



ROBERT DOUGLAS MEMORIAL SCHOOL STANDARDS AND QUALITY REPORT 2018-19

This document is a Standards and Quality Report, based on the school's progress through 2018-2019. It sets out for parents a summary of what we have worked on and shares information on the impact that school improvement actions have had on pupils' learning and progress over the course of this session.

This session the school Vision, Values and Aims have been reviewed and refreshed with the school community to reflect the views of learners, parents and staff, taking account of the unique school context.

Our VISION:

RDM a school where we **THINK BIG, AIM HIGH** and reach our destiny
TOGETHER

We VALUE:

TEAMWORK AMBITION INCLUSION RESPECT

Our AIMS:

We aim to move **FORWARD** by:

1. Ensuring **WELLBEING** underpins and drives learning within our school community. Leading to happy, engaged and resilient pupils.
2. Inspiring our learners to be **AMBITIOUS** and reach their potential
3. Equipping our learners with the **SKILLS** for learning, life and work so that they can make contributions locally and globally.
4. Helping our learners to **CELEBRATE** and explore Scone's historical and entrepreneurial roots.

ATTAINMENT, ATTENDANCE AND PROGRESS

Attainment

Across the school, our learners continue to progress well in all areas of learning. Overall, attainment in literacy and English language and numeracy and mathematics is good.

Most learners in P1, P4 and P7 are on track to achieve appropriate Curriculum for Excellence levels at the end of the school year in line with national expectations.

Across all stages there are learners who will continue to achieve earlier than national expectations would indicate. In our Specialist Provision, almost all learners are making appropriate progress or exceeding expectations in achieving literacy and numeracy targets set within their individualised education programmes, these build on previous levels of learning.

This session we have introduced interventions using Pupil Equity Funding specifically to target the development of outdoor learning. We believe in order for to truly improve and increase attainment we first need to focus on engaging our learners and build a culture of self-belief and aspiration. Developing these skills, we believe will further raise attainment in literacy and numeracy. Almost all our pre-school learners in our Nursery have met or exceeded their developmental milestones.

Attendance

The overall attendance rate for pupils in session 2018-2019 was 95%. We have an excellent attendance rate and will continue to maintain this and prioritise good timekeeping. It should be noted that where a pupil's attendance drops below 80% then procedures are in place to discuss this with parents.

2016/2017	96%
2017/2018	96%
2018/2019	95%

Achievement

Our learners continue to have many opportunities for wider achievement, individually, within their class, across the school and through an extensive range of extra-curricular opportunities.

This session, we have worked to build a wider achievement framework which supports two of the key four contexts for learning – personal achievement and ethos and life of the school, this has created further opportunities for the development and application of skills and opportunities to contribute to the wider community.

Building on the success of last session, further examples of our continued commitment to supporting achievement include:

- The introduction of *seesaw* an online profiling tool in the nursery, is allowing learners to share their achievements with their families – these continue to be closely linked to the SHANARRI indicators. Furthermore, all learners have had the opportunity for high quality outdoor play and learning, extending beyond the nursery garden.
- Across the school all learners have had the opportunity to participate in outdoor learning sessions. These have included risky play and den building. Our focus has been on enabling our learners to support each other as part of a team, develop their problem solving skills and work to build confidence and resilience which can be transferred back into the classroom.
- Our intergenerational links with Catmoor House has provided opportunities for our learners to develop their communication skills.
- All learners have had an opportunity to perform as part of a school show / performance.
- We continue to have strong representation at all PKC sporting events and have supported Development Officers in school this session to give our learners opportunities to experience new sports. Our current active school statistics demonstrate that our participation rates remain high.
- Almost all pupils in our Specialist Provision have been involved in the wider achievement groups. Working with the sports committee the pupils particularly enjoyed working in mixed groups to engage in a range of new sporting activities.

LEARNING

The following evaluations are based on the on-going self-evaluation processes of the school and were agreed during the authority follow-up inspection visit in March 2019. Our local authority Quality Improvement Officer, reported that we have very good capacity for continuous improvement. Our evaluation grades for key quality indicators taken from "How Good is Our School 4?" (Education Scotland 2015) include:

Quality Indicator		Evaluation
1.3	Leadership of Change	Very Good
2.3	Learning, Teaching and Assessment	Good
3.1	Ensuring wellbeing , equity and inclusion	Very Good
3.2	Attainment and Achievement	Good

This session our school improvements have been structured under three key drivers – Creativity, Practitioner Enquiry and Pace and Challenge. All of these drivers have supported us in improving the curriculum we offer and the experiences for our learners. Our robust self-evaluation evidence indicates that we have made the following impact:

1. CREATIVITY

- Across the school we have created universal opportunities for children to engage in high quality outdoor learning experiences - we are beginning to see early signs of more purposeful play in school and reports from home support that skills are being applied wider than the school context.
- There is a greater continuity of experience for children across the early level. Purposeful play based learning experiences focussing on the development of skills are supporting increased pace and challenge.
- Across the school cohorts of children are significantly more engaged in their learning through creative targeted interventions, including nurture, forest schools and the development of the HUB.

2. PRACTITIONER ENQUIRY

- All teachers and some support staff have engaged in the practitioner enquiry process. This has allowed time for quality professional dialogue with time to reflect and research. All teachers have planned for change based on the needs of individual learners in their class. These have included introducing further pupil dialogue in maths lessons through the number talk approach, which supports learners to exemplify their strategies for mental calculations.
- The practitioner enquiry approach has allowed us to revisit our approaches to the teaching, assessment and progression within number work leading to planning which reflects increased rigour, pace and challenge for all learners.
- Teachers are able to evidence increased levels of pupil engagement in learning through specific practitioner enquiry examples. This includes pupils being able to reflect on the core criteria of their learning, how successful they have been and what they need to do to improve. Staff in the specialist provision focussed on self-regulation and the 5 point scale which will support whole school developments next session.

3. PACE AND CHALLENGE

- The Senior Leadership team have introduced the use a wider range of data and are now more able to concisely select, share and manipulate data to plan for change.
- There is now more detailed tracking of individuals across all class groups and stages – this is underpins planning learning to ensure better outcomes for all learners.
- Early evidence gathered (particularly in the early stages), show that attainment is improving in both literacy and numeracy, with a greater planned focus on learners being able to link their learning and skills across the curriculum.

LEADERSHIP

Our staff team, learners and parents play a key role in supporting our school improvement agenda – included below are some of the ways in which they have supported our developments this session.

School Team

As a staff team we have a very good understanding of our learner's individual circumstances and we use this knowledge to ensure that our learners are included and are making the best possible progress in their learning. Our School Improvement Plan clearly exemplifies our key priorities for change based on ensuring excellence and equity for all learners.

Our Staff team demonstrate a high commitment to our school vision for improvement. Working within our 3 drivers for change, teachers, ECP's and support staff have supported each other well to ensure that our culture of teamwork and collegiality remain a key focus.

This session our quality assurance calendar has ensured that our self-evaluation activities gather views in different and creative ways across the school year, our staff team are fully involved in the process with some adopting more leading roles. There is a clear emphasis on reviewing and revisiting our evidence to support us in informing our self-evaluation and drive forward school improvement. Furthermore, moderation opportunities across our Local Management Group this session have supported validation of our professional judgements.

Learners

Pupil voice remains a strong feature of our self-evaluation. Almost all of our learners are confident, successful and play a key role in their classroom. Many now extend these responsibilities to the wider school and community through the development of our wider achievement framework.

Parents

Our Parent Council continues to provide clear support in both operational matters and in strategic improvement planning. This session consultation around reporting is ensuring further clarity and personalisation in written reports. We continue to consult with our Parent Council on our ideas and proposals for how to best spend our Pupil Equity Funding. This session we have been fortunate to have parents who have supported in leading improvements across our school. This has extended opportunities for our learners and contributed to our ethos of inclusion and community.

IMPROVEMENT PRIORITIES FOR SESSION 2019-2020

Our learners, parents, wider community and RDM staff, are at the heart self-evaluation and improvement planning, we listen and take account of all views. We believe that we are in a good position to take forward the improvement priorities for session 2019/20. Using the National improvement framework and following the guidance of the improvement plan for Scottish education we aim to deliver the twin aims of excellence and equity at RDM.

Building on our successes this year, in session 2019-20 we will continue to be ambitious for our learners

by:

- *Exploring the creative elements of being a good writer. We have already looked at progression within writing; we now need to consider how we continue to engage our pupils building their skills in writing across different, meaningful contexts.*
- *Building on our practitioner enquiry processes, supporting our learners by increasingly making learning visible to them – specifically we will look at feedback for improvement, to maintain pace and increase challenge.*
- *Continuing to invest in the wellbeing of our pupils, through a whole school specific focus on the 5 point scale and how we use this to ensure a positive climate for learning.*
- *In the specialist provision and early years, we will consider how to embed digital technology to ensure that it supports learners to access learning in new ways. The development of digital leaders in the main school will target specific identified learning opportunities.*