Riverbank Primary
Standards & Quality Report
Session 2025-26

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025-26 and to share our improvement priorities for 2026-27. 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

We are a growing school with a current roll of 383 pupils (June 26). We have a large staff team of teaching, support for learning and clerical staff.
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 30% of our learners have English as an Additional Language and just under 60% have an identified additional support need.
Our community is growing at a rapid rate due to the intensive house building in our local area.
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.

Our achievements and improvements 2025-26

Our priorities for improvement this session were:

- Improve attainment in literacy and numeracy
- Have consistent approaches to learning, teaching and assessment across all levels
- Engagement, Participation and Inclusion within classes and across the school
- Improve attendance
- Improve our planning of teaching and learning
- Embed Magma Maths as a learning tool in numeracy

1. Key developments (leadership of change) (QI 1.3)

- 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 holistic assessment.
- Devolved leadership strategies ensured staff had opportunities to lead on aspects of school development to promote development of skills
- Three members of staff were promoted to senior management roles - two within the school and another within the learning community
- All school staff are involved in planning for change for our school and regularly take part in feedback

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.
- Almost all staff showcasing a deeper understanding of holistic assessment approaches
- All staff planning for long, medium and short-term using new planning guidelines

We are delighted with how well our pupils have responded to **Magma Maths** and the positive impact it is having on their experience of maths and numeracy.

- All pupils in **Primary 4–7** have access to Magma Maths and can log in independently using their own personal QR code.
- Pupils in **Primary 6 and 7** generally use Magma Maths for learning activities around **twice each week**.
- Pupils in **Primary 4 and 5** generally use it around **twice each fortnight**.
- Every class from **P3/4 to P7** is now using Magma Maths at least once a week.
- Our teachers have also received training to help them use Magma Maths effectively, including using its feedback and assessment information to support pupils and monitor their progress.

What are our pupils telling us?

The feedback from our children has been very encouraging.

😊 **Engagement has increased significantly**, rising from **6.25 out of 10 to 9.17 out of 10**.

💡 **45% of pupils** specifically said that Magma Maths helps their learning. Children highlighted how it helps them understand their maths, correct mistakes and work more independently.

✅ **34% of pupils** spoke positively about receiving feedback and having the opportunity to go back and correct their mistakes.

🌟 **22% of pupils** said that using Magma Maths has helped them feel **more confident in numeracy**.

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3. **Progress in promoting well-being equality and inclusion (QI 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 role in our school improvement – LCFE, Eco and RRS
   - All classes utilising Riverbank Equality Framework to ensure children are learning about our culture and that of others
   - All classes are 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

- We have The Wee Den to meet the needs of some of our most vulnerable learners. This has meant a more individual approach for these children to meet the milestones they are working towards.



-A number of children attended our pupil wellbeing groups over the session. They took part in activities such as forestry preservation, woodworking, litter picking, planting, baking, arts and crafts, gaming and football.



Planning support for individual children

Almost all staff have taken part in training to help us improve how we plan for individual learners. This focused on:

- identifying and removing **barriers to learning**
- setting clear and achievable goals for children
- making sure that progress towards these goals can be **measured and reviewed**
- considering children's **wellbeing** as an important part of their overall progress.

Staff have also worked together to review individual children's plans. This helps us make sure that support is **focused, meaningful and appropriate to each child's needs**.

All teaching staff have taken part in training around **disability and inclusion**.

This supports our continued commitment to creating an inclusive school where children are supported to **participate, learn and achieve**.

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

This session we made great progress in our learning. This was due to robust tracking and monitoring of learning and teaching, appointing the right support at the right time and focusing on wellbeing as a starting point.

In P1 over 75% of our children achieved Early Level in Literacy and 80% achieved Early Level in Numeracy.

In P2 there was a 13% increase in attainment in Literacy. There was a slight dip in numeracy by 2%

In P3 there was an increase of up to 14%in Literacy and an increase of 9% in numeracy

In P4 our literacy increased by at least 14% and 19% in numeracy

In P5 there was an increase in reading of 4%. There was a slight dip of 4% in numeracy.

In P6 there was an increase of 11% in reading and 9% in numeracy

In P7 there was an increase of 4% in literacy.



These percentages are based on the added value from the starting point of the session. We carefully track and monitor children year on year and don't compare with previous year groups as we know our children are all different and unique.



We have weekly assemblies where we share updates on school life and recognise pupil achievement through our values certificates. We have a monthly celebrating success assembly where we share wider achievement success from our parents and carers too.

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 2 days per week to help raise attainment
- 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 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-P6. In feedback about these events almost all families said they enjoyed taking part in the activities with children and almost all families were happy with the current three events annually. We had two Parents Evenings which had turnouts of 89%% (Nov 25) and 88% (Mar 26). 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.

When asked for feedback almost all parents either strongly agreed or agreed that their child liked being at Riverbank; almost all felt that their child was safe at Riverbank; almost all agreed that we support their child's emotional wellbeing; almost all were satisfied with the quality of teaching and almost all agreed that the school was well led. In terms of next steps, we noted that a few parents wanted more information on the work of the parent council and more would like information on how we deal with bullying. We will work on this for next session.





During Term 2, we offered **six Play Along Maths sessions** to support children and families with maths learning in a fun and practical way.

Nine children were identified to take part, and we were delighted that **all nine families accepted the invitation**. Four families attended most of the sessions, with two families attending every session.

What did our families tell us?

Feedback from parents was very positive:

- ⭐ **All parents felt their child benefited** from taking part.
- 🗣️ **All parents reported that their child sometimes used the maths vocabulary** linked to the games.
- ❤️‍🩹 **All parents said they enjoyed having dedicated one-to-one time** with their child during the sessions.

What have we learned?

Play Along Maths has provided a valuable opportunity to **strengthen links between home and school** while helping families engage with maths together. The feedback suggests that participating families particularly valued both the mathematical learning and the opportunity to spend focused time learning with their child.

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

"The Parent Council have always had a very positive partnership with the school and greatly value the welcoming, supportive atmosphere. The staff are approachable and dedicated, the leadership team are strong and responsive, and we feel the school is very well led and managed. The children benefit from a wide range of learning opportunities, and we appreciate the many ways parents are invited to engage and contribute to these. This, in turn, makes us feel included in our children's learning as our views and opinions are valued. Overall, we are thrilled about the quality of education and care the school provides and 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 90.7%. This is a slight decrease from last session however we have increased our roll. This session we have used our attendance data to highlight patterns of poor attendance and address these where appropriate. We have also worked in collaboration with our learning community schools and will use some of PEF to appoint a Home School Support Worker to help us address poor attendance. We hope this person will be in place for September 26.

This session we had 2 exclusions. This was a slight decrease from last session.

Our improvement plan priorities 2026-27

Progress

To improve attainment in literacy and numeracy

- Reading, writing and numeracy in P3 by 3%
- In P4 writing by 10%, reading by 7% and numeracy by 5%

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

- Embedding of all previous LTA approaches
- Ensuring all staff develop understanding of differentiation
- Support staff to undertake a professional enquiry around differentiation

Inclusion

To increase attendance across all stages

- By focusing on children in the 70-80% attendance bracket in conjunction with Learning Community approaches
- Increase opportunity for quality pupil voice
- Refine our targeted support

Wellbeing

- Refresh our vision values and aims in line with our increased school roll and community
- Begin our developmental PE programme for targeted children
- Continue to provide Play Therapy for targeted children

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