



ROBERT DOUGLAS MEMORIAL SCHOOL STANDARDS AND QUALITY REPORT 2019-20

This document is a Standards and Quality Report, based on the school's progress through 2019 - 2020. 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 continued to support interventions using Pupil Equity Funding specifically to target the development of outdoor learning. In addition, we have supported targeted learners with ICT and have undertaken a specific reading intervention with P3 and some P4 pupils. We continue to believe that in order 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 93%. We will continue to support learners and families to maintain good attendance 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.

2017/2018	96%
2018/2019	95%
2019/2020	93%

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.

Our wider achievement framework supports learners to develop new skills across a range of different contexts. Furthermore, from P3-7 pupils were able to work in mixed class groups to learn with and from each other. Building on the success of last session, further examples of our continued commitment to supporting achievement include:

- All learners having had the opportunity to participate in outdoor learning sessions. These have included opportunities for adventure, nature and sustainable learning.
- The creation of a 'Forest School' programme which has afforded identified learners' opportunities to take risks, build skills and improve communication.
- The introduction of the John Muir award at P6 has allowing learners to receive external accreditation.
- Wider achievement groups facilitating a range of sporting, musical, digital and creative opportunities.
- Linking with the British Council, a specific P7 project enabled us all to learn about 'Happiness' and how this is recognised and celebrated across the world.
- All learners having opportunities to demonstrate their personal achievements in lockdown through online profiling – this has included a range of interdisciplinary learning, personal skills development, outdoor and active achievements.
- The continued strong representation at all PKC sporting events and opportunities to experience new sports. Our active school statistics demonstrate that our participation rates remain high.
- Our promotion and support of a range of musical opportunities, linking with central groups, local and national events.
- Many pupils in our Specialist Provision have been able to to participate with wider achievement opportunities, linked to individual interests.

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	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, Engagement and Pace and Challenge. These drivers have supported us in improving the curriculum we offer and the experiences for our learners. We recognise this session that due to the impact of COVID-19 we will have to re-evaluate how to incorporate some of the initial plans we made. Our self-evaluation evidence indicates that we have made the following impact:

1. CREATIVITY

- Across the school we have maintained universal opportunities for children to engage in high quality outdoor learning experiences – this has been expanded to include targeted intervention and external accreditation.
- Initial planning supported the collaboration around a revised writing framework. This included the introduction of colour semantics across the specialist provision, P1, P2 and in the nursery.
- Across the school cohorts of children are using digital technology to support them to communicate their thoughts, feelings and ideas as part of the writing process.

2. ENGAGEMENT

- At school, all teachers and support staff have engaged in learning to support the use of shared positive strategies to ensure consistent communication. All teachers have planned for change based on the needs of individual learners in their class using the 5-point scale and in some classes the Zones of Regulation.
- Teachers can evidence increased levels of pupil engagement through the provision of a developmentally appropriate curriculum, targeted reading interventions and the use of ICT to enrich learning experiences.
- During lockdown – a variety of innovative ICT experiences, APPs and programmes have allowed learners to explore new ways of accessing and recording learning.

3. PACE AND CHALLENGE

- The Senior Leadership team use a wide range of data and can concisely select, share and manipulate data to plan for change.
- There continues to be detailed tracking of individuals across all class groups and stages – this is underpinning planning to ensure better outcomes for all learners.
- In literacy, teaching staff have explored a wider range of data to support assessment judgements and planning for learning.
- Prior to lockdown, pupils were increasingly demonstrating that they could explain what they had been learning and what skills this had involved.

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 continue to 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.

Prior to lockdown, 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 to drive forward school improvement. Furthermore, moderation opportunities across our Local Management Group in numeracy this session have supported validation of our professional judgements and led to changes in learning and teaching.

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 involvement in our wider achievement framework.

Parents

Our Parent Council continues to provide clear support in both operational matters and in strategic improvement planning. We continue to consult with our Parent Council on our ideas and proposals for how to best spend our Pupil Equity Funding.

IMPROVEMENT PRIORITIES FOR SESSION 2020-2021

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 2020/21. Using the National improvement framework, our recovery plan 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 2020-21 we will:

- *Ensure that our school community can return to RDM - safely and informed.*
- *Ensure that our curriculum reflects priorities linked to recovery planning – including a focus on health and wellbeing, learning outdoors and enabling learners to progress within literacy and numeracy.*
- *Support our learners and families to adapt to a 'blended learning' format with time spent in school and work undertaken at home.*
- *Ensure that we track the progress of our learners carefully, addressing any gaps to maintain their continued progress.*
- *Explore further elements of ICT to enable our staff team to deliver learning which remains engaging, interactive and supports progression.*
- *In the nursery, we will continue to work towards the full implementation of 600 hours as and when it is safe to do so.*