



## Evaluation of progress and impact:

### Education and Learning

## Education Scotland – Follow through Procedures Progress Report to Parents

### 1 Introduction:

**Ratray Primary School** was inspected in **February 2023**. The report on the inspection by Education Scotland was published on **25<sup>th</sup> April 2023**.

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

Local Authority Officers visited the school on **2<sup>nd</sup> May 2024** to review progress since the publication of the report. Areas requiring further development identified in the original Education Scotland report were reviewed 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.

### 2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published on **25<sup>th</sup> April 2023** identified two main points for action. This section evaluates the progress made to date in addressing each of the action points and the resulting improvements for pupils and other stakeholders.

**Area for improvement 1** - Continue to develop approaches to assessment. This will support all staff to know how well children are progressing with their learning.

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- We have adapted and extended our current school approaches to assessment and moderation to ensure consistency across the school and classrooms.
- We have adapted our annual assessment calendar to ensure consistency of summative and formative assessment approaches throughout the year. Almost all assessments, clearly inform all teacher planning.

- Almost all teachers make good use of formative assessment strategies to check for understanding. They effectively use these strategies to adapt lessons and activities to meet the needs of individual learners and groups within their classrooms. All teachers use plenaries well to assess progress and plan for next steps in learning. Almost all children are confident to ask for help when needed.
- All children have regular opportunities to engage in self and peer-assessment in lessons. Almost all teachers provide meaningful and timely verbal or feedback to children that highlights success and next steps in learning.
- Most children can evaluate their own and others work against agreed success criteria, and from this evaluation process they can identify their own strengths and areas for development.
- All teachers engage regularly with school colleagues to ensure they have a strong and shared understanding of school, local and national expectations. They work collaboratively with stage partners to plan learning across a level.
- Almost all teachers share and discuss examples of children's work. All staff have used the national benchmarks for moderation and assessment to support their professional judgement of progress towards and achievement of a level in numeracy and literacy. As a result moderation approach, almost all teachers can make accurate and robust professional judgements about children's progress and attainment in literacy and numeracy.
- Almost all teachers use a range of formative and summative assessment approaches including data from Scottish National Standardised Assessments and other standardised assessments. They use the assessment information well to make professional judgements of children's progress and attainment, to plan for future learning, report on progress and identify accurately children who may require additional support.
- The Senior Leadership Team (SLT) meet with all teachers termly to discuss their planned learning and teaching, alongside pupil progress and attainment in literacy, numeracy and health and wellbeing. All staff are acutely aware of children who may be negatively impacted by socio-economic factors. All teaching staff can successfully identify gaps in learning and plan appropriate universal and targeted supports for individuals and small groups.
- The pupil support teacher (PST) works very closely with all class teachers and the SLT to identify and support children's needs. All support staff provide strong assistance and implement planned interventions to address concerns regarding individual children's

progress. These inputs are evaluated regularly by the SLT and PST to ensure they are making the appropriate impact on individual children.

- All teachers track the progress and attainment of pupils in their class across the year well, including those who have additional support needs. Almost all teachers identify and address potential barriers and gaps in learning quickly and plan appropriate supports to help children's progress.
- The SLT use detailed systems to track different identified groups of children effectively. This includes tracking by gender, children who require additional support in their learning, or those facing disadvantage. The information gathered forms the basis of discussions with the class teachers during termly tracking meetings which has in turn led to more appropriate differentiation, pace and challenge being planned for by most teaching staff.

**Next steps:**

- We will have a greater focus on pupil voice in assessment, we will involve our learners more in the assessment of learning, giving them an active voice and role in decision making and setting of next steps in their learning.
- We will reintroduce regular learner conversations and continue our work on high-quality feedback to ensure that children understand what is expected of them, their strengths and the areas where they need to improve.
- We will revisit self and peer assessment strategies with all teaching staff, sharing good practice and providing opportunities for moderation across the school.
- We will support teachers to plan opportunities to allow children to demonstrate breadth, challenge and application of their learning through the use of high-quality assessments.
- We will revisit questioning with all our staff, to ensure that we have high quality dialogues between them and our learners. We will provide staff with resources and training around Blooms Taxonomy to support teacher design of starter questions, in-depth question and questions which promote higher order thinking skills.

**Area for improvement 2** - Continue to focus on improving attainment for children, including those areas of literacy and stages of the school affected by the COVID-19 pandemic.

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- All teaching staff can accurately pinpoint features of attainment negatively impacted by the pandemic and poverty. All staff have a good understanding of social and economic contexts of our children and families, including increased hardship and financial pressures.

- The SLT ensure that equity of learning and experiences is always at the forefront of decisions made. The SLT work with parents and families in a sensitive manner to ensure equity of experience for all, using PEF money to support.
- All teaching and almost all support staff have been trained and are engaging with the two-year talk for writing programme. Some class teachers have participated in the National Improving Writing programme, which target P4 and P5 stages. All school and nursery staff have had word aware training.
- Our new literacy programmes are supporting children to develop higher order reading skills and improve their understanding of texts. All children now have regular opportunities to write across a range of genres and purposes. This is often stimulated by the local environment, learning across the curriculum and real-life events. All teachers encourage children to write high quality texts, which focus on up-levelling to improve vocabulary and literary techniques.
- Almost all teaching staff are developing a culture of reading for pleasure through a range of motivating activities including class library time, reading ambassador roles, reading buddies across stages alongside termly visits to the local library and mobile library bus. Almost all children use the well-resourced and welcoming library space with enthusiasm.
- We have used PEF funding to further support universal and individual literacy interventions across the school. A PEF funded literacy PSA supports small groups of targeted children from each class weekly to raise attainment in writing. The majority of these children now appear more motivated, and the quality of their writing has improved.
- Active literacy techniques and the teaching of spelling rules has been extended beyond P3. New spelling resources have been purchased and almost all teachers are using this approach to raise attainment in spelling. Spelling sets have been established across class triads, ensuring that children progress through spelling levels at an appropriate pace. Support staff have been timetabled to support larger set groups. The standard of spelling across the school has improved and is beginning to be reflected in the quality of written work.
- Overall, most children are making good progress from prior levels of attainment in literacy. Across all stages, children's writing shows clear signs of improvement and overall, most children are making good progress. There is emerging evidence that our approaches are having an impact on literacy attainment across the school.
- The SLT track progress and target support for identified cohorts. This includes tracking gender, SIMD, acorn, ASN and young carers. We identify children who are not making adequate progress or those

facing disadvantage and initiate appropriate interventions and additional support. Termly planning and tracking meetings with teachers use well informed data to review pupil progress and identify further interventions required for children.

- Almost all staff across the early level are taking forward and developing play pedagogy positively. Almost all teaching staff recognise the benefits of playful pedagogy, and most teachers plan play experiences that allow children to deepen and extend their learning, appropriate to their stage of development and learning needs.
- The SLT have regular attendance check-ins and they work closely with our community partners and families to improve universal attendance and those few children with significant absences. Our school approaches to raising attendance have been highlighted locally and we were asked to share our best practice at a council wide conference.
- All school staff have participated in the PKC Nurturing Schools programme, which supports our current school systems and policies. We have aligned our class daily check-in with nurturing school approaches.
- Our PEF funded school of football initiative supports upper school children at risk of poor attendance and disengagement from learning. Through engaging with this programme we have evidence of higher levels of classroom engagement and school attendance for targeted children.

**Next steps:**

- We plan to expand the use of school grounds and local area to support the development of outdoor learning. We will work with external providers to create outdoor learning zones and to train staff in outdoor learning and the use of our wider local area.
- We plan to use PEF money to employ a pupil care and welfare worker who will focus on building home school links, support parents in promoting school attendance, support children at risk of dis-engagement and facilitate peer support groups.

Headteacher: \_\_\_\_\_



Quality Improvement Officer \_\_\_\_\_

