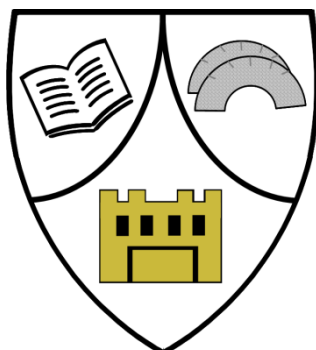


# Ruthvenfield Primary School



*“Hardworking, Happy and Confident”*

## STANDARDS AND QUALITY REPORT

**2023-2024**

**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. The text 'DREAM BIG' is written in large, white, block letters. Below it, the phrase 'Dreaming big for all' is written in a smaller, white, italicized font. To the right of the text is a small version of the school crest.

<u>Our Values</u>
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 2021/22 to 2023/24. Overall attendance recorded in June for session 2023/24 was 95.27%. We have an excellent attendance rate and continue to follow council procedures to ensure that this is maintained.

	2021/22	2022/23	2023/24
Attendance	91.5%	95.2%	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 2023/24. This was put towards universal and targeted approaches to support literacy across the whole school. Literacy interventions specifically targeted the development of comprehension, spelling, grammar, reading and writing skills.

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 2023-24 specifically reports that:-**

All learners achieved Early level in reading and most learners achieved Early Level in writing, listening and talking by the end of P1.

All learners achieved First level in reading and half of learners achieved First Level in reading, writing, listening and talking by the end of P4.

A majority of learners achieved Second Level in reading and writing by the end of P7 and most achieved Second Level in listening and talking by the end of P7.

#### **Attainment data in Mathematics and Numeracy for session 2023-24 specifically reports that:-**

Most learners achieved Early Level in mathematics and numeracy by the end of P1.

A majority of learners achieved First Level by the end of P4.

Most learners achieved Second Level by the end of P7.

36% 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.

Learners use a range of tools to evaluate their own health and wellbeing at key points in the year. We have focussed on increasing play opportunities to support learning and social skill development throughout the school. There has been a positive impact and almost all learners are rating their health and wellbeing highly.

They are also more able to express and justify their thoughts about their own health and wellbeing. All staff and learners use wellbeing tools as an integral feature of school life ensuring a shared knowledge and understanding. 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 Glee. 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 (to be replaced with Learning Journals), 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 and Bikeability.

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 string instrumentalists performed in a number of school and PKC performances, including the Benedetti Foundation workshop and Perform in Perth music festival. Our learners also enjoyed taking part in a range of activities to celebrate World Book Day. 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 2023-24

	Quality Indicator	School Self Evaluation - June 2024
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 2023-24, 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

Communications Policy. Our 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, 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. 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.

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 continued to develop their skills for learning, life and work through visits from previous pupils of Ruthvenfield Primary and 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, 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 P5-7 girls had weekly coaching from Perthshire Rugby. Our P7 learners took part in the Bertha Park Rugby festival as part of the transition programme and P4-7 had coaching sessions. All P6/7 pupils achieved Level 1 or 2 Bikeability Scotland Awards. All classes have taken part in the Travel Tracker initiative, encouraging active and sustainable daily travel to and from school.

We have had a range of educational visits and visitors in school throughout session 2023-24. All classes attended the Christmas Pantomime at Perth Theatre. All classes also took part in the Christmas Fair which was well attended and raised £2,329 in ticket sales. P4-7 took part in the Christmas Craft Event at the Bield in Blackruthven. P4-7 took part in Glee. We were grateful to have the support of parents past and present to provide choreography, hair styling and make up for the performance. P1-3 had a book reading from an illustrator who is also a parent. P1-3 also had a visit from a new born baby and parent to support their topic Living and Growing. P6/7 and P3 had workshops held by NSPCC. P6/7 attended Racing for Schools programme over 2 days which explored and

developed understanding of Maths and jobs in racing. P6/7 had a visit from community volunteers from Community Wardens. P1-7 took part in Maths Day, World Book Day and an Outdoor Learning Day. Gospel Hall and Reverend Malloch have attended a number of our assemblies throughout the year. The whole school enjoyed a day trip to The National Museum of Scotland and Edinburgh Castle, full of fun learning activities. P6/7 had a visit from Dr Patrick University of St Andrews to assist with their World War 1 topic.

Throughout session 2023/24 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 and 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 organised competitions and an afternoon of Potted Sports. 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 coffee morning which raised £442.15 for charity.

**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 Ceilidh which raised £505. 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. 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 2024-25**

- **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.
- **SUPPORT, PACE and CHALLENGE in LITERACY:** Raise attainment in literacy learning through digital approaches.
- **BERTHA PARK LMG SCHOOLS:** Continue to build upon teacher collaboration and professionalism through further collegiate opportunities and practitioner enquiry.

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