

Summarised inspection findings

Ratray Primary School

Perth and Kinross Council

25 April 2023

Key contextual information

Ratray Primary School is non-denominational primary school located in the rural village of Ratray, Perth and Kinross. Two hundred and thirty children attend the school. They are educated across ten classes, four of which are composite classes. The school building has undergone extensive refurbishment, including a new building for the school's nursery class. The main refurbishment work was completed in 2022 with children and staff only recently having access to all school spaces and classrooms. Final refurbishment work is ongoing and is expected to be completed by August 2023.

The headteacher has been in post for approximately three years. She has led and managed the team through the pandemic and into the period of recovery. The depute headteacher is currently on secondment. At the time of inspection, the acting depute headteacher has been in place for around six weeks. During the pandemic and into the period of recovery, staff absence and recruitment has been managed by the headteacher.

Just under 70% of children attending the school live in Scottish Index of Multiple Deprivation (SIMD) data zones 1 to 5. Around one quarter of children attending the school are registered for free school meals. Attendance sits at 89%, this is below the national average. Around 40% of children attending the school receive additional support for their learning.

Ratray Primary School nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher is a very well-respected member of the school community. She provides children, families, partners and staff with strong and supportive leadership. The headteacher and acting depute headteacher have a sound understanding of the community the school serves. They work very well with staff to increase the focus on improving outcomes for children and families. As a result, all staff are highly committed to working together to meet the needs of children and families.
- The headteacher has developed a whole school focus and understanding of the vision and values very well. In consultation with staff, children and families, senior leaders refreshed the vision and values for the school. The new vision and values align with school priorities and reflect the nurturing ethos of the school well. This is enhanced through incorporating vision and values and why these are important to the school community into regular school assemblies. In addition, children work with classmates to develop important class charters. Class charters reflect the individual context for each class well. The headteacher is now working with the

school community to revisit the aims of the school. In doing so, they look to develop aspirational aims that connect better with the vision and values and focus on raising attainment through effective learning and teaching. This includes ensuring a focus on prioritising children's rights is represented more fully.

- The headteacher works effectively and ensures teachers engage in the work of the school. Teachers undertaking lead roles within the school which contribute to continuous improvement is a strong feature of the school's work. Senior leaders and teacher representatives negotiate collegiate agreements that consider all aspects of school life. This ensures they protect a high amount of time for teachers to take forward and contribute to leadership responsibilities and professional learning. As a result, all teachers contribute to working parties, the school quality improvement plan (QIP) and lead other areas of school improvement. This is supporting the school improve literacy and numeracy and is increasing children's engagement with learning.
- Senior leaders provide effective support to staff to engage in professional studies beyond school. Examples include staff undertaking qualifications in counselling and Masters level qualifications to expand their understanding of play pedagogy. These staff share knowledge gained through their studies with other staff across the school. This is positively influencing how staff develop and improve approaches to working with children.
- Staff lead on key whole school responsibilities, for example, digital technologies, probationer mentors, young carer champion and children's rights. The focus on digital technologies supports teachers well to build knowledge and understanding of how to use digital tools across the curriculum. As a result, children are regularly using digital tools to support them with their learning. Probationer mentors support newly qualified teachers (NQTs) effectively. This is supporting NQTs to settle into school life quickly and develop their approaches to teaching and learning.
- The young carers champion works very well with senior leaders and other staff to identify children that help or look after someone in their family or a friend. They provide useful support to children across the school week. This includes frequent check ins, signposting to partner agencies and local charity organisations and supporting children to develop skills to help them in their life. As a result, young carers have increased their attendance by over 5% since 2019. This demonstrates that the school support for their group of young carers has a positive impact on increasing their opportunities to benefit from education.
- Senior leaders and staff value the contribution that children can make to improving the school. They create opportunities for children to contribute to the work of the school. Currently, children contribute well to pupil leadership groups, the pupil council, P7 prefects, house captains, reading ambassadors and a children's rights group. A minority of children across the school contribute to these groups. The pupil council undertook a valuable survey to look at children's views of homework, outdoor learning, writing, use of digital technologies and getting support. They used the survey information to provide important feedback to their parents and staff at the school. Staff are now considering how to change and improve approaches homework across the school and all classes now have a timetable slot for outdoor education.
- Staff support the children's rights group well to develop and review their action plan. Their action plan is displayed around the school so that all children are aware of the rights children are focussing on. Children have supported the school to achieve an award in recognition for their work on children's rights. Overall, children feel that staff listen to and take account of their views. As pupil groups establish more fully, it is important that the senior leaders and staff increase opportunities so that all children actively participate in leading ongoing improvement and change in the school.

- The QIP clearly demonstrates the important link between school improvement and how staff aim to close the poverty related attainment gap. The QIP is underpinned by a school action plan. The headteacher uses the action plan very effectively to track specific activities actioned by staff across the school year. This ensures a continued focus on improvement and is impacting positively on the school's approach to reducing the attainment gap. In developing the QIP further, senior leaders should continue to reflect current data and information to ensure that the QIP accurately identifies future areas that require improvement. The school has produced a useful parent and child friendly version of the QIP. This is helping children and parents develop an understanding of what the staff team aims to achieve.
- Since her appointment in 2019, the headteacher manages the pace of change sensitively across the school. She takes account of, and manages well, important matters that would have otherwise impacted considerably on the pace of change. This includes how the school community is recovering from the pandemic, induction of new staff and newly promoted staff and the overall capacity of the school to respond to change. As a result, staff have responded very positively to changes. Teachers are engaged in developing pedagogy through testing changes made to practice. This includes teachers checking children's engagement when piloting approaches to learning.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The school's shared values of learning, inclusion, nurture and kindness underpin the supportive and caring ethos at Rattray. In all classes, the positive relationships between adults and children are evident during learning activities. Children enjoy receiving certificates at assembly when they exemplify the school values and children's rights. All staff have a strong focus on the care and welfare of all children.
- All teachers have created well-organised and welcoming learning environments. The recent refurbishment of the school provides bright and purpose-built spaces for learning and easy access to outdoor areas. Children use the new library with enthusiasm. It is a well-resourced and welcoming space. Staff use the library well for a range of activities which motivate children. Activities include class library time, reading ambassador roles and reading buddies across stages.
- Staff use facilities within the community hub and the recently created activity room well to enhance children's learning experiences. As a result, almost all children engage positively with learning activities when using these spaces. Children have regular opportunities to take their learning outdoors, utilising the courtyard, playground and nature garden. Moving forward, staff should consider ways to expand their use of school grounds and local area to support the development of outdoor learning and related skills further.
- Teachers are committed to providing the best learning experiences for children and are responsive to their needs. They use an agreed approach to lesson planning effectively to ensure consistency in all lessons. Most teachers ensure that the purpose and the intended outcome of the lesson is shared, clearly displayed, and referred to during the lesson. As a result, most children understand the purpose of their learning. This approach is increasing independent learning and opportunities for children to lead their learning. Staff adapt lessons and activities to meet the needs of pupils, including considering approaches to reduce the attainment gap. Staff identify children with additional support needs very well and adapt activities to meet their needs. Most children are interested in their learning and work well in pairs and small groups. In a majority of classes, children engage in learning which is challenging and well matched to their needs. Senior staff should now ensure this practice is developed more widely across all lessons.
- Across the school, the quality of teaching has a positive impact on most children. All teachers make effective use of technology to support approaches to learning and teaching. Teachers provide children with clear explanations and instructions and highlight steps children need to take to be successful. Overall, teachers provide children with appropriate levels of support and challenge. Moving forward, teachers should continue to work with senior leaders to ensure that all children experience consistently high-quality learning and teaching across the school.

- All children have opportunities to engage in self and peer-assessment. Children use digital technology to record, research and present their learning. Most teachers provide meaningful feedback to children to help them focus on next steps in learning and what they need to do to improve. Overall, children benefit from feedback that is timely and given in a variety of ways.
- All teachers include plenary sessions consistently in lessons. They should now improve their approaches to effective questioning further to check for understanding. This will add value to the children's learning and develop higher order thinking skills. In a few very strong lessons, teachers support children to make links to skills for learning, life, and work and to apply their skills in new and unfamiliar situations. Senior leaders should continue to work with staff to develop this across the school.
- Staff across the early level are taking forward the development of play pedagogy in a positive way. They are using national guidance *Realising the Ambition: Being Me (2020)*, to support their understanding. Staff should continue, as planned, to research play pedagogy and embed this into high-quality opportunities and experiences for children. In doing this, staff should continue to evaluate the quality of their work, including their responsive planning, to ensure play approaches offer sufficient challenge and progression for all children.
- Senior leaders have useful termly meetings with staff to review pupil progress and identify any interventions required for children. As a result of these meetings, senior leaders have correctly recognised the need to develop approaches to assessment across the school. Overall, teachers use a range of assessment approaches appropriately to identify and report on progress that children make with their learning. There is a need to improve how teachers use assessment as an integral part of planning learning and teaching. This includes how they use information from ongoing pupil work, classroom observations and formative and summative assessments. As part of the ongoing school assessment policy refresh, senior leaders and staff should ensure that information gathered impacts on pupil progress across all curricular areas.
- Staff are at the early stages of re-engaging with moderation activity following on from the pandemic and whole school refurbishment. Senior leaders identified correctly moderation activity as a priority for the school. This is planned for March and April 2023. Senior leaders should continue to support teachers engage in ongoing moderation activity within and beyond the school. This will help teachers develop a shared understanding of achievement of a level and build confidence in their professional judgements about children's progress through Curriculum for Excellence (CfE) levels. In doing so they will be more able to plan appropriately challenging learning for all children.
- Teachers track the progress of individual learners well, including those who have additional support needs. Most teachers identify potential barriers to learning quickly and plan appropriate supports to help children's progress. In a few classes, staff use assessment information very well to identify when literacy or numeracy interventions are required. Support staff provide strong assistance and implement interventions to address concerns regarding individual children's progress. Moving forward, staff should ensure the impact of interventions is measured and the effectiveness is reviewed regularly to ensure children make better progress. They should continue to develop the use of technology to provide individual support for children to fully access their learning.

2.2 Curriculum: Learning pathways

- Staff use CfE experiences and outcomes and design principles to offer children appropriate learning pathways. As a result of the pandemic, staff have focused on children's wellbeing, which sits at the heart of the curriculum. Staff are taking a proactive focus on United Nations Convention on the Rights of the Child (UNCRC) and rights-based learning, with a plan to extend this further across the curriculum and in all stages of the school.
- Progression pathways are in place for literacy and numeracy. Teachers use pathways to plan programmes of study for progressive learning opportunities in other aspects of the curriculum. Interdisciplinary learning opportunities are planned on a rolling programme, linking learning across the curriculum. The headteacher and staff have identified which areas of the curriculum require to be updated and refreshed. Examples include extending second and third languages and reviving the curriculum rationale, linking this to updated aims for the school as appropriate.
- The headteacher and staff should continue to refresh their learning pathways for all curricular areas as planned. This will ensure children benefit from learning opportunities which develop their skills and knowledge progressively across all contexts for learning. The headteacher and staff currently track coverage of experiences and outcomes. They should continue to extend monitoring and tracking across the curriculum, to support teachers' professional judgements of progress and attainment.
- Staff have enhanced their own and children's skills in digital literacy. Staff use digital tools effectively to support relevant learning experiences, particularly at second level.
- The headteacher and staff have established strong partnership working, which supports learning pathways effectively. Whilst there has been an impact of partnership working as a result of the pandemic, the headteacher and staff have welcomed partners back into school to support children's experiences more broadly.
- Children benefit from their statutory entitlement to planned, progressive physical education each week, indoors and outdoors.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents are positive about the relationships they have developed with school staff. Parents describe the school as welcoming, nurturing and inclusive. Parents value the approachable senior leadership team. They can speak directly with senior leaders when required and feel they are listened to and respected. Parents feel that the school involves them in planning to meet their child's additional support needs. This is providing parents with the necessary reassurance that the school works hard to meet the needs of their child.
- Within the period of recovery from the pandemic, school staff have increased opportunities for parents to visit the school. Parents who make use of these opportunities share that they welcome the opportunities to return to the school in person. This is helping them reconnect with the work of the school since the pandemic. As a result, parents are developing their understanding of how well their child is learning at school. Parents believe that the school provides appropriate levels of learning for their child. A few parents would like their child to be challenged more. Overall, they feel informed about the progress their child is making which helps them support their child's learning at home.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Across the school, children are developing their understanding of wellbeing very well. There is a shared understanding of wellbeing across the school community. Children use personal reflection to respond to surveys about their wellbeing, appropriate to their stage of development. Responses to these surveys show that almost all children feel safe and well supported in school. Staff check in with children to consider how they are feeling each day. Staff respond sensitively to information shared by children. This is supporting most children seek support from staff that they trust in school. They are confident to approach a member of staff if they require help. Most children interact well with each other and display positive behaviour across the school day.
- Children benefit from the school's work in developing valuable and appropriate partnerships. For example, children participate in effective and targeted approaches relating to resilience and regulating their own emotions. These children learn to build important and positive relationships and life skills. Other groups of targeted children are increasing their participation in sport with community partners. In addition, the work with community partners is building children's awareness of working effectively with others and developing their approaches to finding solutions. Other children benefit from group activities promoting positive self-image and self-worth. These children speak positively about the support they receive and are learning to make positive choices about their health.
- Children prepare and cope well with significant transitions across stages of the school. This includes well-planned enhanced transitions to secondary for children who need longer transition periods. In previous years, targeted children who were at risk of disengagement from education, engaged well with bespoke transition support to secondary school. Senior leaders from the secondary school report that these children have sustained positive levels of attendance and engagement in secondary school.
- Overall, senior leaders and staff are meeting their statutory duties for wellbeing, equality and inclusion very well. They monitor well children's attendance and senior leaders ensure all staff are trained in safeguarding and child protection. The school actively promotes diversity and equality and work well to tackle discrimination. Staff are aware of how to sensitively support inclusion for children from a range of beliefs or faiths. School records show a declining number of exclusions since 2021, and this now stands at zero recorded exclusions. Senior leaders should continue to track exclusions in line with national guidance and local authority guidance. This will support senior leaders' future planning for children, for example, identifying an unmet need and reducing likelihood of exclusion.
- The school has robust processes for identifying and tracking children who benefit from additional support for their learning or children with other needs. Almost all children are very well-supported to overcome barriers to learning in school. These children feel included in

school life. Senior leaders hold regular meetings with staff about the progress children make in relation to their targets. They consider well what additional interventions may support the child more fully. In line with statutory guidance, the school needs to ensure that all children who have additional support needs are considered for a coordinated support plan.

- Most children contribute very well to the promotion of children's rights. For example, children in the rights group are confident in sharing and presenting their work with the rest of the school during assembly. Children develop presentations and displays around the school to highlight articles from UNCRC that are important to them. Their work in promoting children's rights has led them to apply for accreditation through an external scheme. The work of the children's rights group and their presentations during assembly times is supporting almost all children develop a strong understanding of their rights.
- Since the pandemic, children's attendance rates have declined at the school. School attendance is now below local and national averages. However, the school's universal approach to addressing the decreasing rates of attendance is proving successful for most children. It is now important that senior leaders continue to work with relevant partners and parents to improve the attendance of a few children with significance absence. The resulting individualised planning and interventions for this group of children should focus on overcoming any barriers. In doing so, the school and the partners should ensure children have increased opportunities to achieve and make progress with their learning.
- Positively, incidents of children presenting with distressed behaviour that impacts significantly on their learning has reduced in recent years. Moving forward, it is important for the school to review aspects of its behaviour system. Staff should ensure it aligns better with the school's relationships policy. Overall, children experience a caring and nurturing school and classroom environment. It is important for staff to continue to build on this approach. For example, staff and children should reconsider how current responses to low level negative behaviours impact on the school values in relation to the rights of children.
- A majority of children access opportunities to celebrate success in school activities that are important to them. Children speak highly of their contribution to and participation in a range of groups. Examples include leadership groups, after school groups and in school activity groups. Overall, children are proud of their participation in these groups. Children are ready to take more lead roles in how these groups progress. Moving forward, staff should consider more fully the impact of children's participation in groups on their wellbeing. Additionally, staff should monitor and track the valuable skills children develop as a result of their participation in groups.
- The school provides religious observance in line with national guidance. This is combined with an effective focus on children's rights. As a result, children learn about diversity and develop their understanding of other faiths through attendance at school assemblies and class-based activities. This is impacting positively on children building relationships and understanding of children with different needs and beliefs.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Across the school, the majority of children have achieved appropriate CfE levels for English and literacy, and numeracy and mathematics. As identified by school leaders, there is scope for a minority of children to achieve more. The headteacher has accurately pinpointed features of attainment which have been negatively impacted by the pandemic. This includes children's attainment at the first level and writing across the school. Overall, children's progress in literacy and numeracy is good at the early level and second level, and satisfactory at the first level. Most children with additional support needs are making good progress towards their individual targets in learning.

Attainment in literacy and English

- Overall, most children are making good progress in reading, listening and talking and satisfactory progress in writing. Children at first level are not making as good progress as children at early and second level, particularly with their listening and talking skills.

Listening and talking

- Across all stages, all children are encouraged to be actively involved in talking and listening activities. The majority of children work cooperatively and respectfully with each other. At the early level, most children are keen to talk about their learning and share their ideas. Overall, at the first level, children require further support to take turns and contribute at the correct time when working in groups. At the second level, the majority of children listen well to instructions and respond appropriately. The majority of children offer their views confidently and, with support, justify their opinions. Children working at the second level speak enthusiastically about giving presentations to classmates and in assemblies. They are becoming more aware of different communication techniques such as eye contact, body language and clarifying points. There is a need for teachers to embed the development of good listening skills across the school so that children value and respect communication with others.

Reading

- Across all stages, most children are developing appropriate strategies for reading. They talk about sounding out words and other strategies to support the development of vocabulary. Most children talk positively about stories they have read and can explain their preferences for particular texts and authors. Most children working at the second level read fluently and with expression. Overall, children are enthusiastic about novels they are reading. At the first and second levels, almost all children can explain the difference between fact and opinion. All children have experience of Scots texts and Scots vocabulary. Teachers should now embed teaching approaches that support children to develop higher order reading skills, improving their understanding of texts.

Writing

- At the early level, most children are exploring and using sounds, letters, and words to help them with their writing. A minority of children are forming their letters correctly and can use capital letters and full stops. At the first level, the majority are writing independently and can create a range of short and extended texts using appropriate punctuation and conjunctions. Children do not yet have enough opportunities to apply their writing skills for a range of purposes and on a regular basis. At the second level, most children enjoy writing for a range of purposes and can use sophisticated language to entertain, persuade and explain. Staff should continue to work with children to support them to write high quality texts, with a focus on up-levering writing to improve vocabulary and literary techniques.

Numeracy and mathematics

- Overall, most children are making good progress in numeracy and mathematics. Teachers should continue to support children at first level to learn strategies for number processes and recording of measurement information.

Number, money and measure

- Most children at the early level can work confidently with numbers to 20 and beyond. They can identify different coins through relevant play contexts and interactive games. A majority of children at first level have a good understanding of place value and measure. A majority of children are confident in addition and subtraction calculations but are less confident in division and multiplication. Overall, children at first level need more support to develop their skills in mental agility and multiplication facts. At second level, most children show a good awareness of the link between fractions, decimals and percentages and can confidently identify ways to calculate distance and time. Most children have a good understanding of negative numbers.

Shape, position and movement

- Children at the early level are able to use the language of position with confidence. They use terms such as 'in front of', 'behind' and 'under' appropriately. They can refer to these terms in play and across learning. At the first level, children identify right angles within a shape. They recognise symmetry in two-dimensional shapes, pictures and designs. At the second level, most children have a good knowledge of properties of three-dimensional objects. Most children identify acute, obtuse and straight angles and can apply their knowledge to calculate missing angles.

Information handling

- At the early level, children can sort items into categories and create block graphs. Children at the first level gather, collate and interpret information using bar and line graphs and tally marks. Children at first level need support to develop their skills of mathematical accuracy when recording information. Children at the second level display and analyse data, including in real life contexts. This includes through very confident use of digital technology.

Attainment over time

- Overall, attainment across the school shows an improving trend over a period of six years. There are key areas of children's attainment which have dipped or have been impacted negatively by COVID-19. The headteacher and staff are addressing these areas for improvement with a focus on raising attainment, particularly in writing. This is correctly a priority in the school improvement plan. Teacher predictions show the continuation of an increasing number of children on track to achieve expected CfE levels this academic session.
- Almost all children access all of their learning in their classroom. A few children receive additional support outwith the classroom, appropriate to their needs for short periods during the school week. Although attainment for children with additional support needs dipped during the

pandemic, data from 2021 shows that attainment for children with additional support needs has recovered. It is now higher than attainment levels prior to the pandemic.

Overall quality of learner's achievements

- Children celebrate and recognise their achievements very well. They do this through sharing successes at school assemblies, receiving certificates and placing photographs on wall displays across the school. Children are actively involved in the life and work of the school through participation in a range of pupil groups and committees. Senior pupils in P6 and P7 develop skills in leadership as prefects, house captains and reading ambassadors. Children value these roles and are clearly proud to contribute to their school and its improvement journey. Children experience a wide range of learning opportunities which are helping to develop their confidence, creativity and awareness of skills for life, learning and work. They do this through the school's Creativity Learning Inventiveness and Knowledge (CLIK) Awards programme. Children understand and articulate the skills they are developing well. They understand how these skills will help them in the future.
- Senior leaders and staff monitor children's involvement in committees, and attendance at clubs and wider achievements. They encourage children and families to participate, particularly where they are at risk of missing out. Building on the positive work undertaken by the pupil council in evaluating learning, senior leaders should consider how they can increase opportunities for all children to make meaningful contributions across the school and community.

Equity for all learners

- The headteacher and staff team have a good understanding of social and economic contexts of their children and families, including increased hardship and financial pressures. They are very aware of the impact of COVID-19 pandemic, particularly in relation to wellbeing. The headteacher and staff link with parents and families in a sensitive manner to ensure equity of experience for all. Senior leaders 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. As a result, staff are able to identify children who are not making suitable progress and provide appropriate interventions. As a result, staff work well to reduce identified attainment gaps. The headteacher and staff should continue to review and monitor the impact of additional support and interventions on raising attainment and closing identified gaps.
- The school uses its Pupil Equity Fund allocation to target literacy, wellbeing, the play curriculum and reducing the cost of the school day. In doing so, senior leaders provide additional staffing and develop strong partnerships with organisations. Moving forward, senior leaders should identify how progress towards these outcomes will be measured. This should take into consideration indicators such as levels of attainment, attendance, inclusion, engagement and participation.

Practice worth sharing more widely

All staff at Rattray Primary School place a high importance on supporting young carers fully. In doing so, the school's approach to supporting young carers is having a positive impact on wellbeing, attendance and engagement with learning. The school's young carer champion works with staff to identify children who help to look after someone. This is leading to a number of children, who would not always be identified, receiving very helpful support.

The young carers champion works well with partner agencies or charities so that children receive the correct support. The school works well with these partners to enhance the support the school offers. Senior leaders provide the young carer champion with additional time away from class teaching. This ensures all children have the opportunity to engage with the young carer champion during the school week. Young carers are prioritised for wider achievement groups to ensure they experience success, for example in the Glee Club that recently won the Perth and Kinross Glee competition.

The school provides learning opportunities for all children to learn about what a young carer is. The school celebrates the role of young carers through planned young carers days. They send helpful information out to the school community to build understanding of what it means to be a young carer.

An overview of service the school provides:

- Young Carer Champion – listening service;
- Welfare awareness, for example, breakfast;
- Check-ins for attendance;
- Use of Young Carers cards;
- Privacy to make phone call if concerned about the person they care for;
- Links to Perth and Kinross Association of Voluntary Service Ltd (PKAVS);
- Links to PKC Young Carers Advisor;
- Parents of Young Carers - listening service;
- Parental support for potential Young Carers
- Celebrate our young carers and raise awareness of the role of young carers in society as a whole; and
- Prioritisation for clubs and groups across the school.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.