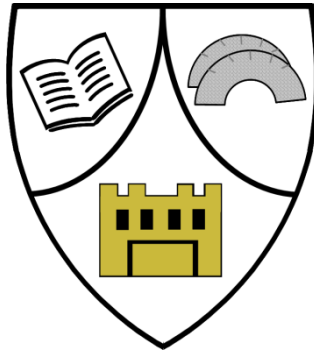


Ruthvenfield Primary School



“Hardworking, Happy and Confident”

STANDARDS AND QUALITY REPORT

2018-2019

Our vision is of a motivated and happy school community where achievement is valued and encouraged through a positive ethos towards learning, work and relationships. We are prepared for the future.

We value:

- High Quality Education
- The Support of Teamwork
- Respect
- Trust, Honesty and Integrity
- Nurture

We aim:

- To provide excellence in Learning & Teaching and Achievement for all
- To provide a safe and nurturing environment for learners
- To support all members of the school community through effective communication and shared goals

ATTENDANCE, ATTAINMENT AND PROGRESS

ATTENDANCE

The table below shows attendance data from 2017 to 2019. Overall attendance recorded in June for session 2018-19 was **96%**. We have an excellent attendance rate and continue to follow council procedures to ensure that this is maintained.

	June 2017	June 2018	June 2019
Attendance	96.3%	96.1%	96.4%

(Attendances are expressed as the average number of half day absences per pupil)

ATTAINMENT

Across the school, our learners continue to demonstrate progress in all areas of learning. All of our learners have made progress from their prior levels of attainment with pupils in most year groups making very good progress towards levels of attainment in Literacy and Numeracy in relation to National Targets. Achievement of a level is determined where there is evidence of a breadth of learning at the expected level of challenge and the learner can apply their learning in unfamiliar situations. This session we have introduced literacy interventions using Pupil Equity Funding specifically to target the development of reading skills. Attainment is assessed through ongoing teacher evaluation against the national benchmarks, supplemented by Scottish National Standardised Assessments (SNSA) at P1, P4 and P7.

Attainment in English Language and Literacy- In session 2018/19, most learners achieved Early Level in reading, listening and talking and writing by the end of P1. All learners achieved First Level in reading, with most achieving First Level in listening and talking by the end of P4. The majority of learners achieved First Level in writing by the end of P4. Most learners achieved Second Level in listening and talking by the end of P7, with the majority achieving Second level in reading and writing.

Attainment in Mathematics and Numeracy – Most learners achieved Early Level by the end of P1. Most learners achieved First Level by the end of P4. The majority of learners achieved Second Level by the end of P7.

The rigorous approach to identifying additional support needs and development of strategies for appropriate targeted support continues to lead to very good progress with pupils working hard to attain their specific targets. This includes the targeted Pupil Equity Fund approaches to literacy development.

Majority (51% - 75%) Most (76%—90%) Almost All (over 90%)

PROGRESS AND ACHIEVEMENT

Progress and achievement is measured within the core curriculum including Literacy, Numeracy and Health and Wellbeing; throughout Interdisciplinary Learning, within the Ethos of the School and on a personal level of Wider Achievement. This session we included a major focus on increasing family engagement through improving reporting mechanisms which involved; the introduction of an interim report, learner led open events, a revised summary report format and enhanced sharing of learner achievements and next steps in learning with families through the use of pupil led digital portfolios. This has all subsequently enabled pupils and their teachers to share progress and feedback about learning with families more regularly.

The follow through to HMI visit in January 2018 recognised our very good progress against the quality indicator 3.1 Wellbeing, Equality and Inclusion. Almost all learners continue to report high levels of wellbeing in all aspects of SHANARRI.

Throughout the school session there have been numerous events and opportunities for pupils to demonstrate their skills within class and beyond, these have been shared through newsletters, Seesaw, our school website www.ruthvenfield.org.uk and, more recently, through our twitter account @ruthvenfield. Highlights this year have included whole school achievements such as achieving the Rights Respecting Schools Silver Award (Rights Committed), creating a community Outdoor Rights Trail, running a very successful, televised Christmas school fair, achieving a 4th place ranking for PKC in the Big Pedal as well as receiving the Cycle Friendly School Award, our 150th Anniversary intergenerational work, running a Burns ceilidh and poetry day, establishing the Restorative Mentorship Programme and organising family reading workshops. Some of our group and class

achievements have included Scots Poetry participants, Robertson Reporters and presenting at the Living Communities celebration event at Perth Museum, sharing all of the work surrounding Ruthvenfield's 150th Anniversary.

LEARNING

The following evaluations are based on the on-going self-evaluation processes of the school.

Self-Evaluation NIF Core Quality Indicators 2018-19

	Quality Indicator	School Self Evaluation June 2019
1.3	Leadership of change	4 Good
2.3	Learning, teaching and assessment	4 Good
3.1	Ensuring wellbeing, equity and inclusion	5 Very Good
3.2	Raising attainment and achievement	4 Good

In session 2018-19 our school improvement priorities focused on improving children's learning through strengthening family engagement.

Key aspects were:-

- Increase parental engagement through improved reporting processes
- Improve attainment in literacy for targeted groups of pupils
- Strengthen learning relationships through further engagement with the UNCRC Rights Respecting Schools Programme and Restorative Approaches
- Develop transition arrangements with Bertha Park High School

A significant development for Ruthvenfield this year was increasing parental engagement and understanding of supporting children's literacy learning, particularly in reading. At the Literacy celebration event in March 2019, feedback received from families outlined that the pupil and teacher led workshops helped to reinforce and enhance the development of reading skills at home. Staff further developed their professional knowledge and understanding within literacy learning and teaching. Using international and national research to augment approaches, particularly in reading and spelling, we are currently embedding a consistent framework across the school from Primary 1 to 7. This framework supports learning that is progressive, challenging and relevant to learners' needs. Working with local author, John Bray, has further inspired reading and writing skills across the school, particularly with our P6/7 learners who have been involved in a number of reading and writing workshops, recently having their own class book printed.

In consultation with staff, colleagues from other schools and parent council representatives our teachers have worked to further improve learning and teaching through clearly identifying and sharing next steps in learning through improved reporting mechanisms. This has ensured appropriate pace, support and challenge, and involving learners and families in the setting of next steps.

At Ruthvenfield a significant amount of learning takes place through the Ethos and Life of the School. This year, all learners worked with the community on developing their skills for learning, life and work through planning a number of events and activities to celebrate the 150th Anniversary of Ruthvenfield Primary School. This successful venture involved a number of key employability, leadership, interpersonal and cooperation skills. This culminated in the organisation of a community tea dance, a Victorian classroom re-enactment, the creation of a Ruthvenfield150 museum, an investigation of toys and games in the past with families, the creation of commemorative artwork, the creation of a crocus garden and the burying of a time capsule. All learners participated, with many of the sessions learner led.

Throughout the year, our learners have had the opportunity to experience a wide variety of physical activities to supplement the national two hours of quality PE target. These enhancements to the curriculum have included; athletics, badminton, cross country, cricket, rugby, and cycle skills sessions. Extra-curricular clubs this session have included Badminton (run by Mrs Burke), Contact Rugby (run by PRC), P1-3 Football (run by parent helpers), Cross Country Running (run by Victoria Watkins and supporters) and Climbing Club (run by Mr Clark and supporters). We continue to have strong representation at PKC sporting events.

Educational visits and visitors during 2018/19 have included; SSPCA, visits to Perth Museum, Robertson Reporter Visits to Bertha Park, Pantomime Visit, electricity workshops, attending the

opening of the Inveralmond Skywalk, visiting the cyber safety bus, Safe Taysiders, Scotland Street museum, Robotic workshops, Smoking workshops, writing workshops with author John Bray, a trip to Dundee Science Centre, a P6/7 residential trip to Arran and interactive workshops at Amazonia, Motherwell.

To share our learning, parents have been invited into school during a number of learner led open afternoons throughout the session. All events, including the launch of our literacy bags were very attended with almost all families in attendance. Throughout session 2018/19 we have continually sought feedback on school evaluation and improvement planning from pupils, staff and parents through a variety of surveys, parental feedback forms and at open events. This valued feedback helps to inform how we take these aspects forward and, following the self-evaluation process, we believe that there is good capacity within the school to take forward our identified improvement priorities.

LEADERSHIP

Our school team, learners and families play a key role in supporting our improvement agenda – included below are some of the ways in which they have supported our developments this session.

School Team

Building on high expectations for all learners, the school team continues to make sustained improvements, working collaboratively with parents, partner agencies and learners to increase knowledge and skills to improve learning across the school. Staff members enjoy their leadership roles which have impacted positively on outcomes for our learners.

Learners

Pupil voice remains a strong feature of our self-evaluation. Pupil Leadership roles have been strengthened this year and include House and Vice Captains, JRSOs, Buddies, Classroom Monitors, Learning Council Reps, Restorative Mentors and our 'iBike Crew'. Each has helped form the direction of the school and uphold our school values, making decisions which have helped us to achieve further success. Learners have organised and led a number of family engagement events throughout the year, most recently a family fun run to raise funds towards outdoor learning equipment and training.

Parents

Our Parent Council and families continue to provide clear support in both operational and strategic improvement planning. This session consultation around reporting mechanisms has increased family engagement and ensured further clarity and personalisation in written reports. We continue to consult with our parent council on ideas and proposals on how best to spend our Pupil Equity Funding. The Ruthvenfield Parent Council (RPC) continue to support the work of the school, consulting on improvements and this year applying for, and successfully receiving, AVIVA funding providing a further 3 ipad devices for our learners. They have also ensured enhanced music provision within the school by providing additional musical instruments and have also provided a range of playground and PE equipment to enhance sporting opportunities. In addition to financial support, the RPC have continued to support and help to organise events such as the Ruthvenfield 150th Anniversary celebrations, Halloween Disco to engage the school community and continually help with transporting and supporting at trips and events. RPC operates a Facebook page at: <https://en-gb.facebook.com/ruthvenfieldpc/>

IMPROVEMENT PRIORITIES 2019-20

In session 2019-20, we plan to review and development our curriculum rationale, taking account of our unique setting.

The key aims which have emerged from our self-evaluation are to:-

- Embed recent improvements in our literacy curriculum, ensuring PACE and CHALLENGE in writing across the school through consistency, clear progression and moderation. The effective use of assessment data will inform next steps in learning.
- Develop CREATIVITY skills and skills for learning, life and work of our learners through reviewing approaches to learning and teaching. PRACTITIONER ENQUIRY will have a focus on play and outdoor learning experiences to enhance learners' skills during session 2019-20.
- Increase learner and family engagement through EFFECTIVE FEEDBACK.
- Strengthen RESILIENCE, RELATIONSHIPS and SELF-REGULATION strategies through PLAY opportunities and through further engagement with the UNCRC Rights Respecting Schools Programme and Restorative Approaches.

This report has been produced in consultation with Staff and Parent Council Members.