Summarised inspection findings

Raploch Primary School

Stirling Council

28 January 2025

Key contextual information

Raploch Primary School is a non-denominational school serving the Raploch area of Stirling. The school opened in 2008. It is situated within Raploch Community Campus with two other schools and a variety of community services and partners. The headteacher has responsibility for Raploch Primary School within this shared campus. The headteacher has been in post since August 2021 and the depute headteacher has been in post since January 2020. There are currently 235 children across 11 classes. Within the school community, 92% of children live in Scottish Index of Multiple Deprivation deciles 1 and 2. Just over half of the children are identified as having an additional support need. In addition, 13% of children have English as an additional language and 44% are entitled to free school meals.

2.3 Learning, teaching and assessment	good
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are: ■ learning and engagement ■ quality of teaching ■ effective use of assessment ■ planning, tracking and monitoring	

■ All staff ensure children learn in a nurturing and inclusive environment which reflects the relevant school values of 'ready, kind and safe'. Staff know their community very well and demonstrate care and compassion in all their interactions with children. Almost all parents say their child likes being at school and that staff know their child as an individual. Children are welcoming, polite and respectful towards each other, staff in school and visitors. Almost all children feel the school helps them to understand and respect people.

■ All staff are strong role models for children. This is demonstrated effectively through highly positive relationships and interactions with each other and with children. Staff ensure that children's wellbeing lies at the heart of all that they do. As a result, relationships are strong between children and between adults and children. Most children feel other children behave well. Children talk positively about their 'trusted team' which results in almost all children knowing who to approach to ask for help and support if needed. Senior leaders ensure plans are in place to support children to manage their emotions. Teachers have successfully improved children's learning environments through the introduction of low lighting, flexible seating and consistent displays using calm tones. This is having a very positive effect on reducing barriers to learning and increasing children's engagement as they learn.

■ Staff make effective use of a well-established learning and teaching framework. This ensures they have a shared understanding of the key features of an effective lesson. Staff use these regularly to provide feedback to each other and gather progress as a school towards improving the quality of learning and teaching. Almost all teachers provide clear explanations and instructions to support children to undertake learning activities. Almost all teachers share accurately with children the purpose of the lesson. Teachers now need to review their approaches to identifying and sharing with children how they know they will be successful in learning. This will support children to understand better the steps needed to be successful and to identify when they have achieved the planned learning.

- All teachers use questioning effectively in lessons to clarify instructions and explanations. In a minority of classes, teachers use questioning skilfully to develop children's curiosity and creativity. Senior leaders should now share this effective practice more widely across staff to develop children's thinking skills further.

- In P4 to P7, most teachers ensure children access regularly, digital tools and equipment to support their learning. As a result, most children are developing appropriate skills such as programming, coding and research. In addition, most older children confidently use matrix bar codes to access games and online material to support research. As planned, senior leaders should develop a digital skills progression that identifies clearly the skills and knowledge children need to develop as they progress through the school. In addition, teachers must increase opportunities for children from P1 to P3 to develop their digital skills. Teachers should provide increased opportunities for children to apply their learning in a wider range of contexts such as outdoors.

- Teachers at early level are developing their understanding of play pedagogy. They have visited other settings and engaged with national guidance to support this. As a result, learning environments have been adapted successfully to provide well planned adult-initiated opportunities for children to learn through play. Staff observe children's play experiences carefully and take note of children's interests. Teachers now need to provide more open ended, child-initiated activities to extend children's thinking and learning.

- The senior leadership team have developed a useful annual assessment calendar. This identifies key assessment activity and timescales for completion of assessments. As a result, teachers are planning more effectively for assessment. Senior leaders should continue to support teachers' confidence in analysing assessment data to plan for higher achieving children who require increased challenge in their learning.

- A majority of teachers provide effective feedback to children and most children self and peer-assess successfully a few aspects of their learning, such as writing. Staff should continue to develop further their approaches to providing high-quality feedback.

- All teachers plan, both long and short term, using local authority learning pathways which supports progression across all levels. Staff working with children at similar stages plan together in trios and are beginning to integrate into planning, relevant assessment opportunities. This trio approach is increasing consistency of planning experiences across the classes.

- Teachers are beginning to develop a shared understanding of standards through planned moderation activity within the school and across the learning community. As planned, teachers should continue to moderate to ensure the accuracy of attainment data.

- Support staff have benefited from professional learning to allow them to facilitate specific interventions for individuals and groups of children. They provide effective support for children through these interventions. Senior leaders meet with teachers termly to discuss, track and record children's progress and attainment in literacy, numeracy and health and wellbeing. In addition, these discussions are used well to identify children who require additional support in their learning. However, tracking evidence is gathered in too many different ways. Senior leaders should now review and streamline their approaches for tracking to provide greater coherence to the data gathered. Senior leaders should identify clear measures to provide clarity in relation to which interventions are having the greatest impact. This should support them to identify the most effective interventions to use to raise attainment.

2.1 Safeguarding and child protection

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement	satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

■ attainment in literacy and numeracy
■ attainment over time
■ overall quality of learners' achievement
■ equity for all learners

Attainment in literacy and numeracy
■ Overall, attainment in literacy and numeracy is satisfactory. A majority of children across the school achieve expected levels in literacy and numeracy. A few children could be achieving more. Children who require additional support with their learning are making good progress towards their individual targets.

Attainment in literacy and English
■ Most children make good progress in listening and talking and reading. A majority of children make good progress in writing.

Listening and talking
■ At early level, a majority of children speak to their peers with increasing confidence using descriptive language. At first level, a majority of children share ideas in pairs and trios and work cooperatively in groups. They listen carefully and follow directions. Most children at second level express ideas articulately and show respect for the views of others. Across all levels, most children would benefit from extending their vocabulary.

Reading
■ At early level, most children are beginning to identify rhyming words in text. Most children make predictions of what might happen next. At first level, most children confidently identify the main character and setting. Most children make attempts to read new and unfamiliar words. At both early and first levels, children would benefit from learning some of the different features of fiction and non-fiction texts. At second level, most children read with increasing fluency and expression making effective use of punctuation cues. At first and second levels, most children readily identify their favourite authors and justify their favourite type of book. They use well their reading comprehension characters and describe how they help them develop their reading skills. They should continue to develop their skills in answering different types of questions such as inferential and evaluative questions.

Writing
■ At early level, a majority of children are forming letters correctly and attempt to use a capital letter. At first level, a majority of children are developing their use of a variety of sentence openers and paragraphs. Most spell with increasing accuracy. At second level, most children are developing well their use of more complex punctuation. Across the school, all children need to write more regularly to allow them to apply their skills. In addition, they should experience writing extended pieces more frequently and for a wider range of purposes and audiences.

Numeracy and mathematics

- Overall, most children are making satisfactory progress in numeracy and mathematics however, there are gaps in some aspects of children's learning in numeracy.

Number, money and measure

- A majority of children at early level count confidently to 20. They count up in twos and fives to 20 and in tens to 50. A minority of children at early level are capable of acquiring knowledge and skills in numeracy at a faster pace. A majority of children at first level are confident in adding two-digit numbers. However, they lack fluency in recalling times tables facts and subtracting one digit from two-digit numbers. They are not yet confident in multiplying and dividing two digits by one digit. They calculate change from £5 but require further practise in calculating fractions of a whole number. At second level, children recall fluently times tables facts but require further support to use these when multiplying and dividing large numbers. They have a good understanding of fractions and decimals but are less confident calculating percentages. Across the school, children show limited understanding in the use of measure.

Shape, position and movement

- A majority of children who have achieved early level correctly identify simple two-dimensional (2D) shapes and most three-dimensional (3D) objects. Most children at first level use mathematical vocabulary correctly to describe the names and properties of 2D shapes and 3D objects but are unable to identify right angles. A majority of children at second level identify and describe a range of angles. Most children were unable to name different triangles and their properties.

Information handling

- At early level, most children gather and display information using tally marks. A majority of children at first level describe how to collect and display information on bar graphs. A majority of children at second level children discuss which graph would be most appropriate to display different information and justify their choice. Older children would benefit from developing skills using spreadsheets digitally.

Attainment over time

- Children who require additional support with their learning are making good progress over time as a result of well-planned interventions. For example, they benefit from interventions to support phonics, spelling and number bonds as well as play therapy.

- Attainment over time shows a majority of children have made satisfactory progress in literacy over recent years. However, there has been a decline in attainment in numeracy over time. Recently staff have focused on improving the teaching of writing as part of the national improving writing programme. It is too early to identify the impact of this on children's attainment. Senior leaders should ensure new approaches to improving numeracy are used more consistently across the school. Overall, senior leaders must review strategically their plans to raise attainment and ensure progress over time in literacy and numeracy. This should include steps to ensure that all tracking information is accurate.

- Attendance has improved steadily in recent years and is currently 92% which is in line with comparator schools. Senior leaders and staff ensure attendance is a regular feature during their attainment discussions. Senior leaders have used some of their Pupil Equity Fund (PEF) allocation to facilitate the provision of a family support worker (FSW) to support improved attendance at school. Senior leaders work closely with the FSW to monitor and track regularly the attendance of all children and act promptly where individual children's attendance dips. The FSW has built strong trusting relationships with key families and liaises effectively with them to improve attendance. In addition, senior leaders and staff have improved their approaches and

procedures to monitoring and tracking attendance and identified key actions to address this. Senior leaders and teachers promote the importance of good attendance regularly in school in classes and during 'team talk' assemblies. Parents are informed timeously of the importance of good attendance through newsletters, at transition events and via videos shared on online platforms. Staff have identified that opportunities such as masterclass and school of sport sessions have had a positive impact on increasing attendance for targeted children.

Overall quality of learners' achievements

■ Children are proud of their achievements in and out of school. These are celebrated at whole school 'team talks', through displays, newsletters, star of the week awards and entries into the 'shiny book'. Staff also encourage parents to share children's achievements through an online platform. This is helping children to identify their strengths and recognise their success.

■ Staff work well with a range of partners such as a local professional football club and Active Stirling to provide a range of lunchtime and after-school clubs. For example, children develop health and fitness skills through football, dance and mini kickers clubs. Staff also provide masterclasses periodically in blocks across the year. These provide children with the opportunity to develop their talents and skills in a range of experiences such as, drama, art, sign language, thinking skills and coding.

■ Senior leaders have a strong partnership with a music charity who provide weekly music lessons, instrument tuition and activities to support children's wellbeing. Children benefit from taking part in concerts, outings and holiday clubs which is helping to develop their confidence, teamwork and communication skills. Most children are provided with opportunities to develop their leadership skills and influence school improvement. Opportunities include the pupil council, numeracy and literacy leaders and young leaders of learning which are supporting this effectively.

■ Senior leaders track children's participation in clubs and wider activities. They use this well to identify and support children who may be at risk of missing out. As planned, they should now track the skills that children develop through these experiences.

Equity for all learners

■ All staff are acutely aware of the socio-economic and cultural context of their school. They are proactive in their efforts to provide sensitive and practical support to families. Staff have worked with parents and partners to develop approaches to reducing additional costs to attending school. This includes, providing a foodbank, uniform recycling and food vouchers. These approaches are supporting families effectively to mitigate against the impact of poverty.

■ Senior leaders use PEF to facilitate a physical activity and sport coordinator to deliver after-school clubs and the P6 and P7 School of Sport project. In addition, senior leaders have strong links with the local community. For example, partnerships with the local church, Active Stirling and Raploch Scouts have reduced significantly the cost of the residential experience for all P7 pupils.

■ Senior leaders consult with staff, children and families on the use of PEF. This is used effectively to reduce barriers to learning and achievement for different groups such as those who are care experienced and those who face financial hardship. As a result, a wide range of practical support is offered timeously to families which is impacting positively on children's wellbeing, attendance and achievement.

Other relevant evidence

■ Across the school, children receive their entitlement to learning languages as part of the 1+2 Modern Languages programme. In addition to French across all stages, children in P5 and P6 learn Mandarin and children in P7 learn Spanish.

■ Teachers plan using learning pathways to support children's progress in physical education (PE). All teachers ensure children receive two hours of PE. Children talk positively about using both the indoor and outdoor facilities to support their PE experiences. Teachers should continue with professional learning to ensure they plan consistently high-quality PE experiences.

■ Children's awareness and understanding of other world religions is enhanced due to the diverse nature of the school community. The school have established a close partnership with the local church who support a variety of school activity well. In addition, children attend end of term services in the local church across the year. Senior leaders should now ensure teachers provide progressive learning opportunities to support children's learning in religious and moral education.

■ Children have access to both a school and a class library where a variety of interesting and relevant texts are located. Children talk positively about the variety of texts available and are provided with opportunities to offer suggestions for new materials that are of interest to them. Senior leaders should now look to develop the use of the library further to support children's growing interest and enjoyment in reading.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.