

Standards & Quality Report

'Everyone Attaining, Everyone Achieving, Through Excellent Experiences'

Session 2016 - 2017



Neilston Madras
Primary School Family Centre

Preface

Our Standards and Quality Report highlights and celebrates the many achievements of our campus and the progress made in the implementation of our School Improvement Plan for this current academic session (2016 – 2017).

This report will outline the improvements made as a result and impact of the school and Centre improvement plans and the overall impact they have made towards improvement. It will provide an evaluative summary of our work throughout the session, highlighting strengths and identifying priorities for improvement during session 2017 – 2018.

A summary leaflet of this document is available from our websites:

<https://blogs.glowscotland.org.uk/er/neilston/>

<https://blogs.glowscotland.org.uk/er/Madras/>

Alternatively a hard copy is available from the Administration Team on request.

Context of the School

Neilston Primary School and Madras Family Centre is situated in the area of Neilston in East Renfrewshire. We are committed to the delivery of the highest quality education to the pupils and the community it serves. We are committed to achieving success through partnership working. Our associated secondary is Eastwood High School. We form part of the Eastwood cluster that includes; Crookfur, Mearns, Neilston and Uplawmoor Primaries, Isabel Mair School and Madras Family Centre. We enjoy close links with our cluster partners. The Family Centre also feeds Uplawmoor Primary and St Thomas' Primary school and as a result we enjoy good links with them.

We are a multi-denominational campus catering for children from 2 years of age up until they reach secondary school age. The school has a current role of 280. We have no composite classes at this time. The Family Centre currently has 120 children across three playrooms. The campus has extensive outdoor areas which are enjoyed and shared with all campus users.

Our staffing allocation is 27.52 including a management structure of:

- ✓ Head Teacher
- ✓ Depute Head Teacher
- ✓ Two Principal Teachers
- ✓ Two Depute Heads of Centre

During this session, we have had two newly qualified teachers contributing to the staffing compliment.

We have a projected role of 295 pupils for August 2017 and will operate with a 12 class structure with composite classes at P2/3 and P4/5.

The Present school was opened in 1969 with a further extension in 1991 comprising of four classrooms. The Family Centre has undergone recent renovation and extension enabling us to increase the capacity and service level provision to accommodate two year olds.

The campus is proud of its positive learning culture and ethos of attainment and seeks to foster and develop all pupils as successful learners, confident individuals, responsible citizens and effective contributors.

A positive learning culture and ethos of attainment and achievement seeks to foster and develop all pupils as motivated, successful and purposeful citizens. The campus plays an important role in the community and fosters very good links with local businesses and groups. We continue to have a supportive Parent Council which also includes a hard working Support Our School Group (SOS).

Our vision, values and aims

Across our campus our vision is to be an outstanding, values-based Centre for education that is at the heart of its community, striving for excellence. Ultimately, we want all our young people to

attain and achieve at the highest level possible through excellent experiences and opportunities.

Our school values were developed in partnership with our parents, staff and pupils. We have 6 'Value Heros' designed by our children:



Honest Harper



Fair Freddy



Trustworthy Tom



Responsible Ralph



Respectful Ruby



Caring Connor

It is the aim of everyone across our campus to ensure that:

- ✓ There is a welcoming atmosphere and positive ethos throughout the establishment.
- ✓ A secure, happy atmosphere, and an interesting and stimulating environment in which our young people can learn most effectively, is provided.
- ✓ We encourage our young people to be actively involved in the life of our establishment and the decision-making process so that they can begin to develop knowledge and understanding of citizenship.
- ✓ Learning / achievements of all children is valued and high aspirations and ambitions are promoted across the campus
- ✓ Within our inclusive establishment all young people are given the confidence, attributes and capabilities to make valuable contributions to our society and are encouraged to become successful learners, confident individuals, responsible citizens and effective contributors.
- ✓ Promote lifelong learning so that our young people are able to make informed choices and decisions that ensure a healthy lifestyle.
- ✓ We plan for improvement by continuous self-evaluation and professional dialogue, reporting on standards and quality to ensure quality education and excellent experiences.
- ✓ A strong partnership with parents is established and every effort made to ensure parents are kept fully informed and active participants in their child's learning and progress.

Improvement Plan Priorities

The School

- To continue to raise attainment in English and Literacy
- To continue to raise attainment in Mathematics and Numeracy
- To further improve provision to meet the mental, emotional, social and physical wellbeing of our pupils
- Continue to provide a programme of support to 'Get it Right for Every Child' (GIRFEC)
- To further develop outdoor learning across all stages and curricular areas, engaging pupils, parents and external partners
- Continue to develop leadership capacity at all levels and promote teamwork and partnership
- Continue to develop curriculum planning
- To further develop technologies progression within framework of Curriculum for Excellence
- To increase staff confidence and expertise in Technologies
- To further improve learning and teaching technologies experiences for pupils and teachers

The Family Centre

- To develop and enhance indoor and outdoor play based learning environments to improve outcomes for all children.
- To improve systems to plan, track and monitor children's progress.
- To raise attainment through analysis of data, improved professional judgments and improved learning and teaching experiences.
- To further develop opportunities for children to develop skills for learning, life and work through a focus on financial education.
- To embed family friendly practice into all aspects of the Family Centre to achieve 'Gold' status.
- To continue to engage meaningfully with stakeholders in redesigning Madras Family Centre values and aims.
- To develop aspects of physical literacy within the Centre.
- To self-evaluate and self-reflect using *How Good is Our Early Learning and Childcare* (HGIOELC)

Method of Gathering Evidence

As part of our procedures for monitoring our effectiveness as a campus we use *How Good Is Our School 4* (HGIOS4) and *How Good Is Our Early Learning and Childcare* (HGIOELC) Quality Indicators and Care Inspectorate Care Standards.

There is a plethora of evidence collection used across the campus, this enables us to provide a robust analysis of how our young people are progressing across the campus. The range of evidence gathered includes:

- ✓ staff peer evaluation;
- ✓ learners' evaluations of their learning experiences;
- ✓ monitoring of learning and teaching, attainment and achievement throughout the year;
- ✓ benchmarking the quality of work with schools of similar characteristics and of identified good practice;
- ✓ moderation at school, cluster, authority and inter-authority/national levels;
- ✓ surveys carried out with staff, pupils and parents;
- ✓ whole campus/departmental evaluation through audit;
- ✓ themed audits focusing on a particular aspect of the work of the campus which cuts across specialisms and quality indicators;
- ✓ observation of practices with learners and staff, and by managers through, for example learning visits and learning walks where the focus is on the experiences of the users;
- ✓ focus group discussions with learners, teaching and support staff, parents, users; and
- ✓ information from partners such as educational psychologist, social justice managers, campus police officers, school nurses, Community Learning and Development staff , Active schools staff and the Quality Improvement Team

How good is our leadership and approach to improvement?**(1.1, 1.2, 1.3)****Evaluation: GOOD****NIF Priority**

- *Improvement in attainment, particularly in literacy and numeracy*
- *Closing the attainment gap between the most and least disadvantaged children*

School Priorities

- *To continue to raise attainment in English, literacy, mathematics and Numeracy.*
- *Continue to develop leadership capacity at all levels and promote teamwork and partnership*

NIF Driver(s)

- *Performance information*
- *Assessment of children's progress*
- *Teacher Professionalism*
- *School Leadership*
- *School Improvement*

Local Improvement Plan – Expected Outcome / Impact

- *Improved reading, writing and mathematics attainment throughout Broad General Education*

Progress, Impact and Outcomes

Continue to develop leadership capacity at all levels and promote teamwork and partnership.

Leadership at all levels continues to be encouraged and facilitated. Through the professional update process all staff identify targets which enhance and improve their professional knowledge, skills and confidence and ensure progression of the School Improvement Plan objectives. Teachers have undertaken leadership roles at cluster level in science, early years, Autistic spectrum disorder (ASD) advisor and developing the young workforce. In addition, P1 staff have undertaken significant training in play pedagogy and teachers have led extra-curricular activities including ICT, GIRFEC Group, ICT, bike-ability, friendship club, arts and crafts, mandarin, gymnastics to name a few.

With a commitment to promoting a degree led workforce we have, four staff member who have obtained their BA in Early Childhood Studies, three members of staff currently working towards this. Two are working towards their masters degree also. Our Early Years Teacher has achieved her into headship accreditation. Our Principal Teacher for Early Level learning has her Masters in Early Level Pedagogy and a member of P.O.E.T – Pedagogy of Education Transitions. Staff have been trained in Physical Literacy and Provocations for learning. In line with the expansion of our service, staff have undertaken 0-3 training in order that they are equipped to support our youngest learners.

Three teachers are trained as Moderation Facilitators and delivered professional learning for staff and led the authority moderation event.

To continue to raise attainment in English, literacy, mathematics and Numeracy.

The literacy working party updated the literacy guidelines. Our quality assurance activities this year included a focus on writing. Learning visits examined the teaching and learning of writing through observation, pupil and professional dialogue. Pupils and staff reported that the range of writing activities and the embedding of VCOP across the school has had a positive impact in both attainment, challenge and enjoyment and personalisation and choice. Writing was the focus for moderation this session both at school and authority level. As a result teachers have a greater knowledge and confidence in developing further realistic and manageable approaches to assessing progress and achievement in writing.

The whole school took part in world book day this year. Staff and pupils enjoyed the focus on literacy and the joy of reading. This is continuing with investment in new reading material and a

whole school focus on reading for enjoyment.

The maths and numeracy working group developed guidelines for parents to support their children in mathematics. This was in response to parental requests for more information on the teaching of mathematics. Further promotion of this will take place in the coming session.

We have continued to develop our problem solving approaches, encouraging pupils to develop skills and attitudes and abilities for learning, life and work. Teachers report that pupils are more confident, willing to have a go and are developing the skills of group working.

Pupils learning needs and progress, including those of the most vulnerable, are assessed and tracked on an ongoing basis as part of the routine learning and teaching in order that teachers plan and provide appropriate support and challenge. Where children have specific needs additional to that of their group or class, personalised support is planned and provided within available resources. Additional staff was in place to support the lowest 20% of pupils. This support has led to significant progress for those targeted pupils. Progress is reviewed regularly with parents and other agencies involved.

Teachers and Pupil Support Assistants have continued to take ownership of school development this session and a strong culture of distributed leadership is evident through staff leading Pupil groups.

Pupil Support Assistants are involved in planning meetings to ensure clarity and responsibility of all staff in supporting pupils with additional needs in learning or personal and social development. All teachers have engaged in professional enquiry this session. This has involved professional reading and research, reflection and integration into daily classroom practice. Teachers have reported very positively on the impact of their studies and are keen to further develop professional enquiry next session.

The Head Teacher has an open door policy and encourages school staff to share good practice, clarify and influence thinking and develop ownership of the change and improvement priorities associated with the curriculum.

The delivery of the PoPP and Let's Play programme has encouraged strong community partnerships and has enthused parents to participate in stay and play sessions with their children.

"PoPP has given me strategies to help manage my child's behaviour, I am much more relaxed and understand that it wasn't always my child's fault but mine"

"I just feel this programme has given me the confidence that's making me stronger as a parent"

"I feel good to know that I am not the only one going through problems – the programme has helped to improve overall family happiness"

To provide a quality transition programme for our pre-school children the Early Years Teacher has been working in partnership with Primary 1 staff which will allow for a more robust and smooth transition. The Looping Project will allow for the skills and expertise of our Early Years staff to shape the progress, support and transition into Primary 1.

We have begun to establish joint in-service training across the campus promoting leadership roles across the campus.

Next Steps

- Continue to promote professional enquiry through practitioner research, pedagogical documentation and reflection on its impact on learning and learners
- Enhanced professional dialogue focusing on key questions and evaluative language
- Manage the effective use, deployment and storage of our multi-platform technology provision
- Build capacity in partnership working and develop a campus team ethos
- Build opportunities for learners to engage in opportunities across the campus regardless of their age and stage.

All staff work enthusiastically as a team and are committed to continuous school improvement through providing a stimulating environment for learning.

Across the campus we are committed to ensuring all children reach their full potential, regardless of their ability by giving them a wide range of relevant experiences and opportunities, which are creative and innovative, as well as developing their own leadership capabilities. Staff continue to embrace opportunities to support each other and share expertise, take on leadership roles and develop their skills through curricular assessment development groups and a wide range of professional learning opportunities. Leadership at all levels is encouraged and supported within a collegiate environment. There are many processes in place to support our most vulnerable children. The school continues to sustain an excellent reputation within the local and wider community. Staff will focus on the areas for improvement identified in our school Improvement Plan with support from the Quality Improvement Team, parents and partners.

At the time of writing this report, reports from our Support and Protect Review and our 0-3 Review were still pending.

How good is the quality of care and education we offer?

(2.2, 2.3, 2.4)

Evaluation: GOOD

NIF Priority

- *Improvement in children and young people's health and wellbeing*
- *Improvement in the employability skills and sustained, positive school-leaver destinations for all young people*

School Priorities

- *To further improve provision to meet the mental, emotional and social and physical wellbeing of pupils.*
- *Continue to provide a programme of support to 'Get it Right for Every Child' (GIRFEC)*
- *To further develop technologies progression within the framework of Curriculum for Excellence*
- *Increase staff confidence and expertise in Technologies*
- *To develop aspects of physical literacy within the centre*

NIF Driver(s)

- *School Improvement*
- *School Leadership*
- *Performance information*
- *Parental engagement*

Local Improvement Plan – Expected Outcome / Impact

- *A positive culture in health and wellbeing across the campus.*
- *A Culture based on 'Getting it Right for Every Child' (GIRFEC)*

Progress, Impact and Outcomes

This session we continue to focus on meeting the mental, emotional and social and physical wellbeing of pupils. Staff CLPL opportunities have included attachment, nurture and mindfulness. Emotional wellbeing is a key priority for the school. We work in partnership with the school educational psychologist to ensure children are emotionally secure and ready to learn. All classes have pupil voice boxes or worry boxes to allow pupils to express their views. Our weekly assembly programme focuses on a different aspect of the wellbeing indicators each week and as a result pupils are able to recognise and discuss how their needs are being met under the indicators of: safe, healthy, achieving, nurturing, active, responsible, respected, included.

This session pupils have benefitted from working with Relax Kids. This has helped to raise awareness of strategies pupils can use to support their emotional wellbeing. Additional sessions have been provided for targeted pupils including LAC. All pupils have thoroughly enjoyed the sessions and have reported that they feel more confident to express their feelings.

All staff received in-service training on the updated plans to support staged intervention and in consultation with parent's wellbeing plans have been developed to support the needs of pupils. A parental leaflet introducing wellbeing plans was also developed for distribution to parents.

We seek every opportunity for pupils to lead their learning and to participate fully in the decision making of the school. They do this at individual level setting their own learning targets, through participation in our many groups and committees, through house meetings and whole school assemblies.

Pupils views and opinions are sought in advance of review meetings of Joint Support Team Meetings.

Primary 7 pupils took part in the annual Safety in the Park event as part of their health and wellbeing programme. The pupils thoroughly enjoyed their day and participation improved their confidence in dealing with risks and dangers.

Primary 1-3 continue to receive free school meals

Smooth transition procedure throughout the school ensured every pupil received joined up learning with consistent approaches and relevant experiences. Primary 7 enjoyed a very successful transition programme which enabled them to feel confident for the next part of their educational journey.

The new Primary 1 intake also participated in a well-planned induction and transition programme which will be further enhanced this session as we develop as a 2-12 campus.

Regular and rigorous Joint support team meetings provided reporting and planning sessions to monitor progress and plan next steps for learners across the campus.

Selected staff have been trained in Behaviour Support Strategies this session ensuring that we are able to support all of our young people through any situation that may arise.

Primary 1 and 2 participated in the book bug Programme. Primary 2 parents enjoyed a literacy open afternoon.

Learners participated in the first ministers reading challenge Primary 7 pupils took part in the provost's debate. Beforehand they spent a of time exploring the features of debate, deciding on a motion, researching evidence supporting and opposing the motion and rehearsing roles. They were lively and engaged and excellent ambassadors for the school.

As part of the Primary 7 transition programme cluster schools visited Manor Adventure in Lockerbie and learned new skills and met new friends. This gave all pupils considerably more confidence, greater resilience and improved problem solving skills.

There has been considerable investment in new technology this session including laptops, iPads and new ActivPanels in each class. Pupils are enthused by the technology and are able to access the curriculum in a more engaging way. We will enhance our provision and equip pupils with the skills for life, learning and work. Pupils have participated enthusiastically in extra-curricular technology clubs including STEM and Micro:bits.

All staff are fully committed to the technological developments that are taking place and CLPL sessions will have a focus on Digital Technology this coming session.

Our rights respecting school group have been working very hard this year .They have ensured that all classes continue to be aware of their rights and the rights of others and that it is permeating the ethos of the whole school, working towards a safe, happy and tolerant environment. The group have presented at assemblies and organised a rights respecting day. They continue to link with our partners in the community and we are working towards level 2 for next session.

As part of our Outdoor development we have a new Active Trail installed in the primary 3 and 4 playground. This has shown a positive impact on the pupil's physical wellbeing and focus in class. A copy of the impact report is enclosed, appendix 1.

Staff have benefitted from joint CLPL sessions in Outdoor Learning. The school staff have been building on the good practice of the Family Centre in promoting Learning in the Outdoor Environments.

We have been working in collaboration with other schools on SIPP. This has involved working with PE specialists to develop and pilot 'Muddy Movers' and the introduction of Physical Literacy.

All staff have been given CLPL to develop knowledge of Physical Literacy and what it is in the context of the early years environments.

Staff have shared good practice across Early Years establishments and within their own settings. This has led to an increase in practitioner confidence in approaches to the delivery of outdoor play / loose parts in the context of Physical development. Children have benefited from increased opportunities to develop physical skills

Primary 1 staff have undertaken extensive training in play pedagogy. We continue to support and encourage learners to lead their own learning. This session we have introduced a looping project whereby primary 1 staff and Family Centre staff work as an Early Level team. Pupils will benefit from the continuity of personnel and skills that this enables.

We continue to seek opportunities for parental engagement, this will be further enhanced next session as part of our improvement plan and the Eastwood Cluster improvement plan.

All partners are involved in self-evaluation. Parents were given the opportunity to give feedback and have their say through our Microsoft Forms survey. A summary of the results are accessible via this link:

<https://blogs.glowscotland.org.uk/er/Neilston/files/2017/04/Parent-Survey-March-2017.pptx>

As part of our Induction Programme the new Primary 1 intake were given the opportunity to 'Come Dine with Us'. Experiencing the dining hall as an environment, begin to understand the process and the types of foods on offer. This is always well attended and well received our parents and children alike.

Parents evenings were well attended (98% turnout) and ensured quality reporting of pupils needs and developments. Class open afternoons offered parents, grandparents and carers to see their children in their learning environment. Class assemblies enabled the children to demonstrate their learning in an enjoyable and imaginative way. Parent/carer feedback from these sessions remains highly positive.

Parents views were also sought through wellbeing plan feedback, JST, Review Meetings, newsletter and report cards. The results were very positive with an overwhelming majority of parent's happy with the frequency and types of opportunities to view work and hear about their child's progress (97%).

The Parent Council continues to be highly effective and proactive and is involved in decision making regarding the work of the school. The Support Our School (SOS) Group continue to fund, a range of treats for the children including Christmas Parties, discos, leavers ceilidh as well as organising the very successful Christmas Fayre. This year they have supported the school through supporting: class trips, introduction of mobile technology and our first ever campus outing to the Pantomime for Christmas 2017.

Our Primary 1 transition Programme has been adapted to allow greater participation from parents. This will continue next session with the introduction of a soft start and end to the day. Parents met briefly with the senior management team and shared their concerns about their child starting Primary 1. This has allowed our newest parent group to the school to have their voice heard and allow for the preparation for a specific induction programme for them to be delivered.

To develop aspects of physical literacy within the Centre.

Continue to provide a programme of support to 'Get it Right for Every Child' (GIRFEC)

During this session in the Family Centre we have introduced wellbeing meetings. These meetings have helped staff support children in relevant areas of development such as nurture, attachment, respecting others, emotional health and wellbeing and physical areas for development.

As part of our on-going development as a campus we have introduced Joint Support Team (JST) Meetings (campus-wide) and have developed a parental leaflet explaining the principles and concepts behind JST meetings. This approach is beginning to impact positively on how we support our children and young people as individuals and where appropriate, their families. This joint approach allows us to truly have a 'big picture' about our families and provides us with the necessary joined-up thinking to ensure we continue to strive to get it right for all of our young people on campus.

Our learning environments are being developed to fully embrace Early level play pedagogy as advocated by our professional enquiry on such theorists as Froebel, Bruce and Tovey. Staff have been developing skills in responsive planning to ensure that learning continues to be personalised to the learner and provide choice, depth and progression. We currently use floor books to document children's experiences. This allows children to lead their own learning and ensures practitioners support and extend this learning, while making reference to relevant documentation, policies and research. Currently each room has their own floor book however, looking forward we plan to have a floor book within each environment to capture the breadth and depth of learning offered on a daily basis. We are currently working as a team to evaluate our current practices with a focus on moving towards pedagogical documentation.

Learning Journals continue to be developed to provide meaningful and purposeful opportunities for our children and Young people in the Family Centre to share their learning at home.

We have continued to enhance the relationships with our partner agencies e.g. PSADU and working in partnership with SLT, Social Work and South Bank etc. Our children benefit from shared staff training to support joint planning.

In regard to Physical Literacy: children have had increased opportunities to develop physical skills across the Family Centre. Staff have observed children's growing confidence in the outdoor environments and have seen improvements in the growth of a health and wellbeing mind set. Learners have further opportunities for risky play and as a result are becoming more risk aware. The challenge allows for: enjoyment, developing curiosity, enquiry, relationships, communication skills, independence, creativity and life skills. We have seen greater parental engagement in the outdoor forest area.

We have a staff leader for Muddy Movers – this will be further developed as part of our focus on physical literacy next session.

Staff have undertaken an extensive programme of Best Practice Visits across the authority and to some of our neighbouring authorities – the impact that this has had is that staff now have the confidence to take forward our Early Years learning environments and developing them in-line with the pedagogy of Early Years at the forefront of their decision making.

Staff have undergone extensive training in:

- ✓ Block Play
- ✓ Play Environments
- ✓ Role of the Adult
- ✓ Getting it Right for Every Family

- ✓ 0-3 Pedagogy
- ✓ Loose parts

As a result of this we have seen significant development of the experiences offered to our youngest learners across the Family Centre. Practitioners are more skilled in making observations and regularly share these informally with parents. Practitioners regularly revisit developmental milestones and children's interests in tracking learners progress whilst setting up play environments.

More effective and robust monitoring systems are in place to ensure progress is made across all learning. Due in part to building the ambition, block play, role of the adult and play environments have resulted in the development of our learning spaces. In line with the Froebel approach we now use more natural materials to create a homely environment across the Family Centre

Next Steps

- Digital Leader and MIE training to be rolled out to all learning and Teaching staff
- STEM Classroom to be created with Digital Technology permeating the curriculum
- Development and Implementation of a progressive Technologies pathway across the curriculum taking account of our upgraded technology package on campus the curriculum maps and associated benchmarks
- The introduction of BYOD in the senior school
- Provide CLPL opportunities for all staff in regard to the multi-platform IT provision
- Staff Training in IPad and Educational Apps
- Training of ALL teaching and Learning staff in the usage of Pastoral Notes to better record, track and share care and welfare information
- Deployment of '5-minute literacy box to support phonological development
- Staff training with phonological awareness
- Conduct self-evaluation: How nurturing is our school?
- Revisit nurturing principles and attachment theories through staff training (EP)

How good is the quality of care and education we offer?

(2.2, 2.3, 2.4)

Evaluation: GOOD

<p>NIF Priority</p> <ul style="list-style-type: none"> • <i>Improvement in children and young people's health and wellbeing</i> 	<p>School Priorities</p> <ul style="list-style-type: none"> • <i>To further develop and enhance outdoor play/learning across the campus at all stages and curricular areas</i> • <i>Play based learning environments</i>
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> • <i>School Improvement</i> • <i>Our Priorities</i> • <i>Teacher Professionalism</i> 	<p>Local Improvement Plan – Expected Outcome / Impact</p> <ul style="list-style-type: none"> • <i>A positive culture in health and wellbeing across the campus.</i> • <i>A Culture based on 'Getting it Right for Every Child' (GIRFEC)</i>

Progress, Impact and Outcomes

Neilston Learning Campus has a clear rationale based on shared values and learners entitlements and develops the skills and attribute of the four capacities (Successful learners, Confident Individuals, Effective Contributors and Responsible Citizens) The school has rigorous quality assurance procedure in place – a detailed monitoring calendar, regular tracking of achievement and attainment, clear staff remits, school improvement Plan a thorough assessment framework, a wide range of quality professional learning available to staff and a collegiate calendar which is created in conjunction with all staff. Though these quality assurance processes the school has been able to recognise achievement and raise attainment in a significant number of ways.

Professional dialogues between teachers and SLT ensure a relevant coherent curriculum is being delivered at an appropriate pace.

Attainment is carefully measured and tracked throughout the school year. Professionals Dialogue sessions allow for data analysis, teacher judgements, moderation procedures and a wide range of evidence to be discussed to ensure the highest possible achievement for all pupils.

Baseline Assessment and Developmental Milestones screening were carried out in August /September; results were analysed and information was used constructively to inform planning. Next session Family centre staff will be involved in the planning process and discussion to allow greater coherence and direction of learning opportunities.

Pupils in East Renfrewshire primary schools take part in standardised tests in the core skills of literacy and numeracy at P3, P5 & P7. The authority average score is 100

	2015 – 16	2016 - 17
Reading	100	94.2
Mathematics	102	86.7

The stages performed as follows:

Class	Reading	Mathematics
P3	100.2	87.8
P5	91.1	86.8
P7	91.3	85.6

Further analysis identified areas for development next session which will include; attainment in numeracy, digital technology experiences, raise attainment and curriculum access amongst vulnerable groups through the deployment of intensive nurture support alongside this will be the development of Early years pedagogy, looking at developing the Early Level environments and

deployment of narrative assessment.

Curriculum for Excellence Attainment Targets

Our targets are based on the attainment of children found to be 'Achieved' in reading, writing and mathematics at Early Level at the end of P1, First Level at the end of P4 and Second Level at the end of P7. The targets set by the local authority for our school were 87% in Reading, 83% in Writing and 86% in Mathematics.

	ERC Target	2016	2017
Reading	87%	88%	TBC
Writing	83%	85%	TBC
Mathematics	86%	89%	TBC

During the course of the coming session the staff team will continue to strive towards the raising of attainment across all learners

Attendance

We continue to be proactive and involve both pupils and parents in evaluating our attendance. Our target for attendance for this session was 95.9%.

ERC Attendance Target	2014 - 15	2015-16	2016-17
95.9%	96.24	95.37	96.19

The priorities in this year's school improvement plan have helped improve learning and teaching in a number of ways. Overall, our pupils are making good progress in Attainment. The children are increasingly leading their own learning, being reflective and setting their own targets with an improving understanding of their own progress. The development of ICT across the school has greatly enhanced the learning opportunities available for all pupils. E-portfolios are being used by all pupils in P4-P7 while P1 and P2 are recording their learning through the GIRFEC guide. Class blogs have been extended this session and parents and pupils have reported very positively that this is a helpful development in sharing learning and working in partnership.

- Emotional wellbeing is a key feature for our development and is impacting positively on pupil's reliance and coping skills.
- Teachers continue to engage with regular Assessment and Moderation development activities which have endured that assessment is more robust and reliable. This year the focus for Moderation at school and cluster level was writing. Staff report increased confidence in the reliability of their professional judgement.
- Regular and routine professional dialogue and target setting between SMT and staff ensures progression across all stages.
- Teachers continue daily observations, reflection and evaluation of the impact of teaching. Using the ERC tracker, progress is evaluated on a termly basis and next steps identified and shared with pupils.
- Teachers strive to deliver the curriculum in a creative and stimulating environment including Outdoor Learning. Teachers seek opportunities to further develop their own teaching and use innovative approaches and activities to fully engage pupils in their learning.
- Across the campus, staff have benefitted from the sharing of good practice at all stages.

- All staff have undertaken CLPL in Developing the Young Workforce - continuing to seek opportunities to transfer skills learned across the curriculum and relate this to the world of work. Real life contexts have been used throughout teaching and learning.
- The approaches used to develop literacy and numeracy (in particular problem solving) have impacted positively on the children's enthusiasm and skill development. Impact on performance suggests that 75% of the target group made significant improvements of between 5 – 20 points across progress testing and standardised assessments, where improvement has not been sustained is a direct result of pupil attendance.
- Pupil Voice has been a key feature of the school this session. Pupils have many opportunities to express their opinions, be part of the decision making process and to lead their own learning setting realistic and measurable targets.
- Staff have been trained on the use of the 5 minute box(literacy support toolkit) and have begun to roll this out to primary 3 pupils this session.

Next Steps

- Phased transition to pedagogical play in P1
- Introduction of 'looping' project across early level
- CLPL play based pedagogy in the classroom
- Child centred areas across the family centre
- Training and development in the use of narrative assessment
- Floor book planning and learning journals (per area)
- Learning conversations with children
- Consistency in the deployment and gathering of assessment information across the campus
- Cross-campus moderation
- Forrest schools training
- Develop a progressive outdoor education programme (including necessary resources)
- Deployment of physical Literacy and muddy movers across Early level
- Development of an Outdoor Learning Campus policy

How good are we at ensuring the best possible outcomes for all our children / learners?

(3.1, 3.2)

Evaluation: GOOD

NIF Priority

- *Improvement in attainment, particularly in literacy and numeracy*
- *Closing the attainment gap between the most and least disadvantaged children*
- *Improvement in children and young people's health and wellbeing*

School Priorities

- *Raising attainment in English, literacy, mathematics, numeracy, technology and outdoor learning to raise the attainment of all.*
- *To embed Family Friendly practice into all aspects of the Family Centre to achieve 'Gold' status.*

NIF Driver(s)

- *School improvement*
- *School leadership*
- *Assessment of children's progress*
- *Performance information*

Local Improvement Plan – Expected Outcome / Impact

- *Resources which lead to improvements for learners and service users*
- *Practices and experiences which ensure that the needs of children and young people are identified and addressed*

Progress, Impact and Outcomes

To embed family friendly practice into all aspects of the Family Centre to achieve 'Gold' status.

We are currently preparing for our Family Friendly Gold award within the Family Centre. Depute Heads of Centre are actively Promoting the PoPP programme in the local area and the schools that the Family Centre feeds into.

In regard to our Family Friendly Practice, we have offered a series of opportunities across the campus this session:

- Psychology of Parenting Programme (PoPP)
- Family Fund days (Christmas and Easter)
- Messy Play Sessions

There has been a slight increase of 1.7% in the uptake of these parental engagement groups. We will be promoting this across the campus next session to increase uptake further.

Across the Family Centre we have engaged in active family learning focusing on themes such as; Early Level Curricular Evening – parental workshops on; Physical Literacy, technologies (promethean), outdoor learning and literacy / book fair. Parents responded positively about these sessions stating that it 'really helped them understand what their children did at nursery'.

Our Families have responded positively to our Book Bug Sessions and Family Messy Play Days. We have hosted a very successful Let's Play programme delivered across the Centre this session focusing on the importance of play in the learning process and development of the brain. Parents are now contributing towards the delivery of this programme for new families. Parents have said that this has really helped them understand the importance of early years education and also of making time to actually play with their child at home.

We hosted a very successful Family Community Evening for McMillan Coffee morning – proving a more informal opportunity for parents to build relationships with staff and network amongst themselves.

We actively seek the views of all of our parents and carers as part of our continuum of improvement this is highlighted in our 'You said, We did' display within the Centre.

Within our wider community, we have built positive partnerships with the Neilston Community Trust – planting in the local area. Members of the Community Council also worked with us in creating a bird feeder/table for our forest school's area.

Through partnership with parents we continue to access the local library weekly to support and promote a literacy rich environment and model opportunities for engagement.

Home Visits continue to be an effective way of building relationships with our parent group and supporting the transition from home to the family centre for our youngest of learners. The Senior Management Team (SMT) are then able to work closely with our families to ensure we get it right for each child starting in the family centre which is an ethos encouraged and fostered across the campus.

Next Steps

- Further develop relationships with local partners
- Develop opportunities for PoPP, IY and 'Let's Play' to be promoted and used through parental engagement opportunities across the Family Centre and school
- Continue to develop the processes of self-evaluation to provide quality data/feedback about our performance from stakeholders
- Achieve Family Friendly 'Gold' status for the family Centre and begin our journey towards silver for the school. Development of parent support workshops made available face-to-face/ electronically etc (initially in the context of mathematics and numeracy).

Pupil Equity Fund – How are we ensuring Excellence and Equity?

For the coming session, the school have been awarded a Pupil Equity fund of £43500. Through consultation with staff and our Parent Council, the fund will be used to increase the provision of teaching and support staff. This will enable the campus to further embed our improvements in children and young people's health and wellbeing, through embedding a culture based on getting it Right for Every Child and building capacity in the school and Centres nurturing approaches into practice.

The fund will allow for the provision of a nurture trained teacher to lead work with targeted groups of children across the school within the learning Centre and will allow SfL teachers and PSAs to support the delivery and development of early literacy across the school. The driver diagrams in appendix 2a and 2b outline this.

What is our capacity for continuous improvement?

As a campus, we have undergone a 25% change in our staffing compliment across all departments; teaching and learning, support and administration. Through professional dialogue with campus staff, their interim review and development meeting, along with feedback from our two recent reviews we have excellent capacity for improvement. The management team; consisting of a Depute Head Teacher, two Principal Teachers and two depute Heads of Centre all form part of a dynamic leadership team led by the Head Teacher. We have a clear direction in regard to the improvements needed and how this will be measured over the coming academic session. All staff are encouraged to develop their leadership across the campus with 93% of staff taking on leadership opportunities and developing their own skills through additional degree level study or Teacher-leader opportunities. Through team development and partnership building across the campus we feel we have an excellent capacity for continuous improvement during session 2017 – 2018.

National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation	
		Support & Protect Review	0-3 Review
1.3 Leadership of change	GOOD	PENDING	PENDING
2.3 Learning, teaching and assessment	GOOD	PENDING	PENDING
3.1 Ensuring wellbeing, equity and inclusion	GOOD	PENDING	PENDING
3.2 Securing children's progress / raising attainment and achievement	GOOD	PENDING	PENDING

School Improvement Priorities 2017-2018

- To embed a culture of self-evaluation and continuous improvement across the campus.
- All staff routinely engage in career-long professional learning (CLPL) with particular focus on professional enquiry, to inform whole school improvement
- Create sustain and enhance a motivating environment for effective digital learning
- Develop a campus environment where staff work effectively as a team. There is a strong ethos of sharing practice, and of peer support and challenge
- Raise attainment across identified vulnerable groups through the implementation of nurturing principles across the Learning Centre (PEF)
- To raise attainment in mathematics and numeracy and literacy and English by 5%
- To embed a progressive and coherent approach to the teaching of digital technologies to enhance learning and teaching
- To raise attainment across the milestones for pre-school children through the development of Early Level environments to reflect current best practice models and early years pedagogy.
- To introduce Narrative Assessment – Early Years and vulnerable young people to better track their individual achievements beyond summative assessments.
- Effective use of assessment, monitoring and tracking across the Early Level.

APPENDIX – 1

Report on Innovation Fund Neilston Primary April 2017

Impact and Outcomes

We decided to focus on the following experiences and outcomes and how they were being met as a result of the Active Trail:

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

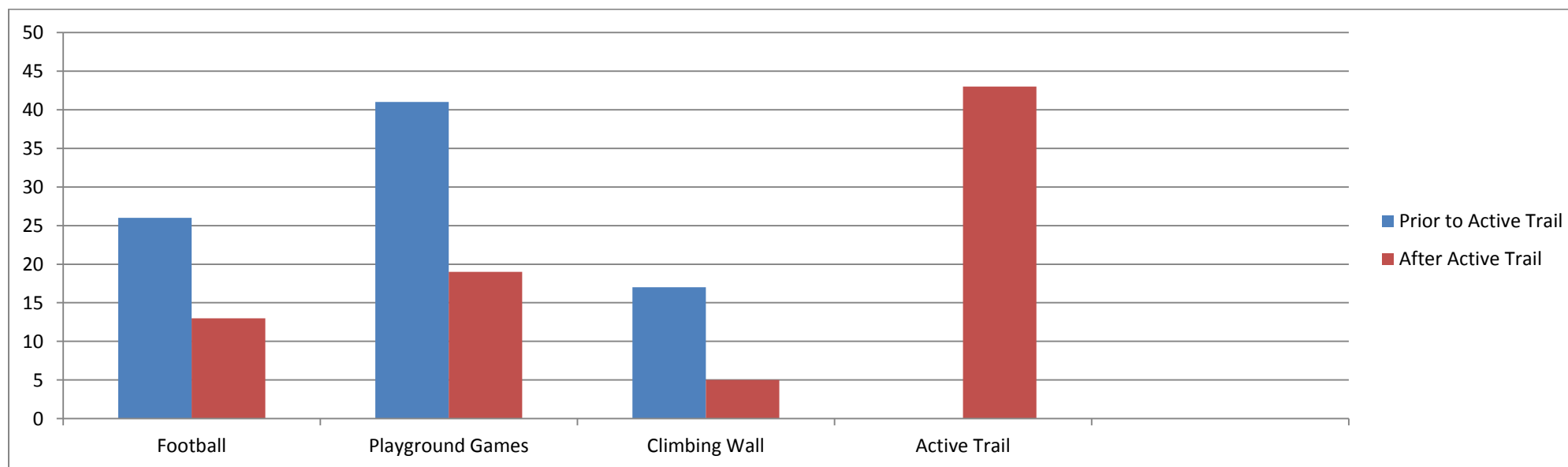
HWB 1-05a

Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.

HWB 1-25a

As a result of using the Active Trail we found that pupils were forming and maintaining more positive relationships with peers. They were also extremely engaged with the Active Trail and using the opportunity to participate in more physical activities.

Use of equipment – Equipment was installed early March 2017. Having observed and surveyed pupils prior to, and after the Active Trail was installed, the main activities happening were as follows:



APPENDIX – 1 (continued)

As you will see there has been a significant change in the activities being undertaken as a result of the Active Trail. As well as being used significantly during intervals and lunchtimes, Primary 3 and Primary 4 teachers use the Activity Trail as part of their outside PE lessons. This encourages sharing, taking turns, cooperation and teamwork.

Engagement of Pupils:

We spoke informally to 2 LAC pupils in Primary 3 and 4 and they both said that the Activity Trail allowed them access to physical activity equipment that they may not otherwise get. They both said that visits to Adventure Play Areas out with school were rare. The Trail is getting them access to opportunities they may not otherwise have.

There are also leadership opportunities available for P7 and P6 pupils to become playground buddies as part of the Trail. They assist the PSAs with the monitoring and management of the Activity Trail and as a result they are becoming more confident to support and assist our younger pupils. It also frees up our PSAs to spend time with those pupils not engaging with the Trail and undertaking other activities.

From observing pupils, it is clear that they are becoming involved in more purposeful and active play than they were previously. Prior to the Trail being installed there was a limited range of activities being undertaken; now pupils are engaging more with their peers and even pupils in other stages.

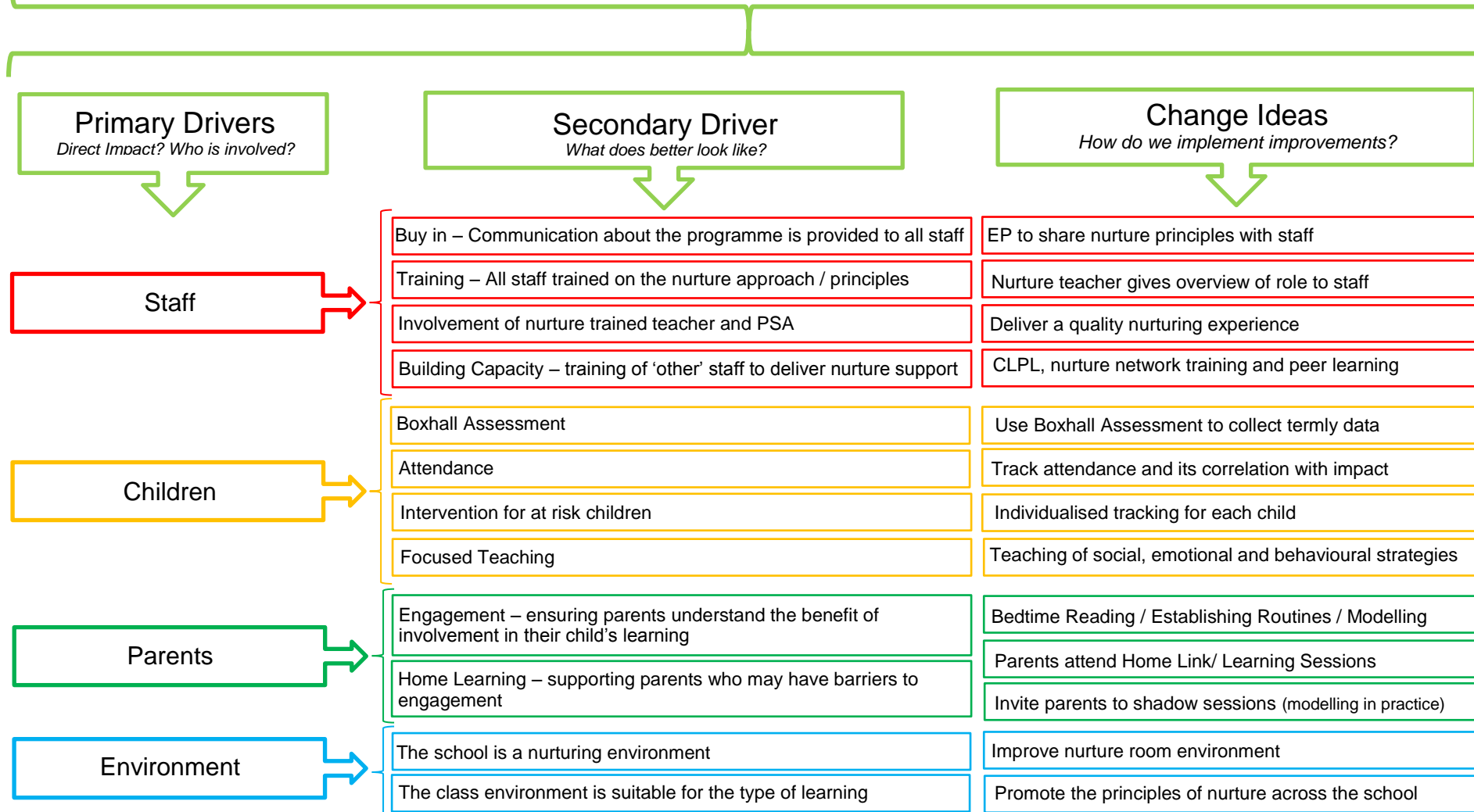
Health and Wellbeing – Friendship Issues

Since the Active Trail has been installed, PSAs and Teachers have reported a decrease in incidents happening in the playground. We have a lunchtime drop in club for those pupils who are having difficulties in the playground especially friendship and behavioural issues. Since the Trail has been introduced, numbers attending this drop in have dropped by approximately 60%. Pupils who previously struggled to cope with the playground for extended periods of time have been interacting with others in a social setting as a result of the Trail being installed. Teachers have also observed that these pupils are able to focus on the curriculum more as a result of a happy and active break.

DRIVER DIAGRAM 1 – A Nurturing Approach

Improvement Focus: *Raising Attainment in Health & Wellbeing*

Stretch Aim: Raise attainment in social, emotional and behavioural development by 15% amongst the identified target group.



DRIVER DIAGRAM 2 – Reading and Spelling

Improvement Focus: *Raising Attainment in Literacy (Spelling & Reading)*

Stretch Aim: Raise attainment in spelling and reading by closing the gap between chronological age and spelling ages by 25%.

