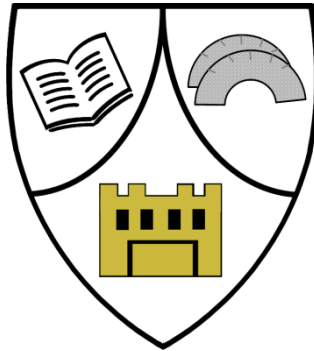


Ruthvenfield Primary School



“Hardworking, Happy and Confident”

STANDARDS AND QUALITY REPORT

2022-2023

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.

A graphic with a blue background and white clouds. On the left, the words 'DREAM BIG' are written in large, white, block letters. Below this, the phrase 'Dreaming big for all' is written in a smaller, white, italicized font. On the right side, there is a list of values under the heading 'Our Values'. A small version of the school crest is located in the top right corner of the graphic.

Our Values

- Determined
- Rights-Respecting
- Energetic
- Ambitious
- Motivational
- Big-hearted
- Innovative
- Gritty

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 ACHIEVEMENT

ATTENDANCE

The table below outlines attendance data from 2020/21 to 2022/23. Overall attendance recorded in June for session 2022-23 was 95.2%. We have an excellent attendance rate and continue to follow council procedures to ensure that this is maintained.

	2020/21	2021/22	2022/23
Attendance	95.1%	91.5%	95.2%

(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 breadth and depth of learning at the expected level of challenge and the learner can apply their learning in unfamiliar situations.

We made effective use of our DSM budget during session 2022/23. This was put towards universal and targeted approaches to support emotional literacy and literacy across the whole school. Literacy interventions specifically targeted the development of comprehension, spelling, grammar, reading and writing skills. Play and sensory equipment was also purchased to support emotional literacy and enhance inclusive classroom environments. Additional laptops and iPads were purchased to support learners, particularly in literacy learning.

Attainment is assessed through ongoing teacher and learner evaluation against the national benchmarks, which is supplemented by Scottish National Standardised Assessments (SNSA) at P1, P4 and P7.

Attainment levels in literacy and numeracy are central to the school's priorities for improvement.

Evaluative Terminology:

Few (up to 15%), Less (or fewer) than half (16-50%), Majority (51% - 75%), Most (76%—90%), Almost All (over 90%), All (100%)

Attainment data in English Language and Literacy for session 2022-23 specifically reports that:-

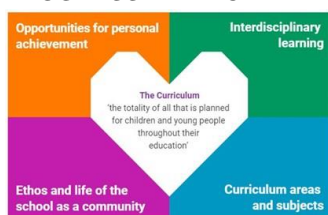
Most learners achieved Early Level in reading, writing, listening and talking by the end of P1.
The majority of learners achieved First Level in reading, writing, listening and talking by the end of P4.
Most learners achieved Second Level in reading and writing by the end of P7. All learners achieved Second Level in listening and talking by the end of P7.

Attainment data in Mathematics and Numeracy for session 2022-23 specifically reports that:-

Most learners achieved Early Level in mathematics and numeracy by the end of P1.
The majority of learners achieved First Level by the end of P4.
Most learners achieved Second Level by the end of P7.

50% of learners at Ruthvenfield have identified additional support needs. Rigorous approaches in identifying additional support needs and effective use of planned interventions for appropriate targeted support, continues to lead to very good progress with pupils working hard to attain specific targets. This includes the targeted approaches to literacy development as well as social and emotional development.

PROGRESS AND ACHIEVEMENT



Progress and achievement are 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.

	S	H	A	N	A	R	R	I
Whole school	9.5	9.3	9.3	9.5	9.5	9.2	9.5	9.5

The follow through HMI visit in January 2018 recognised our very good progress against the quality indicator 3.1 Wellbeing, Equality and Inclusion. Ongoing analysis using the GIRFEC HWB Toolkit of pupil voice regarding health and wellbeing, continues to show high mean scores in all 8 HWB indicators. In session 2022-23 whole school scores ranged from 9.2 to 9.5. All staff and learners use the wellbeing indicators as an integral feature of school life ensuring a shared knowledge and understanding of SHANARRI. Collaborative planning and the delivery of the EmotionWorks programme, as well as the Colour Monster for younger learners, has ensured continuity in the learning and teaching of emotional literacy learning across all classes and in the playground to ensure staff and pupil wellbeing/pastoral support. All learners were involved in the formulation of their classroom charters, embedding learner knowledge and a shared understanding of the UNCRC/children's rights, ensuring pupil voice plays an important role in establishing boundaries and expectations for relationships and ethos.

Learners' achievements, in and out of school, are recognised and celebrated. Some of the wider achievements have included those in dancing, ice hockey, judo, cheerleading, gymnastics, swimming, music, football, Brownies,

Cubs, Scouts and community litter picking awards. Throughout the school session there have continued to be opportunities for pupils to demonstrate, and celebrate, their skills within class and beyond. These are shared in a variety of ways: newsletters, Seesaw, assemblies, in classes, learning and achievement walls. All P1-P7 learners are working towards the Gold Rights Respecting Schools Award. All P4-7 pupils had the opportunity to attend rugby training sessions run by Perthshire Rugby Club. All P6/7 learners took part in the Curling's Cool programme as well as taking part in an 11-week swimming programme.

Some of our other group and class achievements have included our Annual Scots Poetry recitals as well as a variety of sporting and musical achievements. Our P4/5 class took part in the St. Andrews Day of Dance celebration and our string instrumentalists performed in a number of school and PKC performances, including the Perform in Perth music festival. Along with many PKC schools, all classes took part in the PKC 'Follow the Band' music event. Two of our P6/7 pupils were winners in the Scottish Wildlife Art competition. Our learners also enjoyed taking part in a range of activities to celebrate World Book Day and King Charles III's Coronation. We also held our annual Ruthvenfield's Got Talent show.

LEARNING

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

Self-Evaluation NIF Core Quality Indicators 2022-23

	Quality Indicator	School Self Evaluation - June 2023
1.3	Leadership of change	5 Very Good
2.3	Learning, teaching and assessment	5 Very Good
3.1	Ensuring wellbeing, equality and inclusion	5 Very Good
3.2	Raising attainment and achievement	5 Very Good

In session 2022-23 our school improvement priorities focused on improving children's learning experiences through focussing on the following key aspects:

- Strengthening learner participation in all classes through inclusive environments and practices.
- Ensuring effective support, pace and challenge in literacy across the school
- Building practitioner community and capacity through increased collaborative opportunities with the Bertha Park cluster schools.



Consultation with staff, learners and parent council representatives helped shape our Positive Relationships Policy. The positive relationships policy pulls together our shared vision, values, processes and resources used within school to ensure a shared knowledge and understanding of language and expectations across our school community. Consistent progression frameworks are embedded across the school from Primary 1 to 7 ensuring appropriate pace, support and challenge.

All practitioners have engaged in CLPL opportunities based on our school and individual practitioner priorities (e.g. CIRCLE, Positive Relationships, Explicitly Teaching Writing, Nurturing Approaches, First Aid, Understanding ADHD, Psychology and Mental Health, Communicating Effectively with vulnerable children and young people, Understanding Autism, Cognitive Behaviour approaches, Child Protection, Psychological First Aid), all leading to increased practitioner and learner knowledge and skills.

At Ruthvenfield a significant amount of learning takes place through the Ethos and Life of the School. This year, all P6/7 learners took part in the Restorative Mentorship programme strengthening their understanding and skills to help mentor younger pupils. They led whole school assemblies to further develop these approaches across the school community. All P6/7 learners completed the Playground Leader Training programme organising, and adapting, games to accommodate learners during playground games. Our Junior Leadership Team gathered views and feedback across the school which has continued to inform our school improvements.

Many learners enjoyed working with staff, parents/carers and community volunteers from AVIVA to develop outdoor learning areas: planting, weeding and painting to give the playground a wonderful makeover. P1-3 learners planted strawberry plants to sell at the Summer fete. Our Junior Leadership Team developed the playground rota in consultation with learners, ensuring a range of activities and equipment are available during break and lunch times. All learners continue to develop their skills for learning, life and work through class learning and implementation of their ideas through being actively involved in the school improvement process.

Our learners have had the opportunity to experience a wide variety of physical activities as part of the national two hours of quality PE weekly target e.g. gymnastics, hockey, athletics, golf, basketball, tennis, ball skills, netball, swimming, dance, rugby. We have also collaborated with our Active Schools coordinator, UHI and Bertha Park cluster schools, increasing opportunities for learners to take part in extra-curricular clubs such as rugby and basketball. Our P7 learners took part in the Bertha Park Rugby festival as part of the transition programme. P7 pupils achieved Level 2 Bikeability Scotland Awards. All classes have taken part in the Travel Tracker initiative, encouraging active daily travel to and from school.

We have had a range of educational visits and visitors in school throughout session 2022-23. In relation to Developing the Young Workforce (DYW), the P5-7 class took part in the STEM Schools Air Race Drone Challenge.

They also had a visit from the Air Cadets. As part of their money topic in maths, P5-7 took part in a Money Sense workshop. They enjoyed taking part in the Titanic Experience workshops run by Captain Sean as part of their history topic. All classes attended the Christmas Pantomime at Perth theatre. All classes also took part in the Christmas concert at Pitcairn church which was well attended and raised £672.50 in ticket sales. Our P6/7 learners attended a week-long residential trip to Arran. They experienced a wide range of activities including canoeing, gorge walking, archery and team building. P1-3 and P4/5 took part in a writing workshop and had a book reading from author Molly Arbuthnott. P1-3 enjoyed a music workshop, led by the Scottish Chamber Orchestra, learning about a range of instruments and listening to a musical story performance. As part of their transport topic, P1-3 got to board, and tour, an electric bus. The police kindly brought a police car along to the school playground for the children to look inside and also let the children try on outfits. The fire brigade attended our Summer fete and all learners had the opportunity to board the fire engine as well as learn more about the fire brigade. P5-7 recently attended a deaf awareness talk. Gospel Hall and Reverend Malloch have attended a number of our assemblies throughout the year. All classes have enjoyed visits from the therapist, Ollie the Collie. The whole school enjoyed a day trip to Stirling Castle, full of fun workshops and learning activities.

Throughout session 2022/23 we sought feedback from pupils, staff and parents on learning and improvement planning. This valued feedback has helped to inform how we take aspects forward and, following the self-evaluation process, we believe that there is good capacity within the school community 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.

School Team – Teamwork and collective responsibility is a key strength at Ruthvenfield. Building on high expectations for all learners, all members of the school team continue to make sustained improvements, working collaboratively with parents, partner agencies and learners to support learning across the school and meet learner needs. Staff members enjoy their leadership roles, and training, which impacts positively on outcomes for our learners. Staff members have engaged in many professional learning opportunities and have taken the lead on a range of improvement priorities including Play, Health and Wellbeing, Writing, Trauma informed practice, Nurturing Relationships, Restorative Approaches, Learning Outdoors. The school team collaborate with families and a range of partners and agencies to meet the needs of our learners.

Learners – Pupil voice remains a strong feature of our self-evaluation. Our Junior Leadership Team (JLT) includes representatives for each year group. They meet with the senior leadership team to discuss school improvements leading to increased involvement in improvement planning and decision making. They successfully set up a uniform swap shop this session. The learners often lead at assemblies on a variety of themes. Other existing leadership roles include: House and Vice Captains, Buddies, Playground Leaders, Restorative Mentors, Energy Saving Representatives, our iBike Crew/JRSOs and Classroom Monitors. Pupil leaders help form the direction of the school, upholding our school values and making decisions which have helped us to achieve further success. Learners have helped to lead a number of events including a Macmillan coffee morning which raised £522.37 for charity. P6/7 learners also organised a coffee morning to raise funds towards their residential trip to Arran raising £728.53. As part of the Schools Air Race Challenge and Young STEM leader awards, P5-7 undertook a range of challenges under the themes of Discover, Create, Inspire and Lead. They learned about jobs within the aviation industry and flew drones through an assault course. Finally, they shared their learning in a whole school assembly demonstrating their acquired drone-flying skills.

Parents/Families/Community – Our Parent Council, and families, continue to provide phenomenal support in both operational and strategic improvement planning. We continue to consult with our Parent Council on ideas and proposals for school priorities including family engagement in learning and effective resourcing. The Ruthvenfield Parent Council (RPC) continue to support the work of the school, consulting on improvements and organising a variety of wonderful community events. They recently organised a Summer fete raising £1561 to enhance outdoor learning opportunities and developments. They created beautiful Christmas hampers to raffle at our Christmas Concert as well as organising the Santa sack and reindeer food, raising further funds towards learning resources (£705). Families have helped us contribute to the Perth foodbank throughout the year. In addition to financial support, our families continue to support in a number of ways e.g. supporting learning, on trips, class topics, attending/organising events. RPC continue to support the school community and are always on hand to support in any way they possibly can.

IMPROVEMENT PRIORITIES 2023-24

- **WELLBEING AND INCLUSIVE PRACTICES:** Strengthen engagement and participation in learning through the principles of nurture as a whole school approach.
- **SUPPORT, PACE and CHALLENGE in WRITING:** Continue to raise attainment in writing through explicitly teaching the aspects of a range of text types.
- **BERTHA PARK LMG SCHOOLS:** Continue to build upon teacher collaboration and professionalism through further collegiate opportunities and practitioner enquiry, with a particular focus on the moderation of writing.

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