Ratho Primary School Vision and Pupil Voice Groups 2026-2027

As part of our school ethos and vision to be a **Curious, Creative Community** it is important that our learners have a say in how well their school is doing and how it can be improved. We know that young people can help to improve their school when they have a say and it is important that they are involved in this. We have a number of pupil voice groups at Ratho Primary School which are detailed below as well as our school Vision Time.

Here at Ratho Primary, we aim to create a community of learners and families who are motivated to learn, are curious about the world around them and tackle challenges creatively and confidently.

Relationships are at the heart of what we do at Ratho Primary School. We aim to build strong relationships between all in order to help children become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

RATHO PRIMARY SCHOOL'S PUPIL VOICE GROUPS

At Ratho Primary School we have the following Pupil Group opportunities…

Pupil Council- Ratho Action Group (RAG)

Ratho Primary has an active Pupil Council, the Ratho Action Group, made up of a representative from each class, the Head Teacher and members of the local community. The Ratho Action Group meets each week – pupils bring issues raised by their class to the meeting and following the meeting share decisions and new ideas with their classmates.

House Captains

At Ratho Primary School we have 4 school houses:

Bonnington
Dalmahoy
Gogar
Norton

Every learner is allocated to one of our 4 houses and every session our Primary 6s run a school election at the end of the school year where the learners across the school vote for their house and vice captains for the next session. The House and Vice Captains help to promote the ethos and values of our school.

Digital Leaders

These are some of the types of responsibilities that our Digital Leaders Team have. These responsibilities will be shared out amongst all of the Digital Leaders.

- Share their skills and expertise with other pupils, classes and teachers.
- Set up ICT equipment in classrooms for teachers and at assembly
- Create help guides.
- Communicate with digital deputies
- Test and review new apps.
- Assist staff when help is requested
- Consider blog on behalf of the School, a class or a club
- Consider leading an iPad club

They may also be asked to work with children from other schools on specific projects, as well as help organise and support other out-of-school-hours activities.

To make sure they can perform the roles above with confidence, they will have training and support to perform their role.

ECO Warriors

The Eco Warriors are children from across the school who lead our school's mission to be environmentally friendly. This might be through paper recycling, litter picking, planting or monitoring electricity usage.

Junior Road Safety Officers

Our JRSOs are pupils from Primary 6 (supported by former JRSOs in P7) to ensure we know how to be safe on our roads. They launch competitions to raise awareness of topics from seat belts to school parking to staying visible at nights.

Rights Respecting School/Rights Knights

Ratho Primary is working towards becoming a Level 1 Rights Respecting School. This award is based on understanding the values and articles of the United Nations Conventions of the Rights of the Child (UNCRC). To secure, and in order to retain this award, it is a requirement that:

- all children and staff understand the language of rights, respect and responsibility
- the ideals are embedded into our school development plan
- children are involved in decision making
- a steering group is established (The Rights Knights)
- class charters are established
- the school develops an ethos where children use the language to support their role as Global Citizens
- the school promotes its shared values with parents and the wider community.

ND (Neurodiversity) Ambassadors

As a member of the ND Group learners will attend group meetings where they will discuss and generate ideas to help raise awareness of neurodiverse conditions such as dyslexia, ADHD, ASD and dyscalculia and think of ways to educate both children and adults through the school.

There is a role for everyone, either to lead and speak but if pupils prefer not to, they can also help to gather information and prepare posters or presentations.

Equalities Group

The Pupil Equality Group is a platform for primary school pupils to:

- Give a voice to pupils: Empower students to express their opinions, concerns, and ideas related to equality and diversity.
- Promote equality: Foster a culture of respect, fairness, and inclusivity within the school community.
- Celebrate differences: Recognize and value the unique qualities, experiences, and backgrounds of all pupils.
- Tackle discrimination: Address and challenge prejudice, bias, and discrimination in all its forms.
- Educate and raise awareness: Promote understanding of equality and diversity issues through educational initiatives and activities.

By aligning with Global Goals and the UNCRC (United Nations Convention on the Rights of the Child), the Pupil Equality Group can contribute to creating a just, equitable, and inclusive school community for all children.

Pupil Librarians

The Pupil Librarians are learners in P6-P7 that show a keen interest in reading and books. Tasks include tidying up the shelves and regularly emptying the returns box, helping choose new stock, setting up displays to encourage children to read, setting up competitions and so much more.

Playground Group

The playground champions meet to dsicuss how things are going in the playground and whether there is anything that be improved. Throughout the session they will have opportunities to run playground games.

Little Literacy Leaders

The Little Literacy Leaders will be be the voice for literacy actions within our school. Learners are invited to come and share their ideas about what we could do to make literacy more fun across our school.

WEE HGIOS

There is an Education Scotland framework, **'How good is OUR school? A resource to support learner participation in self-evaluation and school improvement'.** This is often referred to as 'Wee HGIOS'.

It has been developed by Education Scotland for children and young people because it is important that they have a say in how well their school is doing and how it can be improved. We know that children and young

people can help to improve their schools when they have a say, and it is important that they are involved in this in their school.

Self-evaluation is how schools decide what is going well and what could be better. It helps schools to identify the actions they need to take to keep improving. Our learner's contributions to this are very important.

There are five themes which are linked to relevant quality indicators in How good is our school? Fourth Edition (2015) which is the framework that school staff use to support self-evaluation. This will help to make sure our evidence feeds in to our whole-school self-evaluation.

Our relationships: This includes friendships, relationships with teachers and other adults who support us, opportunities to influence things, equality and fairness, ethos and culture, feeling supported and cared for.

Our learning & teaching: This includes the curriculum, the quality of learning experiences, the range of teaching approaches and access to high-quality resources for learning.

Our school & community: This includes the facilities and environment for learning, availability of digital technology, the range of equipment for play and physical activity and ensuring everyone has good access to what's available. It also includes having positive links between our school and our families and with partner organisations in our community.

Our health & wellbeing: This includes access to good quality nutritious food as well as support for our emotional wellbeing, mental health and physical wellbeing.

Our successes & achievements: This includes opportunities for achievement in our school and in the community, being able to achieve the best possible progress, awards and qualifications, skills for employment and lifelong learning

Pupil Voice Groups/Wee HGIOS

Pupil Voice Group	Staff Responsibility	Wee HGIOS Theme	Extracts of Highly Effective Practice to Consider from 'Wee HGIOS'
RAG	Peter Gibb	Our learning & teaching	- We are actively involved in planning what and how we learn. We get to make choices about our learning. - Our learning is planned so we can each build on what we already know and can do. Our learning is differentiated to meet our needs. It isn't always the same task for everyone in the class. - We get helpful feedback on our work. We all understand what we have done well and what we need to do to improve.
Digital Deputes /Digital Leaders	Lynne Smith	Our school & community	- We are good at taking responsibility and keeping ourselves safe as well as looking out for others. This includes how to keep ourselves safe when using digital technology. - We are good at taking responsibility and keeping ourselves safe as well as looking out for others. This includes how to keep ourselves safe when using digital technology.
		Our learning & teaching	- Our learning is supporting us to increase our digital skills. We have access to a range of modern digital technology which we use in our learning.
		Our health & wellbeing	- Our school provides opportunities for our families to learn skills to improve health and wellbeing such as cooking, parenting, impact of social media, staying safe on-line.
ECO Warriors	Gillian Brown	Our school & community:	- Children and young people are able to contribute their ideas about how our school environment can be improved. Our school building and grounds take account of our ideas which helps us to enjoy being here. - We understand the importance of sustainability. We actively support this through recycling a wide range of materials. We do our best to reduce waste and encourage active travel to school.
Rights Knights	David Anderson	Our relationships	- Children's and young people's rights are important in our school. We have been able to contribute to shaping the vision, values and aims for our school.
		Our learning & teaching	- Everyone in our school understands that we all have the right to learn and achieve. We work together to ensure this right is respected. - Everyone in our school knows and understands the wellbeing wheel. We use it to assess how well we are getting on with our own wellbeing.
		Our health & wellbeing	- We understand the rights to which we are entitled and the adults in our school community support us to exercise these rights. We show respect for the rights of others.
Equalities	Ross Chmiel	Our relationships	- No-one in our school feels discriminated against because of their age, gender, ethnicity, religious belief, sexual orientation or disability.
		Our health & wellbeing	- Our school has effective ways of dealing with negative behaviours so that relationships can be restored and remain positive.

Pupil Voice Group	**Staff Responsibility**	**Wee HGIOS Theme**	**Extracts of Highly Effective Practice to Consider from 'Wee HGIOS'**
House Captains	Alice McIntyre	Our relationships	- Staff and pupils set high expectations for behaviour in our school. Everyone shows respect to each other. - We are encouraged to take responsibility for our own actions and relationships. We are expected to consider how our actions affect other people.
	Lynne Smith	Our school & community	- Our classrooms and other learning spaces are laid out in ways which allow us to interact and work together well during lessons.
Pupil Librarians	Lynne Smith	Our school & community	- Around our school, the different areas are clearly signposted. School buildings and surrounding areas are clean and welcoming. Everyone works together to maintain these high standards.
Playground Group	Steven Riley-Morrison	Our school & community	- Children and young people are able to contribute their ideas about how our school environment can be improved. Our school building and grounds take account of our ideas which helps us to enjoy being here.
JRSOs	TBC	Our health & wellbeing	- Our learning about health and wellbeing takes account of where we live and what problems and challenges we face within our community. The learning is relevant for children and young people at each different stage.
ND Ambassadors	Fiona Shivas	Our successes & achievements	- Staff encourage and support each of us to get involved in areas that are of interest to us and help overcome any barriers that might prevent us taking part. - We understand how getting involved in a range of activities helps us contribute to our school and community in a positive way. - At all stages of school we have good opportunities to take responsibility through organising and leading activities. We can talk confidently about the skills we are gaining as a result of leading and organising aspects of school life. - Our achievements are recognised, valued and celebrated by our school and community through a range of ways which help build our self-esteem and confidence.