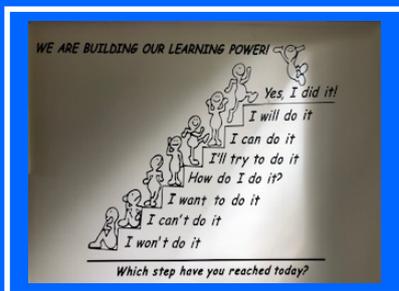


HILLVIEW PRIMARY SCHOOL STANDARDS AND QUALITY REPORT 2018/2019

Working
Together to
Achieve our
Goals



Standards and Quality Report 2018/2019

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 vision statement is “Working together to achieve our goals” which was developed in session 2016/17. We refreshed our School Aims to ensure they are accessible to all pupils: Be Safe, Be Responsible, Be Determined.

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

In session 2018/2019 we had 9 classes for 196 pupils. We make good use of the additional classrooms we have in our school: we have one Family/ Nurture room, a Flexible Curriculum Room, a Food Health/Technologies room, an ICT suite, a quiet room, a sensory room, a Reading Recovery room, a support base, a large resource room, a large gym hall with stage, a small meeting room and management and administration offices. Next session we will have 10 classes and our roll is expected to be approximately 210 pupils.

We have plans to change the quiet room into the Reading Recovery room and develop the Reading Recovery room as a flexible space for teaching practical Science, Art and Drama.

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%	30%	<1%	45%	<1%	5%	<1%	11%	2%	3%

Gender	ERC Standardised Tests				Pupils supported by Outreach				
Male	48%		Lowest Maths	20%	-	41%	St John’s SEBD	-	2
Female	52%		Lowest Reading	20%	-	42%	CCC		0

Ethnicity

Ethnicity	Pupils		FME	LAC	Pupils with English as 1 st language
White Scottish	96%		20%	5 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. The action plan extended into the School Improvement Plans for sessions 2017/2018 and 2018/2019. Our school has participated in two reviews of our progress on these targets: In November 2017 (as part of the Barrhead Cluster Review) and a second follow-through review in January 2019.

The 2018/2019 School Improvement Plan priorities were:

High quality learning and teaching experiences

- Consistent online long and short term planning, assessment and evaluation throughout the school
- Plans support high quality learning experiences with a focus on pace, differentiation, progression and integration of higher order thinking skills
- Pupils able to articulate their strengths and areas of development
- Assessment information shows transference of skill in other contexts and is valid, reliable and relevant
- Staff use of digital technology in all curricular areas
- ICT coordinator, staff and pupils work together to gain the Digital Schools Award.

Raise attainment for all learners

- Staff have a good understanding of the attainment gap and all pupils will make very good progress from prior levels of attainment in reading, writing and numeracy
- Increase in pupils reaching expected levels in Developmental Milestones, Baseline Assessments and CfE judgements
- Extend Playful Pedagogy approaches to P2 staff
- Introduce Reading Recovery approaches
- School, cluster and authority moderation activities to increase confidence in professional judgements of CfE Levels.
- Establish a House System within the school to promote and celebrate pupil collaboration and high expectations of behavior and achievement.
- Celebrate and track pupils wider achievement
- Increase staff knowledge of nurturing approaches
- Link skills for learning to DYW priorities

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
- Professional Dialogue

PEOPLE'S VIEWS

- Audit of school improvement plan
- Moderation activities – school, Cluster, ERC, West Partnership RIC
- Surveys / evaluations/ feedback – staff, pupils, parents
- Meeting minutes
- Pupil focus groups
- Cluster groups
- PRD Meetings
- ERC 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	
<ul style="list-style-type: none"> ✓ The Leadership Team, HT, DHT and Acting PT, work well together with more clarity to remits, supporting improvement in a coordinated way. ✓ Staff worked well to continue to implement changes and maintain the focus on continuous improvement. ✓ The vision and values of the school are well established. Newly created aims focussed the attention of pupils and staff on the priorities of the school. ✓ The progression pathways for all curricular areas are well embedded and provide staff with a better understanding of progression and development of skills through and across levels. ✓ Online planning has helped reduce work load and ensure consistency in approaches to planning long and short term high quality experiences for pupils. ✓ The Benchmarks are an integral part of the progression pathways and provide a clear focus for assessment, giving staff more confidence in their professional judgements. ✓ Staff have a greater understanding of standards at each level as they can access planning documents and associated benchmarks online, across the stages. Senior leaders used the online system well to monitor staff plans supporting consistency across all levels. ✓ The quality of professional dialogue between SLT and staff has improved when discussing evidence relating to children's progress and next steps during planning and target setting meetings. ✓ The school's gradient of learning has supported the pace of learning across the school ✓ The quality assurance calendar incorporates management and peer learning and teaching visits and all staff are involved in evaluating learning across the school. HGIOS? 4 challenge questions have been used to inform observation and discussion before, during and after the visits. ✓ We continue to engage with cluster colleagues in a coordinated moderation programme and teachers have valued the professional relationships that have developed from these experiences. ✓ Teachers working at early, first and second level have visited other schools to look at pedagogy to support pupils leading learning, sharing ideas with other professionals an implementing these in Hillview. ✓ The Acting PT principal teacher has supported playful pedagogy approaches in P1, P2 and P3, early/ first level work, encouraging staff to work collaboratively, learn from each other, and from colleagues in other schools across and beyond the authority. ✓ Early years teachers have attended training and EY conferences to enhance their skills in play based pedagogy. ✓ Children in P1-3 have experienced progressive play based activities which support challenge, personalisation and choice both indoors and outdoors. ✓ All teachers have continued with Year 2 of Building Learning Power, engaging in reading, online modules, TLC discussions and creating action plans throughout the year to improve their classroom practice ✓ The language and strategies of Building Learning Power have become embedded in children's behaviour and verbalisation, showing a greater awareness of the learning skills they are internalising ✓ Many staff have taken on leadership remits which were matched to their strengths and interests: <ul style="list-style-type: none"> ○ The ICT coordinator led a programme of digital CLPL throughout the session, upskilling colleagues. In addition, she led the school community to achieve the Digital Schools Award, involving, pupils, staff and family members ○ Two teachers took on the role of reading recovery within the school, attending the ERC programme of study, collaboration with staff in other schools, leading the approach within our school and supporting teaching and PSA colleagues through in-house CLPL ○ P6 and P7 teachers have taken on lead roles in developing our outdoor learning grounds and all pupils attained the John Muir Level 1 award ○ A teacher has led all classes in developing technology skills related to food health, construction and creativity ○ All teachers led groups across P1-P3 and P4-P7 to develop a range of skills. The skills were linked to 	

the UNCRC articles and were suggested by pupils. These included developing communication skills – Digital Leaders Group, Film Club; developing creative skills – arts and crafts, music and performance skills; health skills – mindfulness, sports and cookery skills; and play skills

- ✓ Pupils were able to choose the opportunities they wanted to take part in and were instrumental in leading change and improvement within the school, through these groups and the Pupil Council, Eco committee and RRS Group.
- ✓ Pupils continue to take on leadership roles within the school – Tech support, Buddies, play leaders, playground helpers, class leaders, class support (maths and literacy skills), presenters during assemblies, photographers
- ✓ All staff have undertaken CLPL and completed questionnaires based on How Nurturing is Our School? and have implemented targeted and universal approaches to engage pupils in their learning and participation in all aspects of school life
- ✓ Parents are increasingly involved in the life of the school through our family room. The Acting PT organised events for P1 and P2 parents to learn more about play-based approaches and have planned events for new parents next session.

Next Steps for leadership and approach to improvement

We intend to enhance our leadership and quality assurance practices by :

- Increasing staff involvement through more collaborative working with stage partners and across CfE levels
- Increasing the consistency across the school of pupil and peer self-evaluation practices.
- Empowering children to be more active, engaged and able to lead their own learning.
- Engaging pupil in assessments that will provide them with using skills in a variety of contexts

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

- ✓ There is a positive ethos within the school and all members of our school community work towards developing positive relationships. The SLT and PSA staff are on duty from 8.45 to welcome pupils and parents into school for our ‘soft start’.
- ✓ We have developed a whole school House System and the DHT has supported p7 pupils to engage with the roles and associated tasks for Captain and Vice-Captain. This has had a positive impact on behaviour and pupils working across classes. We linked out sports day to the houses and plan to expand the opportunities for pupils to work together.
- ✓ We celebrate achievements within and beyond the school environment and have created a Hillview Ambassadors of Excellence Wall which is updated termly. Nominees are chosen by staff and pupils to promote and celebrate Dressing for Excellence, and Excellent, Effort, Achievement and Friendship. Parent and pupils alike enjoy looking at the updates and comments on this display which is close to the school reception area.
- ✓ All class teachers work with the Acting PT and the Active Schools Coordinator to provide a range of after-school activities free of charge. Pupils are targeted from information that is gathered on participation rates. Clubs are often coordinated to coincide with Barrhead and St Luke’s Cluster primary activities so that there are opportunities for pupils to compete in tournaments following specific clubs eg badminton and netball. In addition, our pupils have participated in Art competitions, cross country events, football, archery and tennis tournaments

- as well as the Euroquiz and Rotary Competition (where Hillview hosted and won the area event).
- ✓ The school has submitted an application for the Gold Sports award due to high rates of pupil participation, staff CLPL and curriculum delivery, and sports pathways from school into the local community.
 - ✓ We are confident that we are providing a varied and interesting curriculum for our pupils, using active learning approaches, digital skills across learning and enhancing HWB, literacy and numeracy skills where appropriate.
 - ✓ 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. Our Acting PT organised a very successful World of Work Week for the first time, engaging many speakers to visit the school and motivate our learners. Many parents volunteered and each class had several visitors discussing a great variety of career opportunities.
 - ✓ DYW skills were promoted further during events such as Maths Week, links with The Neilson Development Trust and participation in the John Muir Award
 - ✓ Neilson Development Trust have worked closely with the school this session to further the work we started with Young Enterprise Scotland in session 2017/2018. Pupils have grown our own vegetables and next session we intend to use these in our cookery lessons. Parent and pupil volunteers have come forward to water the plants during the holiday period.
 - ✓ We have a strong connection with St Andrew's Church and the pupil council organised two collections for the Barrhead Food Bank, at Harvest time and as part of our summer fayre. In addition, the school visits the church twice a year with another 2 events, involving the local minister, taking place in the school. For the second year, pupils in p6 have attended events at the church in the lead up to Christmas and Easter, to complement their learning in RME.
 - ✓ P1-P3 Staff worked with a PT from Neilson Primary school to take forward SEAL maths and practical resources have been provided for all classes to support the use of concrete materials to enhance numeracy throughout the school
P4-P7 staff worked with cluster colleagues to develop Moving Images, integrating the use of films to enhance literacy skills and linking to the E&Os for Reading development. This extended to teachers working with mixed groups of pupils in Film Club groups.
 - ✓ One of our teachers has built up a strong relationship with Waterstone's Book Store in Newton Mearns and worked with them to arrange four author visits to our school. We have extended invitations to St Mark's Primary and to Neilson Primary to join us during these events.
 - ✓ All of our classes have participated in learning within the grounds of the school, the local area and had external trips throughout the year. Pupils in P5 had an extended link with the Science Centre, participating in the Clyde in the Classroom project.
 - ✓ The report from our HMIE follow-through visit in January 2019, noted that most children were engaged in their learning and interacted well with one another during lessons. In best practice, the pace of learning was brisk, and differentiated questioning and programmes of work ensured that children were challenged and supported where appropriate.
 - ✓ We continue to invest in resources which will support learning and teaching. We have purchased a range of digital technology (hardware and software). Pupils have benefitted from becoming Digital Leaders and it is now common practice for children in all classes to know the 'tech teams' within their classes.

Next Steps for the quality of care and education we offer:

We intend to enhance our Learning Provision with a clear focus on:

- Updating our Curriculum Rationale
- Developing holistic and digital forms of assessment
- Increase Learner Voice
- Continue with improvements in Literacy and English with a focus on Reading (Reading Recovery and the introduction of a new reading scheme)
- Numeracy and Maths (extension of SEAL maths)
- Health and Wellbeing (Review of programme)

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

- ✓ Pupil Equity Funding (PEF) has been used to support whole school and targeted interventions. Two reading Recovery Teachers were trained and this intervention is having a very positive impact groups of learners from Primary 2. These approaches have been shared with staff through in-house CLPL. In addition, PSAs have been training in Together Better Learners which ensures that the approaches can be used with individual pupils throughout the school.
- ✓ The second year of using the ‘Big Writing’ approach has provided a more consistent, coherent and progressive approach to the teaching and assessment of writing throughout the school. Staff consistently use the writing to gain a greater understanding of expected standards at each level. Children’s writing has been prominently displayed in corridors, fostering a sense of pride, achievement and progression for all learners.
- ✓ Differentiated work programmes are used in every class to develop literacy and numeracy skills often supported by digital resources.
- ✓ We have established a daily dyslexia programme to support learners and more pupils are now accessing ‘Talk to Text’ software to support writing skills.
- ✓ The school has a clear focus on closing the equity gap and raising attainment for key equity groups. Staff make meaningful links with literacy and numeracy across learning and support pupils to transfer their learning into real life contexts. Numeracy and Writing priorities within the school’s improvement and have positively impacted on attainment over time.
- ✓ In 2018-19, most (83%) children achieved their developmental milestones by P1 which is the highest value in the past three years.
- ✓ SLT and teaching staff use evidence including ERC standardised tests, SNSA and ongoing formative assessment to inform CfE teacher judgements. There has been a significant improvement in the CfE levels due to the use of the school’s gradient of learning being more established this session. The school performs in line or above expectations (as based on 17/18 BGE Benchmarking Tool) and is above national averages.
- ✓ Attainment Statistics are shown below for session 2018/2019 – We exceeded our CfE Levels 3 year targets for Maths and Reading. 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
- ✓ The DHT has taken over the ASN Coordinator remit and ensures that PSA and support teachers are deployed with sceptic remits to maximise impact.

% of Pupils Achieving Expected CfE Levels

2018/2019	Maths	Reading	Writing	Talking and Listening
P1	87%	91%	74%	96%
P4	88%	88%	88%	88%
P7	96%	83%	87%	91%
School Average	90%	87%	83%	91%
2016-2018 Target	70%	72%	70%	-
2019-2021 Target	84%	85%	80%	90%

P1, P4, P7 Combined % of Pupils Achieving Expected CfE Levels

	2016/2017	2017/2018	2018/2019
Reading	66%	84%	87%
Writing	55%	87%	83%
Maths	68%	83%	90%

EQUITY GROUPS - SIMD 1-2**P1, P4, P7 Combined % of Pupils Achieving Expected CfE Levels**

	2016/2017	2017/2018	2018/2019
Reading	58%	87%	92%
Writing	42%	64%	91%
Maths	69%	84%	100%

- ✓ We celebrate achievement through the use of Twitter, newsletters, reception plasma screen and school displays
- ✓ We have introduced The Hillview Ambassadors of Excellence, which celebrates pupils with Excellent Achievement, Excellent Effort, Dressing for Excellence and Excellent Friend (voted for by pupils) to promote achievement and effort at all learning abilities, related to our school value of determination; school uniform to promote pride in our school; and friendship related to our school values or respect and wellbeing
- ✓ We have achievement assemblies throughout the session and parents and carers are invited to attend. There has been an increase in pupil nominating themselves to stand up and talk about their achievements this session. We intend to change the format next session (suggestion from pupils) to P1-3 and P4-P7 versions so that more pupils can talk within the given time frame.
- ✓ 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, cookery and archery 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
- ✓ Hillview Primary has submitted an application for the Gold Sports Award in recognition of the evidence we have to promote sport, leadership, pathways and staff development
- ✓ We support pupils to experience achievement through a number of annual events. These include:
 - Nativity Play and Carol Concert
 - Tartan Day assembly
 - Class Assemblies
 - Achievement Assemblies
 - Sports Day
 - Talent Show
 - Annual Awards Event
 - P7 Leavers Showcase

Next Steps for ensuring the best possible outcomes for all our children / learners

We intend to enhance our Learning Provision with a clear focus on:

- Tracking wider achievements for key equity groups
- Extending the learning opportunities related to Developing the Young Workforce and World of Work
- Support all staff to enhance their skills related to monitoring and tracking attainment data
- Development play based pedagogy in P1-3 and throughout the school by investigating and researching approaches
- Embed nurturing approaches and flexible curricular options for identified pupils to support further progress

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

We had had 3 key targets for our PEF allocation for session 2018/2019:

1. Implement Reading Recovery Programme with targeted pupils in P2
2. Building Learning Power Year 2 Continue to embed this whole school professional development approach to support pupils' development of resilience, reflectiveness, resourcefulness and reciprocity to support them to lead their own learning
3. Early Intervention, with a focus on Playful Pedagogy approaches and the impact of learning in a play-based environment – continuation from P1 into P2. Focus this session on Numeracy and Mathematics

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 and targeted level. We have analysed the results and there have been improvements for pupils in SIMD 1 and 2.

For session 2019/2020 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 now undergone three 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.

Due to our success in meeting our 3 year targets for Reading and Maths (2015-2018) we have been given more challenging targets (2018-2021) which we are confident we can achieve. There is stability in the SLT and the pace of change has increased. The changes we have made are accepted as Hillview practice and are embedded by all staff,

All 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		
		HMle Dec 16	ERC Nov 17	ERC Jan 19
1.3 Leadership of change	Very Good	Satisfactory	Good progress	Very good progress
2.3 Learning, teaching and assessment	Good	Satisfactory	Satisfactory progress	Good progress
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	N/A	N/A
3.2 Securing children's progress / Raising attainment and achievement	Good	Satisfactory	Satisfactory progress	Good progress

School Improvement Priorities 2018-2019

The School Improvement Plan targets for session 2019/2020:

Learning Provision

- **Curriculum Rationale**
- **Assessment**
- **Learner Voice**
- **Literacy and English (Reading)**
- **Numeracy and Maths**
- **Health and Wellbeing**

Leadership and Management

- **Quality Assurance**
- **Pupil Self-Evaluation**
- **Staff Self-Evaluation**

Successes and Achievements

- **Achievements**
- **Developing the Young Workforce**
- **Monitoring and Tracking**
- **Pedagogical Developments**
- **GIRFEC**