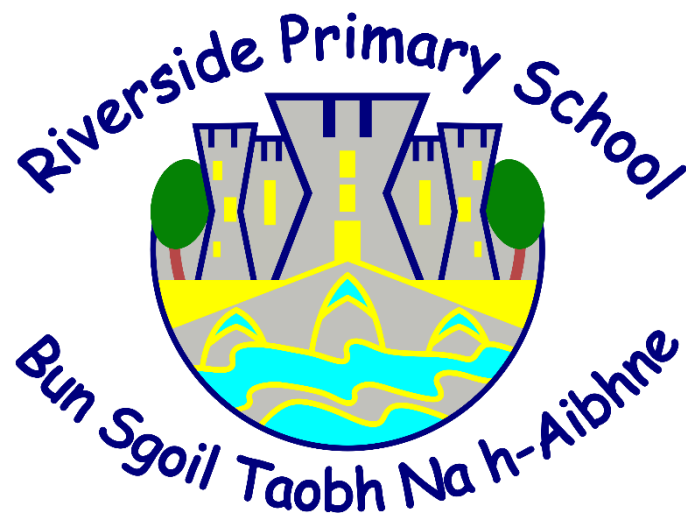


Riverside Primary School Standards and Quality Report



2024 - 2025

Introduction

Riverside Primary School Standards and Quality Report 2024-2025 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.

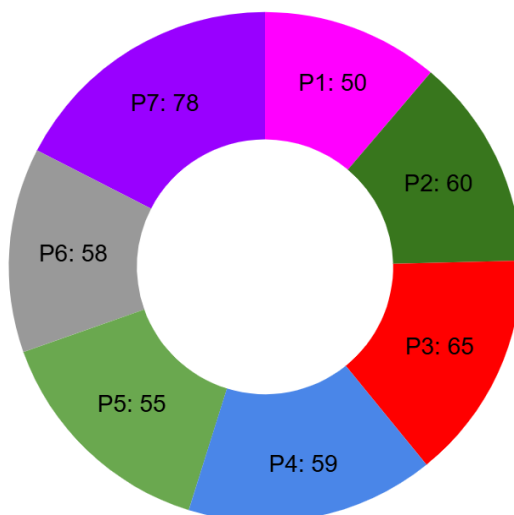
The report is based on a wide range of evidence, including analysis of pupil attainment, observations of children's learning and work. Views were also gathered from pupils and staff. Parents and the school community were consulted through feedback gathering and through our SIP meetings which involve children, staff and parents. Staff, parents and pupils have been regarded in every aspect of taking learning and teaching forward, in an environment of hope and aspiration.

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

School/Setting roll	Riverside Primary School is a non-denominational school situated in the Riverside area of Stirling. • Total School Roll including Nursery 497 • Nursery 52 • Mainstream 350 • GME 59 • Autism Provision 36 • We currently have 270 boys and 224 girls
Composition	Total 23 Classes: • Nursery Class 52 • 14 Mainstream Classes • 3 GME Classes • 6 Autism Provision Classes • Classes are located over 3 buildings on site.
Demographics (SIMD, EAL, ASN, etc)	We are located near the city centre. We currently have 9.9% English as an additional language. 187 children (41.8%) who have additional support needs are supported through staged intervention. We currently have 28.39% in quintile 1. 19% of our children are entitled to FSM. We are committed to tackling barriers, including poverty related barriers, through nurturing care and support, universal and targeted interventions and fostering a culture where all children thrive and flourish.

SCHOOL ROLL: 447



Building Our Community

This academic session began with a whole school project, Together as a Team. Every class/department (including our Autism Provision and Gaelic Medium Education) were provided with a detailed booklet which followed a 'must do, should do, could do' approach around learning experiences to support the development of community in each classroom, building empathy and understanding towards others. This would set the ethos and environment to ensure a creative child centred curriculum and provide powerful, high quality learning and teaching.

(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 which learning is always the prime focus ensuring a rich, motivating learning experience for all in a culture of initiative and collegiality. Our greatest contribution is to be sure that in every classroom there is a teacher who cares that each child learns, grows and develops to the best of his or her ability every day.

Our curriculum is broad, balanced and progressive, always driving forward through challenge and scrutiny. The curriculum we are describing recognises that there are many kinds of talent and personalities and many ways of expressing, feeling, knowing and understanding. 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.

Our new values, which were launched in August 2023, are as follows:

Vision

Bring **YOUR** best!

Values

Kindness

Acceptance

Honesty

Respect

Riverside Parent Partnership (RAPP) meets 5 times across the school year. We have been able to hold these meetings in person again this year and we are actively reaching out to new members. We welcome parents and other volunteers into our school who can 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

Standards and Quality Report

School Priority: Improvement in attainment, particularly in literacy and numeracy.	
National Improvement Framework Priority Improvement in attainment, particularly in numeracy and literacy.	HGIOS4 Quality Indicators and HGIOELC 2.3 Learning, Teaching & Assessment 3.2 Raising Attainment and Achievement
Key drivers for improvement Assessment of children's progress Performance information	Integrated Children's Services Plan Outcomes Raised attainment for all young people leading to positive, sustained destinations.
Progress:	Literacy: Our ACEL figures for Literacy, submitted in June 2025, show the following: <i>(Excluding code 98 learners on individual milestones)</i> Primary 1- 86% Primary 4 - 82% Primary 7 - 95% <i>(Including code 98 learners on individual milestones)</i> Primary 1- 78% Primary 4 - 75% Primary 7 - 86% SaLT Communication Award: We have been working on our Communication Award with Speech and Language Therapy - this will be applied for in Term 4. We have our link SaLT teacher from Stirling Council booked to deliver a collegiate session around the importance of building a quality Communication Environment at the beginning of Term 4 and have participated in this year's Voicebox Competition which celebrates the importance of Communication for all

children. This has allowed a link to 'launch' our upleveled communication environment. In Term 4 teachers will set up a Communication Environment based on Stirling Council guidelines to support all learners and particularly children with communication difficulties. Riverside will hopefully secure a silver award through the process. By ensuring our learners have access to as many consistent visuals in their environment as possible we hope that children will feel included, understand expectations, can find any required resources with ease and will make their school day more enjoyable/accessible, leading to increased participation.

Literacy for Life Networking collegiate sessions have been shared with staff. **Moderation** of writing took place in a cluster collegiate event and this provided beneficial for staff and Nicola Douglas has been working in partnership with RPS to deliver staff training sessions around the teaching of writing and its assessment.

Our new **Feedback Policy** is being used with staff using tickled pink/green for growth, feedback symbols (pedagogy symbols for infant classes), promoting a range of peer/self and teacher assessment and using assessment tools 'in the moment', leading to increased attainment.

Our **Community Library** reopened in September following a relaunch by our Primary 7 pupils. This is as a way of promoting a lifelong long love for reading within our community. It is overseen by our Principal Teacher of Literacy who worked alongside senior pupils to create toddler friendly reading experiences. Our Nursery team led storytelling and song sessions for our children which were allocated to the first part of each session.

Following our **Gold Reading Schools** re-accreditation in March 2024. This session carried on some engaging practice around promoting reading for pleasure (such as continuing Rocking Readers) ERIC in class time and having periods of reading time (for targeted pupils) with our school Therapet, Zola.

Our **PM Writing** continues to be embedded across P3-7. A 'drop in' session has been run to retrain and upskill staff around the programme (and to introduce this to new staff). All middle and upper school classes are using this weekly as their tool for writing and children enjoy the structure and repetition of the expectations. Primary 1 and 2 continue to adapt this to fit in with Read, Write, Inc. but follow the main principles of getting ready to write. A 'Daily Write' initiative has been trialled in middle school this session. CT's have reported on their findings from this to all staff and will form part of the SIP for next session.

We continue to have a **Wonderwall for Writing**. This continues to be a success with children. Staff send children with excellent examples of PM writing to our DHT to share with her class. Children chosen receive a prize and have their work displayed on the wall. This work is also copied and sent home to be shared with families.

Live Author Events have been offered to all staged through various online events such as a 'Draw Along' with Axel Scheffler for Early Years.

GME:

- Following on from last sessions progress in reading fluency by implementing the new Gaelic phonics Fios air Fuaimean scheme, we agreed it would be beneficial for the learners and staff to align our spelling programme with FairF. We agreed to evaluate the current scheme being used, agreeing it was useful but to be more streamlined with FairF. It was also noted that FairF does not cover all spelling patterns so to keep this in. We created new spelling assessments linked to the units and this will also stream line with the spelling level and FairF level to ensure consistency, progression and also to monitor attainment in Literacy. Most of the work has been completed this session ready to roll out in August 2025.
- It was highlighted in the Stirling Gaelic Language Plan to further enhance links between early years and Nursery. Over the last year we have been successful in creating further links - attending Bookbug sessions together at Central library and having weekly immersion and singing sessions together. We have also been able to work with Nursery staff on their Gaelic and planning.

Numeracy:

Our ACEL figures for Numeracy and Maths, submitted in June 2025, show the following:

Excluding code 98 learners on individual milestones: 89%

Including code 98 learners on individual milestones: 81%

- Riverside Primary participated in Maths week Scotland. The focus for this session was Maths Tales. This year to promote family engagement we worked with various parents and partners. Some classes visited the local library and explored stories related to Maths. Other classes worked with Riverside Naturally to participate in number activities at the local orchard and in school. Parents visited classes and the feedback on the event from parents, staff and children was very positive. To further encourage links with the local community P4 and their teacher organised a community number hunt in the local area. This was well received with positive feedback from families and 60 families participated in the activities. Local businesses such as the cinema and bowling club donated prizes.
- To promote positive attitudes and a growth mindset amongst the children towards Maths we established "Marvellous Maths". Each term class teachers nominate a child or children from their class who have shown a positive mindset and persistence when tackling Maths challenges or their classwork. Their work is then displayed on a display board for all to see and they are celebrated at an assembly. The impact of this was seen during our VSE when all children who were spoken to were able to speak positively and confidently about their experiences in Maths. Teachers are also reporting seeing an improvement in children's attitudes towards Maths and their learning.

	• Maths vocabulary has now been added to Maths planners to support learning and teaching and the explicit teaching of vocabulary during Maths lessons. This work has been completed this term and it will be introduced to staff prior to the summer holidays for it to be implemented fully in August. • Number Talks have been introduced due to us recognising that the children across the school were not having regular opportunities to solve problems, reason and share their strategies. A lot of evidence suggests that this method supports many learners in developing their core numeracy skills. It was identified that children at Early level were confident but this confidence for some children was decreasing as they moved through First level. Through speaking to the local authority Maths lead we were able to identify another school using Number Talks to address this issue. It was agreed that P2 staff would be the first to take on and try Number Talks. Eilidh Mongan (P2 teacher) visited Bridge of Allan Primary and the PT also came and led a session with staff. Number Talks has had a positive impact in P2 as seen during class observations. The feedback from the children has been really positive and both teachers feel that it has hugely benefited the children's learning of core numeracy skills. Staff will now engage in further training led by DHT, PT and CT around using Number Talks and this will be fully implemented across the school in August. • Family engagement - from the initial questionnaire, families wanted more opportunities to come into school and engage in Maths activities, which would help them to support their children at home. As a school we held a whole school shared learning afternoon. The focus was on using games, in particular a pack of playing cards to support numeracy skills at home. This was following the high attendance at and positive feedback from the P3 shared learning event in May 24. Teachers were shown games they could play in their class and then they taught their children. Parents were invited in and the children taught the card games to them. Parents were then provided with a pack of playing cards per family, along with a QR code linked to a SWAY presentation showing them how to use different games to support Maths skills at home. 91% of the parents said that they would access this and play the games at home. The event was very well attended with 68% of parents attending. Feedback following the event was sought from parents via a Google Form and this too was positive with 98% of parents reporting that they had enjoyed the event and found it useful. 73% of parents felt that they now had a better knowledge of ways that they could help their child/ren at home. 18% of parents felt that there are other ways that they can be supported and this will be put into next session's plans.
Impact:	Literacy: SaLT Communication Award: By ensuring our learners have access to as many consistent visuals in their environment as possible we hope that children will feel included, understand expectations, can find any required resources with ease and will make their school day more enjoyable/accessible. SLA's already have visuals being

prepared for lanyard use in the playground to enable communication with all learners and infant classes have been provided with the visual banner (created by our provision staff to be displayed around school communal areas) to display in classrooms.

The **Literacy for Life Network** training that our PT was part of in the previous session was informative so this has been shared with all staff. This has supported further understanding of T&L for our staff and has promoted consistency across the cluster. Nicola Douglas delivered various collegiate sessions around the **moderation** of writing and helped highlight the importance of assessing limited criteria for each piece of writing. Staff are more aware of realistic expectations of learners and therefore will use a 'fairer' judgement of writing which is further in line with the other schools in our authority.

The **Writing Feedback Policy** was worked on in collaboration first with PTs then with all staff at In Set. The staff have worked together to create a policy which works for Riverside and our learners. We have decided to take on a variety of approaches but with particular focus on feedback 'in the moment'. This is a result of current theoretical findings. The Feedback Policy states different symbols that staff will utilise to allow consistency across the school. Learners will begin using the symbols/feedback approaches from P1 so that they are very familiar with these as they progress through the school. We have implemented a 'Riverside Learner'. This involved teaching all children about a different skill for learning for a period of 7 weeks. Children have been more proactive and reflective in their conversations with SLT/visiting HTs during class observations and have been able to discuss the skills they have been learning about.

Our **Community Library** sessions have had an even bigger uptake this year with the Community Library running earlier than in previous years due to high demand from our community! This group has been advertised on our social media platforms and there has been 100% attendance, within differing numbers, each week since it started. Targeted P7 children help organise and run this group weekly. A local childminder and previous parent of the school has been effective in 'spreading the word' around our community and this has also helped to increase the number of attendees. Children from Riverside nursery attend this group as do toddlers from the area and so parents have commented that it continues to be a good transitional link.

PM Writing continues to provide a consistent approach to teaching writing and allows our learners to reinforce the basic skills in their writing whilst being challenged. Teachers understand that it is a tool for writing but to fully engage learners teachers should use creative approaches to implement the programme and so some have begun adding their own 'flair' with the programme.. CTs trialling 'Daily Write' have found that implementing daily writing in two Primary 4 classes through short, focused bursts using engaging photo stimuli has had a positive impact on learners' independence, skills, and overall engagement with writing. By embedding the Tools for Writing as outlined by Curriculum for Excellence—such as punctuation, sentence structure, openers, connectives, and vocabulary—each four-week block targets a specific tool, allowing learners to build their skills in a structured yet creative way. This consistent practice has encouraged

children to take ownership of their writing, explore language freely, and apply technical elements with growing confidence. The daily success criteria ensure clear focus, while the freedom of choice in content maintains motivation and enthusiasm, helping to develop capable, independent writers. This approach has been used alongside PM writing. Daily Write has been a focussed learning period to 'hone in' on skills for writing and then teachers have reengaged with PM writing to focus on writing structure. This has meant that momentum with PM writing and engagement has been maintained and all bases for writing have been covered. SLT have monitored the attainment in writing, comparing the moderation samples from previous years.

Our **Writing Wall** remains seen as a big achievement for our learners. Children are working hard to have their work displayed on the wall. However, to maintain momentum for new nominations for the wall this should be revisited next session to revamp, re-engage and remind staff so that writing can be updated frequently to the wall and motivation is maintained for our children.

Live Author Events continue to engage and motivate learners and promote a love of literature. **New reading materials** have been purchased for classes and as sharing resources - particularly non fiction texts. This has allowed children further access to modern and contemporary reading materials. Football stories etc, have been purchased to re engage reluctant readers. Classes have all been given a new Guinness World Record text which is proving engaging for boys especially.

GME:

- The impact with links to nursery, are children becoming more fluent in the language in the pre-school year and gaining familiarity with the Gaelic immersion environment. The younger learners hear fluent Gaelic in an immersive environment and have the opportunity to hear the older children converse in the language. The linked class visits have also enabled us to attract possible new P1 entrants that hadn't thought about Gaelic as they enjoy the Gaelic singing sessions and events. It also benefits transition as children are getting to know each other early on.
- Full impact on the spelling will be more evident next year but already feedback from teachers with regards to the spelling assessment has been useful as the previous spelling assessment was not fit for purpose but this new one is more flexible, can be carried out in less time but still with consistent assessment information for tracking and monitoring. It also still allows to identify any gaps and target support in spelling and/or phonics if and when required by learners throughout the year and stages. It is consistent for all teachers and pupils.

Numeracy:

- The focussed improvements in learning and teaching in Maths have led staff to report that they now feel more confident in delivering effective learning and teaching in Maths. This is evidenced through discussion with staff and in Google Form feedback.

	- Staff commented positively on feeling that they have a clearer idea of what effective learning and teaching in Maths looks like and how current improvements link to this. - Attainment in Maths is now at 80% - Most children across the school can describe the importance of learning Maths skills. They are able to describe how these link to their life outside of school and also to the wider world of work. They are positive about Maths and they can describe the importance of a growth mindset and perseverance when tackling Maths challenges. - Family engagement has improved this session with a high percentage of parents attending the workshop. Feedback was positive and feedback from parents regarding further support will be used to plan family support next session 25/26.
Next Steps:	Literacy: - Continue to engage with Feedback Policy - ensuring this stays consistent across the school using feedback codes. - Implement the Daily Write across all stages. Revamp Writing Wall - re-engage staff to update the wall regularly so that children continue to be motivated to produce quality writing. - Promote Reading for Enjoyment across the school with PT and DHT engaging in CLPL to develop/build a 'lifelong love of reading' for all. GME: - Embed the new spelling word lists and assessments in the 205-26 session and track the impact and if it raises attainment. - Look at the planning format for GME with an enhancement on tracking and monitoring Talking and Listening in GME. Numeracy: - Fully embed Number Talks. - Look at how real life contexts can be used in learning, teaching & assessment through high quality assessments. - Create links to short videos for parents to support them in helping their child at home. - Introduce Maths assessments linked to real life, relevant contexts. - Create a progressive plan for financial education across the whole school.

School Priority: Closing the attainment gap between the most and least disadvantaged children.

National Improvement Framework Priority
Closing the attainment gap between the most and least disadvantaged children.

HGIOS4 Quality Indicators and HGIOELC
1.2 Leadership for Learning
3.2 Raising Attainment and Achievement

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
Progress:	Dyslexia Celebration Family Engagement When looking at family engagement we wanted to look at ways of maximising attendance at school events in a way that was meaningful and supportive for all. We focused on Dyslexia as a key area to target and what support we can offer to our learners and families. We involved the children in the planning and delivery of these sessions, ensuring that they were at the heart of our plans. This was something that was highly effective in maximising attendance. In addition this was also a great opportunity to build a positive and supportive community for our children and families around dyslexia. From Primary 4-7 only two pupils asked not to be involved in the event directly but were happy to take part in the group activity with the other children. This event was delivered as a showcase with key stations set up to promote dyslexia friendly games / apps and school supports that could also be transferred into the home. We invited Dyslexia Scotland along who were able to make great connections with families looking for some external advice. Autism Provision: AAC - We have been unable to access iPads to support the use of the new Proloquo2go app but continue to find other ways to support communication and regulation. Tracking & Monitoring Toolkit - A working group has been set up at authority level through the principal teacher network to find a 'toolkit' that would better reflect the changing profile of the learners who attend specialist provisions while celebrating small steps in progress and indeed other life skill development. Parental Engagement - This continues to be on a one to one basis within the school setting. Seesaw provides a well liked communication link between home and school both as groups and individuals. A number of parents have engaged with the family support worker on a one to one basis to support behaviour issues at home and group events to share information and advice. Colourful Semantics Our Primary 3 teaching staff engaged in some collegiate sessions around the use of Colourful Semantics with our Speech and Language Therapist. The teachers found this extremely useful and were keen to integrate it into their classroom practice within literacy. Although this was initially introduced for key learners, teachers felt that the whole class were benefiting from the approach. Supporting Attendance: Our Accelerated Learning Teacher and Mental Wellness Supporter attended an authority development session on supporting attendance and how to work effectively with families. This is a key priority for the next session but it is something that we have started to look at in the final term. Our long term aim is that children will feel that there are spaces where they feel safe and experience a sense of belonging in school. We also want children and their families to feel supported in overcoming anxiety over the transition between home and school. Our two staff members will be using the Attendance Toolkit and Self-evaluation

to identify the school's strengths and next steps in supporting attendance. We will also involve outside agencies in supporting families with attendance where appropriate.

The Promise:

This year our work around The Promise has been in line with Family Engagement and working with families on an individual basis. Our Mental Wellness Champion has been an integral part of that support and has been able to link in with families to support the child. We recognised that the needs of our families are all very different and therefore the support must be tailored to reflect that. We had hoped to apply for The Promise accreditation, however, this will take a main priority for next year as we hope to build this into our supporting attendance theme.

Junior Duke:

This year we moved over to the Junior Duke Award from our previously successful John Muir Award. Pupils were initially selected for this group through the staged intervention and tracking and monitoring process - our initial group included 21 individuals. This was rolled out and supported by our Mental Wellness Champion but a real focus was on the families and using this as a key tool for communication. Each achievement was celebrated within school and signed off by our lead member of staff.

CIRCLE Framework:

This session we have continued to further embed the CIRCLE Framework to support inclusive learning and collaborative working. Inclusive classroom practice supports and secures improved achievement and attainment for all children. Introducing the use of CIRCLE Learner Participation Scales, the CIRCLE Learner Participation Scale (CPS) is a tool within the CIRCLE Framework used to assess and improve learner participation in school life. It helps identify both strengths and areas needing development by examining the physical and social environments, structures and routines, motivation, and skills of the learner. The CPS focuses on a learner's ability to participate in various aspects of school life, such as attending school, communicating, accessing curriculum, following routines, and completing tasks.

Feedback Policy:

Through collaborative learning at middle leadership level, this session we developed and launched a new Feedback Policy focusing on driving consistency and learner agency in their next steps learning. Riverside Primary recognises the importance of feedback as part of the learning and teaching cycle, we aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written feedback marking, and of the powerful research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and practitioner enquiry model for improvement. We believe that the process of marking and offering incisive feedback should be provided 'in the moment', it is a dialogue that takes place between teacher/SLA and learner, ideally while the learning is still being completed. This supports learning being an active, rather than passive experience. As feedback is presented at a timely and relevant moment, learners can absorb or act on it then and there. Immediate feedback improves learner confidence, self-awareness and

	enthusiasm for learning, which leads to increased motivation and raised attainment.
Impact:	Dyslexia Celebration Family Engagement This event was extremely successful in terms of maximising family engagement, with attendance at 90% of those invited along on the night. In addition to this, we also have a high level of children who wanted to lead the event and gave up a considerable amount of their time to share something that was really important to them. Of those that attended, 85% of those families completed our feedback questionnaire. The comments were all very positive around the fact that the children had led the event and that it helped to promote positivity around dyslexia. Parents also commented that it gave them an opportunity to learn more about dyslexia and what support they can add at home to ensure that their child has consistency through learning. This event really helped to break down barriers for our children with dyslexia and has meant that we now have a positive community of children who will openly discuss this with each other, and those in their classes. The staff turnout for this event was also testament to how well informed our teachers are when teaching a child with dyslexia and this was a very powerful message for our families. Autism Provision: AAC - We currently have ten children in the provision who use an iPad with some kind of app to support their communication. We have a further thirteen children who have little to no verbal communication. Using the iPad for communication school and families have noticed some children beginning to attempt to form words and for the children who don't yet have an iPad they have noticed non-speaking children notice and try to use the devices. We use lower tech communication devices and this has worked to support children to communicate when they are non-speaking or indeed if they are dysregulated and not able to use their full skill level. Tracking & Monitoring Toolkit - We continue to work with partners in authority to try to develop a framework for tracking and monitoring which can reflect the progress in all areas of our children including life skills. Parental Engagement - The parent group have built relationships between themselves, particularly the parents of children who are collected from school at the end of the day. There is an increasing number of parents of our younger children who work when their children are at school and find it difficult to attend events throughout the school day. We will consult with our new intake of parents in the new session. Colourful Semantics: The teacher that took part in the Colourful Semantics training felt that this was very beneficial to their own professional learning and that they had noticed a significant impact on key areas within literacy for their learners. Our Speech and Language Therapist also commented during TAC meetings about the progress that key children had made by using this. Supporting Attendance: Although this is a key priority for the next session, we felt that it was important to document the impact of this in the short term. Our two members of staff have each identified a family to work with and relationships have been successfully

	established. Our studio has been used to support children transition between home and school in the mornings and provides a supportive space during the school day. We have Improved staff knowledge on assessing barriers to attendance and planning support to overcome these which had resulted in better informed and targeted support for the pilot group. Our self-evaluation has identified strengths and next steps for school which will improve planning for the next session. We have already recognised improved attendance for children supported by the Studio. Finally, our families referred to Parent and Family Support and Triple P programme felt more confident in helping their children to overcome anxiety before school, supporting improved attendance. The Promise: Our relationships with key families have developed further and we have a constant line of communication for those that need it. Our Mental Wellness Champion supported one family in the delivery of sensitive information and worked with them to ensure that the child was supported. Families share that they feel listened to and that they know help will always be offered. Junior Duke: This programme became such a success so quickly that we opened this up to others as a way of completing this independently with their families. Over the course of the year we now have over 130 children signed up to this programme. Each year group have an allocated adult who will support their progress before it goes for sign off. Parents have been extremely positive about this and feel that it is a great way for them to be involved in their child's learning. CIRCLE Framework: The whole school use of this framework has enabled us to provide targeted personalised support at all levels, raising attainment through increased learner participation in all aspects of the curriculum, mainly literacy and numeracy attainment. 81% in Literacy and 79% in Numeracy, including code 98 learners. Feedback Policy: All classes have delivered explicit learning strategies, actively taught, creating a consistency of feedback language throughout the school. We bring together the characteristics of a capable (visible) lifelong learner, demonstrating growth mind-set, challenge and learning dispositions into an aspiration for all Riverside learners through the "Riverside Learner" visual.
Next steps:	Dyslexia Celebration Family Engagement: Through feedback from this event, it was clear to see that this type of event made an impact on those involved. It is crucial that we now keep this network alive and ensure that dyslexia is something that is recognised and celebrated within each classroom. We will work with a target group of pupils to put together a 'Dyslexia Toolkit' for each classroom to ensure that there is consistency for all, regardless of what class they are in. We will also now look to run these showcase events for other key areas and will listen to our school community as to how best to direct this. Autism Provision:

- AAC - Continue to seek the purchase of iPads to support proloquo2go for our children.
- Tracking & Monitoring Toolkit - Engage with working group and authority partners to produce a relevant, workable toolkit for tracking and monitoring.
- Parental Engagement - New consultation with parents in the new session of how we can best support parental engagement.

Colourful Semantics:

- Ensure that Colourful Semantics acts as a key part of the Primary 3 transition handover and that there is an opportunity for new staff to be trained in this.

Supporting Attendance:

- Plan targeted interventions to support key children and their families.
- Identify ways to support individuals with engagement whilst in school as well as school attendance.
- Share knowledge and skills of supporting attendance with a wider staff body and school community to promote the whole school approach through workshops, events or assemblies.
- Review and update school attendance policies.

The Promise:

- Continue to work closely with families and apply for The Promise accreditation to reflect our ongoing commitment.

Junior Duke:

- Continue to offer this programme and ensure that key children are targeted. It would be great to celebrate children as they move through the levels.

CIRCLE Framework:

Continue to embed the use of the CIRCLE framework in all classes as a strategy for creating a more inclusive and responsive learning environment:

- C – Collaborative Learning
- I – Inquiry-Based Learning
- R – Real-World Connections
- C – Critical Thinking
- L – Learner-Centered Instruction
- E – Equity and Inclusion

Next session we will use the framework to support project based learning through real world connections. This will support Riverside Primary create an environment that values learner agency, inclusivity, and critical thinking.

Feedback Policy:

Next session we are further developing the Riverside Learner and individualised learner achievement and progress through individual learner progressions and Riverside Learner afternoons.

School Priority: Improvement in children and young people's health and wellbeing.

National Improvement Framework Priority Improvement in children and young people's health and wellbeing.	HGIOS4 Quality Indicators and HGIOELC 2.3 Learning, teaching and assessment 3.1 Improving/Ensuring wellbeing, equality and inclusion
Key drivers for improvement Assessment of children's progress School Improvement	Integrated Children's Services Plan Outcomes Health and wellbeing outcomes are improved for children and young people
Progress:	Whole School Project: In August, we welcomed our staff and pupils back with a whole school project around the theme of 'Together as a TEAM'. Staff were all given a stage appropriate booklet which included 'must do, should do, could do' activities which would aim to support a team approach to our individual classes and as a whole school. The start to a school year is always crucial for building positive relationships and helping children and staff to feel part of a well supported team. We created a whole school display in our entrance to encompass the importance of us as one big team and this is referred to regularly during classroom discussions and assemblies. During this time we also invited families along to a presentation from SLT and a Meet the Teacher event within classes. This really helped to bring families into our 'team' and supported our positive relationships with all. Lacrosse: A key focus for us this year was to upskill the teaching staff and develop their confidence in teaching lacrosse. We created a bank of resources with teaching plans, activities and an overview of the basic skills of teaching lacrosse. We made these resources easily accessible for all staff and delivered training on lacrosse to all teaching staff in a collegiate session. Staff report a higher level of confidence in delivering lacrosse. As a result, most classes have delivered a block of lacrosse in PE. The classes who have had this opportunity have a positive outlook on lacrosse. More than 50% of learners in P5-7 have voluntarily engaged with a lunch time lacrosse club. All children who attended this are noting it as one of their achievements and skills they are most proud of learning or developing this year. Many learners quoted lacrosse as their favourite part of school this year on their end of year reports. Our P7 lacrosse group have supported PE lessons to introduce lacrosse and have also provided small group teaching. Riverside attended and competed in both council wide and national lacrosse competitions - becoming Scottish Lacrosse Champions for 2025. Lunchtime Clubs: Riverside Primary have participated in dance festivals, athletics festivals, cross county events, tennis festival, track and field and football tournaments. All year groups have been given opportunities to participate in an in school activity or an external festival. Many of our learners have since gone on to participate further in their chosen sport. The opportunities the children have been given have impacted very positively on them. Many have shown increased engagement in class, improvement in peer and adult relationships. Many have highlighted it has been the best

	opportunity for them and that their families also have improved engagement in them attending. We have continued to build strong relationships and links with Active Stirling and external clubs, who come into school to support our learners and in particular our more vulnerable learners. We have strong links with the S5 young leaders who have provided opportunities for many of our learners to engage with younger/ relatable adults in an environment outside the classroom. There has been an increase in teaching staff participating in running clubs this session and some have expressed they would continue to do so and look at further training to support this. Teaching staff have expressed that their learners have benefited from the external activities they have taken part in as well as the club opportunities in school. First Aid Training: One of our class teachers attended a CPD event in delivering high quality First Aid lessons for children - from early level to second. This event was highly beneficial in recognising the key areas to include in the delivery of crucial topics within the curriculum. This event also provided a whole host of resources to support learning and teaching which were age and stage appropriate. Our key staff member delivered a collegiate session for staff and was able to highlight each resource and demonstrate its use. These resources were then made readily available for all staff, as well as individual CPR booklets. Rights Respecting School Award: We have had a huge focus on Rights Respecting Schools this session. After staff evaluated the progress of the Gold Planner we concluded that we are making good progress. The RRS advisor would like to wait nearer 18 months for an official update as a Gold should take between 12/18 months so that she can fully see impact. We will wait until November/December. In the meantime we will continue Right of the Month and continue to work on Global Citizenship. This is an ideal time for right holders to familiarise themselves with their rights again and to establish in their classes the rights that they want to focus on in their class. Staff, house captains and Senior Sevens are now more confident in how to use the RRS vocabulary when talking. A key staff member will provide specific training to new house captains, pupil parliament and staff next year to embed this. We also celebrated Neurodiversity Week and explored Dignity and Respect as every child has access to their rights. This created purposeful links to pupil Voice and whole school culture. Our Principal Teacher has also been meeting regularly with the Senior Sevens and meaningful discussions of Rights and social justice within the school have highlighted equity.
Impact:	Whole School Project: Our whole school project was successful in recognising the importance of forming positive relationships and taking time to nurture these. Many teachers commented on the benefit of having those first few weeks to build

	relationships and the impact that this had on the rest of the school year. Pupils were able to talk positively about their new class and how they fitted into our whole school team. Our 'Team' display and class frames has meant that this project is visible to all throughout the full school year. Lacrosse: Riverside attended and won both the Stirling Lacrosse Championships and Scottish Lacrosse Championships. We have continued to build strong relationships with other local schools and specialists. As a result of Riverside's win at the Scottish Championships, Wallace High have asked for support to introduce lacrosse into their own teaching curriculum. Attitudes towards lacrosse in school are very positive. Our lunchtime clubs have an overwhelming uptake which is only limited by equipment. All learners who have attended extracurricular lacrosse sessions report being proud of their progress and achievements. Parents and carers of learners who are involved in lacrosse report an increase in discussion around PE and enjoyment of it as a result of their lacrosse learning. Lunchtime Clubs: All learners who have received support from small groups work, or 1 - 1, have improved engagement and relationships in school. All learners have improved opportunities to take part in active clubs and develop their wellbeing without the expense. Learners have been given opportunities to participate in tasters for sports they may not otherwise have access to know about. Many learners have been given opportunities to participate in competitive sports. All activities have enhanced the learners physical and emotional wellbeing. First Aid Training: Staff that attended our collegiate session were all very positive about the resources and how they could be used to support learning and teaching. Almost all classes have had some experience in using these resources and the feedback from the learners was positive. Staff felt confident knowing that they were teaching the children the key priorities and also being aware of crucial medical equipment in and around the school. Rights Respecting School Award: Through the work with Rights Respecting Schools, children have more knowledge of their rights and this is evident in the way that children are taking and taking part in discussions throughout the school. Our recent VSE inspection highlighted this was the case too. Pupil engagement is high and there is a shared sense of community and belonging. Children's voices are heard during Pupil Parliament, House meetings and through Senior Sevens. Children's Rights are starting to be embedded within the school and within planning IDL format. Children can exercise their rights and demonstrate taking initiative ie Anti- litter campaign and Toy Swap, this is evident from staff feedback.. A culture where children's voices are heard and valued seen in Pupil Parliament, House meetings and in classrooms. A school environment where children feel safe and cared for, this is evident through staff and pupil discussions.
Next Steps:	Whole School Project: • As we enter into our 100th year of Riverside Primary, we would like to focus our whole school project around the theme of celebration and

	bringing members of the school community into our team. We would firstlike to welcome back past staff and pupils to support us with this and we will remain focused on our key principle of relationships and values. Lacrosse: • Continue to support and encourage staff in delivering lacrosse as part of their PE. • Continue to provide extracurricular opportunities to engage with lacrosse. • Seek out opportunities for equipment to help support our further engagement with lacrosse. • Continue to seek out of school opportunities to engage with lacrosse and other settings. Lunchtime Clubs: • Continue to offer a range of clubs extending the before and after school provision. • Continue to build links with Active Stirling, young leaders and external clubs. • Improve the opportunities for staff to engage in further training in their chosen activity • Develop an activities week where parents, external agencies come into school to deliver a variety of sports. • Continue to develop the opportunities for small group/ 1-1 support for vulnerable learners First Aid Training: • Provide a refresher in August for any new staff joining Riverside and to ensure that each class are able to access this key learning at some point throughout the academic year. Rights Respecting School Award: • Fully embed RRS Language and Vocabulary • Work on Global Goals and Malawi links • Continue to develop Duty Bearers and Rights Holders awareness and knowledge of Rights. • Continue to work toward Gold Rights Respecting School and go for Gold award. • Put a section in the IDL planner for staff to document UNCRC Links • Get children involved in working groups so their views are heard within each curricular area
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School Priority: Improvement in employability skills and sustained, positive destinations.	
National Improvement Framework Priority Improvement in employability skills and sustained, positive destinations.	HGIOS4 Quality Indicators and HGIOELC 2.2 Curriculum 3.3 Increasing creativity and employability

Key drivers for improvement School leadership Assessment of children's progress	Integrated Children's Services Plan Outcomes Health and wellbeing outcomes are improved for children and young people.
Progress:	Outdoor Learning: Following a successful inset delivery of outdoor learning last session, we were keen to sustain the promotion of this within all our class. We wanted to ensure that outdoor learning was an integral part of the curriculum and not something that coincided with the better weather. We organised our resources to ensure that they were easily accessible and were open ended to ensure that they could be used for a variety of experiences and outcomes. We also shared these with staff at collegiate sessions and looked at planning lessons weekly throughout the school year. Staff were also directed to a whole host of online teaching resources to support anyone that felt that they wanted to develop their confidence in teaching outdoors. Digital Learning: A main focus for the Digital working group this year has been around Cyber Resilience and Internet Safety (CRIS) and how best to promote this with our children and families. Children participated in a range of activities during this session with a mix of external and internal resources. We wanted to ensure that positive attitudes towards CRIS were encouraged, developed and celebrated and so a Digital Wellbeing pupil group was created. We also set up a Digital Wellbeing information/celebration wall which was set up and launched to the whole school as part of CRIS assembly content. Teaching staff have shared that they now feel confident delivering lessons linked to CRIS. Our Digital working group looked at and reviewed the current planners to include key vocabulary to be taught with each concept, in addition to creating a policy to guide Digital Wellbeing going forward. This group also applied for the Digital Schools 'Wellbeing Award'. As part of the ongoing work under NIF 4, the Digital working group developed a Riverside Primary CRIS policy. Parents were invited to participate in CRIS activities and information sessions to deepen their understanding of the impact of digital technology on young people's wellbeing. Information was gathered from parents around what they would like to get out of family engagement sessions. GME: • For Family engagement we have continued to work alongside planned events as per the whole school. Parents feel included but they also get the opportunity to see Gaelic in action within these events. As an addition to Family engagement we have cultural Gaelic events where parents can be involved more specifically with Gaelic. • This year we have benefited in being involved in a number of social and cultural events both within and out with school. We were invited to take part in a Gaelic Book Club for our older pupils which was attended by several pupils. We have had a number of sporting events which a number of pupils engage in such as Shinty and Football, competing in various tournaments. This year we have been able to re-engage with the Mòd, organising and facilitating children to compete at the Aberfeldy Mòd, with a high number of children from

	P1-6 attending. Our P4-7 pupils also attended Seachdain Dun Eideann where they had a guided tour of The National Museum by a Gaelic speaker. Also, our Parent group supported us in attending Celtic Connections where P1-3 attended a concert and the P4-7 went to a different concert. P1-7G took part in World Gaelic Week also. STEM Showcase Event: We hosted a STEM open event in partnership with Education Scotland to share our journey in achieving the STEM Nation award. This was open to practitioners from across Scotland and showcased learning from a range of classes including mainstream, Gaelic medium and our Autism Provision in addition to our nursery. Pupil Parliament: This year we have launched our Pupil Parliament which has been very successful. All classes have been involved in this and pupils are given the opportunity to contribute to key issues within the school.. Learners who took part in meetings reported feeling listened to and enjoyed seeing their ideas make a difference in school. All learners who have attended Pupil Parliament meetings report feeling proud of their contributions. All learners in school are involved in house meetings. This means all learners have had the sustainable development goals explained to them and shared with them. This has been successful in allowing learners to have the opportunity to share their news and ideas on each of the goals in house meetings. All learners and staff have been updated on the progress of pupil parliament in assemblies and house meetings. Staff report a feeling of structure with the new style of house meetings, they feel there is a clear focus and these meetings are worthwhile and beneficial. Learners involved in pupil parliament are listing this as an achievement they are proud of on their end of year reports.
Impact:	Outdoor Learning: Staff have been regularly building outdoor learning into their classroom practice but this is inconsistent throughout the school. Staff have shared that the resources support outdoor learning, however, they feel that further support is needed in terms of managing the organisation of this. As a school we recognise that more needs to be done in terms of leading the change and recognising the benefits of learning outdoors, at all times in the year. Digital Learning: Through participating in a range of Cyber Resilience and Internet Safety (CRIS) activities during the session, pupils demonstrated increased awareness and understanding of how to stay safe and act responsibly online. Engagement with both internal staff and external partners enriched the learning experience and supported pupils in recognising real-world applications of cyber resilience. By encouraging, developing and celebrating positive attitudes towards CRIS, there was a noticeable improvement in pupils' confidence in discussing key topics. Through regular reinforcement and recognition of positive digital behaviours, pupils developed a stronger sense of responsibility for their own online safety and wellbeing.

The establishment of the Digital Wellbeing group empowered pupils to take on leadership roles and advocate for safe and respectful online behaviours among their peers. Pupil voice played a key role in shaping whole-school approaches to digital wellbeing.

The Digital Wellbeing wall became a focal point for showcasing pupil learning, highlighting positive examples of digital citizenship and promoting whole-school awareness of CRIS themes.

Following targeted CPD and the provision of shared resources, staff reported increased confidence and competence in delivering CRIS content, resulting in more consistent and effective teaching across all stages. Curriculum planning was strengthened through the integration of progressive, age-appropriate CRIS vocabulary and concepts. The development of a Digital Wellbeing policy provided clear guidance to support sustained, whole-school implementation. The pursuit of the Digital Schools 'Wellbeing Award' served as a catalyst for deeper reflection and improvement, helping the school to benchmark its progress and celebrate achievements in promoting digital wellbeing.

The Riverside CRIS policy was developed collaboratively and reflects the school's shared vision for digital safety and wellbeing. It ensures a cohesive, progressive approach across all levels and supports future sustainability. Parent feedback indicated increased awareness of online safety issues and greater confidence in supporting their children at home. Attendance and engagement levels reflected a strong interest in digital wellbeing. Parent input directly informed the design and delivery of family engagement sessions, ensuring content was relevant and responsive to community needs.

Family sessions fostered productive dialogue between home and school, equipping parents with practical strategies to promote safe and responsible use of digital technology at home.

GME:

- The main impact, and one which has been thoroughly enjoyed and feedback by parents are the sporting events and cultural events. These are important to children and families to see and use Gaelic out with the School environment. Children are engaged with the Gaelic language in these events and it gives them the opportunity to use their spoken Gaelic in different environments and also see others use the language too.

STEM Showcase Event:

This event supported the legacy work on STEM from last season and created a buzz around school - staff and pupils alike which has further reiterated and invigorated our passion for STEM learning. Feedback from those that attended the event was positive and demonstrated the positive steps that Riverside has taken to promote STEM.

Pupil Parliament:

Learners who have attended Pupil Parliament report being proud of their work and that they can see their individual impact.

	Pupil Parliament has made changes to the school to improve wellbeing, based on learners' ideas. • The Zen Garden has been reopened; learners accessing this space says it makes them feel happy and calm. • A display about the importance of each animal in our world; learners are proud of their work being displayed and others enjoy learning from them. • Extracurricular clubs; Next session a greater range of pupil led clubs will be offered in school; learners are excited for the opportunity to lead learning and take part in these clubs. • Senior Sevens groups have planned and led on a wide range of events including; - STEM learning event - Charity film night - Snow Dash - Red Nose Day celebrations - Warm up for Winter. More learners are interested in volunteering for pupil parliament to help make a change.
Next steps:	Outdoor Learning: • Look at training a member of staff in an area that would promote the use of learning outdoors. Discuss the possibility of rotational teaching to ensure that all classes are experiencing this and, as a result, increasing all teaching confidence in the delivery of this. Digital Learning: Digital Wellbeing Information/Celebration Wall • Regularly update the wall with pupil contributions, achievements, and key CRIS messages to ensure relevance and visibility throughout the year. • Rotate responsibility for maintaining the wall among Digital Wellbeing group members to promote ownership and leadership. • Seek pupil and staff feedback on the wall's impact and engagement, using this to inform future improvements. • Link updates on the wall to ongoing curriculum work or key dates (e.g. Safer Internet Day, Anti-Bullying Week). Riverside Primary CRIS Policy Development • Finalise draft policy and circulate to staff for consultation and feedback. • Engage Digital Wellbeing pupil group in reviewing child-friendly elements of the policy to ensure accessibility for all learners. • Incorporate a glossary of key CRIS terms and embed progression of skills across stages. • Review policy annually as part of the school's self-evaluation calendar, ensuring it evolves with changing technology trends. Family Engagement (CRIS Focus) • Design and deliver a short parent/carers survey to identify specific interests, needs, and concerns around digital wellbeing at home.

	• Collaborate with the Parent Council and Digital Wellbeing pupil group to co-design meaningful and accessible engagement sessions. • Schedule and promote a CRIS family event (e.g., workshop or evening session), offering practical advice and interactive elements. • Provide multilingual or differentiated resources as needed to ensure inclusivity. • Evaluate the impact of sessions through parent feedback and adapt future content accordingly. • Consider creating a digital wellbeing newsletter or regular update to maintain family engagement throughout the year. GME: • Continue to enable children to attend cultural events and sporting tournaments continuing with possible use of parent carpools to keep costs down. STEM Showcase Event: • Continue to ensure that STEM is an integral part of our curriculum and that pupils are exposed to high quality learning experiences. Pupil Parliament: • Create opportunities for more regular Pupil Parliament meetings. • Increase the scope of Pupil Parliament to include rights and sustainable development goals as focuses. • Include different children in leadership roles. • Create a website or display to share Pupil Parliament's actions with the wider school community.,
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Progress and impact of Pupil Equity Fund:

In March 2025, we received notification of additional funding of £72,275 from the 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:

- Fresh Start Programme
- Lexia Programme
- 1st Class @ Number
- ACC
- Outdoor Learning
- TT Rock Stars
- Mental Wellness/Thrive

The evidence of our 2024-2025 Pupil Equity fund is clearly evidenced in the targeted interventions listed above in this Standards and Quality Report.

Wider achievements:

- Our Primary 6 & 7 pupils won the Scottish Lacrosse Championship.
- We led a national STEM event through Education Scotland.
- We hosted a Dyslexia Celebration with Dyslexia Scotland.
- Our Primary 7 pupils took part in the Rotary Quiz.
- P7 Mathletes entered the UK Junior Mathematical Challenge.
- We raised money for Strathcarron Hospice through our Snow Dash.

Comments from pupils, parents and staff:**Pupils:**

"Riverside Primary is the best school for helping you in whatever you need. If you find the classroom too tricky, the teachers help you to find something that works better. It's pretty good." LB P6

"Riverside is a very welcoming school and I am very happy that I moved here. I get lots of help with my work and I get to celebrate my home country with my class. I am very proud to come to this school." NK P6

"I really like the teachers at Riverside because they know me and help me." TK P3

Parents:

"I feel that my child is well supported at Riverside. There remains a clear lack of support nationally for children with ASN but the staff at Riverside know my child well and support his needs." LM

"Riverside is a very caring school, and the staff are warm and friendly to the pupils and parents. The children are supported in multiple areas of their growth and development. I really appreciate that the administrative staff are always on the ball and helpful to parents when information is needed or messages need to be passed on." AP

Staff:

"I feel valued at Riverside. We receive lots of opportunities to share our ideas and thoughts regarding every aspect of teaching and learning with our Senior Leadership Team. I have been a part of the team for 10 years now and I enjoy working here. We pride ourselves on connections and our school is successful because of our commitment to building relationships between staff, with our children and with our community." KS

"Working at Riverside Primary School offers valuable opportunities for professional growth and development. As a member of the teaching staff, I feel consistently supported by Deputy Head, colleagues, and the wider team, including the SLAs. The school fosters an inclusive and nurturing environment where staff collaborate closely to support all learners. While the role naturally comes with its challenges, the strong sense of teamwork and shared purpose makes Riverside a rewarding and positive place to work." CM

Capacity for Continuous Improvement:

Key points taken from the most recent VSE visit.

Quality Indicator	Key Strengths	Areas for improvement
2.3 Learning, teaching & Assessment	• Learners are motivated by opportunities to exercise choice in their learning including planning of learning contexts. This is positively impacting on levels of engagement within interdisciplinary learning and children could articulate the choices they had made. • The majority of lessons were in line with the Riverside PS four part lesson plan with a range of teaching approaches in evidence. • There were examples of highly effective practice, with scope for developing greater consistency of approach. • Pupil groups spoke confidently about their involvement and engagement in a range of activities including Pupil Parliament, Thrive Group, Junior Duke and Rocking Readers. • Partners were very positive about their work with the school, feeling valued as part of the school community and with a range of opportunities to be included and consulted. • Staff felt involved in decision-making, with opportunities to influence change and support development collegiately through professional enquiry, self-evaluation and working groups. • There are effective systems in place to track and monitor children's progress, with interventions being planned in partnership with the accelerated learning teacher following tracking meetings.	• Revisit core principles of effective learning and teaching to ensure consistency of high quality learning and teaching. • Assess current ILRs in line with benchmarks and pupil led learning. • As planned, further develop use of the feedback policy, beyond the marking guide to ensure consistency of practice. This will support learners to use feedback to move learning forward and support teachers in using this assessment information to plan next steps in learning. • Review the consistency of expectation in key areas - pace, presentation and challenge. • Consider opportunities to build greater consistency through sharing of highly effective

	• Lessons observed were largely class lessons, with effective differentiation apparent in some of these. • Within the specialist provision there was well evidenced use of SCERTS, effectively supporting learning and tracking progress. This has been positively received by parents.	practice in learning and teaching.
2.4 Personalised Support	• Learners have opportunities to be successful, confident and responsible , contributing effectively to the life of the school. Their views are sought, acted upon and valued. • Vision and values and school identity is evident across the school and learners can share their understanding of that as well as staff. • The concept of the Riverside Learner is well embedded across the school. • Blocks of support work well. This includes effective work with a range of partners where appropriate. This partnership approach clearly includes parents. • Parents, both in mainstream and specialist provision were very positive about their involvement and their children's experiences in school. They described being able to share any concerns they had and felt staff knew and supported their children well. • Data is used confidently to evidence impact, which allows for appropriate review and next steps. • All staff know and understand children's needs very well. There is a very clear focus on the individual child and the reduction of barriers to learning within a partnership approach. Use of the CIRCLE	• Further develop universal support - ensure differentiation across classes is planned to ensure there is effective support and challenge. • Consider how highly effective questioning contributes to all parts of the four part lesson plan.

	framework has supported this development. • The Riverside Learner concept could be developed within the specialist provision.	
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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:

National Improvement Framework 1:

Learning, Teaching & Assessment: Raising attainment in Literacy & Numeracy - To ensure high quality learning and teaching for all through effective questioning, high quality assessment and adaptive learning and teaching.

National Improvement Framework 2:

Closing the attainment gap between the most and least disadvantaged children and young people - To ensure that support is equitable and allows for all learners to reach their own potential.

National Improvement Framework 3:

Improvement in children and young people's health and wellbeing - Ensuring that the mental, physical and emotional wellbeing of our learners is at the heart of all interventions.

National Improvement Framework 4:

Improvement in employability skills and sustained, positive school-leaver destinations for all young people - To ensure that pupil voice is central to leadership groups and that our skills for life, work and learning focus is at the forefront of all learning.