# RATHO PRIMARY SCHOOL

## 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. 77% of pupils are in SIMD deciles 5-7, and a further 21% are in decile 10. 2% of pupils are in SIMD decile 3, they are out of catchment placements and live outside Ratho.

The current roll is 256 primary children and 34 nursery children (4 children share 2 places between them, matched with a local childminder as a partner provider). 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. The Ratho Nursery in a separate building accessed either through the community centre or via the outside entrance. The main building is shared with the Ratho Community Centre situated in a adjoined wing of the building. Altogether we have a sizeable campus with extensive shared grounds which are also accessible to the public at evenings and weekends.

In 2022-23, the Primary School has 11 classes, including three composite classes at P1/2, P3/4, P5/6 and two P7 classes. The school is led by the Head Teacher, 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 Nursery team comprises an Early Years Officer, 3 Early Years Practitioners, 2 Early Years Assistants (1 on audited support hours) 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 throughout the week and supports transition and play based learning.

The School and Nursery were inspected by HMIe in May 2018. Results were published by Education Scotland in August 2018 giving recommendations and evaluating the school as:

- Leadership of Change Good
- Learning Teaching and Assessment Good
- Raising Attainment & Achievement Good
- Ensuring wellbeing, equality and inclusion Satisfactory

The school had an 'HMIe follow-through' visit from the City of Edinburgh Council in December 2022. The Council publish their findings in February 2023 stating that: "During the follow-through visit with the local authority, the school and nursery have demonstrated progress with all of the HMIe identified areas for improvement. Plans have been developed to further embed the changes across the nursery and school to maintain consistency in learners' experience."

| **QI 1.3 Leadership of Change: Developing a share vision, values and aims relevant to the school and its community, Strategic planning for continuous improvement, Implementing improvement and change** |
|---|
| **What have we done?** |
| • We have developed opportunities for the school to be prominent and visible in the local community and to share our vision and values at these events. Examples being the way the school has promoted and welcomed the community for the week of the 40th Anniversary celebrations, charity football match, Harvest Festival, 2 x performances of the P5-6 "Spring Show – Twist" at the Ratho Parish Church hall, Sports Day and Parent Council BBQ, Nativities, Christmas and Easter celebrations at Ratho Parish Church, the "Meet the Teacher" event, Family consultations in November and March and all classes hosting a Class assembly for parents/carers to attend.<br>• Staff contribute well to their remits and the school calendar; these link well to pupil leadership and curricular development.<br>• There are many opportunities for Learner Participation / Pupil Voice to be heard and listened to. Examples are the Ratho Action Group, House Captains, Eco Warriors, Rights Knights, JRSOs, Digital Leaders and after school clubs. These groups are prominent and active throughout the school and are given opportunities to lead and present in classes and at assemblies.<br>• The RRSA coordinator and the Rights Knights have developed and progressed towards achieving the Silver Level RRSA Award, just validated and awarded in June 2023!<br>• The Digital Coordinators have attended Empowerment and Excellence in Digital Learning events and have developed an action plan to progress toward the Digital Schools Award.<br>• The Eco-Warriors have developed planting and litter campaigns in the campus and community, as well as establishing links with local farms, the Cyrenians, the Dandelion Project and showcasing for the Community at our Harvest Festival. We will submit for our 6th Green Flag before the end of session!<br>• Staff empowerment has been a focus of In-Service days and is becoming a part of staff culture.<br>• Staff continue to be actively involved in the annual audit of the School Improvement Plan and have worked together to identify the priorities for next year. |

- The Probationer Mentor has had a very successful 1st Year of mentorship and our P1 teacher mentored student professional enquiry sessions.

**How well are we doing? What's working well for your learners?**

- Learners are active participants in the planning process and there is a strong culture of celebrating accomplishments and achievements.
- Learners are involved within a range of leadership opportunities.
- The prominence of pupil groups across the school is very evident. These are a very effective vehicle and platform for children to develop their confidence and skills.
- Through empowerment, each member of staff has responsibility for a curricular area ensuring the school improvement plan is strategically implemented and evaluated.
- Whole school CLPL activities are selected by SLT and staff to match the needs identified in the SQIP.
- There is a positive ethos, strong teamwork and partnership working.
- There are many leadership opportunities, clear roles and responsibilities for all staff.
- Staff feel trusted to lead and value the opportunities to lead.
- There is a clear Monitoring and Self-Evaluation calendar.

**How do we know? What evidence do you have of positive impact on learners?**

- The School Leadership Team is sensitive and responsive to needs of staff, pupils and parents.
- There is a strong model of shared leadership and empowerment across the school.
- SLT know the capacity for leadership across the school and are able to create/facilitate opportunities for leadership where possible amongst staff, pupils and parents.
- Feedback from pupil voice through the Ratho Action Group, House Captains, Eco Warriors, Rights Knights, JRSOs and Digital Leaders is very positive.

- Feedback from parents/carers regarding Family Consultations, Sports Day, Spring Show, 40th Anniversary and the Harvest Festival has been very positive.
- This can be evidenced in:
  - HMIe inspection follow through report. Ratho Primary School Follow Through Report.doc
  - Feedback results from Surveys and further evidence: RPS evidence and feedback.pptx
  - Remits - RPS Remits 2022-2023.docx
  - School Improvement Plan – Ratho Primary School
  - Evaluation Padlet
  - Staff session calendar
  - Collegiate calendar
  - Pupil Voice Groups – Rationale document & application
  - School Handbook - RPS School handbook 2022-2023.docx
  - End of session awards
  - House meetings
  - Staff focus group
  - Parent focus group
  - Pupil focus group
  - Observed/Shared classroom experiences
  - CAT session focus
  - PR&Ds

**What are we going to do now? What are your next improvement priorities in this area?**

- Review self-evaluation systems and processes which are in place to determine and understand the impact on continuous improvement.

- Ensure that self-evaluation activities are captured and that the impact of improvements is gathered and evidenced showing the improvement journey in both the nursery and school.
- Involve learners more in planning and leading learning in the classroom as well as increasing decision-making opportunities within pupil voice groups to enable them to talk confidently about the impact of the work they are undertaking.
- Encourage leadership roles and autonomy.
- Develop collaborative strategic planning.
- Formalise CLPL opportunities, incorporating into WTA where possible.
- Develop the role of House Captains
- Link and create development opportunities for the Pupil & Parent Councils to collaborate and work together.
- Through our Learning Community, further develop staff leadership opportunities (eg. in Sustainability and in Digital).

| | |
|---|---|
| **How you would evaluate this QI using the HGIOS 4** | **Good** |

| **QI 2.3 Learning, Teaching and Assessment: Learning and Engagement, Quality of Teaching, Effective Use of Assessment, Planning Tracking and Monitoring – *Including evaluative comment on progress made with the Teachers' Charter*** |
|---|
| **What have we done?** |
| • All teaching staff engaged with the Teachers' Charter, booking the 'Skills' CLPL and development session from the Edinburgh Learns team for our October In-Service. Teachers then had to focus on the learning/development of a Skill/Skills as the focus for their Shared Classroom Experience.<br>• All teaching staff engaged with ASL service delivered CLPL on digital accessibility features and apps to support learners with Additional Support Needs during the January In-Service day.<br>• We developed our moderation of writing and assessment of writing at a school and Learning Community level. We had 2 CAT sessions with our Learning Community in Term 1 & 2 at Balerno High School.<br>• We developed STEM/IDL bundles: Planning, curriculum guidance and IDL bundles have been created to show Experiences and Outcomes from all curricular areas, linked to IDL subjects/themes. These are subject to frequent review and revision. Teachers provide for a range of personalisation and choice for pupils through learner participation.<br>• We revised the school Support for Learning and Additional Support Needs policy.<br>• We reviewed and develop frequency/timings of standardised assessments and engaged in SWST, SWRT, SEAL, Big Writing, SNSA and GL standardised assessments.<br>• We created opportunities for staff to share their good practice regularly and to share good ideas across the school.<br>• We embraced Empowered Learning rollout in Dec 2022 through resourcing, training and Learning Community development. iPad distribution is now established across the school with all P6 & P7 pupils having 1-to-1 access and a model of shared provision deployed across the rest of the school.<br>• The Digital Co-ordinator delivered digital training and shared resources at CAT sessions.<br>• All classes and learners have Apple accounts set up.<br>• A Digital Flowchart has been created for procedures when a child or staff member joins/leaves the school. |

- We have engaged with Digital Schools self-evaluation to identify priority actions for our school digital strategy and we are now pursuing the Digital Schools Award.
- Teachers' PR&D focus and evaluations included development based on Shared Classroom Experience.
- We developed inclusive practices; identified and planned personalised Support for Learning and Addition Support Need interventions.
- We tracked the impact of interventions for identified cohorts/individuals; evaluated and reviewed as appropriate.
- We included and collaborated with 'RPS ASN Parent Group' to help develop, revise and agree a new SFL/ASN policy and practices around supporting children with ASN.
- There has been a rotation of learning experiences for IDL across all composite classes to ensure consistency across stages.
- IDL bundles were reviewed for more balance between STEM & Social Studies
- PRDs are now moved to August/September to make them more targeted and relevant to School Improvement Priorities.

**How well are we doing? What's working well for your learners?**

- There is a clear Quality Assurance calendar. This includes sharing classroom experience, learning and teaching and pace and challenge discussions, dialogue with pupils and the moderating of pupil work and progress.
- Through regular professional dialogue at staff meetings, CAT sessions and In-Service Days, all staff adapt the curriculum and programmes of work to ensure high quality experiences for their learners.
- In almost all classes, tasks, activities and resources continue to be matched very well to learners' needs. There is an appropriate pace of learning that both supports and challenges many learners to make very good progress.
- There is very good use of a range of teaching strategies to ensure all learning styles are supported at all stages, teachers have improved moderation and Data Literacy.
- There is a consistency of approach and expectations for all teachers at all stages.
- Teachers plan using benchmarks and show depth and progression across the curriculum.
- There are current and relevant learning walls/displays in classrooms.
- Children have great access to outdoor learning facilities which is utilised across all classes and curriculum.

- Use of the outside spaces for Forest School in Nursery & P1 is well established and very successful.
- Play based learning is embedded up to P3 and P1 are using Benchmarks when creating floor books.
- The Digital provision and roll-out of Empowered Learning has been successful and well managed. There is effective use of ICT/Digital technology across the school:

**How do we know? What evidence do you have of positive impact on learners?**

- Individual staff participated on CLPL according to needs identified in the annual PRD process.
- Strong practice and pedagogy are evident within Early and First Levels across Nursery, P1 and into P2..
- Good scaffolding is in place through adult support and differentiation to meet the needs of learners.
- Children are eager, engaged, active, successful, confident and responsible in their learning.
- Staff know and respond well to needs of children, promoting and supporting their wellbeing.
- Staff provide clear explanations and instructions to model, guide and support learners.
- Learners' experiences are appropriately challenging and enjoyable with learners demonstrating good levels of independence and responsibility.
- There is a variety of assessment formats used by teachers across the school to inform pupil attainment.
- There is evidence of effective differentiation in most classes.
- Teachers are able to provide high-quality feedback to learners.
- Further evidence can be found in:
    - HMIe inspection follow through report. Ratho Primary School Follow Through Report.doc
    - Feedback results from Surveys and further evidence: RPS evidence and feedback.pptx
    - Balerno Learning Community Digital Strategy Team
    - Digital Schools Evidence Notebook
    - Digital Schools Award Plan
    - QA Calendar 2022-23

- Collegiate calendar
- T & M documents (including ASN tab)
- Curricular planners/progression- RPS Forward Planning Toolkit (office.com) Ratho Primary School Planning requirements
- IDL bundles - IDL CP - Home (sharepoint.com)
- Community planner/progression - RPS Pupil Journey .docx (sharepoint.com)
- Home Learning Policy - Ratho Primary School August 2022.pdf
- http://rathoprimary.org.uk/learning-links/
- CPM tracker
- SFL profiles
- Observed SCE Lessons
- Pupil support groups

**What are we going to do now? What are your next improvement priorities in this area?**

- Use a consistent language when constructing Success Criteria and provide opportunities for learners to co-construct these in lessons.
- Ensure appropriate pace and challenge for all learners, but particularly for the more able.
- Develop a spelling programme for progress/progression.
- Develop moderation within RPS and use of the Moderation Toolkit. Dedicate more time in the collegiate calendar for more sharing of good practice, ideas and pedagogy.
- Introduce a teacher CLPL book club/sessions.
- Further involve learners in IDL planning.
- Continue evaluating Tracking & Monitoring processes and systems.
- Developing resourcing of the curriculum across the school, especially reading through the development of the school library (to be situated in the former ‘STEM Hub’).
- Develop Curriculum Rationale and apply to plan high quality Teaching, Learning & Assessment approaches.

- Develop Play pedagogy and planning/evaluation of play based learning to establish a position and policy across the school.
- Developing Learning Community Working especially through Sustainability and Digital development and initiatives
- Further engagement in CLPL in the Teachers' Charter
- Shared Classroom Experiences, evaluations and developments, including Outdoor Learning.
- Increasing the capacity and agency of the Digital leaders through a refocused and redefined role and progress towards the Digital Schools Award.

| | |
|---|---|
| **How you would evaluate this QI using the HGIOS 4** | **Good** |

| **QI 3.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing, Fulfilment of Statutory Duties, Inclusion and Equality – *Including Leadership for Equity and The Promise*** |
|---|
| **What have we done?** |
| • We have attained the Silver Level in the Rights Respecting Schools Award and fully take the UNCRC into account in all practices.<br>• There is an extensive, well organised and well administered CPM schedule running and tracked through the year.<br>• There is a consistent agreed frequency and method of delivery for all Nurture groups and Pupil support groups.<br>• The CPM cycle and CPM approach is rigorous and comprehensive across the school.<br>• We have coordinated and targeted Support for Learning, Support for ASN and Nurture support to be much improved for identified pupils via SfL programmes, CPM rigor, our GIRFEC approach, targeted PSA / PSO programmes and partner agency programmes.<br>• Autism (ASD) strategies and training have been developed and ASD & Pathway 1&2 training has been delivered.<br>• 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.<br>• We have developed the functioning and role of the staff Social Committee for Ratho PS.<br>• We have developed the use of the Nurture room ('Treehouse') for identified purposes, pupils and groups at identified times.<br>• Healthy eating displays were updated in the dinner hall this year.<br>• The Learning Community School Counsellor supported 3 learners in the school for the first half of the year.<br>• We continue to have excellent links with ASL Services who have supported individuals with both SEBN and ASN. They have also provided External Provision supports to Forest School, Gorgie Farm and most recently Edinburgh Zoo.<br>• ASL have also supported with Risk Management Plans, CPMs and Dyslexia Identifications. In addition, for many pupils, they have observed and offered advice, support and strategies.<br>• We recruited a new Transition Teacher who has built strong relationships with the pupils, supporting with transition activities and CPMs.<br>• Restorative practices are now fully embedded within the school. |

- The Daily Mile has been very well promoted this year, we are registered on the Daily Mile website and learners can regularly be seen participating.
- All classes have enjoyed a variety of excursions this year and P7s went to camp at Lagganlia.
- We continue to have a positive relationship with our Active Schools Coordinator. He has supported the school with Judo and Lacrosse taster sessions and Bikeability training for all P6s.
- We have participated in Cross-Country running and Inter-Scholastic events and were able to run an after-school netball club.

**How well are we doing? What's working well for your learners?**

- We promote a positive, caring, respectful and inclusive environment. This is modelled by teachers, support staff and pupils. This includes the promotion of: Children's Rights, School Values and Vision, Restorative practice, School's Positive Behaviour Policy, Visual Support Project signage.
- Our positive ethos and relationships facilitate and enable change. All stakeholders are able to approach school to discuss/address needs as appropriate.
- Peer/Staff relationships are positive and there is a strong environment of mutual trust. Most pupils, parents and staff have good communication and understanding.
- Staff know children and their families very well, providing an excellent level of pastoral care and attention to children's welfare.
- The SfL model is focused and improved to include specific targeted individual and group interventions which are tracked and reviewed regularly.
- Pupils are supported both socially and emotionally. They are understood and included in all aspects of school life and there is a strong sense of equity across the school.
- A very good level of support is given to many learners throughout the school from the SfL/teachers and PSAs. This runs alongside extensive and frequent liaison between the DHT/SfL teacher and class teachers to support children on Pathway 1-3.

- All views are recorded and heard; children, parents, partners & staff are all invited to each CPM to ensure children's needs are fully understood and supported.
- Pupil needs are being met through a variety of interventions allowing for inclusion and support of learning and behavioural needs.
- Individual Education Plans are regularly reviewed by staff and adapted if appropriate.
- Staff demonstrate good practice in reporting and recording of Wellbeing Concerns and recording of incidents.
- Treehouse/Nurture Room is well established and used as both a Wellbeing hub, break out space and sensory/calming space. A second room (The 'Hideaway') has also been established and used regularly as an alternative space.
- PSO/SfL/DHT have worked with PSAs on various strategies and best practice.
- PSA Support developed, revised and shared with all stakeholders.
- Regular PSA meetings are held on a schedule/timetable.
- The PSO addressed teachers about PSA best practice and changes were implemented e.g. PSA Follow Up clip-boards and PSA 'stations' in or outside classrooms. PSAs have reported that they feel they have more autonomy.

**How do we know? What evidence do you have of positive impact on learners?**

- Children are very aware of their rights and the school has achieved RRSA Silver Award status.
- Staff are warm, nurturing and support an inclusive ethos. They engage with UNCRC and support an equitable and inclusive environment.
- The positive ethos is evident in all classes and all pupils know and are respectful of their Rights and the school's values and vision.
- Good relationships are evident and all stakeholders know the school's values and vision, practice and policy.
- There is an extensive range of measures implemented to ensure Equity for all learners and there is strength in our ability to provide Equity for all.
- Staff regularly engage in the CLPL process (in-school, Cluster, Council) which reflects Inclusion, Children's Rights and Wellbeing.
- Staff know children/families well and understand the context of the school.

- Children indicate they are happy and safe in school.
- Restorative practice supports positive outcomes.
- There is strong SFL support for colleagues and learners.
- A new SFL/ASN policy has been established.
- Strong transition arrangements are in place.
- Further evidence can be found in:
    - HMIe inspection follow through report. Ratho Primary School Follow Through Report.doc
    - Feedback results from Surveys and further evidence: RPS evidence and feedback.pptx
    - Staff meetings
    - Attendance policy update
    - PSO work
    - SFL profiles
    - Handover guidance - End of Session Transition Policy.docx
    - ASN data tracker - T & M documents
    - ASN policy (Draft)
    - CPM calendar - CPM tracker
    - Partner relations (EP, ASL, School Nurse, etc)
    - Cluster relations – SLT Network, Digital Schools Cluster Award
    - Staff focus group
    - Pupil focus group
    - Parent focus group
    - GIRFEC processes
    - CIRCLE evaluations – in classrooms

- Dyslexia checklists – in classrooms
- ASL service, EP & NHS

**What are we going to do now? What are your next improvement priorities in this area?**

- Explore ways to support children in knowing and understanding themselves as learners.
- Having achieved the RRSA Silver Award, we can now begin to progress towards achieving the Gold award.
- Begin to promote the use of Rights Symbols in assemblies and encourage teachers to use these in lessons.
- Refresh the Balerno PE Toolkit and embed what has been created by the Cluster PEPAS group.
- Develop teachers planning PE lessons using the Benchmarks and sharing these explicitly with learners.
- Develop a Transition Policy which expressly includes nurture principles.
- Future consideration of having and running a Nurture Group.
- PSAs to be trained to meet the specific needs of a pupils / dysregulated behaviour
- Evaluate how we better track pupil HWB
- Evaluate our progress in Restorative practices and identify how we can further improve.
- Develop inclusive approaches for supporting learners with eating in the dinner hall and streamline the lunch-band procedure.

| | |
|---|---|
| **How you would evaluate this QI using the HGIOS 4** | **Very Good** |

**QI 3.2 Raising Attainment and Achievement Attainment in Literacy and Numeracy, Attainment over Time, Overall Quality of Learners' Achievement, Equity for All Learners - *Including progress made on Stretch Aims***

**What have we done?**

- Tracking and Monitoring / Professional Dialogue Meetings are conducted 3 times per session and records are kept and updated. These meetings are effective and comprehensive.
- The T&M tracker and Professional Dialogue are a focus of the moderation cycle and give focus to teachers' effective use of data, assessment and raising attainment.
- Forward Planning documents including the IDL planner and progression have been reviewed and developed to show progression and depth across the curriculum.
- A Community Learning Planner has been developed to incorporate the curriculum with areas relevant and specific to Ratho, the community and surrounding area.
- We have promoted the House System and established whole-school house meetings. Pupils value and take pride in their houses. This is celebrated daily through points in the classrooms, weekly at assembly and especially at Sports Day and the end of session assemblies.
- We have coordinated and targeted Support for Learning, Support for ASN and Nurture support to be much improved for identified pupils via SfL programmes, CPM rigor, our GIRFEC approach, targeted PSA / PSO programmes and partner agency programmes.
- Our attainment data for the year shows improvements year on year in Literacy for P4 & P7, but also shows a slight drop in P1 and a slight drop across all stages in numeracy. The full details are as follows:

| Ratho Primary School | P1 | | P4 | | P7 | |
|---|---|---|---|---|---|---|
| | Achieved | | Achieved | | Achieved | |
| | 2021/22 | 2022/23 | 2021/22 | 2022/23 | 2021/22 | 2022/23 |
| Literacy | 75.8% | 70.7% | 57.8% | 78.9% | 72.2% | 74.4% |
| Numeracy | 87.9% | 85.4% | 80.0% | 76.3% | 80.6% | 74.4% |

- Our attainment data for the year aligns with our submitted Stretch Aims as below. Percentages are slightly different for P1 due to enrolment since the Stretch Aims were made. Our Stretch Aims from March are as follows:

| Stage | Reading On Track | Reading Not on Track | Writing On Track | Writing Not on Track | L&T On Track | L&T Not on Track | Numeracy On Track | Numeracy Not on Track |
|---|---|---|---|---|---|---|---|---|
| P1 | 71% | 29% | 74% | 26% | 95% | 5% | 87% | 13% |
| P4 | 79% | 11% | 82% | 18% | 92% | 8% | 79% | 11% |
| P7 | 77% | 23% | 74% | 26% | 97% | 3% | 74% | 26% |

**How well are we doing? What's working well for your learners?**

- Most learners are engaged and highly motivated in their learning and interaction during lessons. Most learners are confident and articulate about their learning and contribute well in lessons.
- Learning has a clear and structured curriculum that ensures continuity and progression at/for all stages, including in composite classes. Staff are able to support each other and work collegiately (e.g. through stage meetings in the collegiate calendar)
- Staff work well with partner agencies to provide extra support for individuals and groups.
- We have robust procedures for Nursery to Primary One transition / High School Transition / Enhanced Transition / Transition Teacher to allow for better quality of experience for all stakeholders.
- We celebrate whole class achievements in Class Assemblies and celebrate individuals and groups weekly in all assemblies.
- We have adopted a new approach to promote the House System – House points, extra break, weekly 'Vision Time'. Feedback from pupils and staff has been positive.

**How do we know? What evidence do you have of positive impact on learners?**

- HMIe inspection follow through report. Ratho Primary School Follow Through Report.doc
- Feedback results from Surveys and further evidence: RPS evidence and feedback.pptx

- Assemblies, Services, Open events and School Website, Twitter & Newsletter celebrate improvement, achievement and accomplishments of all in the school community.
- Ratho Primary School – A Curious Creative Community
- Curricular planners/progression- RPS Forward Planning Toolkit (office.com)
- Ratho Primary School Planning requirements
- SFL profiles
- Handover guidance - End of Session Transition Policy.docx
- ASN data tracker - T & M documents
- IDL bundles - IDL CP - Home (sharepoint.com)
- Community planner/progression - RPS Pupil Journey .docx (sharepoint.com)
- Local Links Policy
- Flotilla and ongoing Canal Progression
- Reporting to Parents
- QA Calendar 2022-23
- Balerno High School Transition

**What are we going to do now? What are your next improvement priorities in this area?**

- Develop the use of consistent language when constructing Success Criteria and provide opportunities for learners to co-construct these in lessons.
- Ensure appropriate pace and challenge for all learners, but particularly for the more able.
- Develop a Spelling Programme for progress/progression.
- Develop moderation within RPS and use of the Moderation Toolkit. Dedicate more time in the collegiate calendar for more sharing of good practice, ideas and pedagogy.
- Continue evaluating Tracking & Monitoring processes and systems.

| | |
|---|---|
| • Developing resourcing of the curriculum across the school, especially in reading.<br>• Development of the school library to be situated in the current 'STEM Hub'. Parent Council and Edinburgh Library Services reps already involved with the development.<br>• Develop Curriculum Rationale and apply to plan high quality Teaching, Learning & Assessment approaches. | |
| **How you would evaluate this QI using the HGIOS 4** | **Good** |
| | |

| QI 2.2 Curriculum: Theme 2 Learning Pathways |
| --- |
| **What have we done?** |
| • We developed the provision of outdoor learning and the practices/opportunities across the school to enhance the needs of the curriculum.<br>• We developed existing play-based learning practices and resources at Early level and early First level.<br>• We developed our involvement in the Dandelion Project.<br>• We developed our IDL bundles to ensure curricular coverage across all stages.<br>• We promoted Skills development following our engagement with the Edinburgh Teachers' Charter CLPL.<br>• We pursued our Eco-School status with development work towards our 6th Green Flag.<br>• We further developed our strong links with the local community which and incorporated into learning and celebrated where possible.<br>• We established and improved High School Transitions, Enhanced Transitions and the role of Transition Teacher. |
| **How well are we doing? What's working well for your learners?** |
| • The establishment of Vision Time to support the curious and creative community; giving and promoting opportunities for staff and learners to work together.<br>• Our progress developing a shared understanding of learning and progression across the school: Pupil Journey Planner; Forward Planning Toolkit; Community Learning Planner; and Interdisciplinary Planner. |
| **How do we know? What evidence do you have of positive impact on learners?** |
| • Our Outdoor Learning Coordinator is providing support for staff and sharing good practice and are Outdoor Bags available for all classes. Further to this OL Web links shared and CLPL promoted and there is very effective use of outdoor learning resources.<br>• HMIe inspection follow through report. Ratho Primary School Follow Through Report.doc<br>• Feedback results from Surveys and further evidence: RPS evidence and feedback.pptx<br>• Primary 1 Deferral Information |

- Moving in to P1
- Balerno High School Transition
- IDL bundles - IDL CP - Home (sharepoint.com)
- Community planner/progression - RPS Pupil Journey .docx (sharepoint.com)
- Local Links Policy
- Flotilla and ongoing Canal Progression
- QA Calendar 2022-23

**What are we going to do now? What are your next improvement priorities in this area?**

- Review and evaluate the impact that the curriculum plan has on children's learning experiences.
- Review the frequency of learning journals shared with parents in the nursery to evidence learning and progress over time.
- Review the place of learning journals in school as part of the process in capturing learning and progress.
- Review our practices regarding DYW and local links.
- Pursue and develop sustainable learning opportunities across the curriculum in relation to Community Learning and IDL bundles.
- Learning Community development and improvement priority linking sustainability, Rights Knights & ECO warriors.

| **How you would evaluate this QI using the HGIOS 4** | **Good** |
|---|---|

| **QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)** |
|---|
| **What have we done?** |
| • We developed relationships and found opportunities for engagement with parents and carers.<br>• We have developed opportunities for the school to be prominent and visible in the local community and to share our vision and values at these events. Examples being the way the school has promoted and welcomed the community for the week of the 40th Anniversary celebrations, charity football match, Harvest Festival, 2 x performances of the P5-6 "Spring Show – Twist" at the Ratho Parish Church hall, Sports Day and Parent Council BBQ, Nativities, Christmas and Easter celebrations at Ratho Parish Church, the "Meet the Teacher" event, Family consultations in November and March and all classes hosting a Class assembly for parents/carers to attend. Also Primary One Open Day and the Primary One transition welcome all new families from the outset.<br>• Relationships with parents and carers is generally good. Senior Leadership and Teacher accessibility for parents & carers is excellent, accommodating meetings & phone calls whenever possible, working hard to establish relationships and create positivity and trust amongst the school community.<br>• Parents are very well informed and have specified regular mechanisms for reporting pupil progress throughout the year. There is regular, robust and clear reporting to parent/carers and opportunities for parental feedback. We host a 'Meet the Teacher' event in the first term, pupils receive 9 Learning Journal observations per session and there are 2 x formal Family Consultations per session.<br>• As a school we continue to access and have excellent relationships with partner agencies whenever appropriate and make very good use of the wide range of services available.<br>• We collaborated with and integrated resources and services from the community to strengthen school programmes, family practices, learning and development. |
| **How well we doing? What's working well for your learners?** |
| • Parents feel well supported and staff welcome parental involvement.<br>• Staff are approachable, responsive, visible and a range of supports are available to parents.<br>• There is excellent communication of information, progress and sharing and celebrating achievements and improvements. |

- School website, Twitter, fortnightly newsletter, termly curriculum leaflet, three learning journal entries per term, two parent consultations and opportunities to engage in school curricular events.
- There are several opportunities throughout the session for families to give feedback and comment.
- Relationships, links and communication with and through the Parent Council (Ratho School Voice) is excellent.
- Our whole school 40th Anniversary celebrations were a great success. We had an incredibly well attended Open Day where pupils enjoyed sharing their learning all about the decades the school was open.
- We continue to have positive links with the local Ratho United Football club who helped us to organise a charity football match with community members and parents for our 40th Anniversary.
- P5-6 put on 2 x fantastic performances of 'Twist' for their Spring Show at the Ratho Parish Church hall.
- Glee has been up and running with opportunities for parents to engage in these performances too.
- We have been having face to face CPMs and family consultations.
- We successfully ran the Harvest Festival and have had parents accompanying swimming and excursions.
- Connections have been made with Clark Construction who have supported with our 40th Anniversary celebrations as well as other things.
- Norton House Hotel supported School Sports Day.
- Regular communication with and support from Community Police.
- The Bridge Inn facilitated a class trip.
- A partnership and fundraising for the Seagull Trust and Barge trips has been established.
- We have ongoing links with the local church and food bank and use of the Church Hall for the school show.
- Regular communication is in place with the Community Council and Library Services.
- Contact established with our Local Councillor who attended both our school show and 40th Anniversary celebration.
- Links were made with Balerno with former pupils supporting the Spring Show and netball team/club.
- Balerno High School students have been hosted for work experience too.

| **How do we know? What evidence do you have of positive impact on learners?** | |
|---|---|
| • HMIe inspection follow through report. Ratho Primary School Follow Through Report.doc<br>• Feedback results from Surveys and further evidence: RPS evidence and feedback.pptx<br>• Reporting to Parents<br>• School Handbook - RPS School handbook 2022-2023.docx<br>• Ratho Primary School – A Curious Creative Community<br>• Other evidence can be found in our extensive partnerships, those mentioned above and also:<br>  • Simon Says Dance<br>  • Active Schools<br>  • Outdoor Education Team – Lagganlia<br>  • Pilton Retreat<br>  • EICA<br>  • Hub for Success<br>  • Ratho Utd<br>  • Currie Chieftains<br>  • Music Therapy | |
| **What are we going to do now? What are your next improvement priorities in this area?** | |
| • Maintain the above level of engagement next session. | |
| **How you would evaluate this QI using the HGIOS 4** | **Very Good** |