

HILLVIEW PRIMARY SCHOOL STANDARDS AND QUALITY REPORT 2021/2022

Working
Together to
Achieve our
Goals



Standards and Quality Report 2021/2022

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 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 2020/2021 we had 10 classes for 214 pupils. Next session our school roll will increase and we will have 12 classes and our roll is expected to be approximately 230 pupils. Additional classrooms we have in our school: Flexible Curriculum Room, Food Health/Technologies room, ICT suite, sensory room, Reading Recovery room, support base, resource room, gym hall with stage, 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.

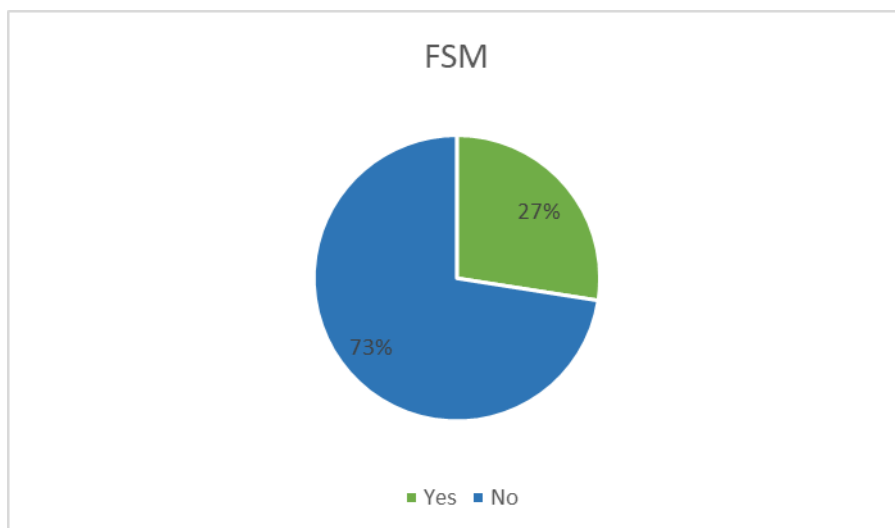
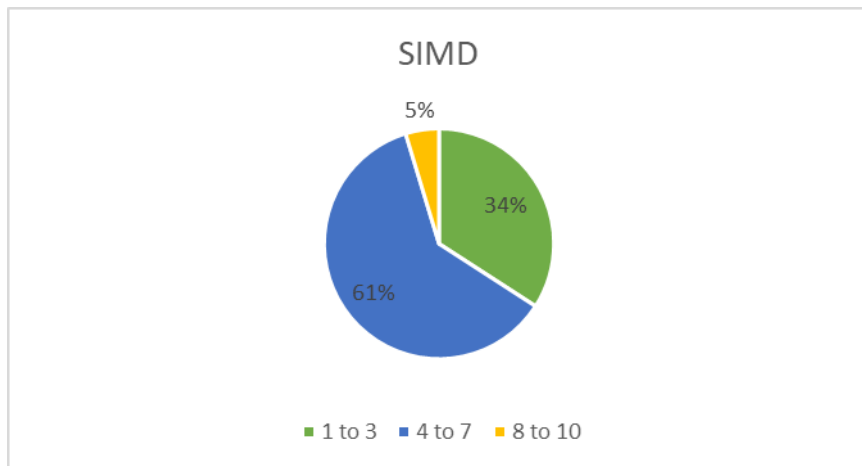
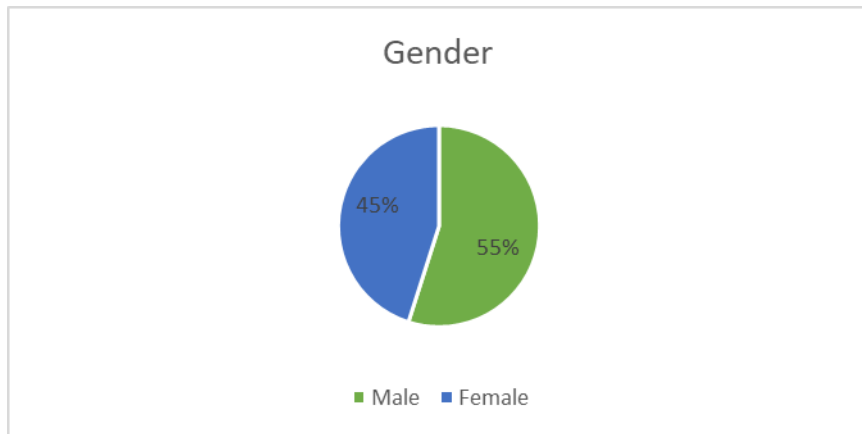
The school benefits from the involvement of a range of outside agencies including: an Educational Psychologist, Speech and Language Therapists and an Active School Coordinator.

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. 34% of our children come from SIMD 1-3 and 27% 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>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p>	<p>School Priorities Robust quality assurance Collaborative and creative approach to learning and teaching while empowering teachers Pupils have an accurate understanding of their progress and what they need to do to improve</p>
<p>NIF Driver(s) School Leadership School Improvement Teacher Professionalism Assessment of Children’s Progress</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</p>

Progress, Impact and Outcomes

- ✓ Following consultation and participation of staff and pupils and parents, there was a review of the curriculum rationale to align closely and support the schools vision. The impact of this across the school community is that we have a clear focus on our school and the teaching and learning we provide for our learners through our curriculum. It is now a working document which leaves scope for teaching staff to allow for creativity and introduce innovations to meet the needs of all learners while ensuring existing approaches continue to be fit for purpose.
- ✓ Staff continue to deepen their understanding of standards at each level as they continue to access planning documents and associated benchmarks online, across the stages. Senior leaders continue to use the online system 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 continue to support 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.
- ✓ The Rights Respecting Schools Group continued their journey towards the Silver Award. A Steering Group was formed with each class creating Class Charters. The whole school focused on the Rights within the classrooms highlighting them in displays and through classroom discussions.
- ✓ Rights Respecting Group have led assemblies and topics such as Fairtrade, Languages and Rights encouraging everyone to link the rights to these subjects. The group have also communicated the links to real life contexts such as COP26 and the situation in Ukraine. The impact of this was an increase in pupil confidence when identifying their rights and a clear willingness to talk about them. All of these events have been promoted and celebrated in the school community through Twitter and newsletters.
- ✓ Looking outwards, the staff have made links with a Silver Award winning school and have been visited by the Barrhead High School Rights Respecting Schools Group. There was a focused day on Rights to encourage everyone to think about their rights and develop their knowledge. Through self-evaluation questionnaires almost all pupils feel they have a good understanding of their rights.
- ✓ Staff have also increased their knowledge of rights and how to embed these in their teaching and are committed to the School’s Action Plan. The staff of the Steering Group regularly attend professional learning opportunities and are able to disseminate this knowledge to staff and the steering group.
- ✓ A staff working group was established to develop a consistent approach to effective feedback across the school. Teachers worked collaboratively sharing knowledge and expertise. All staff in the group engaged in professional reading and then through careful reflection of their own teaching they identified an area which they felt they could improve. They planned and implemented how they were giving feedback, recording and observing the impact it had on learners. Staff then shared their findings with all staff members. Staff who completed the IOC, with a focus on feedback, also shared their findings. As a result all staff members were exposed to a range of effective methods to give feedback.
- ✓ The working group created an assessment and feedback policy along with a summary poster on effective feedback methods based on the research by John Hattie and Shirley Clarke, Visible Learning Feedback. Sentence starters and phrases were created to support pupils in learning how to give kind, specific and helpful feedback. The immediate impact of this was increased confidence from pupils when talking about their learning.
- ✓ There is a commitment to building capacity for leadership at all levels. The school promotes positive working relationships and provides a range of opportunities for staff to take on leadership roles, these have included:
 - Maths Champion
 - Digital Leader
 - Moderation Facilitators
 - Science Champion
 - Reading Recovery Teachers
 - Modern Languages Co-ordinator
 - Membership of school, cluster and ERC working groups
 - Leading pupils groups
 - Leading areas such as PE, RRS, Eco, Pupil Council and Reading
- ✓ Pupils are also given the opportunity to take on additional responsibility. This has included Buddies, Junior Road Safety Officers, Pupil Council Reps, Eco Committee membership, RRS steering group, House captains, Reading committee membership, peer learning and membership of focus groups. Taking on these leadership roles allows our pupils to develop their skills for life, learning and work.
- ✓ Pupil learning dialogues were completed termly with pupils to reflect on learning and teaching within the areas of reading, writing and outdoor numeracy. The pupil feedback was used to reflect on and adapt teaching practice while also allowing the management team to set targets and discuss possible next steps/strategies.

Next Steps for leadership and approach to improvement:-

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

- ✓ All staff engage in professional reading, "A little guide for teachers" by Shirley Clarke
- ✓ Staff provide timely feedback to learners using a range of rich media in which learners can see how they are progressing and are able to identify and communicate about their next steps. Using a Digital framework for this provides evidence of learning; from initial feedback to improved outcomes
- ✓ Continued focus on empowering staff and management to lead on improvement priorities both within their class and collaborating across the community.
- ✓ Creation of a pupil parliament linking pupil groups include all pupils in taking responsibility for their school environment and the wider world context.
- ✓ 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**NIF Priority**

Improvement in attainment

Closing the attainment gap

NIF Driver(s)

Teacher Professionalism
Assessment of Children's Progress
School Improvement

School Priorities

Ensure high quality learning and teaching experiences for all

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 focus on a consistent approach to reading and writing which has ensured increased attainment in Literacy and English.
- ✓ All staff completed training in Wraparound spelling training which has been trialled in Primary 7 and next session will be rolled out across the remainder of the upper school.
- ✓ With a focus on pupil equity, individual reading recovery interventions have continued whilst small group interventions focusing on phonics and blending were provided for small groups in Primary 3 which has ensured an increase in both standardised test results and Curriculum for Excellence levels.
- ✓ Planning and delivering Daily Literacy Learning (DLL) lessons has ensured class teachers work in collaboration with Reading Recovery teachers which continues to upskill and improve the confidence of all involved while ensuring this new approach is firmly embedded. This approach continues to ensure improved motivation and engagement in both reading and writing.

Numeracy and Mathematics

- ✓ All staff received CLPL on outdoor learning from Learning through Landscapes. Before the training staff recorded an average confidence level of 50% which then increased to 80%. In consultation with staff, all classes have been provided with an outdoor learning box which has a range of resources to support them in teaching outdoors.
- ✓ Progressive outdoor learning grids, developed by Education Scotland, have been shared with all staff. All classes participated in outdoor classroom day with a focus on maths. Pupil dialogue highlighted that most pupils agreed that they preferred doing their learning outside.
- ✓ The Maths champion collaborated with class teachers in the planning and delivery of Number Talks across upper primary stages. In those classes she modelled how to structure a number talks input and highlighted the progression to enhance the learning experiences for all pupils. Through pupil dialogue almost all pupils said that they enjoyed number talks and learning about how to use different strategies to solve problems. All teachers stated they found this collaborative approach effective in developing their skills and knowledge of number talks and will deliver next session.
- ✓ Within infant stages, there has been a focus on consistent SEAL input which as deepened pupil understanding of number.
- ✓ In Primary 1 and 2 parents and carers were invited to participate in a series of maths workshops with their child. The purpose of the workshops was to develop an understanding of the maths curriculum. The workshops focused on 3 key areas: numeracy and outdoor learning, number and concrete materials and mathematics through play. At the end of the workshops all parents were asked to complete a questionnaire and it was noted that all P1 and P2 parents agreed that they had a better understanding of maths curriculum and ways to support their child following the workshop.

Next Steps

- Increased understanding of different types of data and how to effectively interpret data leading to improved experiences for all children
- Improved literacy attainment through a clear focus on talking and listening.
- Build capacity of teachers to consistently use creative learning opportunities and current methodology to embed maths skills.
- Continue to support pupils' developing understanding of the application of Mathematics and Numeracy across the curriculum
- Parental Engagement Strategies are effective in supporting parents to support their child's learning.

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

(3.1, 3.2)

Evaluation: **VERY 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

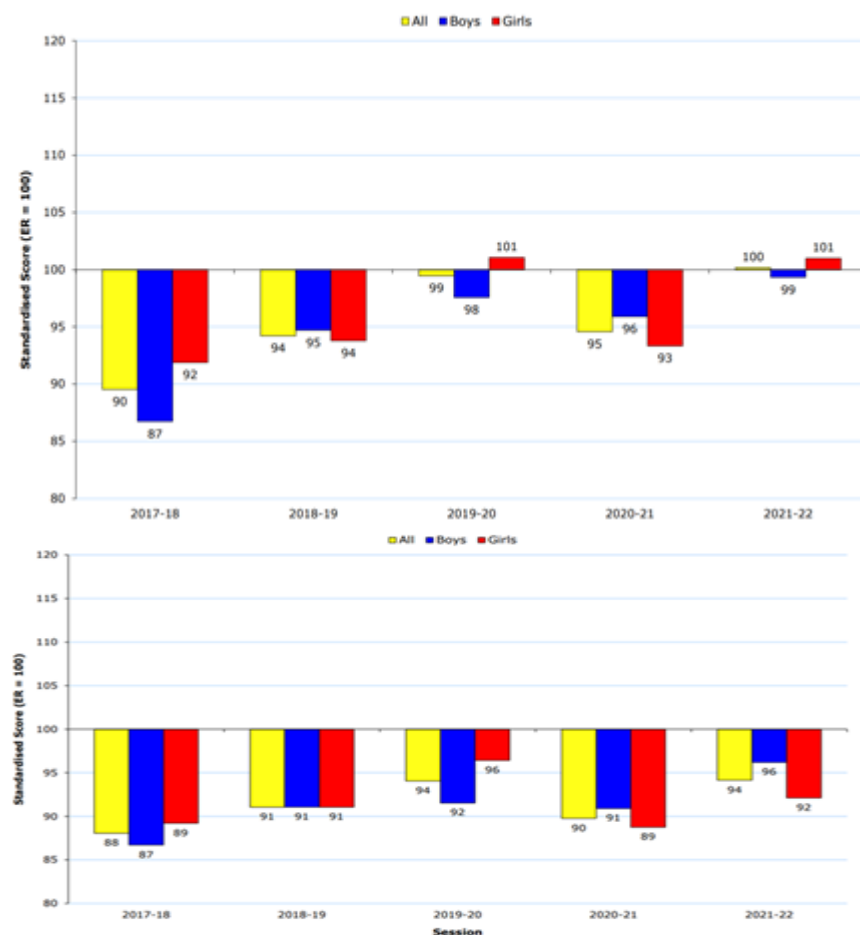
P1 Developmental Milestones and Baseline Assessments

The 2021-22 Developmental Milestones Assessments show that 94% of children met their developmental milestones, a significant increase of approximately 20% from the previous session. The learning experiences linked to developmental milestones were reviewed throughout P1 to ensure pedagogy meets the needs all learners. The baseline results for P1 showed an average score of 97 in literacy and 99 in numeracy.

Standardised Assessment Scores – P3, P5 and P7

The following graphs show data from East Renfrewshire Council’s Standardised Assessments in P3, P5 and P7. The information below shows that the average score of 99 for reading demonstrates a year on year increase in progress within literacy. Numeracy and Mathematics has also demonstrated a similar trend although not quite as strong as literacy. This will continue to be an area of focus within all year groups in Hillview particularly with a focus on problem solving.

**Standardised Testing : History
Hillview: English: Primary 3, 5 and 7: Boys vs Girls**



We have proposed targets of pupils achieving expected Curriculum for Excellence Levels in Mathematics, Reading, Writing and Talking and Listening at Primary 1, Primary 4 and Primary 7. Excellent progress has been made and we are on track to meet our targets in all areas. Progress towards meeting these targets is outlined below.

	Mathematics		Reading		Writing		Talking and Listening	
	% of Pupils Achieving Expected CfE Levels							
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Primary 1	79	91	75	94	79	83	95	91
Primary 4	97	100	97	91	97	83	97	83
Primary 7	80	81	84	84	80	80	80	84
Overall Expected Level	87	90	86	90	86	82	91	88

- ✓ Inclusion working group analysed data from ASL review and the self-evaluation of nurturing approaches which was completed by staff identifying strengths and challenges faced within the school. From both staff comments and the East Renfrewshire Council data the Working group identified 3 key themes of Positive Relationships and Behaviour, Literacy Difficulties and Nurturing Approaches and Attachment
- ✓ The working group then devised both an in-house and external CLPL programme to improve staff confidence and ensure progress and achievement of pupils with additional support needs.
- ✓ Pupil groups and pupil questionnaires were used to gather the views of pupils. Pupils generally felt included in all aspects of school life including by their peers, teachers and friends. Most pupils felt their teachers understand their needs and listen to them.
- ✓ Embedded systems for planning, tracking and monitoring continued 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 evaluated the impact.
- ✓ Senior leaders supported staff to use assessments to plan learning experiences and make accurate judgements about progress. During these dialogues staff were encouraged to identify pupils who needed support with their mental wellbeing. Staff were encouraged to be innovative and individualised in their approaches to mental wellbeing and resilience. All staff offer an inclusive and nurturing environment for all our pupils.
- ✓ 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. Management and staff identified the need for both an infant and upper school nurture group for pupils with a high level of additional support needs. In addition to this they provided short term interventions for carefully identified pupils in Lego, Art and Drama Therapy. Food technology and outdoor life skills groups also had a positive impact on a range of pupils from key equity groups.
- ✓ The working group created nurture displays throughout the school displaying the principles of nurture. As a result, all staff have developed a better understanding and awareness of the nurture principles. The language used is child friendly allowing it to be referred to by pupils and staff to ensure consistent communication when they are having conversations about situations that have occurred.
- ✓ Themed safe spaces and sensory areas have been designed across the school and are accessible for all children. It has been observed that these areas are being used regularly throughout the day by a variety children from the nurture groups and mainstream classes. These areas encourage self-regulation among pupils who are feeling anxious, stressed or overwhelmed by the classroom environment. This approach has increased consistency in our approach to wellbeing across the schools and raised awareness for both staff and pupils.
- ✓ The working group trialled newly created wellbeing resources for the infant department and Compassionate and Connected classroom for the upper school. Following feedback to staff there will be a whole school approach to consistent language in nurture.
- ✓ A key area was looking at transitions for pupils with additional support needs, the working group created transition booklets not only for pupils with ASN across the school to ensure a smooth transition.
- ✓ 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 either an online or in-house 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.

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.
- Support all staff to enhance their skills related to monitoring and tracking attainment data.
- Embed scripted response based on nurturing principles

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

- ✓ Literacy team supported Primary 4/5 pupils at after school book club sessions to encourage and develop reading for pleasure.
- ✓ The Literacy team supported staff in the running of the second Hillview Reading Challenge as a home/school collaboration to promote reading for pleasure during Book Week Scotland in November 2021. Every pupil achieved a certificate in recognition of their success with 159 receiving a Bronze Award, 9 receiving a Silver Award and 44 a Gold Award. A high percentage of parents/carers showed involvement in helping our pupils to complete activities, sending photographs into school and signing challenge grids.
- ✓ Reading Recovery teachers took part in the East Renfrewshire Teachers' Reading Group, which is supported by the Open University and UKLA, to enrich understanding of reading for pleasure and how to support it. Acting on data gathered from parents/carers about what would help them to support and encourage reading for pleasure at home the digital Hillview Reading Hub was developed. The format will be updated and further developed next session to provide continue to provide this collaborative approach and support for reading.

- ✓ The Literacy Team provided support by carrying out Running Records to ensure pupils are provided with adequate levels of challenge in their reading and literacy tasks. Children in Primary 2 and 3 were also supported and encouraged to recognise and use reading and writing strategies. Support was provided in P2 to deliver East Renfrewshire's DLL initiative which has resulted in improvements in confidence, independence and attainment in reading, writing, talking and listening.
- ✓ Literacy team staff and a cross-section of pupils from P1-7 formed a Reading Committee to devise an action plan for Hillview to support class teachers and pupils to achieve Reading School accreditation at silver level. Participation in a huge variety of reading activities including library visits and membership for all, reinstating author visits to our school and P7 Reading Mentors resulted in achieving the accreditation with the Scottish Book Trust in June 2022.

Eight pupils were supported by the Reading Recovery intervention in session 2021/22

	SIMD	Increase in reading age following RR intervention
Pupil 1	2	Increase of 15 months
Pupil 2	8	Increase of 18 months
Pupil 3	2	Increase of 12 months
Pupil 4	2	Incomplete
Pupil 5	2	Increase of 12 months
Pupil 6	8	Increase of 12 months
Pupil 7	4	Increase of 15 months
Pupil 8	8	Increase of 12 months

- ✓ Having completed the Reading Recovery intervention, children have shown to have increased confidence in tackling texts, increased motivation and engagement and success in talking, reading and writing. This has been the case in the RR lessons but also within a class setting. Teachers have seen the RR children making better use of strategies, problem-solving skills and a willingness to have a go in all aspects of literacy.
- ✓ Parent comments regarding their child's progress have been very positive and they can see a huge difference in the progress made and the strategies enlisted to support the pupils with their reading ability.

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 making very good progress in our attainment through our commitment to providing high quality learning experiences for all. There is a very strong capacity for the school to continue improve. We have a clear vision and strong leadership will steer the school in striving to deliver the highest quality of education for our pupils.

We continue to build links with the community of Hillview in order to bring about school improvement. We will endeavour to work closely with our Parent Council.

Distributed leadership is developing throughout out the school and most staff have an active role in shaping and leading initiatives which support improvement in the learning experiences for our pupils. Staff have been involved in identifying areas for improvement identified in our school improvement plan and will work together, supported by our pupils, parents and other partners to achieve these targets. The Hillview community has 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 2022-2023

Learning Provision

- Literacy and English – Talking and listening framework
- Numeracy and Maths (Embed SEAL, Number Talks, Concrete, Pictorial and Abstract framework)
- Digital

Leadership and Management

- Improved assessment approaches to enhance pupil attainment

Successes and Achievements

- Rights Respecting Agenda
- Nurturing approaches