

Riverside Primary School Standards and Quality Report



2022 - 2023



Introduction

Riverside Primary School Standards and Quality Report 2022-2023 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.

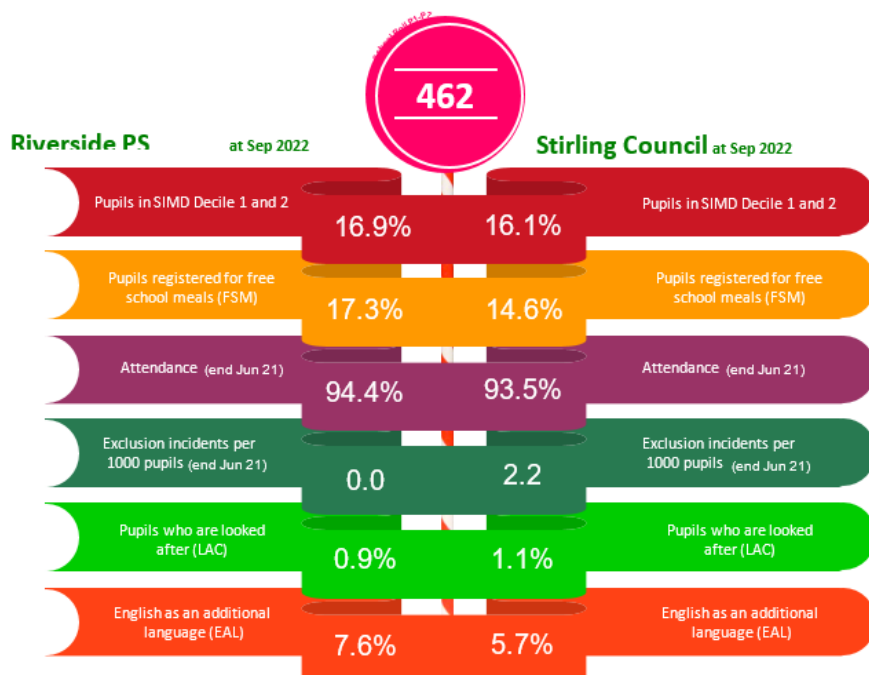
The report is produced as part of the process of self-evaluation, improvement planning and quality assurance. It aims to provide helpful information to parents, pupils, our local community, Stirling Council and Education Scotland.

Context of the school

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

Riverside Primary School is a non-denominational school which has a unique setting of 15 mainstream classes, 3 GME classes, a nursery and an autism provision of 5 classes. Our roll is currently 517 which includes our nursery setting. We have a Senior Leadership Team comprising of a Headteacher, 3 DHTs on job share basis (2 FTE posts split up by 2 x 0.6 and 1 0.8), as well as 5 Principal teachers. One Principal teacher is responsible for the autism provision and one for GME.

Our catchment area includes the area of Riverside and in addition we have a number of placing requests from other areas. Our main deciles are 8 and 10 with 28% in each, however, we also have a high percentage of children across the other deciles, including 16% in deciles 1 and 2. Out of our 517 learners, 112 of those are on Staged Intervention and Assessment (1, 2 and 3). Additionally, we have 31 on Stage Intervention (4) which are predominantly our children in the Autism Provision. Our Equity profile (below) shows the complexity of our school and is key factor in our aim to ensure that Riverside is a supportive, inclusive and nurturing environment for all.



Building Back Stronger – Making Learning Visible

This academic session began with a whole school project, Sustainable Development Goals. Scotland was one of the first countries to adopt them. The goals aim to “eradicate extreme poverty, reduce inequality and combat climate change, by 2050”. At Riverside we wanted to ensure our children were able to play an active role in the attempt to succeed. The project was developed and planned to ensure we built a sense of community, that we enabled and equipped the children to think about the wider world by promoting a sense of responsibility and pride in their environment.

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

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

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

Our Riverside 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 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 will be 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.

School Priority: Improvement in attainment, particularly in literacy and numeracy.	
National Improvement Framework Priority Improvement in attainment, particularly in numeracy and literacy.	HGIOS4 Quality Indicators and HGIOELC 2.3 Learning, Teaching & Assessment 3.2 Raising Attainment and Achievement
Key drivers for improvement Assessment of children’s progress Performance information	Integrated Children’s Services Plan Outcomes Raised attainment for all young people leading to positive, sustained destinations.
Progress:	<p>Literacy:</p> <p>Our ACEL figures, submitted in May 2023, show the following:</p> <ul style="list-style-type: none"> Primary 1 <ul style="list-style-type: none"> • Reading: 82% • Writing: 80% • Listening & Talking: 82% • Numeracy: 83% Primary 4 <ul style="list-style-type: none"> • Reading: 80% • Writing: 75% • Listening & Talking: 90% • Numeracy: 85% Primary 7 <ul style="list-style-type: none"> • Reading: 80% • Writing: 75% • Listening & Talking: 86% • Numeracy: 80% <p>These figures have been shared with staff and taken into account when planning for continuous improvement next session.</p> <p>We reopened our Community Library in October as a way of promoting a lifelong long love for reading within our community. This was led by our Principal Teacher of Literacy who worked alongside senior pupils to create toddler friendly reading resources. They also created interactive storytelling baskets for the children to engage with during these sessions. Our Nursery team led storytelling and song sessions for our children which were allocated to the first part of each session.</p> <p>Our PM Writing programme was shared with staff during a collegiate session. Staff were positive about this supportive tool and felt that it would allow them to create a clear progression through the levels and contexts within writing. Many classes are using this weekly as their tool for writing and children enjoy the structure and repetition of the expectations. Where this is being used, Class Teachers have shared that the standard of writing has increased within the class and there has been a bigger focus on the basic, technical skills of writing; recognising that a good piece of writing does not always mean multiple pages. Primary 1 and 2 continue to adapt this to fit in with Read, Write, Inc. but follow the main principles of getting ready to write.</p>

Across all stages, we carried out the **moderation** process of writing using the PM Writing programme. Primary 1 and 2 adapted this to link in with Read, Write, Inc. Staff were allocated trio groups where the work could be assessed across three levels; early, first and second. Staff were asked to bring along the final pieces of writing, along with all assessment and planning documents.

Our infant classes carried forward the **Teaching Children to Listen** initiative that was trialled through a practitioner enquiry last session. The basis of this programme is that good listening helps children to play and interact, and to understand, talk and learn. Our staff felt that this was key in the early years and went hand in hand with our play based creative learning approach. Each class carried out the recommended six week block to set the baseline and expectations for going forward.

GME Gaelic Recovery Plan (Including impact and next steps):

The key focus on speaking Gaelic in the P4-7 stages (Immersion Phase) made an impact which was fed back to be positive by staff and pupils. Coming straight back into Term 1 after summer and solely focusing on all key elements of Literacy in Gaelic to ensure pupils were fully exposed and given time to re-engage with Gaelic, giving them the confidence to apply themselves in Gaelic reading, writing, spelling and conversation. This also enabled staff to identify any gaps in Gaelic grammar through conversation and target areas to enhance their spoken skills and ensure fluency of the language. This is something which we have agreed, as a staff, that we would like to take forward each year now.

We continued our enhanced transition with Wallace High, with Miss Madigan coming in each Wednesday to further support with the Immersion Phase and build relationships with GME pupils to continue that link and support pupils in continuing with GME into Wallace. We have had success in using PM Writing up the school with learners who do English Writing and staff have found this beneficial. We continue with a desire to build on and become familiar with Big Writing as a resource which can be more suited and flexible to GME. As part of our Recovery plan, all classes have benefited from the investment of additional resources, with an extra fluent member of staff available to support with accelerated learning, nurture, delivering of assessments, 1:1 support and emotional and social needs being met.

Wraparound Spelling: This will be rolled out next session. One staff member took this on as a trial to ensure the smooth delivery to staff. Staff are keen to take this on and would like to look at how it can link with existing reading and writing programmes, next session.

Numeracy:

Our plans to introduce maths **broad banding** across the primary 4-7 classes were put on hold until more research could be gathered on whether this model suits the mathematical and social development of our learners. Staff felt that the complexity of social needs within the class made relationship building a priority and did not want to add this pressure to our learners so early in the term. Instead, our Primary 7 year group took a flexible grouping approach to numeracy across the stage and worked in mixed groups to complete maths challenges.

We ran weekly **maths challenge** groups for children in our Primary 6 and 7 classes who were reaching the end of second level and showed a keen interest in taking their learning to the next stage. The children work with a member of our school community on challenges set at a high school level and were encouraged to display a range of problem solving skills. The children were highly challenged and, at times, set outside

of their comfort zone in a bid to further their potential. 4 children within this group also took part in the University Maths Challenge.

Heinemann Active Maths centred as our main aim for numeracy this session, ensuring that the programme was fully embedded in each class to support high level learning and teaching in numeracy and mathematics. Staff drop-in sessions were available throughout the academic year to ensure that there was sufficient time for staff to become familiar with the resource with peer support. Resources were maintained throughout the year to ensure that they were easily accessible for all classes. The working group also focused on the benefit that each resource would have to learning and where these were best placed.

Our GME learners have also been exposed to Heinemann Active Maths and staff have worked together to look at possible adaptations, ensuring that this resource lends itself to the immersions of the Gaelic language. Within GME classes this has predominantly been used as a planning and assessment tool to steer and challenge learning in Numeracy and when possible using the resources with pupils more so up the school when English resources can be used with discretion.

Our Nursery effectively implemented Stirling ELC numeracy self-evaluation Framework/ Strategy (**Rainbow**). The aim of this was to ensure equity and excellence for all in numeracy. Educators became familiar with this as a reflective tool and used it to meet the specific numeracy needs of individuals in the setting. Educators engaged in numeracy training to increase awareness of how to support different mathematical concepts through spontaneous and planned play.

An SLA was funded through PEF to support the **1stclass@number** targeted intervention. Children in primary 3 were identified through attainment meetings with class teachers and were assessed using the baseline numeracy programme. These children then attended weekly sessions looking at the basics of numeracy construction and how to use mathematical language. This programme is based on repetition and was used with children who were significantly below the national average.

We reintroduced our **Better in Numbers** programme as a way of supporting targeted learners with creating links to numeracy in their home learning environment. Learners in Primary 3 were identified and matched with a Primary 6 'buddy' to carry out weekly numeracy focus groups. These sessions provided an environment for children to learn in a fun and small group basis. They allowed children to develop confidence in existing skills and to learn new ones in a safe group.

Impact:

Literacy:

Our **Community Library** sessions have had a fantastic uptake, particularly with childminders linked to our school. Many of the children attending are either at our nursery already or will be starting within the next few years. Parents have commented that these have acted as informal transition opportunities and have really helped to create familiarisation with the school. This group has been highly recommended on various social media platforms and there has been 100% attendance, within differing numbers, each week since it started.

Although it is too early to look at the attainment impact of **PM Writing**, it is clear to see that there has been an impact on the technical structure of what children can produce when using this programme. In classes where this has been used consistently, there is a clearer picture of the writing format and less of an emphasis on the final product. Children are actively involved in breaking down a piece of writing and, as a result, do not find the whole process as overwhelming. Access to the digital resource for PM Writing has been difficult and is something that staff feel would support the delivery of the programme. The PM Writing questionnaire found the

following: teachers reported progression within children's writing since using the resource, children are more confident when discussing success criteria for different genres of writing and that teachers feel confident delivering the programme.

The **moderation** of writing process allowed us to evaluate the continuity of writing across the stage and to identify any barriers in accessing the PM Writing programme. Historically, writing has taken a dip in attainment around Primary 4, and this year our percentage of children achieving their expected level in writing is sitting at 75% in Primary 4. This is 80% in Primary 1 and 75% in Primary 7. With these figures, it is clear that we still need to add support into this writing programme to support learners in achieving their best. Teacher judgement was on track and, within the trio groups, all staff agreed that the level given to each learner was an appropriate judgement by the class teacher. Staff said that they valued the opportunity to get together with colleagues for this professional dialogue and to confirm their understanding of the assessment process.

The **Teaching Children to Listen** initiative was very successful in the early years and staff reported a higher level of engagement during group time for most learners. After the initial six-week block, staff took a flexible approach and introduced a targeted session whenever they felt that the children needed to refocus. The children enjoy these activities and staff feel that it turns positive listening into a game which has huge benefits to the classroom environment. Staff also reported that they found it more beneficial to use this periodically in relation to the needs of the class rather than carrying it out weekly. They felt that children were more responsive when it was used at various points throughout the year, thus having a bigger impact.

Numeracy:

Our Primary 7 teachers saw the benefit of creating flexibility across the stage with maths **broad banding** and felt that this was helpful in allowing children to reach different areas of the numeracy curriculum. They also felt that there was less stigma associated with it being across one stage and that the groups were fluid to allow children to move freely. Children liked this method as they were already familiar with the mild, medium, hot method used across the school.

The **maths challenge groups** were extremely successful and children thoroughly enjoyed being part of them. One Primary 7 pupil is due to leave in June on fourth level for numeracy and the rest are all sitting within third level already. Our Primary 6 group are predicted to follow in a similar pattern next year. Teachers have commented on the confidence in applying their knowledge and discussing challenges with their peers.

Heinemann Active Maths continues to be an effective programme for supporting high quality learning and teaching in numeracy and mathematics. While most classes are using this with success, there remains some concern around whether or not this resource aligns itself fully with the current benchmarks and our Individual Learning Records (ILRs). This will be taken forward as a priority next session to ensure that we align all tracking resources and ensure adequate pace and challenge for our learners.

In Google form shared with staff about the consistency of use the following was reported:

- 49% Consistently
- 29% 2-3 times per week
- 17% Once per week
- 5% Never

We also asked staff which feature of the resource they used most:

- 54% Teacher cards
- 28% Online games
- 18% Interactive teaching tools

Heinemann Active Maths remains a tool to support high quality learning and teaching and, with the support of the maths working groups, can be an excellent addition to classroom practice. As this is still in its infancy, it is too early to assess impact on attainment, however, staff have commented that the resource is helping to support children in accessing learning in different formats; games, teacher-led activities, interactive and written.

Staff in our nursery have had **Rainbow** and **Under the Tree's** outdoor numeracy training. They have used the Rainbow framework to plan stay and play workshops for families and shared their knowledge and ideas. They have been involved in auditing numeracy environments and practice and identifying improvements. In a recent questionnaire to parents it was felt that the staff knew the children's individual strengths well and took them into consideration when planning future learning opportunities.

1stclass@number remains a vital programme in supporting the individual needs of children within numeracy and mathematics. This 1:1 approach allows for constant repetition and a focus on small steps which in turn has had huge benefits to our learners. 78% of the children attending this group have gone up at least one level and teachers have commented on their increased confidence in tackling whole class/group numeracy activities. The children are very positive about this group and shared that they like that the programme follows the same pattern each week.

Our **Better in Numbers** group was effective in development mathematical confidence. Staff felt that children attending this group were able to engage better in whole class and group activities. They also showed a greater understanding of how numeracy and mathematics plays a vital role in their everyday life.

Next steps:**Literacy**

Our Principal Teacher of Literacy will continue to run the **Community Library** sessions with the support of our Senior learners. They will be encouraged to take on a more active role in organising themed days around Halloween, Christmas and Easter for our group. We will continue to recruit new members to this group by sharing key information on a range of platforms. Now that we have this group up and running again, our focus will not be on involving the local libraries and ensuring that we maintain a high number of attendees. Our Senior Sevens will collect data on the number of attendees.

PM Writing will form an integral part of our 'back to basics' focus for next session. Staff will take part in a collegiate session early in the year to set out a plan for delivery across each stage. This will ensure continuity for all with a consistent approach. We have also adapted this programme to make it accessible digitally to enhance the teaching experience. This should also make it easier for staff to teach this at the same time as stage partners; thus opening up the opportunity for children to work across a stage. SLT will monitor 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. Teachers also noted the need to get the resource online so that the digital aspects can be used effectively.

Next session we will be taking part in a cluster **moderation** event where staff will be able to work across our partnership schools to assess and evaluate pupils' work. This will support professional judgment and will aim to create an ethos of trust when looking at progression through the level. Our DHT, Chrissie Gemmell, will take a leading role in the delivery of this with the moderation group. Staff also valued the opportunity to work across the levels within our school and therefore a moderation activity, on a smaller scale, will also be carried out at Riverside.

Teaching the Children to Listen will continue to be part of our early year curriculum ensuring that good listening and communication is at the heart of learning. Our DHT, along with early years' staff, will look into the principles behind the programme to ensure that it aligns with supporting children with complex needs and how this could perhaps be adapted. Staff are keen to introduce a reward system to highlight good listening and this will be a consistent approach across all early years classes.

Numeracy:

In consultation with staff, and further research, it is agreed that we will not take the formal approach to **broad banding** and will instead look at the flexible approach throughout a stage. We will look at adding Accelerated Learning time into our Primary 7 year to allow a 'life skill' approach class to take place. This group will look at using numeracy in their own lives and will access our local community to apply the skills that they have been learning.

We will continue to run our **maths challenge groups** for key children in Primary 6 and 7. Children will be selected for these groups through consultation with staff in attainment meetings and evidence of pupil progress. This group will take on the University Maths Challenge and the Junior Mathematical Challenge.

Heinemann Active Maths must remain a key focus for next session. We need to ensure that the programme fully aligns with our Individual Learning Records (ILRs) and the national benchmarks within the curriculum. Staff also shared that they find the website difficult to navigate and therefore this needs some investigation; either providing additional time for staff to work through this or looking at an alternative method of downloading resources. Workshops and drop ins will also be set up.

We will also continue to focus on how Heinemann Active Maths can be used effectively for our GME learners. It is also imperative that children are exposed to Numeracy vocabulary and resources through Gaelic as their MCNG/Standardised Assessments are delivered through the medium of Gaelic.

Following on from a very successful trial in a P1 and P2/3 class, our classes in P1-3 are going to roll out Six Bricks as a programme which lends itself more to numeracy and mathematics in the early years. We will also continue to work in conjunction with our partnership high school to access suitable resources for those children working beyond second level. We will also set up a link to support transition through numeracy engagement.

Nursery staff are now looking to fully embed the **Rainbow** framework as a tool for continued improvement. They plan to involve families in the next steps to ensure that a holistic approach is captured.

1stclass@number will remain a key part of our numeracy action plan for next session and will be funded through PEF. SLT will work with staff in term 1 to identify key children that would benefit from this programme and time will be allocated throughout the year. A baseline assessment will be carried out with all identified children to assess their readiness for the programme.

We will continue to run our **Better in Numbers** groups but there will be a bigger focus on the importance of family engagement. We will look to invite families along to sessions after school as a way of including them in building the basics with numeracy. This will give families a chance to further engage in their child's learning.

School Priority: Closing the attainment gap between the most and least disadvantaged children.	
National Improvement Framework Priority Closing the attainment gap between the most and least disadvantaged children.	HGIOS4 Quality Indicators and HGIOELC 1.2 Leadership for Learning 3.2 Raising Attainment and Achievement
Key drivers for improvement Teacher professionalism Assessment of children’s progress	Integrated Children’s Services Plan Outcomes Raised attainment for all young people leading to positive destinations
Progress:	<p>Through PEF, we employed a Mental Wellness Champion to support with the social and emotional resilience of our learners and to be a constant when children are going through times of uncertainty and disruption. Our Mental Wellness Champion continues to utilise the Studio spaces within our school and has turned this into a warm and relaxing environment where children can feel comfortable discussing private and confidential matters, from both school and home. Our Mental Wellness Champion has taken on the key theme of ‘belonging’ for the studio this session, with the key aim of developing a ‘safe space’ and nurturing environment. Through the ‘safe space’ idea, the children have planned and developed their own sensory ‘Zen Garden’ which will be built around equity, acceptance and belonging.</p> <p>Our Mental Wellness Champion carries out 1:1 check ins, small Thrive groups and anxiety based sessions. These groups are made up by assessing Stirling Wellbeing Scales, conversations with Class Teachers and concerns from families. Pupils are given an appropriate session based on their needs and are then supported in applying self-regulation skills back in the classroom environment. Our Mental Wellness Champion has also been responsible for leading a Seasons for Growth group with our Principal Teacher of Nurture, looking at providing supporting for children experiencing difficulties due to separation or bereavement. In addition, we have also delivered the Healing Steps programme to three individuals in order to support them on their grief journey.</p> <p>A group of 8 children have worked with members of staff on the John Muir Award. This award encourages people of all backgrounds to connect with, enjoy and care for wild places. The award also encourages awareness and responsibility for the natural environment through a structured yet adaptable scheme, in a spirit of fun, adventure and exploration. Our groups have used local areas within Stirling to take part in a range of difference challenges that go towards their final award.</p> <p>Our Studio is used each morning from 8.30am for children requiring a Morning Check-in. Our Mental Wellness Champion uses this time to check in with key children in a relaxed and calm environment. Breakfast is provided at this group for any children requiring this but the key focus is ensuring that everyone is in a place that they are mentally able and ready to learn. If there are not then our Mental Wellness Champion will let the Class Teacher know and, depending on the issue, will add in some additional support for the day. This is a very flexible and adaptable responsive approach and children can be added as and when required.</p> <p>Two Primary 6 pupils completed the Nurture Ambassador programme with Stirling Council and will now go forward to carry out this role within the school. The training took place during a nurture conference at St Modan’s High School and also provided support to our Mental Wellness Champion and DHT on how to roll this out within school. Our Nurture Ambassadors were very impressed with idea of ‘mental wellbeing’ kit bags that can be used by children to help regulation when they are feeling overwhelmed. As a</p>

	<p>school we have investigated what they could look like and, with the children, are going to create these for each stage within the school.</p> <p>Throughout the session we have implemented a number of Accelerated Learning groups for targeted children. At the start of the year we received Covid Recovery funding and this was used to run groups in addition to those carried out by our Accelerated Learning Teacher. Pupils were identified through attainment meetings and analysis of the tracking and monitoring toolkit. Class Teachers had the opportunity to engage in professional dialogue with Accelerated Learning Teachers and SLT about the most impactful supports for individual children. These groups ran for a period of six week blocks, adapted where necessary, and assessments were carried out at the beginning and end to check progress. These groups were focused on key skills; numeracy, writing and reading. Our Accelerated Learning teaching also took the lead with our Lexia and Fresh Start literacy programme for small groups.</p> <p>We have continued to distribute leadership to a Data Coach who oversees the implantation and running of our new Tracking and Monitoring Toolkit. This role has been key in ensuring that we are a data smart school; using data effectively to plan our next steps in pupil and whole school improvement. SLT have worked with staff using the new toolkit to ask thought provoking questions; what is noticeable about key deciles and how do we adapt support in recognition of trends. This has been instrumental in supporting us to further close the attainment gap.</p> <p>We started our journey with The Promise by looking at our individual families and recognising what we could do to support them individually. We have supported key families through funding school trips, after school clubs and by providing transportation to access local clubs. We have also used our Mental Wellness Champion to provide support to these families, when needed, ensuring that this is carried out in a sensitive manner. Our plan was to deliver an 'Eat Well for Less' programme where we could involve our families in affordable cooking session. These sessions would be based around family engagement, with an end goal of creating a digital cookbook to sell. Unfortunately, this part of our work with The Promise has not been realised this session along with a cluster wide initiative, due to time restrictions and will be the starting point for us next session.</p> <p>We have used the FVWL RIC Attendance Self Evaluation Toolkit to identify key strengths and development needs in creating a positive attendance culture at Riverside. SLT have taken this priority forward by evaluating monthly attendance figures and supporting families where appropriate. We have taken a nurture based approach to this with a robust early intervention system in place to initiate discussions and supports early on. Families have been given various options to support low attendance and, with these supports, we have seen a significant increase in individual cases. Supports have ranged from arriving slightly after the bell to arriving earlier and accessing our morning check-in within the studio.</p>
<p>Impact:</p>	<p>The employment of our Mental Wellness Champion has, again, been an invaluable addition to our school community. The resource has been our most sought after and powerful resource in ensuring that children are in a place, mentally and emotionally, where they are able and ready to learn. Over sixty children have had experience of our nurture groups this session, with many more accessing on a 1:1 basis. Feedback from parents and other professional demonstrate that immense support that this role has on our young learners who are experiencing difficulties. With the increasing number of ASD diagnosis' within mainstream, we have identified the need to create a group under this umbrella to support children in recognising individual barriers to learning and helping to develop supportive ways of managing these within the classroom. Bu listening to our ASD learners and creating the appropriate environment which will support them further.</p>

Our **John Muir Award** group has been extremely popular and the children are very enthusiastic when talking about their role within the group. It is clear to see that the children take pride in this group and have a clear understanding of what their role is. The class teachers believe that this is a great motivation for learning within the class and that the children are more focused on their work as a result. One child in particular, who normally finds it difficult to speak within a group, has been sharing an overview of the award each week with peers in class. During Staged Assessment and Intervention meetings, parents have commented on the positive impact that this award is having on their child and that moving away from academic awards has been a huge benefit for their children.

The **morning check-in** sessions with our Mental Wellness Champion are a crucial start to the day for many of our learners. Throughout the session we have had a number of children use this service, some for a period of a few weeks and others for longer. We also have children that use this as an open service and attend only when they are struggling. One learner uses this space as a tool for supporting separation anxiety and it has been very successful in providing him with the space to take on daily challenges. Staff welcome support from the Mental Wellness Champion and the heads up if a particular child is struggling with something. This has also impacted on the focus and concentration of children within the class.

Our **Nurture Ambassadors** have spent a lot of time with our Mental Wellness Champion planning what their role next session might look like. They added training in term 4 and have been looking at key areas to take forward within the school. This has had a huge impact on the two learners that have been identified. Both have, and still do, attend Nurture sessions in the studio and have a whole host of strategies that they use to support them on a daily basis. Their main focus in going forward is to find ways of sharing these with a wider audience so that more children can benefit. The class teachers of the two children have noticed that they have been offering support to children within their own class and are already taking on this role with importance.

The **Accelerated Learning** groups have been successful across a number of stages; ranging from small group sessions to larger Fresh Start groups. Data has shown that almost all children who were just missing a level were able to move up from attending a six-week intensive block of accelerated learning in a key area. Throughout the session we changed the focus groups to different years in order to ensure that we were giving all eligible children the support that was needed.

The role of the **Data Coach** remains an integral part of our school development. Data is at the heart of progressing learning and teaching and therefore it is important that we use this as a key driver. Our Data Coach has worked with staff and SLT to support the delivery of the tracking and monitoring toolkit, ensuring that this is a working model used regularly to assess and plan for learning. Staff have found the toolkit supportive and find it useful to have all the data in one place. This has allowed planning and assessment to become more streamlined. Staff have been inputting data once per term and meeting with members of SLT to plan appropriate support and action.

Our work with **The Promise** has predominantly focused around supporting individual needs and adapting the school day accordingly. Originally we had planned to carry out our Eat Well for Less programme but, unfortunately, this was unable to take place this session. Individual feedback from families show that our support to them was invaluable and was carried out discreetly, thus not drawing unwanted attention. This was key for us as our families with experience of foster and adoption are all very different with very different needs. It is so important to us to reach out to them individually.

	<p>SLT discuss attendance each week at our business meetings and ensure that key children are identified and supported. These cases are all very individual and therefore require a different level of intervention. SLT have worked closely with families and have been able to put supports in place to support the increase in attendance.</p>
<p>Next steps:</p>	<p>Our Mental Wellness Champion will continue to be a priority through our PEF plan and will take on the nurture ambassador programme through Stirling Council. Evidence from Stirling Wellbeing Scales, and discussions through Staged Assessment and Intervention meetings, show that there are still a large number of children with needs suited to a nurture group who have not yet attended. We will look at the allocation of groups with a clear focus on six week blocks to ensure that our learners are getting the opportunity to put their skills into practice within the classroom; thus ensuring that this does not become a crutch that children cannot learn without.</p> <p>Our current group of children will move through the John Muir award until completion. When this group has moved on we plan to use them as role models in supporting the next group of participants. The skills that they have gained through doing the award will also be transferrable to Senior Seven roles and there is a clear link to involving the community within this.</p> <p>The morning check-in within the studio is key and will remain next session. Children will be identified through discussions with families and staff. This will not act as a breakfast club for all children, the importance of the emotional drop in is key.</p> <p>The Nurture Ambassadors will now go forward to plan key priorities with the Mental Wellness Champion. They will address key areas within the school that could be used to support and will work with staff to ensure that we have adequate resources. They will also prepare information to share at an assembly so that children are aware of their role within the school and what they can do to help.</p> <p>We plan to continue to focus on Accelerated Learning through small targeted interventions and groups such as Lexia and Fresh Start. We will continue to use data to inform our practice and to ensure that we are identifying early intervention when needed.</p> <p>The role of our Data Coach remains integral to our school development. We are seeking to recruit another staff member to support with this role and time has been built into our working time agreement to ensure that data is at the heart of all we do.</p> <p>We plan to take forward our Eat Well for Less initiative through The Promise. We will reapply for funding through the VHT grant and will use this to facilitate the programme. There appears to be a real lack of support for parents in foster and adoption in terms of being able to get together with other families in similar situations. This came up in a meeting with one particular family and it is an area that we are keen to support, along with our cluster schools. Our DHT will work with all parties to look at the best model for this implementation.</p> <p>With an attendance focus for next session, it is crucial to ensure attendance sits in the WLC improvement plan and is a standing agenda point at cluster headteacher meetings. We also want to improve wider partnerships in supporting positive attendance for our young learners. We will establish clear roles within a multi-agency approach to support positive attendance. We will also set up and establish relationships with clear support services within the local authority to manage severe and chronic attendance concerns.</p>

School Priority: Improvement in children and young people's health and wellbeing.	
National Improvement Framework Priority Improvement in children and young people's health and wellbeing.	HGIOS4 Quality Indicators and HGIOELC 2.3 Learning, teaching and assessment 3.1 Improving/Ensuring wellbeing, equality and inclusion
Key drivers for improvement Assessment of children's progress School Improvement	Integrated Children's Services Plan Outcomes Health and wellbeing outcomes are improved for children and young people
Progress:	<p>As a school we have completed our work around the Vision and Values and are set to launch our new format in August 2023. This will focus on the importance of a safe community and ensuring that Riverside continues to be a school that we are all proud of and for our continued ambition of success. Over the last eighteen months we have met with all stakeholders to gather views and to help create our new school vision for going forward. Parental engagement was high, with over half our parents sharing what mattered to them in their child's education. The full impact of our journey can be viewed through our Sway presentation on our school website and Twitter.</p> <p>Our DHT and Mental Wellness Supporter carried out Decider Skills training in a primary six class as a way of equipping learners with skills to face challenging situations independently. Each session supported children in identifying the ten key skills and gave them an opportunity to share examples of when these could be put into practice. Children were able to share their examples with others and were keen to talk about the wider role this could open up for them within the school, especially next session as Senior Sevens.</p> <p>All stages have engaged with Mind Ninjas. Most have worked with the programme at a whole class level, however, there have also been some groups of children who have been identified as needing more targeted support with anxiety. One pupil was given an individual account to allow him to access Mind Ninjas at home with the support of his parents. The children in the targeted groups completed Stirling Wellbeing Scales as pre and post assessments. By comparing the results of these assessments, we have identified that almost all children presented with more positive results after completing the programme. This was particularly evident with the following statements: 'I've been feeling calm' and 'I've been able to make choices easily'. In Term 3 and 4 our GME staff were able to provide focused Mind Ninja groups which were delivered through the medium of Gaelic. This is beneficial for our pupils as they are receiving social and emotional targeted intervention through Total Immersion.</p> <p>Rhythmic Clapping was introduced to key classes following a practitioner enquiry last session. Rhythmic Clapping is a strategy used with children to improve their engagement in classroom activities, in turn helping to improve their overall emotional wellbeing and regulation. This was extremely successful within a targeted class last session and we wanted to roll this out to all classes. Unfortunately, the collegiate sessions for this were disrupted due to a number of industrial action days and therefore the rollout of this has not been fully possible. Instead, key classes have experimented with this and fed back to our Project Lead on the best way to take this forward for next session.</p>

With the support of Active Stirling and school staff, we have been able to over a whole host of **lunchtime clubs** to our pupils. These have allowed some children the opportunity to engage in a new sport or activity for the first time. These clubs were so successful that we had children asking to run their own clubs and, alongside our DHT, a group of P4 pupils now run a lunchtime football club for our P1 pupils. The opportunities offered to our learners have been broad and cover a range of sporting abilities.

Our Principal Teacher of Nurture introduced the **Roots of Empathy** programme to a targeted Primary 6 class. The Roots of Empathy programme is designed to develop empathy in children. It helps to reduce aggression, increases sharing, caring, and inclusion, and promotes resilience, well-being, and positive mental health. This specific class was targeted as a high level of friendship issues were occurring and children required adult support to work through a great deal of fallouts. The programme took the children through the stages of child development and how to care for a baby; recognising needs in others and helping to support them. The class worked through the programme in two parts; one with the baby in class and the other through set modules. Children were then expected to demonstrate similar strategies throughout the school day with peers.

We are at the start of our **Right Respecting Schools** Journey. This award recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of the school's planning, policies, practice and ethos. Firstly, we informed staff, parents, pupils that the school is working on becoming a Rights Respecting School. Key staff members then attended training to find out more about this award and to become familiar with the United Nations Convention on the Rights of the Child. Each class nominated a Rights Respecting School Representative. Staff and Pupils filled in questionnaires to find out what our baseline was in relation to personal opinions of RRSA. Staff, Pupils and parents then reviewed our current strengths and areas for development against the outcome descriptors for the Silver Award using a 'RAG' rating. We have been accredited our Bronze award and can also start to look further at working towards Silver for next session.

Embedding **SCERTS** training and to develop resources to use for planning, assessment and evaluation, has been the main focus for our autism provision this session. Using SCERTS has ensured that almost all teaching staff and support staff are trained in the SCERTS model, that necessary resources have been made available for staff to implement and that increased collegiate time was set aside to share knowledge and implementation. The SCERTS model is individualised to match the child's developmental level and needs. This has meant 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.

Our autism provision developed a **sensory space** for children to have sensory breaks and support self-regulation strategies. In consultation with staff, families and children, the space has been filled with climbing equipment, shelters, scooters, smack trundle cars and messy play stations. The children make regular use of the sensory area in all weathers. In line with sensory and NME strategies, children are supported to self-regulate and be in a better place to learn through timetabled movement and rhythm breaks. The outdoor spaces are also used at times of crisis and sensory overload to support and model regulation.

	<p>Family engagement was an area that, through feedback, our autism provision wanted to focus on. They offered parental workshops to explore, support or offer advice around new priorities and pertinent issues. They also looked into alternative reciprocal communication system with which to share learning with home. Staff listened to parents concerns and request for a return to using the Seesaw App for communication. As a result, the full Seesaw package was purchased and all parents now have access to their children's feed and the direct message facility to their child's teacher. Face to face meetings for Staged Intervention Meetings were offered with a 30% uptake and cafes were held every term.</p> <p>Our Nursery focused on improving the content and consistency of Learning Journals. Their aim was to ensure that all children have relevant and specific learning intentions and success criteria. They actively encouraged families to add home learning so this can be celebrated and built upon where appropriate. They also ensured Gaelic learning is celebrated through learning journals and also included ways that they can support this at home.</p>
<p>Impact:</p>	<p>As a school we are very excited about the launch of our Vision and Values for August 2023. After a few years of unpredictability and a high level of placing requests, we feel that this is the right time to bring our community back together in our strive for excellence. The biggest impact of this process was the positive approach all stakeholders took to ensure that Riverside remains at the heart of its community. All stakeholders shared that they felt valued by their contribution and felt that they were playing a vital part in the future of our school.</p> <p>Decider Skills is very much in its infancy. It is evident that the children, within the class, are starting to use the language of the programme when working through conflict and challenging situations. The Class Teacher is also making a conscious effort to use key phrases when working through restorative conversations with the children. In a survey with the children, 84% felt that they were confident in using at least one of the key skills if they were faced with a challenging situation. 92% felt that they were able to offer a friend support using the strategies.</p> <p>Teacher feedback collected via a survey showed that staff felt that the content and presentation of the Mind Ninjas programme was easy to follow and engaging for the children. The topics are very relatable for children and encouraged the learners to open up. Mind Ninjas has helped them to explore how it feels to be dysregulated and supported them to develop strategies to help in these times. As a staff we have decided that it would be valuable to invest in Mind Ninjas again next session.</p> <p>Where Rhythmic Clapping was used, staff reported that there was indeed a higher level of positive engagement from pupils; both in learning and social situations. The evidence shows that this programme needs to be used consistently and in the same order to achieve the best results. The children that have used Rhythmic Clapping feel that it is a good break from learning and helps them to refocus.</p> <p>Our Lunchtime Clubs were extremely successful and were popular across all stages I the school. All stages had access to at least one club that they could join and most stages had access to more than one. The uptake was extremely high and 80% of our clubs were full to capacity. The clubs were targeted at both boys and girls but the uptake from boys was significantly higher than girls. The children gave very positive feedback about these clubs and also enjoyed having Active Stirling in to add to the sporting groups.</p>

	<p>Our targeted Primary 6 class were very positive about the Roots of Empathy programme. From a baseline assessment to the end of the programme, 89% said that they had experienced a situation where they acted differently by thinking about the needs of others. The class teacher also reported that the number of friendship issues has decreased since the start of the project. Where an issue has arisen, the class teacher has been consistent in the language that she uses to create key links to the programme.</p> <p>Our Rights Respecting Schools group were successful in achieving our Bronze award, the first step in our journey. This recognised the work that we have put in to ensure that our children's voices are heard and that they are key contributors to decisions that are made in our school.</p> <p>Our Principal Teacher in the autism provision carried out workshops with parents to share the SCERTS programme and how this would look for individual children, both in school and at home. Staff have commented on the positive use of this programme and their understanding of the individual child's needs.</p> <p>The sensory space has been a welcome addition to the autism provision and has proved to be safe space where children can regulate in times of sensory overload. It has also proved to be a beneficial area for children who need time away from the indoor environment in times of stress. Staff regularly use this space, both planned and unplanned, to support learners in accessing what they need. Teachers and support staff are very positive about this space and shared that the different areas really help to facilitate the needs of the whole host of children.</p> <p>The family engagement focus with the autism provision was a successful first step in reconnecting with families and ensuring that good communication is at the heart of getting it right for each individual child. The community cafes were well supported and families shared that they found them to be a positive step in bringing school and home together. They enjoyed the informal situation where they could see their child in the school setting.</p> <p>The focus on Learning Journals was a key priority for the nursery. Audits were carried out every 3 months and support/feedback was given to key workers to support improvement. Families reported a positive difference in the frequency of posts and the length of time learning journals are running is reduced which is seeing children achieve more over time. In April we carried out peer moderation around journals to support and encourage others. Staff were very positive about this and felt that it was beneficial to work collegiately with these.</p>
<p>Next Steps:</p>	<p>Our new Vision and Values will be rolled out to our school community as part of our whole school project in August. Each value will take on a focus period to ensure that there is consistency in our expectations. We will discuss ways of displaying these values with the children and our Young Leaders of Learning will be involved in the unveiling of our new canvas. We will aim to use these values as a fundamental part of our 'back to basics' focus.</p> <p>Our main focus in taking Decider Skills forward is to develop a digital resource that can be shared across P4-7. Our focus class will be moving into Primary 7, with key responsibilities for sharing this with younger children in the school. Our aim is for all children in P4-7 to become familiar with the strategies and for them, and staff, to use them when dealing with conflicting or stressful situations.</p>

Our next steps with **Mind Ninja** will be to ensure that all classes are able to engage with the programme and to fully support learners within our Autism Provision to access the content. We will also look to broaden the number of target groups being supported to use Mind Ninjas to develop strategies to manage anxiety and build resilience.

Rhythmic Clapping will be shared with our staff at planned collegiate sessions and audits will be carried out by our Project Lead to ensure that the consistency of approach is visible within classes. A baseline will be taken to assess the pupils own views and will be evaluated each term to assess progress.

Active Stirling will continue to work with Riverside in offering **lunchtime clubs** and sporting opportunities for our children. We will use our work with them in applying for our Gold Sports award through Sports Scotland.

Our Principal Teacher of Nurture will further develop the key skills within the **Roots of empathy** programme to ensure the empathy is a key priority when dealing with challenging and conflicting situations within friendship groups.

We will now engage our school community in working towards the Silver award for **Rights Respecting Schools**.

SCERTS will continue to remain the focus for our autism provision for next session, ensuring that all staff receive the full training programme and that there is sufficient time set aside for staff to evaluate this as a team.

Family Engagement will continue to remain a focus for the autism provision; building on the success of this year and ensuring that parents play a key role in the education and care of their children.

Staff in our nursery will continue to focus on peer support with **Learning Journals** as a way of ensuring that there is a consistent approach with high standards. This will ensure that each child's journey is being adequately tracked and planned play experiences can be matched to the individual needs.

School Priority: Improvement in employability skills and sustained, positive destinations.	
National Improvement Framework Priority Improvement in employability skills and sustained, positive destinations.	HGIOS4 Quality Indicators and HGIOELC 2.2 Curriculum 3.3 Increasing creativity and employability
Key drivers for improvement School leadership Assessment of children’s progress	Integrated Children’s Services Plan Outcomes Health and wellbeing outcomes are improved for children and young people.
Progress:	<p>Our staff, very positively, took on a new approach to learning and teaching through our Child Centred Pedagogy approach, making learning visible and creative. Staff and children followed a more pupil led approach to project based learning, ensuring that this moved with the child’s interests and was frequent in its movement. Our DHT, Laura Quintin, developed a retrospective planning format where classes identified key skills and knowledge at the end of a planning block. Each planning block was carried out with the children’s involvement and often happened across a full stage. Children’s learning and skills were still recorded using their ILRs and in a format that opened up teacher and pupil dialogue around pace and challenge. This Child Centred Pedagogy approach placed a big emphasis on play in the upper school and classes were encouraged to take an active role in this. Tuff trays were purchased for each class and staff were encouraged to align these to the interests of the child. The Imagination Station was cleared and reorganised to allow classes to use this space. The focus of this space was to develop the idea of play and creation out with the classroom. The space was designed to ignite thought and ambition in a calm and relaxing space.</p> <p>Senior Sevens has historically been the key focus for our primary 7 pupils and is a real opportunity for them to highlight key skills and knowledge across different areas of the school. Previously these groups have been set out in line with teacher preferences and eligible groups. However, we wanted to really focus on pupil voice this year and felt that the group should reflect that. Our children came up with a list of groups that they wanted to have and carried out votes to narrow these down to a manageable number. The children then identified staff themselves that they felt would naturally support each group. Each group completed an action plan and throughout the session have worked on key areas that were important to them.</p> <p>Our Young Leaders of Learning worked closely with pupils and staff at Wallace High School to share areas of value to each school. A group of Riverside pupils were invited to WHS where they received a tour of the school are given an insight into the many programmes and extra-curricular programmes on offer to the learners. Our Primary 6 group are keen to share our work on Child Led Learning and how this has developed over the last year.</p> <p>Our Social Justice Ambassadors organised learning activities for classes during Challenge Poverty Week in October to raise our learners’ awareness of what poverty is and how people are affected by this. They particularly discussed how people within our local community might be affected by poverty and ways in which they could help with this as a group. Moving forward from this, the Social Justice Ambassadors decided to set up a food bank within the school foyer. This contains perishable food items which families can donate to and take from, as needed. Sanitary products are also available for families as part of this bank. The Social Justice Ambassadors have also gone on to provide snack baskets for each class to allow the children the access fresh fruit and cereal bars as required. The children wrote to local supermarkets to support with donations of these items. A focus group of children from P4-7 have commented: “The snack baskets are great. You can have a snack when you need one. Maybe if someone has forgotten their snack, then they don’t need to ask the</p>

teacher. Having a snack helps our brains to think and means that we don't get distracted by being hungry".

Outdoor learning has been a key focus for us this session. All staff attended CLPL directly related to Outdoor Learning which designed to support us in using our existing space and equipment to further develop our delivery of outdoor learning. All staff and learners took part in a Focus Week all about outdoor learning which included visits from key stakeholders and members of the school community. We have developed our outdoor learning 'grab and go bags' to support teaching staff in taking learning outside and developed curriculum linked lesson plans/guides to accompany the resources. We also supported our community during Focus Week by taking part in a huge community litter pick. Linked to Focus Week, we shared the learning with our families during a sharing the learning session.

Our Primary 6 pupils worked alongside Wallace High School to learn about creating a **Gaelic Media Studio**. Children and staff had training on use of the equipment such as camera, lights, microphone and cables. We learned how important health and safety is when recording. We discovered the range of opportunities linked to the world of work from using such equipment and being involved in the media. Pupils were enthusiastic and showed talent both in front of and behind the camera lens.

Community links were a key focus for our nursery, making use of local community and learning from our wider world. Forest days, Engine Shed and regular community walks helped drive this within our setting. Staff built upon Stirling's ELC 'Pledge to Play' alongside parents and community partners to ensure our communities embrace and respect play and understand the benefits of outdoor play. Opportunities were offered to our school community to carry out projects with our children.

Access to **Read & Write Chrome** has been made available for all pupils, not only those with a dyslexia diagnosis. The digital tool is also used by our feeder high school which provides continuity for our learners. Children are able to use this within literacy and cross curricular learning. All teaching staff are trained in the use of this and key SLAs working with identified children are also familiar with this.

Impact:

Through our **Child Centred Pedagogy** approach, children take a lead with their learning and are fully involved in the creation, planning and delivery of their ideas. Teachers have shared that they have more freedom to follow the children's lead on their learning and have found the ability to record learning retrospectively very insightful. Workload for staff has decreased as they are now planning with the children and record during planning meetings with SLT. Staff feel that they have autonomy in how they record their children's learning and children have been more involved with this. Children all throughout the school have the experience of play each day in their classroom. Feedback from children staff and parents has all been really positive. Google Form feedback from staff indicated that they felt work load had been reduced by planning retrospectively. 95% of staff felt that this approach had reduced workload. 95% of staff felt that engagement, motivation and enthusiasm for learning have also been improved. Staff have the opportunity to plan and record learning and pupil voice in a variety of ways. Our tuff trays, in most classes, have been a welcome addition to the rooms. Children are positive about interacting with resources and enjoy the regular changes. Staff have been encouraged to change these regularly and our Accelerated Learning team have created a Google Chat to share inspiration. These ensure that children have regular access to play and creative areas within the classroom.

Our **Senior Sevens** programme has been particularly successful this year in that the level of engagement from pupils has been higher. Children have reported that they feel the programme is more pupil led this year and that they are able to work on things that have come from the children, rather than staff. Our Digi Leaders have worked to supported our Digital Noticeboard and are actively sharing their digital skills with others.

The **Young Leaders of Learning** programme has been extremely successful in allowing children to evaluate aspects of the school and giving them their voice in what makes Riverside a great place to learn. The pupils have recognised the impact of Child Led Learning within their classrooms and have been keen to share this with others. They found their visit to Wallace High School insightful and came back with lots of ideas about how we can improve our school; namely with ideas around creating experiences for all. Our Young Leaders were involved in the final decision for our Vision and Values and were very empowered by the ability to contribute to an important aspect of our school. Their ideas have then contributed to our School Improvement Plan for 2023/2024.

Our **Social Justice Ambassador** programme has been highly successful in developing pupil voice within our school. The group have been involved in making key decisions about issues affecting our school community and have demonstrated a positive attitude to working within sustainability.

As a result of our **Outdoor Learning** Focus Week, staff feel that pupils engage more in high quality free flow outdoor play and the staff confidence has increased in taking learning outdoors. One teacher has committed to spending one day per week outside as a result of the focus week and her class are benefiting from this free flowing curriculum. Over time we expect to see raised attainment within literacy and numeracy as pupils engage in targeted experiences within each curricular area of the outdoor classroom.

Staff have engaged in CLPL opportunities to develop their knowledge and skills of numeracy and Outdoor Learning. All staff within school have highlighted a noticeable and marked improvement in behaviour and engagement during outdoor learning focus week.

Our work with Wallace High School on the **Gaelic Media Studio** was very powerful and has inspired our learners to take the next step with our own. When sharing this with pupils back in school, children were eager to create their own written scripts ranging from weather reports to imaginative TV series all created from working together.

The nursery focus on creating **community links** has been successful and the children have been taken part in a whole host of community events over the session. Our Forest School runs twice a week which enables everyone to get out and feel part of their community on a regular basis. We have worked closely with the autism provision and staff have worked together on some shared approaches and support transitions. We have had families who have joined us on local walks and forest school sessions. Many families have highlighted the benefits that being outdoor brings for their child and the skills they have learned in doing so: maths, numeracy and road safety as well as wellbeing. Parents have shared that they feel involved in their child's early education and, as a result, relationships with staff are strong.

Read and Write Chrome continues to be an excellent digital tool for our young learners. It has shown to provide independence in literacy tasks and helps to remove the barriers of dyslexia when sharing ideas. The tool allows children to work in the same capacity as peers whilst using interactive tools to check spelling / writing and technical accuracy. Learners also commented that they enjoyed being able to listen back to their text and could make corrections easier than reading it themselves.

Next steps:

Our **Child Centred Pedagogy** programme will be rolled out from August and staff will be given a full overview of the retrospective planning document and new updated policy. This will continue to be the main focus for planning and assessment. Staff, that have previously felt slightly anxious about the prospect of handing over the planning to the children, will be supported by SLT in demonstrating the planning in action. We will hold a collegiate session where staff can share their own methods of sharing the end product; big books, sway presentations etc. These methods can be shared and staff can work together to display high quality learning and teaching. We will continue to encourage staff to work within timeframes that suit the style of the project, rather than sticking with one theme for an entire term. Our tuff trays will continue to remain a focus for next session, with communal tuff trays being considered in break out spaces.

We will continue to ensure that our **Senior Sevens** programme is pupil led and will meet with the current Primary 6s next session to look at which areas they deem most important to take forward. We will ensure continuity is such group as our AP Gang and Digi Leaders to ensure that there is a consistent approach to key areas. We will also look at creating a showcase of events at the end of Term 3. This was previously planned for Term 4 but timetable constrictions for Primary 7 in term 4 mean that it would be better suited to term 3.

Our **Young Leaders of Learning** will now take on the role as 'host' to Wallace High School in September 2023. In addition, we will also be meeting with Allan's Primary to look at the comparison of primary schools across region. The Young Leaders will share their work in a showcase event with the year below and will support SLT in appointing the next set of Young Leaders for Riverside.

Our **Social Justice Ambassadors** will take a lead role in our BIG SIP meetings next sessions to take forward key issues relating to sustainability within the school. They will make connections with local primaries to build on current initiatives and to take inspiration for future plans.

Outdoor Learning will continue as a main focus for our School Improvement Plan for next session, with a revised name of 'Learning Outdoors.' This is to remove the barrier that taking learning outdoors should be anything other than day to day learning. Ensuring that staff develop the confidence to take all aspects of the curriculum outdoors and not simply small sections that naturally led themselves to the outdoors. We have also submitted a funding application with Tesco to further improve playground/outdoor space and will create an outdoor learning protocol to support staff in continuing outdoor learning throughout the year.

Our next step with the **Gaelic Media Studio** is to build our own experience so that it can be used to enhance Gaelic oracy, promote the language and build on our lifelong learning and work skills creating an interest in media and beyond. This will be led by our Principal Teacher of GME and will involve a working party of staff and pupils.

Creating **community links** will remain a priority for our nursery; building on the steps that have been taken so far to expose our learners to their wider world. Families and members of the community will be asked to support.

Read and Write Chrome will continue to be our key digital support for learners with dyslexia. Our Accelerated Learning Teacher will attend the Dyslexia Scotland conference in October to look at possible additions to this and how best to support children through the tool. We will ensure that all SLAs receive training in using this with key children.

Progress and impact of Pupil Equity Fund:

In March 2022, 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 Family Link Officer – social and emotional learning, attendance support
- 1 x SLA Accelerated Learning Groups – Read, Write, Inc, 1stclass@number, Wave 3, Fresh Start and Lexi Core 5 Reading Programme.
- 1 x Project Lead with a responsibility for Health and Wellbeing (nutrition and physical activity)
- Materials and cost for creating an area for Autism Sensory Play
- Mind Ninja programme to support mental wellness
- Rhythm and movement programmes for targeted groups in P1 and AP

The evidence of our 2022-2023 Pupil Equity fund is clearly evidenced in the targeted interventions listed above in this Standards and Quality Report.

Wider achievements:

- A group of Primary 6 pupils represented the school at the Euroquiz in March.
- We were awarded a bronze award through Rights Respecting Schools.
- Four P7 pupils took part in the University Maths Challenge.
- We were part of the Stirling Natural Creativity Pilot project with Education Scotland.
- We received our 7th Eco Flag.
- A P7 pupil was awarded a gold award in the Junior Mathematical Challenge. Two other pupils received Silver and Bronze.
- We received our bronze Rights Respecting Schools award.
- We received bronze awards with the Mathematical Council in Primary 7.

Comments from pupils, parents and staff:

Pupils:

"It is fun being a pupil at Riverside. There is a lot of things that are made into Play Based Learning and Outdoor Learning. There are things for everyone if anyone needs support they are accommodated for. It is a very good environment," Alice

"It is fun. We get to do fun things like going outside and being active. There are many opportunities for us like House Captains and shows. We learn about lots of different things. The staff are definitely helpful." Lottie

"It feels like there's a lot to do and lots to learn, and if you ever want to learn more you can always ask. It's amazing learning at Riverside!" Aila

"I feel like when I moved to Riverside I felt really uncomfortable, but now I feel like it's a really good place." Joud

Parents:

"I have a P1 and P3 pupil at RPS. I have been delighted with the experience our children have had at the school so far. Our girls adore Miss Miller and bounce into school each day excited to learn from her.

They are happy and thriving at RPS. This is evident from their eagerness to learn - be it through the extensive home learning programme or through the encouragement and rewards opportunities that the school offers or even the varied learning experiences RPS offers.

RPS have inculcated a culture where our daughters are suitably challenged and excited by the learning and teaching and also encouraged to always do their best." David Swain

Staff:

"I was involved in the discussions about the school vision and values. The children have worked hard on this and it looks like they are all set. This is a great school; the staff do a brilliant job." Mr Mitchell

"Our school is welcoming, and everyone feels that they belong here. You feel the ethos of the values as you move around the school and staff - new and old - feel supported and always have someone to turn to. Our staff team are caring and help our learners feel safe in school. As professionals we deliver learning that is challenging and enjoyable.

Our learning experiences include learning in the outdoors, learning in the community and further afield which gives lots of opportunities for staff at different levels to contribute and lead learning/initiatives.

This year we started a journey of creative learning where the learners are more actively involved in planning what and how they learn. We have opportunities to reflect on what impact this has had on our learners and us as professionals. We are a large, fast-paced and diverse school full of opportunities for growth, development and fun! "Mrs Plewes

Quality Indicator	Key Strengths	Areas for improvement
<p>1.3 Leadership of change</p>	<p>Highly motivated staff who show a commitment to children and whole school improvement.</p> <p>Children have opportunities to lead on learning through a range of groups. For example, the senior learners with responsibility for Rocking Readers spoke enthusiastically about the role they play in developing reading enjoyment across the school.</p> <p>There are good opportunities across first and second level for children to take on leadership roles within the school. There are a number of school improvement groups through which children participate in school improvement.</p> <p>Staff across the school lead a number of focused and whole school interventions to improve the learning experience of every child.</p> <p>Staff at Riverside are motivated and self-reflective. Through participation in self-evaluation all staff are aware of what the school priorities are and their role in ensuring goals are met.</p> <p>All staff speak positively about the opportunities they have to drive forward positive change in their class and across the school. Senior leaders also speak positively about the role they play in their school.</p>	<p>Continue to use practitioner Enquiry as a driver to improve outcomes for learners.</p> <p>Coach and mentor staff on 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.</p>
<p>2.3 Learning, teaching and assessment</p>	<p>Almost all children across the primary school are motivated and engaged in their learning.</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 challenge to support learning and identify future plans.</p> <p>There are a variety of assessment records used to record and track learners progress.</p> <p>Teaching staff and senior pupils talk positively about the use of Independent Learning Records (ILRs). The ILRs detail progress and plan next steps in Literacy. Numeracy and HWB.</p> <p>Moderation activities at school and learning community level are increasing the confidence of staff to make judgements about the attainment of levels. Staff analyse the results of assessment including SNSA and PASS to plan.</p>	<p>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>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>There is a strong culture of inclusion evident across the school. Children, staff and parents speak with pride and positivity about the school.</p> <p>Culture of inclusion and support evident in all staff and children.</p> <p>Wide range of appropriate interventions to meet the needs of a range of children.</p> <p>Staff have a good understanding of the principles of nurture with supportive and nurturing relationships evident between children and adults as well as between children.</p>	<p>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. Take our Rights Respecting Schools journey forward.</p> <p>Continue to employ a Mental Wellness Champion to support targeted children and families, particularly with the a focus on the theme of 'belonging'.</p>
<p>3.2 Raising attainment and achievement</p>	<p>The school are currently developing their approach to using the outdoors as a stimulus for learning. There are lots of opportunities for independent play using loose parts and a range of natural resources. This is developing creativity, problem solving and team working skills amongst children.</p> <p>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 & teaching.</p>

	<p>A wide range of established partnerships support achievement and attainment in the school. For example, Active Stirling support a number of lunch and after school clubs. Participation in physical activity clubs is tracked and further opportunities offered where there are identified gaps.</p> <p>The school have clear quality assurance procedures in place which include class visits, analysis of pupil's work and forward planning professional dialogue. Alongside this, SLT meet regularly with class teachers focusing on attainment and learner participation.</p>	<p>Implement revised whole school and cluster moderation cycle and CLPL.</p>
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Evaluation of school's capacity for continuous improvement:

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

Key priorities for improvement planning:

NIF 1:

To improve the learning and teaching of literacy and numeracy, with a theme of 'small steps, BIG benefits'.

To improve attainment for learners in literacy and numeracy with an increased use of technology to enhance learning opportunities.

To ensure families are involved and supported in developing real life literacy and numeracy skills.

NIF 2:

To empower pupils with the key skills and qualities to take the lead on their learning and issues which have an impact on their future

To raise attainment for targeted children through interventions which address their individual barriers to learning

To provide regular opportunities for parents to engage with staff around the progress of their child's learning, supporting children in using their voice

NIF 3:

To focus our 'Small Steps, BIG Benefits' project around the importance of OUR school community

To improve HWB for targeted children in order to enhance their school experience and address individual barriers to learning

To carefully track and support the mental wellness of our pupils and staff

NIF 4:

To utilise the use of technology to support learning, ensuring appropriate training is provided for pupils, staff and families.

To ensure pupils are aware of skills and are involved in understanding the link between skills and employability.

To create opportunities for children to have ambition and aspirations for the future.

To create opportunities for children to apply learning and investigation in Science, Technology, Engineering and Mathematics.