



RATTRAY PRIMARY SCHOOL AND EARLY CHILDHOOD CENTRE

Standards and Quality Report 2021-22



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.

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

These evaluations derive from a range of ongoing evaluative processes which we conduct over the school year with parents, pupils and staff. This report was compiled using the evidence from the aforementioned evaluations.

Progress on Priorities 2021 – 2022

Our priorities were raising attainment in literacy, further embedding the play curriculum in our infant classes, consistent approaches to Learning and Teaching across the school and Positive Ethos/Relationships linked to Health and wellbeing. There has been good progress made in meeting most of the actions from these priorities. There is a solid base for progression and development in place, which is based on evidence from a range of areas. Actions which are still ongoing will be incorporated into the priorities for next academic session.

Joanna Robertson (Headteacher)
18 June 2022

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 statistics indicate the following: Most of our P1 pupils have achieved early level in Listening and Talking, Reading and Numeracy, and the majority have achieved early level in Writing. Most of our P4 pupils have achieved first level in Listening and Talking, and the majority of our P4 pupils have achieved first level in Reading and Numeracy. Less than half have achieved first level in Writing. Most of our P7 pupils achieved second level in Listening and Talking, Reading and Numeracy, and most achieved second level in Writing.

Overall, children in the Early Childhood Centre are making very good progress with their literacy and numeracy targets. A significant number of our nursery children are on track with their learning because of their participation in targeted interventions for literacy, numeracy, social communication and gross motor skills. Most children transitioning to P1 in August 2022 have met all their Developmental Milestones.

Regarding these statistics, consideration must be given to unexpected school closures, remote learning and covid isolation periods over the last three academic sessions, some of our pupils may have been on track to achieve expected attainment levels, but some pupils have been impacted by these circumstances, particularly in writing.

Across the school there is an improving trend of attainment in Literacy and Numeracy. The implementation of approaches such as a Play Curriculum at early years, Active Literacy, Numicon and Number Talks are having a positive impact on outcomes for children.

Through identifying Additional Support Needs (ASN) 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. We currently have a number of our pupils whom we have identified as having ASN. Most children who have received targeted support have made good progress in their support areas. Learners with ASN have been well supported by our teachers, Pupil Support Teachers, PSAs, COVID recovery teachers, Community Learning Assistant, Community Link Worker, School Nurse and School Counsellor.

ATTENDANCE

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

	March 2020	June 2021	June 2022
Attendance	92.4%	93.4%	91.9%

ACHIEVEMENT

Covid-19 mitigations impacted on many of the planned activities and opportunities, we would normally provide in-school for our pupils. Despite this, we continued to highlight pupil achievement in our weekly assemblies linked to our school values, in school newsletters, on our school Facebook page, through our school you tube channel and in class. Pupils who join the HT weekly for hot chocolate are recognised for displaying our school LINK values. Our end of term prize giving recognises the wide range of talents and achievements of our pupils. Regularly our achievements have been celebrated in the local press.

Classes have enjoyed extended coaching sessions in Rugby, Tennis and Cricket. The school was represented nationally at cricket, and regionally at football, athletics and tennis competitions. Rattray pupils had podium finishes in all of these events. Our Health Week was a great success with all pupils taking part in a range of health and wellbeing activities and sports events. All upper school pupils had the opportunity to undertake a Bikeability cycle safety awareness course. In partnership with Sustrans, this session our school has held a variety of events to successfully promote cycling and active travel.

The reintroduction of skills groups and after school clubs in March 2022 gave additional opportunities for pupil success and achievement. Our P7 pupils enjoyed their residential experience at Lendrick Muir enabling them to set and attain personal and challenging goals. These pupils alongside those who took part in our five-day skiing experience have grown in confidence and resilience.

The creative talents of our pupils are encouraged through participation in our annual Christmas nativity, which was shared with our local community through our you tube channel. The school organised another Blairgowrie

School Maths and Numeracy Trail, this involved collaborating with other local primary schools to promote numeracy for our learners, during the school October holidays. The support of twenty local businesses were enlisted, giving the event a strong sense of community.

LEARNING

The results from pupils, staff and parent evaluations show that the school has a very positive ethos. Almost all of our pupils are enthusiastic and positive in their learning, and many are independent and active learners. There is a high level of engagement observed in almost all lessons. All classes experience differentiated learning experiences tailored to the needs of the groups within each class. Children have continued to lead their learning by planning with classroom teachers, growing in creativity and confidence with this each year. All children are encouraged to talk about their learning, to identify where this is going well and where there are next steps to action. Teaching staff have refreshed their approach to learning intentions and success criteria in their classrooms, this has highlighted the need for accuracy and consistency of practice.

A quality assurance programme is in place to monitor learning and teaching. We can see good progress in cohorts of children as they progress through the school. Robust conversations about individual pupil progress help identify areas for additional support. Staff use various assessments including national assessments to ensure that their judgements are consistent, evidence based and in line with National Benchmarks.

All pupils have received opportunities to learn more actively from real life contexts and have benefited from the relevance and meaning that everyday outdoor learning and trips can add to their learning experiences. Outdoor learning has been encouraged weekly using our courtyard and garden. This session classes have visited the Dundee Science Centre, Dundee Botanic Gardens and Bannockburn.

Active learning approaches are evident in all classes and across the school children are encouraged and supported to be independent. Children's learning is shaped by their interests, curiosity and creativity. We are continuing to embed the Play Curriculum into our classes. This has developed the independence and imagination of younger pupils, allowing them to learn and practise key skills through play. This has impacted positively on the attainment and problem-solving skills of these pupils. We will continue to embed play based approaches beyond Primary 3 and across our school.

We have maintained our focus on Health and Wellbeing promoting positive relationships across our school. We are developing effective supports to help children self-regulate. All staff promote, and work very well together to secure, a positive relationship with our children and families which reflects the nurturing ethos of our school. Staff use the Wellbeing indicators regularly to ascertain and support pupil wellbeing. We trialled, in some classes, a digital daily pupil emotional check-in. This was very effective, insightful and well received by pupils. This will be expanded across the school.

There has been a successful emphasis this session on use of digital technologies. Teachers have accessed a range of professional development opportunities in this area. The school has invested in a class set of laptops and ipads, meaning learners have experienced a range of opportunities to develop and apply their digital skills. Some learners have also had experience of coding.

In our Early Childhood Centre children are happy, have fun and are actively involved in learning through spontaneous, well planned, purposeful play and through relevant real-life experiences. Revised planning formats within the nursery have helped to ensure there is a balance of adult initiated as well as child led activities. The nursery team have created stimulating, inviting and accessible environments to motivate and engage children in their learning. The children have enjoyed a range of rich, challenging experiences both indoors and out.

LEADERSHIP

Covid-19 has continued to impact on some of the planned leadership projects for pupils and staff this session, however, it has also encouraged staff and pupils to address leadership through more creative approaches. Our staff, children and families have had to learn very quickly and adapt to new technologies and remote learning since March 2020.

This academic year has seen the nursery extension built, and all primary classrooms refurbished. The Senior Management Team (SMT) have utilised these opportunities in developing teachers use of IT to enhance learning and organising the school to ensure that learning has not been negatively impacted during decant periods.

Regular collegiate activities and INSET training, linked to school improvement priorities, are planned to make a difference for individuals or all pupils. All staff are encouraged to make improvements to the life and ethos of the school and to the quality of learning and teaching in all our classes. All staff have responded flexibly and quickly to the ever-changing picture since March 2020. This has enabled us to adapt plans and implement changes quickly and effectively. Collegiate work with staff on reflecting on the last few years has identified key strengths, areas for further development and priorities for the future.

The SMT have encouraged all staff members to undertake leadership opportunities, training and to fully engage staff in the development and implementation of our school improvement priorities. Most members of teaching staff have a leadership responsibility, and individual staff members have led changes, such as Behaviour and Relationships, Rights Respecting Schools, Digital Technology, French, Literacy, Numeracy and the Play Curriculum which have had a positive impact on learners. Staff are regularly provided with opportunities to share their learning collegiately from these leadership experiences. The school continues to promote understanding of children's development through professional learning in Self-Regulation. This year two staff undertook an Action Research Project on Self-Regulation in collaboration with the Educational Psychology team. Two members of our teaching staff are now fully trained literacy and numeracy leaders, whilst three staff members are undertaking Masters qualifications in early years pedagogy and in counselling. Two class teachers have been seconded to acting principal teacher posts within the school, with the remit of raising attainment in literacy and developing play and active learning across the school. One of our principal teachers was successful in achieving a secondment as a deputy headteacher.

Our recent Early Learning and Childcare Support Visit (May 2022) to our Early Childhood Centre highlighted that quality assurance and improvement were well led. Senior leaders guide and manage the direction and pace of change in nursery and highly effective strategies are in place to monitor and evaluate the impact of changes. Practitioners engage in relevant professional learning that leads to well informed improvements in nursery.

All children have access to opportunities to develop leadership skills. Our active Pupil Council meets regularly, collaboratively considering aspects and making decisions for school improvement. P6 pupils have taken part in mentoring and buddying projects with younger children, and P7s have taken on House Captain and Prefect roles, contributing daily to the running of a busy school, as well as supporting annual events like sports day. A whole school focus on becoming a Rights Respecting School has resulted in all classes engaging with our assemblies. Each of these leadership opportunities have helped develop a wide range of interpersonal skills in the children, as well as having made a significant contribution to life and ethos of our school.

From April, as covid mitigations have eased, we have had high levels of attendance and support at school events. Our Parent Council have continued to work hard to provide a high level of support for our school. They contribute to both the strategic direction of the school, as well as fundraise to subsidise school events and resources. Updates to all parents are shared regularly through a variety of channels. There have been opportunities throughout the session for parents to give feedback and suggest ideas to impact on school improvement. Our parents are valued and make a major contribution to the life of our school.

Improvement Priorities for 2022-23

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. In light of Covid-19, we will continue to consider the impact the pandemic has had on our pupils and address issues/areas appropriately and as required.

- **Health and Wellbeing** – promote a positive school ethos and climate in which our whole school community feel safe, nurtured, valued and included.
- **Literacy (3-year plan)** – improve communication and writing skills for learners from P1-P7, through use of consistent pedagogy and raised expectations.
- **Learning and Teaching approaches** – further develop consistent approaches to planning, assessment and moderation which will ensure our learners and families are clear about progress in learning, personal targets and next steps in learning.