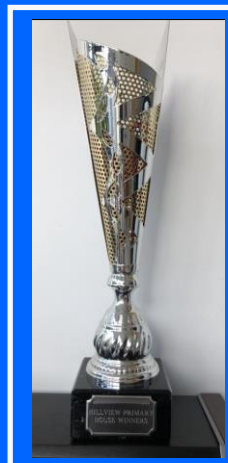
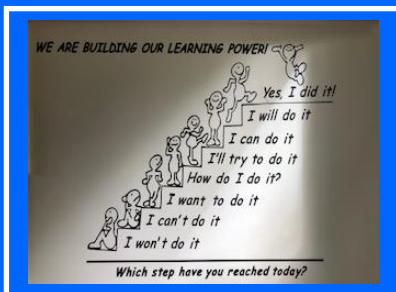


# HILLVIEW PRIMARY SCHOOL STANDARDS AND QUALITY REPORT 2020/2021

Working  
Together to  
Achieve our  
Goals



## Standards and Quality Report 2020/2021

### 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 and the Parent Council 'Friends of Hillview.'

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 Carlubar Primary. We have well established links with Arthurlie Family Centre, which is the main Early Learning and Childcare establishment for our school.

In session 2020/2021 we had 9 classes for 197 pupils. Following the lockdown period, we developed our outdoor environments to ensure all pupils benefitted from a range of high quality learning experiences during the pandemic. Next session we will have 10 classes and our roll is expected to be approximately 212 pupils. 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.

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.

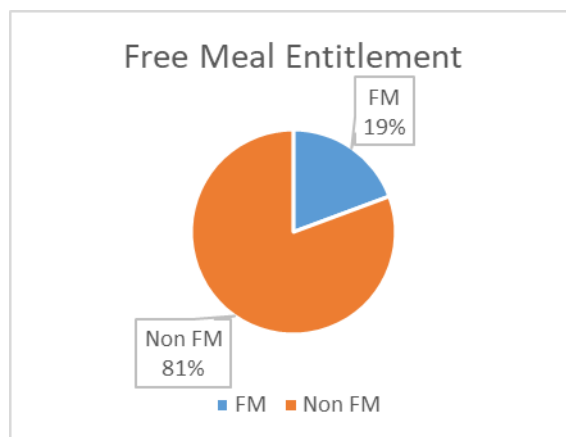
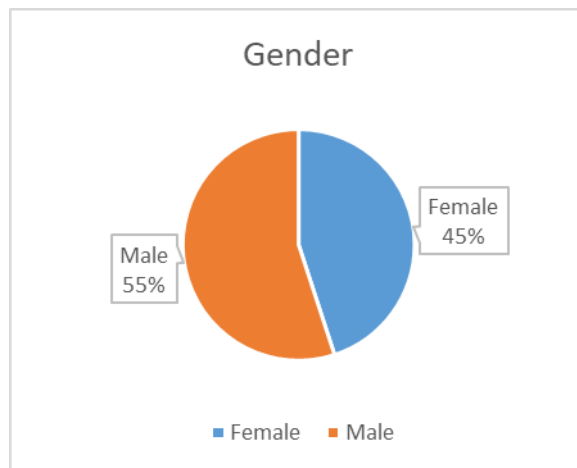
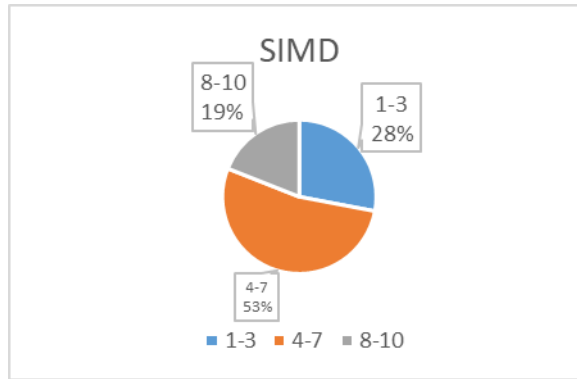
The school benefits from the involvement of a range of outside agencies including: an Educational Psychologist, Speech and Language Therapists and an Active School Coordinator.

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

The charts below give an illustration of the children who attend Hillview in terms of equalities. 28% of our children come from SIMD 1-3 and 19% of our children are in receipt of a free school meal.



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

<p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p>	<p><b>School Priorities</b> 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</p>
<p><b>NIF Driver(s)</b> School Leadership School Improvement Teacher Professionalism Assessment of Children's Progress</p>	<p><b>Local Improvement Plan – Expected Outcome / Impact</b> 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</p>

**Progress, Impact and Outcomes**

- ✓ The Senior Leadership Team, has now stabilised with the whole team in permanent positions which will provide stability for the school community. The team have been very effective in guiding the school through this period of recovery ensuring continued progress in literacy and numeracy has been made while strategically organising a range of interventions to ensure a closing of the gap.
- ✓ Staff were very effective in providing peer support during remote learning and sharing practice on Google classrooms ensuring high quality learning experiences for pupils. Daily live lessons also took place ensuring engagement and continued pupil progress during the second lockdown period.
- ✓ Senior leaders ensured that staff were supported to ensure planning, monitoring, tracking and evaluating was manageable throughout the session both in school and remotely.
- ✓ Following consultation and participation of staff, pupils and parents, there was a review of the values and aims to align closely and support the schools vision. This has had an impact across the school community as various strategies have been employed to translate the vision, values and aims into daily practice and develop understanding of them.
- ✓ Staff continue to deepen their 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. Pupil focus groups and questionnaires focusing on reading, writing and number provided opportunities for learners to engage in evaluation of learning.
- ✓ Senior leaders have supported staff to interrogate data and evaluate assessment evidence from in school and remote learning to discern pupil achievements and progress while identifying any gaps in learning.
- ✓ 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 third year which ensured that staff were prepared in a range of media during the second lockdown ensuring they met the needs of all learners.
  - The Reading Recovery teacher in addition to attending continued CLPL, delivered Reading Recovery sessions both in school and during the lockdown as part of the Hub which ensured a positive impact for another 7 Primary 2 pupils. In addition to leading the Reading Recovery approach within our school, the RR teacher collaborated with both teaching and PSA colleagues to implement Together Better Readers, DLL (Daily Literacy Learning) and TRAIL (Together raising attainment in literacy) approaches.
  - P6 teacher has taken on a lead role with both the Principal teacher and Pupil Council to achieve the bronze level award in Rights Respecting Schools
  - One teacher has worked closely with the leadership team to design and develop outdoor learning environments, creating a 'play, learning and discovery' with pupils to allow for creativity, higher order and problem solving skills responsive to pupils needs.
  - Two teachers took part in Improving Our Classrooms programme completing a professional inquiry into teacher feedback to ensure a positive impact on pupil progress and learning experiences

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.

- ✓ All pupils have been supported both in school and remotely to work towards achieving the values and aims of the school on a daily basis. This has been recognised as part of the achievement assemblies

**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 improvement priorities both within their class and collaborating across the community.
- ✓ Teacher feedback to improve pupil learning
- ✓ Pupils participate and feedback during learning and teaching visits.
- ✓ Creation of a pupil parliament linking pupil groups include all pupils in taking responsibility for their school environment and the wider world context.
- ✓ Refresh approaches to planning and delivery of IDL
- ✓ Our learners contribute effectively to the life of the school and wider community, using partnerships to more effectively progress LfS learning and activities.

## How good is the quality of care and education we offer (2.2, 2.3, 2.4) Evaluation: GOOD

<b>NIF Priority</b> Improvement in attainment Closing the attainment gap	<b>School Priorities</b> Ensure high quality learning and teaching experiences for all
<b>NIF Driver(s)</b> Teacher Professionalism Assessment of Children's Progress School Improvement	<b>Local Improvement Plan – Expected Outcome / Impact</b> A curriculum which enables all children, to be successful, confident, responsible and effective in school Learners' experiences support them to develop to their potential

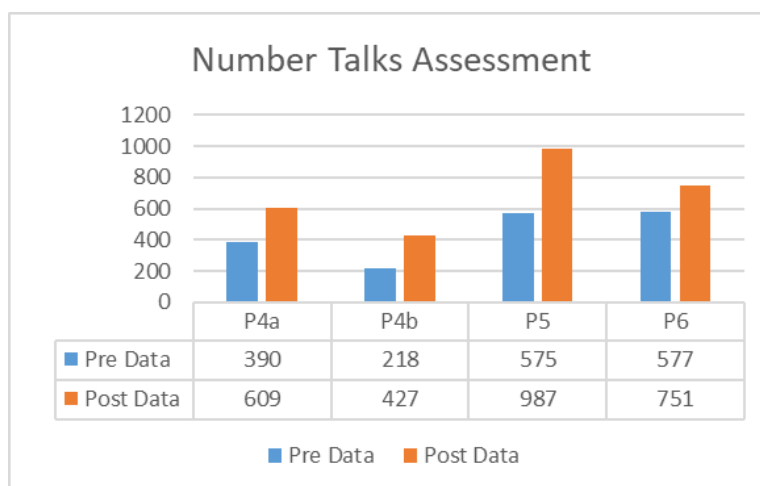
### Progress, Impact and Outcomes

#### Literacy and English

- ✓ School staff have continued to embed learning and teaching approaches in literacy both remotely using e-books and in school with a new progressive reading scheme ensuring continued high levels of attainment in Literacy and English. They have also developed resources to support and consolidate learners' knowledge and understanding of reading skills.
- ✓ Planning and delivering Daily Literacy Learning (DLL) lessons with authority Reading Recovery teachers has upskilled and improved confidence of teachers involved while ensuring a new approach is introduced. This approach has effectively improved both motivation and engagement in both reading and writing from the outset within the Primary 2 classes.
- ✓ With a focus on pupil equity, implementation of small group reading recovery interventions to ensure pupil progress and attainment across whole school in reading.
- ✓ Digital devices continue to be used confidently by all pupils across the school to engage and support them in their literacy learning. E.g. Clicker

#### Numeracy and Mathematics

- ✓ Implementation and use of SEAL planners as part of the forward planning process has been embedded in teacher practice across p1 to P3 and all staff are now utilising the planners to ensure clear differentiated approaches for groups and individuals in each class.
- ✓ Numeracy Team delivered Number Talks across P4 to P7 and evaluated the impact it had on attainment. Data showed that on average 97% of pupils' scores in mental maths improved by an average of 28% following a 9 week intervention. During remote learning pupils participated in daily live Number Talks lesson which continued to consolidate their knowledge and confidence in working with number.



- ✓ All staff have benefitted from White Rose Maths Training in concrete, pictorial and abstract materials. All staff now utilise concrete, pictorial, abstract (CPA) approach to learning and observe greater understanding and interest in maths. This has developed staff confidence and ensured consistency across the school while improving pupil attainment in numeracy and mathematics.
- ✓ Effective screening was introduced in Primary 2 which allowed for identification of where each child was in their understanding of number and to plan for their next steps. Following this, a series of outdoor learning lessons were planned with a focus on developing number sense for each child. Pre and post data showed that there was an average increase of 23% for all pupils after completing a number assessment.
- ✓ An outdoor learning environment has been created with a focus on raising attainment in numeracy. One trained teacher led, modelled and collaborated with the teaching staff to ensure high quality experiences from Primary 1 to 4 while allowing for differentiation and application of skills across the curriculum through creative learning indoor and outdoor opportunities
- ✓ Numicon bags were effectively utilised to support parents and pupils working together at home. This has improved pupil engagement in and parent knowledge of the numeracy and maths curriculum.

## **GIRFEC**

- ✓ The school was awarded the Bronze Rights Respecting School award following a focussed period of collaboration between pupils and staff to collate evidence and measure progress.
- ✓ P6 teacher worked in collaboration with P5-P7 stages to trial British sign language initiative which developed pupils understanding and enjoyment of different forms of communication and allowed them to demonstrate this during class assemblies.
- ✓ P6 pupils and staff trialled Global Storyline lessons to support our Learning for Sustainability journey.
- ✓ Continued collaborative teaching to improve pupil wellbeing through the use of expressive art therapies – art, drama, lego
- ✓ Work across the cluster to share understanding of standards and learning and teaching experiences as part of remote learning took place. This increased teacher confidence and understanding of pupil progress during lockdown period.
- ✓ Senior leaders supported staff to use assessments to plan learning experiences and make accurate judgements about progress during school and remote learning periods. Staff were encouraged to be innovative and robust in their approaches to assessment to ensure accurate judgements.
- ✓ High quality provision of targeted support for learners with additional support needs was provided this session to support pupils. A wide range of interventions and supports were implemented which had a direct impact on improving outcomes for learners.
- ✓ Embedded systems for planning, tracking and monitoring continued both in school and remotely ensuring appropriate pace, progress and challenge was provided across all areas of the curriculum.
- ✓ Senior leaders supported staff when analysing data to monitor and track groups of learners and their engagement. Working collaboratively and innovatively they then planned interventions and evaluate the impact.

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

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

- ✓ The next steps are to continue to develop staff capacity across the school with the integration of outdoor learning across the curriculum.
- ✓ Continue with improvements in Literacy and English with a clear focus on achieving Reading Accreditation with the Scottish Book Trust while creating a literacy rich environment.
- ✓ Embed SEAL and Number Talks approaches
- ✓ Introduce creative, inter-disciplinary learning and teaching within the four contexts for learning
- Work towards achieving Rights Respecting School Silver Award.

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

(3.1, 3.2)

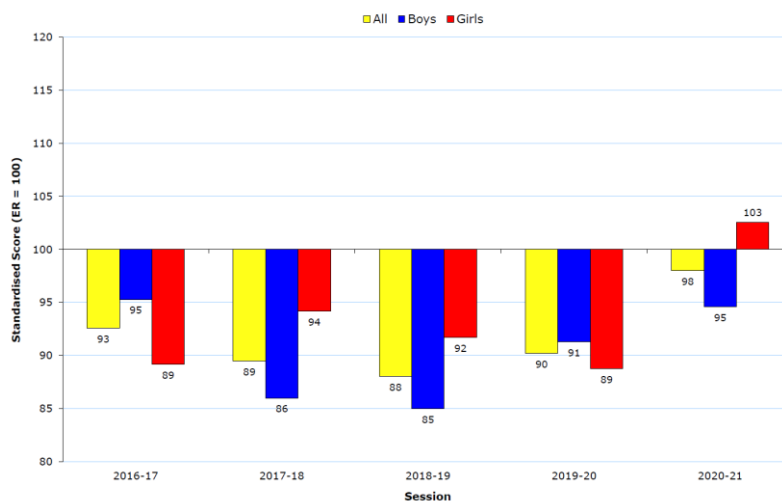
Evaluation: GOOD

<p><b>NIF Priority</b> Improvement in attainment Closing the attainment gap</p>	<p><b>School Priorities</b> Raise attainment for all learners.</p>
<p><b>NIF Driver(s)</b> Teacher Professionalism  Assessment of Children's Progress  School Improvement</p>	<p><b>Local Improvement Plan – Expected Outcome / Impact</b> 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>

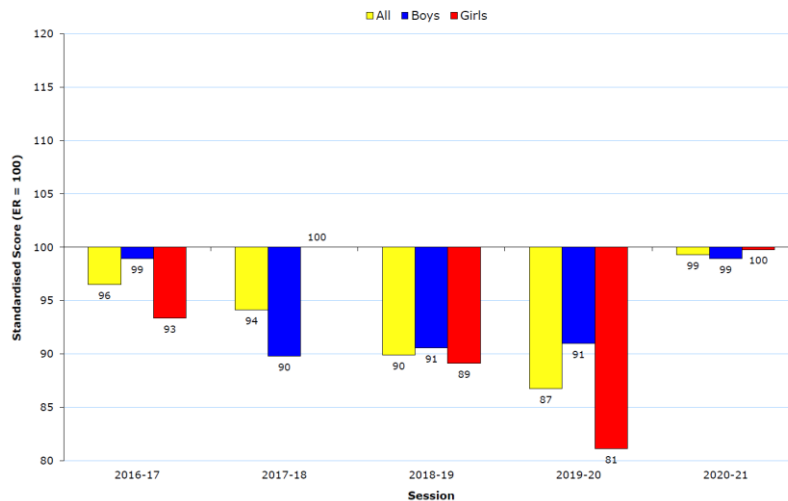
### Progress, Impact and Outcomes

- Pupil Equity Funding (PEF) has been used to support whole school and targeted interventions. The Reading Recovery Teacher continued to have a very positive impact on both individual and groups of learners from Primary 2 both during term time and lockdown period.
- All PSAs have now been trained and utilised to target support in the upper school using Together Better Readers approach.
- Targeted interventions have been implemented within Primary 1 resulting in learners achieving, feeling safe, cared for and nurtured including active schools support, nurture bases, resilience activities and individual support. This has ensured a significant impact on engagement with learning, achieving personal targets while demonstrating attainment at early level.
- Following a whole staff professional inquiry into 'When the Adults Change Everything Changes' by Paul Dix a review of the positive behaviour policy took place with staff identifying consistent approaches to be used across the school community. This had ensured a reduction in low level disruptive incidents within the school environment.
- Digital successes are communicated using a range of media: from pupil 'showcase, assemblies, Parents' Nights, Glow Blogs, the School website and 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 and resources 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.
- Continued development of outdoor learning spaces to promote team building, wellbeing and resilience as part of physical education programme has ensured that health and wellbeing targets have been achieved.
- Senior leaders and teaching staff continue to make effective use of evidence including ERC standardised tests, SNSA and ongoing formative assessment to inform CfE teacher judgements and to establish the impact of the period of remote learning on pupils' attainment.
- In 2021-2021 73% of children in P1 achieved their developmental milestones.
- See below results of baseline data. Analysis of this demonstrated a significant difference between boys and girls in Reading. Focused, targeted interventions in Reading Recovery and Daily Literacy Learning will start from next session.

**Standardised Testing : History**  
**Hillview: Literacy: Primary 1: Boys vs Girls**



**Standardised Testing : History  
Hillview: Numeracy: Primary 1: Boys vs Girls**



- Throughout this session we have continued to have achievement assemblies throughout the session. Many pupils are still keen to share achievements and there has been an increase in active participation and recognition of achievements.
- Each class celebrated their learning and teaching progress by showcasing an online 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.
- Remote learning period has increased pupils confidence in sharing their learning and achievements digitally.
- Throughout lockdown, levels of pupil engagement in learning were measured and analysed on a daily and weekly basis with an average of 85% achieved consistently across both lockdown periods. Senior Leaders throughout this time, ensured families were contacted and supported to ensure pupils engaged online.
- As part of the Quality Assurance calendar, evaluation of learning and teaching both remotely and in school took place through the use of Microsoft forms and Focus Groups. Analysis of this data ensured that as a school we maintained high quality experiences for our pupils.
- See below the key indicators of recovery which demonstrates a positive increase across literacy and maths over a three year period for the school.

**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
- Continue to embed and achieve consistency in nurturing approaches to ensure wellbeing, inclusion and equality of learners and their families.
- Staff and learner knowledge, understanding and use of GIRFEC and wellbeing indicators.
- Analysis of Baseline data and Developmental milestones to establish P1 transition programme
- Support all staff to enhance their skills related to monitoring and tracking attainment data.



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

We had 3 key targets for our PEF allocation for session 2020/2021:

1. Reading Recovery Programme with targeted pupils in P2
2. Develop learning environment specifically for outdoor learning and teaching allowing a more physical approach to learning and deepening pupils' experience. Some of the practical barriers have been minimised with the purchase of waterproofs and welly boots ensuring equity for all pupils.

Each target continues to be instrumental in ensuring progress and attainment within key equity groups. As there continues to be both support and development work for all staff, we were able to ensure whole school approaches to teaching and learning where supported at both a universal and targeted level.

SIMD	Increase in reading age following RR intervention
1 pupils SIMD 4	Increase of 12 months
1 pupils SIMD 8	Increase of 18 months
1 pupils SIMD 4	Increase of 12 months
1 pupils SIMD 4	Increase of 18 months

SIMD	Increase in reading age following RR intervention
1 pupils SIMD 5	Increase of 9 months
1 pupils SIMD 5	Increase of 13 months
1 pupils SIMD 4	Increase of 13 months
1 pupils SIMD 4	Increase of 7 months
1 pupils SIMD 8	Increase of 12 months

Impact on pupils – Increased confidence, motivation and engagement and success in talking, reading and writing both during RR sessions and in the classroom environment, fostering independent problem-solving skills, a willingness to have a go in both reading and writing activities, supportive and nurturing intervention for those working below expected levels.

Impact on Parents - Very positive response from all parents who have been so supportive and extremely appreciative of the opportunity offered to their children. The parents of those children who were not attending our Infant Hub were happy to bring them into the school for their Reading Recovery sessions during the school closure.

The following information was gathered following tracking of pre and post intervention data for outdoor learning in numeracy:

SIMD	% increase in number assessment
1 pupils SIMD 2	66
1 pupils SIMD 2	82
1 pupils SIMD 2	34
1 pupils SIMD 2	19
1 pupils SIMD 2	13
1 pupils SIMD 2	80

Impact on pupils –

Effective screening in Primary 2 allowed for identification of where each child was in their understanding of number and to plan for their next steps. Following this, a series of outdoor learning lessons were planned with a focus on developing number sense for each child. Pre and post data showed that there was an average increase in 23% for pupils after completing a number assessment. The outdoor learning teacher modelled and supported the teaching of outdoor maths across Primary 1 to 3.

For session 2021/2022 we will continue to ensure robust assessments are utilised and analysed to ensure rigorous identification of pupil's progress and attainment to ensure a targeted approach in both literacy and numeracy at individual and group level for all pupils. Target approaches will include a range of literacy interventions based on training delivered this session by authority Reading Recovery teachers in addition to training provided by Landscapes for learning in outdoor curriculum based interventions.

## What is our capacity for continuous improvement?

The school continues to have 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 still on track to achieve our 3 year targets for Reading, Writing and Maths (2018-2021). Within this next session, we are confident that now the Senior Leadership team has stabilised targets will be achieved. 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 of 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	Very Good
3.2 Securing children's progress / Raising attainment and achievement	Good

## School Improvement Priorities 2021-2022

### Learning Provision

- Literacy and English (Embed DLL, TRAIL, Reading Recovery, Together Better Readers. Reading Accreditation, Big Writing)
- Numeracy and Maths (Embed SEAL, Number Talks, Messy Maths, Bar Modelling)
- Inter-disciplinary learning

### Leadership and Management

- Empowerment for pupils, staff and parents
- Improved teacher Feedback to enhance pupil learning
- Rights Respecting Agenda
- Pupil Parliament

### Successes and Achievements

- Curriculum Rationale
- Inclusion
- Transitions