



**Rathen Primary School
Standards & Quality Report
2022 - 2023
&
School Improvement Planning
2023 – 2024**

We are pleased to present both our Standards and Quality Report for Session 2022-2023 and our School Improvement plan for the current session 2023 -2024. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Rathen School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing? Overall, we believe we are providing good education for our learners with areas for improvement. We want to provide an excellent education and continuously seek improvements for our learners.

How do we know? Our attainment data, observations, focus groups and questionnaires give us clear evidence of how we are doing and what we need to do next.

What are we going to do now? We need to continue to develop our approach to learning, teaching and assessment ensuring pupils and families are included and all stakeholders know what the Curriculum looks like in Rathen School.

Looking inwards We continue to evaluate our working practices to improve the experiences and outcomes for our children through regular tracking and discussion.

Looking outwards to find out more about what is working well for others locally and nationally, we work alongside local schools and schools in other authorities to challenge ourselves and explore best practice. Practitioners explore new ideas and critically decide if this is relevant to our school.

Looking forwards to gauge what continuous improvement might look like in the longer term, continuing to strive to be a school which offers excellent education.

At Rathen School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes, and areas for further growth.

Nicola Davidson

Head Teacher

The School and its context

Vision for the school

At Rathen School we aspire to be a learning community which provides a safe, secure and nurturing environment. Children are inspired to aim high and encouraged to believe in themselves. They are supported to reach their full potential, developing the skills and qualities they will need to adapt and thrive in an ever-changing world, embracing their role as global citizens.

Values that underpin our work

We have discussed the values that are important to Rathen School to ensure we have a positive culture and ethos. Teamwork, Respect, Encouragement, Enjoyment and Safety are our values that help us create a climate of respect and trust within our school.

What do we aim to achieve for our children/pupils?

We aim to give every learner the opportunity to achieve and ensure that rights respecting behaviour is promoted. We aim to ensure that open communication allows all voices to be heard and we welcome opportunities to celebrate success and diversity. Together we value and promote sustainability and we aim to hone skills and knowledge for lifelong learning.

Context

Our school is found in the village of Rathen which is in the Fraserburgh Cluster and Fraserburgh Academy catchment area. Rathen is a very green village with lots of trees and green spaces. We have used this environment to inform our Values and Aims.

Rathen Primary has 3 multi-composite classes. P1-3 and P3-5 are in the main building while P5-7 are in a separate portacabin. There is a spare area which is currently being developed as an area to promote play across the whole school. We have a school roll of 64.

The leadership team consists of the Head Teacher and a Principle Teacher. The Head Teacher is a Cluster Head who also has responsibility for Tyrie Primary.

The pupils are involved in the school and their opinions are valued and shared through our pupil voice groups: Pupil Council, Rights Respecting Group, Eco-Group and Digital Leaders.

Analysis of SIMD data shows that most of our pupils are in Band 15 (SIMDQ 4). Despite this, we still identify children from throughout the school that would benefit from additional support to ensure they achieve their full potential and PEF funding is used to support this appropriately. Approximately 19% of our school receive free school meals.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2022-2023.

Key priority 2022-2023	Key actions undertaken	Impact (achieved throughout 2022-2023)
<p>Developing a shared vision, values and aims relevant to the school and its community. Developing pupil voice and recognising wider achievements.</p>	<ul style="list-style-type: none"> • Staff discussed the school context and how this could be used to create more relevant values and aims for Rathen. • Acronyms TREES and GROWTH were chosen to display our Values and Aims. • Pupils discussed values and chose values they felt represented the school. Surveys were completed to select most relevant values. • All staff and families were surveyed to select most relevant values. • Pupils created designs to display our values. • Pupil voice groups created – Eco, Rights Respecting, Digital Leaders and Pupil Council. Meetings held termly. • Families encouraged to send in photos of pupils celebrating wider achievements or pupils take trophies etc into school. Shared at assemblies and in monthly newsletters. • Pupils, staff and parents/carers have been more actively consulted in the self-evaluation process. 	<p>New vision, values and aims still to be embedded within the school and the wider community. Curriculum Rationale has not been discussed yet but work will start at beginning of new session. School Dispositions still need to be further developed to give more voice to pupils in what makes a good learner. All pupils belong to a Pupil Voice group. Wider Achievements very well received by all families though tracking needs to more robust and embedded. Most pupils have shared their wider achievements.</p>

<p>Develop a shared understanding of Teaching, Learning and Assessment which will have a positive impact on attainment.</p>	<ul style="list-style-type: none"> • All teaching staff engaged with INSET training, self-evaluation tasks and professional reading to develop their understanding and application of Teaching, Learning and Assessment. • Collegiate time used to consider what a Rathen Learning looks like. 	<p>All teaching staff use pre and post assessments in numeracy and link these to maths mats for pupil feedback. Some staff have started using writing mats to support assessment and feedback. Increased staff awareness of the varieties of feedback and the importance of time for feedback.</p>
<p>Improved accuracy in attainment data</p>	<ul style="list-style-type: none"> • More robust tracking meetings held with improved methods of recording information. • SNSAs used more effectively to inform pupil progress. • Staff in P1,4 and 7 used benchmarks to improve teacher judgement of the achievement of a level. • Staff more involved in discussions around PEF to ensure resources are being utilised effectively. 	<p>All teachers engaging with tracking and monitoring, referring to Benchmarks and SNSAs when appropriate and relevant. Most staff have a good understanding of PEF and how it can be used to support targeted interventions.</p>
<p>To improve pupils understanding of their own health and wellbeing.</p>	<ul style="list-style-type: none"> • Weekly assemblies focused on aspects of the SHANARRI wheel which was then a focus for Hot Chocolate. • UNRC Assemblies were shared weekly. A more robust RRS pupil voice group is in place. • Staff more involved in discussion around PEF to ensure resources are being utilised effectively. • Behaviour Blueprint created. • Work on moving towards achieving the Green Flag has been started with our Eco Group. • Wider Achievements shared at assemblies and in newsletters. 	<p>Almost all pupils engaged with SHANARRI and regulating behaviours appropriately. Pupil voice groups well established and will continue onto next session. Behaviour Blueprint still to be introduced throughout whole school. Most pupils share wider achievements and parents have responded well to seeing these being shared with the wider community.</p>

How good is our leadership and approach to improvement?

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

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: 3

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

There is a very positive ethos at Rathen Primary School.

The school has a clear vision, values and aims which all stakeholders have been involved in creating. The vision and values are in line with GIRFEC and the UNCRC.

Staff work well together and share their areas of strength and support needs with each other to improve practice.

There are effective mechanisms in place to ensure that all families/carers are consulted in the life and work of the school.

There are opportunities for both staff and pupils to take on leadership roles: RRS, Eco, Pupil Council and Digital Leaders.

All staff at Rathen School know their children very well and are very much aware of the socio- economic context of the community. All staff continue to strive to ensure they are supportive and understanding of all families.

We have improved on the self-evaluation process involving all stakeholders.

All staff are more involved in school improvement planning and have a voice within this.

There is effective collegiate working and staff work very well collegiately, taking on board new ideas and supporting each other.

The school is now involved in a self-improvement partnership with other schools in the authority to build capacity.

How do you know?

What evidence do you have of positive impact on learners?

Pupils, parents and staff are consulted and actively involved in evaluating the school – eforms, written feedback.

Parent Council minutes

Pupil Voice Group minutes

Collegiate meeting minutes/Collegiate Calendar

Observations and discussions with pupils

Newsletters

Self-evaluation

All staff are committed to improvement which results in improved outcomes for learners.

The commitment of staff to attend professional learning programmes that support all staff and increase outcomes for learners.

The supportive ethos amongst staff as they support each other and share their strengths with others to improve the learning opportunities for pupils.

Teachers are more involved in the planning of school improvement priorities.

What are you going to do now?

What are your improvement priorities in this area?

Ensure staff and pupils can articulate the vision and values of Rathen School and embed these in their practice.

Develop a clear curriculum rationale which reflects the uniqueness of our school and ensure all stakeholders are aware of our rationale.

Continue to fully embed the self-evaluation process which involves all stakeholders to ensure they have ongoing opportunities to contribute to the life of the school and our improvements.

Increase pupil understanding of what makes a good learner and be able to talk about where they are at in their learning and where they are going to next and share this with parents/carers.

Continue to develop pupil voice within their Pupil Voice Groups and provide more opportunities for pupils to share their learning e.g. Digital leaders supporting younger pupils in the learning using digital technology.

The Head Teacher will engage with the Self-Improving Schools initiative to support our own self evaluation process.

The Head Teacher will continue to focus on the use of data to inform school improvements.

How good is the quality of care and education we offer

QI 2.3 Learning, teaching and assessment

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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

**Level of quality for core QI: 3
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

The ethos of Rathen School is warm, positive, nurturing and promotes mutually respectful relationships. Almost all pupils engage well with learning experiences, are eager to learn, motivated and involved. There is growing evidence of appropriate pace and challenge across all classes. Differentiation exists across all classes. AIFL strategies are used to give feedback. Effective and timely feedback used to inform appropriate interventions and future learning. Most pupils are involved in self/peer assessment opportunities. Learning intentions and success criteria are mostly well used to support pupils in their learning. Effective use of questioning during learning and teaching experiences extending learning as appropriate is evident. All pupils have regular opportunities to work individually, in pairs and in groups. Almost all learning experiences are planned to match pupils needs/abilities. Staff use a variety of assessment approaches to allow pupils to demonstrate their learning. All staff know their pupils very well and identify potential barriers quickly. These are discussed with HT to ensure timely action is taken to reduce and barriers. PEF allocation used to provide targeted support by PSAs. Termly tracking supports pupils progress in learning. Digital technology is used to support learning across all classes. All staff and pupils use a wider range of learning environments including the outdoors, the school allotment, and STEM. Planning progressions have been streamlined and formats are consistent across the school.

How do you know?

What evidence do you have of positive impact on learners?

Parent, staff and pupil questionnaires are used to inform our progress and next steps. Focus groups with pupils identify how well we are doing and what we can do to improve further. Improved attainment results particularly in writing.

What are you going to do now?

What are your improvement priorities in this area?

Engage with Aberdeenshire's learning and teaching executive's toolkit to further evaluate our teaching, learning and assessment. Create and embed a whole school teaching and learning position statement. Develop a learning and teaching policy to support this. Continue to develop our tracking and monitoring processes supported by a robust quality assurance calendar and attainment review. Revisit what makes a good learner with pupils. – develop new dispositions to support this. Increase opportunities for pupils to engage in assessment activities. Provide more opportunities for moderation activities.

Develop learners' ability and confidence to talk about their learning – where they are in their learning and what their next steps are. Focus on use of learning intentions, success criteria, feedback and contributing to learner profiles.

Hold curricular workshops to support parents in their own understanding of the learning, teaching and assessment process in Rathen School.

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 4

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

All stakeholders promote a climate where pupils feel safe and secure.

All staff and partners model behaviour which promotes and supports the wellbeing of all.

The school is nurturing in its approach. Almost all staff are fully committed to ensure everyone is treated equitably and with respect.

We have a whole school approach to restorative behaviour. This is underpinned by the UNCRC. There are high expectations of behaviour with incidents dealt with promptly and effectively.

Blueprint has been developed to support our positive approach to restorative practice.

Almost all pupils build very positive relationships, allowing staff to identify and support individual needs.

Most of the time, pupils show consideration for others and demonstrate positive behaviour and relationships.

Pastoral notes are used to record incidents.

All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues.

We follow clear GIRFEC processes, ensuring we get to know pupils with additional support needs and assess and plan appropriately using IEPs or Child Plans when appropriate which are developed with pupils and parents/carers.

Termly tracking meetings have a focus on pupils' needs and targeted interventions discussed. This supports the deployment of staff including PSAs and ASL staff.

Class teachers with ASL staff to plan targeted interventions. ASL teachers offer support for pupils, staff and parents.

The school liaises with educational psychology, speech therapy, pupil support workers and health professionals to ensure we are meeting the needs of our pupils.

Transition programmes and activities are in place for Primary and Secondary to ensure the well-being of pupils.

Pupil Voice groups are established. The Rights Respecting Group are working together to start achieving the Silver Award. The Eco Group supports the development of our community garden. The Digital Leaders have developed their own IT skills and will share what they have learned with others. The Pupil Council has worked with the Parent Council to identify areas of improvement within the school.

Wider achievements are regularly recognised and praised at assemblies.

How do you know?

What evidence do you have of positive impact on learners?

All staff trained in GIRFEC and child protection.

Staff complete annual data protection and equality and diversity training provided by local authority.

Educational Psychologists work formally and informally with the school to support staff who in turn support pupils.

Wellbeing indicators shared in assemblies and hot chocolate sessions with HT recognises pupils who show awareness of these through their behaviours. Most pupils can talk about the wellbeing indicators.

Pupil Support Worker works one to one with pupil to support health and wellbeing and provides reports on progress.
ASL records are regularly reviewed and discussed with relevant staff to ensure appropriate supports are in place.

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

A new Health and Wellbeing 3 year programme has been developed ensuring all experiences and outcomes are covered, especially those in Relationships and Sexual Health.
Develop a more robust approach to the assessing and tracking of pupil wellbeing.
Further improve targeted support of individual pupils by PSAs who in turn are supported and coached by ASL staff and the Head Teacher.
Continue to monitor wider achievements but improve how these are tracked throughout the year.

QI 3.2 Raising attainment and achievement

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

Relevant NIF priority: All
Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information
Level of quality for core QI: 4
(HGIOS?4/HGIOELC? 1-6 scale)

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

Attainment has improved in almost all areas in P1,4 and 7 except for P1 numeracy.
Almost all pupils are attaining appropriate levels, and a few have exceeded these.
Good progress is beginning to be demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages. The school's data demonstrates most of our current learners are making good progress.
All staff have a good understanding of the expected standards in literacy and numeracy through using set frameworks of progressions and the benchmarks.
Staff are confident in using standardised data to inform professional judgements on individual pupil progress. They are more familiar with using SNSA data and we will continue to build on this.
Universal supports are in place and targeted interventions for identified pupils and groups are put in place for those who need support.
Pupil Equity Funding has been used to support the development of literacy and numeracy skills and the development of play.
Attendance levels are generally high with no exclusions.
Achievements are recognised and shared across the school.
We celebrate wider achievements during assemblies and in monthly newsletters.

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

Our tracking and monitoring data show that a number of pupils are exceeding expectations in both numeracy and literacy. We continue to ensure challenge is provided for all pupils.
Assemblies are used to celebrate success.
Pre and post assessments in numeracy are used consistently by most teachers.

Assessment mats in maths being used across all stages. Writing assessment mats being used in upper stages.
Planning progressions have been reviewed and updated as necessary ensuring more relevance and consistency is in place.

What are you going to do now?

What are your improvement priorities in this area?

Continue to embed a robust assessment calendar.
Use standardised assessment to track progress in reading.
Ensure pre and post assessments are used consistently across all stages.
Continue to develop play to support learning especially in P1 numeracy.
Introduce writing mat assessments to P2-4.
Introduce J2Launch for pupil profiling. Parent surveys have indicated that they would like more accessible information on how their child is progressing in their learning.

PEF 2023-2024

Identified gap Linked to barriers identified through analysis of data	Specific pupils to receive targeted support to help with attainment in reading, writing and maths.
Expenditure	PSA to run targeted intervention support groups.
Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when	Identified pupils, including those with dyslexia to have support and opportunities to progress in their learning and become assessment capable learners who know where they are in their learning and what their next steps are. Adapt interventions to ensure appropriate support is in place.
Impact Measurements How will you know the change is an improvement?	Pre and post assessments. Maths and writing assessment mats. Standardised assessments. Tracking and monitoring meetings Attainment data

Capacity for improvement

School staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Action plan 1 – Learning, Teaching and Assessment

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people’s health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children’s progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children’s progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
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<p>Priority 1 : To improve our approach to learning, teaching and assessment</p>	<p>Data/evidence informing priority:</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Continue to use visible learning approaches to improve pedagogical practice and improve practice and improve outcomes for all learners with a focus on feedback, learning conversations and pupils leading in learning.	HT Teachers	Ongoing	Class observations Pupil focus groups	
Embed our Vision, Values and Aims and use these to create a Curriculum Rationale relevant to our school context and community.	HT Staff Pupils Parents Wider Community	Terms 1 and 2	Pupil focus groups Parent surveys	
Revisit School Dispositions and decide on qualities Rather learners need when approaching learning. Relate these to the learning pit to further develop language of learning.	Staff Pupils	Term 2	Pupil focus groups Classroom observations	

Develop and embed a whole school statement on what a successful lesson looks like in Rathen School.	HT Teachers Pupils	Term 2	Classroom observations Self-evaluation process Pupil focus groups	
Develop moderation processes to promote effective learning and teaching and further develop a shared understanding of standards and confidence in own judgements against Benchmarks. Staff engagement in QAMSO training to support assessment and moderation approaches.	HT Teachers	Term 3 (inc. February In-service)	Attainment Data Tracking and Monitoring	
Ensure a robust, relevant and meaningful QA Calendar is in place which is easily accessible by staff.	HT	Ongoing	Classroom observations Self-evaluation process	
Improve use of PSAs to ensure appropriate resources and targeted interventions are in place and being utilised effectively.	HT Teachers PSAs	Ongoing	Attainment Data Tracking and Monitoring Classroom observations	
HT to engage with other Shared Headship schools and with the Self-improving Schools Trio to support our approach our self-evaluation process towards Learning, Teaching and Assessment.	HT	Ongoing	Self-evaluation process	

Action plan 2 – Meeting Pupil Needs

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
Priority 2 : To improve Learner Participation	Data/evidence informing priority:	

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
HT to lead staff in engagement with Education Scotland resources to develop Learner Participation in school.	HT Teachers	Ongoing (inc. November In-service)	Classroom Observations Self-evaluation process	
Develop pupil understanding of what makes a good learner and develop their confidence in their ability to talk about where they are in their learning and what their next steps are.	Staff Pupils	Terms 2 and 3	Classroom observations Pupil focus groups	
Develop and embed a child friendly statement on what a successful lesson looks like in Rathen School.	Staff Pupils	Term 2	Pupil focus groups	
Provide more opportunities for pupils to lead learning ensuring they are active participants where they can exercise choice.	Staff	Ongoing	Pupil focus groups	
Further develop Pupil Leadership Groups – Eco, RRS, Digital Leaders and Pupil Council.	Staff Pupils	Ongoing	Pupil Focus groups	
Continue to celebrate wider achievements and create a robust tracking and monitoring system.	HT	Term 1	Assemblies Tracking and monitoring	

Action plan 3 - Parental Engagement

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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Priority 1 : To improve family engagement in learning		Data/evidence informing priority:		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Introduce profiling system to improve sharing of learning with parents.	HT Teachers	Term 1	Surveys Parent Council Meetings	
Present learning, teaching and assessment workshops to parents to develop understanding of the curriculum, how their children learn and how progress is measured.	HT	Terms 1 and 2	Surveys Parent Council Meetings	
Utilise the Family Learning Signature project to identify how families feel about learning and work with families to develop further supports so the school can support their needs.	HT	Ongoing	Focus groups Tracking of wider achievements	

Wider Achievements

Wider achievements have been celebrated regularly at Assemblies. Pupils and parents have responded positively to this and are keen to share any achievements from after school clubs such as karate, swimming, gymnastics, horse riding and football. These are also shared in our monthly newsletters.

Memories are made of this:

Throughout the year we have taken part in different fundraising events, school events and trips. Groups who have benefited from our fundraising are Comic Relief, Children in Need and Save the Children. We had good fun dressing up for these including wearing out Christmas jumpers.

We have had several presentations this session. We had a Harvest assembly where donations of food were made by the parents. Food bags were made up and delivered to local pensioners in the community. Unfortunately, our village church is closing so we presented our Christmas Concert and our Christmas Service there so we could make use of this valuable resource in the village before it closed. Wider members of the community were invited to attend this event. We split donations raised at both events with the Church. We also visited the Church when a group from the Edvard Grieg Museum, Bergen, came from Norway to meet the famous composer's Rathen ancestors! They presented the community a special story panel for the village hall.

We had a visit from a Tibetan monk who was travelling round Scotland. We were fortunate that one of our teacher's yoga teacher was assisting monk Venerable Tarpa and was able to arrange our visit. The pupils learned so much about the life of the monk and how his values could be applied to their lives too.

We had assemblies provided by local churches every month. Again, the pupils learned so much from the moral stories shared by Madison and Jamesie.

We had open afternoons where parents were invited to take part in STEM activities with their children. Book Looks also took place to allow parents to see their child's work and how they have progressed through the year.

Active Schools visited Rathen to deliver Rugby sessions and a Play Leaders programme.

We had some great trips this year! These included a trip to a local fishing boat Resolute, the Science Centre, Techfest and the Fairy Woods. The whole school also attended the local Broch Panto 'Rapunzel. We are very fortunate to have a very supportive Parent Council who pay for our transport costs. The P6/7 pupils had a great time at their residential trip at Nethybridge. This was a joint event with Tyrie Primary and new friendships were forged as well as new skills being developed.

We also had visits from NESCOL where Science based activities were taught to our P5-7 class.

We were delighted to be runners in up in the local InterSchool Football competition. Our team was made up of pupils from Rathen, Tyrie and St Combs.

An end of term assembly celebrated successes in Bikeability, Football and Sports Day. The Pupil Council had decided that non-uniform days donations should be sent to Fraserburgh Heritage Centre and their representative Mrs Chris Reid was presented with our cheque.

Wider Community Links

NESCOL visited the school on two occasions this session.

Members of local churches led monthly assemblies.

Local members of the community supported the school maintaining the school garden and working with groups of pupils to plant vegetables.

Food bags were delivered to pensioners in the local community.

Our Christmas Concert and Service was held in the local church to which members of the wider community were invited.

A Tibetan monk visited with a local yoga teacher to share his experiences.

A group from the Edvard Grieg Museum, Bergen, came from Norway to meet the famous composer's Rathen ancestors and met with the pupils at a special service.

P6/7 pupils took part in a cluster Inter School Football Tournament.

Local fishermen shared their experiences of life at sea and