



Riverbrae School

STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.

Michelle Welsh

Head Teacher

OUR SCHOOL

Riverbrae School and Educational Learning and Child Care (ELCC) is a co-educational ASN provision for children and young people from nursery through to age eighteen age range. The school is situated in the Linwood area with our children and young people coming from across Renfrewshire. Our children and young people are placed within Riverbrae via the ESRG (Educational Support & Resource Group). We are a large school team comprising senior managers, teachers, instructors, nursery officers and additional support assistants assigned throughout the school to support our learners. Our school opened in August 2017 and is organised into four departments: ELCC, Primary, Secondary and Complex Learning. The Secondary Department includes a Senior Phase with approximately 41 young people currently in the S3 – S6 age range.

OUR VISION, VALUES AND AIMS

Our Vision: At Riverbrae we work together to build an inclusive and happy community where every achievement is celebrated, and every experience is viewed as an opportunity for learning. We want our young people to have success for today and be prepared for tomorrow.

Our Values: Leadership Equity Ambition Respect Nurture



We aim to:

- To build a happy and inclusive community where children and young people experience positive opportunities for learning and personal growth.
- To improve attainment, particularly in literacy, numeracy and health and wellbeing.
- To close the attainment gap between the most and least disadvantaged children and young people- particularly by reducing the impact of disability
- To prioritise the employability skills and sustained, positive school leaver destinations for all young people

SUCSESSES AND ACHIEVEMENTS

During the session 2022-23 we have celebrated many successes and achievements at Riverbrae. It is amazing to reflect on our journey since August. We have had many achievements including participating in Renfrewshire Music Festival and being invited to open the Renfrewshire Nurture Conference and have the opportunity to present on Pupil Voice.

We hope that the Riverbrae community agrees that we demonstrate our school vision:

“L- leadership, E- equity, A- achieve, R-respect, N- nurture!”

School and ELCC Leadership

- All members of the Senior Leadership Team (SLT) are committed to their own career long professional learning which models their high expectations of staff to be lifelong learners. The Head Teacher (HT) has engaged in professional development, including West Partnership Moderation and Assessment, West Partnership ASN HT network, RNRA steering group. HT is an Improving Our Classrooms (IOC) marker, helping to support staff across Renfrewshire Council with their professional development. DHTs are part of the Learning and Teaching strategy group, National Complex Needs Network and presented at the Scottish Learning Festival, Education Scotland into Coaching qualification, and the wellbeing of teams. PTs have participated in PT learning sets and completed the Mental Health training. Almost all SMT have been trained to level 2 in Non-Violence Resistance (NVR) and we aim for all SMT to have completed this training by June 2024. SMT participated in the Deirdre Grogan training to enhance and develop the learning environment for children and young people.
- Some teachers and support staff undertook practitioner enquiry and some staff have led an area of responsibility. This empowered staff and led to a collaborative approach. The impact has been greater consistency across the school and increasing quality of learning and teaching.
- As part of the West Partnership Moderation group, the school has an ongoing focus on the moderation of literacy and numeracy target setting. Principal teachers have been running target setting and planning workshops. As a result, almost all teachers are more confident when setting targets in literacy and numeracy.
- Within senior phase, data shows an increased attainment in a range of national qualifications in a larger range of subjects, which reflects our drive towards increased personalisation and choice.

Teacher and Practitioner Professionalism.

- Almost all staff demonstrate high professional standards and engage in career long learning to further increase their skills. Examples from this session include Talk for Writing, Seal Maths, Renfrewshire Inclusive Communication Environment (RICE); UNRC and pupil voice, PECS training, Makaton training; Renfrewshire Literacy Approach; West Partnership Moderation Training; Bikeability; Bicycle Maintenance Training; Duke of Edinburgh Lowland Leader; Protective Measures Training; Rebound Therapy Training; Moving and Handling Training; rolling programme of medical needs training. These have had a notable impact on practice as documented through the Professional Review and Development process.
- We were delighted to have a teacher completing their Masters in Inclusive Education and Aspiring PT qualification. Another teacher is completing their Masters in Psychology. Some support staff are working towards teaching qualifications through Open University and we have support staff completing their Let's Introduce Anxiety Management training (LIAM)
- As a result of a practitioner enquiry last session, some staff have participated in Talk for Writing training this session. DHT undertook leadership training, - teaching staff attended the Local Authority Training. This will assist us in ensuring consistency of experience for all pupils and it is helping to generate a shared vision for writing across the school.
- Some members of SLT have been trained in Non-violence resistance (NVR), enabling staff to utilise strategies in school and refer parents to attend NVR sessions where appropriate. We are hosting targeted parents' groups in school with Educational Psychology. A PT has completed the Mental Health First Aider training.

Curriculum and Assessment

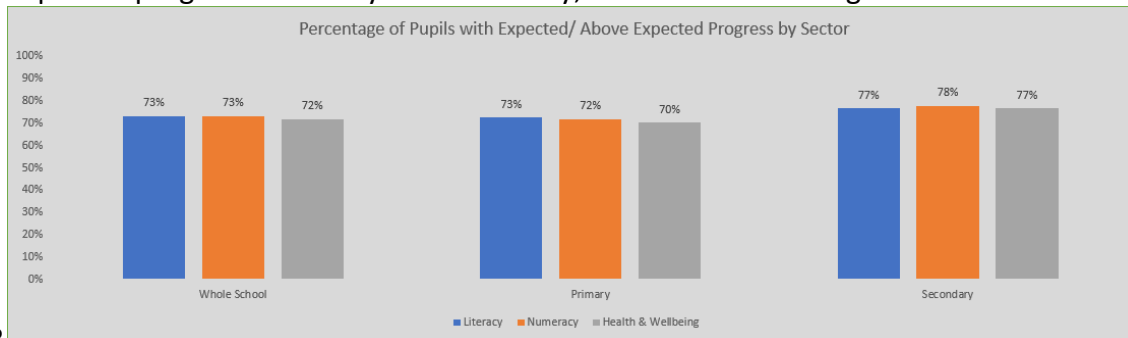
- All teaching staff were consulted on developing a Teaching and Learning Charter to ensure consistency and high standards across the school.
- All teachers have taken part in Learning Conversations with a focus on Literacy, Numeracy and Health and Wellbeing. Some teachers are using summative assessments well and professional dialogue is more quantitative.
- Some teachers use digital tools and assessments (e.g. SNSA, Sumdog, Education City, Word Wall, Reading Eggs, Seal Maths, Talk for Writing) diagnostically to inform teaching and learning. Summative and formative assessments are shared with pupils and parents in a variety of ways (verbally, through Learning Journals, Annual Reviews, during Parents' Evenings, end of year reporting).

Parental/Carer Involvement and Engagement

- We welcomed parents into the school for our Art Exhibition this session and parents were invited to stay for a refreshment at our Senior Phase café. Parents had an opportunity to shop in our Senior Phase boutique and feedback from parents was very positive.
- Our Parents evening was well supported, and we offered online and face to face meetings. Uptake was high for this event.
- We held a Nativity for the P1 and P2 parents, summer show and end of term celebrations which were well attended by parents. Parental feedback was positive and parents have felt more involved in the life of the school.
- We provided bespoke transitions for our incoming P1 pupils and their families. This helped to ease transitions from pre-5 to school for both the children and the parents/carers and laid strong foundations for positive relationships and partnerships moving forward.
- Learning Journals has continued to be an effective tool to communicate with parents. Almost all parents engage with Learning Journals for learning updates. 97% agree that they receive helpful, regular feedback on how their child is learning.
- Through staff questionnaires staff identified the need for more parental involvement. An Art class now runs once a month for parents. This is a very popular class, and we now have a waiting list for our parents to get involved.
- Our Bingo Night was open to all parents and local community and proved to be very popular, with a higher-than-expected turnout. This was our first Bingo night since COVID and feedback from all parents and the community was very positive. The event raised £2,000 which goes towards the paying for events for the senior phase pupils.
- Life after School events have been organised in the evening and is open to all parents in the secondary department. Topics include guardianship for older pupils, information on independent living allowance and our inclusion support assistants making parents aware of their role within the school. Feedback from parents was very positive and will be developed for next session.
- Our inclusion support assistants (ISA) run both a walking group and a coffee morning on a weekly basis. After feedback from parents the ISA are looking at ways to create a variety of different activities that could run over the course of the year.
- We ran a successful World Book Day and some parents came in to school to read stories to some of our classes. Feedback from parents was very positive and we would hope to have more parents involved in this next session.
- Our Senior Phase Prom was a very popular event in our school calendar with a high turnout from both families and school staff attending this celebration.
- This session we introduced "stay and play" afternoons. This was a chance for parents to spend time in their child's class and take part in different activities with them. Turnout was high for this event and feedback was positive from parents.

Performance Information

- Almost all staff are more confident in engaging with data captured through our learning conversations; allowing them to identify attainment gaps and barriers to learning which provides an evidence-based rationale to plan interventions and, in turn, raise attainment. Some teachers stated we are very good (50%) at using evidence from tracking meetings, dialogues and assessments to measure progress.
- Data has shown that the majority of children and young people have made expected or above expected progress in literacy and numeracy, health and wellbeing.



School and ELCC Improvement

- All staff have engaged in self-evaluation of our school and have contributed to recognising our successes as well as identifying areas for future development. This has resulted in staff feeling valued and having ownership of the school improvement agenda.
- Jade Level RNRA award has been applied for, which demonstrates our ongoing commitment to Nurturing Relationships and Trauma Informed Approaches.
- All teaching staff participated in Renfrewshire Inclusive Communication Environment training and some staff are involved in the core group to drive this forward.
- All staff have participated in Pecs training and are now utilising this throughout the School and ELCC. Most staff are undertaking Makaton training up to Level 4 as part of their continued professional learning. This has resulted in children and young people being supported within a total communication environment.
- Our partnerships within the local authority are strong and most members of Senior Management Team are leading joint initiatives with Educational Psychology and Speech and Language Therapy such as Social Communication Emotional Regulation Transactional Support (SCERTS) and Non-Violence Resistance (NVR) training and parent group. As a result of this, staff and parents are more confident in supporting children and young people with dysregulated behaviour.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Quotes

Pupils

“I have loved being at Riverbrae and thank you to all my teachers. I am going to miss my friends, but I am excited for college”

“The Fun Day was the best day ever.”

Parents

“Once again thanks to you and all the amazing staff and bus guides my boy is thriving and is so happy at school.”

“The staff have tapped into my child’s potential, and he is flourishing academically. But more than that they have worked tirelessly all year to nurture, support, encourage and develop my son's independence and self-esteem. “

Staff

“I have really enjoyed my first year and Riverbrae and the staff have all been supportive and helped me feel settled in the school.”

“I cannot thank SMT enough for the support that they have offered over the of the year. They have been there whenever I have needed support and I cannot thank them enough”

Pupil Equity Funding (PEF)

- Allocated PEF funding enabled us to train all staff were trained in Picture Exchange Communication (PECs) during our August Inservice. The impact was measured by support visits during the school year. There is clear evidence that PECs is being implemented effectively and staff feel more confident using PECS within their class to support pupil voice.
- Targeted support using Seal Maths and Talk for Writing has had a positive impact in supporting children in Literacy and Numeracy. Data shows that attainment has increased, and staff are more confident.
- PEF funded Inclusion Support Assistants have supported the development of being the crucial link between school and home. They have supported group activities in school and offer individual support to parents out in the community.
- Our school is wholly inclusive and committed to removing disadvantage for whatever reason. PEF funding for Nordoff and Robbins and Hear My Music has offered targeted support for pupils to support their health and wellbeing. Pupil self-esteem has increased, and they feel more confident when out in the community. This was evident by their participation in Renfrewshire’s Music Festival and performing at the recent Renfrewshire Nurture Conference.
- Castle Semple, Outdoor Learning, has been delivered to all Senior Phase pupils. Almost all pupils have been presented for Nat 2 Developing Independence Skills in Outdoor Learning.

KEY STRENGTHS OF THE SCHOOL

- ★ Riverbrae School and ELCC are consistently using RNRA approaches to build positive relationships for all children, staff, and families to promote wellbeing within our community.
- ★ Riverbrae continues to promote inclusion across the school and wider community. Children and young people have successfully transitioned from the complex learning department into the wider school. The nursery has linked with their mainstream community nurseries and the children have successfully moved on to join their peers within their local community.
- ★ Relationships across the school and ELCC are much improved, and the school values are embedded across the school.
- ★ Opportunities to increase the profile of Riverbrae have been successful and has increased our presence in the local community.
- ★ The wellbeing of families has been supported by a variety of parent groups.

Next Steps – Priorities for 2023-2024

We believe that we have made good progress during session 2022-2023 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Continue to focus on Health and Wellbeing, including RNRA and UNCRC.
- ★ Continue to improve teaching and learning, focused on the implementation of Talk for Writing, Seal Maths and Maths Recovery.
- ★ Develop sector leading opportunities for inter-school moderation and assessment activities for staff.
- ★ To develop staff skills and confidence with Digital Technology.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.

