



ROBERT DOUGLAS MEMORIAL SCHOOL STANDARDS AND QUALITY REPORT 2022-23

This document is a Standards and Quality Report, based on the school's progress through 2022 - 2023. 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 remain relevant and central to supporting the continued journey of improvement linked to our unique school context.

Our VISION:

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

We VALUE:

CONNECTION CHALLENGE CONFIDENCE CREATIVITY

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.

ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

Attendance

The overall attendance rate for learners in session 2022-2023 was 92%. Overall, most pupils attended well during session 2022-2023. Attendance percentages across all stages are similar. The slight dip in attendance can be attributed to increased family holidays taken during term time and non-attendance linked to the mental wellbeing of learners and families. We have continued to provide individual support packages for pupils where their attendance drops below 80%. Next session we plan to review and refresh our approaches to monitoring and supporting good attendance and timekeeping.

2019/2020	93%
2020/2021	97%
2021 /2022	94%
2022/2023	92%

Attainment

This session, learners have demonstrated that they continue to progress well, across all stages, in all areas of learning. Assessment data indicates that learners continue to make good progress from their prior levels of attainment. Attainment in literacy and English language and numeracy and mathematics remains good.

- *Most learners in P7 are on track to achieve appropriate Curriculum for Excellence (CfE) levels in listening and talking and reading. The majority are on track to achieve appropriate CfE levels in writing and numeracy.*
- *Most learners in P4 are on track to achieve appropriate Curriculum for Excellence (CfE) levels in listening and talking and numeracy with the majority being on track to achieve in reading and writing.*
- *Most learners in P1 are on track to achieve appropriate Curriculum for Excellence (CfE) levels in listening and talking and with the majority being on track to achieve in reading and writing and numeracy.*
- *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 in achieving literacy and numeracy targets set within their individualised education programmes. These build on previous targets within learning.*

This session, we used pupil equity funding to employ a teacher two mornings per week to support an identified group of learners in P4 and P5. The focus of this work was on improving their writing skills. This intervention has supported increased learner confidence and attainment in writing. All learners identified have shown progress from their baseline assessments and most have narrowed their attainment gap in writing. In addition, 3 days of targeted Pupil Support Assistant time has allowed us to continue to target Health and Wellbeing interventions for identified learners. This has included play, food skills, regulation programmes and our establish Forest School intervention.

To maintain engagement in learning we have continued to use pupil equity funding to support the resourcing of IT equipment and software, including APPs, online learning platforms and dyslexia friendly resources to respond specifically to learner need.

Achievement

This session our learners have been able to explore and extend on a variety of wider achievement opportunities. They have been able to work with others across the school and develop a range of skills across different contexts.

A sample of achievements this session include:

- *The opportunity to work in mixed level and stage Community Groups – exploring new digital opportunities; learning about sustainability; diversity and equalities and exploring rights.*
- *P6 Learners representing Perth and Kinross at the Scottish Euro Quiz Championships.*
- *A variety of sporting opportunities linked with partner organisations in our community, including tennis, cricket, judo and highland dancing. This has continued to encourage increased participation out of school and has offered accreditation for individual learners. Furthermore, representation at events across PKC has led to a wealth of sporting achievements and specific accolades within cricket and athletics.*
- *A new cohort of pupils undertaking musical tuition, linking with central groups, performing in the community, and building confidence in working and playing music together.*
- *The continuation of accredited programmes including John Muir, the Junior Forester Award, targeted Forest School sessions and the introduction of mountain bike experiences.*

LEARNING

The following evaluations are based on the on-going self-evaluation processes of the school. 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	Good
2.3	Learning, Teaching and Assessment	Good
3.1	Ensuring wellbeing, equity and inclusion	Good
3.2	Attainment and Achievement	Good

This session our school improvements have been based around improving attainment in writing; reviewing our framework for supporting pupils with additional needs and increasing opportunities for teachers to engage in increased opportunities for moderation of standards and approaches across the Perth Academy school cluster.

Evidence from our self-evaluation indicates that we have made the following progress and impact:

To increase attainment in writing, we have:

- Implemented year two of the *Talk for Writing* programme across all stages, with a focus on non-fiction writing.
- Across P1-7, we have explored non-fiction genres allowing learners to experience a breadth of writing experiences, building on their fiction work to support and embed their skills in relevant and meaningful contexts.
- Continued to promote opportunities for learners to narrate/illustrate their thoughts, feelings and ideas prior to the writing process and build on their recall stories and use the structures of a model text to support and inspire their own writing.
- Identified learners in P4 and P5 for writing enrichment opportunities and closed the attainment gap through intervention most learners.
- Analysed writing data to ensure that all learners are being planned for progressively and accurately against the national writing benchmarks.
- ** We are beginning to see small shifts in our attainment data relation to writing, our plan is to continue to use interventions to support targeted individuals, and fully embed the new process and pedagogy learned over the last two years.*

In reviewing our framework for supporting pupils with additional needs, we have:

- *Renewed our staged intervention processes to ensure that all children are planned for timeously, with regular review.*
- *Revisited our roles and responsibilities in recording children’s needs, ensuring that paperwork and evidence gathering supports targeted actions.*
- *Supported different approaches to capturing both learner and parental voice to ensure this remain central to planning for improvement.*
- *Developed and strengthened our universal approaches to supporting inclusion, by increasing knowledge, skills and strategies to support neurodiverse learners.*
- *Gained confidence and developed new ideas in adapting classroom environments and resources to match and meet the needs of identified learners.*
- *Revisited the tools and resources most appropriate to support the progress our dyslexic learners*
- *Started to increase our knowledge and confidence in knowing what targeted intervention or strategies to adopt for different groups of learners.*

To further strengthen our approaches to moderation across out Perth Academy cluster schools, we have:

- *Supported all teachers to undertake professional learning linked to the Teaching Cycle. This has led to increased partnership working, the sharing of good practice and learning from and exploring different classroom environments*
- *Increased teacher confidence in assessment when tracking and predicting attainment across CfE levels.*
- *Ensured that learners across schools, are experiencing an increased consistency of shared approaches to learning and teaching*

LEADERSHIP

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

School Team

Our staff team are committed to our school vision for improvement. Working together our teachers, and support staff continue to demonstrate a culture of care, teamwork and collegiality to support learners. As a staff team collaborative learning strengthens and adds depth to our school values. Notably, in session 2022-23 increased teacher *confidence* has impacted positively on removing barriers to learning and strengthened universal approaches to inclusion. Teachers know learners well and in planning take account of their individual social, economic and financial circumstances to support improvement. Striving for excellence and equity for all, school Improvements are research informed, supported by data and involve staff participation and decision making. They are transparent, with regular progress updates and opportunities for feedback, this allows the staff team to maintain their engagement and commitment to change.

Learners

Almost all our learners have had many opportunities to mix across our school community this session, showing an interest in school wide community groups and paired class *buddy time*. Next session, we plan to ensure that learner participation, linking to the UN Rights of the Child is a central feature to planning for and supporting improvement.

Parents

Our Parent Council continues to provide clear support on operational matters and on a consultative basis. Their support this session to ensure that communication remains open, transparent, and clear, allow us to use them to support the direction of our school. This session they have supported three main initiatives including consultation around social media, re-establishing our school library and uniform /clothing projects. We continue to consult with our Parent Council on how to best spend our Pupil Equity Funding.

IMPROVEMENT PRIORITIES FOR SESSION 2023-2024

We believe that we are in a good position with robust self-evaluation evidence to take forward the following improvement priorities for session 2022/23. These clearly link to the National improvement framework for Scottish Education.

Our improvements will focus on the following key areas:

1. Revisit and renew our Positive Relationship Policy

Focussing on learners feeling nurtured, included with an increased sense of belonging to our school community.

2. Raising attainment through improving teacher pedagogy

With a focus on planning, using data and planning progressively for skills development in learning.

3. Moderate our Approaches to Listening and Talking in literacy (across the Perth Academy feeder Primary Schools)

Working with the other Perth Academy feeder primary schools, our staff teams will engage collectively in increased opportunities for professional dialogue and moderation to ensure shared expectations of what constitutes excellent learning and teaching in listening and talking leading to greater consistency of learner experience and improved attainment.

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