



Riverbrae School

STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025. 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 (Education 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 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 2024-25 we have celebrated many successes and achievements at Riverbrae, including participating in Renfrewshire Music Festival and being invited to open the Renfrewshire Nurture Conference. Our Senior Phase pupils took part in Renfrewshire Dance Showcase, work experience and more recently one of our senior phase pupils did his first live performance on a local radio station. We have participated in a number of sporting events including Strathgryffe tennis and cross-country events organised by Disability Scotland. We recently attended the Duke of Edinburgh awards ceremony where our young people achieved bronze awards. We have created links with Corseford School, and this enriched the learning experiences of our learners.

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; and RNRA steering group. Depute Head Teachers (DHTs) are part of the Locality Inclusion Support Network (LISN) groups that support learners in the community, and the National Complex Needs Network.
- One DHT is working towards her Into Headship certification.
- Principal Teachers (PTs) have participated in MAKATON training, which is a tool used to support communication with our most complex learners. Principal Teachers can support staff to develop this approach within our classroom environments and provide a communication suitable to the needs of our learners.
- PTs have participated in Education Scotland’s Middle Leaders Leading change programme.
- All Senior Leadership Team (SLT) have been trained to level 2 in Non-Violence Resistance (NVR), which is a trauma-informed approach to support Parents and families who are experiencing violence or controlling behaviours from their child. All staff have been trained in Non-violence resistance (NVR), enabling staff to utilise strategies in school and refer parents to attend NVR sessions where appropriate.
- SLT have supported families in using this approach to focus on the ‘unmet’ needs of the child which may be driving the behaviours through our support groups in both Primary and secondary. The impact of these groups meant that families felt they had a support network around them and were more able to look behind the behaviours they were experiencing, supporting their child and their own wellbeing.
- SLT participated in Deirdre Grogan training to enhance and develop the learning environment for children and young people. This enabled SLT to support staff to develop their learning environments, based on the needs and interests of the children.
- Some teachers have completed their Aspiring PT qualification and are now leading in areas of personal interest that are having a positive impact on the life of the school.
- Some teachers and support staff undertook practitioner enquiry and some staff have led an area of responsibility such as for Talk for Writing. 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, 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. ([can you give some specifics?](#))
- Data shows that almost all staff feel that senior leaders operate an open-door policy and are approachable, 91% of staff graded this statement as very good or excellent.

Teacher and Practitioner Professionalism.

- Almost all staff demonstrate high professional standards and engage in career long learning to further increase their skills. The range of CLPL from this session includes: Talk for Writing; Seal Maths; Renfrewshire Inclusive Communication Environment (RICE); United Nation Convention on the Rights of the Child (UNCRC) and pupil voice: Picture Exchange Communication System (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. All staff have been trained in The Promise, which is Scotland's Promise that care experienced children and young people will grow up loved and safe and respected. These have had a notable impact on practice as documented through the Professional Review and Development process.
- Majority of support staff are working towards their MAKATON accreditation from Levels 1-4 and MAKATON singing. Next session staff will be trained in Safeguarding using MAKATON.
- We have a few support staff working towards teaching qualifications through Open University. They are building their knowledge of child development and the curriculum allowing them to support the children and young people within their current role.
- As a result of a practitioner enquiry last session, all staff have participated in Talk for Writing training this session. As a result of this training, children and young people are having richer experiences in literacy and developing their writing skills.
- DHT and PT undertook leadership training. This will assist us in ensuring consistency of experiences for all pupils and it is helping to generate a shared vision for writing across the school. Next academic year we will be focussing on embedding this in the school.

Curriculum and Assessment

- All teachers have taken part in Learning Conversations with the Senior Leadership Team, focussing on progress in Literacy, Numeracy and Health and Wellbeing.
- All 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).

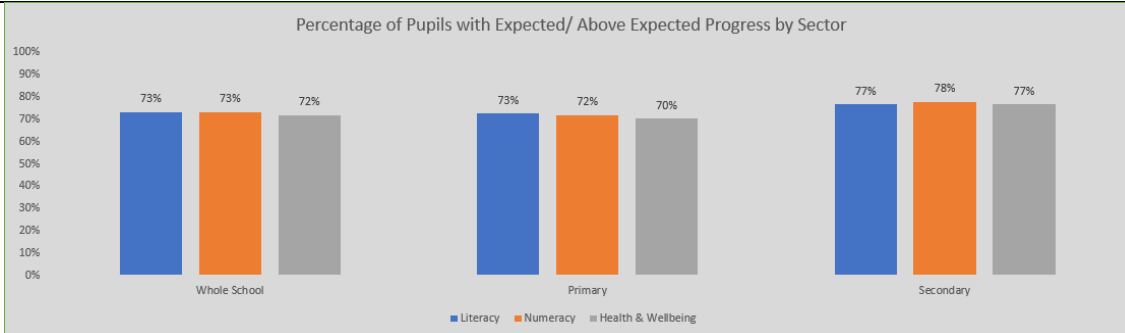
Parental/Carer Involvement and Engagement

- 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. This has enabled us to build positive relationships with Parents and Carers.
- This term we organised a Soundbath session to support the wellbeing of our parents. This was positively received, and Parents found this to have a positive impact on their mental health and wellbeing.
- 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 -P3 parents. Upper primary and secondary had a 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.
- Primary 7 transitions, staff have been down to the primary to meet their new cohort and we held a coffee morning for parents to meet staff and celebrate their children moving into S1. Parental attendance was high, and feedback has been positive.
- The use of 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. Feedback from all parents and the community was very positive. The event raised £1,800 which goes towards 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.
- Senior Phase options evening has recently been introduced this session and attendance was high.
- 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 held “open classrooms” for friends and family. 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.
- We ran a Christmas Fayre and Summer Fete for friends, family and the local community. This was very successful with a high turn out from parents. Feedback was positive and will now be included in our annual calendar.

Performance Information

- 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 at using evidence from tracking meetings, dialogues and assessments to measure progress. This will continue to be a focus for next session.
- 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 awarded, which demonstrates our ongoing commitment to Nurturing Relationships and Trauma Informed Approaches. We are now working towards our Ruby award.
- Some staff are now part Renfrewshire Inclusive Communication Environment (RICE) core group leading to greater consistency across the school.
- All staff are trained in PECS 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. 85% of class teachers have reported that universal and targeted strategies i.e. MAKATON is having a positive impact on children's learning and attainment.
- 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.
- Promoting Positive Behaviour (PPB). One DHT is working towards becoming a PPB trainer. This will support consistency of approaches across the school when supporting young people who present as distressed.

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 Summer Fete 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

"There are good CPD opportunities."

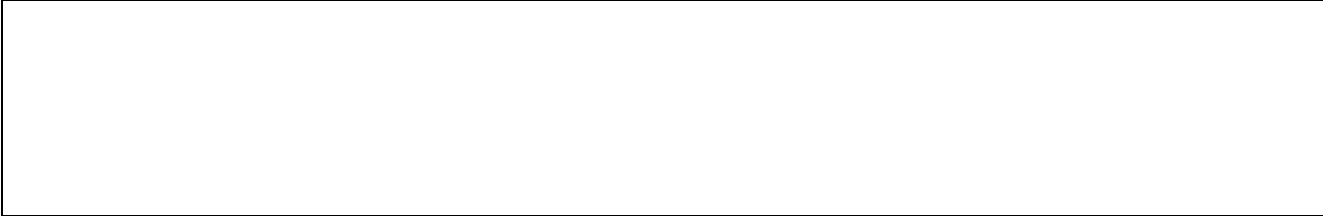
"School Improvement Plan is clear and referred to. Excellent CPD opportunities. Excellent access to SMT for enquiries regarding children's history needs or ideas to meet their individual needs"

"We are making great strides as a school".

"A real team feeling within the school."

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 are 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 Nationa 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.
- ★ All SLT are now trained to level 2 in NVR.
- ★ 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 2024-2025

We believe that we have made good progress during session 2023-2024 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 further embedding Talk for Writing, and Learning for Sustainability.
- ★ Develop sector leading opportunities for inter-school moderation and assessment activities for staff.
- ★ Embed a more streamlined approach to assessment across the school to ensure that children and young people’s attainment is closely tracked and next steps in their learning identified.
- ★ Renfrewshire Inclusive Communication Environment (RICE) to be further embedded across the school.

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.

