



Standards & Quality Report



Neilston and Madras Learning Campus 2018 – 2019
Neilston Primary School | Madras Family Centre

Safe | **Ready** | **Honest** | **Respectful** | **Ambitious** | **Responsible**

Preface

Our Standards and Quality Report (SQR) will outline the improvements made as a result and impact of, the school and Centre improvement plans (IP) 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 2019 – 2020.

A summary leaflet of this document is available from our website: <https://blogs.glowscotland.org.uk/er/neilston/>

Alternatively, a hard copy is available, on request, from the Administration Team by contacting 0141 570 7240 and selecting option 3.

Context of the Campus

Neilston Primary School and Madras Family Centre (Neilston and Madras Learning Campus) is situated in the village of Neilston in East Renfrewshire. We are committed to the delivering the highest quality education to our pupils and community we serve. We are committed to achieving success through partnership working. Our associated secondary is Eastwood High School. We form part of the Eastwood cluster. The Family Centre also feeds Uplawmoor Primary and St Thomas' Primary school and as a result we enjoy good links with them also.

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 470 including the Family Centre. Learning and teaching is organised through 12 classes for P1 – P7 and 4 learning environments in the Family Centre.

This academic year 3 probationers joined our team.

Improvement Plan Priorities 2018 - 2019

To promote positive improvement and effective leadership of change by;

- a) **Self-Evaluation** - Learners being meaningfully engaged and involved in school/centre self-evaluation, contributing to quality assurance and the process of improvement.
- b) **Professional Enquiry** - All staff routinely engage in CLPL and develop enquiring and coherent approaches which build and sustain practice (incl moderation).
- c) **Nurturing Principles** - Creating, sustaining and enhancing a motivating environment to embed the principles of nurture
- d) **Vision, Values and Aims** - Active collaboration to produce a school and community driven vision, values and aims

To enhance the quality of care and education by;

- a) **Literacy and English** - Ensuring consistent and effective approaches to skills development; Increase attainment by 2% with a particular focus on the lowest 20% of achievers (reading and Spelling).
- b) **Numeracy and Mathematics** - Ensuring consistent and effective approaches to skills development; Increase attainment by 2%, with a particular focus on specific cohorts following analysis; build positive mindsets in relation to maths.
- c) **Health & Wellbeing** - Raise attainment across identified groups of children through the implementation of nurturing principles across the campus, whilst working towards our Nurturing Schools Award; Achievement of RRS Level 2 award.
- d) **Digital Literacy** – To enhance practitioner skills, ensure digital technology is a central consideration across the curriculum and used to enhance employability skills

To ensure the best possible outcomes for our learners by;

- a) **Play Pedagogy** – Provide opportunities to embed play pedagogy across Early Level environments.
- b) **Assessment / Profiling** - develop Narrative Assessment – better track the whole child development in a meaningful and accessible way.
- c) **Increasing Employability Skills** – The development of a Master Class concept to contribute towards DYW and skills for employment
- d) **1+2 Languages** – creating, sustaining and enhancing a positive and confident approach to the learning and teaching of languages across the campus.

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. This documentation sits along-side our quality assurance calendar.

We collect evidence in a range of which include, but are not limited to:

- ✓ staff peer evaluation;
- ✓ Video analysis of Teaching & Learning
- ✓ 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;
- ✓ surveys carried out with staff, pupils and parents;
- ✓ whole campus/departmental evaluation through audit;
- ✓ 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
- ✓ Local/national Standardised testing.

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

<p>NIF Priority</p> <ul style="list-style-type: none"> • <i>Improvement in attainment</i> • <i>Closing the attainment gap between the most and least disadvantaged children</i> 	<p>School Priorities</p> <p><i>To promote positive improvement and effective leadership of change by;</i></p> <ul style="list-style-type: none"> 🏛️ Learners being meaningfully engaged and involved in school/centre self-evaluation, contributing to quality assurance and the process of improvement. 🏛️ All staff routinely engage in CLPL and develop enquiring and coherent approaches which build and sustain practice (incl moderation). 🏛️ Creating, sustaining and enhancing a motivating environment to embed the principles of nurture 🏛️ Active collaboration to produce a school and community driven vision, values and aims
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> • Teacher Professionalism • School Improvement • School Leadership • Parental Engagement 	<p>Local Improvement Plan – Expected Outcome / Impact</p> <ul style="list-style-type: none"> ✓ A culture of self-evaluation and continuous improvement ✓ Higher levels of parental engagement in their children’s learning and the life of the school ✓ A skilled and confident workforce ✓ A culture of professional enquiry

Progress, Impact and Outcomes

Learners being meaningfully engaged and involved in school/centre self-evaluation, contributing to quality assurance and the process of improvement.

During this academic session, a **Pupils Self-Evaluation Group** was initiated. Pupil representatives from classes across the school focused on theme one of 'How good is OUR school?' – Relationships – this theme focused learners on exploring how well everyone supports each other to work, learn and achieve success in our school. It focused on the quality of relationships amongst pupils and between pupils and adults who work with our children across our wider school community.

As well as this, the group have been exploring the different types of relationships that exist across our school and the wider community and have led an assembly to share this with the wider school. They have created a survey for their peers about the relationships that our young people have across our community and have shared the results with them also. They have undertaken a review of the campus website to ensure that it is accessible and have provided feedback to the IT coordinator to improve the site.

During this academic session we have collaborated with many stakeholder groups to build a sense of what people value most about our school and to gain an understanding of what it is like to be a member of our school community.

All staff routinely engage in CLPL and develop enquiring and coherent approaches which build and sustain practice (incl moderation).

Staff have undertaken a wide range of CLPL this session including play pedagogy, loose parts, Number Talks, outdoor learning (team teaching). Staff have also used their curriculum development time to plan a progressive programme of study to contribute to our 'Skills Academy' developments.

This session we introduced a Professional Enquiry showcase event, each member of staff presented and discussed with each other, the content of their professional enquiry and the data they obtained regarding the impact on learning and teaching. This has helped formulate some of the development priorities featured in session 2019 – 2020 Improvement Plan. Staff also report that having the opportunity to collaborate with their colleagues inspired them and made them think about their classroom practice.

Active collaboration to produce a school and community driven vision, values and aims

Our self-evaluation programme is closely linked to the Improvement Plan (IP) and is underpinned by documentation (How Good is Our School / Early Learning and Childcare), staff across the campus regularly evaluate using this framework as a guide. This is recorded in our self-evaluation journal. This journal is shared periodically across the school year with the Parent Council to appraise them of our termly progress.

There is a strong culture of self-evaluation across the campus, this is underpinned by staff reflecting on and discussing their practice on an ongoing basis. Self-evaluation is understood by all staff as central to improvements and collegiate time is used effectively to engage staff in reflection on their practice. Children are given the opportunity to evaluate their work in class and through their involvement in committees.

Through consultation with families:

- 🏆 98% felt the school helped their child to be more confident and that their child enjoyed learning at school.
- 🏆 97% felt that the school kept them well informed about their child's progress.
- 🏆 92% felt that the school was well led
- 🏆 99% overall, were happy with the school

The leadership team have established a positive, nurturing culture across the campus, based on an ethos of collegiate working and respect for all. There is a strong sense of community and a commitment to shared values which reflect the needs of all members of the school community.

This session the campus has engaged extensively with staff, pupils and parents to develop a new shared vision and values for the campus community. This will be central to the revision of our curriculum rationale next session. Parents and children at all stages talk with pride about the school and Family Centre.



Pupil and parental engagement in the creation of our new campus vision and values.







The key themes identified were:

- Support families in understanding how children are assessed
- how we share information with families about children's progress
- Support families to be more confident and better able to support homework tasks
- Increase opportunities for family learning
- Develop a consistent method of communicating between campus and home

Annually we experience success within the local authority's moderation event with 92% of staff who submitted pupil work to be validated as 'achieving the standard'. This indicates that teachers' judgements in regard to pupil attainment are improving. This session we have focused on moderating learning and teaching through our 'video analysis' approach and moderated IDL planning.

This session as well as using the ERC Standardised Testing programme we continue to implement the Scottish National Standardised Assessment (SNSA) at P1, P4 and P7. To provide us with valid data for all cohorts we generated assessments to evaluate progress in primary 2 and 6. The data from these three summative assessments are used in the analysis of data within the content of this report.

Next steps – Leadership and Management

-  Officially launch our new vision and aims created this session
-  Focused professional enquiry around Literacy and English (writing) and raising attainment within
-  Learners continue to engage in the Self-evaluation process
-  Active collaboration to produce a revised curriculum rationale
-  Moderation of writing (whole School)
-  Moderation of modern foreign language learning

How good is the quality of care and education we offer? (2.2, 2.3, 2.4) Evaluation: **GOOD****NIF Priority**

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

School Priorities

- 🏆 **Literacy and English** - Ensuring consistent and effective approaches to skills development; Increase attainment by 2% with a particular focus on the lowest 20% of achievers (reading and Spelling).
- 🏆 **Numeracy and Mathematics** - Ensuring consistent and effective approaches to skills development; Increase attainment by 2%, with a particular focus on specific cohorts following analysis; build positive mind-sets in relation to maths
- 🏆 **Developing the Young Workforce** – Increasing pupil awareness of employability skills

NIF Driver(s)

- School Improvement
- Assessment of children's progress
- Parental Engagement

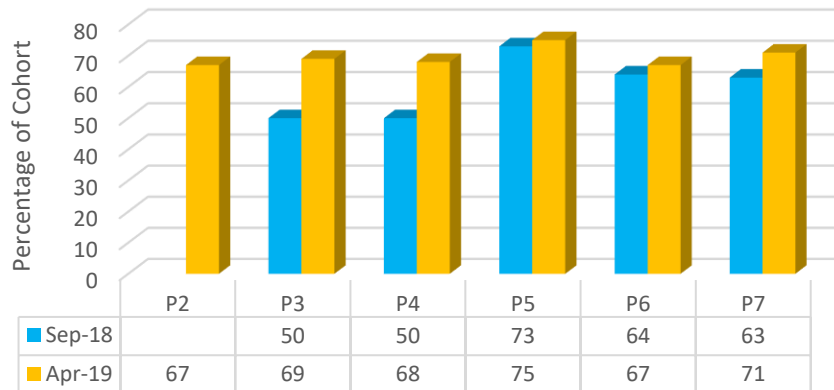
Local Improvement Plan – Expected Outcome / Impact

- ✓ An increase in putting nurturing approaches into practice
- ✓ An ethos of high expectations and achievement
- ✓ High level of parental engagement in their child's learning

Progress, Impact and Outcomes

Literacy and English - Ensuring consistent and effective approaches to skills development; Increase attainment by 2% with a focus on the lowest 20% of achievers (reading and Spelling).

Increased Attainment in Spelling - A Comparison



This table shows the percentage of pupils in each stage spelling above their chronological age. The results derive from SWST data collected in September and April each year. Primary 2 pupils only take this test once in the year so do not have any comparative data.

The data shows increased attainment at all stages, with the most noticeable improvements at Primary 3 and 4. Pupils at these stages receive regular discrete spelling inputs. Targeted support is also in place at these stages using Five Minute Box. Identified pupils at all stages benefit from the use of Nessy Learning Programme.

This session our raising attainment team, which consists of two teachers' and five Pupil Support Assistants have continued to build upon the work initiated last session and ensure that progression and maintained improvement continues. Further training in 5 Minute Box and Together Better Readers has supported this.

In Primary 2, the Reading Recovery programme has allowed the pupils involved to develop their phonological awareness, build their vocabulary and increase their writing skills. They have worked on various literacy skills throughout the year, including reading with expression, fluency and accuracy. The impact of the Reading Recovery programme has not only been evident in the improvement of pupils' reading ability, but also their confidence in themselves.

Parental Engagement workshops were successfully received this year, a new initiative in the school to support families to be able to support learning at home and better understand the curriculum. Families who attended rated these opportunities as 5 star, commenting; *"Taking away hints and tips to support my child in their learning."*, *"Learning about the way my son is taught maths."*, *"Interactive, able to ask questions. Looking at resources. Staff being available to ask questions to."*



The range and types of activities that parents participated in during our parent workshops.

Our School Improvement Partnerships Programme (SIPP) this session focused on:

The Sunshine Group - Family Centre –Key Messages

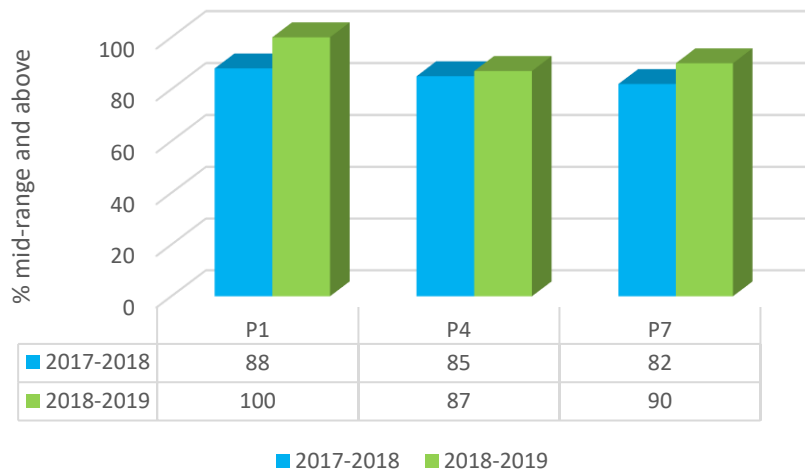
This partnership investigated whether using social stories and art therapy could increase social interaction, emotional literacy and communication. The “Sunshine Group” was attended twice a week for a year by a group of children agreed between teacher and key workers. All parents surveyed confirmed that they had noticed an improvement in their child’s interaction since they had attended the group and that they were more able to identify and express their own feelings and the feelings of others. All children’s ability to play co-operatively and initiate play also improved.

Enhancing Numeracy Skills – Primary School – Key Messages

This improvement partnership with our cluster partner Crookfur, focused on enhancing numeracy skills within addition and subtraction, progression in the complexity of strategies used to calculate within number and an increased motivation and self-efficacy in mathematics. This has had significant impact on the identified cohort of children as detailed below:

- ✓ Basic Number Screening – 86% of children had an increase in number age
- ✓ Addition assessment – all pupils’ scores increased except one who has stayed the same at 97%.
- ✓ MALS – Pupils’ self-perception on the question ‘How good are you at maths?’ on a scale of 1-10, 6 increased, 5 stayed the same, 3 decreased

SNSA Attainment Trend - Reading



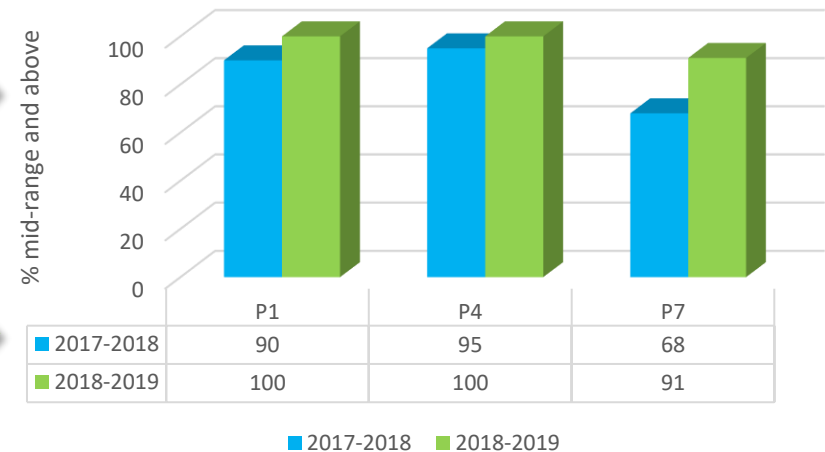
The Scottish National Standardised Assessments (SNSA) provides a national benchmark of where our learners are at the end of early, first and second level within the Curriculum for Excellence framework. The graph demonstrates the attainment trend of our school against the national standard across Scotland.

We are performing well nationally in reading, with most learners achieving the national expected standard by the end of each curricular level. We still have some work to do to ensure this continues to improve and our self-evaluation and improvement planning are geared towards this.

Numeracy has been one of our key developments this session. Our recent SNSA results demonstrate that the improvements are having the desired impact with attainment increasing significantly in comparison to last sessions results. Next session we will focus specifically on improving learner capacity to articulate their learning in numeracy through the implementation of number talks across the campus.

Comparing school performance over the last two academic sessions we have achieved a 10% increase in Primary 1 for those children said to be working within the national expectation, a 5% increase at Primary 4 and 23% in Primary 7. We will continue to build on this and further embed the revised frameworks and develop capacity in our learners to articulate their learning.

SNSA Attainment Trend - Numeracy



Digital Literacy – To enhance practitioner skills, ensure digital technology is a central consideration across the curriculum and used to enhance employability skills

We have continued to build on our success by further embedding the skills that led to the school receiving its Digital Schools Award in 2018. Pupils regularly have access to PCs, Chromebooks and iPads, which are used in all curricular areas to improve learning, teaching and assessment.

This year we have rolled out Sumdog to all learners, and this has had a positive impact on motivation and attainment in numeracy. Pupils in primary seven have also engaged with Read Theory, an online literacy resource. The teachers have noticed the improved motivation in participation for reading comprehension activities as well as increased opportunities for independent learning and peer and self-evaluation. Pupils increased confidence when dealing with digital resources has been reflected in their increased attainment in SNSA.

Promoting nurture principles in the Family Centre

All staff within the Family Centre model a nurturing approach to each other and have worked as a team to create an ethos within the centre where self-evaluation is conducted openly, honestly and supportively. We use self-evaluation to consider the emotional wellbeing of all staff, parents and children within our setting. Regular wellbeing meetings provide an opportunity for staff to discuss and collaborate on different ways to support children through play. Support is directed at the level that an individual child requires and is based within a context that the child sets or is motivated by.

Each child and their family are known to all the staff holistically and through daily interactions, stay and play sessions, POPP, Book bug, Family First and the daily building of supportive relations, staff work as a team to support the child's development and the family as a whole.

Planning of learning within the Family Centre is both child led and adult initiated. In this way all staff ensure that children are given opportunities to develop a broad range of skills and abilities to prepare them for learning, life and work. The curriculum is individualised to allow children to experience opportunities that may have been missed in their early life and takes account that all of our children come to our setting with very different prior learning experiences. Each child has a key worker which allows them to build a close and supportive relationship with an adult who recognises their needs. The free flow play environment allows all of our staff to play and interact with children and build a holistic view of that child as a learner.

Progress, Impact and Outcomes

Neilston Learning Campus has a clear rationale based on shared values and learner's 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. Through 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. Practitioners are challenged to ensure that they meet the needs of all learners in their charge, these discussions allow for the SLT to identify how we can facilitate and support individuals and groups of learners, ensuring that pace within our gradient of learning matches attainment expectations.

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



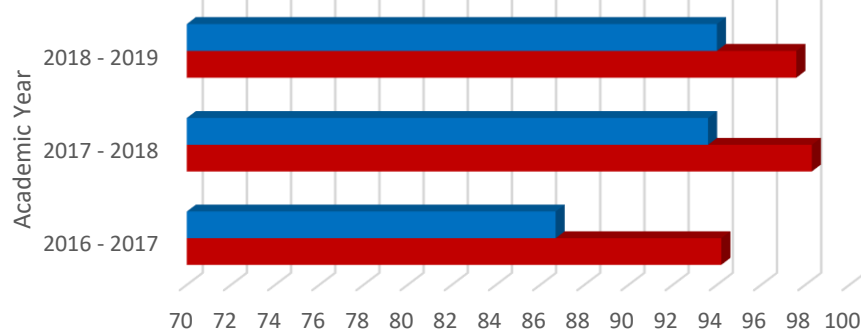
Developmental Milestones screening was carried out in August /September. When the Developmental Milestones results were analysed we found that **95%** of children achieved a score of 50 or more out of a total of 54. This is up from **77%** in the previous school session. Taking a closer look at fine and gross motor skills, **92%** of children achieved a score of 10 or more out of a total of 12, an increase from **69%** in the previous year.

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, locally, across East Renfrewshire, our attainment is detailed below:

Standardised Test (ERC) Attainment Data

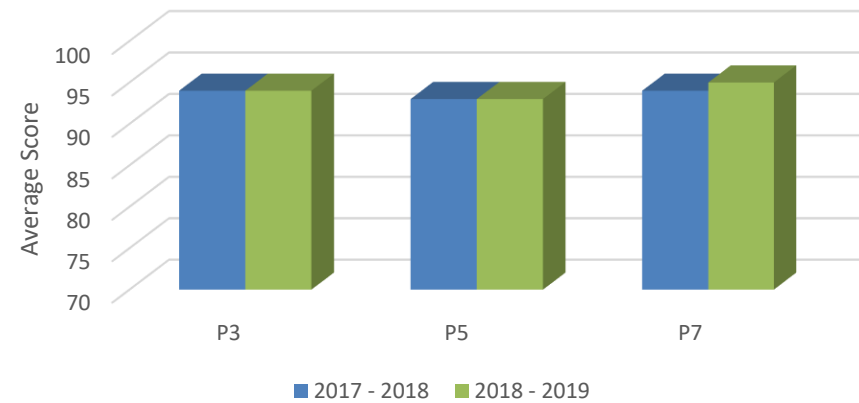
The graph below charts out the improvement trend of the last three academic years. The charts to the right illustrate specific cohort improvement trends for the last two school sessions for reading and mathematics.

Combined P3,P5 & P7 Standardised Test (average %) Improvement Trend

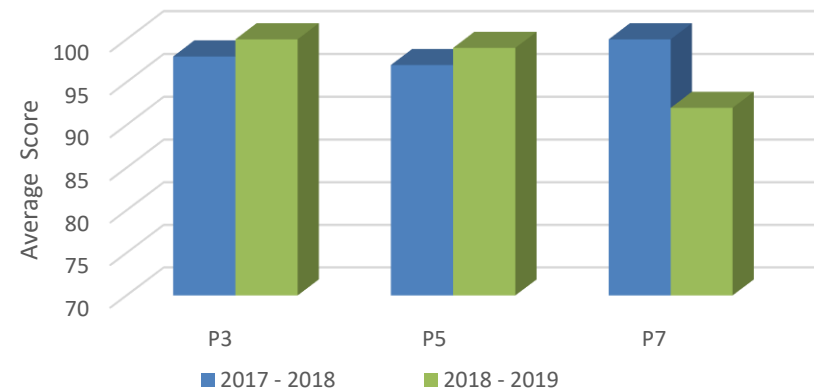


	2016 - 2017	2017 - 2018	2018 - 2019
■ Mathematics	86.7	93.6	94
■ Reading	94.2	98.3	97.6

Cohort (attainment over time) - **Mathematics**



Cohort (attainment over time) - **Reading**



Over the last three academic sessions there has been a sustained growth across all cohorts for numeracy (combined) with an improvement on average of 7.3

In reading we have continued to improve however, with a slight dip (0.7) in attainment we have further work to do to improve attainment for our learners.

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 88% in Reading, 84% in Writing and 87% in Mathematics.

	ERC Target	2016 - 2017	2017 - 2018	2018 - 2019
Reading	88%	77%	80%	83%
Writing	84%	80%	73%	82%
Mathematics	87%	80%	79%	94%

During the course of the coming session the staff team will continue to strive towards the raising of attainment across all learners. Our improvement priorities will be driven by the National Improvement Framework in-line with our own needs based on our data. We will focus on making most effective use of the attainment data to better inform our professional judgements and ensure they are robust, and evidence founded.

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. Learners are documenting their learning using profiling, floor books, Sway and iMovie.







Attendance

We continue to be proactive and involve both pupils and parents in evaluating our attendance. Our target for attendance for this session was 96.2%.

ERC Attendance Target	2015-16	2016-17	2017-18	2018 - 19
96.2%	95.37	96.19	96.00	96.42

In order to support families with attendance we have implemented a more robust tracking of pupil attendance. Parents are informed of the process at the beginning of each school session. Monthly reports are issued to the Head Teacher who reviews the data and implements the Pupil Attendance policy as appropriate. Further targeted intervention is required to enhance our attendance targets for next session. In the new school session attendance that drops below 95% will be tracked and monitored by the Head Teacher.

Next steps – Learning Provision

-  Increased attainment in writing (based on teacher judgements) by 5%
-  School moderation of writing (setting the standard and the expectation)
-  Introduction of 'Big Writing' to enhance learners experiences in writing
-  Continued attainment in reading within P2 cohort through the implementation of Reading Recovery Programme
-  Implementation of Number Talks strategies across the campus to improve mental agility and pupil confidence in articulating their learning
-  Review and development of Numeracy and Mathematics policy in-line with pedagogical and practical changes at school level.

How good are we at ensuring the best possible outcomes for all our learners? (3.1, 3.2)

Evaluation: **VERY GOOD**

<p>NIF Priority</p> <ul style="list-style-type: none"> • <i>Improvement in attainment, particularly in numeracy.</i> • <i>Closing the attainment gap between the most and least disadvantaged children.</i> 	<p>School Priorities</p> <ul style="list-style-type: none"> • Play Pedagogy – Provide opportunities to embed play pedagogy across Early Level environments. • Assessment / Profiling - develop Narrative Assessment – better track the whole child development in a meaningful and accessible way. • Increasing Employability Skills – The development of a Master Class concept to contribute towards DYW and skills for employment • 1+2 Languages – creating, sustaining and enhancing a positive and confident approach to the learning and teaching of languages across the campus.
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> • School Leadership • Parental engagement • School improvement • Teacher Professionalism 	<p>Local Improvement Plan – Expected Outcome / Impact</p> <ul style="list-style-type: none"> • An improvement in the percentage of young children reaching all of the expected developmental outcomes at 27-30-month assessment on entry to primary 1 • An increase in the number of pupils with well-developed employability skills • Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their fullest potential • An increased number of pupils agreeing they have opportunities to celebrate personal achievements

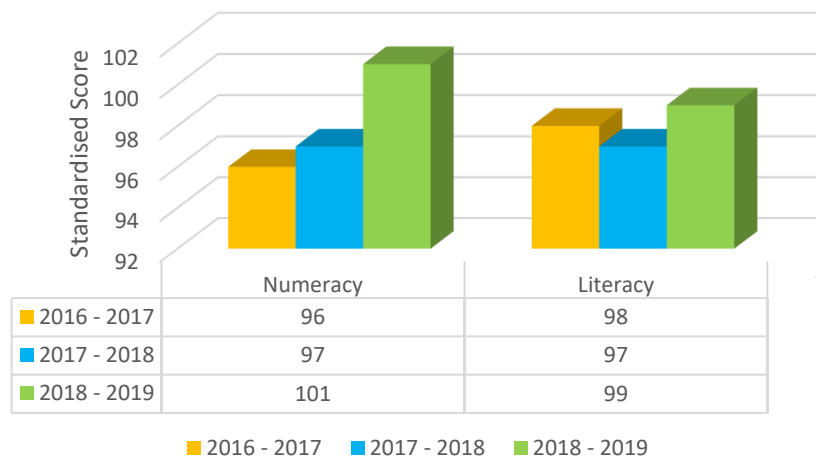
Progress, Impact and Outcomes**Play Pedagogy** – Provide opportunities to embed play pedagogy across Early Level environments.

Free flow play within the family centre was enhanced this year by a staff focus to redevelop planning. A balance of Adult Initiated, Child Led and Outdoor Learning planning has increased the depth and range of experiences in Literacy and Numeracy on offer to children. Staff, parents and children have fed back positively on the changes made. Alongside the introduction of the Early Years Tracking Database there is now more ability to triangulate the evidence from all areas of learning. Focus groups were held with staff, parents and children in relation to children's Learning Profiles. Nursery staff also visited other nurseries to observe their practice in this regard. As a result, we are implementing child led profiles next year which have taken into account all feedback. Play pedagogy is embedded within Primary 1 and 2 now and will be further developed next year with the introduction of free flow learning between the two Primary 1 classes.

The results below demonstrate positive impact on attainment in the primary one baseline assessment. These results are assimilated to the environmental changes and the strengthened experiences as a result of quality CLPL. Practitioners build core skills assessed as part of the assessment into the experiences that are offered daily across the school and Family Centre.

The increase in physical activity both indoors and out ensures that all children have more opportunities to develop their gross and fine motor skills. With the increase in free-flow play and children's autonomy to lead their own learning, practitioners are reporting a rise in social and emotional skills. Many children have a more robust resilience, they can self-regulate and have displayed increased independence and confidence.

Primary 1 Baseline Assessment



In the Baseline Assessments, the raw scores are standardised across the authority. A score of 100 represents the authority average for a child at that age and stage. The scores range between 70 and 130.

On average, in Numeracy, our children are performing above average and have improved 4 points from last year's results. In Literacy, we have seen a 2 point improvement on last year's scores and this is a trend we will look to continue.

Over the last three academic sessions we have taken great strides in improving our early learning environments, embracing play pedagogy across early years and in to primary 1 as well as developing capacity in staff to ensure that our youngest of learners has the best start possible in their learning journey, the data above outlines this.

Increasing Employability Skills – The development of a Master Class concept to contribute towards DYW and skills for employment.

This academic year, teachers have worked collaboratively to develop a progressive programme that will develop the skills required for learning, life and work.

The programme will focus on five key pathways identified by stakeholders as areas we believe will benefit our learners. These areas are Happy Healthy Minds, Food & Health, Design & Manufacture, Creativity & Culture and Our Community of Neilston.

The pilot block of Skills Academy has been a great success, with positive feedback from parents and pupils. This feedback will be used to refine the programme prior to its full rollout in September 2019.

1+2 Languages – creating, sustaining and enhancing a positive and confident approach to the learning and teaching of languages across the campus.

Adopting an IDL approach to language learning across the campus has enhanced Learners' experiences in Languages, by providing them with a range of high-quality activities which encourage them to be more proficient in the language, and at the same time develop knowledge and understanding of skills across a range of topics.

Interdisciplinary planning provides learners with opportunities to extend their knowledge and reinforce what they already know in a meaningful, rich and diverse way. Learners from age two enjoy their language learning and are motivated to improve as they progress through a topic.

The range of activities offers opportunities to build confidence and competence, providing a strong platform to build on, with clear progression as learner's progress from the Family Centre, through school and beyond.







Exploring languages from the Family Centre and through the school – building confidence.

Our current Erasmus+ project is enhancing language skills of teachers, and has been instrumental in developing their confidence and ability to embed language learning in to daily routines.

It has been a hugely successful year for the campus scooping the much coveted **Scottish Education Award** for work in 1+2 languages and internationalism. Staff and pupils attended the awards ceremony to collect our award. This award validates the tremendous work undertaken to raise the profile of language learning and European culture across our campus from our 2 year olds in the family centre to our school leavers in P7.

Next steps – Successes and Achievements

-  Enhance Playful Pedagogy Environments ELC > P1
-  Developing ELC profiling (implementation)
-  Increased partnership working with parents and businesses to enhance learning
-  KA2 – Mobility of Pupils Erasmus+ Grant funding application

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







Our Pupil Equity Fund (PEF) of £50,400 was allocated to the provision of a teacher and a PSA. The provision of this was based around an evaluation of need. Looking at targeted groups of children e.g. FME, <20% and SIMD. These targeted groups have benefited from nurture intervention and literacy and numeracy (targeted support). The data capture thus far in regard to impact is positive and can be further explored in our PEF report (available via the school website).

What is our capacity for continuous improvement?

Across the Neilston and Madras Learning campus, the capacity for improvement is very good.

We are well placed to achieve further improvement due to the shared vision and direction, the strong ethos and the effective and shared leadership, skills and commitment of all staff to provide the best experiences and opportunities for all of our children. Our campus has made good progress this session and we are clear about how we will improve in the coming session.

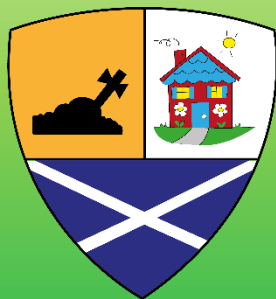
School Improvement Priorities 2019-2020

-  Numeracy and Mathematics
 - Implementation of Number Talks across the School
 - Introduction of Khan Academy
 - Cluster policy and 'Excellent Maths lesson' guidance note
-  Literacy and English
 - Increased attainment in writing
 - Modern Languages
-  Playful Pedagogy
 - Provocations in play EY – P2
-  Digital Technology
 - Upskill staff and pupils with Google Classrooms
-  Developing the Young Workforce
 - Skills Academy
-  Nurturing Principals
 - Nurture Accreditation
 - Promoting Positive Behaviour

National Improvement Framework Quality Indicators

Quality indicator	Family Centre Self-Evaluation	School Self-Evaluation	Care Inspectorate – Inspection Evaluations	
			Quality indicator	Care Inspectorate Ratings
1.3 Leadership of change	VERY GOOD	VERY GOOD	Support	VERY GOOD
2.3 Learning, teaching and assessment	GOOD	GOOD	Environment	VERY GOOD
3.1 Ensuring wellbeing, equity and inclusion	VERY GOOD	VERY GOOD	Staffing	VERY GOOD
3.2 Securing children’s progress / raising attainment and achievement	GOOD	GOOD	Management	VERY GOOD

Transitions – Thematic Review	Grading
Leading and Managing Change	GOOD
Providing Excellent Experiences	GOOD
Support & Protect – Thematic Review	Grading
Impact on Children	VERY GOOD
Impact on Staff	GOOD
Impact on Parents, Carers and Families	GOOD
Capacity for Improvement	VERY GOOD



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