



Education & Children's Services

HMI – Follow Through Procedures Progress Report to Parents

1 Introduction:

Ruthvenfield Primary School was inspected in **October 2016**. The report on the inspection by her Majesty's Inspectorate of Education (HMI) was published in **December 2016**.

The school, with support from the Local Authority, prepared a plan for improvement which has had a positive impact on a range of aspects within the school.

Both headteacher and staff have worked co-operatively with authority staff to take forward the areas identified in the original HMI report as requiring development and the authority endorses the information within this report.

Further information about the broader achievements of the school is contained in the school's annual Standards & Quality report published in September 2017.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in **December 2016** identified 1 main point for action and this has been split into two components. This section evaluates the progress made to date in addressing each of the component action points and the resulting improvements for pupils and other stakeholders.

Area for improvement 1

Continue with plans to promote diversity across the life of the school.

Evaluation of progress:

Diversity education relates to recognising our individual differences. These include the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities and religious and political beliefs.

Global Citizenship Themes are planned for across the Ruthvenfield Primary Curriculum making sure that all pupils have a breadth of experience of issues related to diversity throughout their primary years. This is very evident and clearly embedded in the ethos and language used by learners.

Experiences include specific topics relating to global citizenship such as Show Racism the Red Card, Houses and Homes Around the World, Fairtrade, Islands and Natural Disasters. Planning for learning at Ruthvenfield also makes logical citizenship links across all possible curricular areas. Examples of this include global dimensions within RME topics, learning about similarities and differences within people in place and people in society themes of study, when learning about technologies and business around the world. The supportive and positive ethos of the school is clearly evidenced by the behaviour and expectations of pupils.

Themes exploring diversity are planned by teachers jointly during collegiate planning meetings before being explored with pupils when planning for learning in class.

By making clear reference to the themes of diversity during learning across the curriculum, pupils' understanding of the importance of recognising individual differences is strengthened.

To put the themes of diversity in context, Ruthvenfield began engagement with the Rights Respecting School Award Programme in the 2017 / 18 session and has already made very good progress towards embedding understanding across the school. Learners are able to talk confidently about their learning in this area.

Primary 4/5 have explored articles in the United Nations Convention on the Rights of the Child (UNCRC) during term 1 and an assembly programme is in place for the whole school to join in with the Rights Respecting Schools Award Programme.

Evaluation of Impact and Next Steps:

Pupils now have wider exposure to themes of diversity and global citizenship and demonstrate greater understanding of the key themes as a result. This is evident through pupil engagement with the UNCRC including class charters and an award made to a group of P4 pupils as competition winners for their 'Launchpad' children's rights first level game which will be shared nationally.

In addition to completing the Rights Respecting Schools Award Programme, the next steps for Ruthvenfield include revisiting the School Vision, Values and Aims later this session to ensure that these resonate with new learning about the UNCRC. It is anticipated that pupils will be able to demonstrate their knowledge and understanding about diversity and rights by contributing to the creation of a new set of values for our school community.

Area for improvement 2

To further develop children's understanding of their own health and wellbeing.

Evaluation of progress:

To ensure that pupils at Ruthvenfield have a deep and meaningful understanding of their own health and wellbeing we have developed a programme to regularly explore the Getting It Right For Every Child (GIRFEC) wellbeing indicators. We have ensured that every child has an improved and robust understanding of the wellbeing indicators and what it means to be safe, healthy, achieving, nurtured, active, respected, responsible and included.

All pupils rate and plot their wellbeing annually to create a 'wellbeing web', and these can now be tracked across time showing changes in wellbeing and also as a stimulus for reflection.

Individual wellbeing webs are collated using the Wellbeing Matrix tool to give an overview of wellbeing across our school. This helps pupils to reflect on their wellbeing in relation to the school as a whole and also helps pupils become involved in planning our next steps in relation to improving wellbeing.

For example all pupils were involved in sharing the results of the 2017 wellbeing matrix showing that the respected, responsible and included indicators were the lowest ranked. Pupils agreed that these should be the ones we worked on together to improve. They are able to analyse and discuss their scores and can talk with confidence about how they are working to focus on them and improve.

Evaluation of Impact and Next Steps:

The actions that we anticipate will provide better outcomes for our learners in these key areas include a renewed focus on Restorative Approaches and engagement with the United Nations Convention on the Rights of the Child (UNCRC). Engagement with the Rights Respecting Schools Award has been outlined in the previous action point.

We use Restorative Approaches to support better relationships. A Restorative Approach brings those affected by conflict and those responsible together to communicate. This enables everyone affected to play a part in resolving the conflict and finding a positive way forward.

In our development of Restorative Approaches, we have ensured that pupils are familiar with the values and process of Restorative Approaches and this has included production and use of bespoke resources to support restorative working across our school. All staff in school have participated in Restorative Approaches Values training and all are demonstrating developing confidence in working restoratively. Working restoratively is having a positive impact on behaviour in school as reported by teaching staff. Pupils are also able to talk about the positive impact of working in this way showing that Restorative Approaches is becoming embedded at Ruthvenfield.

At the point of the follow-through visit, pupils demonstrated that they were very able to make clear links between the Rights of the Child, Restorative Approaches and Health and Wellbeing Indicators. This contributes to feeling valued, listened to and having a say in school improvement.

We anticipate that pupils will report a positive impact of working restoratively through their wellbeing evaluations in 2018 as the result of restorative conversations has been positive in almost all cases. The impact of Restorative Approaches will also be evaluated through the Learning Council.

In the long-term the expected impact of the actions listed in this report are that learners at Ruthvenfield will have a deeper understanding of the features of diversity and their own health and wellbeing. Deeper understanding of the Rights of the Child and the values associated with Restorative Approaches will impact positively on learners and broaden the curriculum at Ruthvenfield.

A handwritten signature in black ink, appearing to read 'Andrew Clark', written in a cursive style.

Headteacher: