



Standards and Quality Report



Netherlee Primary School and Nursery Class

2018 - 2019

Standards and Quality Report 2018-2019

Context of the School

Netherlee Primary School is situated in the south side of Glasgow, and within East Renfrewshire local authority. The catchment area is Netherlee and Stamperland and we are part of the Williamwood Cluster.

The school roll for session 2018-2019 was 941, including 200 (100/100) nursery children. Learning and teaching was organised through 27 classes for P1-P7 and 2 nursery buildings, the Saplings and the Acorns.

This academic year 5 probationers joined our team.

Improvement Plan Priorities 2018-2019

The overarching focus of our Improvement Plan is to raise attainment and achievement and opportunities for personal growth and development and ensuring equity for all. During session 2018-2019 our key priorities were as follows:

✓ Health and Wellbeing (school)

To increase the children's access to broad and rich learning experiences which will support them to develop their personalities, talents and mental, spiritual and physical abilities to their full potential. Supporting children to be better equipped to deal with personal challenges in and out of school.

✓ Teacher Professionalism (school and nursery)

Supporting staff to identify as enquiring practitioners enabled to use their knowledge, understanding and experience of professional enquiry to bring about positive change in their own learning and that of their pupils.

✓ Increasing Creativity and Employability (school)

Continuing to develop the increasing use of digital technology to further the children's understanding of its impact on the world of business, economy and future employment requirements.

✓ Reduce the attainment gap through PEF (school)

Children whose attainment is hindered by poverty are better supported which will result in – improved attainment, particularly in reading, increased confidence, enhanced social opportunities, improved health and wellbeing and an improved mind-set and attitude to school.

✓ Improving use of Digital Technology (nursery)

Children will have access to exciting new learning experiences using digital technology and related technological resources. Developing their digital skills and showing a progression across learning.

✓ Enhance partnership working with families (nursery)

Building strong partnership leads to increase family engagement in children's development and learning. Positively impacting on the clear progress children can make when parents are aware of and understand the role they play and feel empowered to contribute to their child's development.

Embed/ On-going/ Cluster:

- ✓ Numeracy and Maths re: new ERC framework
- ✓ Art and design implementation
- ✓ Social Subjects developments
- ✓ Equity
- ✓ Moderation

Method of Gathering Evidence

Evaluating our practice and achievements is integral to continuous improvement. We use a variety of audit tools and techniques support our work, these have included, How Good is Our School 4, How Good is Our Early Learning and Child Care Setting. In addition, important documentation is considered, this included the National Improvement Framework and Local Improvement Plan.

A range of evidence was gathered to evaluate the key work of the establishment. For example:

- ✓ Teaching staff reviewed our progress through discussion forums and questionnaires.
- ✓ Learning and teaching was reviewed and evaluated through peer visits where class teachers observed the work of their peers taking on the role of critical friend, learning visits to all classes by the Senior Leadership Team and through learning conversations and HT forums with children with the Senior Leadership Team.
- ✓ Whole school Professional Enquiry was trialled this year
- ✓ Analysis of attainment data; the results of East Renfrewshire Standardised Testing and teacher judgements and moderation related to CfE levels of attainment supported our evaluation of children's learning and helped to identify and inform next steps in learning.
- ✓ We have worked closely with our cluster schools within East Renfrewshire to bring about further improvement and then evaluate our success against key agreed targets.
- ✓ Learners' evaluations of their learning experiences.
- ✓ Moderation at school, cluster, authority level.
- ✓ Surveys carried out with staff, pupils and parents.
- ✓ Focus group discussions with learners, teaching and support staff, parents.
- ✓ Information from partners such as educational psychologist, social justice managers, school-based social workers, campus police officers, school nurses, Community Learning and Development staff etc.

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

Evaluation: Excellent

NIF Priority
All four NIF priorities

School Priorities

- A. Develop teachers as enquiring professionals through a whole-school approach to professional enquiry. Link enquiry to Professional Review and Development (PRD), the Standard for Full Registration (SFR) and the Standard for Career-Long Professional Learning (SCLPL). Establish a programme of high quality, in-house professional learning for all staff with an emphasis on relevance, innovation and accessibility.
- B. Engagement of parents and carers in the life of the Nursery. Promoting partnerships to develop a positive impact on children and families

NIF Drivers
Teacher Professionalism /
School Improvement

Local Improvement Plan – Expected Outcome / Impact :
Establishment of a culture of self-evaluation and continuous improvement / culture of professional enquiry.

- A. Develop teachers as enquiring professionals through a whole-school approach to professional enquiry. Link enquiry to Professional Review and Development (PRD), the Standard for Full Registration (SFR) and the Standard for Career-Long Professional Learning (SCLPL). Establish a programme of high quality, in-house professional learning for all staff with an emphasis on relevance, innovation and accessibility.

What we Did

Professional Enquiry

- ✓ **Protected time**
Collegiate time was identified and protected (eleven hours) for teachers' professional enquiry learning, including independent and collaborative activities.
- ✓ **Programme of professional learning**
All teaching staff were included in an education programme focused on the principles and practice of professional enquiry. Two hour-long sessions were held during collegiate meetings. The first introduced themes such as enquiry as stance and enquiry as project; the second provided support (through facilitated discussion groups) to identify possible areas for enquiry, to structure potential enquiry questions and to study examples of professional enquiry posters.
- ✓ **Ongoing support**
Staff were provided with specially-created manuals outlining guidance for enquiry, a timeline and arrangements for ongoing support. Seven teachers with previous experience of professional enquiry were deployed in coaching roles to support less experienced colleagues. All were available to staff at any time, in addition to hosting a programme of after-school drop in sessions held on eight occasions throughout the session.
- ✓ **Professional enquiry projects**
Teachers identified areas for enquiry based on issues in their own classrooms/professional contexts.

Professional Review and Development (PRD)

- ✓ **PRD meetings**
A collegiate session was devoted to sharing new approaches to enhancing teacher agency in identifying professional learning needs and ensuring greater 'ownership' of PRD. Teachers were invited to use a brief list of reflective questions in advance of PRD meetings to help them prepare more meaningfully. In the course of the meetings, discussions included the standards related to professional enquiry.

Professional Learning

✓ 'In-house' professional learning

Professional learning sessions were provided by a number of staff with a wide range of knowledge and expertise.

✓ Learning in other settings

Early Years staff were enabled to go on learning visits to colleagues and classrooms in other schools.

✓ Professional Reading

A school subscription to the online version of TES was purchased. Staff were invited to suggest useful books for the professional learning library, some of which were purchased. An after-school Journal Club was trialled.

✓ Scottish College for Educational Leadership

Two staff members undertook and completed the SCEL Teacher Leadership Programme (TLP).

What outcomes / impact did this have?

Professional Enquiry

✓ Teachers identifying as enquiring practitioners

Staff were asked to complete anonymous surveys evaluating the enquiry process. Based on a 73% return, common emerging themes were:

- Support and guidance provided had been proportionate and helpful.
- The allocated collegiate time of 11 hours was about the right amount.
- Staff felt that engaging with literature, participating in professional dialogue and participating in the enquiry process as a whole had had positive impacts on their professional learning.
- Staff felt the process had enabled them to engage much more meaningfully with the enquiry-related standards in the SFR and SCLPL.

Overall, staff have continued to develop as enquiring professionals. Teacher agency was evident in the 'bottom-up' approaches to identifying contextual issues for intervention; enquiry projects were undertaken at periods during the session that teachers felt most appropriate. In April, a whole-school celebratory event was held for teachers to share their work, most choosing to do so in the form of academic posters, but some using other media such as laptops and video recordings.

Professional Review and Development

✓ Teachers leading their own learning

PRD meetings were more focused and productive and staff commented that they felt better-prepared for them. The SFR and SCLPL standards related to professional enquiry acquired greater familiarity and relevance.

Professional Learning

✓ Improved Access to High Quality Professional Learning

There was an improvement in the variety and quality of professional learning for teaching staff, both in whole-staff and opt-in situations. Teachers responded very positively to many of the innovations and demonstrated an appetite for participating in and providing more opportunities.

Next Steps

- Extend new knowledge and experience of professional enquiry in individual contexts to more collaborative approaches, including further enquiry-based approaches and lesson study.
- Maximise opportunities for staff to share enquiry findings and professional learning in general.
- Use the next round of PRD meetings to evaluate effects of last year's new format over the course of the year.
- Continue to build a culture of reflection and critical thinking in relation to evaluating and planning professional learning for all teachers.
- Introduce staff to the new GTCS model of professional learning (see below).
- Promote a culture of improving practice through collaborative peer learning by establishing a programme of lesson study across all stages.
- Offer an extended range of accessible professional learning sessions, including a programme of lunchtime 'Ten Minute Talks' and regular after-school Journal Club meetings.

- Further develop and share a calendar of 'in-house' professional learning opportunities, to be refreshed and added to throughout the school year with encouragement for all staff to take an active part.
- Continue to improve the professional reading library.
- Continue to support staff to seek appropriate professional learning opportunities out with Netherlee (cluster, ERC, West Partnership).
- More staff will participate in SCEL TLP.

B. Engagement of parents and carers in the life of the Nursery. Promoting partnerships to develop a positive impact on children and families

What we Did

- ✓ Through discussion with parents identify how our nursery can best support them to further their children's learning at home.
- ✓ Establish Parent/Carer group to look at improvements and strengthen partnership working in line with Family Centred Approaches. Parents were fully involved in regular Stay and Play sessions and Book Bug events throughout the year.
- ✓ Develop workshops on themes that would support parents to assist children e.g. promoting nurturing language, Hanen, home learning bags.
- ✓ Create charter with children, parents/carers and staff of underpinning Family Centred Approaches values.
- ✓ GIRFEC evaluation sent out to all school /nursery parents and feedback collated.
- ✓ Engagement in the self-evaluation and validation process to Promote and Nurture Early Communication and Language (PANEAL).

What outcomes / impact did this have?

- ✓ Strong partnership working led to increased family engagement in children's development and learning and impacted positively on the progress children made. Extremely positive feedback has been collated from the parents/carers and views taken on board with regards to next steps.
- ✓ Parents and carers understand the role they can play and feel empowered to contribute to decisions.
- ✓ Parents/carers are aware of the difference their involvement is making to their child's progress and the life and work of nursery.
- ✓ PANEAL process was evaluated against the Early Years indicators identifying our strengths and CLPL needs.

Next Steps

- Continue to enhance our partnership with parents/ carers by working towards the Family Centred Gold Award with the view to a submission for accreditation in November 2019.
- Look at ways of valuing the contributions of working / hard to reach parents so they feel fully involved in the decision making process affecting their children / nursery.
- Scrutinise feedback from GIRFEC evaluation.
- Increase staff awareness of the Social and Economic composition of our nursery community in order to really know our children and families and be able to nurture our most vulnerable children.
- CLPL to be delivered to staff to support children with EAL /PANEAL.

**How good is the quality of care and education we offer?
(2.2, 2.3, 2.4)**

Evaluation: Excellent

NIF Priority

Improve attainment, particularly in literacy and numeracy.

School Priorities

- A. A positive culture of **Health and Wellbeing** based on Getting it Right for Every Child. Improving strategic overviews and guidelines to support staff
- B. Developing our **Digital Learning** curriculum and refreshing **Digital Literacy** to meet children's needs and take account of our local context, in turn increasing creativity and employability.
- C. To improve staff skills and enhance children's experiences of using **Digital Technology** in the Nursery

NIF Driver(s)

School Improvement

Local Improvement Plan – Expected Outcome / Impact :

Contribution towards being the highest performing mainland council area. A curriculum that that enables all children to be successful, confident, responsible and effective in their school and community.

Progress, Impact and Outcomes

A. A positive culture of Health and Wellbeing based on Getting it Right for Every Child. Improving strategic overviews and guidelines to support staff

What we Did

The key focus was to deepen and enhance our children's learning by refreshing and developing our Health and Wellbeing (HWB) curriculum within the areas of Sexual Health and Relationships, Anti Bullying including Digital safety, Bereavement and Loss Support and Developing Mental Health for Children and Staff. To do this staff engaged in the following:

- ✓ We have undertaken research and auditing of resources and policy already within the school in relation to HWB. Separating into 4 development groups, each led by a member of the teaching staff.
- ✓ They have reviewed current practice in line with the benchmarks. Reviewed current authority and Scottish Parliament documents in relation to the 4 areas of HWB targeted. Researched new and innovative thinking and practice to support changes and development in line with the 4 areas targeted.
- ✓ Produced individual frameworks for each of the wide HWB areas to support planning, learning and teaching and assessment, to share with all staff.
- ✓ Involved pupils, parents and other non-teaching staff in forums to gain a wider insight into the development of the 4 target areas.
- ✓ Engaged with outside agencies and colleagues from fellow schools to support development of the curriculum in the area of HWB – Respect Me, Psych Services, Sams, Richmond Hope, Police Scotland and Seasons for Growth (Notre Dame Centre).
- ✓ Developing the systems in place to identify, monitor and support children with HWB issues

What outcome / impact did this have?

- ✓ All staff took part in an in-service day session led by a Respect Me trainer in relation to current National developments in Anti bullying strategies and policy. Also looked at the current ERC Anti Bullying policy which has been updated this year.
- ✓ An Anti-Bullying policy has been developed specifically for Netherlee Primary – using pupil, parent and staff surveys to gage feelings, positive aspects and worries around anti bullying. The group

have developed a range of activities which are going to be put into a framework for proactively supporting anti bullying throughout the stages.

- ✓ In relation to Cyber Bullying we had the Cybercrime team from Police Scotland in for a full day working with all the children from P1 to P7, this was part of a whole school Digital safety week. They presented relevant workshops for each age group to build their awareness of the dangers that can be related to the digital world. We also worked with the Cybercrime team who then presented to parents in an evening session. This was well attended and parents were very receptive to the advice and support provided in relation to Digital safety.
- ✓ All findings and resources were shared with staff during staff meeting in May 2019. Full launch with new policy will be in August 2019 so all new staff will be able to take this forward over the year.
- ✓ The Change and Loss group have been trialling the Seasons for Growth programme this year with a range of pupils from P1 to 7. An 8 week programme for two groups was held every Wednesday afternoon. Children keep their own journals and took part with a parent or close adult in the celebration meeting at the end of each session. We have run four groups and the feedback from both children and parents/ carers who have been involved has been extremely positive. To the point where parents have been asking for pupils to be put on the list for next year's group.
- ✓ Resources have been purchased to support this programme and again proactive activities can be covered in class to support all pupils in relation to this area. There are 2 sets of story books which have been recommended by the Seasons for Growth programme and have been used to support children this year. These are available for all staff to use with classes. Guidelines and a Change and Loss Policy have also been developed for staff.
- ✓ Work was also undertaken with the Richmond Hope charity and they led a session in relation to Change and Loss for teaching staff in April 2019. They shared ideas and resources which have been added in to the pack for teachers.
- ✓ We will be continuing this programme next year.
- ✓ The sexual health and relationships group audited the resources used in school already and devised a new Framework and Guidelines for use across the school. They accessed all the new support materials from ERC and NSPCC and formed them into a coherent framework specifying activities to support the Benchmarks for this area. Suggested hyperlinks to resources and websites were also detailed for staff. Again recommended books were purchased to support this aspect of health and wellbeing – they are available for use by all staff. These guidelines and supporting framework will also help develop staff confidence in leading these activities in class.
- ✓ Again all staff were given access to all of these resources and guidelines at the staff meeting in May. This will be launched in August again with new staff and refreshed with existing staff to be taken forward through the next academic year.
- ✓ The Supporting Mental Health group have audited and researched related documents from the school, authority and government. They have devised a document which outlines a variety of approaches to support mental health within the primary school setting. They also met with Lorraine Glass from Respect Me who gave a short presentation about the kind of supports that can be provided through their organisation to help mental health. We have also developed a link with Sams for specialist support.
- ✓ The group presented their findings, recommendations and suggested activities to staff at the meeting in May. They have forwarded a digital document to staff to support this and to help access resources for use in the classroom.
- ✓ A P6 teacher also trialled the use of our new CBT programme, We Eat Elephants, this was a proactive approach to dealing with mental help supports for our children. This was supported by our Educational Psychologist who also provided three twilight sessions in relation to Cognitive Behavioural Therapy to support staff to use this technique in class with their pupils. Feedback from both the children in the P6 class and staff who accessed the twilight sessions was very positive and we will roll this programme out to relevant classes next year.

- ✓ Again we will launch this information in August with all staff so it can be taken forward during the year.

Next Steps

- To embed new practice in the coming session ensuring that all new staff are fully aware of expectations and practice.
- To provide opportunities for professional dialogue and review with children and staff on progress of new developments.
- Use our quality assurance procedures to evidence progress and improvement in Health and Wellbeing learning and teaching.
- To maintain our excellent standards and improve where we can and in particular to ensure equity of support for improvement and progress.

B. Developing our Digital Learning curriculum and refreshing Digital Literacy to meet children's needs and take account of our local context, in turn increasing creativity and employability.

What we Did

- ✓ Provided access for staff and pupils to a variety of hardware and software to enhance digital literacy skills.
- ✓ Purchased new technology to support learning in classes, including coding hardware (Sphero, Code-a-Pillar), AR Merge cubes, Kindle Fires and Chrome Books.
- ✓ The operating software for the VR Headsets was updated to make these usable.
- ✓ New Coding Board Games were purchased for the Early Years.
- ✓ A 'Tinker Table' was introduced to the Early Years Open Area.
- ✓ In-house training was provided for the use of devices and software in applications across the curriculum, including VR Headsets, Augmented Reality Cubes, Co-Writer, Clicker, Immersive Reader and Text to Speech.
- ✓ CLPL sessions were held on aspects of digital learning, led by school staff.
- ✓ The Digital Leaders programme was developed and expanded to provide further support to classes, including the use of Scratch and Microbits.
- ✓ Opportunities were encouraged for collaborative learning in digital technology across stages, such as the 'Pixel Maths Challenge', which took place during Maths Week.
- ✓ Children participated in NSPCC Workshops, which included aspects relating to Internet Safety.
- ✓ Internet Safety Workshops, were delivered by the police, for all stages during Cyber Scotland Week. A parental workshop on Internet Safety was also provided during the evening to support work in school.
- ✓ A new Anti-bullying Policy is being developed, incorporating issues relating to Internet Safety.

What outcome / impact did this have?

- ✓ New hardware and software are being used in the teaching and learning across the school. Teachers are embedding the use of digital technology to support and enhance the curriculum, in addition to teaching I.C.T. skills discreetly.
- ✓ Enhanced digital technology skills have been promoted throughout the Playful Pedagogy approach within the early years, including the introduction of a 'Tinker Table' and the use of coding games. New Kindle Fires are being used independently by our youngest pupils to record and share their learning.
- ✓ Following CLPL sessions, staff report increased confidence in using digital technology within their practice to enhance learning and teaching. Support from the Digital Leaders programme has helped with this.
- ✓ Both children's and parents' awareness of responsible Internet use has been raised and their knowledge of how to remain safe online has increased. This was achieved through a successful Parent Workshop and a school focus during Cyber Scotland Week.
- ✓ The school Anti-bullying policy now includes guidance for dealing with Cyber bullying.

Next Steps

- Continue to develop our Digital Technologies Framework in line with current guidance.
- Fully explore through CLPL all apps available for Chromebooks to enhance learning.
- Establish an ongoing programme of Digital technology CLPL
- Continue developing and running the Digital Leaders programme.
- Ensure that aspects of Digital Technology are incorporated into Health and Wellbeing Policy, with a particular focus on responsible Internet use and Cyber bullying.

C. To improve staff skills and enhance children's experiences of using Digital Technology in the Nursery

What we Did

- ✓ Review and evaluate current digital technology and its use to support learning.
- ✓ Select supportive software and apps that will develop children's skills in relation to Literacy, Numeracy and HWB which can be developed through the use of active panels and GLOW.
- ✓ Access support from school digital Leaders to train staff in use of Coding Caterpillar, apps and techniques.
- ✓ Implementation of ERC Early Level Tracking Tool for Literacy and English / Numeracy and Maths.

What outcome / impact did this have?

- ✓ Children enjoyed exciting learning experiences using digital technology resources. New ICT resources were delivered by ERC in January 2019. In February there was a twilight CLPL session to develop teacher's skills on using these new resources.
- ✓ Children demonstrate their skills using digital technology: showing progression across learning.
- ✓ Children and staff have increased opportunities to develop essential digital skills for life and work.

Next Steps

- Use the Digital Leaders from school to support learning and develop staff confidence in the use of new and innovative ICT resources.
- Purchase iPads / Kindle Fire devices for use by the children to evidence their own learning.
- Share the Early Learning Tracking Tool across Early level with all staff.

How good are we at ensuring the best possible outcomes for all our children / learners?**(3.1, 3.2)****Evaluation: Very Good****NIF Priority****Improvement in attainment, particularly in literacy and numeracy.****School Priority****Inherent across all priorities is our aim to raise children's attainment and achievement and ensure excellence and equity for all.****NIF Driver(s)****School Improvement
Performance Information****Local Improvement Plan – Expected Outcome / Impact :
Improved reading, writing and mathematics attainment.****What we Did****Focus on HWB, Digital Literacy and Professional Enquiry (see previous sections)****What outcomes / impact did this have?****School CfE Attainment Levels 2018-2019 : Numeracy and Mathematics**

ERC Target	Achieved 16/17	Achieved 17/18	Achieved 18/19
95%	95%	95%	95%

Children are making excellent and sustained progress across the CfE levels with many achieving beyond the expected level. During this time CfE performance in numeracy and mathematics has maintained a very high level and the school is sustaining these attainment judgements. We have achieved the three year targets set in agreement with the Education Department. We will continue to work hard to maintain these standards and continue to strive to improve for individual children.

School Standardised Test Results 2018-2019: Numeracy and Mathematics

2015-2016	2016-2017	2017-2018	2018-2019
105	106	105	107

Results from East Renfrewshire Council's Standardised Testing show that our school continues to achieve excellent results. Our focused development over the past six years confirms that we are achieving well above the East Renfrewshire average in numeracy and mathematics. Whilst we are very pleased with these results, we continue to be ambitious for our learners and will strive to build on this achievement by addressing the specific needs of individual learners.

School CfE Attainment Levels 2018-2019 : Literacy and English

	ERC Target	Achieved 16/17	Achieved 17/18	Achieved 18/19
Reading	95%	95%	95%	94%
Writing	93%	89%	93%	93%
Talking and Listening	97%	95%	97%	99%

Children are making very good progress across the CfE levels with many achieving more quickly than the expected level. However, if we look below, we can see that there is a slight discrepancy between the CFE Teacher Judgements and the ERC Standardised Test Results. We will therefore focus on ensuring further work is undertaken in school in relation to moderation and T and L pedagogy for Literacy. We have achieved the three year targets set in agreement with the Education Department with the slight exception of Reading (below by 1%) however we have exceeded the ERC Target for Listening and Talking (above by 2%). We will continue to work hard to strive to improve attainment in Reading for all children but, in particular, for individual children.

School Standardised Test Results 2018-2019: Reading

2015-2016	2016- 2017	2017-2018	2018-2019
105	105	105	103

Results from East Renfrewshire Council's Standardised Testing show that our school continues to achieve good results. However as described above, there is a slight discrepancy between CFE Teacher Judgements and Standardised Test scores however, analysis has revealed that the lower attainment was mostly in P7 and many children within this year group have Additional Support Needs (21% of the P7 year group pupils). We will ensure that we focus on continuing to improve attainment in Reading for all children however we will have a particular focus on those groups of children or individuals who are experiencing a specific barrier to their learning.

What outcomes / impact did this have?

- ✓ Appropriate support and challenge is provided for pupils in order for them to continue to make very good progress with their learning. Some staff continue to demonstrate high levels of confidence in analysing and interpreting data relating to Standardised Tests through ERC tracking database.
- ✓ Most staff are becoming increasingly confident in making judgements on pupil progress in line with CfE through moderation exercises and professional dialogue.
- ✓ Netherlee staff have worked collaboratively to moderate curricular areas in line with our School Improvement Plan as part of school, cluster and authority wide Assessment and Moderation events. As a result of this, the challenge provided in pupil learning experiences has increased, particularly in Numeracy and Mathematics.
- ✓ The school is performing very well across the core subjects of Numeracy and Health and Wellbeing and well in Literacy (reading).
- ✓ Wellbeing Plan discussions between Class Teachers and Support Teachers are in place to ensure that the lowest performing 20% of pupils and those requiring additional, targeted support and care are identified. These pupils are also discussed at Pupil Review meetings, with the Support for Learning teacher, DHT (Pupil Support), Parents and the Educational Psychologist. Supports are reviewed and changed as appropriate.
- ✓ Additional funding from ERC allowed us to focus additional support on the lowest performing 20% of pupils. Staff regularly discuss this group of pupils, their groupings and progress. (see separate PEF Impact Report).
- ✓ Pupil work is now sent home regularly for parents to view, discuss and also comment on, allowing a stronger link to be established between home and school. Pupil learning experiences are monitored by the management team regularly to ensure consistency and coherent progress across all Experiences and Outcomes.
- ✓ We celebrate pupil achievement across the four contexts for learning in many ways including assemblies, high quality displays of pupil work, Twitter our School Website and regular features in the local press. Pupils are now more eager to share and celebrate their successes from both within and out with school and in a variety of ways.

- ✓ Different members of the community are regularly invited into the school to share in pupil success, encouraging our pupils to be proud to be a member of the whole school community. This focus on the four contexts for learning will be continued and developed further next session.
- ✓ A wider range of school clubs are now available to ensure pupils have the opportunity to achieve in a range of activities (Sporting and Creative etc). Some of these clubs were led and managed by parents, WWHS senior pupils, members of the local school community and an increased number by Netherlee young leaders. We have begun to track pupil participation in clubs in order to ensure that we meet the needs of all of our pupils but in particular our most vulnerable pupils.
- ✓ Musical tuition is available to some pupils through music specialists; violin, woodwind and brass. Pupils played at Netherlee's Spring Concert to showcase their learning, musical talent and celebrate their continued success. Several pupils attended a residential music camp.
- ✓ Many of our senior pupils are part of the Musical Lunch Bunch (run by music teacher Becky Roberts) and also attend Netherlee School Orchestra, which is run with support from former pupils who now attend WWHS.
- ✓ We have a very large and continuously increasing in numbers community choir which is open to all children from P3 to P7. They have sung at many events over the year. We also have a Performance Choir who have achieved highly commended at the Glasgow Music Festival this year.
- ✓ The Management Team are now analysing attendance and late-coming data and parents are contacted to discuss concerns and are offered support where needed.
- ✓ Staff, pupils and parents were involved in our RRSA Silver award this year and we are on track to achieve the Gold award next session.
- ✓ Our Support for Learning Teacher continues to provide advice and support to teachers and Support Staff on effective strategies for supporting pupils in class resulting in increased teacher confidence.
- ✓ We have developed stronger links with the local community including our Local Churches and 'Friends of Linn Park' to enhance the school's place in the community and pupils' sense of identity, focussing on intergenerational partnerships. Residents of Local Care Home visited the school to attend the Local Citizens Tea Party in November organised and led by our P5 children and staff.
- ✓ Teachers continue to link learning in IDL to sustainability with a focus on a Scottish and local context where possible.
- ✓ Cluster challenges in Maths and Technology have further challenged targeted groups of pupils in P6 and P7. This may have been to challenge more able pupils or to begin to address gender imbalance of choice subjects at high school.
- ✓ Mandarin learning is supported by our Hanan teacher in P5, P6 and P7.
- ✓ Community Learning was successful again this year. We ran two 4 week sessions in both November and May. Supported by parental involvement and pupil's voice the activities were wide ranging and were directed entirely by pupil voice and pupil choice.
- ✓ We have supported Save a Life Scotland with a successful whole school CPR training session(s). This work has been recognised and has resulted in the school being nominated for the award.
- ✓ The Bikeability programme continued this year with support from our dedicated parents who have taken time to be trained and turn up for every session. All pupils participated for the first time and Primary 6 have enjoyed and benefited from this greatly this year. This has ensured equity in terms of financial barriers for pupils.
- ✓ We worked in partnership with a Social Enterprise to resell Netherlee school uniforms, helping with sustainability and the cost of the school day.
- ✓ The school worked in partnership with Police Scotland Cyber Crime team to support a full programme of activities and workshops for pupils during our Digital Safety week. We also supported parents with an evening Digital Safety session, which was very well attended. (67% of parents)
- ✓ We have also completed another dedicated Sports week with many activities involving all the pupils from stages and in Houses. Our pupil House Captains were involved in leading and organising this week. The choice included a whole school 5k fun run to the egg and spoon race. Culminating in a whole school House relay final on Friday afternoon. Parents were involved at many events during the week increasing partnership working with our parents and carers.

Next Steps

- Update NPS Vision, Values and Aims. Direct the work of the school in line with these and RRS Global Goals (RRS) practices and our curriculum rationale.
- Focus on improving the quality of teaching and learning in all aspects of Literacy and English. This will include improved T and L pedagogy, refreshing of resources for learning and greater emphasis on moderation within and across the school and nursery
- Develop stronger links with the local community including the voluntary sector, local businesses and partners to enhance the school's place in the community and pupils' sense of identity, focussing on intergenerational partnerships whilst developing skills in relation to DYW.
- Follow guidance from the John Muir Trust to introduce our pupils to the achievement pathways from the John Muir Award; P6 Discovery Level and P7 Explorer Level. This will continue to develop learning outdoors, sustainability, problem solving and home school partnerships.

Pupil Equity Fund – How are we ensuring Excellence and Equity? (also see separate evaluative report)

The Pupil Equity Fund was used to release an experienced teacher from class to enable her to focus on raising attainment and improving the health and wellbeing of specifically identified children. This would support our disadvantaged pupils and work to close the attainment gap.

Reading Recovery has been a great benefit for some of our most vulnerable children. Increasing reading ages and developing confidence and self-esteem. The Literacy resources bought for this intervention (Specifically banded for intervention) are very well used and we are now using them to support our **Together Better Readers** programme in school as well. The use of the Running record is also something we will be taking forward into other areas of literacy / reading within classes next term. It has been championed by Mrs Mann our PEF/ Reading Recovery teacher and she has seen the benefit of this for recording development for many of our children. She will be training our teaching staff in the use of this next year.

The level of intervention given by the support staff in relation to the **5 minute boxes** has been intense and each staff member has given 25% of their week to this intervention. This has meant that it has had a greater impact on the pupils due to time and personnel.

Although at PEF level we have supported **Social skills groups** in P2, using this model we have also had support for Social skills in P1,3,5 and 6 this year. Supported by our SfL teacher and Lowest 20% staff. A wider impact for our SEN and PEF children.

The intervention for the **Big Writing** in P1 has also been a model that we will improve, due to feedback, and take forward next year. Teaching support during writing time has had to be adapted to work within the Playful pedagogy and free flow play strategies that are in place in P1 and P2 and this has proved a little challenging at times.

Learning and teaching has improved in the areas of **Reading and Writing** within the Early years and within HWB across the school due, in part, to the support provided by our PEF teacher and the interventions she has championed.

What is our capacity for continuous improvement?

Within Netherlee Primary School and Nursery Class, the capacity for improvement is excellent.

Our school is particularly well placed to achieve further improvement due to the shared vision and direction, the strong, effective and shared leadership, and the skill and commitment of all staff to provide the very best educational experience for all of our children. Our school has made excellent progress this session and we are clear about how we will improve in our quest to further improve and embed excellence.

National Improvement Framework Quality Indicators

Quality indicator	School Self-Evaluation 2019	Nursery Class Self-Evaluation 2019	Inspection Evaluation 2016
1.3 Leadership of change	Excellent	Excellent	Excellent
2.3 Learning, teaching and assessment	Excellent	Very Good	Excellent
3.1 Ensuring wellbeing, equity and inclusion	Excellent	Excellent	Very Good
3.2 Securing children's progress / Raising attainment and achievement	Very Good (Aspects of Excellence)	Very Good	Excellent

School Improvement Priorities 2019-2020

Everyone Attaining: To continue to enhance teaching and learning experiences focusing on Literacy and HWB ensuring appropriate pace and challenge in order to continue to raise attainment of ALL children but with a particular focus on particular groups to ensure equity e.g. PEF, SIMD, FSM, lowest performing 20%. This will retain a focus on active, independent and play based learning, Problem solving and further development work on Assessment and Moderation.

Everyone Achieving: To ensure ALL children, including targeted individuals and groups (including PEF), are given opportunities to have their voice heard, explore curiosity and creativity, develop leadership skills and to celebrate their achievements whilst also benefiting from strong and effective partnership working between school / nursery and home.

Excellent Experiences: To ensure that we provide an enhanced and enriched curriculum which provides all learners with a wide range of appropriate, challenging and excellent experiences enabling them to be successful, confident, responsible and effective in their learning and in life as well as having the necessary skills for the world of work in the future. This will also result in a selection of appropriate accreditations for individuals, groups and the school/ nursery as a whole.