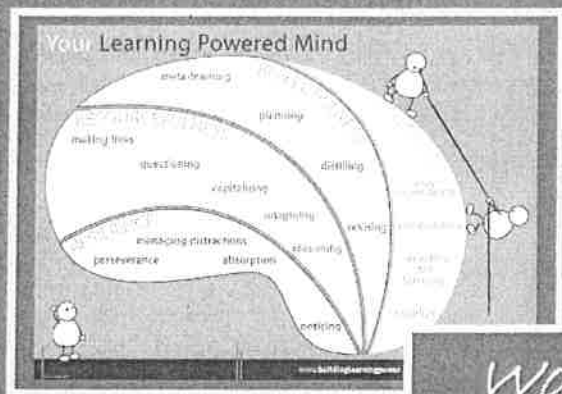


HILLVIEW PRIMARY SCHOOL STANDARDS AND QUALITY REPORT 2017/2018



*Working
Together to
Achieve our
Goals*



Standards and Quality Report 2017/2018

Context of the School

Hillview Primary School is part of the Barrhead Cluster. Our cluster schools are Barrhead High School, Cross Arthurlie Primary and Carlibar Primary. We have well established links with Arthurlie Family Centre, which is the main Early Learning and Childcare establishment for our school.

Our school was renamed Hillview Primary School in August 2017 following a consultation involving pupils, parents and staff. Previously, the school was called Springhill and Auchenback Primary School following an amalgamation in 2012. The new name has given us a shared, single identity to support our ambitious plans for continual improvement in all aspects of teaching and learning.

Our vision statement is "Working together to achieve our goals" which was developed in session 2016. We are aware that we are on a continual cycle of improvement following an Education Scotland inspection in December 2016 and that our progress will be enhanced by the involvement of all stakeholders and connections with other agencies within our local community.

We have a single building with very good outdoor space and playgrounds for P1-P2 and P3-P7 pupils.

In session 2017/2018 we had 10 classes for 209 pupils. We make good use of the additional classrooms we have in our school: we have 2 nurture rooms, an ICT suite, a quiet room, a support base, a large resource room, a large gym hall with stage, and management and administration offices. Next session we will have 9 classes and our roll is expected to be 199. We have plans to develop a family room and change one of our nurture rooms to a technologies room to enhance the provision of food and design technology.

The statistics listed below show the range of factors which can influence pupils' attainment and progress. We use this data to inform our strategies to reduce the attainment gap for our pupils.

SIMD

SIMD	1	2	3	4	5	6	7	8	9	10
Pupils	<1%	31%	0%	45%	<1%	5%	0%	26%	<1%	5%

Gender	ERC Standardised Tests				Pupils supported by Outreach			
Male	48%		Lowest Maths	20%	-	41%	St John's - SEBD	1
Female	52%		Lowest Reading	20%	-	42%	CCC	2

Ethnicity

Ethnicity	Pupils	FME	LAC	Pupils with English as 1 st language
White Scottish	96%	24%	4 pupils	100%
White British	2%			
Mixed	2%			

Improvement Plan Priorities

Our school was inspected in December 2016. From the initial inspection results and the subsequent report, the Senior Leadership Team, in conjunction with the Quality Improvement Team, created an action plan from January to June 2017. These action points continued to be the main focus for the School Improvement Plan for 2017/2018.

The 2017/2018 priorities were:

High quality learning and teaching experiences

- Teaching staff use consistent planning frameworks for long and short term planning
- Plans support high quality learning experiences with a focus on pace, differentiation and progression
- Cluster progression pathways are linked to Benchmarks for all curricular areas
- All staff engage with Building Learning Power; participate in professional reading and online modules, engage in professional dialogue and the create personal action plans during TLC sessions
- Big Writing training to ensure consistency and progression across all stages for the learning and teaching of writing skills

Raise attainment for all learners

- Cluster HTs develop an ambitious but attainable Gradient of Learning for each primary school in the cluster
- Target setting meetings use gradient of learning to support the setting of high but realistic targets for all learners to ensure pace and challenge for learning
- Implement consistent quality assurance procedures – Learning and Teaching visits, professional dialogue, jotter monitoring with a clear expectation of high attainment for learners
- School, cluster and authority moderation activities to increase confidence in professional judgements of CfE Levels.
- CLPL session delivered to teaching staff on formative assessment, holistic assessment and high order thinking skills to ensure high quality learning and teaching and support application of skills

Tracking and monitoring the work of the school and increase the pace of change

- SLT have used quality assurance information to ensure the actions of SIP and HMle targets are addressed
- All staff are committed to the pace of change and ensuring consistency and sustainability
- SLT, staff, pupils and parents are involved in the practice of self-evaluation for continual improvement

Method of Gathering Evidence

We gather data, following guidance from HGIOS 4



QUANTITATIVE DATA

Analysis of:

- Standardised Tests
- Baseline and Developmental Milestones data
- SNSA reports
- CfE Judgements
- ERC Tracking Database – pace, progression, equity analysis
- Attendance Monitoring
- After-school clubs tracking spreadsheet

DIRECT OBSERVATION

- Learning and Teaching visits – self, peer and SLT observations
- Jotter Monitoring

PEOPLE'S VIEWS

- Audit of school improvement plan
- Moderation activities – school, cluster, cluster GIRFEC group, ERC
- Surveys / evaluations/ feedback – staff, pupils, parents
- Meeting minutes
- Pupil focus groups
- Cluster groups
- PRD Meetings
- ERC Cluster Review evaluations
- Multi-agency dialogue

How good is our leadership and approach to improvement?

(1.1, 1.2, 1.3)

Evaluation: GOOD

NIF Priority
Improvement in attainment, particularly in literacy and numeracy

School Priorities
Tracking and monitoring the work of the school and increase the pace of change

NIF Driver(s)
School Leadership
School Improvement
Teacher Professionalism
Assessment of Children's Progress

Local Improvement Plan – Expected Outcome / Impact
Improved reading, writing and maths attainment
Improvement in attainment of disadvantaged children and young people
Increase in number of children having opportunities to celebrate personal achievement

Progress, Impact and Outcomes

- ✓ SLT and staff have shared expectations of the pace of change and a commitment to consistent approaches being embedded throughout the school by all members of staff.
- ✓ New short and long term planning formats have been developed and now implemented. These ensure long and short term differentiated targets, an increase in pace of learning for pupils, breadth of E&Os planned across the curriculum, rigorous assessment procedures and increased confidence during professional dialogue meetings related to planning, tracking and attainment.
- ✓ DHT has supported staff' confidence in the integrated approach of planning, learning, teaching and assessment through informal support meetings
- ✓ Teachers have participated in moderation of the quality of short-term planners and with SLT agreed improvements to reduce duplication and workload issues
- ✓ SLT have supported staff with the improvements to Quality Assurance procedures. Professional dialogue, following class observations and tracking meetings, is now more robust with a greater focus on informing next steps, agreeing action points and setting targets for improvements.
- ✓ Staff involvement in self-evaluation against the standards as set out in HGIOS4 since the Follow Through review has led to teaching staff taking on more responsibility for the formation of the Working Time Agreement, taking into account the ongoing need for a continual cycle of improvement
- ✓ Staff timetabling has enabled collaborative planning of learning and teaching across stages
- ✓ SLT delivered a CLPL session on the school and cluster gradient of learning with projections of CfE levels from P7 to S4 level. This has led to collective reflections on accuracy of CfE Early to Second Level judgements; pace, challenge and application of skills; and coverage of E&Os.
- ✓ All staff led a Whole School Group to facilitate pupil voice. Pupils evaluated the work completed this session and have suggested some improvements for next session along with overwhelming support for the continuation of the groups, to facilitate school improvements and opportunities to work with other pupils across all stages.
- ✓ The impact of the pupil groups include:
 - Progress in teaching and learning of HWB, Technology and enterprise Experiences and outcomes from early to second level
 - Sports Committee promoting and purchasing outdoor resources for break-times. This has had a positive impact on physical activity and a reduction in pupils having 'time-outs' for inappropriate behavior
 - Rights Respecting Schools Group participated in Clarks Shoe Share collection at Christmas and have submitted an application for the RRS Bronze award
 - Pupil Council have organised the annual summer Garden Party, raising funds to purchase an outdoor classroom, to compliment the work of Young Enterprise Scotland who have been working with pupils to enhance our school grounds to support outdoor learning
 - Outdoor Spaces group have audited our outdoor environment which supported the P7 classes as they embarked on the John Muir Award. The P7s have now created a bug hotel, a labelled nature walk and enhanced the P2 garden area.
- ✓ All teachers have trialed the Floor Book approach in term 4 to support pupils leading learning through shared planning and recording of learning experiences followed by evaluation of learning. Pupils and staff have commented on their enjoyment and engagement in using this approach. A school showcase event is planned for June 2018 to evaluate the impact of this approach.
- ✓ A new Cluster IDL format was developed and introduced to support pupils' input to planning learning experiences which take into account pupils' interests and ideas. Initial informal feedback from staff and pupils has been positive, with increased engagement of pupils, observed by teachers
- ✓ Following the name change to Hillview Primary, a new Parent Council had to be formed, creating a new

constitution and organising training for new members. The 'Friends of Hillview' include an increased number of parents becoming involved with new parents taking on office bearing roles. They have focused on fund-raising events for pupils and have increased the participation numbers of pupils and families attending events, leading to increased profits. They are keen to use their funds to enhance the school environment and out-of-school experiences for pupils.

Next Steps

- Retain the focus on school improvement to ensure that actions are implemented consistently throughout the school, are given time to embed and are monitored and evaluated to improve outcomes for learners.
- Current forward planning formats will be transferred to One Note to support a reduction in workload issues
- Respond to pupil evaluations of the Whole School Groups to improve pupil leadership and empower children to lead learning and make decisions.
- Expand the use of floor books following evaluations of the showcase event to support pupils to lead learning
- Extend class teachers' confidence in data analysis using SNSA and tracking database information
- Expand our Technologies curriculum to ensure further progression in digital technology, food technology and design technology
- Further use of data and attainment gap information to be used in professional dialogue meetings to identify pupils and agree targeted support.
- Gather and use informal data – school attendance, club attendance, parental participation – to analyse attainment of pupils in target groups (lowest 20% attainment group and SIMD 1-4)

How good is the quality of care and education we offer? (2.2, 2.3, 2.4)	
Evaluation: GOOD	
NIF Priority Improvement in attainment Closing the attainment gap	School Priorities Ensure high quality learning and teaching experiences for all
NIF Driver(s) Teacher Professionalism Assessment of Children's Progress School Improvement	Local Improvement Plan – Expected Outcome / Impact A curriculum which enables all children, to be successful, confident, responsible and effective in school Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential
Progress, Impact and Outcomes <ul style="list-style-type: none"> ✓ Cluster Curriculum Development work has resulted in a complete framework of curricular pathways for all subjects from Early to Second Level. Hillview Primary was the only Cluster Primary School to use these last session. The curricular pathways support the coverage of E&Os and progression of skills from stage-to-stage. ✓ There has been a greater focus on learning intentions and success criteria which has supported staff and children to talk about the learning and the skills being developed across the curriculum ✓ The SLT have organised professional learning opportunities to promote high quality learning and teaching which included; use of the design principles, creative teaching approaches, formative assessment and effective questioning. These sessions have led to improved feedback following learning and teaching observations by SLT and teachers. ✓ As a staff, we have all undertaken CLPL to promote Building Learning Power throughout the school. This has been well received by staff and teachers have engaged with online modules, professional reading, creating action plans and implementing strategies. Colleagues have met in TLC groups to share ideas and reflect on the progress of their action plans. ✓ SLT reminded pupils of the BLP strategies during Standardised Test and SNSA sessions and children showed an increased willingness to persevere and complete the assessments. There was also an increased score in problem solving questions at P3 and P5 staged in comparison with last sessions scores in this area. ✓ CLPL was delivered to all staff following ERC training in higher order thinking skills. Staff are beginning to embed into learning dialogue ✓ Teachers are becoming more confident planning challenging activities for pupils and tasks for pupils to lead their own learning. This has provided children with engaging and active learning experiences which are well matched to their needs and include opportunities to take responsibility for their own learning. 	

- ✓ With the introduction of ipads, chrome books, laptops, earphones and VR headsets, pupils have increased opportunities to use a range of digital technologies in day-to-day learning opportunities across all curricular areas. Explicit links are made to life and employability skills.
- ✓ Teachers are ensuring that pupils are offered the opportunity to work independently, in pairs and small groups more often and pupils have told us that they enjoy this range of approaches.
- ✓ The majority of staff use a range of AiFL techniques effectively and there continues to be a high focus on using formative assessment to complement summative assessments information to inform next steps.
- ✓ The New IDL planner supports children to have opportunities to apply their skills and knowledge in new and unfamiliar contexts allowing them to engage more deeply in their learning. Staff encourage children to make connections with prior learning when introducing new knowledge and skills.
- ✓ Staff and pupils are making more connections with the World of Work through everyday learning using a DYW cluster prompt cards to promote discussion, interest and transference of skills.
- ✓ World of Work was promoted further during events such as Maths Week, links with Young Enterprise Scotland and participation in the John Muir Award
- ✓ Young Enterprise Scotland have worked closely with the school this session to develop an interest in outdoor environments. This has included transportation and workshops for all P1-P4 pupils to Rouken Glen Park for lessons on the environment, bee-keeping, planting, and sustainability. They have also built planters to enable us to grow our own vegetables.
- ✓ YES funded an after-school Homework and Cookery Club for families, promoting a reduction in food waste, home cooking and healthy eating. They also gave us funding to buy resources which have enabled us to offer all of our pupils cookery lessons, enabling lessons in food health to be more experiential and active, developing key life skills for our pupils.
- ✓ The head teacher has taken on the role of ASN co-ordinator to ensure a more consistent approach to monitoring and evaluating the progress of children with additional support needs.

Next Steps

- Provide more opportunities for children to be involved in leading and evaluating their learning enabling them to clearly articulate their own strengths and development needs and give feedback to their peers.
- Ensure children have increased opportunities to apply their learning in new and unfamiliar contexts.
- SLT will support and develop with staff holistic assessments to ensure skills are being applied and assessed across different contexts
- Opportunities will be explored to increase partnership working to develop employability skills – YES and linked to the Moving Images project.
- Build on cluster moderation activities to ensure staff are confident in their professional judgements and have high expectations and ambitions for all pupils.
- Staff will work together to ensure Child Wellbeing Plans have clear targets following Cluster moderation with the GIRFEC group. The focus of capturing pupils and parents' views will continue.

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

(3.1, 3.2)

Evaluation: GOOD

<p>NIF Priority Improvement in attainment Closing the attainment gap</p>	<p>School Priorities Raise attainment for all learners.</p>
<p>NIF Driver(s) Teacher Professionalism Assessment of Children's Progress School Improvement</p>	<p>Local Improvement Plan – Expected Outcome / Impact Improved reading, writing and maths attainment Improvement in attainment of disadvantaged children and young people Increase in number of children having opportunities to celebrate personal achievement An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities</p>

Progress, Impact and Outcomes

- ✓ The SLT completed CLPL training 18 months ago with EMIS staff to develop approaches for using data effectively to identify gaps and raise attainment for all. As a result, there have been improvements in the range of strategies used to raise attainment which include: more rigorous target setting and tracking meetings; targeting support for identified pupils including the lowest performing 20%; more robust analysis and interrogation of attainment data; and more consistent professional dialogue which focuses on challenge and pace of learning. Teachers are now planning for greater differentiation to ensure that learning and teaching supports pupils' progress, and there has been greater consistency throughout the school.
- ✓ A portion of the Pupil Equity Fund has been spent on CLPL training for staff to support consistency across the school but also to direct targeted support for the children who need it most. The CLPL training on Building Learning Power, Big Writing and Sumdog (Reading, Writing and Maths) has supported staff to enable children to become more confident in their abilities as learners; become more resilient; and more reflective of their strengths and areas for development. As a result of this CLPL, teachers are beginning to develop higher expectations of pupils as learners and are starting to plan learning experiences which enable children to be more proactive in the learning process.
- ✓ The 'Big Writing' approach has given the school a more consistent, coherent and progressive approach to the teaching of writing. By using the writing planners, linked to the Benchmarks; and organising cluster moderation of writing; teachers' understanding of the expected standards at each level has greatly improved.
- ✓ Increased teachers' confidence in assessing pupil's writing has resulted in our highest levels of CfE professional judgements in the last 3 years, most noticeably in P7, resulting in an increase of the number of children achieving expected levels in writing at P1, P4 and P7.
- ✓ The introduction of Sumdog Equity package has enabled pupils to access Reading, Writing and Maths computer-based responsive learning. This enabled pupils in P1, P4, P7 to cope well with the introduction of the SNSA, resulting in the majority of pupils achieving high and medium results.
- ✓ Attainment Statistics are shown below for session 2017/2018 – We have exceeded our CfE Levels 3 year targets for Maths and Reading. We have missed our target for writing by 4%. Our school average for writing is 78% this session, after the implementation of Big Writing which is a significant increase from the previous 2 sessions. We have achieved the highest CfE scores for P1, P4, P7 combined percentages for Equity groups (SIMD1-2 and FME) in the last 3 years

% of Pupils Achieving Expected CfE Levels				
2017/2018	Maths	Reading	Writing	Talking and Listening
P1	82%	83%	81%	92%
P4	81%	88%	73%	88%
P7	74%	80%	83%	80%
School Average	79%	84%	79%	87%
2016-2018 Target	70%	72%	70%	-
2016-2018 Attainment	73%	76%	66%	-

P1, P4, P7 Combined % of Pupils Achieving Expected CfE Levels			
	2015/2016	2016/2017	2017/2018
Reading	78%	66%	84%
Writing	64%	55%	79%
Maths	70%	68%	79%

EQUITY GROUPS - SIMD 1-2 P1, P4, P7 Combined % of Pupils Achieving Expected CfE Levels			
	2015/2016	2016/2017	2017/2018
Reading	67%	58%	87%
Writing	54%	42%	64%
Maths	63%	69%	84%

EQUITY GROUPS - FME P1, P4, P7 Combined % of Pupils Achieving Expected CfE Levels			
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	2015/2016	2016/2017	2017/2018
Reading	69%	40%	71%
Writing	50%	45%	71%
Maths	50%	60%	71%

SNSA Results 2018

	Reading			Writing			Numeracy		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
P1	23%	64%	13%				41%	46%	13%
P4	68%	16%	16%	58%	15%	27%	35%	50%	15%
P7	65%	32%	3%	87%	7%	6%	54%	40%	6%

- ✓ We celebrate achievement through the use of Twitter, newsletters, reception plasma screen and school displays
- ✓ We have achievement assemblies throughout the session and parents and carers are invited to attend. The format has changed to allow the children to speak through a microphone to share their achievements. In addition, children now vote for who should be awarded the Achievement Certificates for each class, previously nominated by the teachers.
- ✓ Each class celebrated their learning and teaching progress by showcasing their progress in an assembly for parents and pupils. This involved creating backdrop PPTs, scripts, poems and selecting classwork.
- ✓ All teachers organise and run a club each session to enhance the active schools programme and give pupils a range of opportunities to develop wider skills such as arts, crafts and bikeability in response to children's interests and requests.
- ✓ Pupil participation in clubs is monitored and tracked to enable staff to target children who do not attend and give careful consideration to timing of clubs to increase participation. The Active Schools' coordinator interviewed children who had not participated and made notes of their interests in order to offer these clubs
- ✓ We support pupil in school to experience achievement through a number of annual events. These include:
 - School Show
 - Nativity Play and Carol Concert
 - Tartan Day assembly
 - Class Assemblies
 - Achievement Assemblies
 - Sports Day
 - Annual Awards Event
 - P7 Leavers Showcase

Next Steps

- Continue to work with EMIS to develop the capacity of staff to use data effectively to identify gaps and raise attainment ensuring high expectations and ambition for all pupils.
- Continue to implement strategies to reduce equity gaps and raise attainment in reading, writing and mathematics.
- Use the tracking database to track and record the full range of pupils' achievements in and out of school and their participation in extra-curricular activities and club.
- Use the tracking database to identify pupils who have low participation rates and target them for inclusion in school and community activities
- Introduce a house system to structure and support our celebration of pupil achievement.

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

We had had 3 key targets for our PEF allocation for session 2017/2018:

1. Building Learning Power – a whole school professional development approach to support pupils' development of resilience, reflectiveness, resourcefulness and reciprocity to support them to lead their own learning
2. Whole school approach to focus on improvements in CfE Judgements for Reading, Writing and Maths to improve on previous attainment. We organised CLPL sessions on Big Writing and the Sumdog Equity Package for Reading, Writing and Maths digital learning approaches
3. Early Intervention, with a focus on Playful Pedagogy approaches and the impact of learning in a play-based environment

Each target was instrumental in creating change within our school. As there was a lot of development work for staff, we were able to support whole school approaches to teaching and learning to support at a universal level. We have analysed the results and there have been improvements for pupils in SIMD 1 and 2 and for pupils entitled to free school meals.

For session 2018/2019 we will analyse all of our available data and be more rigorous in our identification of pupils who will be identified for interventions.

What is our capacity for continuous improvement?

Our school has great potential for continual improvement. Our staff display a commitment to inclusion and adopt nurturing approaches to support our most vulnerable pupils.

We have undergone two inspection processes which have given us a framework for improvement and although this has been challenging, all staff have shown a commitment to make the changes which have been required.

We have met our 3 year target for Reading and Maths, which is the first time since the amalgamation that this has occurred. There is stability in the SLT and the pace of change has increased and the changes are becoming more embedded and being accepted as Hillview practice.

More teachers and PSAs are taking on leadership roles within the school and this will continue to enhance the experience for our pupils.

We have a shared ambition for our pupils and we are committed to a cycle of improvement to ensure better opportunities in the present and the future for our children

National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation	
		HMIe	ERC
1.3 Leadership of change	Good	Satisfactory	Good progress
2.3 Learning, teaching and assessment	Good	Satisfactory	Satisfactory progress
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	N/A
3.2 Securing children's progress / Raising attainment and achievement	Good	Satisfactory	Satisfactory progress

School Improvement Priorities 2018-2019

*The School Improvement Plan targets for session 2018/2019 continue to fall under the 3 broad headings from our HMIE report from December 2016:

High quality learning and teaching experiences

- Teaching, learning and assessment
- Moderation
- Digital Literacy

Raise attainment for all learners

- Performance Data - L&E and N&M
- Home Learning
- Playful Pedagogy
- House System and Achievements
- DYW
- GIRFEC

Tracking and monitoring the work of the school and increase the pace of change

- Self-Evaluation
- Building Learning Power

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