EDINBURGH LEARNS FOR LIFE

STANDARDS & QUALITY REPORTING

RATHO PRIMARY SCHOOL

June 2022

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Standards and Quality Report

Context of the School

Ratho Primary School is a non-denominational school, built in 1983 which serves the village of Ratho, situated on the western boundary of the City of Edinburgh Council.

Our vision for our learners is to be a “curious, creative community”. We achieve this through our shared school values of: Respect, Responsibility, Friendship, Honesty and Kindness.

The catchment area comprises a relatively narrow socio-economic mix compared with other schools across the city. This reflects the housing and development of Ratho village. 73% of all pupils are in SIMD decile 5 and 6, and a further 20% are in decile 10. (2% in decile 3 and 5% in decile 7)

The current roll is 261 primary children and 32 nursery children. There are 3 separate buildings; ‘Canalside View’ holds 4 classrooms (P1-P3) and was built as an annex to support the rising roll of the school. The main building holds 7 classes and all additional school areas and is shared with the Ratho Community Centre situated in a adjoined wing of the building. The Ratho Nursery is again in a separate building accessed either through the community centre or via the outside entrance. Altogether we have a sizeable shared campus with extensive shared grounds which are also accessible to the public at evenings and weekends.

In 2021-22, the Primary School has 11 classes, including three composite classes at P1/2, P4/5, P6/7 and two P3 classes. The school is led and managed by the Head Teacher who is supported by a Depute Head Teacher, a Principal Teacher and a part-time Business Manager. The school has a total allocation of 14.3 FTE teachers including all teaching SLT, RCCT cover and a part-time Support for Learning teacher for 3 days a week.

The Ratho Primary School nursery team comprises an Early Years Officer, 3 Early Years Practitioners, 1 Early Years Assistant and an Early Years Domestic Assistant (on a variety of full-time/part-time contracts). We also have an Early Level EYP who works across Nursery, P1 & P2 throughout the week and supports transition and play based learning.

The school has gone through a period of change in permanent leadership and teaching staff recently. The substantive Head Teacher was appointed in March 2021. The substantive Depute Head Teacher was appointed in June 2021. March-June 2022 has produced 5 new permanent teaching appointments across the school.

1.3 Leadership of Change

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Developing a shared vision, values & aims relevant to the school and its community

What we have done:

- There has been a focus, celebration and promotion of school values for pupils and staff throughout session in classes and assembly and shared with community via communications and Ratho School Voice (Parent Council)
- The School Leadership Team has been sensitive and responsive to needs of staff, pupils and parents/carers throughout adaptations to the Covid pandemic.
- Development of relationships and communications with the Parent Council, ASN Parent Forum and Community groups.
- Evaluations with parents and staff on direction and improvements in the school.

The impact of this:

- There is a good sense of empowerment across the school's teaching staff.
- Staff, pupils and parents have a clear understanding of school vision, values and aims.

Strategic planning for continuous improvement

What we have done:

- Adaptations/improvements to practices as early as possible, whilst being safe, have been implemented/developed continuously throughout changes to Covid guidance.
- There has been a focus on the continuity of learning and minimisation of disruption to learning throughout the many challenges of staffing concerns, absence and community need/concern over the pandemic.

The impact of this:

- Learners have enjoyed a year whereby their learning has only been minimally impacted by unplanned change.
- Learners and community have been able to return to more 'normal' school practices with a minimum of disruption.

Implementing improvement and change

What we have done:

- Developed the use of pupil voice and pupil groups across the school, re-establishing the 'Ratho Action Group' (Pupil Council), 'Rights Knights' (RRSA), 'Digital Leaders' and 'Eco-Warriors'
- Staff focus on development and implementation of restorative approaches, behavioural expectations in classes.
- Clear communications and procedures for all relating staff meetings, Inservice developments, CAT sessions and practical procedures such as timings of the day, soft starts, no bell, entrances/exits, playground zones, etc.to allow for the best routines for school as possible.

The impact of this:

- Clear, calm, understood and accepted procedures and practices across the school.
- Changes and improvements have been clear, structured, timely and well communicated to all whether for staff, development or pupils/parents information.

Next Steps

- Developing new SLT and teacher remits, working groups and team.
- Develop use of WTA to deliver key themes in School Improvement Plan.
- Develop use of 40 week calendar to achieve all SIP, QA and FM outcomes.
- Developing pupil/parent groups & pupil/parent voice.
- Developing community links.
- Developing SfL policy in conjunction with parents & parents ASN group.
- Embracing Empowered Learning rollout:
- - Resourcing
- - Training
- - Cluster
- - Digital Strategy
- - Deployment
- Developing School Vision & Values

2.3 Learning, Teaching and Assessment

- Learning and Engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Learning and Engagement

What we have done:

- There is clear and established progression of learning for all children in all classes.
- The continuity of learning for classes has been provided despite circumstances of staffing and the Covid pandemic.
- Outdoor learning at Ratho PS enhances the needs of the curriculum. Outdoor Learning provision is good and children have access to outdoor learning facilities and daily use of campus grounds. Some staff are trained in forest school/kindergarten.
- RPS has extensive grounds that can be shared and used safely by a number of classes at a time. Timetables are established and outdoor lessons are taught as much as possible. Appropriate professional learning and resources accessed and delivered to support this.

The impact of this:

- Most pupils enjoy and are well engaged in their learning at RPS
- The disruption of Covid mitigations has been minimised for learning and engagement.

Quality of Teaching

What we have done:

- All pathway 1-3 pupils have identified and planned personalised support and interventions as required.
- Developed inclusive practices to best support children with additional support needs.
- Focused development of Numeracy teaching practice.
- Investment in new Numeracy & P.E. resources.
- Provided well-structured and consistent Home Learning for all learners.
- All classes/pupils have a Microsoft team set up for home learning and communication on their learning.

The impact of this:

- Teaching and Learning follows clear and established curriculum.
- Interventions for identified cohorts is tracked and reviewed regularly and their impact is evaluated and adapted.

Effective Use of Assessment

What we have done:

- Provided well-structured and consistent assessments that are tracked and monitored for all pupils at regular, agreed intervals throughout the year.

The impact of this:

- Teachers know the assessment and attainment data for their classes.

Planning, Tracking & Monitoring

What we have done:

- Updated the Tracking and Monitoring system across the school to provide for clear, easy to read/use system for all pupils/cohorts.
- Updated the SFL tracking system to provide for clear, easy to read/use system for all pupils/cohorts.
- Evaluated and improved current practices relating to:
  - Planning and assessment of learning
  - Communication of Curriculum Information to parents and carers .
  - Reporting to parents through use of Learning Journals and end of session reports.
  - Frequency of standardised assessments and use of data to identify next steps in learning for all learners is consistent across all classes.

The impact of this:

- The Tracking and Monitoring system across the school is now established and reviewed 3 times per session by class teachers and SLT
- SfL/ASN progress and supports for all pupils are documented, communicated and reviewed on a regular basis.
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Next Steps

- Developing resourcing of the curriculum across the school, especially reading.
- Developing use of the Moderation Toolkit.
- Developing Play Pedagogy and planning/evaluating play based learning.
- Renewing Curriculum Rationale.
- Developing Homework & Home learning Policy
- Developing Parental Engagement opportunities
- Revise SFL policy (with parental input), use of SfL profiles.
- Embracing Empowered Learning rollout:
- - Resourcing
- - Training
- - Cluster
- Developing Cluster Working
- Engagement in CLPL in the Teachers' Charter
- Renewing Shared Classroom Experiences, evaluations and developments, including Outdoor Learning.
- PR&D focus and evaluations based on SCE's

3.1 Ensuring Wellbeing, Equity and Inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Wellbeing

What we have done:

- The response to changes in Covid guidance has focussed on HWB to ensure a consistent approach;
  Reconnect relationships
  Acknowledge experiences
  Create a nurturing environment
  Support our learners to build resilience
- Staggered soft-start/finish times and not using the school bell has provided for a greater sense of wellbeing for pupils.
- There is an established nurture room (The Treehouse) timetabled to provide safe/appropriate space for identified pupils.
- There are many targeted interventions by class and need:
  - Seasons for Growth, LIAM, Music Therapy, Counselling for the Balerno Cluster Counsellor
  - Pupil support Officers targeted children with bespoke positive behaviour interventions e.g. Nurture, Emotion Talks, Growth Mindset, Zones of Regulation
- Staff wellbeing time given at In-Service, CAT sessions and practices reflective of WTA discussions over HWB and workload have been observed.

The impact of this:

- Established nurture principles
- Strong sense of school being safe for all
- Staff and pupils feel ownership and empowerment for their environment.

Fulfilment of Statutory Duties

What we have done:

- All staff are fully aware of Child Protection procedures. There is regular engagement in the GIRFEC process and staff are always consulted and included in CPMs.
- All staff completed equalities modules on CECIL during Jan in -service day. A revised equalities policy was shared with staff at the May in-service day.
- All staff are clear about their role in contributing to a nurturing school culture which accepts the responsibility of all in removing all poverty-related barriers to learning and achievement.
- We utilised partnerships where appropriate in order to enhance the experiences of children and families.
- We provided opportunities for staff to develop their knowledge of an inclusive curriculum and decolonised curriculum what this looks like in practice.
- We reviewed and implemented revised school procedure for preventing and responding to bullying and prejudice to ensure improved reporting and recording of incidents.

The impact of this:

- The Child Protection and GIRFEC processes are robust and followed by all.
- Staff are clear about their role in supporting the national drive for equity and the closing of the poverty-related attainment gap.

Inclusion and Equality

What we have done:

- Learners are supported both socially and emotionally. They are understood and included in all aspects of school life. In addition, there is a strong sense of the importance of the school's values across all classes.
- Children's views are always gathered in advance of CPMs
- A home learning club is established to allow children to access digital home learning as a free after school club.
- Staff have an understanding of the national and local poverty-related attainment gaps and the impact of this on children, young people and families and how this relates to our context in Ratho.
- All staff know our care experienced community.
- Care Experienced funding was secured to provide resources / additionality for each LAC child.

The impact of this:

- There is a good sense of nurture and inclusion across the school, in both staff and pupils.
- There is a good understanding of nurture principles and equalities principles and what these mean to the school in school improvement and curricular reform.
- All staff have developed an understanding of the poverty context in Ratho.
- All staff have developed an understanding of Care Experienced pupils and their needs.

Next Steps

- Developing staff opportunities for wellbeing
- Developing pupil opportunities for wellbeing
- Developing restorative approaches, behavioural expectations in classes.
- Developing SfL policies in conjunction with Parents & parents ASN group.
- Developing ICT access and use in line with Edinburgh's Empowered Learning initiative.
- Developing equalities policy & equity implementation and identifying Curricular opportunities for Anti-Racism, Anti-Bullying, BLM, and other equalities development.

3.2 Securing Children's Progress

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Attainment in literacy and numeracy

What we have done:

- Developed the use of Sumdog across the school.
- Completion of standardised assessments and analysis of results to support intervention work and forward planning for all children.
- Attainment tracking and monitoring has been revised and developed.
- All results are shared and there are regular attainment meetings with class teachers and SLT.
- CfE levels are recorded on SEEMIS.

The impact of this:

- In P1; 76% of learners achieved Early Level in Literacy and 88% achieved Early Level in Numeracy.
- In P4; 64% of learners achieved First Level in Literacy and 80% achieved First Level in Numeracy.
- In P7; 72% of learners achieved Second Level in Literacy and 81% achieved Second Level in Numeracy.

Attainment over time

What we have done:

- Most learners are making good progress from their prior levels and show increased skills in discussing their learning and what they need to do to improve.
- Predictions about pupils' attainment levels, submitted in November and March, have been used as a valid source of assessment information to plan for all children and young people with gaps in literacy and numeracy skills.

The impact of this:

- In P1; there was a 5% increase in learners achieving Early Level in Literacy and a 6% increase in learners achieving Early Level in Numeracy.
- In P4; there was a 14% decrease in learners achieving First Level in Literacy and a 5% increase in learners achieving First Level in Numeracy.
- In P7; there was a 14% decrease in learners achieving Second Level in Literacy and a 12% decrease in learners achieving Second Level in Numeracy.

Overall quality of learners' achievement

What we have done:

- There has been a huge amount of development work in the recording, tracking and recording of Pathway 1-3 pupils, CPM, AoN, support for learning across the school.
- All children in Pathway 2 & 3 now have a pupil profile and there is clear and robust communication with parents/carers regarding support for their child.
- Pupils follow a well-structured curriculum design across all classes allowing them to benefit in all areas of the curriculum.

The impact of this:

- 65 CPMs have been completed this session.
- All pupils benefit from outdoor learning and learning within the community.
- Learning and extra-curricular successes and achievements are celebrated and shared regularly.

Equity for all learners

What we have done:

- PSO, PSA and Pathway 1-3 supports are embedded for all learners.
- 65 CPMs have been conducted to ensure the best outcomes for all learners.
- Transition Teacher working to support P7 transition.
- Early level EYP working to support play based learning in P1& P2.
- There is an excellent enhanced transition process and relationship with Cluster (Balerno) High School.
- There are many targeted interventions and programmes established addressing individual/group needs across all classes.

The impact of this:

- All children receiving Pathway 1-3 support are identified and support measures tracked and clearly communicated.

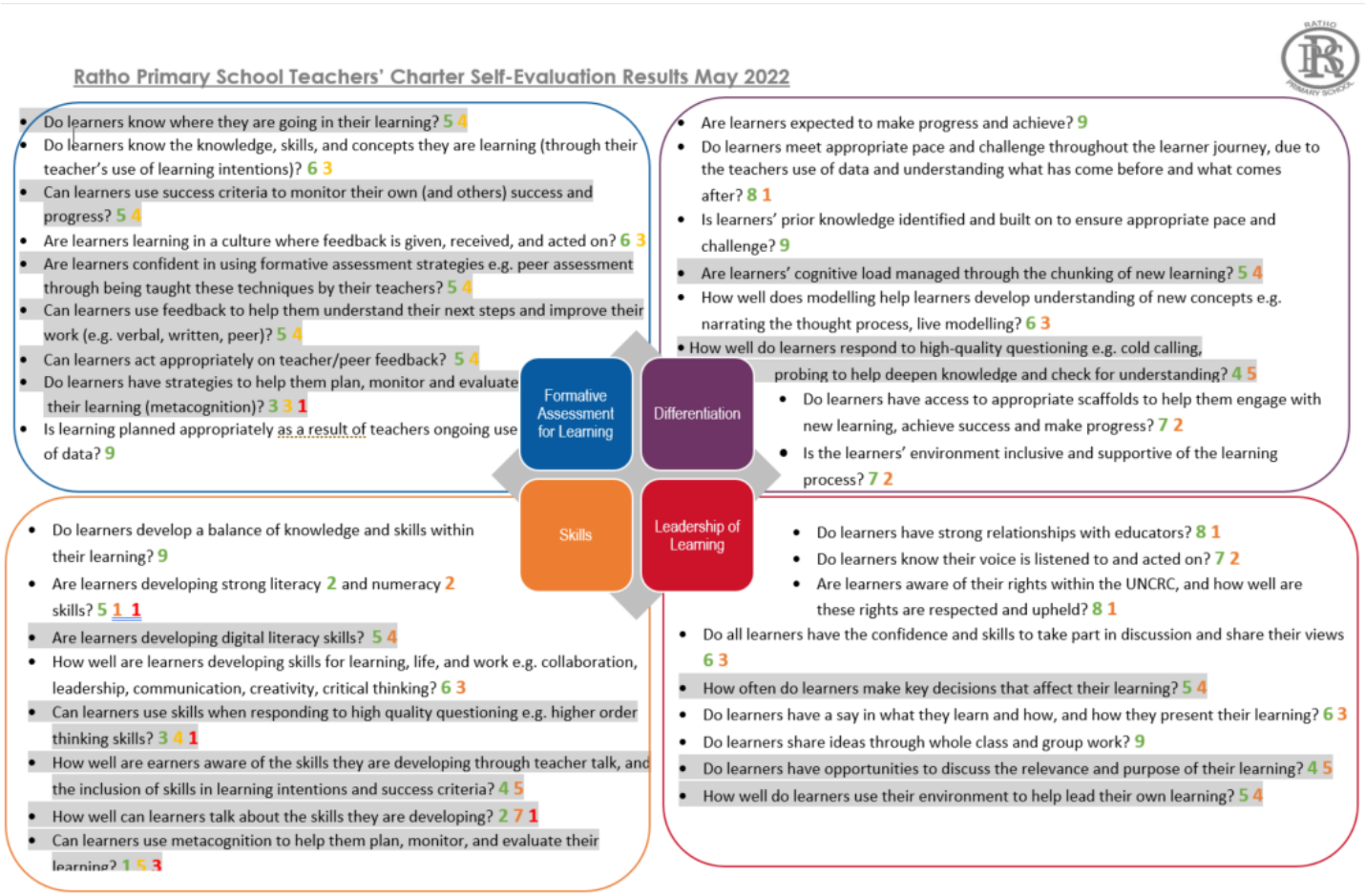
- Children with IEPs, AoNs, CPMs, etc. are subject to regular parent/partner meetings with targets and supports clearly identified and implemented.
- Individual pupils requiring support at pathway 1 have appropriate interventions including; Read, Write Inc, Fresh Start, 6-minute SEAL, Power of 2, Toe-by-Toe.

Next Steps

- Developing SfL/GIRFEC policies in conjunction with Parents & parents ASN group.
- Developing effective use of Assessments & Data to target improvements in attainment.
- Developing school library/ resourcing of library.
- Developing approach to teaching and learning of Reading across the school.
- Developing teaching and learning of 1+2 Modern Languages
- Developing teaching and learning of PE and use of the PEPAS programme
- Developing teaching and learning of STEM/IDL bundles
- Fully take the UNCRC into account in all their actions through the use of the Children's Rights & Wellbeing Impact Assessment.
- Plan and identify professional learning pathway based on CRWIA baseline.

Teachers' Charter

- The current teaching staff self-evaluated their practice, skill and confidence in each of the four aspects of the Teachers' Charter. This has Identified strengths and areas for improvement for next session and beyond.
- Our Improvement Plan will reflect the programme of CLPL and staff development we will undertake using Edinburgh Learns and other CLPL opportunities to fulfil the Teachers Charter. We used this tool to support our self-evaluation. The results are:



Leadership for Equity

- Staff at all levels are focussed and committed to achieving equity for all pupils.
- We track pupil attainment, participation and progress and make use of this information to plan supports, interventions and next steps in learning.
- Interventions and supports are in place for many pupils.
- We use of a wide range of partners to improve outcomes for learners, eg: Young Carers, ASL services, Forest School, Barnardos, Love Georgie, Cluster counsellor.
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Parent/Carer Involvement & Engagement

- We have provided opportunities for parents to engage via Teams meetings for P1 induction, P7 Camp, CPMs, etc.
- Curricular information, meet the teacher and parent consultations have all been completed either online or via telephone call.
- The HT attended all Parent Council meetings either via Teams or in person. Relations with the parent council and activity, communications and promotion of events has been really positive.
- Communications via newsletter, website, Groupcall and Twitter have been clear, consistent and regular.
- Parents have been welcomed back into the school from the point of Covid guidance allowing.

- Next Steps:
    - Evaluative effectiveness of communications
    - Explore opportunities for parents to be involved in the curriculum
    - Return to in person Meet the Teacher, Consultations, etc.
    - Create engagement events through the session calendar.
    - Develop role of RSV (Parent Council) with RAG (Pupil Council)

Pupil Equity Fund

What is the issue or gap? Who does it affect?	**What is the intervention?**	**How will it be delivered?**	**How will we know it is working? (e.g. what is the intended measurable impact on one or more of the key areas of Attainment, Attendance, Inclusion, Participation, Engagement)**
Attendance- Some families in the equity cohort have low attendance. This will be further exacerbated by the need for families to self-isolate for extended periods of time due to Covid-19. Participation/ Engagement- The mental health and wellbeing of some of our equity cohort is a barrier to them participating and engaging in learning within the classroom environment. This has been further heightened by lockdown experiences, changes in family circumstances due to Covid-19 and increased anxieties around returning to school.	2 x substantive PSAs Employment as PSOs.	PSO remits include supporting the Mental Health and Wellbeing of learners in the equity cohort in a variety of ways. They are already fully trained by the wellbeing academy in nurture principles and LIAM. They run Emotion Talks interventions, Lego Groups, Seasons for Growth and Talk and Move groups. Having a 'key person' who is trained to focus on supporting good HWB in turn ensures that these children have the tools they need to participate and engage fully in learning PSO provide emotional support for children and have a key role in parental engagement, specifically for equity cohorts to monitor attendance, contact and advise families and supporting the work of the EWS.	Attendance- increase in attendance rates of equity cohort. Decrease in EWO intervention and referrals. Measured during tracking and monitoring activities of SEEMIS attendance rates. Participation/Engagement- A number of pre and post intervention measures are in place, depending on the intervention run. For example, the Stirling scale of Wellbeing, Leuven Scale of Participation, Pre and Post pupil voice sheets, Pre and Port parent evaluations. Decrease in wellbeing concern forms for key children around engaging with learning. Qualitative information via class teacher/PSO discussions. Calmer, more focussed classroom environments. Decrease in reported incidents of bullying/ restorative conversations.

Estimated Costs (please enter numbers only)	Remaining PEF Balance	Timeline for completion	Overseen by	Impact/Outcome (this column can be updated throughout the year as appropriate)
17607	-454	August 2022	Peter Gibb-HT, Gemma Robertson - BM	Both PSOs have been timetabled to support identified learners and groups. SFL teacher and PSA/PSO absence throughout the session has resulted in the need for adaptation. Supporting Care Experienced learners. Use of nurture approaches. Supervised break out time, both timetabled and when needed. Emotions Talk interventions have been used. Accompanying pupils to external providers, Forest school and Georgie Farm. Supported pupils/families with attendance, anxiety, vulnerabilities. LIAM groups/individual interventions. Seasons for Growth groups. Emotions Talk groups/individual interventions.

Quality Indicator Grades	School	Nursery	HMI/Care Inspectorate
Leadership of Change	4	4	6
Learning, Teaching & Assessment	4	5	-
Wellbeing, Equality & Inclusion	4	5	6
Raising Attainment & Achievement	4	5	-