



# RATTRAY PRIMARY SCHOOL AND EARLY CHILDHOOD CENTRE



## Standards and Quality Report 2023-24



### 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                      | <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 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 2023 – 2024

Our priorities were raising attainment in literacy, consistent approaches to Learning and Teaching across the school and Positive Ethos/Relationships linked to Health and wellbeing. There has been very 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. Pupil Equity Funding has had a significant impact supporting Literacy, Health and Wellbeing, Pupil Engagement and attendance initiatives.

**Joanna Robertson (Headteacher)**

**7 June 2024**

## 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 and Numeracy, and the majority have achieved early level in Reading and 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, Writing and Numeracy. Most of our P7 pupils achieved second level in Listening and Talking and Reading, and the majority achieved second level in Writing and Numeracy.

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. We are addressing these areas for improvement with a focus on raising attainment, particularly in writing.

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 with ASN are making good progress towards their individual targets in learning. Although attainment for children with ASN dipped during the pandemic, data shows that attainment for children with ASN has recovered. It is now higher than attainment levels prior to the pandemic. Learners with ASN have been well supported alongside our class teachers by Pupil Support Teachers, PSAs, Community Learning Assistant, Community Link Worker, Outreach Teachers, Educational Psychologist, Speech and Language Therapists, School Nurse and School Counsellor.

## ATTENDANCE

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

|            | June 2022 | June 2023 | June 2024 |
|------------|-----------|-----------|-----------|
| Attendance | 91.9%     | 90.57%    | 91.38%    |

## ACHIEVEMENT

Throughout this academic year, we have celebrated numerous individual, group, and class achievements both within and beyond the school. These accomplishments are recognised in various ways: during our weekly get-togethers that reflect our school values, in our school newsletters, on our Facebook page, and in the classroom. Pupils who meet with the Headteacher weekly for hot chocolate are acknowledged for exemplifying our school LINK values. Our end of year prize-giving ceremony showcases the diverse talents and achievements of our students. Occasionally, our achievements have also been celebrated in the local press.

Classes have benefited from extended coaching sessions in football, tennis, and cricket. Our school was represented in regional competitions for cricket, football, athletics, and tennis, with Rattray pupils achieving podium finishes in all these events. For the second consecutive year, some of our P7 pupils won the local Rotary Quiz finals and narrowly missed advancing to the national finals after excelling in the regional quiz finals. Health Week was a great success, with all pupils participating in various health and wellbeing activities and sports events.

Our Friday afternoon CLIK sessions and after-school clubs provide children with diverse learning opportunities that enhance their confidence, creativity, and awareness of life, learning, and work skills. These sessions give opportunities for pupil success and achievement in areas as varied as sewing, first aid and coding. Our P7 pupils had a rewarding residential experience at Lendrick Muir, where they set and achieved personal and challenging goals. Similarly, our P6 pupils who participated in the four-day skiing experience have developed greater confidence and resilience.

Our pupil's 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. Our GLEE choir, which has expanded in numbers, delivered outstanding performances at Dundee Caird Hall and Braemar Day. During the October school holidays, we organised a Literary Trail to promote reading among our learners. This event had strong community support, with twenty local businesses participating.

## LEARNING

Almost all of our pupils exhibit enthusiasm and positivity in their learning, with many demonstrating independence and active engagement. High levels of participation are observed in nearly every lesson. Each class benefits from differentiated learning experiences tailored to the diverse needs of the pupils. Children are encouraged to take ownership of their learning by planning with their teachers, becoming more creative and confident each year. All students are prompted to discuss their learning, recognising their successes and identifying areas for improvement.

The quality of learning and teaching positively impacts children's attainment. All staff provide opportunities for children to achieve, succeed, and celebrate their accomplishments, fostering an inclusive school that values their contributions. Our school values (LINK) form the foundation of Rattray's supportive and caring ethos. Positive relationships between adults and children are evident in all classes, with staff placing a strong emphasis on the care and welfare of every child. Teachers are committed to providing the best learning experiences and are responsive to the children's needs.

Our quality assurance programme monitors learning and teaching, enabling us to track the progress of cohorts of children as they progress through the school. Through robust discussions with the school leadership team, it is evident that 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. Support staff provide strong assistance and implement interventions to address concerns regarding individual children's progress. Staff utilise a range of assessments, including national assessments, to ensure their judgements are consistent, evidence-based and aligned with National Benchmarks.

All pupils have been provided with opportunities to engage in active learning from real-life contexts, benefiting from the relevance and depth that everyday outdoor learning and excursions can bring to their learning experiences. Children regularly engage in outdoor learning activities, making use of the courtyard, playground, and nature garden. Throughout this session, classes have visited various destinations including the Dundee Science Centre, Blairgowrie Library, Rattray Bowling Club and Auchingarrich Wildlife Centre.

Active learning approaches are evident in all classes and across the school 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 practice key skills through play. This has impacted positively on the attainment and problem-solving skills of these pupils. We are committed to extending play-based and active learning approaches beyond Primary 3. All teachers effectively utilise digital technology as an active approach to support learning and teaching methodologies.

We have maintained our focus on Health and Wellbeing promoting positive relationships across our school. We continue to develop effective supports to help children self-regulate. All staff promote and cultivate a nurturing environment for our children and families. Staff use the Wellbeing indicators regularly to ascertain and support pupil wellbeing. Digital daily emotional check-ins are now implemented school-wide, helping us gauge pupils' readiness to learn upon arrival. This approach has proven highly effective, insightful, and well-received by pupils.

## LEADERSHIP

Our school's Quality Improvement Plan (QIP) clearly demonstrates the important link between school improvement and how we aim to close the poverty related attainment gap. We have a highly committed staff team who work well together and have a strong understanding of the needs of our school community. The school leadership team (SLT) provide supportive leadership and have created a strong, effective and sensitive culture for continuous school improvement. There are regular planned collegiate activities and INSET training, linked to school improvement priorities, which aim to positively impact on individual pupils, cohorts or the whole school.

Teachers undertake lead roles within the school which contribute to continuous improvement and all teachers contribute to working parties, collegiate sessions and the school QIP. Most members of teaching staff have a leadership responsibility, and individual staff members have led changes, such as Nurturing Schools, Rights Respecting Schools, Digital Schools, Reading Schools, French, Literacy, Numeracy, Outdoor Learning and the Play Curriculum which have had a positive impact on learners. Staff regularly have opportunities to share their learning collegially from these leadership experiences. The young carers champion collaborates effectively with senior leaders and other staff to identify children who assist or care for someone in their family.

The SLT provide effective support to staff to engage in professional studies beyond school. Three teaching staff members have been supported to undertake external qualifications in areas such as self-regulation, early years pedagogy and school leadership. Additionally, three class teachers have been temporarily seconded to acting promoted positions within the school, with the remit of additional support needs, raising attainment in literacy and developing play and outdoor learning across the school.

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 engage in mentoring and buddying projects with younger peers, while P7s assume roles as House Captains and Prefects, actively contributing to daily school operations and supporting events like sports day. Our children actively engage in the life and work of the school through various pupil groups and committees, including reading, rights respecting and digital school's ambassadors. Our children succeed in making the school a place where their rights are respected and where they work well together and participate in school life to bring about positive changes throughout the school. These leadership roles not only cultivate a wide range of interpersonal skills in our pupils, but also significantly contribute to the life and ethos of our school.

Our school highly appreciates the involvement of parents, as they play a significant role in our community. In-school events are consistently well attended and receive strong support from our parent body. We ensure regular communication with parents through various channels, providing updates and opportunities for feedback and suggestions aimed at school improvement. Our very small and dedicated Parent Council work tirelessly to offer substantial support to our school. They contribute to shaping the school's strategic direction and actively fundraise to subsidise school events and much-needed resources.

### Improvement Priorities for 2024-25

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.

- **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.