

HILLVIEW PRIMARY SCHOOL STANDARDS AND QUALITY REPORT 2022/2023

Working
Together to
Achieve our
Goals



Standards and Quality Report 2022/2023

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 2022/2023 we had 12 classes for 237 pupils. Next session our school roll will increase and we will have 13 classes and our roll is expected to be approximately 270 pupils. Additional classrooms we have in our school: Flexible Curriculum 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 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
- professional dialogue
- data analysis

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

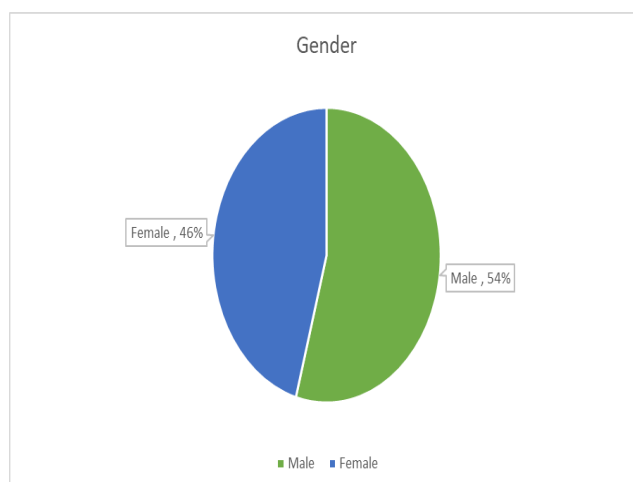
Feedback from parent council

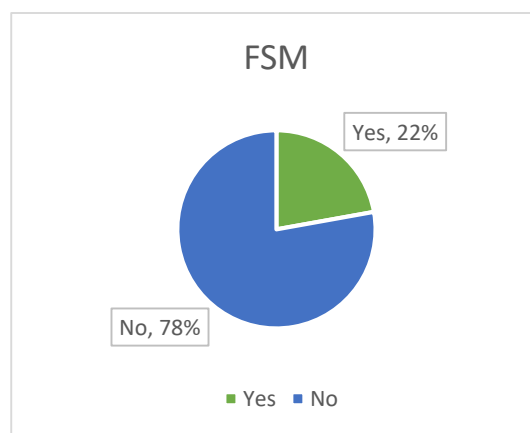
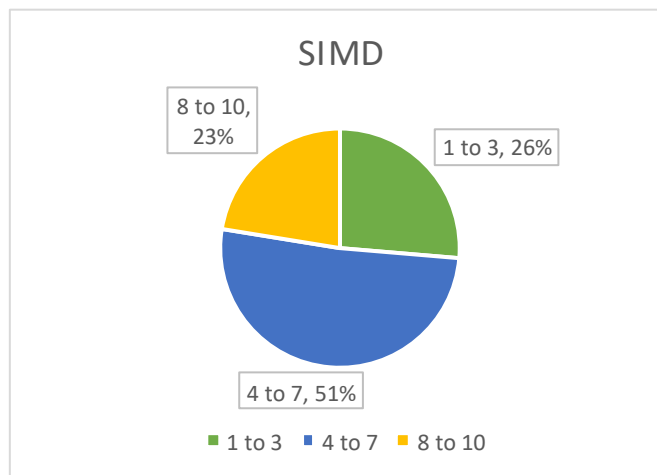
Evaluations completed by parents after curricular events, assemblies and parents' evenings

Staff meetings taking place at all levels

School newsletters, seesaw, social media, including website and twitter account

The charts below give an illustration of the children who attend Hillview in terms of equalities. 26% of our children come from SIMD 1-3 and 22% 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>NIF Driver(s) School Leadership School Improvement Teacher Professionalism Assessment of Children’s Progress</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>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

Pupil Involvement

- ✓ 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 their curriculum provided opportunities for learners to engage in evaluation of learning.
- ✓ Pupils are empowered through representation across responsibility groups. This has included Buddies, Pupil Council Reps, Eco Committee membership, RRS steering group, Reading committee membership, peer learning and membership of focus groups. The impact of these leadership roles allows our pupils to develop their skills for life, learning and work.
- ✓ Pupil learning dialogues are also completed termly with pupils to reflect on learning and teaching across the curriculum and against the Health and Wellbeing indicators. 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.
- ✓ 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.

Rights

- ✓ The school continued with their work on the Rights Respecting School Journey. Staff undertook training in Rights Respecting Schools and became aware of the ABCDE of rights. This has increased their confidence in the delivery of teaching about rights and learning through rights. Pupils have experienced a wide range of learning experiences based on Rights and linked to Rights. The Rights Respecting School Group were active participants in leading activities such as Save the Children Day and a fun obstacle course. Pupils understanding and confidence were developed as they led assemblies and shared their knowledge on rights and explained key concepts of universality to the whole school. Each class has also focused on Article of the Week which has helped create focus to rights learning. Linking our vision, values and aims to the rights has ensured pupils recognise that the school promotes and protects their rights and the rights of others. The Silver Accreditation visit took place in October and involved parents, staff and pupils. The School met the standard for the Rights Respecting School Award at Silver.

Equality

- ✓ Following analysis of a range of qualitative and quantitative data from both staff and pupils and taking cognisance of the Barrhead regeneration projects, the school identified a change in demographic. Pupils and staff had highlighted that there may have been a potential for barriers in participation and achievement in school from some minority groups.
- ✓ Both pupils and staff felt this was an opportunity to raise awareness and celebrate diversity of race, religion and culture helping to further embed our core school value of Respect.
- ✓ An initial consultation with a Parent Equalities and Diversity group helped guide and shape our approach. Parents and pupils discussed the range of children's cultural experiences at school, home and local. We recognised a need for a whole school launch and planned a week to celebrate cultural diversity. This enabled us to work with staff to collaboratively plan and launch our Cultural Diversity Celebration to raise awareness promote inclusivity for all. From this, pupils gained a deeper understanding of the definition of culture and diversity both within Barrhead and across the world.
- ✓ Staff working group undertook a curriculum review and a Diversity & Representation self-evaluation tool to help identify areas for improvement. From this we now include a wide range of cultural events within our yearly calendar. To raise awareness with parents we celebrate cultural events on our school twitter page which has ensured all families are beginning to feel a sense of belonging within the ever changing community.
- ✓ Key documents have been translated into some families' first language to remove barriers for communication. A shared drive of resources has been established with staff adding in key resources which all teachers can access to ensure that pupils have learning experiences that are culturally responsive and inclusive.
- ✓ Staff have undertaken a range of CLPL with one member of staff participating in the Building Racial Literacy course. This engagement has led to an increase in staff confidence and an ability to plan progressive learning experiences that explore multi faith issues, challenges racism and religious intolerance

Literacy

- ✓ The Literacy team led an after school book club for Primary 3 pupils at the local library to continue to encourage and develop reading for pleasure and make stronger links with partner agencies in our local community.
- ✓ The Literacy team continued to support staff in the running of the Hillview Reading Challenge as a home/school collaboration to promote reading for pleasure during Book Week Scotland in November 2022. Every pupil achieved a certificate in recognition of their success with 148 receiving a Bronze Award, 12 receiving a Silver Award and 70 a Gold Award. These numbers have increased from last year's scores showing a deeper engagement with the reading challenge. A high percentage of parents/carers showed involvement in helping our pupils to complete activities, sending photographs into school and signing challenge grids.

Digital

- ✓ OneNote, SeeSaw and Twitter were used as digital platforms for profiling across the school. P1 and p2 successfully implemented Seesaw into their practice and almost all pupils have been motivated to share their learning on Seesaw.
- ✓ All pupils are confident at using the iPad to record their achievements in the classroom resulting in them being more confident when articulating their learning.
- ✓ Parents views on Seesaw were gathered:

"Perfect app to keep parents in the loop and so we can discuss what has happened at school at home"

"I enjoy seeing what my child is doing in class, I'm able to talk to my child about what I see on Seesaw"

"Good to see what they are up to in class. It's a good conversation starter about their day."

Feedback

- ✓ The feedback working party used a wide range to digital tools to feedback learning to pupils. This included: QWQR, Google Forms, Google classroom and Sumdog. Pupils were questioned on the type of feedback they prefer and almost all said they preferred digital or oral feedback. A feedback guide for staff was created and shared on staff Google Drive. The impact of this has been that pupils engaged more with digital feedback than written feedback.
- ✓ All staff actively engaged in professional reading of Formative Assessment A Little Guide for teachers by Shirley Clarke. All staff engaged in professional dialogue sharing good practice of formative assessment. This led to a range of strategies that almost all pupils were able to articulate to share their progress in learning. Most pupils are demonstrating confidence when articulating their learning.

Next Steps for leadership and approach to improvement:-

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

- ✓ Rights Respecting Award at Gold Level
- ✓ Continued focus on empowering staff and pupils to lead on improvement priorities both within their class and collaborating across the community.
- ✓ 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: VERY 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

- ✓ 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 across Primary 1- 4, which along with class teaching and learning has supported an increase in achievement of Curriculum for Excellence levels.
- ✓ Planning and delivering East Renfrewshire's Daily Literacy Learning (DLL) lessons ~~has~~ ~~have~~ continued this year and ~~have~~ ~~has~~ allowed class teachers to work in collaboration with Reading Recovery teachers. This continues to upskill and improve the confidence of all involved while ensuring the new approach is firmly embedded. Pupils have shown a continued improvement in motivation, independence, engagement and attainment in reading, writing, talking and listening. East Renfrewshire's Together Raising Attainment in Reading (TRAIL) was established for small groups of three or four pupils in P5 and P6. Through the explicit teaching of vocabulary pupils have been supported to improve fluency, confidence and understanding within literacy.

Numeracy and Mathematics

- ✓ Staff attended Number Talks training which was delivered by East Renfrewshire's Numeracy and Mathematic Principal Teacher. Maths Champion collaborated and modelled Numbers Talks across the upper school to upskill teachers and ensure pupils had a depth of understanding of number which had a direct impact on weekly number assessments. Almost all learners demonstrated an increase in confidence in their ability to use the specific language, articulate and explain their mathematical thinking. The approach allowed every learner to feel comfortable to take risks, recognise there are different ways to solve problems and develop resilience in finding solutions, therefore reducing maths anxiety significantly for specific learners.
- ✓ Outdoor learning teacher collaborated and modelled Outdoor SEAL approaches with P1 to P3 staff and pupils which demonstrated an increase in pupils understanding of early arithmetic skills.
- ✓ Principal Teacher of Numeracy and Mathematics provided CLPL on using Numicon for teaching Fractions Decimals and Percentages which increased staff confidence when using Numicon to teach fractions decimals and percentages. This has shown an increase in pupil engagement and motivation and has deepened their understanding when answering.
- ✓ Chris McKenna from Count on Us came out and delivered CLPL on numeracy blue print boards, collaborated and modelled with all class teachers and pupils. This has ensured that both staff and pupils are confident when using the boards to develop number sense.
- ✓ A variety of number workshops were delivered to across the school with parents reporting:
"Fantastic opportunity to step into my son's world at school. Lovely to meet the teachers, see where he spends his time and how he learns. Really creative, fun ways of learning."
"Great way of how they are learning learned useful tips for home"
"The workshops were very informative and allowed me to have an insight into what my child is being taught"

Technologies

- ✓ Staff worked collaboratively to teach technologies across P5 to P7 and supported the staff across P1 to P4. This ensured progression of skills being taught.
- ✓ A digital leader's team was formed from P6 and P7 who demonstrated a particular aptitude and desire to promote digital learning in Hillview and formed our Digital Leaders Team. The leaders used their expertise and worked collaboratively with their peers to support pupils across the school to enhance their digital skills. In addition, they created and displayed a digital wellbeing check-up to ensure consistency across the schools and to promote confidence with pupils and parents and is displayed in the ICT suite. The Digital Literacy policy was updated to include cyber resilience and internet safety.
- ✓ During internet safety week the Digital Leaders presented at whole school assemblies to both pupils and parents. The impact of this was a shared understanding of online safety.
- ✓ All staff engaged in cyber resilience and internet safety CLPL which was provided by East Renfrewshire's Digihub. This resulted in an increase in teacher and learner confidence and engagement. There was a consistent approach to teaching cyber resilience and internet safety across the school.
- ✓ Staff are now equipped with the skills and knowledge in understanding why they need to teach cyber resilience and how to teach it.
- ✓ The Digital Leaders along with the Digital Leader made a highly effective contribution to the school achieving its Digital Wellbeing Award.
- ✓ Creation of links with Make It Happen Charity.
- ✓ The whole school participated in "Make it Happen" competition where children were invited to create their own app using the steps, "Think it, Design it, and Build it."
- ✓ Links to real life learning in the creation and production of working apps.

Next Steps

- Develop a problem solving approach.
- 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.
- 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>

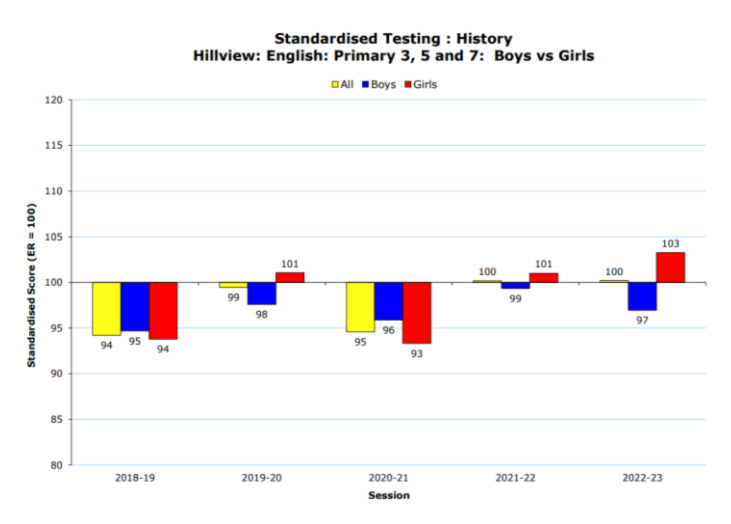
Progress, Impact and Outcomes

P1 Developmental Milestones and Baseline Assessments

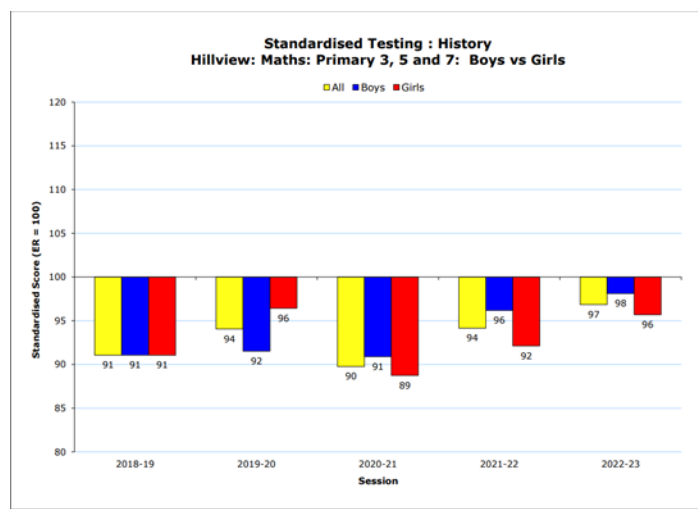
The 2022-23 Developmental Milestones Assessments show that 88% of children met their developmental milestones, the learning experiences linked to developmental milestones were reviewed throughout P1 to ensure pedagogy meets the needs all learners. The baseline results for P1 showed an average score of 95 in literacy and 96 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 has once again been maintained at 100 for reading demonstrates a year on year increase in progress within literacy.



Numeracy and Mathematics has also seen a noticeable increase in scores for all stages although still not quite as strong as literacy..



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 have exceeded our targets for this session. Progress is outlined below.

	Mathematics		Reading		Writing		Talking and Listening	
	% of Pupils Achieving Expected CfE Levels							
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
Primary 1	91	95	94	95	83	93	91	93
Primary 4	100	95	91	92	83	92	83	92
Primary 7	81	100	84	100	80	97	84	93
Overall Expected Level	90	97	90	96	82	94	88	93

Through continued staff training and pupil workshops, staff and pupils have an increased understanding of emotion regulation. As a result pupils are supported to recognise emotional changes when they happen and in turn manage their reactions in a safer and more respectful way. The Zones of Regulation are displayed throughout the school and are referred to frequently by staff and pupils to help identify, label and communicate big emotions when pupils experience them. This along with the provision of themed Safe Spaces has given children the tools to manage their emotions more effectively. In addition, a more consistent use of language and communication along with an increased focus on interpersonal communication has helped to build more positive and respectful relationships to create more predictable and safer indoor and outdoor learning environments.

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:

- Parental workshops linked to the nurture principles and emotional regulation
- Tracking wider achievements for key equity groups
- Embed scripted response based on nurturing principles #
-

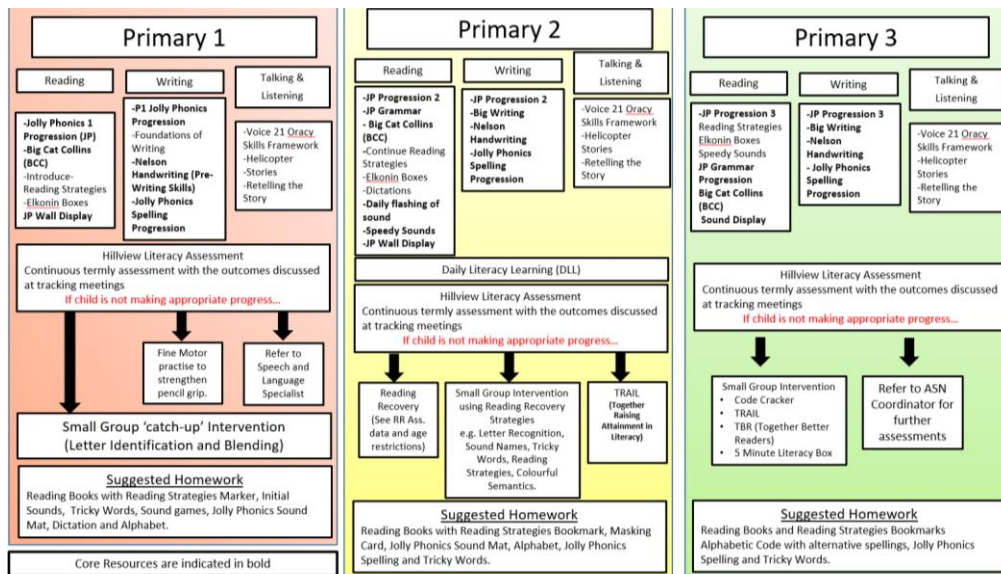
Pupil Equity Fund – How are we ensuring Excellence and Equity?

- ✓ The Literacy team led an after school book club for Primary 3 pupils at the local library (Barrhead Foundry) to continue to encourage and develop reading for pleasure and make stronger links with partner agencies in our local community.
- ✓ The Literacy team continued to supported staff in the running of the Hillview Reading Challenge as a home/school collaboration to promote reading for pleasure during Book Week Scotland in November 2022. Every pupil achieved a certificate in recognition of their success with 148 receiving a Bronze Award, 12 receiving a Silver Award and 70 a Gold Award. These numbers have increased from last year's scores showing a deeper engagement with the reading challenge. A high percentage of parents/carers showed involvement in helping our pupils to complete activities, sending photographs into school and signing challenge grids.
- ✓ The Literacy Team continued to provide support by carrying out Running Records to ensure pupils are provided with adequate levels of challenge in their reading and literacy tasks and two further members of staff took part in 3 Running Records CLPL sessions to better understand and analyse reading behaviours. The Literacy team created a flipchart for P1-P3 teachers to support the teaching and learning of the main reading strategies.
- ✓ We have continued to build upon progress made by the school during our Silver award journey and our current Reading Schools committee, including Literacy team staff and P1-7 pupils have devised an action plan for Hillview to support class teachers and pupils as we endeavour to gain Reading School accreditation at Gold level next session.

Eight pupils were supported by the Reading Recovery intervention in session 2022/2023

Pupil (Cohort 1)	Initial Assessment - Book Level (PM)	Final Assessment - Book Level (PM)	Difference in Reading Age after Reading Recovery Intervention
Pupil 1	PM0	PM18+	+21 months
Pupil 2	PM0	PM17	+21 months
Pupil 3	PM0	PM13	+18 months
Pupil 4	PM0	PM17	+21 months
Pupil 5	PM1	PM 13+	+12 months
Pupil 6	PM8	PM20	+9 months
Pupil 7	PM2	PM13	+ 12 months
Pupil 8	PM7	PM22	+9 months

Literacy team also created a flowchart to ensure all learners have a clear progression of support throughout their time at primary school. The impact has been an increase in engagement and motivation in all pupils in addition to an increase in attainment.



Having completed the Reading Recovery intervention, children are shown to have increased confidence in tackling texts, increased motivation and success in talking, reading and writing. This has been the case in the Reading Recovery lessons but also within a class setting. This group of children have also managed to transfer these skills and implement reading strategies more confidently in a class setting. Further assessments are carried out 3 months and 6 months after the pupils have reached the end of their series of lessons and progress continues to ensure that their progress continues to be monitored.

Parent comments regarding their child's progress after being part of the Reading Recovery programme are collected and responses are very positive.

"The Reading Recovery programme is absolutely invaluable! I truly believe that without the support of Reading Recovery my child's reading would not have come on so well. The difference in their confidence, ability and willingness to tackle reading tasks is like night and day! Thank you!"

What is our capacity for continuous improvement?

The school continues to have a positive, welcoming ethos with a continued focus on attainment and self-regulation. Both staff and pupils feel empowered and continue to adopt inclusive and nurturing approaches to support our most vulnerable pupils. A positive impact is evident throughout the school with the introduction of self-regulation strategies across the school for almost all pupils which has had a direct impact on attainment. This has been complemented with the continued focus on nurturing approaches which is now used consistently throughout our school. The Nurture Principles continue to be displayed in child friendly language, in each classroom and in communal areas which has helped to raise awareness of nurture and enabled staff to make connections between the Nurture Principles and our school Visions, Values and Aims. From this we have created a positive, nurturing ethos where the adults and children work together to take care of each other and create a school community where everyone can feel safe and included. We are making very good progress in our attainment through our commitment to providing high quality learning experiences for all. We continue to build links with the community of Hillview in order to bring about school improvement. We will endeavor to work closely with our Parent Council. Leadership continues to be a focus and pupils are beginning to engage in leading initiatives which support improvement in the learning experiences for all. 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	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good
3.2 Securing children's progress / Raising attainment and achievement	Very Good

School Improvement Priorities 2022-2023

Empowerment - Professional Inquiry/Young leaders of learning

Creativity- DYW

Learning for sustainability - RRS/STEM/IDL

Continued Focus

Literacy - Talking and Listening

Maths - Metacognition

Inclusion - Self-Regulation language