



ROBERT DOUGLAS MEMORIAL SCHOOL STANDARDS AND QUALITY REPORT 2017-18

This document is a Standards and Quality Report, based on the school's progress through 2017-2018. 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.

OUR AIMS

In RDM we work together to create a happy and welcoming school.

Our school motto is **Forward Together in Learning.**

In RDM we go **FORWARD** with these values:

R ready
D determined
M motivated
S for success

Through all the work we do we aim to:

- Provide a healthy, happy, safe environment where there are positive relationships and all children will be supported to achieve their very best
- Promote and value high standards of learning, teaching and achievement through high quality experiences that meet the needs of all pupils
- Work in partnership with others to benefit children and families

We have started this session to review these aims we will finish this consultation next session.



ATTAINMENT, ATTENDANCE AND PROGRESS

Attainment

Across the school, our learners are progressing 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 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 Literacy skills. Evaluation of these interventions shows that they have had a positive impact on developing literacy skills. Almost all pre-school learners in our Nursery have met or exceeded their developmental milestones.



P5/6 pupils campaigning for 'Zero waste'.

Attendance

The overall attendance rate for pupils in session 2017-2018 was 96%. 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.

2015/2016	96%
2016/2017	96%
2017/2018	96%

Achievement

Our learners have many opportunities for wider achievement, individually, both within their class, across the school and through an extensive range of lunchtime and afterschool clubs. Opportunities for wider achievements are recognised and celebrated both in class and at whole school events. A selection of examples from across our school includes:

- The wellbeing wall in our nursery allowing parents and staff to share achievements. These are based on the SHANARRI indicators.
- Our house system allows learners to work across the school with different peers. A variety of opportunities support social development and builds a sense of community.
- Our learners have many regular opportunities to participate in trips outside of the school environment. This session, this has included trips to Balhousie Castle, The Concert Hall and Glenshee. Our trips and residential experiences are inclusive and allow our learners to engage with learning in a more meaningful way, enabling them to make connections across subject areas.
- Across all stages learners have opportunities to participate in a variety of clubs. Each term these are refreshed in consultation with the staff team as to areas of the school to target. Increasingly, we are supporting pupil leadership and have welcomed further parent participation to support the delivery of these.
- Our school sports committee through, thorough rigorous self-evaluation are linking with new community partners to offer new experiences including netball, cricket and canoeing. We continue to have a strong representation at all PKC sporting events and have enjoyed many recent successes. The current active school statistics demonstrate that from 2013 participation rates across the school have increased by 37.1%.
- Through our curriculum planning we offer opportunities for learners to develop their skills for learning, life and work. Examples of such opportunities across the school would include enterprising events, running a Café and a zero waste campaign.
- Music continues to be a strong feature of our school with good representation at Perform in Perth, our first year entering the GLEE competition and representation at community events.
- Across all stages we are sharing our achievements on Seesaw. The school twitter feed and the addition of our School App has further supported the sharing of our achievements.

LEARNING

Our recent inspection report (April 2018) highlighted that our learners are enthusiastic, eager to learn and enjoy being part of an inclusive learning community. Learning, teaching and assessment was judged to be good across the school and very good in our nursery. Our evaluation grades for key quality indicators taken from "How Good is Our School 4?" (Education Scotland 2015) include:

Quality Indicator		Grading
1.3	Leadership of Change	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 we have developed our self-evaluation programme, which supports us to monitor learning and teaching across the school. We believe that in using a more 'joined up' approach to classroom observations, sampling learner work, learner focus groups and scrutinising tracking information will continue to support us in developing further pace and challenge for our learners.

Following the recommendations of the National Improvement Framework, this session we have invested in teacher professionalism. This session, the teaching team has had opportunities for high quality professional development. **In particular we have focused on improving the standards of writing across our school.** From our observations, professional development opportunities and the sampling of learner work we believe that -

Our Learners are:

- More active and engaged in their learning, through the development of a writing culture, promoting enjoyment and participation throughout the school.
- More reflective in their learning and able to recognise their achievements within writing and articulate what they need to do to improve.
- More able to identify next steps through tracking their progress throughout the year.

Our Staff now are:

- More consistent in their teaching of writing ensuring further consistency and progression across the school.
- In the early years, we are secure in fine motor skills progression to support early writing.
- More confident in their assessment judgements, through the development of consistent planning and supportive tracking documents which link clearly to the national benchmarks.
- Secure in how to use formative assessment strategies to support planning.
- In some stages, developing richer home-school links through supporting increased communication about learning and next steps

To support learning at RDM we also focused this session on: **Developing digital profiling to increase family engagement in learning.** This improvement priority developed from a successful pilot study in session 2016-2017. Through feedback we have received using seesaw and opportunities for discussion and reflection at Parent Council, we believe that we have achieved the following across the school:

Our Learners can now:

- Use an electronic profile to identify and celebrate their learning across the curriculum
- Contribute to their profiles through regular opportunities for learning conversations with their teachers.
- Share and reflect on their learning, identifying their next steps

Our Staff are becoming increasingly confident in:

- Tracking and monitoring progression, adopting a consistent Profiling and Reporting model

Our Families have had further opportunities to:

- Become more informed about their children's learning across the curriculum
- Receive more regular feedback, helping them to recognise and celebrate their children's achievements
- Support their children in their next steps in learning.

LEADERSHIP

Senior Leadership Team

This session there have been significant changes to the Leadership team within the school. The new Head Teacher, Depute and acting Depute have acknowledged and built on the developments of recent years. Working closely together they have been able to establish a clear understanding of the strengths of the school and the improvements that are required to take the school forward. Linking closely with the staff team, Parent Council and learners they have a clear vision for the future direction of the school, in line with the National Improvement drivers.

School Team

The entire school team at RDM is committed to collegiate working, using a variety of strategies to increasingly involve and build on the contributions of parents, partners and learners to make improvements. The improvement agenda this session has increased the knowledge and skills of the school team and supported them well to improve learning across the school.

Parents

This session, the Parent council has provided clear support in both operational matters and in strategic improvement planning; this includes work around communication, consultation around new national assessments and Pupil Equity Fund (PEF) spending. They have further extended wider partnership and consultation with the parental community.



Enterprising P4 pupils

Pupils

Our learners have a strong voice in the wider life of the school and are involved in leading many school groups. Through whole school events and assemblies, our leaders have used clear communication to increase participation across the school community. Our learners report that adults actively seek their views and opinions.

IMPROVEMENT PRIORITIES FOR SESSION 2018-2019

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 2018/19. 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.

In session 2018-19, across our school, early years provision and specialist provision we will review and develop our **CURRICULUM RATIONALE**. We aim to take account of our unique school, linking the 4 contexts of learning which include: opportunities to participate in the ethos and life of our school, personal achievements, 8 curricular subject areas and learning in an interdisciplinary way which includes applying and linking skills across different contexts.

TO ACHIEVE THIS WE WILL:

- Develop a **framework** to ensure that all children have opportunities to experience greater breadth of **knowledge and skills** to support learning for life and work.
- Through carefully considered practitioner enquiry, we will revisit our approaches to the teaching, assessment and progression within **number work** to ensure further rigour, pace and challenge for all learners.
- Across the school, we will work to embed recent changes to the **literacy** curriculum. This will ensure consistency and clear progression. The effective use of **assessment data** will underpin planning learning to better outcomes for all learners.
- Establish a **Learning HUB** which will meet pupil need through individualised, creative and targeted approaches
- In the early level, we will build on and enhance how our pupils learn **outdoors**.

This document has been collated in consultation with the school's Quality Improvement Officer, staff and the Parent Council.