectively together to support learner needs.

At Ruthvenfield a significant amount of learning takes place through the Ethos and Life of the School. This year, our P5-7 learners took part in the Restorative Mentorship programme and led whole school assemblies and family workshops to further develop these approaches across the school community. Our Junior Leadership Team have gathered views and feedback across the school which has informed our improvements in outdoor learning, play and learning and teaching in writing. Learners and parents have had the opportunity to attend training sessions alongside staff and be an active part in reviewing our vision and values. Many learners enjoy working with staff to develop outdoor learning areas and activities during break and lunch times too. All learners continue to develop their skills for learning, life and work not only through class learning and organising events, but additionally by being actively involved in school improvement planning throughout the year.

Our learners have also had the opportunity to experience a wide variety of physical activities to supplement the national two hours of quality PE target. These enhancements to the curriculum have included; tennis, curling, gymnastics, badminton, hockey, netball, cross country, rugby, cycling skills and more recently, during lockdown, a virtual sports week. Extra-curricular clubs during session 2019/20 have included; Rugby (run by PRC), Cross Country Running (run by Victoria Watkins and parent/carer helpers), Gymnastics, Climbing Club and Football (all run by parent helpers). We continue to have strong representation at PKC sporting events.

Educational visits and visitors during 2019/20 have included; trainer and guide dog visit from the UK Guide Dog Charity, 'Sinbad' Pantomime at Perth Theatre, NSPCC Speak Out/Stay Safe, engineering workshops run by Balfour Beatty, BEAR Scotland visit and competition, Energy Saving PKC visitors, Anti-bullying workshops on board the BeNiceBus with staff from the Princess Diana Trust, an osteopath visited as part of a class health and

wellbeing topic, workshops with author Jill Young, Sustrans pedal cinema and bike repair training, P5-7 project visits to Perth Theatre.

To share our learning, parents have been invited into school during a number of learner-led open afternoons throughout the session. All events, including the launch of our P5-7 Restorative Mentorship Programme and launching our spelling, handwriting and writing programmes were very well attended with almost all families in attendance. Throughout session 2019/20 we have continually sought feedback on school evaluation and improvement planning from pupils, staff and parents through a variety of surveys, parental feedback forms and at open events. This valued feedback helps to inform how we take these aspects forward and, following the self-evaluation process, we believe that there is good capacity within the school 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 this session.

School Team - Building on high expectations for all learners, the school team continues to make sustained improvements, working collaboratively with parents, partner agencies and learners to increase knowledge and skills to improve learning across the school. Staff members enjoy their leadership roles which have impacted 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, Digital Technologies, Interventions and Target Setting, Health and Wellbeing, Restorative Approaches, Writing, implementing new Communication Systems, Outdoor Learning, implementing a range of Playground Opportunities. MS TEAMS has been used effectively for collaborative working and sharing learning, resources and ideas.

Learners – Pupil voice remains a strong feature of our self-evaluation. Pupil Leadership roles have been strengthened this year through the introduction of Junior Leadership Team representatives from each year group, running assemblies and events and attending training with staff and parents. Other existing leadership roles include; House and Vice Captains, JRSOs, Buddies, Restorative Mentors, Energy Saving Representatives, Healthy Snack Leaders, our iBike Crew, pupil led sport and relaxation clubs and Classroom Monitors. Each has helped form the direction of the school and uphold our school values, making decisions which have helped us to achieve further success. Learners have organised and led a number of family engagement events throughout the year, as well as introducing new improvements to Ruthvenfield; most recently introducing a Healthy Snacking House point system, pupil led sport and relaxation clubs, as well as Wobstacle Wednesdays to encourage further active travel to school.

Parents/Families – Our Parent Council, and families, continue to provide phenomenal support in both operational and strategic improvement planning. This session consultation around literacy progression, interventions and target setting has increased family engagement and ensured further clarity and personalisation in supporting next steps in learning. We continue to consult with our parent council on ideas and proposals on how best to spend our Pupil Equity Funding. The Ruthvenfield Parent Council (RPC) continue to support the work of the school, consulting on improvements and this year applying for, and successfully receiving, £8000 of community funding towards a trim trail request from learners. They have also ensured enhanced music provision within the school by providing additional musical instruments and have provided a range of items, and funding, to enhance outdoor learning opportunities. In addition to financial support, the RPC have continued to support and help to organise outstanding community events such as the annual Halloween Disco and ran a wonderful Food and Drink Tasting event which raised over £1000. They created beautiful Christmas hampers to raffle at our Christmas Show to raise further funds and purchased 2 more laptops for our learners. They continually help with transport and support on trips, organising events, running clubs and are always on hand to support the school in any way they possibly can. RPC operates a Facebook page at: <https://en-gb.facebook.com/ruthvenfieldpc/>

IMPROVEMENT PRIORITIES 2020-21

To take account of current restrictions due to the response to COVID-19, schools will be focusing on Recovery Planning when we first return in August 2020. The priorities for this will include:

- Approaches to blended learning
- Building resilience and nurturing environments to support health and well being
- Creative approaches to learning and teaching including a focus on Outdoor Learning.

In session 2020-21, we also plan to review and develop our curriculum rationale, taking account of our setting and our reviewed vision and values- DREAM BIG.

Key aims which have emerged from our self-evaluation:-

- PRACTITIONER ENQUIRY will have a focus on embedding PLAY, OUTDOOR learning and WRITING experiences which enhance learners' CREATIVITY and THINKING skills
- Strengthen RESILIENCE, RELATIONSHIPS, SELF-REGULATION and NURTURING environments. This will involve embedding the CIRCLE approach and consistent use of THERAPEUTIC language and SUPPORT programmes used across the school (Place2Be and EmotionWorks resources).
- Develop a whole school ASSESSMENT framework

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