



## **RATTRAY PRIMARY SCHOOL AND EARLY CHILDHOOD CENTRE**

### **Standards and Quality Report 2024-25**



#### **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. Using "How Good is Our School 4?" (Education Scotland 2015) our self-evaluation grades for key quality indicators are shown below.**

<b>Quality Indicator</b>	<b>Evaluation</b>
1.3, Leadership of Change	<b>Very Good</b>
2.3 Learning, Teaching and Assessment	<b>Good</b>
3.1 Ensuring Wellbeing, Equality and Inclusion	<b>Good</b>
3.2 Raising Attainment and Achievement	<b>Good</b>

**These evaluations are based on a range of ongoing processes carried out throughout the school year, involving input from parents, pupils, and staff. This report draws on the evidence gathered from those evaluations**

#### **Progress on Priorities 2024 – 2025**

We have made good progress across our key priorities this session. A positive school ethos continues to be nurtured through inclusive practices and wellbeing initiatives, helping all members of our community feel safe, valued, and supported. In literacy, consistent pedagogy and raised expectations are improving writing skills from P1–P7, with staff engaging in professional learning and moderation to ensure shared standards. Our approaches to planning, assessment, and moderation have become more consistent, enabling clearer understanding of progress, targets, and next steps for learners. Pupil Equity Funding has had a significant impact supporting Literacy, Health and Wellbeing, Pupil Engagement and attendance initiatives.

**Joanna Robertson (Headteacher)**  
**13 June 2025**

## **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 data indicates the following: Most of our P1 pupils have achieved early level in all areas of Literacy and Numeracy learning. In Primary 4, most pupils achieved First Level in Listening and Talking, and Reading, and the majority of pupils have achieved First Level in Writing and Numeracy. Almost all our P7 pupils have achieved Second Level in Listening and Talking, most have achieved Second Level in Reading, and the majority have achieved Second Level in Writing and Numeracy.

Across the majority of year groups, we are seeing improvements in attainment across all areas of Literacy. For those year groups who were in school at the onset of Covid, we are also continuing to see a recovery in Literacy attainment, with all year groups demonstrating positive trends.

Through identifying Additional Support Needs (ASN) early, we are able to support children through planning with relevant partners and professionals and ensure the correct targeted support and universal support is accessible to children. ASN may arise from a learning need as well as from pupils requiring emotional support. We currently have a number of our pupils whom we have identified as having ASN. Most children with ASN are making good progress towards their individual targets in learning. We work in partnership with Perth and Kinross Council Inclusion team where relevant to ensure the correct support is in place in a timely manner. Learners with ASN receive comprehensive support from a multidisciplinary team, including class teachers, Pupil Support Teachers, PSAs, Pupil Care and Welfare Officer, Community Learning Assistants, Community Link Workers, Outreach Teachers, Educational Psychologists, Speech and Language Therapists, School Nurses, and School Counsellors.

## **ATTENDANCE**

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

	June 2023	June 2024	June 2025
Attendance	90.57%	91.38%	90.90%

## **ACHIEVEMENT**

Throughout this academic year, we have celebrated a wide range of individual, group, and class achievements, both within and beyond the school. These successes are acknowledged in several ways: during our weekly get-togethers which reflect and reinforce our school values, through our newsletters, on our Facebook page, and within classrooms. Pupils who meet with the Headteacher for weekly hot chocolate are recognised for demonstrating our school's LINK values. Our annual prize-giving ceremony showcases the diverse talents and successes of our learners. On occasion, our achievements have also been featured in the local press.

This year, pupils across the school have benefited from extended coaching sessions in football, tennis, and cricket, enhancing both their skills and enjoyment of sport. Rattray Primary was proudly represented in regional competitions for cricket, football, athletics, and tennis, with several pupils achieving podium finishes. Some of our upper school pupils took part in the Rotary Quiz and Euro Quiz competitions, representing the school with enthusiasm and pride. Our annual Health Week was a great success, with all pupils actively engaging in a wide range of health and wellbeing activities, as well as various sporting events that promoted teamwork, resilience, and fun.

Our Friday afternoon CLIK sessions and after-school clubs continue to offer pupils a broad range of enriching learning experiences that foster confidence, creativity, and the development of skills for life, learning, and work. This enabled pupils to achieve success in diverse areas such as sewing, first aid, and coding. Our P7 pupils enjoyed a rewarding residential experience at Lendrick Muir, where they set and achieved personal

goals through a variety of challenging activities. Similarly, our P6 pupils who took part in a four-day skiing programme developed increased confidence, resilience, and a strong sense of personal achievement.

Our pupils' creative talents are fostered through participation in our annual Christmas nativity and carol singing, Scots afternoon, prize-giving ceremonies, and class-led weekly get-togethers. Pupils in the upper stages have engaged in a range of enterprise projects, developing key skills in financial literacy, teamwork, and creativity. Activities such as the P6 puppet show, P7 games afternoon, and P6/7 healthy tuck shop provided real-life learning experiences. More recently, P5 and P4/5 planned and delivered successful events - a circus performance and a music festival -demonstrating initiative, confidence, and organisational skills.

### **LEARNING**

Almost all pupils demonstrate a positive attitude to learning, with many showing increasing independence and active engagement. High levels of participation are evident across most lessons, supported by differentiated learning experiences that meet the needs of almost all learners. Pupils are encouraged to take ownership of their learning through collaborative planning with staff, fostering creativity and confidence.

High-quality learning and teaching across the school continues to have a positive impact on pupil attainment. All staff create supportive environments where learners are encouraged to succeed and have their achievements recognised. Our school values (LINK) underpin a strong, nurturing ethos that promotes learning, inclusion, and kindness. Positive relationships between staff and pupils are evident throughout the school, with a clear focus on well-being and individual care. All staff are committed to delivering engaging and responsive learning experiences that meet the needs of every pupil.

Our quality assurance processes monitor learning and teaching across the school, enabling effective tracking of pupil progress over time. Regular professional dialogue with the leadership team confirms that staff know their learners well and monitor individual progress closely, including for those with additional support needs. Most teachers are proactive in identifying barriers to learning and implement targeted strategies to support progress. Support staff play a key role in delivering interventions that address individual needs. A range of assessment approaches, including national standardised assessments, are used to ensure teacher judgements are robust, consistent, and aligned with National Benchmarks.

Pupils across the school have benefited from regular opportunities to engage in active learning through real-life and outdoor contexts. Learning is enriched using our courtyard, playground, and nature garden, which support exploration and creativity. Educational excursions have further enhanced pupils' experiences, with visits to local care homes, farms, Blairgowrie Library, Cupar Deer Centre, and Stirling Castle providing meaningful connections to the wider world and deepening curricular learning.

Active learning is evident across all classes, with pupils' interests, creativity, and curiosity shaping their learning experiences. The continued development of our Play Curriculum has enhanced younger pupils' independence, imagination, and critical thinking skills, contributing positively to attainment. We remain committed to extending play-based and active learning approaches beyond Primary 3. Digital technology is effectively used by all staff to support and enhance learning and teaching.

Health and Wellbeing remains a key priority, with staff fostering a nurturing, inclusive environment and promoting positive relationships across the school community. The use of wellbeing indicators and daily digital check-ins supports early identification of pupil needs and their capacity to engage in learning. We continue to develop effective strategies to support emotional regulation, helping pupils build resilience and manage their emotions. The introduction of our Pupil Care and Welfare Officer has further strengthened targeted support and enhanced both learner engagement and wellbeing.

### **LEADERSHIP**

Our Quality Improvement Plan (QIP) clearly outlines our commitment to raising attainment and closing the poverty-related attainment gap. Our committed staff work collaboratively with a strong understanding of our

school community, supported by effective and sensitive leadership from the School Leadership Team (SLT). Regular collegiate sessions and targeted professional learning are aligned with improvement priorities and designed to enhance outcomes for individual learners, cohorts, and the whole school.

Teachers take on a variety of leadership roles that directly support our QIP. Most lead or contribute to key initiatives such as Nurturing Schools, Rights Respecting Schools, and Digital Schools, all of which positively impact learners. Staff engage actively in working groups, collegiate sessions, and improvement planning, sharing leadership learning across the school to strengthen collaboration and professional growth. Our Young Carers Champion also works effectively with staff to support pupils with caring responsibilities. This session, these collective efforts contributed to the school achieving the Level 2 Nurturing Schools Award, recognition as a Reading School, and the Digital Schools Award. These accolades reflect the dedication of our staff and the enthusiastic involvement of our pupils.

The SLT provides effective support for staff to engage in professional learning beyond the school setting. Teaching staff have pursued external qualifications in areas such as self-regulation, early years pedagogy, and school leadership. In addition, three class teachers have been temporarily seconded to acting promoted posts within Rattray and other PKC schools.

All children have access to meaningful leadership opportunities that contribute to school improvement. Our active Pupil Council meets regularly to influence decisions, including leading a campaign to improve the local common park and contributing to plans for play provision at Davie Park. P6 pupils support younger peers through mentoring and buddying, while P7s take on leadership roles as House Captains and Prefects, assisting with daily routines and events such as Sports Day. Pupils also participate in a range of groups and committees, including Reading Ambassadors, Rights Respecting Schools, and Digital Leaders. These roles help pupils develop key interpersonal skills and foster a strong sense of ownership and responsibility, contributing positively to the school's ethos and culture.

We greatly value the contributions of parents, grandparents, and volunteers, who play an important role in our school community. In-school events are consistently well attended and strongly supported by families. Communication with parents is maintained through a range of channels, offering regular updates and opportunities for feedback. This year, we introduced *Just2Easy* to enhance home-school learning links. Almost all families are now signed up, with learning shared regularly through the platform. Our small but dedicated Parent Council continues to provide significant support, both strategically and financially. This year, they successfully secured funding through the Council's Participatory Budgeting initiative, ensuring that in 2025/26, every pupil will be able to participate in a school trip at no cost.

### **Improvement Priorities for 2025-26**

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.

**Raising Literacy Attainment:** We will continue to strengthen pupils' skills in reading, writing, and communication by using consistent teaching approaches across the school. Our aim is to help all children become confident readers, talkers, and writers who can express themselves clearly and effectively.

**Improving Learning and Teaching:** We are developing a shared approach to planning, teaching, and assessing learning across all classes. This helps ensure lessons are engaging and meaningful, and that pupils understand how they are progressing and what they need to learn next.

**Supporting Wellbeing and Inclusion:** We are committed to creating a nurturing and inclusive learning environment where every child feels safe, supported, and ready to learn. This includes a focus on self-regulation, trauma-informed practice, and promoting positive relationships to support wellbeing and engagement in learning.