

# Riverside Primary School

## Standards and Quality Report



**2018 - 2019**

## Introduction

Riverside Primary School Standards and Quality Report 2018 – 2019 provides a record of the main achievements of the school this session. The report evaluates the progress the school has made, focussing on areas which have been priorities in our School Improvement Plan.

The report is based on a wide range of evidence, including analysis of pupil attainment, observations of children's learning and work, and feedback from our HMIE inspection and a GTCS professional visit last session. It also takes into account a recent visit from the Deputy First Minister addressing the empowerment of teachers in school. Views were also gathered from pupils and staff. Parents and the school community were consulted through feedback gathering and through our SIP meetings which involve children, staff and parents.

The report is produced as part of the process of self-evaluation, improvement planning and quality assurance. It aims to provide helpful information to parents, pupils, our local community, Stirling Council and Education Scotland.

## Context of the school

Our school includes a Gaelic Medium Education department, an Autism Provision, mainstream Classes and a nursery. We work together as a whole school community to develop, promote and sustain a vision for our curriculum which has been shaped by the shared values of Riverside Primary School and the community it serves.

The curriculum takes account of the unique setting of Riverside and its place within the city of Stirling. The structure of our curriculum has been designed to provide flexibility to respond to the individual needs of all our learners, celebrating their success and achievements. Our creative and innovative approaches to curriculum design support positive outcomes and experiences for learners. We have a clear and shared strategy for continuous improvement which is informed by self-evaluation, taking account of the views of children, parents, staff and wider partnerships.

Riverside Primary School is a non-denominational school which has a unique setting of 15 mainstream classes, 3 GME classes, a nursery and an autism provision. Our roll is 489 with a 32/32 nursery. We have a Senior Leadership Team comprising of one acting headteacher, 2 DHTs (1 DHT is 0.8 and the other DHT is a job share 0:6/0:4) as well as 5 Principal teachers. One Principal teacher is responsible for the autism provision and one for GME. Our catchment area includes the area of Riverside and in addition we have a number of placing requests from other areas. We have visiting specialists in Music and P.E. (alternate years) and there are instrumental tutors in brass, violin, cello, chanter, piano and guitar. We also work alongside Big Noise who support children with 1:1 lessons.

(When this document refers to learners, it refers to all learners in our unique setting unless otherwise stated)

## Vision and Values

Our vision is of a school in the heart of the community in a culture of initiative and collegiality in which learning is always the prime focus ensuring a rich, motivating learning experience for all. Our greatest contribution is to be sure that in every classroom there is a teacher who cares that every day each child learns, grows and develops to the best of his or her ability. The curriculum must be broad, balanced and progressive, always driving forward. The curriculum we are describing recognises that there are many kinds of talent and personalities and many ways of expressing, feeling and knowing.

We aspire to achieve excellence and equity. We have the highest expectations for all learners so that all achieve their potential. We seek to do this in a context where we act with integrity in a climate of mutual trust and respect. It is our ambition to close the attainment gap while constantly stretching and challenging children who are attaining at the highest levels to achieve more.

We aspire to provide learning and teaching of the highest quality within a stimulating, challenging, nurturing learning environment enabling all to experience success and fulfil their potential.

## Vision

*Be the best you can*

## Values

- *Respect*
- *Fairness*
- *Honesty*
- *Kindness*

Riverside Parent Partnership meets 5 times across the school year. Parents and other volunteers are welcomed in our school and help support a wide range of lunch clubs and after school clubs, as well as assisting in classes with learning and teaching activities.

## Review of progress for session 2018-19

<b>School Priority:</b> Improvement in attainment, particularly in literacy and numeracy.	
<b>National Improvement Framework Priority</b> Improvement in attainment, particularly in literacy and numeracy.	<b>HGIOS4 Quality Indicators &amp; HGIOELC</b> 2.3 Learning teaching and assessment 3.2 Raising attainment and achievement
<b>Key drivers for improvement</b> Assessment of children's progress Performance information	<b>Integrated Children's Services Plan Outcomes</b> Raised attainment for all young people leading to positive destinations.
<b>Progress:</b>	<p><i>Our attainment results demonstrate that most pupils achieved appropriate levels of attainment in Listening and Talking, Reading, Writing and Numeracy. Pupils who did not achieve these levels made very good progress towards appropriate individual targets.</i></p> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Nesy Spelling embedded in all P4-7 classes for most learners, providing a clear and structured framework. Staff development sessions were offered to new staff.</li> <li>• We have continued to implement the Fresh Start approach, under our PEF funding, to provide targeted support for pupils in P5-7 who are not reaching expected benchmarks. This programme has been delivered by our Support for Learning Teacher and 2 SLAs.</li> <li>• We have continued to implement Read Write Inc. into our P1-3 classes, with 1:1 sessions being offered weekly for our targeted pupils.</li> <li>• Pupils in the early years have been focusing on play based learning to improve literacy. This has been supported by a FT ECE in P1.</li> <li>• Fresh Start training has been given for all staff involved in the delivery to ensure effective learning and teaching. This programme will continue for session 2019-2020 with a focus group including our current P4s.</li> <li>• SLT identified the lowest 20% in literacy, children not reaching their expected levels, and led small support groups to ensure progression. These groups varied from reading to handwriting groups. Children attending these groups explained that they felt the small group setting was beneficial to their confidence.</li> <li>• The literacy working group researched ways to improve children's vocabulary and made links with Word Aware to assess the programme's suitability for our school. It has been decided that we will take this forward for the whole school next year as a way of improving the vocabulary of children from Early – Second level.</li> <li>• All staff from Nursery – P7 are using our ILR and planning system which is closely linked to the Benchmarks from Education Scotland.</li> <li>• The literacy working group have created a new grammar progression planners which will be shared with staff at the start of next session. These take into account learning from Early to Second level.</li> </ul>

	<p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• I'm a Mathematician has been used to enhance parental engagement and to highlight the impact of maths in the home and workplace.</li> <li>• Primary 1 staff attended a Numicon training day to support the learning and teaching of number in the early years. P1 staff are consistently using this within numeracy lessons.</li> <li>• P3 staff carried out a test of change using Number Talks and rekenreks with a group of children from each class. This was also used as a support tool by one the DHTs in a small P6 group. Pupils completed in a 15 minute Number Talks sessions daily over the session 2018-2019.</li> <li>• My Money Week for 2019/2020 has been planned by the working group to Launch our parental engagement sessions.</li> </ul>
Impact:	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Reading trends across time show we maintain reading attainment from P1 to P7. Attainment in writing takes a dip from P1 to P4 however this significantly improves by P7.</li> <li>• Introduction of play has allowed a smooth transition into P1 and has met the social and emotional needs of all pupils.</li> <li>• Having an ECE as part of our Primary 1 team has helped enhance play activities to meet the needs of all learners.</li> <li>• All children have made progress in their learning based on the latest Read Write Inc. assessment results.</li> <li>• At the beginning of Primary 1, almost all children (97%) were working at Set 1:A in our Read Write Inc programme, meaning that they had knowledge of little or no sounds. A small percentage of children knew some sounds, however could not blend. In January 2019, most children moved on to blending and reading. 30% of Primary 1 children are working at above the expected level for this stage of the RWI programme.</li> <li>• Pupils working in small groups with SLT have made significant progress with their identified area, progress which has been reflected during attainment meeting with staff.</li> <li>• Attainment data for Fresh Start shows that all pupils have made improvements in their literacy levels and individual targets. Assessments complete termly have shown that all pupils have made progress in their sound recognition, word recognition and fluency. Class teachers in P5-P7 have observed that most pupils in the programme are demonstrating that they can transfer this learning during literacy work in class. Some class teachers have started to implement the Fresh Start approach to the teaching of literacy.</li> <li>• Feedback from parents show that targeted support programmes have helped to raise the confidence for their child in literacy.</li> </ul>

	<p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• Numeracy trends show there is an increase in children highly achieving from P4 to P7. From P4 to P7 attainment in numeracy remains consistent. However, there is a dip in attainment from P1 to P4. On reflection of this analysis, we put in place a targeted intervention during session 2017-2018 to improve the attainment of P1 to P4 in numeracy and mathematics. The impact of this intervention is reflected in SNSA results attained by P7 with 77% of children achieving band 8 or above.</li> <li>• Overall reflection on numeracy data highlights the need to critically evaluate existing learning and teaching approaches used and take appropriate actions to continue improve numeracy and mathematic attainment.</li> <li>• Benefits of Numicon for P1 children and staff are visible. Primary 1 children are developing a strong foundation of number sense.</li> <li>• P1/2/3 staff have a greater understanding of using CGI methods to support learning and teaching of numeracy through the Number Talks and Rekenrek group.</li> </ul>
<p>Next steps:</p>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Identify learners to take part in the Fresh Start programme for 2019/2020 P4 - 7.</li> <li>• Ensure time is set aside for training sessions for new staff on key literacy programmes: Nessy Spelling, Reflective Reading and Read Write Inc.</li> <li>• Support the Reading Reps in taking forward Riverside’s Digital Readers as part of the SLIC funding.</li> <li>• Continue to monitor the use of planning and assessment tools to ensure that it is precise and valuable in moving children on.</li> <li>• Look at ways of using the data from Nessy more effectively to ensure appropriate support and challenge for our learners.</li> <li>• To improve the learning and teaching of writing in P4-7 using the Read Write Perform approach.</li> <li>• To create positive links between literacy and play in the early years.</li> <li>• To develop a holistic assessment approach from Nursery – P7.</li> <li>• To extend the vocabulary used by our learners in reading and writing from Nursery to P7 using the Word Aware programme.</li> <li>• Continue with Parental Volunteers to support small group games and stories.</li> </ul> <p><b>Numeracy:</b></p> <p><i>Our key priority for session 2019/2020 is to focus on creating holistic and meaningful ways to support and enhance the teaching of mathematics and numeracy, recognise its importance in the world of work.</i></p> <ul style="list-style-type: none"> <li>• To promote financial literacy for all learners through My Money Week.</li> <li>• Implement Financial Literacy parent and child group.</li> <li>• To build on the use of the outdoors to support learning and teaching of numeracy across learning.</li> <li>• To support the effective learning and teaching of numeracy through maths broad banding across P5-7.</li> <li>• To continue to use the Education Scotland resource, I’m a Mathematician, to ensure home learning is well supported throughout the school.</li> </ul>

	<ul style="list-style-type: none"> <li>• To continue our parental engagement sessions, Better in Numbers, to support targeted learners.</li> <li>• To introduce termly Meaningful Maths Challenges to promote the application of numeracy and mathematics to other areas of learning.</li> <li>• RIC Numeracy Academy CLPL for P1 and P2 staff in building conceptual understanding in numeracy.</li> <li>• Working with RIC Numeracy Academy introduce 1<sup>st</sup> Class in Number Intervention for targeted group to raise attainment in numeracy learning.</li> <li>• Continue with Parental Volunteers to support small group games and stories.</li> </ul>
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**School Priority:** Closing the attainment gap between the most and least disadvantaged children.

<p><b>National Improvement Framework Priority</b> Closing the attainment gap between the most and least disadvantaged children.</p>	<p><b>HGIOS4 Quality Indicators &amp; HGIOELC</b> 1.2 Leadership for learning 3.2 Raising attainment and achievement</p>
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**Key drivers for improvement**  
Teacher professionalism  
Assessment of children’s progress

**Integrated Children’s Services Plan Outcomes**  
Raised attainment for all young people leading to positive destinations.

<p><b>Progress:</b></p>	<ul style="list-style-type: none"> <li>• Staff enhanced skills in critically analysing attainment and achievement data to identify targeted children’s barriers to learning.</li> <li>• Staff continue to engage in professional reading and dialogue about research informed strategies learning and teaching proven to raise attainment.</li> <li>• SLT analysed SIMD registers in relation to children’s attainment across the school, to gauge if there were any particular trends using FOCUS and BGE Benchmarking tool.</li> <li>• Staff implemented interventions with targeted children, measuring and evaluating impact through targeted small tests of change.</li> <li>• Nursery provided targeted talking and listening support for targeted learners in deciles 1-3.</li> <li>• Measuring the impact of RWInc Phonics had on improving reading attainment for Primary 1 Test of Change, All children have made progress in their learning based on the latest Read Write Inc. assessment results.</li> <li>• Successful implementation RWInc Freshstart programme for targeted pupils in P5-7 to raise reading attainment.</li> <li>• The ‘Learning Pit’ theory fully embedded in P4 stage with children understanding and successfully demonstrating how it can be used when facing challenging learning experiences across the curriculum.</li> <li>• Continue with Better in Numbers next session, opening it up to targeted children and families within P3-5, ensure peer tutoring implemented.</li> <li>• To promote financial literacy for all learners through My Money Week Nursery – P7.</li> <li>• Continue to encourage the CGI philosophy within learning and teaching to support pupils in opening up about mathematical topics.</li> <li>• Continue to use HGIOurS for children to allow further opportunities for children to be directly involved in improving the school and identifying both universal and targeted interventions.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Continue to provide opportunities for staff to develop their professional skills through high quality CLPL, professional dialogue and opportunities to lead learning within their classrooms.</li> <li>• Introduction of outdoor play and learning through play including risky play has allowed a smooth transition into P1 and meets the social and emotional needs of all pupils.</li> <li>• Three members of staff trained as mental health first aiders.</li> </ul>
<p>Impact:</p>	<ul style="list-style-type: none"> <li>• Outdoor play and learning through play for P1s, observations are indicating a development of play skills between children.</li> <li>• Specific families now have more links with other agencies and this is through support from the family link worker. This has had a direct impact on attendance for our targeted families attending above 85% from 75%.</li> <li>• Successful implementation of EAL family learning programme for 10% of our families with English as an additional language.</li> <li>• Successfully completed 2 year STEP programme for targeted learners.</li> <li>• The work carried out by the Family Link Worker has enabled us to link with vulnerable families including those within Autism Provision.</li> <li>• Most children in P1 achieved Early Level for Literacy (77% Reading, 78% writing and 83% listening and Talking).</li> <li>• Nurturing Ethos and intervention demonstrates through observation in class that almost all children have shown an increase of at least 25% in on task activities and all have demonstrated or verbalised and can apply strategies learned to support in the classroom and/or playground.</li> </ul>
<p>Next steps:</p>	<ul style="list-style-type: none"> <li>• Use our attainment tracking data, ILRs and teacher judgement to continue to measure whether those identified as being at risk of finding transition difficult are achieving and settled well into school.</li> <li>• Implement a drop in session for EAL families building on and celebrating the skills of our young interpreters.</li> <li>• Implement drawing and talking Intervention to support and raise attainment for targeted learners.</li> <li>• To ensure that data gathering is informed and meaningful for supporting the needs of individual learners, appointing a data coach to oversee this and train key staff members to support data analysis for raising attainment.</li> <li>• To introduce Better Sleep Therapy sessions for targeted families and staff to support learners wellbeing and social emotional learning to support learner engagement and participation.</li> <li>• To employ a Mental Wellness Champion to ensure readiness to learn for targeted children and to liaise with families to ensure a smooth transition between home and school supporting attendance and timekeeping.</li> <li>• To continue the delivery of our EAL group to support families who will benefit. To continue to employ support staff to implement targeted support for individual pupils/groups, including an early level practitioner for play based learning.</li> <li>• To deliver Fresh Start and 1:1 Read Write Inc. sessions for targeted learners in literacy.</li> <li>• To build on play based learning through an Early Pedagogy Enquiry Group.</li> <li>• To develop and implement outdoor playground learning space for Artisan Provision supporting health and wellbeing.</li> </ul>

	<ul style="list-style-type: none"> <li>Continue to develop our Visual communication environment which will benefit all children particularly those who are visual learners, have attention difficulties, rely on structure and routine, lack confidence in participation or have spoken language difficulties. Achieve a communication environment award through whole school CLPL and Communication Champions with implementation of Word Aware Programme.</li> </ul>
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<b>School Priority:</b> Improvement in children and young people’s health and wellbeing.	
<b>National Improvement Framework Priority</b> Improvement in children and young people’s health and wellbeing.  <b>Key drivers for improvement</b> Assessment of children’s progress School improvement	<b>HGIOS4 Quality Indicators &amp; HGIOELC</b> 2.3 Learning, teaching and assessment 3.1 Improving/ ensuring wellbeing, equality and inclusion  <b>Integrated Children’s Services Plan Outcomes</b> Health and wellbeing outcomes are improved for children and young people.
<b>Progress:</b>	<ul style="list-style-type: none"> <li>Whole school project on resilience completed at start of session. New resilience resources/programmes piloted at different stages. (Mind Up - P6, Edinburgh City Council Resilience Pack – P4 and 5).</li> <li>Held a HWB showcase at September parent consultations to share programmes of study, resources and to answer questions.</li> <li>Riverside PS joined National SHINE (School Health and Wellbeing Improvement Network) network.</li> <li>Food Technology and Cooking Skills Progression Planner: Early to Second Level developed and ready to be launched and implemented at the start of next session.</li> <li>PASS assessments carried out with all new P1 pupils and all new pupils who have joined in session 2018 – 19.</li> <li>A number of fitness related pupil groups have been established as part of targeted support (crossfit, boxing, Hi Five hillwalking)</li> <li>A whole school Mental Wellness Week was hosted, including stage activities, class visitors, collegiate session and 3 parental workshops.</li> <li>Two productions presented to P3-7 by the Blue Beetle Productions, focusing on mental wellness and online safety.</li> <li>P6 pupils received a block of ‘Resilient Kids’ training delivered by SEBN.</li> <li>Three members of staff trained in ‘Scotland’s Mental Health First Aid’ (SMHFA).</li> <li>HWB pupil group delivered whole school assembly on children’s rights.</li> <li>Acting DHT joined local authority ‘Primary Safeguarding Network’ to keep up to date with all relevant changes in policy and practice and share with SLT and wider school, as appropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>• Positive relationships and anti-bullying survey disseminated to parents.</li> <li>• RSHP Scotland National Site shared with staff and staff encouraged to trial resources.</li> <li>• Completed submission for Gold Sports Award.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>• Staff feedback has indicated that the resilience packs introduced have been useful for introducing different resilience skills and mind sets. Class teachers used activities as a springboard for developing their own approaches tailored towards the needs of their classes.</li> <li>• PASS data shows that almost all of our new pupils feel happy and settled at school and view themselves as successful learners, equipped with the skills they need to solve problems, etc.</li> <li>• PASS data has helped us to identify a small number of pupils who require further support to feel happy and settled at school and/or to develop greater confidence in their own learning skills. Targeted monitoring/interventions put in place and ongoing where required.</li> <li>• Feedback from parents re the mental wellness sessions indicated that all parents who responded found the information useful and that most parents have put at least one suggested strategy in place to support their child.</li> <li>• P6 pupil group shared very positive feedback on ‘Resilient Kids’ programme and have been able to detail some of the strategies that they have learned and begun to implement to support with anxiety, conflict, anger, etc...</li> <li>• Staff trained in ‘Scotland’s Mental Health First Aid’ (SMHFA) have expressed that they have a better understanding of issues affecting children and young people and feel more confident to intervene and have conversations, as appropriate.</li> <li>• Up to date information re: Positive Relationships and Anti-bullying, Wellbeing App, reporting and recording of child protection and staged intervention paperwork, etc shared.</li> <li>• Responses from positive relationships and anti-bullying survey collated and used to inform redraft of RPS ‘Positive Relationships and Anti-bullying Charter’.</li> <li>• New resources from RSHP Scotland website have been used to enhance RSHP curriculum at different stages.</li> </ul>
Next steps:	<ul style="list-style-type: none"> <li>• Continue to engage with National SHINE network to further gather and interpret HWB information nationally, locally and at school level; and where necessary implement strategies for HWB improvement.</li> <li>• Launch and implement the food skills progression planner from Nursery to P7. Share skills progression planners with parents, along with links to suggested recipes, etc...</li> <li>• Further develop mental wellness focus within Riverside to include greater emphasis on staff mental wellness.</li> </ul>

	<ul style="list-style-type: none"> <li>• Support the development of mental wellness focus within the learning community, continuing to work with other partners including youth development, Active Stirling, etc...</li> <li>• Implement new role of Mental Wellness Champion within school community.</li> <li>• Train Mental Wellness Champion in 'Roots of Empathy' course and implement with one year group.</li> <li>• Participate in National HWB census from P5-P7 and implement improvement strategies in HWB areas as highlighted by the data.</li> <li>• Train next groups of staff in 'Scotland's Mental Health First Aid' (SMHFA), with an aim to training all staff.</li> <li>• Senior Sevens to plan and present content on Children's Rights as part of House Meetings and assemblies next session.</li> <li>• Look for ways to embed recognising and realising children's rights as part of wider activities, e.g., introduction of new positive relationships and anti-bullying policy, ECO link with Malawi school, etc.</li> <li>• Self-checks from Recognising and Realising Children's toolkit to be completed as a starter activity early in session 2019 – 2020.</li> <li>• Acting DHT to continue to engage with 'Primary Safeguarding Network' and attend meetings regularly.</li> <li>• Gather pupils views on Positive Relationships and Anti-bullying from P5-7 using online survey, as part of whole school community context at start of session 2019 – 20.</li> <li>• Continue to make use of RSHP Scotland website and keep up to date with new national framework/guidance. Adapt our school stage overviews and information shared with parents in line with national guidance.</li> </ul>
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<b>School Priority:</b> Improvement in employability skills and sustained, positive destinations.	
<p><b>National Improvement Framework Priority</b> Improvement in employability skills and sustained, positive destinations.</p> <p><b>Key drivers for improvement</b> Assessment of children's progress School leadership</p>	<p><b>HGIOS4 Quality Indicators &amp; HGIOELC</b> 2.2 Curriculum 3.3 Increasing creativity and employability</p> <p><b>Integrated Children's Services Plan Outcomes</b> Health and wellbeing outcomes are improved for children and young people.</p>
<b>Progress:</b>	<ul style="list-style-type: none"> <li>• All new staff were made familiar with the skills for work progression planners and how it can be implemented in class and recorded in planning folders, through workshops at the start of the session and through modelling of the L&amp;T by a DHT.</li> <li>• All staff were provided with an ILR appropriate to their stage to support the tracking and progression of each individual child's skills.</li> <li>• Teachers have taught children about a variety of vocations available to them after they leave school and the pathways which lead to employment, through regular visits in the local area and visitors to the classroom.</li> </ul>

	<ul style="list-style-type: none"> <li>• A mini world of work week was held in June to ensure all classes had received a consistent number of visitors from a variety of work places.</li> <li>• There have continued to be more opportunities for creativity, problem solving and building resilience through Loose Parts play in the playground and for P1-3 during class time.</li> <li>• Riverside celebrated the Year of the Young People by hosting an event in school which showcased the children’s skills and talents to the community. This involved the children in Primary 7, “Community Skills Swap”.</li> <li>• A more play based curriculum has begun to be developed in Primary 1-3.</li> <li>• Information on the benefits of play was shared with parents at the P1 workshops.</li> <li>• A sketch note was completed on Play at Riverside to share with parents and staff. This is also displayed within classrooms.</li> <li>• A daily plan of how play will be incorporated into the Primary 1 &amp; 2 day was created.</li> <li>• A play observation/assessment sheet was created to be used during play to record learning and skills being developed.</li> <li>• A Garden Morning was held to develop the P1 outdoor play space.</li> <li>• A play policy and rationale for play was written.</li> <li>• A focus week was held which focussed on play based learning and its link to HWB for the whole school.</li> </ul>
<p>Impact:</p>	<ul style="list-style-type: none"> <li>• All staff felt more confident in planning, delivering and assessing the children’s skills through challenges to their class.</li> <li>• Teacher’s have been able to track each child’s progression and been better able to share this information with parents. The ILR will also support transition to a new stage and teacher.</li> <li>• After receiving visitors and visiting places of work throughout the year, children are more aware of the various job opportunities for the future and can talk about these to adults.</li> <li>• Children were aware of their skills and talents and were very proud to show them off to the local community.</li> <li>• Children have had further opportunities to be creative and learn certain key skills through “play” and out with the classroom in different settings.</li> <li>• Parents and infant staff have a greater understanding of the importance and benefits of play in the early years. <ul style="list-style-type: none"> <li>- Children’s wellbeing and happiness in school has been improved as a result of more play based learning.</li> </ul> </li> <li>• There is a consistent approach across the stages to how and when play is incorporated into each day.</li> <li>• Staff are becoming more skilled at being able to identify key learning taking place and from that recognize further learning opportunities and next steps.</li> <li>• The play space is more motivating, inspiring and has open ended resources for the children to access outdoors.</li> <li>• Staff and parents have a better understanding of why play is important in the early years and what this looks like across our school.</li> <li>• Upper school staff have a better understanding of play and are incorporating aspects of this to improve children’s mental wellbeing.</li> </ul>

<p>Next steps:</p>	<ul style="list-style-type: none"> <li>• Make links for each Senior Sevens group to different businesses/work places in our community so that the children understand the purpose and relevance of the skills that they are learning.</li> <li>• Explore gender and gender stereotyping with staff and children.</li> <li>• Continue to develop the outdoor play space for the infants.</li> <li>• Develop an indoor play space for Primary 1 that allows for more “messy play”, construction and STEM activities.</li> <li>• Continue to develop infant staff skills around extending children’s learning through play.</li> <li>• Look at “Golden Time” and how it is used for free play across the school.</li> <li>• Implement Design Thinking Process of skills development through Project Based Learning challenges.</li> </ul>
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**Progress and impact of Pupil Equity Fund:**

In February 2018, we received notification of additional funding of £73,200 from Scottish Government to target closing the poverty related attainment gap. Following consultation with pupils, parents and staff we plan to use this money for the following:

- Family Link worker
- SLA – Fresh Start
- SLA – RWInc/Nurture
- SLA – Step Programme
- Outdoor play resources
- EAL Family teaching
- 1FTE ECE – P1 stage

The evidence of our 2018-2019 Pupil Equity fund is clearly evidenced in the targeted interventions listed above in this Standards and Quality Report in Literacy (Fresh Start, RWInc, STEP and 1FTE ECE) and in HWB (Family Link Worker, SLA Nurture, outdoor play resources and EAL family teaching sessions).

**Wider achievements:**

- John Swinney, Deputy First Minister, visited Riverside to see teacher empowerment in action. He has since used Riverside as an example when talking about excellent practice in Scottish school.
- SLT collected the GTCS Excellence in Professional Learning Award on behalf of the school community in September.

- P7 Rotary Quiz team got through to the Semi Finals at Stirling University, having gained 1<sup>st</sup> place in the first round.
- Riverside was awarded £5,777 through the Scottish Library Improvement Fund to set up 'Riverside's Digital Readers'.
- Our imagination Station has had a successful first year with the space being used to support STEM and creativity.
- We have received a date for validation for the Digital School Award.
- Six P4-6 pupils achieved a certificate through Youth Scotland for the Hi5 award.
- Riverside has started to build wider links with youth development and Active Stirling to support pupil mental wellness and has inspired the improvement agenda at cluster level for next session.
- Riverside PS underwent a successful VSE visit from the local authority.

Please read some of comments we have received from pupils, parents, stakeholders, staff:

#### **Children:**

Riverside is a very kind school. It has helped me to develop my learning and the teachers are super role models of the school values. *Anoosh Fatemi, P4*

Riverside Primary School is a really nice school with a lot of nice class teachers. If you are sad teachers and staff will check on you and make you feel better. *Olivia Dixon & Jessica Aitken, P4*

I like that Riverside gives me lots of fun things to do, like the Hi5 award. Everyone is really kind to me too and that feels good. *Lee Inness, P5*

#### **Parents:**

We have found the school very supportive, and proactive, in addressing and helping with issues affecting our child. Their swift actions, sensitivity and empathy have helped us through a challenging time as a family. Riverside is exemplary in its approach to mental health in children and families, and we feel, as parents, incredibly fortunate to be part of this school community. *Dr Valentine Bold, Parent of P6 & P7 pupils*

#### **Staff:**

I find that Riverside is a very inclusive school and I love how much hard work goes into supporting all children, especially those with social and emotional needs.

*Mrs Henry, Class Teacher*

Riverside Primary School is a fantastic school and a great place to work. I have been given so many opportunities to develop as a practitioner and a leader. *Miss MacDonald, Class Teacher*

#### **Partner Agency:**

I have worked in partnership with Riverside Primary School as a professional wrestler for WWE and as a CrossFit coach with CrossFit Forth Valley. RPS welcomed me and made me feel like I was part of their team. Everyone who I have worked with has been friendly and forthcoming. The

partnerships that have been developed have had a positive impact on the children but I feel I have also benefited from them too.

*Alan Niddrie, Forth Valley CrossFit & WWE Wrestling*

## Capacity for Continuous improvement

The statements below are taken from our recent VSE summary - with a particular focus on 2.3 and 3.2. Next steps for 1.3 and 3.1 come from our HMIE report and other school priorities.

Quality Indicator	Key strengths	Areas for improvement
1.3 Leadership of change	<p>Highly motivated staff who show a commitment to children and whole school improvement.</p> <p>Children have opportunities to lead on learning through a range of groups. For example, the senior learners with responsibility for Rocking Readers spoke enthusiastically about the role they play in developing reading enjoyment across the school.</p> <p>There are good opportunities across first and second level for children to take on leadership roles within the school. There are a number of school improvement groups through which children participate in school improvement.</p> <p>Staff across the school lead a number of focused and whole school interventions to improve the learning experience of every child.</p> <p>Staff at Riverside are motivated and self-reflective. Through participation in self-evaluation all staff are aware of what the school priorities are and their role in ensuring goals are met.</p> <p>All staff speak positively about the opportunities they have to drive forward positive change in their class and across the school. Senior leaders also speak positively about the role they play in their school.</p>	<p>Continue to use practitioner enquiry as a driver to improve outcomes for learners.</p> <p>Coach and mentor staff on the Lead Next programme.</p>
2.3 Learning, teaching and assessment	<p>Almost all children across the primary school are motivated and engaged in their learning.</p>	<p>Clarity on the purpose of data and assessment with the rationalisation of data. Staff should</p>

	<p>In most lessons children are aware of the intended learning and how they will be able to judge how well they have learned.</p> <p>Teachers used skilled questioning and challenge to support learning and identify future plans.</p> <p>There are a variety of assessment records used to record and track learners progress.</p> <p>Teaching staff and senior pupils talk positively about the use of Independent Learning Records (ILRs). The ILRs detail progress and plan next steps in Literacy. Numeracy and HWB.</p> <p>Moderation activities at school and learning community level are increasing the confidence of staff to make judgements about the attainment of levels. Staff analyse the results of assessment including SNSA and PASS to plan.</p>	<p>consider working collaboratively to review the planning and assessment process to avoid duplication.</p> <p>Revisit core principles of effective learning and teaching to ensure consistency of high quality learning and teaching.</p> <p>Ensure that the quality of language used in learning intentions focus on the intended learning to be undertaken, rather than the activity.</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>There is a strong culture of inclusion evident across the school. Children, staff and parents speak with pride and positivity about the school.</p> <p>Culture of inclusion and support evident in all staff and children.</p> <p>Wide range of appropriate interventions to meet the needs of a range of children.</p> <p>Staff have a good understanding of the principles of nurture with supportive and nurturing relationships evident between children and adults as well as between children.</p>	<p>Link the SHANARRI indicators to the Rights of the Child, as part of creating our holistic picture for each child.</p> <p>Employ a Mental Wellness Champion to support targeted children and families.</p>
<p>3.2 Raising attainment and achievement</p>	<p>The school are currently developing their approach to using the outdoors as a stimulus for learning. There are lots of opportunities for independent play using loose parts and a range of natural resources. This is developing creativity, problem solving and team working skills amongst children.</p>	<p>Create opportunities for all staff to be more involved in quality assurance processes.</p> <p>There are layers of data which should be</p>

	<p>There are good processes in place to track and record learner progress and participation.</p> <p>A wide range of established partnerships support achievement and attainment in the school. For example, Active Stirling support a number of lunch and after school clubs. Participation in physical activity clubs is tracked and further opportunities offered where there are identified gaps.</p> <p>The school have clear quality assurance procedures in place which include class visits, analysis of pupil's work and forward planning professional dialogue. Alongside this, SLT meet regularly with class teachers focusing on attainment and learner participation.</p> <p>Staff use the results of assessments to identify gaps in learning and plan appropriate interventions for groups and individuals.</p> <p>Children feel they have a voice within school priorities and in their learning. Learner participation is a key strength within the school.</p> <p>Wider achievement is celebrated for all children. Parents are encouraged to be involved in this by sharing their child's success regularly with the class teacher. Teachers then analyse wider achievement to provide opportunities for those children who do not experience success out with school.</p>	<p>rationalised to ensure clear purpose and clarity of use. SLT and staff should consider the purpose of each assessment.</p>
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**Evaluation of school's capacity for continuous improvement:**

The school uses rigorous self-evaluation to identify its strengths and areas for development. Through robust analysis of attainment data and information gathered from self-evaluation processes, including School Improvement Partnerships and Validated Self- Evaluation visits, the school demonstrates that it can plan for continuous improvement.

**Key priorities for improvement planning 2018-2019:**

*Impact statements taken from our SIP 2019-2020:*

- To improve the learning and teaching of technical accuracy within literacy
- To improve the learning and teaching of literacy and numeracy
- To improve attainment for learners in literacy and numeracy
- To ensure families are involved and supported in developing real life literacy and numeracy skills
- To raise attainment for targeted children through interventions which address their individual barriers to learning
- To provide regular opportunities for parental engagement sessions to build on the positive links between home and school
- To ensure consistent and progressive learning pathways in HWB, with a particular focus on Food Technology
- To improve HWB for targeted children in order to enhance their school experience and address individual barriers to learning
- To carefully track and support the mental wellness of our pupils and staff
- To recognise the link between fitness and a positive wellbeing for all
- To ensure skills progression planners are in place to support the learning and teaching of ICT/Technology, in line with the Benchmarks from Education Scotland
- To ensure pupils are aware of skills and are involved in understanding the link between skills and employability
- To create opportunities for children to have ambition and aspirations for the future
- To provide children with a creative space to allow them to adopt the philosophy of a Makerspace
- To create opportunities for pupils to become confident when using digital literacy to enhance learning and to recognise its place within the world of work