



ROBERT DOUGLAS MEMORIAL SCHOOL STANDARDS AND QUALITY REPORT 2023-24

This document is a Standards and Quality Report, based on the school's progress through 2023 - 2024. 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 2023-2024 was 93%. Overall, most pupils attended well during session 2023-2024. Attendance percentages across all stages are similar. This session we have started to review and refresh our approaches to supporting good attendance and timekeeping. We have continued to provide individual support packages for pupils where their attendance drops below 80% with actions and regularly reviewed detailed planning. Our data indicates that dips in attendance over the school session are attributed to family holidays taken during term time, and non-attendance linked to anxiety and the mental wellbeing of learners and families.

| | |
|------------|-----|
| 2019/2020 | 93% |
| 2020/2021 | 97% |
| 2021 /2022 | 94% |
| 2022/2023 | 92% |
| 2023/2024 | 93% |

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, reading and numeracy with the majority on track in writing.*
- *Most learners in P4 are on track to achieve appropriate Curriculum for Excellence (CfE) levels in listening and talking and reading with the majority being on track to achieve in writing and numeracy.*
- *Most learners in P1 are on track to achieve appropriate Curriculum for Excellence (CfE) levels in listening and talking, reading and numeracy. The majority being on track to achieve in writing.*
- *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 towards their individual targets.*

This session we used pupil equity funding to employ a community link assistant one day per week to support identified families to maintain positive school attendance. Where families engaged in this support, it has shown a positive impact on individual attendance summaries.

Pupil equity funding has continued to employ a teacher two mornings per week to support an identified group of learners, this session in P6 and latterly towards the end of the year P3. The focus of this targeted intervention was on improving writing skills. A review of this intervention has shown increased learner confidence, embedding of core skills and progress from prior levels of attainment. Where progress has not been evident for a few learners, it can be concluded that attendance at school has impacted progress. 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 established Forest School intervention.

Achievement

This session targeted opportunities for different year groups have afforded learners opportunities to explore and develop new skills through participation in a variety of wider achievement opportunities.

A sample of achievements this session include:

- *Pupil led voice groups including Pupil Council, Rights Respecting Schools and Digital Leaders, contributing positively to decisions in school which impact them.*
- *A continued variety of sporting opportunities linked with partner organisations in our community, including tennis, cricket, judo, badminton and rugby, with opportunities to participate in PKC competitions. This session we have widened opportunities for participation across further year groups. Evidence shows that this has continued to encourage increased participation out of school and when moving to secondary school.*
- *Outdoor residential trip experience for P7 pupils.*
- *Music and drama performances for all year groups, culminating in school performances throughout the year including Scot's poetry recitals.*
- *Continued opportunities for pupils to undertake musical tuition, linking with central groups, performing in the community, and representing RDM at Perform in Perth.*
- *The continuation of accredited programmes including John Muir, the Junior Forester Award, targeted Forest School sessions.*

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 revisiting and renewing our Positive Relationship Policy, raising attainment through improving teacher pedagogy and moderating our approaches to talking and listening across the Perth Academy feeder schools.

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

To revisit and renew our positive relationships policy we have:

- *Ensured that our Relationships Policy is reflective of the views of learners, staff, our school community, and national guidance.*
- *Explored different approaches in how best to use words and actions to support self-regulation.*
- *Ensured that our relationships policy is trauma informed. Our school team have an increased understanding of trauma informed practice.*
- *Used the Glasgow motivational tool to gather the views of our learners and used this to support changes to our policy and planning in Health and Wellbeing.*
- *Ensured our attendance and timekeeping procedures have been refreshed in line with our updated relationships policy.*

To raise attainment through improving teacher pedagogy, we have:

- *Minimised disruption in learning through, strong quality transition procedures that build on gathered data and assessment evidence.*
- *Agreed clear expectations of how our curriculum looks at different stages of the school (with flexibility taking account of data and class context).*
- *Explored with the school team how timings within the school day can be maximised to add value to learners' experiences, leading to increased pace for groups of learners.*
- *Almost all classes have provided increased opportunities to share what they have been learning and how to be successful.*
- *Increased our offer of targeted interventions to ensure these link closely with identified needs and to support teacher planning.*

To further strengthen our approaches to moderation in listening and talking across our Perth Academy cluster schools, we have:

- *Supported all teachers to undertake professional learning linked to the talking and listening aspects of the curriculum. 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 in assessing and planning for talking and listening within literacy and across the curriculum.*

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

Professional review supports practitioners to undertake learning opportunities which contribute to school improvement. Working together collaboratively the school team embrace our school values. Notably, in session 2023-24 increased teacher *confidence* and opportunities for *challenge* has impacted positively on attainment through the implementation of the National Writing Improvement Programme in P4 and P5 stages. Teachers continue to know learners well and in planning take account of their individual social, economic and financial circumstances to support improvement. They demonstrate a culture of care and teamwork which has been strengthened this session as we have focussed on renewing our positive relationships policy and undertaking learning around trauma informed practice. Striving for excellence and equity for all, school improvements are research informed, supported by data, and involve staff participation and decision making. They build on evaluations and are driven by regular reflection and evaluation of our school context.

Learners

The re-establishment of pupil leadership groups (Pupil Council, Digital Leaders, and Rights Respecting School group) has ensured that pupil voice remains a focus for driving improvement across our school. This session we have started working towards our Rights Respecting Silver award. Learner participation, linking to the UN Rights of the Child is a central feature to planning for and supporting leadership and improvement. Our revamped school House system led by learners is supporting increased teamwork and pupils demonstrating initiative across the school. Our pupils lead several extra-curricular clubs. Almost all our learners continue to have opportunities to mix across our school community through planned mixing across stages, paired class *buddy time* and a new paired reading initiative with P3 and P6 learners.

Parents

Our Parent Council continues to provide clear support on operational matters and on a consultative basis. Their support this session around our relationships policy has supported how we have taken this forward. They remain committed to supporting opportunities and experiences for learners and we consult with them on how to best spend our Pupil Equity Funding.

IMPROVEMENT PRIORITIES FOR SESSION 2024-2025

We believe that we are in a good position with robust self-evaluation evidence to take forward the following improvement priorities for session 2024/25. These clearly link to the National improvement framework for Scottish Education and local council priorities.

Our improvements will focus on the following key areas:

1. Build on and develop nurturing approaches across the school.

Building on the work undertaken with our positive relationships policy, trauma informed practice and previous work on universal supports, we will link with Perth and Kinross Nurturing Schools Programme to fully embed the nurturing principles.

2. Raising attainment through improving teacher pedagogy (year 2)

With a focus on increased learner independence to support confidence in discussing learning, strategies and next steps across literacy, numeracy and health and wellbeing.

3. In line with the new profiling tool, review our approaches to continuous reporting across the Perth Academy feeder Primary Schools.

Working with the other Perth Academy feeder primary schools, we will engage collectively in opportunities for professional dialogue and moderation. This will ensure shared expectations of high-quality observations and assessment evidence to support profiling and reporting of progress. Leading to parents and carers being more regularly informed of their child's progress and achievements in school.

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