



# **School Improvement Plan**

## **Riverside Primary School**

### **Session 2023 - 2024**

**June 2023**

OFFICIAL



**School values and aims:** to be launch in August 2023

**Values (Gaelic translation in brackets)**

Kindness - Coibhneas

Acceptance - Gabhail ris

Honesty - Onair

Respect - Urram

**Vision**

Be YOUR best - Dèan DO dhìcheall

**Rationale**

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 supports 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.

**Context of the School**

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 of 5 classes. Our roll is currently 517, including nursery. We have a Senior Leadership Team comprising of a Headteacher, 3 DHTs on job share basis (2 FTE posts split up by 2 x 0.6 and 1 0.8), 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.

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

## Self-evaluation for Self-improvement

*“Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgements about the impact on learners should be central to self-evaluation.”*

(Education Scotland, How good is our school? 4th edition)

At Riverside Primary School we recognise the importance of the evaluation and planning cycle and have clear procedures in place to support robust self-evaluation, leading to clearly defined improvement priorities.

### Self-Evaluation Process

- Quality assurance data from throughout the year
- Analysis of tracking and monitoring data – Standardised assessments, evidence of pupils’ learning and teachers’ professional judgements
- How Good is our School 4: quality indicators were used by staff as a tool for self-evaluation
- School improvement consultation carried out with pupils, parents and staff
- A full review of last year’s school improvement plan was carried out in consultation with pupils, families, staff and our school community.



The **National Improvement Framework** (NIF) has been developed in partnership with all stakeholders to drive improvements for all children. The Framework sets out our key priorities for improvement for session 2023-2024.

Click on this link to access the National Improvement Framework document in full.  
<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>

National Improvement Framework Priorities	HGIOS 4 & HGIOELC Quality Indicators	Children’s Services Plan Outcomes
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people’s health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p>Key drivers of improvement</p> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children’s progress</li> <li>School improvement</li> <li>Performance information</li> </ul>	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion  <i>Specific to HGIOS 4</i> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability  <i>Specific to HGIOELC</i> 3.2 Securing children’s progress 3.3 Developing creativity and skills for life and learning	<ul style="list-style-type: none"> <li>All children reach appropriate development and social milestones through improved support in early years.</li> <li>Support for disadvantaged and vulnerable children, young people and families is improved.</li> <li>Health and wellbeing outcomes are improved for children and young people.</li> <li>Raised attainment for all young people leading to positive destinations.</li> </ul>
		<p><b>Regional Improvement Collaborative Priorities</b></p>
		<ul style="list-style-type: none"> <li>Excellence through raising attainment and achieving equity</li> <li>Building collaboration</li> <li>Connecting</li> <li>Using Improvement Methodology</li> <li>Career long professional learning</li> </ul>

## Improvement Planning Action Plan 2023-2024

Improvement Priority	Outcomes for Learners	Impact Measurement
<p><b>NIF Priority 1</b> Improvement in attainment, particularly in literacy and numeracy. <b>HGIOS 4/ HGIOELC: 2.3, 3.2</b></p>	<ul style="list-style-type: none"> <li>To improve the learning and teaching of literacy and numeracy, with a theme of 'small steps, BIG benefits'.</li> <li>To improve attainment for learners in literacy and numeracy with an increased use of technology to enhance learning opportunities.</li> <li>To ensure families are involved and supported in developing real life literacy and numeracy skills.</li> </ul>	<ul style="list-style-type: none"> <li>Rigorous assessment information including standardised assessments, evidence of pupils learning and professional judgement</li> <li>Regular quality assurance measures</li> <li>Ongoing robust tracking and monitoring data</li> <li>Analysing progress in line with Education Scotland's Benchmarks</li> <li>Holistic data analysis from literacy and numeracy assessments</li> </ul>
<p><b>NIF Priority 2</b> Closing the attainment gap between the most and least disadvantaged children. <b>HGIOS 4/ HGIOELC: 1.2, 2.4</b></p>	<ul style="list-style-type: none"> <li>To empower pupils with the key skills and qualities to take the lead on their learning and issues which have an impact on their future.</li> <li>To raise attainment for targeted children through interventions which address their individual barriers to learning.</li> <li>To provide regular opportunities for parents to engage with staff around the progress of their child's learning, supporting children in using their voice.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of data to identify targeted children</li> <li>Measurements of improvement specific to each targeted intervention, gathered through a range of evidence</li> <li>Parental feedback and level of engagement</li> </ul>
<p><b>NIF Priority 3</b> Improvement in children and young people's health and wellbeing. <b>HGIOS 4/ HGIOELC: 2.3, 3.1</b></p>	<ul style="list-style-type: none"> <li>To focus our 'Small Steps, BIG Benefits' project around the importance of our school community.</li> <li>To improve HWB for targeted children in order to enhance their school experience and address individual barriers to learning.</li> <li>To carefully track and support the mental wellness of our pupils and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of data to identify targeted children</li> <li>Learning conversations and pupils' reflections on their skills development in HWB</li> <li>Analysis of data and feedback from achievement meetings on the improvement of mental wellbeing for targeted children</li> </ul>

**NIF Priority 4**

Improvement in employability skills and sustained, positive destinations.

**HGIOS 4/ HGIOELC: 2.2, 3.3**

- To utilise the use of technology to support learning, ensuring appropriate training is provided for pupils, staff and families.
- 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 create opportunities for children to apply learning and investigation in Science, Technology, Engineering and Mathematics.

- Analysis of data to identify targeted children
- Learning conversations and pupils' reflections on their skills development in HWB
- Analysis of data and feedback from achievement meetings on the improvement of mental wellbeing for targeted children