

# Riverside Primary School and Nursery Class



## PROGRESS REPORT FOR SESSION 2018/19

(Standards & Quality Report)

Maree Walk  
Craigshill  
Livingston  
West Lothian  
EH54 5BP



**Confidence, Nurturing, Perseverance, Respect, Creativity**

## About Our School

Riverside Primary School was the first primary school built in the new town of Livingston and has been central to the Craigshill community for 50 years. The community is one of economic and social deprivation. The school has an FME of 44%. The school roll is 259 pupils split into 11 classes and the nursery has 40 places in the morning and 30 places in the afternoon. The nursery is staffed by 3 full time nursery nurses and an Early Years Officer. There is a teaching staff of 17 including the Head Teacher, Depute Head Teacher, Principal Teacher, and a full time Support for Learning teacher. The school is well supported by a team of 7 Pupil Support Workers who assist pupils in class and support targeted PEF interventions. Clerical support is provided by one Admin Assistant and one Clerical Assistant. The school runs a very successful Breakfast Club which is well attended by the children.

The quality of accommodation in the school is satisfactory. The building has 12 classrooms, a good sized nursery, learning support room, nurture room, parent room, a large assembly hall, separate dining room and a PE hall with changing facilities. There is a large garden area within the school playgrounds and the nursery class has a well-resourced outdoor learning space.

## Vision, Values and Aims

### Inspire, Learn, Grow

*“At Riverside Primary School our vision is to inspire and nurture our school community to become healthy, confident, lifelong learners who respect each other and have the skills, capabilities and attributes to thrive and be the best that they can be.”*

The values which underpin this vision and which shape our approaches, relationships, policies and behaviour are:



**Confidence, Nurturing, Perseverance, Respect, Creativity**

## What do our Values look like at Riverside Primary?

**Confident** pupils who are enthusiastic and ready to learn.

Pupils who can **persevere** and keep trying, even when it's tough.

**Creative** pupils who are curious, question and challenge.

Pupils who show **respect** for themselves and others.

A **nurturing** school where all pupils feel happy, safe and have someone to talk to.

To achieve our vision and to embed our values we are developing a structured curriculum which will meet our aim that all our children are provided with learning opportunities that recognise and celebrate their individuality, develop their full potential, allow them to fulfil their aspirations and prepare them to meet the challenges that they will face throughout their lives. At every level, an ethos of high aspirations and ambition for all our learners is encouraged with attainment, achievement and participation being recognised and celebrated.

### 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 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.

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.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) 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.

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PRIORITY	HOW DID WE DO?
<p>1.</p> <p><b>To raise attainment, especially in literacy and numeracy</b></p> <p>Our desired outcomes for Session 2018/19 were to:</p> <p>Enhance staff confidence in assessing and making accurate judgments in evaluating learner progress and identifying next steps</p> <p>High quality learning experiences are provided consistently across the school through provision of a well-planned relevant and flexible curriculum which provides appropriate pace, challenge and progression</p> <p>Raised attainment in literacy through increased practitioner knowledge of pedagogical approaches to writing and spelling</p> <p>More than 80% of children at early level will achieve expected levels in numeracy by June 2019</p> <p>More than 70% of children at first and second will be on track to achieve expected levels in numeracy by June 2019.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li>• School Improvement</li> <li>• Teacher professionalism</li> <li>• Performance Information</li> <li>• Assessment of children's progress</li> </ul>	<p>We have made <b>good</b> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Developed a school moderation model for literacy and numeracy to support planning and assessment. Staff engaged fully with West Lothian Progression Pathways in their planning</li> <li>• A wide range of data was used to inform planning and identify areas for development</li> <li>• Robust analysis of SNSA data at school and cluster level helped identify common areas for improvement and opportunities to share practice</li> <li>• All staff were involved in regular attainment meetings to identify and plan for children who required targeted intervention</li> <li>• Literacy development post created to raise attainment in writing through the introduction of the Talk for Writing approach</li> <li>• Allocated time for professional dialogue, moderation, training and sharing practice, enhanced staff knowledge and understanding of learning, teaching and assessment of writing</li> <li>• Pupils were involved in updating class libraries and in planning new library areas for the school landings</li> <li>• Staff attended spelling professional development and implemented strategies in class</li> <li>• PSWs attended 5 Minute Box training and supported the implementation of targeted interventions in Literacy</li> <li>• Extended Word Boost programme into P4-7 to support the development of vocabulary</li> <li>• Purchase of new reading resources to provide a wide range of texts to engage all learners</li> </ul> <ul style="list-style-type: none"> <li>• A cluster lesson study approach based on analysis of SNSA data was conducted at P2 and P5 with a focus on fractions</li> <li>• An additional member of staff trained in Maths Recovery (total of 4 now trained)1:1 Maths Recovery programme implemented to support identified learners</li> <li>• Further developed Numeracy and Maths resources to support SEAL approaches</li> <li>• Enhanced transition programme from Nursery into Primary 1</li> <li>• Regular drop in sessions for Nursery parents to support preparation for Primary 1</li> <li>• Continuation of play based experiential learning from Nursery into Primary 1</li> <li>• ELC was involved in the Literacy meets learning CYPIC practicum with a focus on developing executive functioning skills</li> <li>• ELC adopted Froebel practices to encourage creativity and enriched learning experiences</li> <li>• Early Year's trackers implemented to monitor progress in Literacy, Numeracy and Health and Wellbeing</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Learners are benefiting from teaching staff having a clearer understanding of the benchmarks, progression pathways and expectations in reading and writing. This is evident from increased high quality writing during moderation activities and improved reading skills from assessment results</li> <li>• Learners are observed to be excited by books and stories, and are motivated and engaged in reading through having access to a wider range of appropriate texts</li> <li>• Learners' needs are clearly identified and interventions put in place through quality improvement discussions</li> <li>• Learners are able to speak more confidently about their learning with their parents/carers at the Biscuits and Blethers sessions</li> </ul>

- Assessment of pupil learning is supported by staff now using a wider range of valid, reliable and relevant assessment tools and approaches
- Pupils are benefiting from an increased focus on vocabulary development
- At early level 75.3% of nursery learners are on track in Literacy and 86.78% are on track to achieve Early Level by end of P1
- At P1 91% of learners have achieved Early Level in Literacy and 93.75% in Numeracy
- Attainment levels in P7 Numeracy and Literacy have improved with over 80% of pupils achieving Second Level
- Targeted interventions are beginning to have an impact on attainment in Literacy and Numeracy in P4
- ELC practitioners recognised that learners could be overloaded and over stimulated and adaptations were made to the nursery environment

Our next steps will be to:

- Maintain a clear focus on improving learning, teaching and assessment through embedding moderation practices across the school
- Ensure targeted Literacy CLPL based on staff needs to further develop building our reading and writing cultures
- Ensure targeted Numeracy CLPL based on staff needs to further develop the teaching of Numeracy
- Develop shared understanding of high-quality learning, teaching and assessment experiences to achieve consistency across the school (metacognitive strategies/use of effective AiFL)
- Develop flexible, progressive frameworks for Literacy and Numeracy from Early to Second Level
- Ensure use of consultative planning and trackers in the ELC informs on-going day to day practice
- Introduce SEAL methodology into ELC
- Continue to develop Froebel practices in the ELC

<p>2.</p> <p><b>To close the attainment gap between the most and least disadvantaged children</b></p> <p>Our desired outcome for Session 2018/19 was:</p> <p>To provide specific targeted support in literacy, numeracy and health and wellbeing, to identified pupils across the school</p> <p>To support transition into Primary 1</p> <p>To develop children's vocabulary</p> <p>To increase understanding of the impact of poverty, ACES and trauma on a child's ability to learn and develop</p> <p>NIF Driver(s):  Teacher Professionalism  Parental Engagement  School Leadership  Assessment of Children's Progress</p>	<p>We have made <b>very good</b> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Family Link Worker appointed to support pupils' emotional wellbeing and resilience; promote attendance and reduce late coming; help families access support; increase parental engagement</li> <li>• Established Parent Drop-In room and school food and clothes bank</li> <li>• Introduced Families Connect for P1 parents to support families actively engage in their children's' learning</li> <li>• Established weekly family cooking sessions</li> <li>• Family link worker supported enhanced transition to high school during school holidays</li> <li>• Linked with Almond Housing to support families in their own environment</li> <li>• Engaged families with other services and community partners at Parents' Evenings: WLDAS, Fire Scotland, NHS, Jak's Den, School Bank West Lothian, Credit Union, WLC Advice Centre</li> <li>• Organised support sessions for identified learners and their families</li> <li>• Provided school holiday activities for identified families</li> <li>• Provided a range of experiences for learners including: theatre visits, excursions, workshops, outdoor learning</li> <li>• Additional Speech and Language Therapist provided universal and targeted support for learners and delivered staff CLPL</li> <li>• Additional staff deployed to support direct teaching to support targeted interventions</li> <li>• Implemented research based literacy interventions: <ul style="list-style-type: none"> <li>○ 5 Minute Box</li> <li>○ Language Link</li> <li>○ Speech Link</li> <li>○ Speed Up handwriting</li> <li>○ Word Boost</li> <li>○ Teaching Children to Listen</li> <li>○ Scotland Reads</li> </ul> </li> <li>• Developed our reading culture through updated class libraries, establishing landing libraries and purchasing a wide range of books</li> <li>• Additional staff member trained in Maths Recovery</li> <li>• Implemented research based Numeracy interventions: <ul style="list-style-type: none"> <li>○ Maths Recovery</li> <li>○ One Billion</li> <li>○ SEAL</li> </ul> </li> <li>• Implemented HWB Interventions <ul style="list-style-type: none"> <li>○ Nurture Groups</li> <li>○ Lunchtime Nurture Groups</li> <li>○ Lego Therapy</li> <li>○ Zones of Regulation</li> <li>○ Therapets</li> <li>○ School of Football</li> <li>○ Music Therapy</li> </ul> </li> </ul> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> <li>• Increased engagement due to enhanced relationships with families as a result of work of Family Link Worker</li> <li>• Increased attendance of children from specific targeted families</li> </ul>
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	<ul style="list-style-type: none"> <li>• Reduced latecoming of children from specific targeted families</li> <li>• Almost all identified targeted learners have made improvements in Literacy interventions</li> <li>• Learners receiving Maths Recovery have made significant progress. 75% achieving an improvement of at least two SEAL stages</li> <li>• Children working with Therapets were observed to be more engaged with reading and exhibited improved levels of confidence</li> <li>• SALT activities have led to significant gains in targeted word vocabulary in P1 and P2</li> <li>• Teachers have reported positively about the impact of Teaching Children to Listen in their classroom and around the school</li> <li>• Learners are benefiting from increased parental engagement; almost all families attended our community engagement event at Parents' Evenings and participated in our PEF consultation</li> </ul> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• To continue to improve learning, teaching and assessment through high quality CLPL, targeted support and intervention for practitioners.</li> <li>• Continue with targeted support for Literacy, Numeracy and HWB</li> <li>• Family Link worker to continue to work with families and children and lead family learning and engagement initiatives</li> <li>• To extend Families Connect to a wider range of families</li> <li>• To embed work on improving listening and talking and vocabulary development in partnership with the Speech and Language Therapist(nursery –P7)</li> <li>• Introduce a Passport of Experiences for Riverside PS</li> </ul>
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<p>3.</p> <p><b>To improve children and young people’s health &amp; wellbeing</b></p> <p>Our desired outcome for Session 2018/19 was to</p> <p>To introduce a whole school nurturing approach to support the inclusion of all learners</p> <p>NIF Driver(s): School Improvement School Leadership Teacher Professionalism</p>	<p>We have made <b>satisfactory</b> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Staff introduced to Pivotal approaches to developing positive relationships – and are beginning to implement these in classroom</li> <li>• Developed staff awareness of the impact of ACEs and effects of poverty and trauma through cluster training</li> <li>• Raised awareness with staff of the Nurturing Schools approach</li> <li>• Carried out wellbeing surveys which indicated that the pupils demonstrated a greater awareness and understanding of the Wellbeing Indicators</li> <li>• Implemented the Animal Magic approach in the ELC through the introduction of guinea pigs</li> <li>• ELC learners regularly engaged with the natural outdoor environment</li> <li>• Introduced Froebelian approach which resulted in a calmer learning environment</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• The majority of pupils in P4-7 self-reported as feeling safe, happy, included and respected in school</li> <li>• In the ELC children are observed to be more empathetic and have a greater understanding of caring for others and their environment</li> <li>• Staff have a greater understanding of the importance of positive relationships within the classroom and of how children’s experiences outwith school impact on their learning</li> <li>• A reduction in referrals to the SLT from class teachers</li> <li>• Reduction in exclusions</li> </ul> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• To continue implementation of Pivotal/nurturing approaches</li> <li>• Develop a whole school positive relationship policy</li> <li>• Training support staff in Pivotal Approaches</li> <li>• Introduce wellbeing indicators to P1-3</li> <li>• Self-reporting using the wellbeing indicators to be embedded (P4-7) and information used to implement necessary supports to ensure pupil wellbeing</li> </ul>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>To provide opportunities for learners to develop leadership and decision making skills which will help prepare them for life and the world of work</p> <p>NIF Driver(s): School Improvement</p>	<p>We have made <b>satisfactory</b> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• P7 pupil leadership team involved in planning and decision making within the school</li> <li>• P7 visit to Sky Skills Academy</li> <li>• P6 learners attended DYW Skills for Work Fayre at Livingston Football Stadium</li> <li>• P7 pupils engaged parents and businesses in Careers Fayre</li> <li>• Classes starting to effectively make links between the curriculum and the world of work and use the wider community to develop skills for life and work through IDL e.g., partnership building, Farm to Fork, Fish to Sea, people who help us, eTwinning project, library visits</li> <li>• Learners and staff hold regular Biscuits and Blethers session with families to share progress and discuss learning</li> <li>• Pupil responsibility groups were established to support putting on the school show; these had a clear focus and were relevant and skills based</li> </ul> <p>Within the ELC:</p> <ul style="list-style-type: none"> <li>• Use of consultative planning – floor book- to record learners voice and ideas</li> </ul>



	<ul style="list-style-type: none"> <li>• Introduction of more natural materials and resources to enhance the learning environment</li> <li>• Increased community links with Craigshill Community Library and Braid House</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Teaching staff have an increased understanding of purpose of learning in relation to skills for life and work</li> <li>• The majority of learners have had opportunities to learn within our wider community gaining an ability to contextualise learning through a real life context</li> <li>• P7 pupils show an increased understanding of the world of work and of the opportunities available to them</li> <li>• Learners in the ELC make purposeful use of the indoor and outdoor environment and are able to talk about roles in the community and people who help us</li> </ul> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• Review pupil voice groups to ensure they have a clear leadership focus and support learning across the school</li> <li>• Make explicit links across the curriculum to Skills for Learning, Life and Work (ELC - P7) and build stronger partnerships across the wider community</li> <li>• Begin to gain DYW WL schools accreditation</li> </ul>
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In session 2018-2019 there has been an increase in attendance of our Quintile 1 and 2 learners, and a decrease in our Quintile 3 learners leading to an overall decrease in attendance of 1%. There has been a marked increase in attendance amongst those learners being supported by our Family Link Worker. There has been a reduction of the number of days late across the school of one day. Our Family Link Worker will continue to target specific children and families. There has been a reduction in our rates of exclusion this session and this can be attributed in part to our increased focus on developing positive relationships and a nurturing school environment.

As a school we regularly seek feedback on our performance, both formally and informally. We strive to engage with parents and stakeholders in a variety of ways: Biscuits and Blethers, Nursery Natters, Stay and Play, Read, Write, Count, Families Connect, family engagement events, playground presence, surveys, consultations, TWITTER, You-Said- We-Did, formal meetings, check ins etc. This feedback helps to inform our future developments as a school.

## Our Achievements this year have included:

- Class assemblies
- Nursery and P1-3 Nativities
- P4-7 School show – Joseph and his Amazing Technicolor Dream coat
- Family engagement events – sharing the learning, biscuits & blethers, stay and play sessions
- Participation in sports festivals – Netball, handball, Rugby, hockey, badminton, cross country
- Charity fundraising for School Foodbank , Children in Need, Comic Relief and Children’s Cancer Charities
- MacMillan Coffee morning
- Outdoor Learning Opportunities
- Save the Children Families Connect programme
- Residential – P7 to Belmont, P5 to Lowport
- West Lothian Drug and Alcohol Services Smoke Free Homes
- Froebel in Childhood Practice –University of Edinburgh
- ELC partnership with Braid House
- Cluster Carol Concert
- Lunchtime Choir
- School of Football
- Class Excursions
- Roots of Empathy Programme
- ICHS Stellar Writing Award winner

## Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

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

How good is our leadership and approach to improvement?	Leadership of Change 1.3	Good
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Good
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Good
	Raising attainment and achievement 3.2	Good

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

How good is our leadership and approach to improvement?	Leadership of change 1.3	Very Good
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Good
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Very Good
	Securing children’s progress 3.2	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)

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