

Rigside Primary School Standards and Qualities Report 2024-2025

Priority 1: To raise attainment in writing

What we did:
Teachers developed their pedagogy by planning stimulating and relevant contexts for writing.

Impact:
Pupil engagement in writing increased through meaningful contexts linked to their interests and experiences.

Next Step:
We will continue to improve writing levels for learners through high-quality learning, teaching, and assessment approaches developed via professional learning in the Improving Our Writing programme.

Priority 2: To develop a skills-based approach to learning across the curriculum

What we did:
Teachers enhanced their knowledge of skills-based learning and focused on using skills development to boost pupil engagement.

Impact:
Pupils strengthened their skills, particularly in STEM and creative subjects, and grew in confidence when identifying and celebrating their skills across the curriculum.

Next Step:
We will engage in the Inquire to Inspire programme to build on our work in creativity and skills development.

Priority 3: To embed a rights-based culture that promotes children's rights, sustainability, inclusion, and equality

What we did:
We fostered an environment that supports rights-based approaches across the school community.

Impact:
Pupils have increased confidence in leading and advocating for children's rights and have deepened their understanding of global issues.

Next Step:
We will build on our ongoing work in children's rights, nurture, pupil voice, and health and wellbeing by co-creating a refreshed Vision and Values statement with the whole school community that reflects our identity, aspirations, and priorities today.



At Rigside, our strong partnership working continues to support equity by improving pupil wellbeing and engagement. Targeted one-to-one counselling and a whole-school focus on emotional literacy have helped reduce pupil distress and build resilience. Our Family Link Worker plays a key role in delivering a wide range of learning, wellbeing, and community initiatives, enhancing both educational outcomes and pastoral care.



SLC Priorities

- 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, equity and equality are at the heart of what we do.
- Provide a rich and stimulating curriculum that helps raise standards in Literacy and Numeracy.
- Empower learners to shape and influence actions on sustainability and climate change



National Priorities (NIF)

1. Placing the human rights and needs of every child and young person at the centre of education
2. Improvement in children and young people's health and wellbeing
3. Closing the attainment gap between the most and least disadvantaged children and young people
4. Improvement in skills and sustained, positive school-leaver destinations for all young people
5. Improvement in attainment, particularly in literacy and numeracy



National Improvement Framework Drivers

- School and Leadership
- Teacher and Practitioner professionalism
- Parent/Carer involvement and engagement
- Curriculum and Assessment
- School and Improvement Performance