RATHO PRIMARY SCHOOL

Standards and Quality Report 2023-24

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 22% are in decile 10. The remaining 1% of pupils are in SIMD decile 3, they are out of catchment placements and live outside Ratho.

The current roll is 246 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. 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 an adjoining 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 2023-24, the Primary School had 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 14.2 FTE teachers including all teaching SLT, RCCT cover and a part-time Support for Learning teacher for 3 days a week.

The Ratho Nursery is in a period of transition. There is a much-delayed new build nursery and community library, originally due for completion pre-Covid pandemic, then re-scheduled for completion in October 2023, but now more likely for the building to be finished in October 2024.

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."

Ratho's Attainment of ACFE levels for Session 2023-24 is as follows:
We show improvements year on year in Literacy for P1 & P7.
We show improvements year on year across all stages in Numeracy.
Our only drop is in Literacy for P4s.

Ratho Primary School: **English Literacy**	**P1**		**P4**		**P7**	
	Achieved		**Achieved**		**Achieved**	
	2022/23	**2023/24**	**2022/23**	**2023/24**	**2022/23**	**2023/24**
	70.7%	88.6%	78.9%	64.3%	74.4%	76.9%

Ratho Primary School: **Numeracy**	**P1**		**P4**		**P7**	
	Achieved		**Achieved**		**Achieved**	
	2022/23	**2023/24**	**2022/23**	**2023/24**	**2022/23**	**2023/24**
	85.4%	91.4%	76.3%	78.6%	74.4%	87.2%

Standard and Quality Report 2023-2024 – Ratho Primary School

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)				
Refurbishment of STEM Hub to become a multi-use library	New school library established, furnished, stocked and timetabled.	Reorganised Class Novels New library stock Books promote equality, diversity and inclusion Good-quality picture books for early level Lunch time reading clubs and book week Pupil Librarians Group	Class Libraries linked to school library. Promoting of equality, diversity and inclusion through the library. Provision of Dyslexia friendly books. Librarians taking increased responsibility as a Pupil Group. PT to take responsibility for Library remit. Link to CEC libraries and especially the new build library for Ratho.	Good
Worked towards Cluster Digital Schools Award.	Showcased different ways of engaging staff in CLPL across the Learning Community – Sharepoint, Apple Learning	All tasks complete as noted. Almost all teaching staff engaged in CLPL across the LC	Submit for the Digital Schools Award. Develop Digital Passport/skills	

Developed a collegiate approach to digital learning. Increased teacher confidence in digital skills	Coach, Apple Teacher, Microsoft Educator, Edinburgh Learns modules. Protected time for digital staff to meet once per term to work towards digital school's award. Gather evidence using OneNote. Staff attended digital conference and look outwards to schools of digital excellence. Dedicated two Digital CAT sessions across the community for digital.	and reported increase in confidence in using digital skills for Highly Effective Learning, Teaching and Assessment. Digital Schools Award evidence now submitted for accreditation. DHT visited other schools to facilitate collegiate discussion around Highly Effective Practice and this helped to inform planning for LC CLPL and Digital Conference. The digital conference was showcased by the DLT for other LCs as an example of good practice in moderation. If accredited, Balerno LC will be first to receive this Award as a LC. DHTs across the LC participated in the digital CoP throughout this session.	progression Build on Digital Conference by offering a further experience at January In-Service Day and continue moderation cycle in 2024-25. Promotion of Click View as a learning resource for all curricular areas and all teachers.	

QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)				
Developed and improved our approach and provision in the Teaching and Learning of Literacy	Literacy Policy revised and CAT session on Policy and Reflective Reading Practice. ORT books purchased. 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.	Shared Classroom Experiences, observations and feedback. Pupil jotter sampling through 'Bingo Balls' approach. Learning Walks. Quality Assurance Calendar.	Purchase new class novels Consider Book Banding across school and class libraries. Develop School Library & Reading Culture. Consider progress towards pursuing the Reading School award. Build on the progress of this year, especially in promoting Reflective Reading with staff.	Good
Improved Outdoor Learning	CAT session time on Outdoor Learning Outdoor Space of Canalside View, use of forest spaces. School and ASL service forest schools established. Evaluation and re-stock/organization of Outdoor Learning Bags Outdoor toys purchased Outdoor literacy and numeracy resources shared and demonstrated to staff.	Staff demonstrated and learned through practical demonstration of Outdoor Learning practices and examples. Create Outdoor Learning bags for use by all classes. Resources and further CLPL shared. Outdoor Learning page created on school Sharepoint site.	Create bank of Outdoor Learning activities Further develop outdoor space of Canalside View	

Developed and embedded Play Based Learning	Dedicated CAT session on Play Based Learning Play Based Learning training for teachers and PSAs More play based resources Loose parts play	Staff demonstrated and learned through practical demonstration of Play Based Learning practices and examples. Resources and further CLPL shared.	Develop support for parents in facilitating play in the home/PEEP. Play based learning progression throughout school Support to set up a play based learning environment in upper school	
Developed and improved medium and long-term planning across the curriculum.	Evaluated and review Planning formats and IDL bundles Developed child led planning Shared planning at each stage	Agreed medium term planning formats Stage planning in WTA Inservice and CAT session time dedicated to planning review and evaluation	New One Note planners for long term curricular coverage developed for use next session.	
Developed and improved the use of Digital Technology in the Curriculum	Further development of Empowered Learning 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. Digital training and shared resources at CAT sessions. All classes and learners have Apple accounts set up.	Ratho participated in the Thematic Review for Digital Learning and feedback was very positive – very good practice identified. Robust system for keeping inventory of deveices, ICT errors, CGI calls, etc. Trialled the use of Padlet as a method of reporting to parents in P1, P1/2, P2 and P7 classes.	Submit for the Digital Schools Award Develop Digital Passport/skills progression Build on Digital Conference by offering a further experience at January In-Service Day and continue moderation cycle in 2024-25.	

QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)				
Developed and improved Learning for Sustainability; linking our Eco-Schools work and good practice with our RRSA developments and Learning Community improvement priorities. Enhanced knowledge and understanding of global sustainability.	CAT and Inservice time dedicated to promotion of sustainability and Global Goals. Visible spaces which support sustainability/RRSA/Eco in school. Pupils engaged in activities and leadership. Pupil feedback regarding their improved knowledge and understanding.	Sustainability continues to be a focus across and staff participated in the City Wide Sustainability CoP this session. Children and staff across all schools are now heavily involved in planting. Participated in the P6 Geraniums project as part of Currie Horticultural Show.	Commitment from all continue all plans in own communities suitable to the individual context Improve playground facilities in line with Pupil Voice. Review upkeep and development of secret garden Staff to be aware of vegetable and herb boxes A growing vegetables/herb area	Good
Promoted Rights as a Rights Respecting School	High profile Rights work across the school. Coffee Morning promoting Rights across the community Assembly time and regular assembly slots of the Rights Knights Creation of an Equalities Pupil Voice group	Children's Rights Self-Evaluation Pupil HWB survey Parent/Carer survey Assemblies for both the RK's and Equalities groups. Whole school class work promoted by both these groups.	Consider place of class charter More consistent approach to SHANNARI Global Goals and UNCRC are incorporated into the new planning formats and assembly schedule focus. Application for RRSA Gold has been submitted… Go for Gold! More inter-faith representations and visits Create an Equalities & Diversity Section on Share Point	
Developed and improved ASN support, knowledge and practice.	CAT and Inservice time dedicated to training staff on understanding of	Whole School understanding of neurodiversity	Increase awareness of Neurodivergence across the community through a variety of	

ASN Policy reviewed and refreshed	neurodiversity and ASN. Worked with parent group to create a parent version of the ASN policy	Examined Inclusion Framework with staff on Inservice Days with ASN folders	community specific activities	
Improved Support for Learning, especially in robust development of: • IEPs • Pupil SfL Profiles • Dyslexia Identifications • SFL Practices amongst all staff.	Allocated time on August Inservice Days to review ASN folders and consult with SfL teacher. ASL supporting with Dyslexia Assessments Supports & strategies sheets/profiles created for all learners and shared with all relevant staff and parents/carers. Annually review PSAs and training needs to meet the specific learning needs in a class.	Identifications in line with CEC guidelines IEP Summaries shared with all relevant staff and parents/carers. Progress Reports shared with parents/carers More in class support for ASN Break out spaces well used. SfL teacher attends T&M progress meetings.	Ensure use of SfL Referral, Circle Documents, Dyslexia Checklists and Supports & Strategies sheets are reviewed termly by teachers Ensure Profiles, S&S, IEPs are updated for transition Pupil friendly IEPs Improve ASN resources, sensory circuits and sensory materials Circle document and checklists available on OneNote for all staff.	
Developed and improved our provision of Nurture and Nurture based practices.	We value and recognise the needs of our care experienced pupils. PSO support programme and practice of supporting children across the school. Transition Policy which includes Nurture Principles Group Counselling Therapists and Counsellors	Access to the Care Experienced fund and provision of resources/experiences funded through the CEF. Several pupils are provided breakfast, uniform, snacks, etc. on a daily basis. Variety of Nurture groups established; forest, assembly club, 3pm club, cooking club.	Continue Fast Forward Workshops for pupils Formally tracking pupil H&WB Consider use of Boxall Profiles as an assessment tool Nurture training for new staff Confident Staff, Confident Kids training.	

	working with groups and individuals across the school. Protected time for PSO work.	Variety of Nurture programmes run throughout the session; Emotions works / talks, Seasons for Growth, LIAM, etc.	Whole School Place 2 Be programme Mental Health Training for next session for all staff Launch family counselling with P2B next session.	
Developed and improved our provision of teaching and Learning of PE	Whole school refresh on Balerno PE toolkit and using Benchmarks Planning documentation to support the toolkit	PEPAS event planned collaboratively by staff across LC was successful in increasing teacher confidence in delivering high quality experiences in P.E. P.E. Toolkit Team created.	Build on success of PEPAS event with a further collaborative offer for staff on the January Inservice Day. Ongoing use of Active Schools.	

QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)				
Developed and improved the use of Digital Technology and School Digital Culture to raise attainment and achievement.	P6&P7 using Teams and One Note for majority of work to share learning, access and evidence learning and provide feedback. SfL support & strategies profiles include specific accessibility settings & apps. ASN Accessibility features are being used for specific learners. Expanded use of office 365, Teams, OneNote and padlet for collaborative learning in P6&7	In measuring the impact of Empowered Learning, Ratho participated in the Thematic Review for Digital Learning and feedback was very positive – very good practice identified.	Digital Parent Information Night (perhaps as a cluster) Refocus and redefine Digital Leader Role Learners gathering and recording achievements digitally in an accessible format in and out of school	Good
All teachers are engaged in a robust Quality Assurance calendar, including Tracking & Monitoring meetings, Shared Classroom experience, Learning Walks and jotter sampling.	Tracking and Monitoring / Professional Dialogue Meetings are conducted 3 times per session and records are kept and updated. These meetings are effective and comprehensive. Quality Assurance Calendar delivers Shared Classroom Experiences, observations and feedback, Pupil jotter sampling through a 'Bingo Balls' approach and specific periods for Learning Walks.	Ratho's Tracking & Monitoring system is comprehensive and up-to-date, easily understood and well used by all teachers. 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	Development of our assessment approach to focus on Benchmarks in writing rather than Scottish Criterion Scale. Moderation of learning, teaching and assessment of LIT and NUM. Creating opportunities for P6 and P7 teachers to observe Secondary staff deliver LIT, NUM or digital and opportunities for P1-P5 teacher to observe a member of staff within the learning community primaries.	

		progression at/for all stages, including in composite classes. Staff can support each other and work collegiately (e.g. through stage meetings in the collegiate calendar).	Develop a more robust system to track implementation of feedback suggestions from SCEs. Consider use of new CEC T&M System	
We have developed and improved our approach and provision in the Teaching and Learning of Literacy	Literacy Policy revised and CAT session on Policy and Reflective Reading Practice. ORT books purchased. 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.	Shared Classroom Experiences, observations and feedback. Pupil jotter sampling through 'Bingo Balls' approach. Learning Walks. Quality Assurance Calendar.	Engage with Talk for Writing Training Develop a coherent writing resource to show progression. Grammar resources for discrete lessons. Development of our assessment approach to focus on Benchmarks in writing rather than Scottish Criterion Scale.	

QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
We have Improved Attendance for pupils at <85%, <90% and <95%	A sustained reduction in <85% throughout the session. Embedded an approach across the Learning Community for targeted intervention for under <85% attendance. Promotion of good attendance across the cluster. Improved attendance in December/ Christmas time.	Attendance data from authority shows Ratho as 'Green' at 4.1% (10 pupils) under 85%. Continued visibility and promotion of good attendance to families and pupils. Continued bespoke targeted intervention for pupils <85% where appropriate. Communications sent out to parents. Targeted termly. Continue to monitor 85-95%. Monthly letters to <85% to those families that need it. Positive communication for improvement. Visual and attendance data sent to families. Part of school assurance meetings and standing agenda item on SLT LC meetings.	Robust Plan now in place across the LC to support consistent approach. Reduction in attendance below 85% and well below the city average. Continue to implement LC Attendance and Monitoring Approach	Good
All staff participated in CP training.	CP training for all delivered at the August In-Service Day.	All staff know responsibilities and GIRFEC practices to keep all children safe.	Continue to review and evaluated practices to ensure consistency and effectiveness.	

QI 2.2 Curriculum: Theme 3 Learning pathways				
We developed and improved our provision of Pupil Voice Groups.	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.	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.	Promote role, value of and engagement with all Pupil Voice Groups. Increase Learner Participation More time for Pupil Voice groups Parents on Pupil Voice Groups	Good
We provide many opportunities for pupils to engage in events, activities and opportunities for achievement outwith the BGE curriculum. Including partnerships with Learning Explorers and Lost Shore	Glee Choir P7 Football Team ESPPA representation at Cross-Country, Netball and Athletics. P7 quiz team Netball after school club. Homework after school club. 'Vision Time' opportunities to explore different aspects of learning/achievement. Opportunities to explore and achieve in many different aspect of Sports/Health during Health week	The Glee Choir reached the Regional Finals of the Frission Foundation Glee Choir Competition at the Usher Hall. P7 quiz team reached the finals of the Rotary Primary Quiz at Stirling University. Achievements at all ESPPA events. Children participate in events at Heriot Watt university and also with the Lost Shore Surf Project team as part of pathways learning.	Continue to provide opportunities to engage in different Learning Pathways across the curriculum and with different Learning Partners.	

QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
Developed and improved our Parental Engagement.	Parent/Carer annual survey Re-formatted Learning Journals to Padlets across P1, P1/2 & P2 and also both P7s and improved the format of Curriculum Leaflets through Padlets. P1, P1/2 & P2 classes had learning Showcases, all other classes had a class assembly. We promote the school through fortnightly Newsletters, Padlets, Website, X 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. Parents/Carers volunteer during Book Week and Health Week as well as for class excursions and events.	Parent/Carer annual survey results are very positive and show year on year improvements in Parent/Carer satisfaction/opinion across most areas. We have successfully had a Harvest Festival, 2 x performances of the P5-6 "Spring Show – Aladdin Trouble" at the Ratho Parish Church hall, Sports Day, 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/learning showcase for parents/carers to attend. Also, the Primary One Open Day and the Primary One transition welcome all new families from the outset.	Neurodiversity Awareness and networking groups and opportunities for parents/carers both in Ratho PS and across the Learning Community. Continue to create opportunities for Parents/carers to engage with the school.	Good