

Rigside Primary School

Standards and Qualities Report 2021 - 2022





Rigside Primary School is a small rural school situated within the Clydesdale area of South Lanarkshire Council. The current role is 64 children over 4 classes. 81% of our children live in a home within SIMD1.

The Head Teacher took up the permanent post in October 2020, having acted in the role previously from September 2018. The staff comprises of two full time permanent teachers, two 0.5FTE permanent job sharing teachers, one additional full time teacher funded through SAC (Scottish Attainment Challenge funds), one permanent 0.8FTE teacher and we have a Newly Qualified Teacher (NQT). Our staff team has been relatively stable for a few years now and this has allowed us to continue to move forward with various initiatives.

We have an active and engaged Parent Council who meet regularly in the school and work closely with staff and pupils to support various aspects of school life.

We have very strong links with other local schools, as part of the Lanark Learning Community. Collegiate working prior to Covid, enabled us to work together to develop learning and teaching in Literacy, with a focus on Listening and Talking. Plans are under way to work closely together next session. We work in partnership with Rigside and Rural Communities Nursery and Lanark Grammar, to plan and prepare transitions for all of the young people to support them on taking the next step in their education.

We work in close partnership with a number of third sector partners. This session we had a Family Link Worker three days a week to support family engagement and home-school partnership working. We also had a School Counsellor two days a week, working 1-1 to support children's mental and emotional wellbeing. We have formed an on-going partnership with an Occupational Therapist who delivers sessions throughout the year for pupils, families and staff, developing mindfulness and positive self-talk.

Our vision/motto and values were developed in consultation with all stakeholders, and really illustrate the core beliefs and aspirations of the whole school community.



Review of SIP Progress Session 2021 - 2022

Priority 1: Developing learning in Health and Wellbeing across the school community to ensure that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

National Improvement Framework Key Priorities

- Closing the attainment gap between the most and least advantaged children.
- Improvement in children and young peoples' health and wellbeing.

National Improvement Framework Key Drivers

- School Leadership
- Teacher professionalism
- Parental Engagement
- School Improvement

HGIOS 4 Quality Indicators

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.5 Management of resources to promote equality
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/securing children's progress

Progress and Impact

- The Practical Mindset resource is being used across the school as part of the whole school nurturing approach. Follow-up workbooks were developed for each section of the resource for use in school and for home learning. Recorded sessions provided by the Occupational Therapist from Practical Mindset are used for assemblies and home learning. One to one counselling sessions increased to 2 days a week from October for targeted pupils. This on-going work has ensured that the school is settled and that pupils are ready to learn.
- Some work was done around engagement with parents/carers, mainly awareness raising around mental health, during the Covid restrictions. The Practical Mindset Occupational Therapist is part of the planning team for parental and community engagement. Although the progress has been limited in regards to plans for engagement with the wider community, the strong partnership working has enabled the links to remain strong which places us in a very good position for moving forward with this next session.

Progress and Impact

- The Occupational Therapist engages regularly with staff to support the development and use of the resources provided. This has enabled us to develop a whole school approach to mental health and wellbeing. Staff have had training around mindfulness and positive self-talk.
- PASS Assessments are done one to one with every pupil twice a year. These are analysed so that any issues identified can be addressed. This can be whole school, cohorts or individuals, depending on the needs or patterns of results. Every child has a Boxall Profile completed twice a year. This identifies priority areas for them and is a focus for the Health and Wellbeing work covered with them and their class. Results from both assessments are used to track and monitor the impact of Health and Wellbeing work across the school.
- A Relationships and Behaviour Policy was created at the start of this session which is underpinned by all of the work done for Health and Wellbeing and Nurture. This has ensured a consistent approach across the school and has resulted in a significant reduction in distressed behaviour. Emotion Works is used in every class on a regular basis, with displays in every class and feelings check-ins every morning for all pupils.
- The school was successful in achieving the National Nurturing School Award. This has reinforced our commitment to maintaining a strong focus on the mental and emotional wellbeing of all and reflects the settled and happy school we have embedded.

Next Steps

- Parent sessions with a focus on Health and Wellbeing were not done due to Covid restrictions. This will be a priority next session. Parents will be invited to join with partners and pupils to create a focus group to plan and coordinate parental and community engagement and a detailed plan will be created to share with the wider community.
- Rights Based Education will be developed, led by the Head Teacher. Professional learning opportunities will be provided in school to develop knowledge and understanding of the UNCRC and to introduce aspects of learning and teaching in this area into the curriculum. A focus group will be set up and an action plan created by pupils, staff and partners.
- The Health and Wellbeing curriculum will be audited and evaluated to identify gaps in learning and teaching provision across the school. Progressive plans will be developed for all stages and resources sourced to supplement the lessons. Opportunities will be sought for partnership working to support this area of the curriculum.

Review of SIP Progress Session 2021 - 2022

Priority 2: Developing Literacy (discreetly and across the curriculum) through:

- creating a reading rich environment throughout Rigside, in school and in the wider community.
- Coordinating learning, teaching and assessment of writing to ensure depth of learning.

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in Literacy and Numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS 4 Quality Indicators

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.7 Partnership
- 3.2 Raising attainment and achievement/securing children's progress
- 3.3 Increasing creativity and employability/developing creativity and skills for life and learning.

Progress and Impact

- Progressive planners are in place across the school for teaching reading comprehension using a new core resource. Teachers have reported improvements in pupils' skills in this area and reading assessments reflected this, with 45% of pupils from P2 - P7 improving their reading age gap between Sep 21 and June 22.
- Junior librarians worked with the Lead Teacher to develop and promote the library. This developed into a Rigside Readers Committee that meets regularly and has produced plans for promoting reading across the Rigside community moving forward.
- The Lead Teacher worked closely with the Family Link Worker to create learning packs for every child for reading for each term. These were piloted at the end of last session and were then rolled out across the school this session. Feedback has indicated that these resources were seen as a valuable method for supporting parents to engage with children's learning at home.

Progress and Impact

- Handwriting, Grammar and Spelling are taught discreetly at all stages. There has been a marked increase in writing across the school and a notable improvement in quality of work. Progressive planners are in place for these areas. Teachers are now differentiating as required and providing appropriate support and challenge. 33% of pupils from P2 - P7 improved their spelling age gap between Sep 21 and June 22.
- Development of writing is ongoing this session after a strong focus last session on imaginative writing. Teachers are planning extended writing lessons with a focus on the identified skills needed at each stage and using these to reinforce the learning and teaching of Handwriting, Grammar and Spelling. Moderation work has been done and will continue to be developed to strengthen teacher confidence in understanding achievement of a level at all stages.
- STEM was taught this session by one teacher with a strong focus on developing writing skills through the lessons covered. This provided a rich and stimulating context for the pupils and resulted in increased motivation for many pupils who require support to engage with written tasks.

Next Steps

- Our staff team will engage in the West partnership's Improving Our School Programme, developing a range of collaborative approaches as a team to develop pedagogy with an aim of improving various aspects of learning and teaching. The main context for this will be teaching of Writing with an aim to improve attainment in this curricular area.
- A structured Literacy intervention programme will be established, based on robust data analysis, to target identified pupils and improve their learning and attainment.
- Staff and pupils will create a reading rich environment in Rigside Primary and across the wider community, led and promoted by the Rigside Readers Committee.

Review of SIP Progress Session 2021 - 2022

Priority 2: Developing Numeracy and Maths through:

- Introducing a core resource at all stages to ensure consistency in learning and teaching.
- Developing holistic maths and numeracy assessments for all stages.

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in Literacy and Numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS 4 Quality Indicators

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Progress and Impact

- A core resource has been introduced at every stage, with progressive planners in place. This has addressed the issue of coverage and ensured depth and breadth of learning. All teachers are differentiating in this subject, providing additional resources where required and support and challenge as necessary.
- Following moderation input from the Numeracy Coordinator regarding holistic assessments, all staff have started to create examples in partnership with each other. This work is ongoing. Assessment procedures are more robust and the evidence used to inform teacher professional judgement has strengthened as a result.

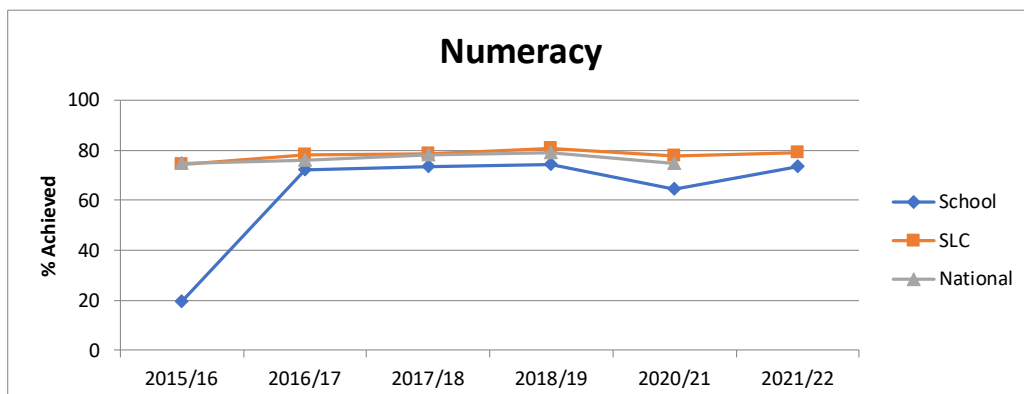
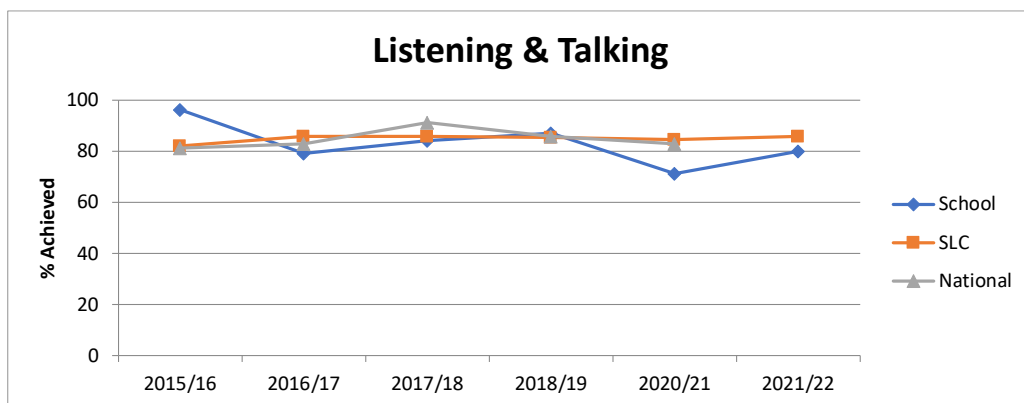
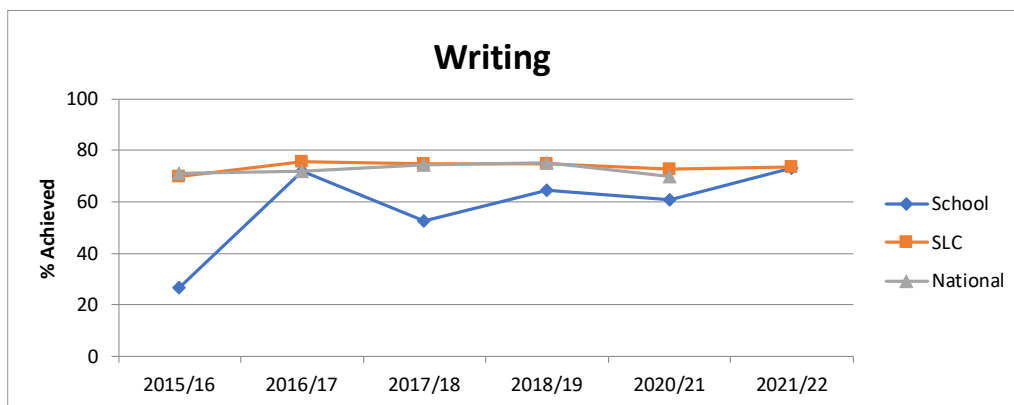
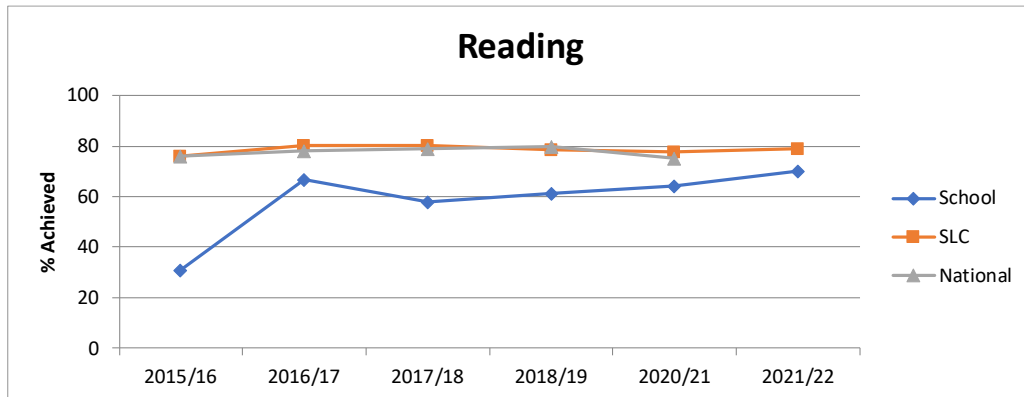
Progress and Impact

- Numeracy Family Learning Packs have been completed and piloted with the P4/5 class with a focus on calculator activities. Feedback from pupils was positive, with almost all pupils engaging in the activities at home. The programme will be rolled out in session 22-23 from August.
- All teaching staff have engaged in Maths Recovery professional learning virtually. This progressed onto our Numeracy Coordinator engaging in the SLC comprehensive training with a view to potentially training to be a trainer. Learning has been cascaded to staff occasionally and this will be coordinated next session to ensure maximum impact across the school at all stages.

Next Steps

- Our Numeracy Coordinator will continue her engagement with the Maths Recovery Intervention training. All teaching staff will attend Maths Recovery training for their appropriate stage and will be supported through cascading of learning and opportunities for engagement in training, to improve their confidence in Numeracy and Maths Pedagogy.
- A structured Numeracy and Maths intervention programme will be established, based on robust data analysis, to target identified pupils and improve their learning and attainment.
- Staff will continue to develop more holistic/IDL opportunities for pupils to practise and embed Numeracy and Maths skills.

Rigside Primary Attainment Over Time



Interventions and progress towards closing the poverty-related attainment gap 2021 - 2022

Intervention 1 - Literacy: improving attainment and achievement in reading

- Small class sizes allowed for additional support at all stages. Most interventions are supported by the class teacher and support assistant. Intensive support at the P1 - P3 stages from Aug - Dec 21 resulted in improved attainment at these stages. All pupils identified for support showed progress from Aug 21 to Feb 22. 90% of target pupils for reading were on track by Feb 22. All have shown improvements in fluency and comprehension skills, further developed through the introduction of a new resource.

Intervention 2 - Literacy: increasing writing attainment for the school

- Smaller class sizes and individualised support for pupils to develop writing skills, has resulted in improvements in the quantity and quality of writing from pupils. Staff engaged in professional learning and resources were developed and coordinated during session 20/21, but this current session has given us the opportunity to put our plans in place. Comments from teachers include:
"Children are encouraged to write more and link all prior learning. Everything we do, writing is at the forefront of. Teachers have higher expectations of pupils' work"
"I have a better understanding of what a good quality writing lesson should include"
"The quantity and quality of work the children are producing is far superior to previous years. Children are now keen to do writing and show motivation when writing".
By Feb 22, all pupils identified for targeted support for writing have shown an improvement in their writing skills from Aug 21. 100% of pupils were on track by Feb 22.

Intervention 3 - Numeracy & Maths: improving maths knowledge and skills to increase attainment

- Following our HMI visit in September 2019, we were advised to look carefully at the learning and teaching of maths and numeracy to ensure coverage of all areas of this subject. It was decided by staff that a core resource would support this and this was introduced in August 2021. This has been organised by our Numeracy Coordinator and has provided a progressive programme across all stages, with guidance on pace to ensure coverage. With this resource in place and used consistently, it has made it easier for additional support to be planned and coordinated for target pupils. All target pupils for support in numeracy and maths have shown improvements in knowledge and skills by Feb 22. 78% of target pupils were on track.

Intervention 4 - Parental Engagement: sharing the learning to develop parents and carers knowledge and understanding of how they can help and support their child's learning at home in Literacy and Numeracy

- A Home School Partnership Action Plan is in place and all partners meet regularly to discuss, update and ensure actions are taken forward. Home learning resources have been developed for Literacy and Numeracy and have been very well received by parents.

The National Context for Education

The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Key drivers of improvement have also been identified, these are:

- School leadership.
- Teacher professionalism.
- Parental engagement.
- Assessment of children's progress.

South Lanarkshire Council's overall vision is to "improve the quality of life of everyone in South Lanarkshire".

Education Resources key purpose is to:

"Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities"

The priorities related to this are:

- Deliver high quality early learning and childcare to give our children the best educational start.
- Raise standards in Literacy, Numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP).



Overall Quality of our Learners' Achievements
Highlights of Session 2021 - 2022

- Rigside Primary received the National Nurturing School Award in March 22, recognising the fully embedded work done across the school to provide a nurturing, inclusive and caring environment for all in our school community.
- 25 new and reconditioned bikes as well as cycling equipment was sourced for Rigside Primary as part of the Scottish Cycling Rock Up and Ride and Make Your Way programmes, including 2 bikes for use by teachers to help in the deliverability of Bikeability in future years.
- We established a new partnership with a Children and Youth Worker from the Christian Youth Trust, enriching our Religious and Moral Education learning and teaching with sessions in school. These have included lessons on the Easter story, Bible Studies and It's Your Move, a transition programme for our P7 pupils ready to move to high school.
- Our P4/5 class received music lessons from a specialist teacher.
- Pupils had the choice of a number of extra-curricular activities. These included: multi-sports, Chess, Lego club, Science, Homework Club, Jigsaw sessions and Athletics.
- Staff and pupils worked closely with an Occupational Therapist and School Counsellor, allowing them to explore feelings and relationships and to gain a deeper understanding of strategies and techniques to help them deal with challenges positively.
- The school worked in partnership with SLC Active Travel, to liaise with the community to make improvements in the village and surrounding area. This consultation led to the installation of a solar powered bin at the local shop, a number of benches and a map board illustrating safe routes of travel in the local area.
- A Participatory Budget group was established by the Equity Lead with a range of pupils across stages P1 - P7. This group gathered ideas from the whole school community and following a democratic process, coordinated the spend of the allocated budget. This resulted in the purchase of playground resources, equipment and games. The work of this group has seen a wider impact with the creation of a Community Council within the school. Positive sustainable links were also made with the Equity team at Lanark Grammar School which included visits to Rigside to gather views of all stakeholders.
- The P5/6/7 had 9 sessions of swimming lessons fully funded by SLC at Lanark Baths. The school paid for transport so that children and families had no associated costs.



Overall Quality of our Learners' Achievements
Highlights of Session 2021 - 2022

- The Primary 4/5 class engaged in a 4 week home learning programme with our home school partnership worker focusing on calculator activities to support the learning and teaching of Numeracy and Maths in school. These were well attended by parents and the children enjoyed having their parents in learning with them.
- The Primary 6/7 class worked with Children's Neighbourhood School for a number of weeks looking at their local areas and ways to promote and improve the space. These included lessons on map building and global citizenship while building positive relationships with the community.
- A weekly food and clothing bank was set up in partnership with Healthy Valleys and South Lanarkshire Council to ensure our families were looked after following the pandemic.
- Our P7 to S1 and Nursery to P1 transition programmes continue to be strengthened with all children involved in a number of activities in the lead up to summer. P7 took part in a Science Fayre and Enterprise event and attended their 2-day visit to the high school, P1 were involved in numerous visits to the school and participated in a teddy bears picnic.
- Pupils took part in a Pumpkin trail around the village at Halloween. Families were given a pumpkin to decorate and place in their windows and the school walked around the village to find as many pumpkin as they could.
- Representatives from HMIE visited Rigside PS throughout the year to discuss and experience the clear focus on Health and Wellbeing that the school has and to see our nurturing ethos in practice.
- 3 House Days were planned at the end of each term by our house captains promoting the strong partnership between pupils and classes. Each day pupils took part in STEM house challenges, a house quiz and house sports. The points awarded at each of these days were added together for trophies. Tinto was the winning house!
- We celebrated the Queen's Platinum Jubilee with a street party and lots of royal activities. We also watched the Trooping of the Colour and the Queen's coronation.
- As a result of the outcome of the Participatory Budgeting vote, a vegetable and herb garden has been established. P4/5 pupils used their measuring skills to build planters and planted a range of herbs and plants including pumpkins, lavender, thyme and parsley.
- A Health and Wellbeing focus week was planned in June to showcase all of the work we have done around HWB. This included ebike trials and fruit tasting as well as our annual sports day.
- Led by our JRSO officers, all pupils took part in workshops focusing on road safety. Pupils completed a number of activities and were visited by the Road Safety Simone, the mascot.
- At our annual awards ceremony, every child in the school received an award for the positive contribution they have made to the school throughout the year.
- A summer club was run in the school over the summer holidays, led by Universal Connections to provide the children with organised activities and outings throughout the summer holidays.



Overall evaluation of establishment's capacity for continuous improvement

After the disruptions of the previous year, the 2021-22 session was a settled one in Rigside. Our nurturing schools programme became fully embedded, with all pupils benefitting from a whole school programme focusing on supporting the various transition points of the school day. With a strong focus on mental and emotional wellbeing, our school is a happy place. Staff and pupils want to be there and the relationships throughout our school create a safe and trusting environment. People talk about their feelings openly and peer support is evident at all levels, amongst colleagues, between adults and children, from staff and parents and between children. There is a shared and respected language used and a very clearly understood set of expectations around our values and the way we treat each other.

The impact of our nurturing school approach has been hugely positive and has absolutely transformed our school. We have had zero exclusions since 2018 and HMI commented on how happy and settled our school was during their inspection visit in September 2019, advising us that the work we had done around wellbeing had resulted in children who were now "ready to learn". Our staff team are ready to begin engaging in the West partnership's Improving Our School Programme, developing a range of collaborative approaches as a team to develop pedagogy with an aim of improving various aspects of learning and teaching. There will be a focus on teacher professionalism, building capacity for improvement.

Staff will meet regularly next session to reflect on the progress the school is making with the improvement agenda, using the challenge questions in HGIOS 4 as a tool for reflection, and the framework and support materials from Improving Our Schools to provide structure. We will build on our work done through rights based learning to strengthen the pupil voice and participation so that our children feel increasingly empowered to drive forward change across the school.

Attainment and achievement are tracked very effectively for every child to ensure strategies are used where required to support progress. Each child has an Assessment Profile, detailing their comparative data for Health and Wellbeing, Literacy and Numeracy. This allows for personalised analysis based on each individual's progress.

Our partnership working is a strength and is based on a strong ethos of trust. These partnerships, between staff, staff and pupils, with families, and with outside agencies including third sector, has ensured effective collaborative activity amongst all stakeholders to positively impact our ongoing self evaluation and continuous improvement agenda.

Signed:

Dated: