

# Rigside Primary School

## Standards and Qualities Report 2023 - 2024





Rigside Primary School is a small rural school situated within the Clydesdale area of South Lanarkshire Council. The current role is 66 children over 3 classes. 86% 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 permanent 0.8FTE teacher and we have a Newly Qualified Teacher (NQT). We have a full-time teacher currently seconded to an Acting Principal Teacher post in another school in our Learning Community. 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 this year allowed teachers to come together with colleagues from other establishments to develop aspects of learning and teaching. 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 the young people to support them on taking the next step in their education.

We work in close partnership with several third sector partners. This session we had a Family Link Worker 1.5 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 2023 - 2024

Priority 1: Develop Literacy, focusing on pedagogy and teaching techniques to ensure consistent, progressive learning pathways in reading and writing.

### National Improvement Framework Key Priorities

- Closing the attainment gap between the most and least advantaged children.

### National Improvement Framework Key Drivers

- Teacher and practitioner professionalism
- Curriculum and assessment

### HGIOS 4 Quality Indicators

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

### SLC Priority

- Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.

### SLC Stretch Aims

- Primary - Literacy P1, P4 & P7

### Progress and Impact

- Teachers use the Fact, Story, Action paperwork to create a detailed picture of strengths and needs of each cohort. This is a starting point to plan for learning and teaching of writing with support and challenge in mind.
- All teachers have a Literacy Timetable in place for their class that includes all aspects of writing development, including handwriting, spelling, grammar and extended writing.
- Results for spelling, based on assessments in June 2024, showed 53% of pupils across the school had improved their spelling age gap.
- During writing interventions, there was a focus on sentence structure and punctuation. Pupils focused on developing independent writing, and letter formation for younger pupils.
- Teachers have identified writing as an area for further development in session 2024/25. Although improvements have been seen in elements of writing development, such as handwriting and spelling, the integration of this into extended writing is required to consolidate learning and development of pupils' writing skills.

### Progress and Impact

- Staff and learners have continued to model reading through regular reading aloud in class, peer reading and Relax and Read lunchtime club.
- Children have had the opportunity to celebrate reading outside the classroom, celebrating World Book Day and Book Week Scotland. They have enjoyed author visits, classroom door decoration competitions and the launch of Eejit Street 2, a comic strip by a Scottish author.
- Reading attainment had increased from 72% in June 2023 to 75% in June 2024.
- Focus pupils were given additional support to develop their reading skills through regular sessions with a teacher. A variety of methods were used and an action plan was written in consultation with the class teacher with clear aims and outcomes for each child.
- By June 2024, assessment data for reading showed 60% of focus pupils had improved their reading age gap. Pupils showed an increase in confidence with their reading after these sessions.

### Next Steps

- Attainment data for Reading has shown an improvement in session 2023/24. We will continue to involve our parents and families in reading through BookBug, reading workshops and our Hot Chocolate Book Club to foster a positive reading environment throughout our school, with the added benefit of this filtering into children's home lives. Reading will remain on the maintenance agenda.
- Attainment in Writing has decreased, and staff have identified this as an area for priority for development in session 2024/25. Although there have been improvements in handwriting, spelling and grammar, pupils require practise of using these skills in their extended writing.
- Staff will work collaboratively to develop a consistent and bespoke approach to teaching all aspects of writing across the school.

## Review of SIP Progress Session 2023 - 2024

Priority 2: Develop creativity skills, creative teaching, creative learning, and creative change through the wider curriculum.

### National Improvement Framework Key Priorities

- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

### National Improvement Framework Key Drivers

- Teacher professionalism
- School Improvement

### HGIOS 4 Quality Indicators

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.3 Increasing creativity and employability

### SLC Priority

- Support children and young people to develop their skills for learning, life and work.
- Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.

### SLC Stretch Aims

- ACEL Primary - Literacy P1, P4 & P7
- ACEL Primary - Numeracy P1, P4 & P7

### Progress and Impact

- 100% of teaching staff agreed or strongly agreed that they had deepened their understanding of creativity after the professional learning session in August 2023. They also stated that a creative approach would make a difference to the ethos of their classroom.
- Staff developed several ideas with the children over the school session. These included mystery boxes, a creation station, children leading learning, collaboration, cooperative learning indoors and outside, use of creative hooks, including pupils in the development of their points system, STEM challenges and Forest School.
- 85% of pupils agreed or strongly agreed that the mystery box activity at the start of the year allowed them to have a say in what they learned.
- 90.5% of pupils agreed or strongly agreed that they had been able to express their creativity through art lessons this year.

### Progress and Impact

- By June 2024, 100% of pupils are actively engaged in committees on a regular basis. These committees include the Creative Committee, Rigside Readers, Community Committee, Sports Stars, Junior Road Safety Officers, and Rights Steering Group. Every committee has a vision statement and regular minutes from meetings with identified actions. There are various examples of improvements to the school because of this committee work.
- Children have enjoyed a range of rich activities through STEM lessons, which have allowed them to develop their imagination, creativity, problem-solving skills, resilience and communication skills. Most pupils have shown a marked improvement in generating ideas and communicating with peers.
- Outdoor learning and skills for learning, life and work have been incorporated into the planning of lessons through a gardening focus for pupils in our spring term.
- Pupils were given opportunities to develop their knowledge and creative skills within dance, drama and music lessons. Sessions were planned to allow pupils to choreograph, plan and compose various routines, scripts and musical pieces and the final productions were performed in various settings in front of an audience.

### Next Steps

- The focus on Creativity this session has had a very positive impact on staff and pupils. Teachers were highly motivated and worked well together to explore and look for new ideas to add to our creative approach. Pupils were given ownership of their learning at various points, and this increased engagement and motivation. There will remain a strong focus on creativity throughout session 2024/25 through the work done on skills development.
- Pupil leadership has strengthened this session, partly through the focus on creativity and due to our engagement with the UNICEF Rights Respecting School Award. This will continue to be a strong focus for development work through skills-based learning and in the work we do to further embed children's rights in session 2024/25.
- In session 2024/25, we will be participating in SSERC's STEM Associates Programme which will allow us to increase knowledge, skills and confidence of our practitioners in delivering STEM education. The impact of this will be improved high quality teaching and greater student engagement in STEM learning.
- Next session, pupils will be given further opportunities to perform for an audience as part of the Expressive Arts Programme. Events will be organised to engage families in creative learning experiences.

## Review of SIP Progress Session 2023 - 2024

- Priority 3: Embed the values of rights-based education based on equality, accountability, participation, and empowerment by placing pupils at the centre of learning, from curriculum rationale to classroom practice.

### National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education.

### National Improvement Framework Key Drivers

- Curriculum and assessment
- School Improvement

### HGIOS 4 Quality Indicators

- 2.2 Curriculum
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

### SLC Priority

- Ensure inclusion, equity and equality are at the heart of what we do.
- Improve Health and Wellbeing to enable children and families to flourish.

### SLC Stretch Aims

- ACEL Primary - Literacy P1, P4 & P7
- ACEL Primary - Numeracy P1, P4 & P7

### Progress and Impact

The school successfully achieved the UNICEF Rights Respecting School Silver Award by the end of session 2023/24. Feedback from the assessment included the following:

- There is a strong enthusiastic commitment to RRSA in the school. The UNCRC is embedded into the ethos of the school, with adults having a good understanding of it and its implications for their work. Staff have received training, with a strong focus on rights-based education woven through the curriculum. Progressive learning plans have been implemented and demonstrate clear links to topics within a range of curricular areas.
- The children interviewed were very articulate and knowledgeable about rights. They engaged in a rich discussion about how rights are universal and unconditional, citing local and global examples throughout the dialogue.

### Progress and Impact

- Adults play a crucial role in helping the children enjoy their rights in school and strong connections exist between home and school.
- Relationships have improved over recent years, because the school has deliberately worked towards integrating a rights language approach, emphasising mutual respect, understanding and empathy for others. Class charters are an effective way to familiarise children with their relevant rights but are also referenced to help children resolve disputes.
- Children unanimously expressed feeling safe in school and affirmed that they know whom to approach if they encounter any problems or need assistance of any kind. They are aware of various forms of bullying, including verbal, video chats, cyber bullying, and other instances. The school has implemented a peer mediation programme, where children play a key role in helping resolve issues between their peers.
- Health and wellbeing of children is a key priority in Rigsaw and children are able to discuss the basic need for health. A wide range of in-house services are available, including an Occupational Therapist, School Counsellor and Family Link Worker.
- As a result of the work done around pupil voice in session 23/24, pupils heavily influenced the creation of a Curriculum Rationale poster that details our priorities for learning and teaching.

### Next Steps

The following recommendations were given by UNICEF following accreditation for the RRSAA Silver Award in June 24 and have led to the creation of our rationale for further development of rights in session 24/25:

- Continue working towards an increased knowledge of the origins of the UNCRC, its global impact and developing an awareness of the language of rights and their being inherent, inalienable, indivisible, universal and unconditional.
- Continue to find creative ways of making articles even more visible and high profile around the school and on the website.
- Continue to support teachers to make explicit reference to relevant articles when planning the learning across most aspects of the curriculum.
- Continue supporting children to explore a range of local and global issues from a perspective of rights. This might include regular discussion of news events so that they develop a heightened sense of justice and equity for all children.
- Enhance ambassadorial activity by encouraging children and staff to promote knowledge of the UNCRC and the Rights Respecting School Award with the wider community.



## Interventions and progress towards closing the poverty-related attainment gap 2023 - 2024

### Practical Mindset

The partnership work with the Practical Mindset Team continues to be a key factor in maintaining how settled our school is. All staff have consistently placed mental health and wellbeing at the core of all that we do, and the support provided by our partners on a regular basis is valued by staff, pupils, parents and carers.

A focus this session was to engage parents and carers in some of the mindfulness sessions delivered in class. The purpose of this was to develop the skills of pupils and their families to work together to address mental health needs and strengthen resilience so that they would have strategies and techniques to use at home. The Occupational Therapist did revision of basic mental health topics, including self-talk, self-esteem, thinking patterns and coping strategies. Within the parent and child sessions, introductory mental health concepts were presented in a non-threatening and fun way. The parent/carer and their child worked on identifying personal positive characteristics and strengths and giving some positive feedback between each other. They also practised soothing their bodies and minds using diaphragmatic breathing and physical relaxation.

The School Counsellor engaged with a number of children over the session, available two days a week throughout the year.

The partnership with Practical Mindset is well established and has evolved over the past 5+ years to create a bespoke mental health and nurture programme across the school. The work in this area is not seen as a series of lessons, but rather a general ethos and approach that permeates everything we do. All staff feel strongly that it is essential that we continue to work with the Practical Mindset Team to support our children and families and maintain the safe, nurturing environment we have created.

### Family Link Worker

The Family Link Worker has been working in Rigside every Monday and alternate Tuesdays in session 23/24. Work undertaken has involved a range of methods to support parents and carers to become actively involved in their child's education. She has encouraged family learning at home, helping to equip parents and carers with the skills and knowledge to support their child's learning and ensured pupils have had the resources to engage in home learning.

As part of our whole school nurture programme, donations from Warburtons and Greggs have been coordinated by the Family Link Worker to provide a healthy breakfast and snack for all pupils in school. This funding also supported the Food Technology lessons delivered by a class teacher and has been used to purchase ingredients to teach practical cookery and develop cooking skills such as mixing and spreading. Surplus funding has also been used to provide healthy snacks at whole school events, such as sports day to promote the health and wellbeing of all pupils.

The Family Link Worker liaised with SAMH to deliver a "Listening to and Supporting Your Child" workshop for parents and carers and a P6/7 "Understanding Stress and Anxiety" workshop for pupils. Each of the 90 minute workshops were delivered by the SAMH Children and Young People Trainer and were aimed at raising awareness of mental health issues affecting young people by opening up discussions and highlighting available support for children and adults.

Interventions and progress towards closing the poverty-related attainment gap 2023 - 2024

Family Link Worker

In partnership with the class teacher, the Family Link Worker co-delivered the government funded Me+You (Multiply) Project for parents. The adult learning programme ran in school for 6 weeks and included inputs for parents and carers along with games for families aimed at giving participants the opportunity to practise activities and develop their maths skills. The programme took a universal approach with all mums, dads and other adult carers across P1 to P7 invited to take part.

In partnership with the Community Engagement Lead Teacher, the Family Link Worker continues to develop, plan and deliver activities for community involvement in school led projects. Staff continue to identify opportunities for the school to support external organisations to be more involved in the school and to provide partnership programmes for our pupils and their families in the local community.

To help promote early Literacy skills, the Family Link Worker worked in partnership with the P1/2 teacher to plan, develop and deliver a fun family learning session to support reading skills. The session gave parents/carers “hands-on” opportunities to utilise some of the resources pupils have access to in class that support and develop reading skills, as well as providing hints and tips on activities that could be easily duplicated at home.

In partnership with class teachers, the Family Link Worker helped to plan, develop and deliver spelling workshops for all classes. The workshops were aimed at developing spelling skills by giving parents and carers the opportunity to practise some practical activities and learn useful spelling strategies.

Additionality of Staffing - Smaller Class Sizes

The positive impact of reducing our class sizes every morning through additionality of staffing funded through PEF was significant. Spelling was taught more regularly at all stages and time was made available for extra revision of learning.

Results for spelling, based on assessments in June 2024, showed 53% of pupils across the school had improved their spelling age gap.



## 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".

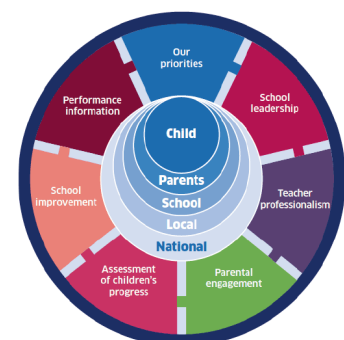
Education Resources key purpose is to:

"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 2023 - 2024

- The school was successful in achieving the Scottish Book Trust Reading School Award and continues to develop this through a Peer Reading Programme involving all pupils. We also have the Hot Chocolate Book Club regularly so that we are promoting reading with the wider community.
- Primary 5 pupils received music tuition weekly from a visiting specialist.
- Our Numeracy Coordinator organised learning opportunities for pupils during Maths Week. Tasks were given for home learning and pupils took part in the Maths World Cup.
- All pupils were involved in sessions with their class where they were required to evaluate the work they were doing in the school and think of suggestions for ways they could improve. The focus for these sessions included discussions about children's rights, reflections on learning and teaching and reviewing the school improvement plan.
- The P1 teacher worked in partnership with the nursery to engage the P1 pupils in Forest School activities every week in the local community. Children developed a number of skills while working collaboratively with each other.
- Our Numeracy Coordinator and our Family Link Worker delivered sessions with pupils and their families to look at supporting learning at home in Maths and Numeracy. This project ran weekly and was called The Multiply Project.
- Staff had a strong focus on Sumdog. This included taking part in competitions and support with learning.
- Halloween was celebrated across the school, with a visit from an author and illustrator for every class. Children and adults dressed up for the occasion. Our Family Link Worker worked with classes to make their own snacks which they then enjoyed as part of their party afternoon. The whole school took part in a spooky story competition which was judged by the visiting author. A prize was awarded to one person from each class.
- P6/7 took part in a workshop session, led by Saint Phnx, focused on promoting mental health awareness and empowering them to find their own happy place through art and music.
- All pupils had weekly STEM lessons throughout the year. They took part in an investigation block, developing communication, team work and problem solving through bridge building, kite making and creating marble runs.





Overall Quality of our Learners' Achievements  
Highlights of Session 2023 - 2024

- The librarian visited the school and spoke to each of the classes, encouraging the children to read and develop their enjoyment of books.
- A Sleepwell Workshop was delivered by our Specialist Support Teacher and Family Link Worker and was offered to all parents. They looked at the importance of sleep and explored practical tips to encourage good routines to help children develop good sleep patterns.
- Our Family Link Worker delivered workshops for Book Bug for P1 parents and carers, and Read/Write/Count for P2. This allowed parents and carers to explore the resources with their child so that they can use these at home to further support their learning.
- All classes took part in festive activities in December. Pupils learned a few Christmas songs and performed them to an audience of family and friends. Pupils also celebrated the festive season with parties with their classes, a movie afternoon and a craft session, as well as the Christmas lunch.
- P6/7 hosted the launch of "Eejit Street", a comic strip book by a Scottish author who worked with the class to explore Scots language.
- The Rigside community joined us for a Scottish celebration to mark Burns Day. The children had been learning poems that they recited on the day, and persuaded family members to join them for some traditional Scottish dances. The event was very well attended.
- Each class held a Spelling Workshop for parents and carers to share the learning through the pupils. Strategies for supporting learning at home were explored.
- An Occupational Therapist worked with each of the three classes over Term 2 to look at mental health and resilience. Each class had two sessions and then the third session included parents and carers. The aim was to look at ways of developing methods to support wellbeing at home.
- Rigside Primary School was used as the example for the SLC Cost of the School Day Conference in March. This event was attended by the Chief Executive and Director of Education as well as all Head Teachers from South Lanarkshire. The Head Teacher delivered a presentation outlining the work done by staff, partners and pupils to maintain our status as a "zero cost school" whilst also providing all pupils with excellent opportunities for learning and development.
- P6/7 parents were invited in to be part of a 90 minute workshop to raise awareness of mental health issues affecting children and young people. They looked at ways to identify signs of stress or anxiety and learned tips on opening discussions on these issues. Advice was given on where to go for help if a parent is concerned.



Overall Quality of our Learners' Achievements  
Highlights of Session 2023 - 2024

- The whole school went on a day trip to Hampden Football Stadium. They were taught about the history of Scottish football and got an in-depth tour of the stadium and museum. Pupils were also given the opportunity to test their penalty taking skills, measuring the speed of the ball.
- P3/4/5 had a trip to Bannockburn to learn about William Wallace and the Scottish Wars of Independence. This experience gave the children an immersive opportunity to relive some of the key points of the battle.
- Our current and new Junior Road Safety Officers received training on using and promoting the Living Streets Travel Tracker. Pupils also learned about the importance and history of travelling safely as pedestrians. The new JRSOs then worked with the current JRSO pupils on using the travel tracker moving forward.
- P3/4/5 and P6/7 took part in a BBC Live assembly featuring how to stay safe online and discussing the implementation of AI. The P1/2/3 children discussed staying safe online with their teacher.
- The Young Leaders of Learning Programme was introduced to lead pupils from Rigside along with pupils from Braehead, Carmichael, New Lanark and Kirkfieldbank primary schools. A session was hosted at Rigside Primary, aimed at empowering pupils to take autonomy over providing feedback to their teachers and SLC to enhance certain aspects of practice and education.
- Everyone had great fun celebrating World Book day with a visit from an author. All children designed a book character using a potato and a winner was chosen from each class. There were various competitions, including designing the class door and a book quiz. Children were given lots of time throughout the day to read their chosen book.
- P2 and P3 enjoyed walking to the forest with their teacher to do den building. They developed their team building skills through imaginative play and managed to get some exercise done at the same time!
- The whole school celebrated Red Nose Day with a variety of fun activities and an afternoon Creative Concert to showcase their talents.
- P7 pupils had a session at Lanark Grammar School where they got to work with other P7 pupils as part of an Enterprise Challenge as an opportunity to get to know each other before high school.
- Our Community Committee organised a Spring Fling for the Rigside Community. All children decorated eggs and visitors were asked to vote for the best. The children then had the chance to roll their eggs.



Overall evaluation of establishment's capacity for continuous improvement

We had a very successful year in Rigside Primary in session 2023 - 2024. The staffing was settled and we were able to create a structure for support across the school that enabled us to maintain a positive, nurturing environment for all. This ensured that the conditions were right for learning and pupils made good progress across the curriculum.

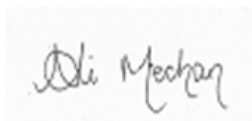
We had a strong focus on rights based learning and developed deeper knowledge and understanding of the UNCRC across all stages. Our Rights Steering Group met on a regular basis and coordinated various activities to engage adults and children in sessions that promoted and strengthened rights respecting behaviours and language throughout the school community. This led to us successfully gaining the UNICEF Rights Respecting Schools Silver Accreditation which included a comprehensive report with analysis of our strengths and suggested actions for moving forward. It was clearly evident that work in this area has had a significantly positive impact on the ethos of the school and has a direct impact on conditions for learning for all children.

Teachers continue to work collaboratively with colleagues from other establishments in the Lanark Learning Community to develop pedagogy and practice in an area of their choice. Work included observation visits to other establishments, professional dialogue sessions and a showcase of professional learning which gave all staff an opportunity to network and make connections to support further development in various areas.

The Fact, Story, Action approach has been used by all teachers to document and share their knowledge of their cohort, the contexts of their families and the needs of their individual pupils. This is then used as a basis for identifying and removing barriers to engagement and learning and to plan for support as required. Dialogue in this area forms the basis for attainment and achievement meetings to track the progress of every child to ensure strategies are used effectively. 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.

Partnership working continues to be a strength and we value the relationships we have with various sectors that support the work of the school. We have had a strong focus on strengthening pupil voice and engagement over this session and this will be developed further next session by giving the children a lead role in our partnership planning and engagement in order to build our capacity for continuous improvement.

Signed:



Dated:

29.8.24