

# Riverside Primary School Standards and Quality Report



**2023 - 2024**

## Introduction

Riverside Primary School Standards and Quality Report 2023-2024 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

|   |   |
|---|---|
| <b>School/Setting roll</b>                | <p>Riverside Primary School is a non-denominational school situated in the Riverside area of Stirling.</p> <ul style="list-style-type: none"><li>• Total School Roll including Nursery 518</li><li>• Nursery 54</li><li>• Mainstream 372</li><li>• GME 57</li><li>• Autism Provision 35</li><li>• We currently have 281 boys and 237 girls.</li></ul>   |
| <b>Composition</b>                        | <p>Total 24 Classes:</p> <ul style="list-style-type: none"><li>• Nursery Class 54</li><li>• 15 Mainstream Classes</li><li>• 3 GME Classes</li><li>• 6 Autism Provision Classes</li><li>• Classes are located over 3 buildings on site.</li></ul>  |
| <b>Demographics (SIMD, EAL, ASN, etc)</b> | <p>We are located near the city centre. We currently have 42 children (9%) EAL. 173 children (37%) who have additional support needs are supported through staged intervention. We currently have 46 children (10%) in quintile 1. 67 (14%) 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.</p> |

## Building Our Community

This academic session began with a whole school project, Building Our Community. 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 school community has been on a journey for the last eighteen months to reevaluate our vision and values, ensuring that they are at the heart of what we are aiming to achieve for our young learners. This began last session with a powerful session from Hidden Giants on delving deeper into what it meant to belong to our school community. From here our learners, staff, families and community all shared their views on what it means to be part of the Riverside community, how it feels and what we aspire to be. You can watch our journey via our Sway presentation on our Twitter account.

*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 have now welcomed back 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.

|   |   |
|---|---|
| <b>School Priority:</b> Improvement in attainment, particularly in literacy and numeracy.                           |   |
| <b>National Improvement Framework Priority</b><br>Improvement in attainment, particularly in numeracy and literacy. | <b>HGIOS4 Quality Indicators and HGIOELC</b><br>2.3 Learning, Teaching & Assessment<br>3.2 Raising Attainment and Achievement   |
| <b>Key drivers for improvement</b><br>Assessment of children's progress<br>Performance information                  | <b>Integrated Children's Services Plan Outcomes</b><br>Raised attainment for all young people leading to positive, sustained destinations.  |
| <b>Progress:</b>  | <p><b>Literacy:</b></p> <p>Our ACEL figures, submitted in June 2024, show the following:</p> <p><b>Primary 1</b></p> <ul style="list-style-type: none"> <li>• Reading: 73%</li> <li>• Writing: 73%</li> <li>• Listening &amp; Talking: 73%</li> </ul> <p><b>Primary 4</b></p> <ul style="list-style-type: none"> <li>• Reading: 85%</li> <li>• Writing: 81%</li> <li>• Listening &amp; Talking: 91%</li> </ul> <p><b>Primary 7</b></p> <ul style="list-style-type: none"> <li>• Reading: 87%</li> <li>• Writing: 81%</li> <li>• Listening &amp; Talking: 99%</li> </ul> <p><i>PM Writing: Digital:</i></p> <ul style="list-style-type: none"> <li>• We launched the digital aspect of PM Writing with a clear focus on a consistent approach and regular input. Launching the digital side of PM Writing allowed class teachers to have instant access to interactive materials and made the teaching process more streamline. By focusing on a consistent approach and regular input, it made sure that it's meeting the needs of both teachers and learners. It's a step in the right direction for learners in making writing education more accessible and effective in today's digital world.</li> <li>• Collegiate sessions were held to demonstrate the use of this tool and how it can be used to enhance learning and teaching. We carried out a staff survey to find out how often this was being used and what adaptations we needed to make in order for it to have a greater impact on learning and teaching.</li> </ul> <p><i>Reading Schools - Gold Award:</i></p> |

- This year we gained 'Gold' in our Reading Schools re-accreditation in March. This involved carrying out some engaging practice around promoting reading for pleasure (such as Rocking Readers) whilst introducing new initiatives for example a staff online book club, re-establishing ERIC time and identified children having periods of reading time with our school Therapist, Zola. We also held live author events in our school as a way of sustaining the love for reading that our children demonstrate.

#### *Travelling Book Fair - Reading Rotation:*

- Over the past few years we have been aware of the need to update our class readers as a way of encouraging innovation within learning. The Reading Reps suggested a restock at the start of term and, as a result, we decided to host The Travelling Book Fair. The pupils were very excited about the prospect of being involved in this process and selecting new books for our class selections. The PT of Literacy was taking the lead on clearing out the resources so that children could identify gaps in books.

#### *The Power of Feedback:*

- Through Professional Enquiry our PTs have been looking into Quality Feedback within writing. This involves the use of PM writing success criteria to clearly explore next steps in learning. The delivery of feedback sessions, format and impact will also be shared with staff during our Professional Enquiry sharing session in May, which in turn will set our improvements for next session.

#### *BIG Writing - GME:*

- Our GME classes took on an approach to teaching writing and raising writing standards with a focus on basic skills. This was also aimed at focusing on Gaelic oral fluency as a basis. As a department, they carried out a practitioner enquiry with a focus on raising attainment.

#### **Numeracy:**

Our ACEL figures for Numeracy and Maths, submitted in June 2024, show the following:

Primary 1- 75%

Primary 4- 81%

Primary 7- 84%

#### *Heinemann Active Maths*

- Ensure Heinemann Active Maths is fully embedded as a flexible resource across all stages and the resource is being delivered effectively. Staff drop in sessions were set up to further improve knowledge and use of the resource.
- Most classes updated their Numeracy wall with evidence of the resource being used across the school. Staff completed a Google form to assess the use of the resource, confidence etc (September 23).

#### *Extra Challenge Numeracy Group*

- A targeted challenge group for P7 learners was set up to look at their application of numeracy across high school material. This group was identified using attainment data and staff judgement to organise a small group.

#### *Whole School Events*

- We continued to promote a lifelong love of numeracy through whole school events, including Maths Week Scotland and our STEM focus week.

#### *Cluster Project: The Four Operations*

- This session it was identified, within the Wallace Cluster, that since Covid the children's skills in using and applying the 4 main operations within Numeracy were not as strong as they have been previously.
- A working group was set up with a representative from each primary school; our DHT was part of this group. It was decided that Primary 4 children would be the main target group for the planned interventions. An assessment was created by the group and then carried out with all Primary 4 children in October.
- The results were recorded on a spreadsheet and shared with the Primary 4 staff. Staff were able to see clearly where the children's gaps were and were able to plan focussed work to address these gaps. Alongside this two P4 teachers chose to focus on this area as part of their practitioner enquiry this session. The teachers have set out to ensure that the children are engaged in learning and practising the four main operations daily, along with daily mental maths agility.
- The Numeracy assessments have been carried out again in Term 4 and these show a significant improvement not only in Numeracy skills but in engagement with Maths. In October 4 children in P4 would not complete the assessment and in April all 4 children were able to complete the assessment, proving their increased engagement with Numeracy and skills application.

#### *Education Scotland Numeracy Lead Project.*

- A member of staff has been part of a local authority Numeracy project, led by Education Scotland which aims to improve learning, teaching and pedagogy around the teaching of Numeracy. Mrs Williams has attended a number of training sessions and has met with a lead practitioner from within the local authority to lead and plan a project aimed at improving Numeracy, throughout the school but with a focus on P3, which allowed her to measure the impact more succinctly and increase parental engagement.
- This group fed into the initial Numeracy action plan as there was clear direction of what needed to be done to improve learning and teaching in Numeracy. Firstly through collegiate sessions staff were made familiar with the new Education Scotland resources. These broke down learning of all numeracy concepts for staff and provided clear guidance on how they could effectively teach each concept in



|                       |  |
|-----------------------|--|
|                       | <p>numeracy from Early level to First level. Staff also had a session using the Numeracy Processes sketch notes and used these to hold effective discussions around pedagogy and approaches to teaching numeracy which they found effective in their classrooms. Staff commented very positively on this session and said that they had found it really useful to have time to talk about learning and teaching and to share ideas with one another.</p> <ul style="list-style-type: none"> <li>• Following guidance from Education Scotland, it was identified that all children using and having access to concrete materials from P1-7 would be highly beneficial. Therefore a resource audit was carried out across the school and from this a budget was identified, resources were ordered and then organised and distributed to classes across the school. Each class now has a range of concrete resources that all children can access as and when they require. A collegiate session was also run with staff to help them to become more familiar with the purpose of using these resources, alongside the Education Scotland resources.</li> <li>• Mrs Williams organised and ran a successful parent/carers workshop, which aimed to show parents how games could be used at home to support children's skills and learning in Numeracy. The workshop was attended by 40 parents who played games with their child and their friends. She shared the benefits of playing games at home through a short presentation and from this the Better in Numbers bags have been going home on rotation with all children.</li> <li>• Staff were also involved in Cluster Moderation for Numeracy during the in-service day. This supported the staff's confidence in making informed judgements about children's achievement of a level.</li> </ul> <p><i>Better in Numbers/Family Engagement P3/P4</i></p> <ul style="list-style-type: none"> <li>• We reintroduced the 'Better in Numbers' programme to encourage numeracy learning in the home.</li> <li>• An audit of the resource bags took place to ensure they were fit for purpose and adaptations made.</li> </ul> |
| <p><b>Impact:</b></p> | <p><b>Literacy:</b></p> <p><i>PM Writing:</i></p> <ul style="list-style-type: none"> <li>• Most staff used PM Writing on a weekly basis, and evidence of this was found in jotters/chromebooks. Staff attended drop-in sessions with our PT of Literacy for those unsure about using the programme. Pupils were able to talk confidently about the writing process and were able to use the language of PM Writing. Examples were shared on our Literacy working walls throughout the school. Writing audits were carried out using the PM Writing format to ensure that all children were being taught with the same literacy language and skill development.</li> <li>• Technical issues meant that a few classes did not have access to this resource and therefore were still using the physical books. A technical</li> </ul>   |

update is due to happen across the authority this term and therefore all laptops will need to be reloaded with the programme.

- Pupils that used the programme regularly in their class were able to talk confidently about the process of writing and how they are able to clearly identify their key strengths and next steps.
- PM Writing has formed an integral part of our 'back to basics' focus for this session. Staff have taken part in a collegiate session early in the year to set out a plan for delivery across each stage. This ensured continuity for all with a consistent approach. We have most classes accessing the digital aspect of the programme to enhance learning and motivate children further. This has made it easier for staff to teach this at the same time as stage partners.
- SLT, through effective quality assurance, have monitored the attainment in writing, comparing the moderation samples from previous years. Through a staff questionnaire, teachers identified the following next steps – making the ILR's, PM writing criteria and CfE outcomes align. Through staff/PT check in sessions staff noted that as time progresses and staff become more familiar with the resource we will be able to provide more engaging reading materials for the children as children can find some texts monotonous.

*Reading Schools - Gold Award:*

- Our **Gold Reading Schools Award** has motivated staff to continue good practice and children are engaging with more reading materials for pleasure. Our staff book club has actively engaged staff to become role models for young readers as staff are sharing and discussing texts they are reading. Children are sharing books they are enjoying through displays and signs in our school library and on social media (Twitter/X). Our school celebrated gaining the award at an assembly.

*Travelling Book Fair - Reading Rotation:*

- We had a huge response to our Travelling Book Fair event and have raised almost £1000 towards the purchase of new books. Our Reading Reps for the next session will work with the PT Literacy to create an order of books which would support effective learning and teaching for all. We will then hold a launch event to share these with the rest of the school. The children are also keen to donate any old books to a charity.

*The Power of Feedback:*

- Our PT felt that children were more able to identify and discuss what their next steps and strengths were in writing as this new approach was trialled this year. Children were given a 30 minute 'writing feedback' slot where each writing group engaged in either **quality peer, self or teacher assessment/feedback time**. This was then rotated so that children were given different feedback approaches weekly. This is due to be shared with staff and an agreed format for feedback to be rolled out to all classes next session. Nicola Douglas (Literacy Lead) has worked with our P7 teachers around raising the attainment in Literacy. She is engaging with staff by moderating examples of writing and will be working with individual children to provide further challenges in Writing. The **Literacy for Life Network**



was informative to our PT and was used as a basis for work with Nicola Douglas. The information shared is due to be shared with staff shortly and this will further support attainment in literacy through positive feedback and form focus for further improvement next session.

#### *BIG Writing - GME:*

- Staff introduce BIG writing as a writing resource for P1-7G and to work alongside PM Writing which can be used for P4-7 English writing. This was used as an assessment to track progress in Gaelic writing throughout the year. BIG writing assessments have been useful for ensuring progression, tracking and monitoring in overall writing skills and written fluency. Teachers are more confident in sharing further detail about the progression of children's writing. This needs to be embedded consistently with all classes to ensure progression of all pupils.

#### **Numeracy:**

##### *Heinemann Active Maths*

- All staff have access to HAM and teachers are using it to enhance learning and teaching, alongside other resources. The audit in September showed that staff were mixed in their views of this resource. Quality assurance visits across the school showed a number of teachers across the school were using HAM to enhance their learning and teaching.

##### *Extra Challenge Numeracy Group*

- A group of Primary 7 pupils accessed this group throughout the session and were able to access Third Level material through application and problem solving. They were able to discuss their learning and felt confident when applying this to work within the classroom setting. Parents were very positive about this group and felt that it helped their child to achieve their potential. This group was also complimented during our Thematic Inspection of Numeracy.

##### *Whole School Events*

- Children engaged with a variety of visitors, mainly parents during Maths Week Scotland. This allowed them to hear and learn how Maths is used and applied in the world outside of school and in the world of work. Children spoke positively of their experiences during this week.
- Children engaged further with school partners and parents during the whole school STEM focus week in April. Children were motivated and engaged well in the activities.

##### *Cluster Project: The Four Operations*

- Primary 4 children have improved their confidence and skills in using the 4 main operations in Numeracy. Assessments show almost all children have made improvements. SLT carried out Quality Assurance class visits from January-March and these clearly showed an improvement in children's confidence and willingness to challenge themselves within Numeracy.

*Education Scotland Numeracy Lead Project.*

- It was also very evident during these sessions that most teachers had spent time engaging with the Education Scotland resources and sketch notes as most teachers used teaching strategies from these to teach Numeracy. The children were also able to talk and explain different ways of carrying out calculations in Numeracy. The sketch notes were displayed in every class and displays within the rooms were interactive and were being used by the children. Information was gathered from each class visit and pulled together for self-evaluation and shared with staff during a collegiate session. This allowed staff to discuss the key strengths across the school and identify next steps as a whole school team. During this session staff were positive about the progress that has been made this session in Numeracy.

*Better in Numbers/Family Engagement P3/P4*

- Sessions were run to improve parental engagement within Primary 3. This focussed on using games at home to improve children's numeracy skills in a fun and engaging way. These sessions were very well attended and evaluations from the parents following the sessions were very positive.
- Following this the Primary 3 children have continued to use games each morning to practise their numeracy skills and staff have seen a big increase in motivation and engagement, with several children asking to borrow and take home the games (these children have been children living in Deciles 1 & 2). Following this the Better in Numbers bags have been revamped and differentiated and have been sent home weekly with Primary 3 children. The children speak very positively about using these games at home and all children are engaging with them.

**Literacy**

*PM Writing:*

- Continue to ensure that the key tools for writing are applied across learning. Progression Planners require streamlining and staff should share views on whether these should be streamlined to resources or to the broader benchmarks for writing. An introductory session will be carried out for staff at the start of the next session. SLT will also continue to interrogate the data around writing to identify key next steps. We will continue working with Nicola Douglas to focus on asset based assessment in writing.

*Reading Schools Award:*

- Continue to maintain the standard of this award through encouraging all classes to share a love for reading, both in school and in the home environment.

*Travelling Book Fair - Reading Rotation:*

- Work with Primary 7 Reading Reps to order new books and create a launch event for the school. Look at a sign in - sign out system to ensure that all books are returned and ready for the next class to use.

**Next steps:**

### *The Power of Feedback*

- Roll out **Quality Writing Feedback** across the school. This should have a focus on clear successes and writing next steps. Children should all be able to discuss where they are in writing and what comes next to help support their progress.

### *Additional:*

- Further focus is needed on **Wraparound Spelling** with a collegiate/staff training session to support staff in getting this running consistently across the school. This should support spelling attainment and have a positive impact on our school writing ACEL figures for next session.

### *BIG Writing - GME:*

- This needs to be embedded consistently with all classes to ensure progression of all pupils.

### **Numeracy:**

#### *Heinemann Active Maths*

- Review HAM usage and effectiveness with teaching staff in May 24, following on from staff survey this session. Consider the application of skills and knowledge for all learners, building in real life opportunities where possible.

#### *Extra Challenge Numeracy Group*

- Identify key learners from P6 tracking and monitoring who will be approaching Third Level next session. These learners will then engage in weekly sessions with Mrs Robertson.

#### *Whole School Events*

- Continue to celebrate Numeracy in the wider world, with a focus on application in real life situations.

#### *Cluster Project: The Four Operations*

- Ensure that this is revisited at the start of next session to take into account any changes in staffing and to ensure that it is at the forefront of planning for effective learning and teaching in numeracy.

#### *Education Scotland Numeracy Lead Project.*

- Continue with the CPA approach and have more staff training around this. This is something that staff have expressed an interest in during self-evaluation exercises. Some staff in Primary 2 have engaged with the Number Talks resources and have found this useful and this would be beneficial to share with all staff.
- Assessment - it has become clear through discussions with staff and through self-evaluation that a more robust and detailed assessment is required for Numeracy. Staff have expressed that they would like an assessment that allows them to carry out smaller, more frequent assessments (perhaps by topic) and then to record the results in a way which will clearly show gaps in learning for each individual child. Currently P6 staff are trialling the White Rose Numeracy assessment

|  |  |
|--|--|
|  | <p>and the Puma assessment is being investigated. The aim is that a concrete assessment will be in place in August 2024 to replace the current assessments. Following on from our Thematic Inspection of Numeracy, it was agreed that we would look at the application of Numeracy in our real life contexts as part of the assessment framework.</p> <p><i>Additional Next Steps:</i></p> <ul style="list-style-type: none"> <li>• Continue 6 Bricks in Primary 1-3 next session.</li> <li>• Application of skills in different contexts.</li> <li>• Continue to run Better in Numbers/Family Engagement sessions.</li> </ul> |
|--|--|

|   |   |
|---|---|
| <b>School Priority:</b> Closing the attainment gap between the most and least disadvantaged children.                           |   |
| <b>National Improvement Framework Priority</b><br>Closing the attainment gap between the most and least disadvantaged children. | <b>HGIOS4 Quality Indicators and HGIOELC</b><br>1.2 Leadership for Learning<br>3.2 Raising Attainment and Achievement   |
| <b>Key drivers for improvement</b><br>Teacher professionalism<br>Assessment of children's progress                              | <b>Integrated Children's Services Plan Outcomes</b><br>Raised attainment for all young people leading to positive destinations  |
| <b>Progress:</b>  | <p><i>The Promise:</i></p> <ul style="list-style-type: none"> <li>• We worked as a cluster to promote The Promise and to establish collegiate working to benefit those in our care. Most schools in our cluster sent a representative who was able to share the picture from their setting. We then planned monthly 'meets' at each school for families to come together and to create a network. Key speakers were invited along to these sessions and Stirling Play Services provided a safe and engaging space for children. Each school was allocated a hosting session. Our Nursery staff attended the Promise Keeper training session during the February in-service day and have been proactive about taking this forward within the settling.</li> </ul> <p><i>Mental Wellness Champion:</i></p> <ul style="list-style-type: none"> <li>• We continued to utilise our PEF funding to employ a Mental Wellness Champion. Staff at Riverside continue to notice an increase in the number of children requiring 1:1 or small group input within a nurture setting. Children are identified for this group during attainment meetings and regular dialogue between all staff and families. Our Mental Wellness Champion has carried out work with children throughout the year, each focusing on different models for improvement, for example our ASD Group, Seasons for Growth and Anxiety workshops. Ideally, children will spend a block within the programme and will then work in applying these strategies on their own within the classroom. However, this is not always the case and, at times, some learners require an extended period. The nurture space also continues to open each morning for those that need the support in transitioning into school.</li> </ul> <p><i>John Muir Award:</i></p> |

- A group of identified learners took part in the The John Muir Award. This award encourages people of all ages to connect with and care for wild places. The award involves four challenges: Discover, Explore, Conserve, and Share. It promotes hands-on engagement with nature and practical conservation, making it accessible to school groups, youth organisations, families, and individuals, fostering environmental education and stewardship across diverse communities. SLT met with our Mental Wellness Champion to discuss which children would be best to go forward for this award; looking at developing confidence and resilience with learners that would thrive outside of the classroom. These children have all been involved in our Nurture Groups and our Mental Wellness Champion was keen to develop their confidence further. One learner was also a non-attender and this group was used to promote a positive attendance within school.

*Social Justice Ambassadors:*

- We have been meeting regularly throughout the year and have had many discussions around what PEF funding should be spent on, and equity within the school. Children wanted to focus on Article 27 (Children have the Right to Food, Clothing and a Safe Home). The children set up our School Larder where pupils and parents/careers could access items of food, if necessary. They also wanted children to be able to access sports clothing as they thought that this was a barrier to participation in sport. The children decided to set up Sports Savers, which is an area in the school where people can donate used sports clothing. Parents and carers can now access whatever they need to participate in sport and physical education. The Social Justice Ambassadors set up a rota and are now in charge of sorting donations and organising the clothing.

*Vision & Values:*

- In August we launched our new Vision and Values within our school. This had been a whole community project where we looked at what made us unique within our local area. Members of the community, parents, teachers, staff and pupils were all involved in sharing what mattered to them and how we could ensure that Riverside Primary was a great place to learn. Each class were given a cardboard box and were asked to share their ideas/views and feelings about what was important to them. These were transformed into our new Vision and Values which we launched at our assembly at the start of the session. Teachers continuously build these into learning and all staff use the key language when engaging with children.

*Therapy Train Stirling Partnership:*

A group of six pupils attended a block with Therapy Train Scotland. These sessions provided a safe and trusting place for those in attendance to share concerns and develop strategies for coping in difficult situations. All children in attendance were girls and had been identified by class teachers, SLT and families as needing some small group sessions to build confidence and develop resilience. Questionnaires were handed out to staff prior to the sessions starting and again at the end.

*Positive Family Working: AP:*



|                |   |
|----------------|---|
|                | <p>Our Autism Provision has been working collaboratively to build partnerships with families and other professionals to best meet the individual needs of our learners. Parents have been kept fully informed of their child's learning, sharing success and receiving information from home. There has been an improved relationship with parents in a holistic approach to the whole child. There has also been an improved working partnership with allied professionals to provide a comprehensive support team to allow children to make best progress.</p>  |
| <b>Impact:</b> | <p><i>The Promise:</i></p> <ul style="list-style-type: none"> <li>Unfortunately, uptake for this was very disappointing and we ended up changing the direction of this after the first session. This idea initially came from our families but they then felt that wasn't the space that they felt comfortable and that most were further on in their journey than these sessions were catering for. This was, however, particularly successful in one of our cluster schools and they were able to keep this project running independently. Riverside decided to move away from the group idea and will now engage with families individually to find out the best ways of working to support them. Our Nursery staff have been able to work under the umbrella of 'Promise Keepers' to ensure that the needs of individual families are being met.</li> </ul> <p><i>Mental Wellness Champion:</i></p> <ul style="list-style-type: none"> <li>This continues to be an invaluable, and increasingly in-demand, resource for us at Riverside. Parents and Teachers comment regularly on the positive impact that working with Mrs Clark has on their child. Having a trusted relationship outwith the classroom can make the difference between a child attending school or not. Through observations it has been noted that some of our children who require access to the Nurture space are now able to join in and discuss their worries with others. An even more positive step is the fact that these children are now able to offer support to others in a caring and supportive way. Encouraging children to recognise that there is always light at the end of the tunnel is so positive in supporting them through tough times. We have managed to bring our attendance level up by adapting the school day for individual learners by knowing that they will have access to the studio. Parents have been positive during Staged Intervention Meetings about the impact that this project has had on their child, particularly within transition meetings for High School.</li> </ul> <p><i>John Muir Award:</i></p> <ul style="list-style-type: none"> <li>The John Muir Award had a significant positive impact on children by fostering a deep connection with nature and instilling a sense of environmental stewardship. Through the structured challenges—Discover, Explore, Conserve, and Share—children gained hands-on experience in natural settings, enhancing their understanding and appreciation of the environment. The children that took part in this award spoke highly of their involvement with it and how it made them feel. Parents were able to share positive stories during meetings which</li> </ul> |



highlighted the impact that it was having on their child; some children were now positive about coming to school as a result. SLT monitored the attendance of these pupils which highlighted a slight improvement.

- Impact on children: TG: "John Muir is amazing! We get to help the environment and help save habitats for animals. I think I have a passion for conservation. It helps me realise how important nature is and not to take advantage of it. It makes me feel good and proud of myself because I'm helping the world and we get to see places you might not see or get to go to normally. I saw animals and nature that I had never seen before. Our campaign helps the council and the government see what change needs to happen. It makes me feel amazing to be a part of that."

*Social Justice Ambassadors:*

- The Social Justice Ambassadors' work has made a big difference in the school by addressing important needs. By focusing on Article 27 (Children have the Right to Food, Clothing, and a Safe Home), they created the School Larder, where students and families can get food if needed. They also set up Sports Savers, a place where people can donate and pick up used sports clothing, making it easier for everyone to join in sports. This project has helped many families who have found that it is easy to access and does not need to come with any stigma attached. Families feel comfortable accessing these as they are set up in a way that allows easy access. We really feel that it has made the school a more supportive and inclusive place.

*Vision & Values:*

- The launch of our Vision and Values has had a huge impact on the school community as it has allowed us to build together a sense of ownership. Children talk confidently about the process of selecting our new values and what this meant to them as a learner. Staff also use the language from our Vision and Values when having restorative conversations with learners. Pupils are observed aiming for 'their' best and will be able to discuss the importance of that being different for each child.

*Therapy Train Stirling Partnership:*

- Out of the six children that started, five completed the course and demonstrated an increase in confidence and resilience. This was evident in both their own evaluations and those completed by staff working with them. Families were positive about this small group working and felt that their children enjoyed knowing that they had a safe space to speak.

*Positive Family Working: AP:*

- Families have been positive about information sharing; recognising that information is regularly shared with all parents over Seesaw. Our Autism Cafes have been well attended and have been a great community builder. Parents have also been invited to our Picnic in the Park event. At staged intervention meetings parents are encouraged to reach out for support from the staff through regular communication channels.

|                           |  |
|---------------------------|--|
| <p><b>Next steps:</b></p> | <p><i>The Promise:</i></p> <ul style="list-style-type: none"> <li>• Work with individual families to look at key supports for moving forward; taking an individual approach to positive outcomes for all. School staff will also look at The Promise Keeper Award and will use key Stirling Council materials to help support this. A whole school approach would be beneficial to take into account the work carried out across the school and nursery settings.</li> </ul> <p><i>Mental Wellness Champion:</i></p> <ul style="list-style-type: none"> <li>• Continue to employ a Mental Wellness Champion, taking a closer look at the improvements to mental wellbeing through data interrogation. Mental Wellness Champion to meet weekly with a member of SLT to put together tracking information which can be used to support individual pupil progress. This data will also be used to inform class teachers.</li> </ul> <p><i>John Muir Award:</i></p> <ul style="list-style-type: none"> <li>• Continue to run this award through our Mental Wellness Champion, prioritising those that would benefit emotionally from the project. SLT will meet with Teachers and at the start of the session to identify key children and will liaise with our Mental Wellness Champion to create our next set of participants. Riverside should also look to establish links with this award in school; through after school or lunchtime clubs. Due to a change in the programme, this will be linked to environmental change as we cannot run this under the John Muir umbrella for next session.</li> </ul> <p><i>Social Justice Ambassadors:</i></p> <ul style="list-style-type: none"> <li>• Our Social Justice Ambassadors will not look at how they can make community links with their projects as a way of opening up support for all. They will look at local groups / projects that can support our in-school services.</li> </ul> <p><i>Vision &amp; Values:</i></p> <ul style="list-style-type: none"> <li>• Continue to embed the Vision and Values into daily life within school. SLT should focus on one Value per term as a way of highlighting these at an assembly with a follow up activity for each class.</li> </ul> <p><i>Therapy Train Stirling:</i></p> <ul style="list-style-type: none"> <li>• Look at re engagement with this service and work with staff to identify key learners. We would also look to track the progress of those that have already completed the course this year.</li> </ul> <p><i>Positive Family Working: AP:</i></p> <ul style="list-style-type: none"> <li>• Continue to create positive school and family links.</li> </ul> |
|---------------------------|--|

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

|  |  |
|--|--|
| <b>National Improvement Framework Priority</b><br>Improvement in children and young people's health and wellbeing. | <b>HGIOS4 Quality Indicators and HGIOELC</b><br>2.3 Learning, teaching and assessment<br>3.1 Improving/Ensuring wellbeing, equality and inclusion  |
| <b>Key drivers for improvement</b><br>Assessment of children's progress<br>School Improvement                      | <b>Integrated Children's Services Plan Outcomes</b><br>Health and wellbeing outcomes are improved for children and young people  |
| <b>Progress:</b>   | <p><i>Rights Respecting Schools Award (RRSA)</i></p> <ul style="list-style-type: none"> <li>• This year we have been working towards our Silver Award through the UNICEF Rights Respecting School programme. We used our Whole School Project to ensure each class became familiar with articles of The Rights of the Child. Each class made a Class Charter with a focus on the Rights of the Child. We also used stories appropriate to their stage to highlight Rights and each class had discussions around the difference of wants and needs.</li> <li>• The House Captain's prepared for House Meetings by researching the Right of the Month and then at every House Meeting, the House Captains discussed with their house what Riverside's Right of the Month was and discussed what it meant for them. The Right for the Month is displayed outside each classroom and all Children's Rights are displayed in their classroom. Assemblies have also highlighted specific Rights and linked them to contexts for learning within the school. All children in classes and pupil working groups have a voice and are able to make changes in the school and feel included.</li> </ul> <p><i>Neurodiversity Project 2023/2024</i></p> <ul style="list-style-type: none"> <li>• We carried out a whole school project to celebrate diversity at Riverside, we continued the whole school project throughout the year under the Neurodiversity Umbrella project. Through this project we raised awareness and understanding of neurodiversity and provided an uplifting visual representation to celebrate neurodiverse people. We also incorporated the new school values of respect, honesty, acceptance and kindness within the Riverside Community. We held a whole school assembly in October where we launched the Neurodiversity Umbrella Project. This was followed by a whole school homework task to raise awareness of the term 'neurodiversity.'</li> <li>• We held a Neurodiversity Week in March where the children researched neurodiversity and shared their findings at a whole school assembly. Within this week we also had a parental workshop that was run by our Education Psychologist. We now have a full section within our library dedicated to Neurodiversity to help children engage further. All teaching staff completed two webinars from the Neurodiversity ADHD society which helped them to further develop their knowledge and strategies for inclusion within the classroom.</li> </ul> <p><i>SCERTS</i></p> <ul style="list-style-type: none"> <li>• Our Autism Provision worked to embed the use of the Social Communication Emotional Regulation Transactional Support (SCERTS) approach across the provision to inform assessment and planning for next steps. This saw all teaching staff are trained in the</li> </ul> |

SCERTS Model and by ensuring necessary resources are available for staff to implement. Increased collegiate time was also given to share knowledge and implementation within the team.

#### *Sports Scotland Gold Award*

- Throughout this year we have been working towards the Sport Scotland Gold Schools Award. At the start of the year we completed the assessment tool, which evaluated our current position and eligibility to apply for the Gold Award. From this evaluation we completed an action plan of key areas that we could develop throughout the year. Over this period we have engaged in a variety of competitive sports within and outside school. Some of these sporting activities have been competitive at cluster level as well as local authority level. We have engaged with external agencies and partners to deliver taster sessions and blocks of physical activities. From these opportunities many children have pursued their chosen activity further and have joined clubs. Throughout this period we have also been developing our deliverers, both children and staff who have undertaken professional development to build on our sporting offerings within school. Overall, both children and staff have benefitted from the opportunities for personal development.

#### *Lunchtime Clubs*

- At the start of the year we assessed the interest for lunch time clubs by involving the children in consultations. We knew from the previous year that many of the lunch clubs we provided were oversubscribed and wanted to make sure we provided a variety of clubs throughout the year to meet all interests and needs. From this we consulted with staff and collated interest from staff to cover the year who would like to run a club of their choice.

#### *Mind Ninjas*

- The Mind Ninja Programme was brought into school to help children develop their understanding of their emotions and any anxieties they may experience. At the beginning of the year all Staff were given an overview of the programme and log in details, with guidance on delivery at their stage.

#### *Calm Kits*

- Inspired by a 'calming' resource at the Stirling Council Nurture Ambassador event, we decided to create our own 'Calm Kit' bags that each class could have access to. These included calming oils, emotion regulation strategies and sensory toys, each designed to support children when they are in a place of high anxiety. Class teachers were encouraged to introduce these as a universal approach so that all children had access to these.

#### *CIRCLE Framework*

- *Class Teachers all used the CIRCLE framework as an approach to foster inclusivity, communication, and community building among learners. This involved them analysing their own setting and how this suited the needs of those in the room. By implementing the Circle*

|         |   |
|---------|---|
|         | <p>Framework in the classroom, staff created a space for meaningful dialogue, relationship building, and social-emotional growth among learners, ultimately fostering a positive and inclusive classroom culture. This came about from our self-evaluation last sessions where staff felt that the needs of the learners in their classrooms were increasing high. We wanted to look at proactive ways to support effective learning and teaching.</p>  |
| Impact: | <p><i>Rights Respecting Schools Award (RRSA)</i></p> <ul style="list-style-type: none"> <li>The impact of working towards the Silver Award through the UNICEF Rights Respecting School programme has been substantial in fostering a school environment that values and understands children's rights. By incorporating the articles of The Rights of the Child into the curriculum through Class Charters, stories, and discussions, students have become more aware of their rights and the distinction between wants and needs. This initiative has empowered students by giving them a voice in their education and school community, enhancing their sense of inclusion and agency. The House Captains' role in leading discussions on the Right of the Month has promoted leadership skills and peer education. The visible display of rights around the school reinforces their importance and ensures they remain a focal point in everyday learning. Assemblies linking rights to learning contexts further solidify this understanding. Overall, the program has created a more respectful and rights-aware school culture, positively affecting student engagement, participation, and overall well-being.</li> </ul> <p><i>Neurodiversity Project 2023/2024</i></p> <ul style="list-style-type: none"> <li>Positive language surrounding Neurodiversity is used daily within our school. In almost all classes children can talk confidently about what this means and can share examples of what this might mean for children in our school. During a recent HMIE visit, children were able to explain that adaptations are made to the learning environment / style for those that require it. Staff also take this into account when planning for inclusion within their classroom. The Umbrella Project is a constant reminder for us all and the visual representation helps to bring this to the forefront of all interactions throughout the school day. Parental feedback from the Neurodiversity Week was positive, especially from those that attended the parental session. Some commented on the lack of support for class teachers to support all learners.</li> </ul> <p><i>SCERTS</i></p> <ul style="list-style-type: none"> <li>Staff and families have been positive that the use of SCERTS has been beneficial. The model is individualised to match the child's developmental level and needs. There has been a greater shared understanding across professionals, training is undertaken by Education Psychologists and AHP. This method is used across provisions and settings in the authority. All staff fully trained in SCERTS framework and targets are used in all Girfec paperwork. Outside agency has approached the provision for information sharing with Highland Council.</li> </ul> |

#### *Sports Scotland Gold Award*

- Throughout the year we have completed actions and as of May 2024 we are ready to apply for the Sport Scotland Gold Schools Award. We have actions that will continue to provide increased focus and continuous improvement through our sporting offerings in school.

#### *Lunchtime Clubs:*

- Each term we had a variety of clubs on offer, from sport clubs to art and science. Clubs were mostly run by teaching staff, Active Stirling and local partners. All year groups were offered a variety of clubs each term and children had the choice to sign up to a club of their choice. Many of the children have continued to ask for specific clubs and a sports club has gone on to compete in local authority tournaments. A number of staff have also completed CLPL to run a club of their choice.

#### *Mind Ninjas:*

- The Mind Ninja has been delivered in class across all year groups. There has been a variety of follow up activities and conversations following the inputs. A number of teachers have expressed that the children have connected well with the strategies and some have continued to implement some of the techniques to aid their anxiety.

#### *Calm Kits*

- Children using the 'Calm Kits' have spoken very positively about how they help to support regulation. Class Teachers have noticed that these tend to be used by individual children and that some children don't require this. Although this was introduced as a universal approach, it has been more beneficial as a targeted intervention. Staff feel that using this when a child is becoming dysregulated has more of an impact than using this periodically.

#### *CIRCLE Framework*

- The impact of implementing the CIRCLE framework in classrooms has been substantial in fostering a positive and inclusive learning environment. By analysing their own settings and adapting the framework to suit the needs of their students, teachers have created a space for meaningful dialogue and relationship building. Students feel heard, valued, and supported, leading to greater engagement and participation in their learning journey. Overall, the use of the CIRCLE framework has contributed to a more positive classroom culture where inclusivity and communication are prioritised, ultimately enhancing the overall learning experience for students. Some further work needs to be done around communal areas within the school.



**Next Steps:**

*Rights Respecting Schools Award (RRSA)*

- The next step is to build on the success of the Silver Award by aiming for the UNICEF Rights Respecting Gold Award. We will aim to embed Rights Education, further integrating children's rights into all subject areas and everyday activities, ensuring that rights education is a consistent part of the school's culture. We will also focus on Pupil Leadership Development through our Primary 7 Senior Sevens project.

*Neurodiversity Project 2023/2024*

- Continue to celebrate Neurodiversity Week at Riverside and look at bringing external agencies in to work with our school community. Ensure that the Umbrella Project links in with the upcoming whole school project to ensure that this is at the forefront of all learning and teaching.

*SCERTS:*

- Continue to use the SCERTS model, and widen to mainstream.

*Sports Scotland Gold Award*

- One of the main focuses of this will be in developing the offerings that can lead children into competitive avenues and continue to build on the celebration of these achievements.

*Lunchtime Clubs:*

- We will approach clubs in a similar format next session, with a variety of clubs on offer. Our club choice will continue to include external agencies with a focus on developing our senior 7's and parents in delivering clubs. We will also be developing our after school clubs.

*Mind Ninjas:*

- We will continue to utilise the programme and the skills it delivers.

*Calm Kits*

- Calm Kits will continue to be used within each class, accessed by all if needed but as a targeted tool for key learners identified by staff.

*CIRCLE Framework*

- Use the CIRCLE Framework as a tool with staff to gain further insight into its place within the classroom and how this helps to support key learners through learner participation scales. Look at how we can carry this out within the whole school building; ensuring environments and supports are safe and effective for our learners.

|   |   |
|---|---|
| <b>School Priority:</b> Improvement in employability skills and sustained, positive destinations.                           |   |
| <b>National Improvement Framework Priority</b><br>Improvement in employability skills and sustained, positive destinations. | <b>HGIOS4 Quality Indicators and HGIOELC</b><br>2.2 Curriculum<br>3.3 Increasing creativity and employability   |
| <b>Key drivers for improvement</b><br>School leadership<br>Assessment of children's progress                                | <b>Integrated Children's Services Plan Outcomes</b><br>Health and wellbeing outcomes are improved for children and young people.  |
| <b>Progress:</b>  | <p>The following points were our key aims for this session:</p> <p><i>As a cluster, work towards the STEM Nation award.</i></p> <p><i>Develop a whole school focus on STEM learning.</i></p> <p><i>Achieve SSERC STEM Ambassador status (2 members of staff)</i></p> <ul style="list-style-type: none"> <li>• Staff are more confident in delivering STEM teaching &amp; learning.</li> <li>• Staff attended collegiate and 'in service' day training linked to STEM outcomes.</li> <li>• There are now more resources and ideas available to staff to support their delivery of STEM outcomes.</li> <li>• Staff and pupils are able to recognise and celebrate existing examples of STEM learning (there is also lots of STEM learning taking place without being explicitly called 'STEM').</li> <li>• Pupils are able to talk confidently about what STEM means and what areas of the curriculum they develop when engaged in STEM learning.</li> <li>• Pupils have been led and supported by the STEM leader P7 team who will soon achieve Young STEM leader status.</li> <li>• The school will hopefully achieve the STEM Nation award at school and nursery levels.</li> </ul> <p><i>GME Media Studio</i></p> <ul style="list-style-type: none"> <li>• Our P7 pupils launched the Gaelic Media Studio with a focus on podcasting, media recordings, supporting home learning and Gaelic links.</li> </ul> |
| <b>Impact:</b>  | <ul style="list-style-type: none"> <li>• STEM CLPL has been woven through this year's collegiate calendar and our teaching team have engaged with a variety of development opportunities spanning the STEM subjects and curricular areas. Their skills and confidence has increased as a result and can be seen in their self-evaluation following our February in service day. Full results <a href="#">here</a>.</li> <li>• There has been an increase in the use of our Imagination Station and loose parts play - another indicator that confidence within the teaching team has been boosted and that people are more likely to make the most of these resources to deliver high quality STEM teaching and learning.</li> </ul>  |

- The February in service days had half a day dedicated to staff development in STEM teaching and learning. This provided an opportunity to share learning from the current staff team engaged in professional development with SSERC, and to explore and try out some different themed lessons.
- Teachers left feeling more confident and ready to take away and try some of the lessons with their classes and learners.
- The aforementioned increase in the use of our Imagination Station and loose parts play, enriches our learners' day to day experiences and has increased their knowledge and vocabulary around the STEM subjects. Through this CLPL, teachers have been able to challenge learners to question the gender bias in STEM and boost more awareness of the career opportunities open to all in this area.
- Funding secured via the Edina Trust and through our successful Tesco campaign, has meant that we have been able to procure more resources to cover STEM topics such as electricity, states of matter and coding. This has had an immediate impact on our learners who have been able to use and explore these new resources, boosting their experiences of STEM within school and creating an open dialogue between teachers and learners about STEM subjects, STEM in real life and STEM career pathways.
- Promotion of STEM learning through classroom conversations, increased utilisation of STEM specific areas (Imagination Station, Loose Parts Play etc.), celebration of STEM learning at assemblies and increased funding to provide STEM specific resources has resulted in learners being observed engaging in conversations about STEM learning, and in observed engagement and motivation. STEM focus week further embedded STEM learning.
- Promotion of STEM learning through classroom conversations, increased utilisation of STEM specific areas (Imagination Station, Loose Parts Play etc.), celebration of STEM learning at assemblies and increased funding to provide STEM specific resources has resulted in learners being observed engaging in conversations about STEM learning, and in observed engagement and motivation.
- Visitors during STEM focus week provided real life examples of STEM being used in careers and everyday jobs. This had a huge impact on learners' perceptions about STEM (not just science!) and promoted wider thinking about the application of STEM. There were sessions that challenged STEM career stereotypes and encouraged our learners to think about the gender balance and opportunities open to all.
- STEM leaders have worked in partnership with the nursery, developing and delivering lessons and activities across the STEM curriculum. This has been a wonderful leadership opportunity for this team and has resulted in high engagement and motivation during these sessions - something some of the learners struggle with in their day to day learning. They have all begun their journey to achieve

|                    |  |
|--------------------|--|
|                    | <p>Young STEM leader status and many are planning on taking this learning further when they start high school. This process is ongoing until the end of the year.</p> <ul style="list-style-type: none"> <li>• STEM Nation award application will be submitted May 2024.</li> </ul> <p><i>GME Media Studio:</i></p> <ul style="list-style-type: none"> <li>• Learners are aware of media skills, and the studio has been used to further enhance learning sharing it through a variety of media. The Media Studio was launched with P1-6G assembly, with support from P7G. For next year create Media Masters to lead and take charge of equipment and run projects using the equipment and begin to embed the studio in learning and teaching.</li> </ul> |
| <b>Next steps:</b> | <ul style="list-style-type: none"> <li>• Complete and send our STEM Nation Award submission.</li> <li>• Consult and procure further STEM resources using funding secured through the Edina Trust and our successful Tesco campaign.</li> <li>• Support the P7 leadership team to complete their STEM Young Leader award.</li> <li>• Continue to promote conversations about STEM subjects.</li> <li>• Utilise partnerships to continue to provide a rich and wide STEM learning experience for staff and learners.</li> </ul>  |

#### **Progress and impact of Pupil Equity Fund:**

In March 2024, we received notification of additional funding of £72,275 from Scottish Government to target closing the poverty related attainment gap. Following consultation with pupils, parents and staff we plan to use this money for the following:

- 1 x SLA allocated to Fresh Start
- 1 x SLA Mental Wellbeing Champion – social and emotional learning, attendance support
- 1 x SLA Accelerated Learning Groups – Read, Write, Inc, 1stclass@number, Fresh Start and Lexia Core 5 Reading Programme
- 1 x Project Lead with a responsibility for Health and Wellbeing (nutrition and physical activity)
- AAC Communication Environment Resources for AP
- Mind Ninja programme to support mental wellness
- Fund Junior Duke individual participation
- Expressive Arts sessions for AP

The evidence of our 2023-2024 Pupil Equity fund is clearly evidenced in the targeted interventions listed above in this Standards and Quality Report.

**Wider achievements:**

- Gold Reading Schools Accreditation
- Rights Respecting Schools Silver Award
- Stenation Award
- Gold Sports Award
- Awarded £1500 through the Tesco Stronger Starts appeal for Outdoor Learning.
- Our Lacrosse Team competed in their first ever tournament.
- Participation in Gaelic Shinty and Football tournaments.

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

ED: "I really like being at Riverside Primary because all of the teachers really care about me. They help me with my learning but they also help me if something is worrying me. I think I do well at school."

RG: "Riverside has really helped me to deal with emotions in a positive way. The teachers always let me talk and share my side of things. I really like this and it makes me feel calmer in school."

**Parents:**

KA: "As a parent at Riverside I'm always made to feel welcome and listened to. Staff make time to answer queries and help resolve any issues which may have arise. We're kept updated with what's going on through various communication channels and generally know well in advance what's going on."

PA: "As a parent at Riverside Primary School, I always feel a welcoming and warming atmosphere from the staff and senior management team from morning drop off to afternoon collection. Communication at the school is first class and the school App platform is an excellent way of sharing information daily. Any problem to arise is dealt with in a fair and efficient manner. My own child attends Riverside PS and loves coming, to which I feel comfort knowing she has a good platform for learning and interacting daily, all thanks to the fantastic team around her that have had a massive contribution to the lovely girl she is, and to help her be the best she can. Thank you to all!"

**Staff:**

KS: "At Riverside we are supported by SLT. We are encouraged to explore areas of interest and put new practice into our classrooms. Riverside Primary has friendly and experienced staff that can lean on each other for expertise. Relationships are key throughout our school."

FT: "Working at Riverside is the true definition of being part of a team. It is a friendly and welcoming environment. We are supported and encouraged to put forward ideas. Riverside is a genuinely happy place to work!"

LS: "I love working at Riverside Primary. Everyone is very friendly, approachable and works together as a team. Everyone is very supportive and we help to lift each other up even on the tough days. We are encouraged to share our thoughts/ideas and the door is always open if we need support from SLT. Working with the children is very rewarding. I wouldn't want to work anywhere else!"

HMcQ: "Riverside has a wonderful team of people. We feel like a family that support one another through all the ups and downs. The challenges are made easier knowing you have an amazing team of people there to support you no matter what. It is a place you feel proud to call your workplace and feel happy coming into work each day."



## Capacity for Continuous Improvement:

Key points taken from most recent VSE / Inspection Information. Riverside recently went through a Thematic Inspection of Numeracy with HMiE and findings from that will be published in their report late Autumn.

| Quality Indicator               | Key Strengths   | Areas for improvement   |
|---------------------------------|---|---|
| <b>1.3 Leadership of change</b> | <p>Highly motivated staff who show a commitment to children and whole school improvement.</p> <p>Children have opportunities to lead on learning through a range of groups. For example, the senior learners with responsibility for Rocking Readers spoke enthusiastically about the role they play in developing reading enjoyment across the school.</p> <p>There are good opportunities across first and second level for children to take on leadership roles within the school. There are a number of school improvement groups through which children participate in school improvement.</p> <p>Staff across the school lead a number of focused and whole school interventions to improve the learning experience of every child.</p> <p>Staff at Riverside are motivated and self-reflective. Through participation in self-evaluation all staff are aware of what the school priorities are and their role in ensuring goals are met.</p> <p>All staff speak positively about the opportunities they have to drive forward positive change in their class and across the school. Senior leaders also speak positively about the role they play in their school.</p> | <p>Continue to use practitioner Enquiry and working groups as drivers to improve outcomes for learners.</p> <p>Coach and mentor staff on leadership opportunities, when appropriate, as a particular focus for PT meetings</p> <p>Work with working groups to support continued professional learning and development and to influence school improvement priorities through research based evidence supporting teacher pedagogy.</p> |

|   |   |   |
|---|---|---|
| <b>2.3 Learning, teaching and assessment</b>        | <p>Almost all children across the primary school are motivated and engaged in their learning, this was acknowledged in our recent HMie Thematic Inspection.</p> <p>In most lessons children are aware of the intended learning and how they will be able to judge how well they have learned.</p>   | <p>Clarity on the purpose of data and assessment with the rationalisation of data. Staff should consider working collaboratively to review the planning and assessment process to avoid duplication</p>   |
|   | <p>Teachers used skilled questioning and challenges to support learning and identify future plans.</p> <p>There are a variety of assessment records used to record and track learners' progress.</p> <p>Teaching staff and senior pupils talk positively about the use of Independent Learning Records (ILRs). The ILRs detail progress and plan next steps in Literacy, Numeracy and HWB. Children at Riverside praised this as a key support in their learning during our Thematic Inspection.</p> <p>Moderation activities at school and learning community level are increasing the confidence of staff to make judgements about the attainment of levels. Staff analyse the results of assessment including SNSA and PASS to plan.</p> | <p>Revisit core principles of effective learning and teaching to ensure consistency of high quality learning and teaching.</p> <p>Continue to use our Data Coaches within the authority to support the critical analysis of data across the primary school.</p> <p>Assess current ILRs in line with benchmarks and pupil led learning.</p> <p>Key focus on supporting teacher pedagogy in Literacy and Numeracy through partnerships.</p> |
| <b>3.1 Ensuring wellbeing, equity and inclusion</b> | <p>There is a strong culture of inclusion evident across the school. Children, staff and parents speak with pride and positivity about the school.</p> <p>Culture of inclusion and support evident in all staff and children.</p> <p>Wide range of appropriate interventions to meet the needs of a range of children.</p> <p>Staff have a good understanding of the principles of nurture with supportive and nurturing relationships evident between children and adults as well as between children.</p>   | <p>Build on the links between the SHANARRI indicators and the UN Convention on the Rights of the Child, as part of creating our holistic picture for each child.</p> <p>Continue to employ a Mental Wellness Champion to support targeted children and families, particularly with the focus on the theme of 'belonging'.</p>   |

|  |   |   |
|--|---|---|
| <p><b>3.2 Raising attainment and achievement</b></p> | <p>The school are continuing to develop their approach to using the outdoors as a stimulus for learning. There are lots of opportunities for independent play using loose parts and a range of natural resources. This is developing creativity, problem solving and team working skills amongst children.</p> <p>There are good processes in place to track and record learner progress and participation.</p>   | <p>Create opportunities for all staff to be more involved in quality assurance processes.</p> <p>There are layers of data which should be rationalised to ensure clear purpose and clarity of use. SLT and staff should consider the purpose of each assessment.</p> <p>Create opportunities for children to be more involved in learning &amp; teaching.</p> <p>Create curriculum leaders.</p> |
|  | <p>A wide range of established partnerships support achievement and attainment in the school. For example, Active Stirling supports a number of lunch and after school clubs. Participation in physical activity clubs is tracked and further opportunities offered where there are identified gaps.</p> <p>The school has clear quality assurance procedures in place which include class visits, analysis of pupil's work and forward planning professional dialogue. Alongside this, SLT meet regularly with class teachers focusing on attainment and learner participation.</p> <p>Staff use the results of assessments to identify gaps in learning and plan appropriate interventions for groups and individuals.</p> <p>Children feel they have a voice within school priorities and in their learning. Learner participation is a key strength within the school.</p> <p>Wider achievement is celebrated for all children. Parents are encouraged to be involved in this by sharing their child's success regularly with the class teacher. Teachers then analyse wider achievement to provide opportunities for those children who do not experience success out with school.</p> | <p>Implement revised whole school and cluster moderation cycle and CLPL.</p> <p>Increase inclusive learner participation through relaunch of Learner Leadership opportunities - pupil parliaments.</p>  |

### **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 valuable assessment and positive feedback.

#### **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 accessible, allowing learners' to achieve their 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 central to child led learning.