



Neilston & Madras Learning Campus



Standards and Quality Report

Session: 2019 - 2020

Information for Parents

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

The Standards and Quality Report

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 2020 – 2021.

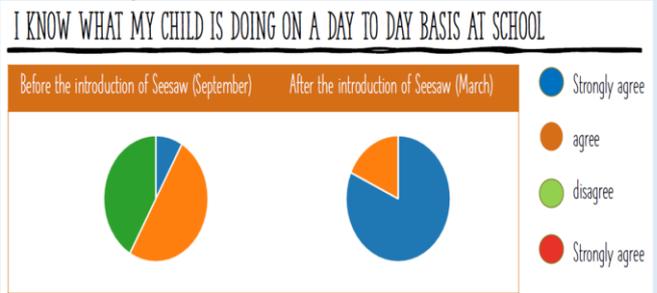
Thank you for your continued support and for working in partnership with us to ensure we continue to strive for excellence for all our young people.

Meeting the needs of our stakeholders

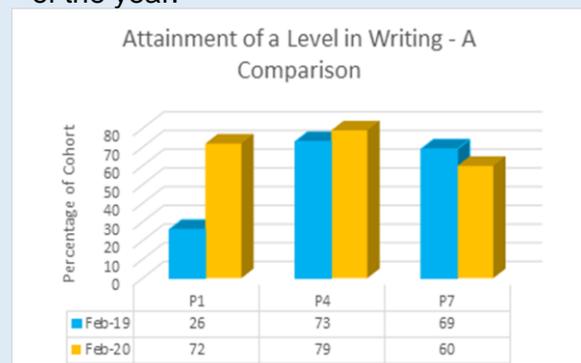
- ✓ We have continued to build on the success of our Parent Workshops. This year we refreshed the style and invited parents and pupils to work together at evening's focusing on Skills Academy, Numeracy, Literacy and Health and Wellbeing.
- ✓ The School continued to invest in Digital Technologies to ensure the learners are prepared for a digital future. A group of P6 pupils also participated in an exciting research project based at the University of Strathclyde's FabLab.
- ✓ The rollout across the school of Big Writing has been met with great enthusiasm by staff and pupils. We have seen a marked improvement in enjoyment, and application, during writing lessons.
- ✓ We were once again nominated for the Scottish Education Awards, in the 1+2 Languages and Internationalism category. As the holders of the award, we continued to build the confidence and capacity in our school. Four teachers travelled to France to participate in an immersive course and we prepared to take pupils too. We hope this will be possible once Covid travel restrictions are lifted.
- ✓ Building on from the successful pilot, we launched the full rollout of Skills Academy. The key themes are; Happy Minds, Healthy Bodies, Design and Manufacture, Food and Nutrition, Our Community of Neilston and Creativity and Culture. Two particular highlights of the programme were the mural that we now display for all visitors to the school to see, and the Neilston Gnome Trail, which saw great community engagement and participation.

Celebrating Achievement and Raising Attainment

- ✓ Alongside the Campus App, we started to rollout SeeSaw in the Primary One classes. Parental feedback was overwhelmingly positive and as a result we will now use this tool to share the learning happening in the Family Centre, P1 and P2.



- ✓ This session the campus has engaged extensively with staff, pupils and parents to develop a new shared vision and values for the campus community.
- ✓ We have applied for and been successfully awarded a number of grants this year. These grants helped us to deliver Sign Language in P7, music lessons for P3-6, book exciting experiences for STEM week and invest in cookery equipment required for Skills Academy.
- ✓ We were one of the first recipients in Scotland of a STEM Nation Award. This was to mark our achievements in Partnership Working – focusing on the work undertaken with Taylor Wimpey and the University of Strathclyde.
- ✓ Significant gains were noted in writing in P1 and P4 of pupils attaining a level between Feb-19 and Feb-20. Whilst the number of P7 pupils was slightly down, an additional 25% were on track to meet this target by the end of the year.



- ✓ Number Talks rolled out across the school. The aim of this project was to increase the confidence of the pupils, and give them the strategies to articulate their thinking when solving problems. Most pupils surveyed stated that they enjoyed Number Talks (88%) and that they would like to use Number Talks more often (81%).

Leadership

- ✓ During this academic session, the **Pupils Self-Evaluation Group** continues to represent their peers in regular meetings with Mr Curley. The focus for the group this session was Health and Wellbeing.
- ✓ The Senior Leadership Team have worked **collaboratively** to ensure our improvement priorities have been realised and are having the desired impact on our learners.
- ✓ All staff undertook training to ensure that we were making robust **teacher judgements** using all the data we had available.
- ✓ Staff completed a self-evaluation survey in line with the HGIOS 4 standards for Leadership of Change. Staff agreed that the vision of the school was **ambitious** and focused on **positive outcomes for all**.
- ✓ Members of staff also strongly believed that senior leaders **create conditions** to support creativity, innovation and enquiry; with a rating of 5.43 out of 6
- ✓ An additional Principal Teacher was appointed in the school alongside a new Senior Child Development Officer in the Family Centre– ensuring the campus continues to **move forward** in its developments
- ✓ 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**.
- ✓ Following on from a successful pilot in Primary 7 last year, Google Classroom was implemented across the school. Evaluations showed that-
 - Almost all pupils wanted to use Google Classrooms more in school
 - Pupils were able to discuss the benefits of this method of learning
 - All staff wished to engage more with Google Classroom-Home Learning during lockdown allowed us to share the skills we developed across the year with all pupils P3-7
- ✓ We continue our partnership with Eastwood High School, who continues to provide campus funded P.E. specialists to deliver quality physical exercise sessions weekly, across 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.

Next steps

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

Capacity for Improvement

-  The Senior Leadership Team led by the Head Teacher, will continue to provide strong strategic leadership across the campus.
-  Staff, along with the Parent Council, have been fully involved in creating the Campus improvement plan for session 2020-21.
-  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.

*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 our children. Our campus has made good progress this session and we are clear about how we will improve in the coming session.*

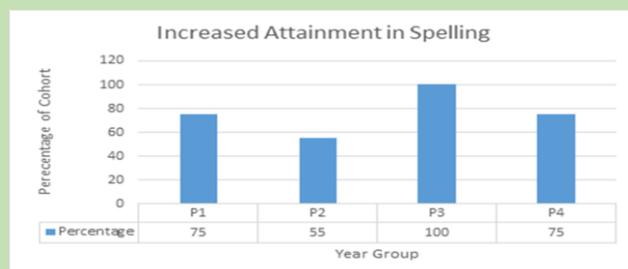
The Restore Curriculum

In light of Covid-19, we have reevaluated and redesigned some aspects of our curriculum. Our focus on our return in August 2020, was on RESTORE. A full size version of our poster can be viewed [here](#).



How has our Pupil Equity Fund supported our learners?

Our Pupil Equity Fund (PEF) was allocated to the provision of a teacher and a Pupil Support Assistant. Having these additional members of staff has meant that learners have benefited from Nurture interventions, as well as targeted support in Literacy and Numeracy. The impact of this support has been evaluated across the school year. Due to Covid-19, the reporting period was shortened, but we could still see the positive impact of our interventions. The improvements in spelling can be seen below:



For more details about all the work undertaken, and the impact of the Pupil Equity Fund please read the full version of our PEF Impact Report, available [here](#).

Read the whole Report

These are just some of the key successes and highlights from across the campus. Giving a sense of the developments and achievements during session 2018 -19. If you would like to read about this in more detail, you can read the whole Standards and Quality Report by visiting our [website](#).



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