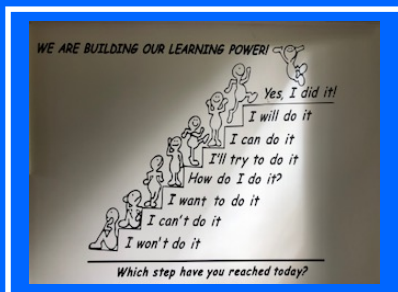


HILLVIEW PRIMARY SCHOOL STANDARDS AND QUALITY REPORT 2019/2020

Working
Together to
Achieve our
Goals



Standards and Quality Report 2019/2020

Context of the School

Hillview Primary School is situated within the Barrhead area of East Renfrewshire council. Our core values and aims reflect and support our vision of 'Working together to achieve our goals'.

The school maintains strong links with the local community, the Parent Council and the Parent Staff Association. The school places significant value on the contribution parents make to the life of the school, and we encourage parents to take part in the many activities and special occasions which take place throughout the school year: for example, open afternoons, curricular meetings, evening workshops, parents' evenings, concerts and school excursions. Parents are also kept informed through the school website and twitter.

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.

In session 2019/2020 we had 10 classes for 214 pupils. We made good use of the additional classrooms we have in our school: Family room, Flexible Curriculum Room, Food Health/Technologies room, ICT suite, sensory room, Reading Recovery room, support base, resource room, gym hall with stage, meeting room and management and administration offices. Next session we will have 10 classes and our roll is expected to be approximately 205 pupils.

The teaching complement for the school includes a Head Teacher, Depute Head Teacher and one Principal Teacher. Each post carries curricular, management and pastoral care responsibilities which change in accordance with school priorities, as set out in our annual School Improvement Plan. One Office Manager and one clerical employee complement the staffing of the school. In addition there is a janitor, a catering manager and a number of canteen assistants.

The school benefits from the involvement of a range of outside agencies including: an Educational Psychologist, Speech and Language Therapists and an Active School Coordinator.

We use HGIOS 4 Quality Indicators and school policies and procedures to ensure a culture of self-evaluation. This ensures we continually evaluate the quality of work in the school to meet our Improvement Plan Priorities (outlined above) and provide high quality learning experiences for all our pupils.

Methods of gathering evidence include:

- East Renfrewshire Council Standards and Quality report
- Learners' evaluations of their educational experiences using How Good Is our School
- Monitoring of learning and teaching, attainment and achievement throughout the year:
 - learning visits
 - learning rounds
 - professional dialogue
 - data analysis
 - monitoring remote learning
- Moderation at school, cluster authority level
- Surveys carried out with staff, pupils and parents
- Whole school evaluation through audit of practice in relation to school priorities
- Use of HGIOS4 quality indicators to identify short and long term targets
- Records of PRD meetings and staff CLPL records
- Quality assurance of pupils' work on a regular basis:
 - jotter monitoring
 - wall displays
 - pupil dialogue meetings termly
- Liaison with class teachers, pupil support assistants, parents, senior management team and external agencies through review meetings
- Feedback from parent council
- Evaluations completed by parents after curricular events, assemblies and parents' evenings
- Staff meetings taking place at all levels
- School newsletters, social media, including website and twitter account

Improvement Plan Priorities

The 2019/2020 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 data shows transference of skill in other contexts and is valid, reliable and relevant
- Staff use of digital technology in all curricular areas

Raise attainment for all learners

- Staff have a good understanding of the attainment gap and all pupils will made good progress from prior levels of attainment in reading, writing and numeracy
- Increase in pupils reaching expected levels in Developmental Milestones, Baseline and standardized Assessments and CfE judgements
- Playful Pedagogy approaches for P1-2
- Embed Reading Recovery approaches
- School, cluster and authority moderation activities to increase confidence in professional judgements of CfE Levels.
- Embed 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 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

How good is our leadership and approach to improvement? (1.1, 1.2, 1.3) Evaluation: VERY 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
Create a collaborative and creative approach to improving learning and teaching while empowering teachers
Pupils will be supported to take responsibility for their own learning, successes and achievements
Pupils have an accurate understanding of their progress and what they need to do to improve

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

- ✓ The Senior Management Team, although all in acting positions since November 2018 have readjusted to their new roles and have continued to ensure consistency in approaches and have continued to drive forward improvement in a co-ordinated way.
- ✓ Staff worked well to continue to implement changes and maintain the focus on continuous improvement both in school and following the digital learning policy while working remotely.
- ✓ The vision of the school is now well established. Pupils, staff and parent questionnaire responses elicited that revisiting the values next session may ensure the vision continues to be supported across the community.
- ✓ 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. Monitoring of forward plans with reference to the cluster tracking gradient has ensured that consistent and appropriate pace and challenge is identified, planned and implemented at all stages, ensuring appropriate support and challenge for all pupils.
- ✓ 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. This will maintain a focus to ensure high quality learning and teaching across all curricular areas.
- ✓ The Acting Depute Head teacher continues to support playful pedagogy approaches in 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 continue to engage in progressive play based activities which support challenge, personalisation and choice both indoors and outdoors.
- ✓ All teachers have continued with Year 3 of Building Learning Power, engaging in reading, online modules, TLC discussions and creating action plans throughout the year to improve their classroom practice and meet the needs of their learners.
- ✓ 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:
 - The ICT coordinator led a programme of digital CLPL for a second year which proved vital during the online learning and teaching that took place during the pandemic
 - Two teachers continued to take 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 at both individual and group level
 - 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 focus on science and technology across the school led by the science champion ensured consistent teaching in science and the development of progressive planners and resources
 - P2 teacher conducted a professional inquiry in nurturing approaches
 - Two teachers trained and supported by EPS in conducting a professional inquiry into Empowering Resilience
 - P7 teacher took part in Regional Improvement Collaborative with a focus on pupils leading learning.
 - All teachers led groups with a focus on DYW skills and tights respecting schools agenda
 - Two teachers took part in Improving Our Classrooms programme

The impact of this has been a natural empowerment of staff, a continued positive ethos within the school with an improvement in both the quality of learning and teaching and staff morale.

- ✓ Pupils continue to work towards the four capacities as they take on leadership roles within the school – Digital leaders, Buddies, playground helpers, class leaders, peer support (maths and literacy skills), presenters during assemblies, photographers, House Captains and vice captains
- ✓ Families Connect training and parent workshops allowed parents and teachers to work collaboratively to support their children in their learning

Next Steps for leadership and approach to improvement:-

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

- Empowering staff and management to lead on areas of interest or focus within their class as part of the PRD process.
- Increasing staff involvement through more collaborative working with stage partners and across CfE levels
- Increasing the consistency across the school of self-evaluation practices.
- Empowering children to be more active, engaged and able to lead their own learning both online and in school.
- Engaging pupil in assessments that will provide them with using skills in a variety of contexts including digitally and outdoor.

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 to their potential

Progress, Impact and Outcomes

Literacy and English

- ✓ School staff have continued to embed learning and teaching approaches through a variety of developments. Aspects of East Renfrewshire Council's Literacy Strategy have been further consolidated to ensure attainment and achievements for almost all our learners in Literacy and English:
- ✓ Planning at stage level supports greater consistency in the delivery of the curriculum ensuring high standards of achievement by most of our learners.
- ✓ Reading resources have been audited and reviewed and the school budget has been used to purchase a new progressive reading scheme across the school enabling us to focus on achieving high levels of attainment in Literacy and English.
- ✓ Digital devices are used by all pupils across the school to engage and support them in their learning. E.g. Clicker

Numeracy and Mathematics

- ✓ Use of East Renfrewshire Maths planners has been embedded in teacher practice and all staff are now utilising the planners to plan learning pathways for groups and individuals in each class. This further developed consistency within planning across stages and provided a clear platform for shared planning and resource development amongst colleagues.
- ✓ Staff through collegiate working are able to share best practice with colleagues and contribute to curriculum development across numeracy and maths.
- ✓ Maths Champion has attended local authority training on use of a variety of resources and pedagogical approaches and prepared and delivered CLPL to share best practice and supported staff to develop knowledge and confidence in use of current pedagogical practice and theory – e.g. Numeracy Blueprint boards and bar modelling. All staff have benefitted from this ensuring they are empowered to plan and deliver appropriate learning for pupils. All staff now utilise concrete, pictorial, abstract (CPA) approach to learning and observe greater understanding and interest in maths.
- ✓ Working party developed numeracy and maths policy and trialled the impact of SEAL approach to number in P1-2. This has helped us identify best practice and will be rolled out across P1-3.
- ✓ Google Classroom embedded in practice enabling pupils to access remote learning in numeracy and maths.
- ✓ Numicon bags were introduced and utilised to support parents and pupils working together at home. This has improved pupil engagement in and parent knowledge of the curriculum.

GIRFEC

- ✓ The school was awarded the Gold sports award as staff and management with the Active Schools Coordinator provided a range of after-school activities. 80% of pupils took part in at least one club with 15 teachers and volunteers leading clubs.
- ✓ DYW skills were promoted with pupil focus groups. Pupils worked collaboratively in groups to develop high quality practical, skills based learning experiences. The groups which included digital, design and manufacture and learning for sustainability also supported links within our school community, outside agencies and businesses.
- ✓ P7 pupils and staff trialled Global Goals lessons to support learning for sustainability
- ✓ Our well-resourced STEM room, outdoor spaces and technology room ensures we provide high quality learning outcomes across all stages in our school. All of our staff successfully use our learning environments to engage, motivate and enrich learning experiences.
- ✓ Collaborative teaching to improve pupil wellbeing through the use of expressive art therapies – art, drama, lego

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

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

- Continue with improvements in Literacy and English with a clear focus on creating a literacy rich environment, reading café, reading mentors, global storylines, and reciprocal reading and literacy circles. With a focus on pupil equity, implementation of small group reading recovery interventions to ensure pupil progress and attainment across whole school.
- Introduction of SEAL planners P1-3 and Number Talks P4-P7
- Modelling use of manipulatives and maths, bar modelling and Numicon
- Collaborative teaching with ASD advisor in expressive art therapies: drama, art, play, lego
- Continue to develop the differentiation and application of skills across the curriculum through creative learning indoor and outdoor opportunities
- Introduce the 'Read and Write' digital resource package across the school
- Develop Global Goals progressive teaching plan across the school
- Introduce creative, inter-disciplinary STEM learning and teaching within the four contexts for learning
- Integrate opportunities for outdoor learning in planning for sustainability
- Further develop the use of social media and remote learning to continue to involve parents in their child's learning

How good are we at ensuring the best possible outcomes for all our children / learners? (3.1, 3.2)		Evaluation: GOOD
NIF Priority Improvement in attainment Closing the attainment gap	School Priorities Raise attainment for all learners.	
NIF Driver(s) Teacher Professionalism Assessment of Children’s Progress School Improvement	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	
Progress, Impact and Outcomes <ul style="list-style-type: none"> ✓ Pupil Equity Funding (PEF) has been used to support whole school and targeted interventions. Two reading Recovery Teachers continue to have a very positive impact on both individual and groups of learners from Primary 2. PSAs have been trained and utilised to target support in the upper school using Together Better Readers. ✓ This year teaching staff combined BLP and Big talk to support the ‘Big Writing’ approach which has ensured a depth and challenge in pupils writing which has had an impact on the standard of writing produced. Children’s writing continues to be prominently displayed in corridors, fostering a sense of pride, achievement and progression for all learners. ✓ Digital successes are communicated using a range of media: from pupil ‘showcase, assemblies, Parents’ Nights, photography competition, curricular Events, Glow Blogs, the School website and the School Twitter account. ✓ Our staff are extremely committed to the development of their own digital skills and knowledge. Our ICT co-ordinator provides CLPL and support to colleagues which ensures a range of high quality learning and teaching strategies are employed by all staff ✓ Digital week had a focus on pupils demonstrating their skills in digital technologies which was displayed as part of a digital showcase assembly. The impact of the range of CLPL which has been offered this session was that staff had increased confidence and were empowered when using a range of resources which has been invaluable during the lockdown period. ✓ In 2019-20, most (80%) 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, an increase in teacher confidence due to rigorous systems and robust termly assessment data. The school performs in line or above expectations and continues to be above national averages. ✓ Attainment Statistics are shown below for session 2019/2020 – 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 ASN Coordinator remit and ensures that PSA and support teachers are deployed with specific remits to maximise impact. ✓ We have P1-3/P4-7 achievement assemblies throughout the session and parents and carers are invited to attend. Many pupils are keen to share their achievements and there has been an increase in active participation and recognition of achievements both in school and in the local community. ✓ Each class celebrated their class learning and teaching progress by showcasing an assembly for parents and pupils. This demonstrated the progress and depth of understanding made in learning utilising their knowledge of digital technologies, expressive arts and knowledge gained within a range of curricular areas. ✓ 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. Children’s skills are tracked, recognised, celebrated and developed to establish a baseline for all pupils. ✓ Hillview Primary achieved the Gold Sports Award in recognition of the evidence we have to promote and support physical education, skills development and leadership opportunities. <p>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:</p> <ul style="list-style-type: none"> • 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 ▪ Embed nurturing approaches and flexible curricular options for identified pupils to support further progress ▪ Develop outdoor learning zones 		
Pupil Equity Fund – How are we ensuring Excellence and Equity?		

We had had 3 key targets for our PEF allocation for session 2019/2020:

1. Implement Reading Recovery Programme with targeted pupils in P2
2. Building Learning Power Year 3 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. Increase in wider achievement and physical education opportunities with a particular focus on the development of skills in gymnastics and staff CLPL.

Each target was instrumental in creating change within our school. As there continues to be both support and development work for staff, we were able to ensure whole school approaches to teaching and learning where supported at both 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 ensure robust assessments are utilised and analysed to ensure rigorous identification of pupil's progress and attainment to ensure a targeted approach at individual and group level for all pupils.

What is our capacity for continuous improvement?

Our school has a positive, welcoming ethos with a clear commitment to improvement which is taking place at a very good pace. Our staff feel empowered and continue to adopt inclusive and nurturing approaches to support our most vulnerable pupils.

We are on track to achieve our 3 year targets for Reading and Maths (2018-2021), within this session we are confident that the school SLT will once again stabilise to ensure targets are achieved and pace of change continues to increase. Quality assurance systems continue to be embedded to support quality of learning and teaching ensuring very good progress in attainment and achievement of levels.

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
1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Good
3.2 Securing children's progress / Raising attainment and achievement	Good

School Improvement Priorities 2020-2021

Learning Provision

- Curriculum Rationale
- Literacy and English (Reading)
- Numeracy and Maths (SEAL, Number Talks, Messy Maths, Bar Modelling)

Leadership and Management

- Empowerment
- Pupil Self-Evaluation
- Staff Self-Evaluation

Successes and Achievements

- Developing the Young Workforce
- Monitoring and Tracking
- Health and Wellbeing (Compassionate, connected classroom, 6 nurturing principles)
- Outdoor Learning (Development of play zones)