

**Riverside Primary School  
and  
Early Learning and Childcare**

**PROGRESS REPORT  
FOR SESSION 2022/23  
(Standards & Quality Report)**



**Maree Walk**

**Craigshill**

**LIVINGSTON**

**West Lothian**

**EH54 5BP**



## **ABOUT OUR SCHOOL**

**Riverside Primary School serves the community of Craigshill.**

**In December 2022 the Headteacher of eight years retired and a new Headteacher took up post in February 2023.**

**In April 2023 an issue with the roof was found and approximately half of the building was sectioned off. Due to these issues the children in P1 to P7 were required to relocate to the old Beatlie Campus in August 2023 as a medium term solution. The children in the ELC merged with Letham ELC. There were 10 classes in Riverside PS across 2022-2023.**

**The context for the learners in our school are as follows: -**

**Equity – FME 44.8% (WL 18.80%)  
Clothing grant 56.66% (WL 26.89%)  
PEF funding 2023/2024 - £112,700**

**Our Quintile 1 learners account for 40% of our school roll.  
Our Quintile 1 and 2 accounts for 90% of our school roll.  
The SIMD ranks us 6 out of 68 schools in West Lothian**

**The student needs include 10% with family issues (WL 4%) and 37% with an ASN (WL 29%)**

## **IMPROVEMENT PRIORITIES**

**Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.**

**We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at: <https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>**

**We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.**

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2021/22 was to ....</p> <p>Ensure all learners receive consistently well planned L&amp;T providing challenge, differentiation and pace in literacy and numeracy.</p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <p>All staff consistently use the progression pathways. Planning Moderation and Staff SIP Review show an increase in staff confidence.</p> <p>All staff teaching reading comprehension strategies. Lesson Observations show all learners engaged in sessions and Learner Conversations show all learners can explain strategies.</p> <p>Intensive handwriting teaching occurred May/June 2023. Learning Walk showed good engagement and progress in P3/4 when using the scheme workbooks. Jotter Monitoring showed good progress in May and June 2023.</p> <p>Good use of WLC Route Maps for Numeracy Planning Moderation and Staff SIP Review showed an increase in staff confidence. Data showed good progress in all year groups from Track 1 to Track 4 and very good progress in P2, P4 and P7.</p> <p>Introduced twice weekly P1-P3 Numeracy Intervention Groups. Staff SIP Review showed an increase in staff confidence. Data showed good progress in all year groups from Track 1 to Track 4 and very good progress in P2, P4 and P7.</p> <p>Whole school focus on times table fluency through Times Tables Rockstars. Pupil Microsoft Forms show very good engagement.</p> <p>All staff moderated reading, writing and numeracy within our school, a neighbouring school and at cluster level. Staff Microsoft Forms show increased confidence in understanding of a level.</p> <p>Early level Might Writers and First/Second Level Talk for Writing has had continual ongoing training. Lesson Observations show that this is embedded at Early and Second Level.</p> <p>In P1, P4 and P7 the majority of pupils are achieving the appropriate CfE levels.</p> <p>In P1 and P7 most pupils are achieving the appropriate CfE level in Reading, Listening and Talking and Numeracy with the majority of P1 pupils are achieving the appropriate CfE level in Writing.</p> <p>Numeracy Data showed good progress in all year groups from Track 1 to Track 4 and very good progress in P2, P4 and P7</p>

<p>ELC</p>	<p>All staff consistently use the progression pathways.          Planning moderation and staff SIP Review shows an increase in staff confidence and use of the pathways to promote progression and challenge.</p> <p>Almost all staff use progression pathways to plan and identify next steps for progression in learning, promoting progression and challenge.          ELC moderation showed that all ELC staff have a shared understanding.</p> <p>All staff used the progression pathways to support consistency in practitioner's professional judgements.          ELC moderation showed that all staff have a shared understanding.</p> <p>All practitioners delivering rich experiences for all children, supporting all learners to make progress in their learning with progression pathways.          ELC moderation showed that all pupils have this experiences.</p> <p>Through purposeful and meaningful observations which have clear next steps to support children's progress in their learning.          This is seen through next steps which focus on consolidating the child's learning, looking at horizontal and vertical next steps.</p>
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<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2021/22 was to ....</p> <p>To close the gap in learning for identified learners through targeted interventions in literacy and numeracy.</p> <p>To ensure all children have opportunities to participate in a wide range of experiences.</p> <p>Practitioners will develop their understanding of agile learning approaches to learning in order to promote learner's agency</p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <p>The school was awarded £133,996 of Pupil Equity Funding (PEF) The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</p> <p>30 priorities were planned and 27% of these priorities were fully achieved with 84% making good or better progress. 13% made moderate progress and 3% made no progress).</p> <p>The Equity Lead supported teachers with Literacy Planning. During the SIP review class teachers reported increased knowledge and confidence in planning and delivering learning, teaching and assessment.</p> <p>Class teachers set their targeted group of learners personalised targets in literacy. Data showed that the P2 targeted group of learners had achieved 80% of their personalised targets in literacy. The P4 targeted group of learners had increased their WPM speed and accuracy when reading Fry's phrases. They were also able to read the first three hundred Fry's common words and accurately spell the first 200 Fry's common words. This targeted group of learners were able to identify all vowel digraphs and consonant blends and have an increased ability to blend and segment words within a context. The P5 identified pupils demonstrated an improvement in their reading skills by at least 2 levels on the PM reading benchmarking system. The majority of pupils reported an improvement in their confidence as readers by at least one point on a five-point scale. The P5 identified pupils demonstrated an improvement in their writing skills by showing they can achieve all of their core writing targets at first level. The majority of pupils reported an improvement in their confidence as writers by at least one point on a five-point scale. The identified P6 pupils were able to independently edit their writing and achieved at least one additional core writing target.</p> <p>The attendance intervention began November 2022, at this time whole school attendance was at 81%. By the end of June this increased by 7% to 88%. P5 was identified as the target class. In November 2022 P5 attendance was at 80%, by end of June 2023 this increased by 8% to 88%. Four P5 children targeted for bespoke interventions. From the start of the bespoke intervention, December 2022, the target group attendance increased by 9 % from 72% to 81%. Since August 2022 the targeted group increased attendance by 9%. Between August 2022 to June 50% of the targeted children increased their attendance by an average of 18%.</p> <p>All PSW have been trained in using the 5 and 10 Minute Box. This has been used with target groups across the school and impacted with all target groups,</p> <p>We have continued to run an annual trip to the theatre with no cost to families as well as all children being offered a wide range of Active School Sports events with no cost.</p>
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ELC	<p>EEL identified a small group of children, completing targeted interventions. Data showed a rise in attainment when looking at recent trackers.</p> <p>Literacy and Numeracy experiences provided for all children both indoors and out. Children are confident discussing their learning and this is logged within their Learner's Journals.</p> <p>All staff completed SEAL training. This has been used within the nursery through small group work, targeted interventions and through everyday play experiences throughout the setting. Tracker data shows an increase in attainment through most literacy and numeracy statements.</p>
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<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p><b>Our measurable outcome for session 2021/22 was to ...</b></p> <p>All members of the school community will work together to refresh the school values</p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.  <input checked="" type="checkbox"/> School and ELC Leadership  <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Curriculum and Assessment  <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do? Evidence indicates the impact is:</p> <p>All members of the school community worked together to refresh the values. Microsoft Forms show very good engagement by parents, staff and pupils.</p> <p>Co-created vision and values are displayed in each class and constantly referred to.</p> <p>Values are shared weekly with parents via Sway as each week a pupil receives an award. The Sway also includes a short clip for parents to share with their child.</p> <p>The end of year reports referred to how the child showed the values within their learning.</p> <p>Sway shows a good level of engagement by parents 'deep reading' it weekly.</p> <p>The Health and Wellbeing champion supported teachers in the delivery of West Lothian's health and wellbeing programme across all classes.</p> <p>All teachers ensured our trusted adult list was updated and examined our processes resulting in learners knowing and using our trusted adult systems.</p> <p><u>We have set up termly Health and Wellbeing tracking using the SHANARRI Wheel.</u></p> <p>All children in P4-P7 have a leadership opportunity through our Leadership Teams.</p> <p>Pupils participated successfully in a number of sporting activities, including basketball, football, swimming, rugby and multi-sports. This resulted in many pupils gaining new experiences of sporting competition, and building resilience and team working, as well as sporting skills.</p>
<p>ELC</p>	<p>All staff refers to the vision, values and aims of the nursery, this was discussed and reviewed with families and our children.</p> <p>Monthly newsletter highlighting our well-being indicator of the month that is used for our children to explore their rights.</p> <p>Almost all staff reference UNCRC framework, using this to implement everyday rich learning experiences for the children to explore their rights.</p> <p>Colour monster embedded into daily practice to allow the children to explore their emotions and talk about these freely.</p>

**Commented [MR1]:** Could this detail a little about how values are shared weekly – photographs of values in action by learners/staff?? Learner statements?

**Commented [MR2]:** Is there anything else that can be put in here as the big empty box doesn't look the best.

Could the values statement be added to to include what these are and how learners are beginning to demonstrate these in everyday interactions for example??

<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p><b>Our measurable outcome for session 2021/22 was to ....</b></p> <p>All learners will receive well planned opportunities to develop skills for learning life and work through an agile learning curriculum giving learners autonomy in their learning</p> <p>Practitioners will develop their understanding of agile learning approaches to learning in order to promote learner agency, autonomy and development of the 4 capacities across all contexts for learning</p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.  <input checked="" type="checkbox"/> School and ELC Leadership  <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Curriculum and Assessment  <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <p>All staff engaged in reviewing the Riverside Curriculum. The staff evaluations identified areas for development within the four capacities and context of learning.</p> <p>Refreshed Curriculum to include more trips and events. After school clubs, outdoor learning and family learning opportunities</p> <p>Introduced RSHP across the school.</p> <p>Introduced Passport of Experiences across the school.</p> <p>We achieved our school Digital Award resulting in our pupil Digital Leaders being more confident in their digital literacy skills.</p>
<p>ELC</p>	<p>Almost all staff can confidently use HGIELC to self-evaluate their practice and continue to develop their knowledge.</p> <p>Through the use of audit tools, staff can monitor and evaluate the areas within the setting to ensure they create a rich learning environment for all children.</p> <p>Floor books are used to capture child's voice along with daily planning which allows staff to further each child's learning based on their individual interests.</p> <p>Almost all staff are confident using consultative planning to record children's experiences and possible lines of development to ensure meaningful next steps.</p> <p>Learning Journals is used to log children's progress, capturing the child's voice and engaging parent's as they include themselves in their child's development.</p>

**Commented [MR3]:** The same as above - looks a bit sparse(I know I lot has been done! What benefits the learner through this review and what does your curriculum inspire to offer?

**Commented [MR4]:** Sentence needs completed



**Attendance continued to be an area to address 88% (WL 92%)**

**There were no exclusions.**

**Our Wider Achievements this year have been:**

- **World book day activities, First Minister’s Reading challenge**
  - **Scottish Poetry competition**
  - **Buddy training**
  - **Involvement in active school cluster activities**
  - **P1-7 Christmas Performance**
  - **P7 camp day**
  - **Street party to celebrate Coronation**
  - **Children in Need fundraising**
  - **Choir engagements in local community**
  - **Working with SPARK on a range of projects**
  - **12 Primary 5 pupils awarded yellow belt in kick boxing through an after school club**
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- **PEEP sessions for ELC parents**
  - **Transition programme ELC – school**
  - **ELC stay and play sessions**
  - **1 member of staff qualified in Forrest Schools**
  - **Support for families throughout the year**
  - **Family days’ out**
  - **Holiday craft and activity packs for families**

How good is our school? The quality indicators\* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Satisfactory

How good is our Early Learning and Childcare? The quality indicators\* evidence that:

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children’s progress	Good

\*(Indicators used in How good is our School? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)