



Standards and Qualities Report 2025 / 2026

Riverside Primary School

A vibrant, inclusive school at the heart of the Riverside community.

423 Pupils

Class Structure



Community Demographics



Inclusion & Support



Participation & Engagement



Attendance Rate
Well above the 91% national primary average

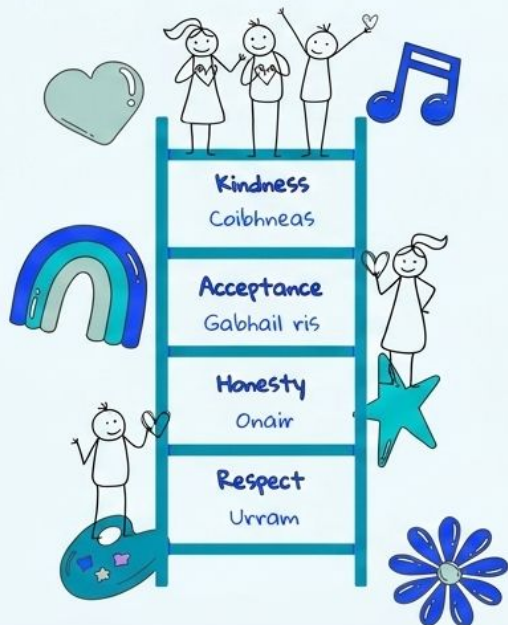


Exclusions
Maintained consistently over a 5-year period

Riverside Primary School: Our Vision and Values



Bring YOUR best!
(Dèan Do Dhìcheall)



Community at Heart - Fostering a culture of initiative and collegiality where learning is always our prime focus.



Our Daily Commitment - Ensuring every classroom has a teacher who cares deeply that each child learns, grows, and develops to their absolute best.



A Curriculum for All - Delivering a broad, progressive education that celebrates diverse talents, personalities, and ways of learning.



Excellence & Equity - Acting with integrity and mutual trust to constantly stretch, challenge, and close the attainment gap.

A Framework for Excellence and Accountability

This report serves as our strategic record of achievements, designed to transparently evaluate our progress on the School Improvement Plan (SIP) priorities. By triangulating robust evidence—including pupil attainment data and direct stakeholder feedback—we ensure continuous, targeted growth.



Community Assurance:
Providing transparent updates to parents and the local Riverside community.

Self-Evaluation:
Driving our internal quality assurance processes.

Strategic Alignment: Meeting the statutory frameworks set by Stirling Council and Education Scotland.



ACEL Data - June 2026 (exl 98)

The following **ACEL (Achievement of Curriculum for Excellence Levels)** data allows us to objectively **evaluate progress** and measure the impact of our interventions. This evidence-based approach is central to our quality assurance, ensuring we can **plan future school improvements** that are precisely targeted to meet the needs of all learners.



42%
Staged Intervention
(Pupils receiving
tailored support)

94.94%
Overall
Attendance

Attainment: On Track Summary

	Reading	Writing	Listening & Talking (L&T)	Numeracy
Primary 1	80%	80%	91%	84%
Primary 4	95%	89%	98%	95%
Primary 7	89%	88%	98%	93%

NIF 1 - Improvement in attainment, particularly in literacy and numeracy

Power Up Your Pedagogy

Progress

- **Framework Implementation:** Successfully embedded the Power Up Your Pedagogy framework through DHT-led collegiate sessions and collaborative coaching.
- 🎯 **Evidence-Based Practice:** Staff have adopted a unified approach to cognitive science, specifically focusing on retrieval practice and explicit learning intentions.

Impact

- 🎯 **Consistent Pedagogy:** Almost all learners now benefit from high-quality, structured lessons as evidenced by leadership learning walks.
- 🎯 **Pupil Confidence:** The majority of P4–P7 learners are now more autonomous and confident in identifying their own next steps using streamlined feedback.

Next Steps

- 📈 **Peer-Coaching:** Launch coaching triads to focus specifically on the “differentiation” element of the framework.
- 📈 **Dialogic Teaching:** Enhance classroom engagement by refining questioning techniques and professional dialogue.

The Daily Write



Progress

- **Pilot & Expansion:** Successfully trialled the 'Daily Write' framework in P3 and P6, extending to P2 and aligning P1 pathways.
- 🎯 **Staff Training:** Upskilled all teachers and SLAs during the May In-service to ensure readiness for school-wide implementation.

Impact

- 🎯 **Streamlined Planning:** Almost all pilot staff report increased transparency and ease in planning for writing progression.
- 🎯 **Pupil Engagement:** Most learners show higher motivation and greater confidence in applying writing skills across genres.

Next Steps

- 📈 **Full Rollout:** Launch the framework across all stages next session.
- 📈 **Moderation:** Continue partnership with the Equitable Literacy Lead to verify and moderate standards.

NIF 1 - Improvement in attainment, particularly in literacy and numeracy

Financial Education

Progress

- ➔ **External Partnerships:** Organised Financial Education workshops with *Money Advice Scotland* for all stages.
- 🎯 **Curricular Alignment:** Collaborated with Education Scotland to develop and adapt a bespoke skills progression planner for Riverside Primary.

Impact

- 🎯 **Consistent Framework:** Established a clear, school-wide progression that ensures continuity in financial literacy.
- 🎯 **Positive Engagement:** Workshops significantly boosted pupil and staff interest, creating strong momentum for the new curriculum.

Next Steps

- 📈 **Staff Familiarisation:** Introduce the new planners during collegiate sessions to prepare for the new term.
- 📈 **Evaluation:** Monitor the framework's effectiveness and gather staff feedback at the end of next session.



Number Talks

Progress

- ➔ **Evidence-Led Approach:** Utilised national numeracy research and local authority projects to establish a consistent framework for Number Talks.
- 🎯 **Collaboration:** Partnered with Bridge of Allan Primary for peer observations and staff training.
- 🎯 **Resource Support:** Created stage-specific resources and delivered collegiate sessions on **adaptive teaching** strategies.

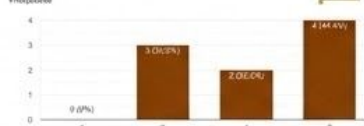
Impact

- 🎯 **Staff Confidence:** 100% of staff report high confidence in delivering Number Talks as of May 2026.
- 🎯 **Mathematical Fluency:** Teachers observe improved mental agility and a broader range of problem-solving strategies among pupils.
- 🎯 **Growth Mindset:** Learners are more resilient, showing increased comfort in discussing mistakes and learning from peer strategies.

Next Steps

- 📈 **Consistency:** Formalise school-wide expectations for lesson frequency during the August In-Service.
- 📈 **Peer Learning:** Provide ongoing "drop-in" sessions and peer observations to sustain high-quality practice.

Are you confident using Number Talks?
Responses



NIF 2 - Closing the attainment gap between the most and least disadvantaged children.

Raising Attainment Strategy

Progress

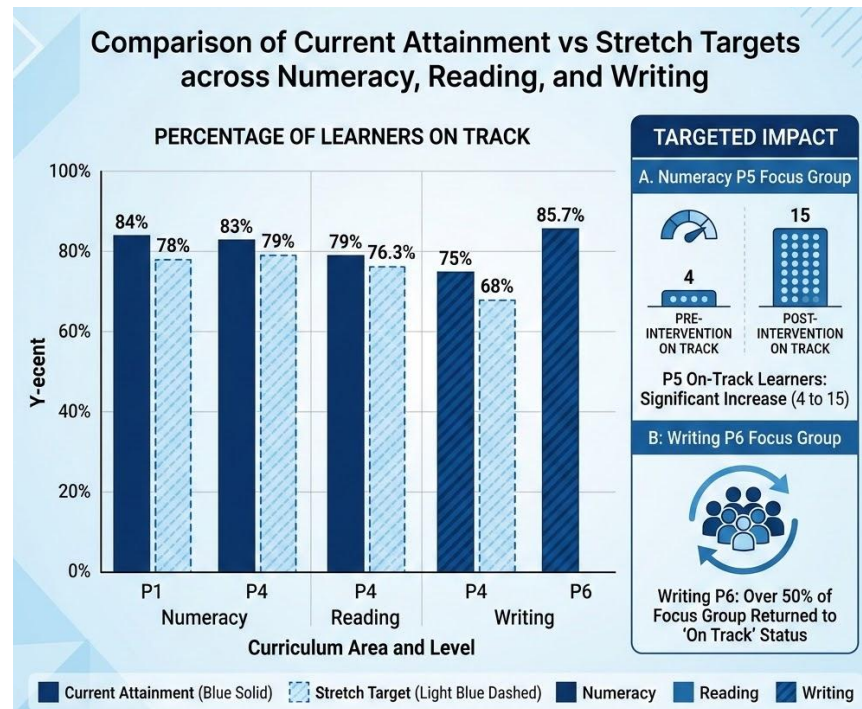
- **Targeted Blocks:** A Raising Attainment Champion delivered six-week evidence-based interventions in Literacy and Numeracy, identified via termly data analysis.
- **Numeracy Focus:** Implemented the **Concrete-Pictorial-Abstract (CPA)** approach, Number Talks, and *1st Class@Number* to bridge gaps in place value and fractions.
- **Literacy Focus:** Expanded the **"Daily Write"** and used **PM Benchmarking** for precision. Small-group "Learning Lab" sessions focused on the "3 Read" approach and sentence cohesion.

Impact

- **Numeracy:** P1 rose to **84%** (Target: 78%); P4 reached **83%** (Target: 79%); P5 on-track learners increased from **4 to 15**.
- **Reading:** P4 reached **79%** (Target: 76.3%).
- **Writing:** P4 achieved **75%** (Target: 68%); P6 reached **85.7%**, with over half the focus group successfully returning to "on track" status.
- **Confidence:** Measurable increase in learner independence and the use of technical mathematical language.

Next Steps

- **Specialist Support:** Focus the next intervention block on **P7 Numeracy** (fractions) and **P6 Reading** (inference).
- **Family Engagement:** Scale **"Read, Write, Count"** sessions for P2/3 to support learning at home.
- **Staff Capacity:** Use team-teaching to embed **Colourful Semantics** and **White Rose Maths** strategies across all classrooms.



NIF 2 - Closing the attainment gap between the most and least disadvantaged children.

The Promise



Progress



Training: All staff completed 'The Promise Keeper' module, strengthening their roles as corporate parents.

- **Focus:** Implementation of relationship-based pedagogy and trauma-informed responses.
- **Recognition:** Full evidence submission for **The Promise Award** completed.

Impact



Staff Confidence: Measurable increase in staff ability to identify and support learners affected by trauma/ACEs.

- **Consistency:** Unified school-wide approach to de-escalation and emotional regulation.
- **Ethos:** Strengthened culture of empathy, ensuring a sense of belonging for care-experienced learners.

Next Steps



Sustainability: Embed principles into the induction process for all new staff.

- **Learner Voice:** Create a care-experienced pupil focus group to evaluate internal progress.

Three Read & A Way With Words

Progress



Staff Upskilling: Accelerated Learning Teacher trained P1 SLAs in the **3-Read Approach** and trialled **Way with Words**.

- **Targeted Delivery:** Successfully implemented the 3-Read model with three priority groups based on **SIMD** and **ACEL** data.
- **Sustainability:** Intervention groups established for current P1s with plans to continue into the next session.

Impact



• **Attainment:** Of the 7 participants, **4 are now on track** for Listening and Talking, and **3 progressed one ACEL level**.

Soft Skills: Notable improvements in pupil confidence, engagement, and peer relationships during play.

- **Engagement:** High levels of pupil motivation, with learners actively requesting to participate in sessions.

Next Steps



• **Continuity:** Roll out both approaches for the new P1 and P1/2 cohorts to boost school readiness.

Specific Interventions: Use *Way with Words* to target pre-reading skills (rhyme, syllables, and oral blending).

- **Transition:** Enhance Riverside Nursery-to-P1 transitions through **team-teaching** and shared pedagogical approaches.

NIF 2 - Closing the attainment gap between the most and least disadvantaged children.

Autism Provision: Literacy & AAC

Progress

- **Research & Inquiry:** Staff researched reading acquisition for non-speaking learners, focusing on the role of high-tech **AAC** in emerging literacy.
- **Bespoke Materials:** Moved from generic schemes to personalised, interest-led reading materials using real-life photos and pupil-specific motivators.
- **Professional Dialogue:** Created a shared library of resources and held staff sessions to analyze pupil engagement and literacy barriers.

Impact

- **Engagement:** Use of high-interest, bespoke materials has significantly increased pupil motivation to participate in reading activities.
- **Staff Insight:** Professional inquiry has deepened staff understanding of the complexities of assessing comprehension in children.
- **Inclusive Literacy:** Successfully shifted focus to high-tech communication as a primary vehicle for literacy development.

Next Steps

- **Refining Assessment:** Develop diagnostic methods to separate reading mechanics from comprehension in non-speaking learners.
- **Gestalt Processing:** Investigate **Gestalt Language Acquisition** and its integration with the **SCERTS** framework.
- **Learner Profiles:** Establish criteria to distinguish between **Gestalt** and **Analytic** learners to better tailor literacy instruction.



NIF 3 - Improvement in children and young people's health and wellbeing.

Five Ways to Wellbeing & Mental Wellbeing

Progress

- The **Five Ways to Wellbeing** were established through staff collegiate sessions and a dedicated MWB Week to embed these principles into daily school life. Using the **Glasgow Wellbeing Scale**, the Senior Leadership Team (SLT) analysed pupil data across four key indicators: affiliation, agency, autonomy, and safety.

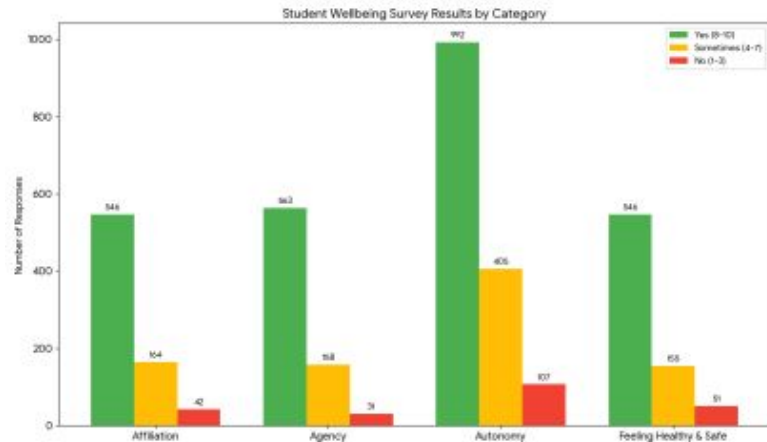


Impact

- Data-Driven Support:** Analysis identified specific learners "falling under the radar." These pupils were successfully directed to **TACO Workshops**, resulting in increased motivation and engagement.
- Positive School Culture:** Results from the Glasgow Wellbeing Scale confirm that the **majority** of learners feel a high sense of agency and affiliation, which are critical foundations for developing employability skills.
- Staff Literacy:** HWB leaders and staff demonstrate a strong understanding of wellbeing frameworks and a commitment to active implementation.

Next Steps

- Induction & Maintenance:** Incorporate the "Five Ways to Wellbeing" into the **Whole School Project** to ensure all new staff are trained and the initiative remains a core priority.
- Sustained Monitoring:** Re-administer the Glasgow Wellbeing Scale in the new session to track the longitudinal impact of the TACO Workshops on the identified cohort.



NIF 3 - Improvement in children and young people's health and wellbeing.

Centenary & Community Legacy: 'Rewind at Riverside'

Progress

- **Environmental Legacy:** Distributed **400 trees** to pupils and the community to create a lasting ecological impact.
- **Centenary Inquiry:** Each stage completed a "Decades" project focused on "Belonging at Riverside," supported by local historians.
- **Event Management:** Successfully delivered the '**Rewind at Riverside**' museum event, featuring alumni outreach and high-profile partner attendance.

Impact

- **Community Pride:** Tree-planting fostered shared responsibility, with families actively documenting their environmental contribution.
- **Knowledge & Skills:** Pupils gained deep historical knowledge and enhanced their confidence through public presentations and assemblies.
- **Stakeholder Engagement:** Strengthened links with alumni and Stirling Council, significantly raising the school's local profile.

Next Steps

- **Legacy Contexts:** Use the "pride of place" generated by the centenary to shape future IDL planning.
- **Digital Resource:** Digitise "Decades" boards and alumni stories to create a permanent historical archive.



NIF 3 - Improvement in children and young people's health and wellbeing.

GME: Cultural Participation & Immersive Leadership

Progress

- **Cultural Leadership:** Established P6/7-led Culture Clubs (Shinty, Podcasts, Green Screen) to move Gaelic use beyond the classroom.
- **Self-Evaluation:** Pupils are co-creating a Gaelic Immersion Audit tool with the PT to define high-quality immersion environments.
- **Strategic Alignment:** Paused planner revisions to ensure 100% alignment with upcoming National Gaelic Specific Plans.

Impact

- **Peer Modeling:** P6/7 leadership has increased the use of spoken Gaelic among younger cohorts, strengthening the immersion ethos.
- **Wider Community Links:** Participation in Cuach na Cloinne and the Mòd has connected learners with the national Gaelic community and real-world language contexts.
- **Agency:** High levels of pupil engagement in 'non-traditional' learning, with pupils actively requesting more cross-stage linguistic opportunities.

Next Steps

- **Tool Roll-out:** Trial and implement the pupil-led self-evaluation tool across P1–P7.
- **Collaborative Moderation:** Strengthen the networking partnership with Perth & Kinross GME units.
- **Fluency Focus:** Address HMIE feedback by prioritizing informal spoken conversation and refreshing reading resources to match new schemes.



NIF 3 - Improvement in children and young people's health and wellbeing.

Rights Respecting Schools



Progress

- **Gold Status Achieved:** Successfully secured the **UNICEF RRSA Gold Award**, the highest level of accreditation.
- **Rights-Based Practice:** Embedded UNCRC language via "Right of the Month" and rights-focused restorative conversation prompts for staff and "Kindness Crew."
- **Global Links:** Established a digital partnership with schools in **Malawi**, focusing on Global Goals and shared cultural learning.
- **Equity:** Launched a "Holiday Box" scheme with Stirling Reuse Hub to reduce the cost of the school day.

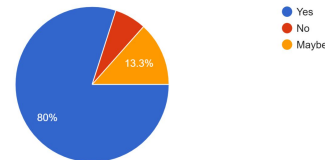
Impact

- **Increased Safety:** **95% of pupils** now feel safe and belong at school, a significant rise from 86% at Silver level.
- **Respect & Agency:** 85% of pupils feel treated with respect, and 76% believe their views drive school change.
- **Staff Commitment:** All staff now explicitly plan for Rights within IDL, ensuring a consistent rights-respecting ethos school-wide.

Next Steps

- **Global Advocacy:** Deepen Malawi links to improve the 65% of pupils who feel they can "make a difference in the wider world."
- **Sustaining Gold:** Formalise the "Making STRIDES" framework to maintain Gold standards in all future planning.

Do you feel confident in discussing Children's Rights with your child?
15 responses



Riverside Primary

Sample of 151 children

Tick the box to show how far you agree	Yes	Sometimes	No	I'm not sure
1. I know about my rights as a child	95%			
At school,				
2. I feel safe	95%			
3. I feel like I belong	95%			
4. I feel valued for who I am	89%			
5. I like the way adults treat me	85%			
6. Other pupils are kind and helpful	91%			
7. Adults listen to my views	95%			
8. If I have a worry, I could tell an adult	90%			
9. My school makes changes based on children's views	76%			
10. My school celebrates different backgrounds and cultures	85%			
11. My individual needs are supported so that I can join in at school	83%			
12. I enjoy being at school	74%			
13. I feel positive about my learning	93%			
14. I can make a difference to the rights of others in my local community	70%			
15. I can make a difference to the rights of others in the wider world	65%			
16. I have talked about children's rights with another person outside school in the last three months	45%			

NIF 4 - Improvement in employability skills and sustained, positive destinations

Young Leaders of Learning

Progress

- The school conducted a comprehensive survey of **"Quickstarts"** (early-morning/lesson-entry tasks) available to learners. This was followed by a "Spotlight on Good Practice" session where staff shared successful models and moderated expectations.

Impact

- Standardisation:** Staff now have a clear, unified understanding of Quickstart expectations and standards, leading to more settled and purposeful starts to learning sessions.
- Staff Collaboration:** Professional dialogue around Quickstarts has fostered a culture of shared practice and peer-to-peer support.



Next Steps

- Empower the **Young Leaders of Learning** to "look outwards" by visiting other schools to observe and share good practices, bringing fresh perspectives back to Riverside.

Autism Provision Learner Framework

Progress

- Staff developed a bespoke **Riverside Autism Provision Learner Framework** by adapting mainstream skill targets to align with the **SCERTS** model. To ensure total communication and accessibility, **Boardmaker symbols** were integrated into the framework. This has been shared with parents and is prominently displayed in all classrooms to provide a consistent visual environment.



Impact

- Inclusion & Accessibility:** The use of Boardmaker symbols allows learners to access and understand their skills development regardless of their communication stage.
- Tailored Progression:** Aligning mainstream goals with the SCERTS framework ensures high expectations while supporting specific social and emotional regulation needs.

Next Steps

- Targeted Monitoring:** Collect evidence of impact through learner case studies, focusing on improvements in self-regulation.
- Parental Engagement:** Facilitate workshops to help families use the framework's symbols and language to support skills and transitions at home.

NIF 4 - Improvement in employability skills and sustained, positive destinations

Outdoor Learning

Progress:



Impact:



Next Steps:



Progress:

The school has implemented a high-quality, progressive Outdoor Learning model for **P3–P6**, specifically designed to align with **Curriculum for Excellence (CfE) levels** and IDL topics. Significant focus was placed on building staff pedagogical expertise through peer observation and collaborative modeling. A "lead-teacher" model has been introduced, particularly within the Gaelic department, to distribute leadership and ensure sustainability.

Impact:

- **Attainment & Engagement:** Pupils show increased motivation through contextualized learning. There is evidence of improved attainment in **Numeracy, Literacy, and Science** through the practical application of concepts in a natural environment.
- **Meta-skills:** Learners are developing crucial meta-skills, including problem-solving, resilience, and teamwork.
- **Professional Capital:** There has been a measurable shift in staff practice from "observation" to "active co-delivery." Outdoor learning is now viewed as a core curricular vehicle rather than an "add-on."
- **Community Links:** Established a fruitful partnership with **Riverside Naturally**, allowing pupils to contribute to the local ecosystem through tree and wild seed planting.

Next Steps:

- **Resource Development:** Formalize a central bank of "Grab-and-Go" literacy and numeracy kits to streamline teacher planning.
- **Scaling:** Extend the P3–P6 model to **P1–P2 and P7** to create a fully progressive whole-school pathway.
- **Autism Provision** to continue to develop the use of outdoor spaces to support sensory needs of all children.



NIF 4 - Improvement in employability skills and sustained, positive destinations

Skills Development: 'Making STRIDES' & 'Reflect and Rise'

Progress

- **Framework Integration:** Systematically embedded the 'Riverside Learner' skills indngside the 'Reflect and Rise' self-evaluation approach.
- **Intentional Planning:** Teachers utilised a new progression planner to ensure skills are explicitly mapped across the curriculum.

Impact

- **Learner Agency:** Almost all pupils can articulately discuss their learning process and independently identify their own next steps.
- **Leadership:** The majority of learners now take a proactive role in leading their own assessment and progression.
- **Consistency:** All staff now use a shared language of learning, ensuring a unified approach across the school.

Next Steps

- **Launch:** Formally roll out the revised 'Making STRIDES at Riverside' framework.
- **Moderation:** Conduct cross-stage moderation sessions to increase staff confidence in tracking and assessing skills.



STRIDES & PBL: A Journey of Learner Agency.



Project Based Learning:

Progress

- **Framework Design:** Redesigned IDL planners to integrate Project Based Learning (PBL) and reduce teacher workload.
- **P3 Pilot:** Successfully trialled 'Figure It Out Friday', explicitly linking real-world challenges to 'STRIDES' skills.

Impact

- **Efficiency:** Trialled stages report reduced planning bureaucracy and a positive impact on staff workload.
- **Learner Agency:** Most pupils show increased autonomy and deep engagement through child-led "lines of flight".

Next Steps

- **Scaling:** Roll out integrated IDL/PBL planners school-wide next session.
- **Consistency:** Embed 'STRIDES' skills across all stages and projects.

- Below is a summary of key points from our recent School Improvement Meeting (SIM) May 2026.

School Improvement Evaluation: Riverside Primary School

Riverside demonstrates a commitment to sustainable, reflective improvement with clear ownership of change evident across the whole school community.

	Evaluative Summary	Next Steps
QI 1.3 Leadership of Change	- Commitment to collaborative leadership and continuous improvement. - Strategic vision focused on improving outcomes through inclusive, values-driven practice. - Collegiate approach with staff engaged in self-evaluation and professional dialogue. - Strong emphasis on relationships, inclusion, and partnership working with families. - Distributed leadership empowering staff and learners across GME, AP, and Primary stages.	→ Pilot a 'Tri-Learning and Family Trio' approach to strengthen collaborative partnerships. → Align this approach with unique developmental and curricular needs to sustain ownership of change.
QI 2.2 Curriculum	- Learner-centred and values-based curriculum tailored to the school community. - Reflective practice in curriculum rationale, progression, and skills development. - Focus on transferable skills: communication, teamwork, problem-solving, and resilience. - Strong commitment to promoting learner voice and active participation in learning.	→ Further develop dialogic teaching to support high-quality interactions and deeper thinking. → Develop consistent approaches to effective questioning, purposeful talk, and feedback. → Strengthen shared responsibility for learning through collegiate curriculum development.

Riverside School Improvement: Parent & Carer Feedback Overview

Analysis of parent and carer feedback on the School Improvement Plan (SIP) highlights exceptional levels of belonging, the high impact of core learning initiatives, and key areas for future community-focused development.

Connection & Communication



5/5

Rating for Sense of Belonging

An exceptional standout performer with almost all respondents reporting a strong sense of belonging.



4/5 Rating for Connection Levels

High levels of connection achieved specifically through sharing learning events and student achievements.

Effectiveness of Initiatives

Literacy & Numeracy



VERY HIGH

Clear improvements noted in writing and reading comprehension.

Outdoor Learning



HIGH

Highly successful successful active learning, though currently limited to school grounds.

Learner Skills



MODERATE/HIGH

Most parents discuss these at home; request for more physical examples.

Impact on Learners



High Confidence in Skill Growth



A significant majority of parents report visible improvements in 'Riverside Learner Skills' this session.



Future Priorities



Diversifying Outdoor Learning

A priority to move outdoor learning into the community via park and river visits.



Gaelic Provision Integration

Future focus on ensuring Gaelic provision students feel fully integrated within the school community.



Real-Time Communication Needs

Parents desire more 'daily learning' insights and earlier notifications for upcoming school events.

Pupil Equity Fund (PEF) Spending Plan

Following a comprehensive review of our Standards and Quality Report, we have identified and prioritised the following strategic interventions for integration into our Pupil Equity Fund (PEF) plan to effectively address the attainment gap.



Literacy

- Investment in the **Lexia** programme.
- Delivery of the **Fresh Start** intervention.
- Targeted phonological awareness resources.



Numeracy

- Dedicated delivery of the **First Class @ Number** intervention programme.



Health & Wellbeing

- Facilitation of **Nurture and Thrive** sessions.
- Targeted **ELSA** support.
- **Forest Schools** outdoor learning approach.



Social Justice

- £500 allocated for **Social Justice Ambassadors** to address the poverty gap.
- Targeted participation in **Mini & Junior Duke** awards.



Attendance

- Provision of an **early morning breakfast** club.
- Dedicated **Family Link Officer** support.



Communication

- Investment in **outdoor communication signage**.
- Comprehensive staff training on **Gestalt language acquisition**.