

Riverbank Primary

Standards & Quality Report

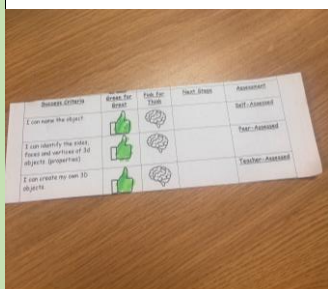
Session 2024 – 2025

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

The context of the school	
Our achievements and improvements 2024 – 2025	<p>We are a growing school with a current roll of 355 pupils (June 25). We have a large staff team of teaching, support for learning and clerical staff.</p> <p>We are situated in the East End of Glasgow and a large portion of our catchment includes the Commonwealth Games Legacy Village. 87% of our children live in SIMD 1 and 2 (SIMD – Scottish Index of Multiple Deprivation). Around 25% of our learners have English as an Additional Language and just under 30% have an identified additional support need.</p> <p>We have quickly established ourselves as a key component of this part of the city and work with many partners including UTD Sports, Glasgow Life, Land and Forestry Commission, Scotrail, Celtic Foundation, Tesco and others.</p> <p>Our priorities for improvement this session were:</p> <ul style="list-style-type: none"> - Improve attainment in literacy and numeracy - Have consistent approaches to learning, teaching and assessment across all levels - Increase provision for Outdoor Learning - Achieve Language and Communication Friendly accreditation - Engagement, Participation and Inclusion <p>1. Key developments (leadership of change) (QI 1.3)</p> <ul style="list-style-type: none"> - School values and vision well embedded into our daily routines and practices. All pupils can confidently speak about our values and can display these effectively. - Almost all our staff team are very clear in our vision and can identify our gaps and are aware of what we need to do to improve. - PATHS programme fully embedded in school across all stages - All probationer teachers undertook Practitioner Enquiry this session which resulted in positive impact on their learners - All teaching staff involved in developing effective feedback strategies. - In recognition of embedding our nurturing approaches and emotional literacy we were awarded the Promoting Alternative Thinking Strategies (PATHS) Model School Award in February this year. We join other schools around the country who have excelled at this. - All staff took part in our Language and Communication Friendly Establishment training and development, implementing policy in practice which led to us being an accredited Language and Communication Friendly Establishment - All staff undertook training in being rights aware in line with UNICEF Rights Respecting Schools programme which led us to become a Silver Rights Respecting School - All school staff undertook training in Keeping The Promise for Care Experienced Learners which led to us being awarded The Keeping The Promise Award - Our school gained its second Green Flag thanks to efforts made by our Eco Committee - We were awarded the Sport Scotland Silver Award for our sporting efforts.



2. Developments in learning, teaching and assessment (Q1 2.1)



- All classes using learning and intentions and success criteria consistently to focus pupil learning
- All teaching staff utilising effective feedback strategies in classes to provide useful next steps for learners
- Play based learning was further refined for P1 children
- All staff took part in moderation of individualised planning across our learning community to ensure consistency of approach and a deeper understanding of meeting the needs of all learners.

3. Progress in promoting well-being equality and inclusion (Q1 3.1)



- Importance on equality for all pupils this session
- Our school sent representation to Equalities events at City Chambers over the session
- Rights Committee helped to plan events for our school to raise awareness
- Pupil Voice groups played an active roll in our school improvement – LCFE, Eco and RRS
- All teaching staff received training in promoting an anti-racist culture with our school
- We created an Equalities Framework for our school pulling together

different existing resources alongside new tools. This has given us a comprehensive toolkit to ensure diversity and equality is part of our curriculum

- All classes are now using Talk Practices to ensure an inclusive setting for all. This means that teachers are focusing on listening, using less language, giving thinking time etc to children for everyone to be able to take part
- Our Care Experienced Learners are monitored carefully over the year, and all staff have received training in how to ensure we get it right for them
- All staff received Child Protection and Safeguarding training at the beginning of the year
- Our Pupil Voice groups and parent body were vocal about a change being needed outside our school in terms of unsafe parking. We campaigned with the support of our Parent Council and yellow lines were drawn to prevent poor parking choices.



4. Progress in children's learning /raising attainment and recognising achievement (Q1 3.2)

- Targeted children supported by our Challenge Leader of Learning over the year (writing).
- P4 pupils – 60% of group now on track for learning. The remaining 40% made progress.
- P5 pupils – 80% of group now on track for learning. The other 20% made progress.
- P6 pupils – 50% now on track for learning – the other 50% made progress
- P7 pupils – 60% now on track for learning. The other 40% made progress.
- Writing improved by 2% in P6 and by 10% in P7
- Reading improved by 15% in P4, 2% in P6 and 6% in P7. We had aimed to have at least 5% increase across each year group.

- Attainment increase in Numeracy was as follows: P1 – 8%; P2 - 9%; P3 – 21%; P4 – 9%; P5 – 8%, P7 - 21%
- We had a dip in attainment in Numeracy at P6 this session.
- This year we recognised wider achievement through monthly assemblies Celebrating Success. This has proved to be very popular, and we will continue to build on this.



Pupil Equity Funding

This session our PEF amounted to £106500. With this funding we invested in:

- A Support for Learning Worker to support inclusion
- A teacher for 3 days per week to help raise attainment in writing
- Class trips for each class to get an opportunity to take learning outdoors
- Resources and materials to support play-based learning
- Wellbeing supports through sport and theatre to engage children in school life
- In Term 4, a teacher for 1 day per week to support with inclusion even further

The impact of our PEF funding was that we were able to support inclusion in our early stages in the beginning of the year however this became difficult when we became short staffed. Our teacher for raising attainment was able to support over 20 pupils over the year. Every pupil made some progress with a number attainment their appropriate level (see above). Our play-based learning resources have been added to and we hope to see an impact of this on our open areas next term. Our wellbeing support groups in particular were very successful and allowed for meaningful engagement for some children who find traditional classroom life challenging. Our plan is to expand this offer for next session.

Parental Engagement

Over the course of the year we had Open Afternoons which were very well attended across P1-P5. We had two Parents Evenings which had turnouts of 94% (Nov 24) and 88% (Mar 25). In February we organised a cultural celebration day where children dressed up in traditional clothing associated with their culture and families brought a food dish to share with each other. It was a huge success with many families requesting to take part again. We repeated this in June with a smaller turnout but still successful.

18 P1 pupils and their parents attended Play along Maths over two blocks.

All who completed evaluations said :

Taking part has made a positive difference to my family

I feel more confident in helping my child's learning around maths

I have spent more time having fun and learning together with my child

Five P2 learners and their parents participated in the Fun with Words sessions with four of the parents having English as an Additional Language

In the evaluations the highlights were:

Increased confidence being around people and speaking English.

More bonding between parent and child.

Both parents who wrote these have signed up to attend our first ESOL sessions in September 2025

We have been well supported by Vincent, our Family Support Worker from Glasgow Life. He has helped run yoga, parenting workshops, ESOL classes and to organise stay and play sessions for our P1-3 families.

When asked for feedback almost all parents said they were satisfied with the school; almost all said they thought the school was well led and managed; most were satisfied at how we dealt with bullying; almost all were satisfied with the quality of teaching and learning almost all surveyed thought their child received the help they needed.



Please see below for a quote from our Parent Council about our school:

"The Parent Council have a very positive partnership with the school & greatly value the welcoming & supportive atmosphere. Staff are approachable and dedicated, the leadership team are strong and responsive, and we feel the school is very well led & managed. The children benefit from a wide range of learning opportunities & we appreciate the many ways parents are invited to engage and contribute. This, in turn, makes us feel included in our children's learning & that our views/opinions are valued. Overall, we are thrilled about the quality of education & care the school provides & are very grateful to be part of it as the Parent Council."



Attendance and Exclusion data

Our attendance level at the end of this session was 92.5%. This is a slight decrease from last session however we have increased our roll significantly. This session we have used our attendance data to highlight patterns of poor attendance and address these where appropriate.

This session we had 3 exclusions. This was a slight increase from last session.

Our improvement plan priorities 2025 – 2026

To improve attainment in literacy and numeracy

- Reading at P7 by 9%
- Writing at P7 by 8%
- Numeracy at P7 by 8%
- Writing at P2 by 6%

- Writing at P3 by 6%

To increase attendance across all stages

- By focusing on children in the 70-80% attendance bracket in conjunction with Learning Community approaches

Have consistent approaches to learning, teaching and assessment across all levels

- Embedding of all previous LTA approaches
- Ensuring all staff develop understanding of holistic assessments
- Provide support for all staff in the tracking and monitoring of pupil progress
- Develop "The Riverbank Way" to ensure consistency throughout our school

How Good Is Our School 4 Quality Indicator (QI)	Evaluation
Leadership of Change (QI 1.3)	Very Good
Learning Teaching and Assessment (QI 2.3)	Good
Ensuring Wellbeing Equality and Inclusion (QI 3.1)	Very Good
Raising Attainment and Achievement (QI 3.2)	Good

How to find out more about our school

Contact us directly if you require further information about our school or if you wish to comment on this report.

Our contact e-mail address is: headteacher@riverbank-pri.glasgow.sch.uk

Our telephone number is: 01415503679

Our school address is: 1 Sunnybank Street, Glasgow G40 4RX

Further information is also available on our website: www.riverbank-pri.glasgow.sch.uk