



Standards & Quality Report



Neilston and Madras Learning Campus 2019 - 2020
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 Family 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 2020 – 2021.

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 delivering the highest quality education to our pupils and the community we serve. We are committed to achieving success through partnership working. Our associated secondary is Eastwood High School, with Families from our Family Centre and wider community also opting to attend St Luke's High School in Barrhead. 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 2019 - 2020

To promote positive improvement and effective leadership of change by;

- a) **Digital Literacy** – To enhance practitioner skills across the curriculum and use Google Classrooms to enhance our digital approach to learning
- b) **Attainment Data Analysis** – build capacity and confidence across staff in making robust teacher judgements, drawing on a range of assessment data to support sound practitioner judgements

To improve outcomes for learners through effective teaching and learning by;

- a) **Literacy and English** - Ensure consistent and effective approaches to skills development in writing. Increase attainment in writing by 2% and professional development in the creative design, delivery and experiences within writing.
- b) **Numeracy and Mathematics** - Ensuring consistent and effective approaches to skills development; Increase attainment by 2% across the school.
- c) **Curriculum Rationale** - Active collaboration to revise our Curriculum Rationale

To ensure the best possible outcomes for our learners by;

- a) **Nurturing Principles** - Creating, sustaining and enhancing a motivating environment to embed the principles of nurture
- b) **1+2 Languages** – Building capacity in staff to lead the learning of languages and work collaboratively with Modern Languages department to ensure an effective transition for our learners from P7 – S1

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 alongside 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.

It should be noted that not all of our methods of gathering evidence and data have been available to us across the year as a result the COVID-19 outbreak.

This has not impacted on our ability to report on our standards merely limited the volume of evidence we have to support judgements.

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

| | |
|---|--|
| NIF Priority <ul style="list-style-type: none"> • <i>Improvement in attainment</i> • <i>Closing the attainment gap between the most and least disadvantaged children</i> | School Priorities <i>To promote positive improvement and effective leadership of change by;</i> <ol style="list-style-type: none"> Digital Literacy – To enhance practitioner skills across the curriculum and use Google Classrooms to enhance our digital approach to learning Attainment Data Analysis – build capacity and confidence across staff in making robust teacher judgements, drawing on a range of assessment data to support sound practitioner judgements |
| NIF Driver(s) <ul style="list-style-type: none"> • Teacher Professionalism • School Improvement • School Leadership • Parental Engagement | Local Improvement Plan – Expected Outcome / Impact <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

Digital Literacy – To enhance practitioner skills across the curriculum and use Google Classrooms to enhance our digital approach to learning

The use of Google Classrooms to support learning has exponentially increased over this academic session – way beyond our anticipated engagement by both practitioners and learners. This is undoubtedly as a direct result of our need to engage children in digital learning solutions during the period of lockdown. All practitioners have heightened confidence in the use of google classrooms and pupils in P2-P7 (80% of the school role) use this digital tool to enhance learning and teaching. This will continue next session and be a key feature of how we engage learners in homework / project tasks as well as aspects of our blended learning approach.

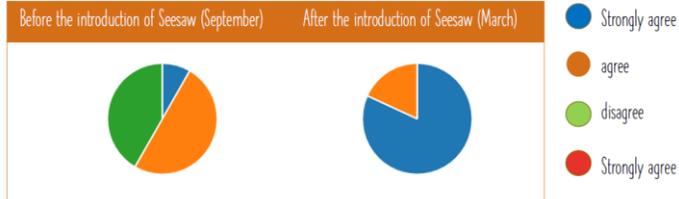
In a survey of pupils prior to lockdown, we found that most pupils stated that they wished to use Google Classrooms more in school. The main benefits listed by the pupils were that it allowed them to use ‘different skills online’ and not just paper and pens. The pupils stated that Google Classrooms were fun and a quicker way to work, and they liked the environmental benefit of not using as much paper.

The teachers surveyed were clear that they felt Google Classroom was an excellent teaching tool as it helped 'encourage engagement, develop independent working and support collaboration'.

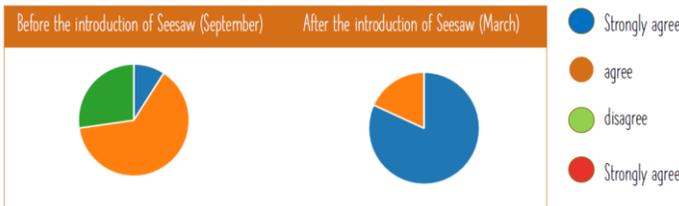
We have also implemented the use of SeeSaw in Primary 1 this year and it has been a great success. The rollout was monitored, and assessed, by a member of our P1 staff as the basis of her Professional Enquiry. The impact of SeeSaw was great for all stakeholders; parents, pupils and staff have all commented positively on the use of SeeSaw and the way it has developed learning and engagement.

Some of the evidence collected as part of this enquiry can be viewed on the next page.

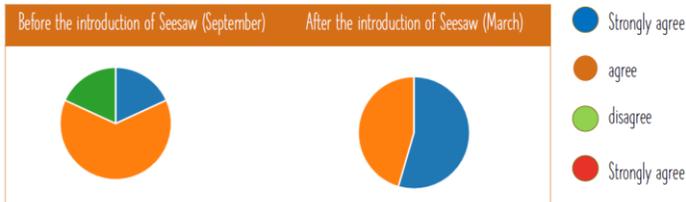
I KNOW WHAT MY CHILD IS DOING ON A DAY TO DAY BASIS AT SCHOOL



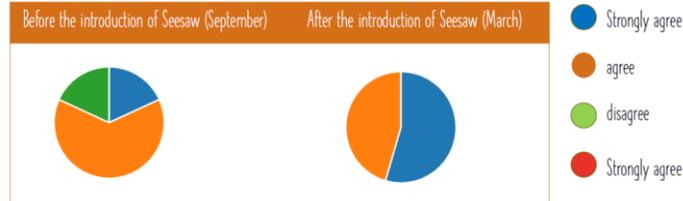
I AM AWARE OF THE SKILLS MY CHILD IS DEVELOPING IN CLASS



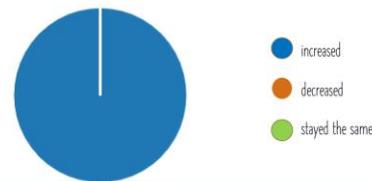
I HAVE ENOUGH KNOWLEDGE OF WHAT MY CHILD IS LEARNING TO SUPPORT THEM AT HOME



I FEEL LIKE I AM PART OF MY CHILD'S LEARNING



AS A RESULT OF THE INTRODUCTION OF SEESAW MY UNDERSTANDING OF WHAT MY CHILD IS LEARNING AT SCHOOL HAS...



Parent Voice

- We love the fact this opens up conversations at home and makes successes shareable within the family.
- It allows me to interact with my child after school about her day and what she's been learning as a lot of the time she says she can't remember what's she's been doing.
- I cannot stress enough how helpful seesaw is for helping understand what my child is learning day to day. It has helped us support her at home, and opened up the conversation on what she has been doing during the day.

Attainment Data Analysis – build capacity and confidence across staff in making robust teacher judgements, drawing on a range of assessment data to support sound practitioner judgements

During the course of session 2019 - 2020 we have reviewed how we analyse data and how this informs professional dialogues with teaching staff. This has enabled the SLT to work more collaboratively with practitioners and ensure that there is a shared and clear understanding of attainment expectations and allowed us to priorities targeted supports and interventions where they are most needed. Teaching staff have an increased confidence in interpreting the data relevant to their own learners and how this will inform future planning for learning and the experiences provided. Staff are now more confident in using attainment data, alongside formative assessment and benchmarking to support and validate, sound practitioner judgements. Through consultation with staff almost all feel that they have increased in confidence in accessing and using the data and find it enables them to triangulate their professional judgements with the range of assessment undertaken.

When asked to evaluate their confidence in using data before any input by the SLT in regard to data analysis and interrogation, staff lacked confidence in using the various assessment methods, attainment data and the gradient of learning to support them in making robust professional judgements on learner progress. Developing a greater confidence and opportunities for interaction between data before and during Professional Dialogues has built capacity and enables staff to see the importance of drawing robust judgements from a range of assessments. In regard to a confidence scale staff felt their confidence and engagement with data was, on average, 60% in comparison to how they feel now with average of 80%. Confidence and engagement has improved by 20% with the majority of staff stating in their feedback that revisiting the data interrogation and usage annually would be helpful to them in their practice.

The wider staff team now have a greater understanding of how the SLT use data to inform strategic change. Through our self-evaluation process staff generally felt that they had a good grasp of data and how to use it to inform their curriculum design for the young people in their classroom/playroom. This will now feature as part of our annual August In-service programme. It is felt that this will help us maintain consistency. Attainment Data Analysis will also feature as part of our revised Assessment policy. Collaborative teacher efficacy through termly dialogue sessions with staff across level to discuss progression etc will also be built into the working time agreement for next session.

Next steps – Leadership and Management

- a) **Strategic / Operational Amendments** – to map out clear operational and strategic amendments to conform with government guidance for recovery from COVID-19 closure
- b) **Attainment Data Analysis** – Review attainment data in-line with recovery curriculum.
- c) **Blended Learning Curriculum** – A shared understanding and implementation of what a blended learning model looks like.
- d) **Staff Wellbeing** - Reconnecting

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** - Ensure consistent and effective approaches to skills development in writing. Increase attainment in writing by 2% and professional development in the creative design, delivery and experiences within writing.
- 🏆 **Numeracy and Mathematics** - Ensuring consistent and effective approaches to skills development; Increase attainment by 2%, with the deployment of number talks across the campus.
- 🏆 **Curriculum Rationale** - Active collaboration to revise our Curriculum Rationale

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

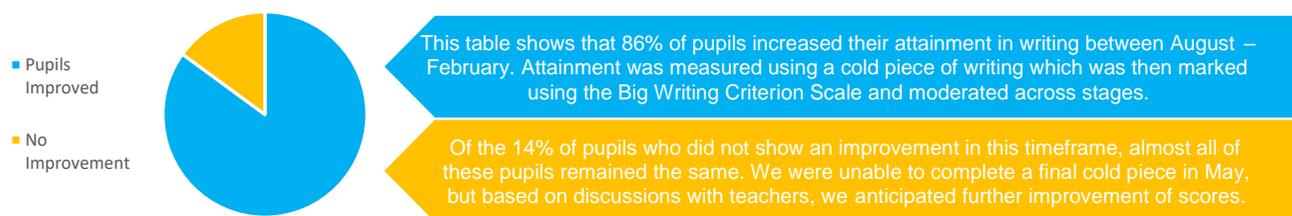
Literacy and English - Ensure consistent and effective approaches to skills development in writing. Increase attainment in writing by 2% and professional development in the creative design, delivery and experiences within writing

A significant portion of our curriculum development time this session was allocated to staff CLPL focused around learner's engagement in extended writing. Through high quality professional learning and curriculum development, we were able to establish a skills based approach to the teaching of writing that was robust, progressive and engaging for our learners.

Across the school, we have implemented the Big Writing approach. All staff and pupils speak positively of the training they have received and the support across the year. New resources have allowed teachers to adapt and modernise their lessons, providing engaging and motivating contexts and stimuli. Throughout the school, it is evident that children are physically excited about extended writing lessons and are able to articulate their understanding of VCOP and the benefit it can have on their work. Learners are also able to speak positively about their writing experiences and are proud to 'show off' their writing. Enhanced training and improved resourcing has undoubtedly underpinned a positive mindset, and raised attainment, in writing.

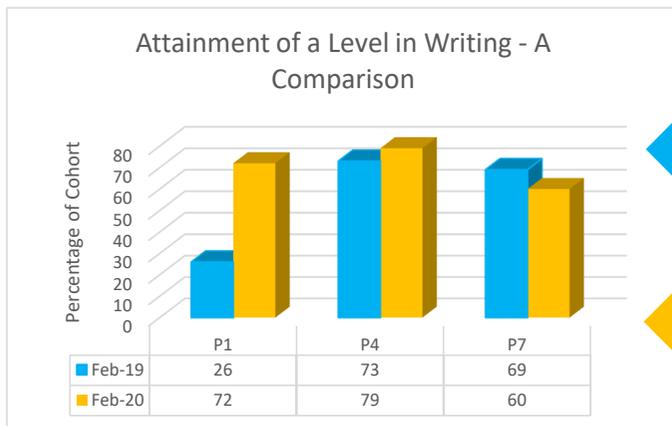
The skills based approach enables practitioners to clearly map out progression and allows learners to identify their own next steps. The data below illustrates the increased attainment between August 2019 and February 2020.

Increased Attainment in Writing



As a result of the COVID-19 pandemic, SNSA has not been undertaken this session and will not provide data on which we would report upon – in particular this would have provided data in relation to the Writing in P4 and P7. Professional judgements will be used to report on pupil attainment this session. Professional judgements are normally used as part of the suite of assessments used to measure pupil progress this year we will have a smaller suite of assessments but we are still able to make judgements of learner progress up until school closure was initiated.

Commented [GC1]: e teacher judgements for P1 P4 and P7 to allow for this to be updated.



Due to Covid-19, we are unable to compare data at the end of the year, but we can reflect on the data gathered in Feb-19 and Feb-20. This table shows the percentage of the cohort who had achieved the level at this point in the year.

This data shows that attainment in writing has improved dramatically in the Early Level, and we also see an increase in pupils who have achieved First Level by this tracking period. Whilst the number of pupils who have achieved Second Level is slightly down on this point last year, another 25% of pupils were on track to meet their end-of-year target.

Numeracy and Mathematics - Ensuring consistent and effective approaches to skills development; Increase attainment by 2%, with the deployment of Number Talks across the campus.

This year we built on the success of our *Enhancing Numeracy Skills – School Improvement Partnership Programme* from last year by rolling out the Number Talks approach across the Campus. This rollout was partly funded by Education Scotland, through their Enhancing Learning in STEM Grant, allowing us to deliver professional learning sessions across the Campus. The impact of Number Talks was monitored, and evaluated, across the school to ensure our aims were being met.

A staff evaluation after the Number Talks input made it clear that staff felt this was a very informative session and they were all keen to implement Number Talks in their class. The resources that were shared, and the examples of Number Talk inputs, proved to be the most useful to staff. Staff were then supported in class by an experienced practitioner, this support was tailored depending on how confident and comfortable each staff member felt delivering Number Talks – this support was monitored through regular discussions and reflections with staff.

An interim evaluation of Number Talks was carried out in March 2020 and this has shown that all classes engage in Number Talks at least once per week, and almost all teachers use Number Talks strategies with their pupils more than twice per week. All of the pupils surveyed said that Number Talks has helped them, showing clear evidence of increased confidence and improvement in mental maths. Most pupils surveyed stated that they enjoyed Number Talks (88%) and that they would like to use Number Talks more often (81%).

Pupils believe it has helped them with their maths and commented '*It gives you new strategies to help you with maths*', '*It's helped me a lot with my maths*' and '*It helps your brain to get smarter and it helps you to do more maths*

All teachers said that pupils have benefited from using Number Talks. Comments include:

- *'Really engaging and creates a positive learning environment - pupils are given the chance to take risks in their calculations and strategies, which builds their confidence'*
- *'I really enjoy it and I love the discussions we have as a class during the talks. I think it could be really beneficial long term for developing an understanding of number'*
- *'I really enjoy it and I am noticing an improvement in the children's concentration and skills'*

Overall, the implementation of Number Talks across all stages of the school has had a very positive impact on whole number computation and confidence in mental maths within pupils. Number Talks has been well received by staff who are enjoying using it in their classrooms and have seen evidence of improvement in their pupils.

Maths Week was again a great success across the Campus in 2019. Pupils engaged in a range of activities across the week, focusing on raising awareness of the real-life applications of maths, as well as the importance of a growth mindset.



Primary 1 all ready for our Maths Hatter's Tea Party! Look at these INCREDIBLE maths hats! Thank you to our amazing parents and carers for working with us to create them. [#MathsWeekScot](#) [@mathsweekscot](#)



We have been loving the range of maths experiences taking place throughout [#MathsWeekScotland](#) [#MathsWeekScot](#) in the Madras Family Centre. The boys and girls have been working hard to make a range of 2D and 3D shapes from coloured sticks and play dough.



We are delighted to welcome [@St_Thomas_ERC](#) today for a wonderful finale to Maths Week. We have [@pace_theatre](#) in today to present a show all about growth mindset in maths! [#MathsWeekScot](#)



Curriculum Rationale - Active collaboration to revise our Curriculum Rationale

All stakeholders across the Campus are now familiar with Our Vision and Our Values following their launch. Posters displaying the vision and values are visible around the school and we regularly discuss these in class and at assembly.



As part of our Skills Academy Programme this year, a P6 pupil designed a school mural based on our values. With the assistance of her peers and local artists, we were able to transform her sketched design into a window display that captures the essence of our school.



We have consulted with staff, parents and pupils this year about our Curriculum Rationale and what it will look like. However, due to the recent lockdown and shift towards Blended Learning, we feel that 2020-2021 will be a better time to launch this across the Campus.

Progress, Impact and Outcomes

Neilston and Madras 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.

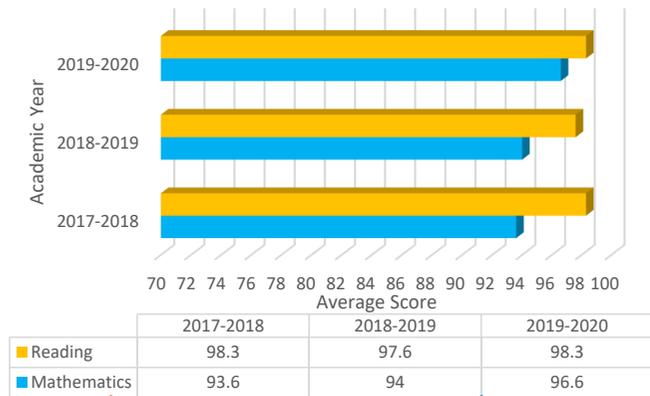
Attainment is carefully measured and tracked throughout the school year. Professionals Dialogue sessions allow for data analysis, teacher judgements (recorded termly), moderation procedures and a wide range of evidence to be discussed to ensure the highest possible achievement for all pupils.

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, our attainment is detailed on the next page.

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 current P5 and P7 in their two most recent ERC Standardised Tests.

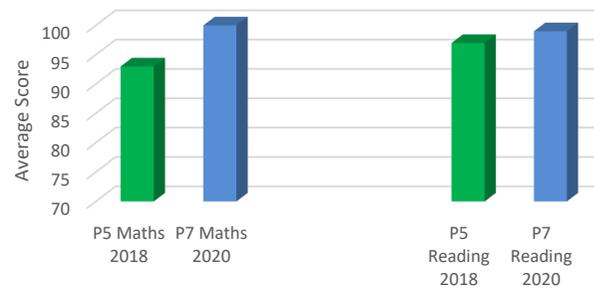
Combined P3, P5 & P7 Standardised Test (Average) Improvement Trend



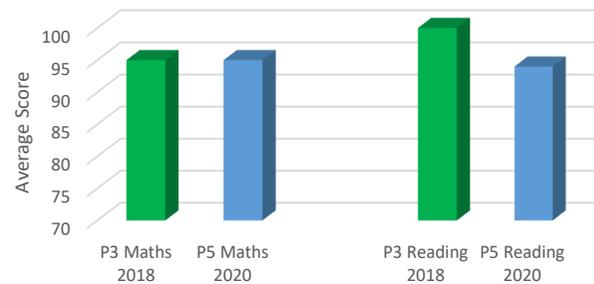
In reading, we have seen an improvement on last year's levels bringing it back to 2017-18 levels. Since 2016-17 this average has improved by 4.1 points

Over the last three academic sessions there has been a sustained growth across all cohorts for numeracy (combined) with an improvement on average of 3

P7 - Cohort - Attainment Over Time



P5 - Cohort - Attainment Over Time



Next steps – Learning Provision

- a) **Literacy and English** – Assess and review current levels of attainment in the FOUR components of Literacy and English.
- b) **Numeracy and Mathematics** – Having assessed and reviewed current levels of attainment, maintain consistent and effective approaches to skills development.
- c) **Health & Wellbeing** – Continue with Nurturing Schools accreditation and enhanced nurture, wellbeing and mindfulness provision to support learners and staff as they return from school closure period.
- d) **Distance Learning** – Plan, prepare and assess pupil engagement with distance learning and align this with direct teaching (including IDL)



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"> • Nurturing Principles - Creating, sustaining and enhancing a motivating environment to embed the principles of nurture • 1+2 Languages – Building capacity in staff to lead the learning of languages and work collaboratively with Modern Languages department to ensure an effective transition for our learners from P7 – S1 |
| <p>NIF Driver(s)</p> <ul style="list-style-type: none"> • School Leadership • Parental engagement • School improvement • Teacher Professionalism • Assessment of children's progress | <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

Nurturing Principles – Creating, sustaining and enhancing a motivating environment to embed the principles of nurture

Pivotal Approach

This year the campus has focused on the establishment of a behaviour management system based on the work of Paul Dix's Pivotal Approach. Our ambition is to make significant changes that will lead to improvement in the culture in the school and develop consistent practice in all areas.

As well as professional reading of '*When the Adults Change, Everything Changes*', all staff attended CLPL sessions with a school based Pivotal Trainer to develop their understanding of the approaches, as well as reflecting on the current practice at Neilston and Madras Learning Campus. Staff were surveyed to gauge opinion on the current structures in the school, about who they feel is responsible for the standards of behaviour across the Campus and how they feel this currently works.

We have introduced three main school rules, based on our values of being Respectful, Responsible and Safe. We have also developed a script that all staff use when dealing with behaviour issues. It is a 30 second intervention that allows the pupil to understand their behaviour, where it was wrong and the important next steps that they can take.

The qualitative feedback on this approach shows that staff and pupils are enjoying the change in culture. It is a change that will require a lot more time however to be fully integrated.

Further data was due to be collected from all stakeholders at the end of this academic year but this has not been possible due to Covid-19.

As we enter the Recovery Curriculum in 2020-2021 this consistent and nurturing approach to all our pupils and the management of their behaviour will be integral to ensuring our pupils are supported in all areas of the school.

The Sunshine Group

In the Family Centre, the "Sunshine Group", which was created initially as part of a School Improvement Partnership Programme, continued to look into whether using social stories and art therapy could increase social interaction, emotional literacy and communication for targeted pupils.

Children attended twice a week for a period of 6 weeks. Their progress was evaluated in terms of the Social Emotional and Literacy Framework(SELF). Children attended for a period of time set by individual need. The small group was planned and run by two keyworkers. Each child had an individual target which was identified at the outset from staff wellbeing meetings and the initial completion of the SELF Framework.

Parents were offered a consultation mid-way through the block and end of year summative reports were issued to all children. All children who participated made progress in the targets set and parents fed back that they had seen children exercise these skills at home as well. All children's ability to play co-operatively and to initiate play also improved.

1+2 Languages - Building capacity in staff to lead the learning of languages and work collaboratively with Modern Languages department to ensure an effective transition for our learners from P7 – S1

At Neilston and Madras Learning Campus, we are proud of our progress in Languages and they have very much become part of our curriculum. We have developed a strong ethos of Internationalism and Language Learning. Engagement in eTwinning and Erasmus+ projects has created opportunities for learning across cultures, with the focus on adopting a collaborative, interest-based IDL approach to language learning across the partner schools. This has enhanced Learners' experiences in Languages, by providing high quality activities, encouraging proficiency in the language, and developing knowledge and understanding of skills across a range of topics.

An Erasmus+ project -KA1 (eight teachers attending immersion courses in France) to increase language skills is in its second year. This project is building capacity in staff to lead the learning of languages, enhancing language skills, and it has been instrumental in developing their confidence and ability to embed language learning in to daily routines.

We work collaboratively with the Modern Languages department at EHS to ensure an effective transition for our learners from P7 – S1. The school has developed a robust tracking database for 1+2 Languages. This is used in conjunction with Benchmarks and a clear skills progression framework to ensure smooth transitions from First to Second Level and from P7-S1.

Cluster Moderation takes place to ensure consistency, with wider cross-cluster moderation planned for 20-21 through our work with West Partnership Languages Network. We are leading moderation across the cluster. Secondary staff are involved in the process to ensure effective transitions. Secondary colleagues observe teaching so that they have a clear understanding of Primary pedagogy. To assist with effective transitions we have developed a robust tracking and transition record to inform Secondary colleagues where our pupils are in their learning.

Next steps – Successes and Achievements

- a) Revisit vision and values of our campus as core to our ethos and the key priorities of our wider school community.

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, literacy, and numeracy (targeted support). CLPL with PSAs explored developing relationships and connectedness to support attainment by effective questioning and feedback, supporting learners to think through approaches to learning and self-regulate and how this in turn enables collaboration, motivation and engagement.

The data capture thus far about impact is positive and can be further explored in our PEF report (available via the school website).

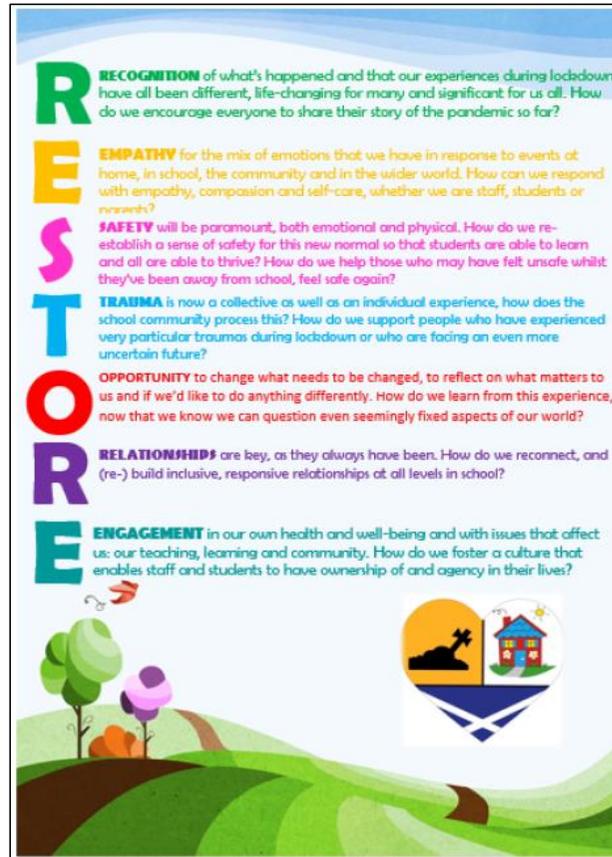
What is our capacity for continuous improvement?

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 2020-2021

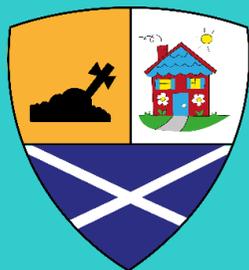
- **Leadership and Management**
 - Strategic / Operational Amendments – to map out clear operational and strategic amendments to conform with government guidance for recovery from COVID-19 closure
 - Attainment Data Analysis – Review attainment data in-line with recovery curriculum.
 - Blended Learning Curriculum – A shared understanding and implementation of what a blended learning model looks like.
 - Staff Wellbeing – Reconnecting
- **Learning Provision**
 - Literacy and English – Assess and review current levels of attainment in the FOUR components of Literacy and English.
 - Numeracy and Mathematics – Having assessed and reviewed current levels of attainment, maintain consistent and effective approaches to skills development.
 - Health & Wellbeing – Continue with Nurturing Schools accreditation and enhanced nurture, wellbeing and mindfulness provision to support learners and staff as they return from school closure period.
 - Distance Learning – Plan, prepare and assess pupil engagement with distance learning and align this with direct teaching (including IDL)
- **Successes and Achievements**
 - Revisit vision and values of our campus as core to our ethos and the key priorities of our wider school community.



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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