



Standards and Quality Report



Netherlee Primary School

2020 - 2021

Standards and Quality Report 2020-21

Context of the School

All staff at Netherlee Primary share a common vision to 'work with and for our children'. Our school has six core values which were agreed in partnership with our pupils, staff, parents and carers and the local community. These values are embedded in our everyday life and work:

Courage, Compassion, Fairness, Friendship, Respect and Responsibility.

Netherlee Primary School is situated in the south side of Glasgow and within East Renfrewshire Council. Our catchment areas are Stamperland and Netherlee. Williamwood High School is our associated high school and the primary schools within our cluster are Busby Primary and Carolside Primary.

The school roll for session 2020-2021 was 740, in addition to 125 nursery children. Learning and teaching was organised through 27 classes for P1-P7 and 2 nursery buildings, the Saplings and the Acorns.

This academic year 6 probationers joined our team.

Improvement Plan Priorities 2020-2021

The overarching focus of our Improvement Plan is to raise attainment and achievement and opportunities for personal growth and development. During session 2020-2021 our key priorities were as follows:

- Emotional and Physical Wellbeing of All (school and nursery)
- To reopen our school and nursery and support all children and staff with their emotional, physical and mental wellbeing.
- Innovative Teaching and Learning Approaches (school and nursery)
- To deliver innovative and creative teaching and learning approaches which focus on raising attainment and in line with returning to school and nursery.
- Meeting the needs of all learners (school and nursery)
- To offer a range of effective provision in order to meet the needs of all learners, including those who require additional support, in order to fully achieve at nursery, school and life.

Method of Gathering Evidence

Evaluating our practice and achievements is integral to continuous improvement. We use a variety of audit tools and techniques to support our work, these have included, How Good is Our School 4, How Good is Our Early Learning and Child Care Setting. In addition, important documentation is considered, including the National Improvement Framework, Realising the Ambition and Local Improvement Priorities.

A range of evidence was gathered to evaluate the key work of the establishment. For example:

- ✓ Focus group dialogue with pupils, staff, parents and partners.
- ✓ Learner's evaluations of their learning experiences
- ✓ Analysis of attainment data; the results of East Renfrewshire Standardised Testing and teacher judgements and moderation related to CfE levels of attainment supported our evaluation of children's learning and helped to identify and inform next steps in learning.
- ✓ Dialogue with class teachers during regular and robust tracking meetings
- ✓ Questionnaires carried out with staff, pupils and parents.
- ✓ 'How well are we doing?' online drop in sessions for parents during period of remote learning
- ✓ Regular Director's Forums with children and staff from our school and nursery
- ✓ Information from partners such as the Educational Psychologist, Social Work, SALT, Active Schools staff
- ✓ Regular stage and staff and collegiate meetings to monitor and discuss learning and teaching and share good practice
- ✓ Analysis of Developmental Milestone and Baseline data
- ✓ Interrogation of attainment and achievement data
- ✓ Regular meetings and consultation with our Parent Council and PTA members
- ✓ Minutes of meetings
- ✓ CLPL and Session Calendar

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

**School Evaluation: Very Good
Nursery Evaluation: Very Good**

NIF Priority

Improvement in children and young people's health and wellbeing

School Priority

Emotional and Physical Wellbeing of All

NIF Driver

Parental Engagement, Assessment of children's progress, School Improvement, Teacher Professionalism

Local Improvement Plan:

Continue to support staff to embed the principle of GIRFEC in all schools and classrooms.

Progress, Impact and Outcomes

- All staff fully participated in CLPL on ERC's Healthier Minds. This provided an excellent opportunity for shared dialogue and understanding of the importance of mental wellbeing for our children, staff and parents/carers, especially in light of the pandemic. As a result, a joined up and progressive approach across the school and nursery for the high quality teaching of this resource has been developed, ensuring all staff and children benefit from its content. This ensures all staff, across our school and nursery, provide our children with the same high quality learning experiences. The parent help guide has been shared with relevant families, providing them with additional support materials. This supports the Council's ambition of 'everyone attaining, everyone achieving, through excellent experiences'.
- Our 2 dedicated Maths Champions, who have received ongoing training and development opportunities, have shared excellent practice and have consistently supported the school and nursery staff in leading and sustaining the ongoing implementation of the Numeracy Framework from Early to Second level. Their knowledge and expertise has been shared at regular collegiate sessions, alongside useful resources and teaching ideas, which are accessible to all staff through our staff shared drive.
- An increased emphasis on both physical, mental and emotional health, with a particular focus on targeted groups and individuals, has been a key focus of our School Improvement Plan. Our Learning Centre fully supports a range of children with social, emotional and behavioural needs. Highly trained staff facilitate this learning space to improve the life skills and outcomes for these children. Its impact is evaluated through the regular and robust discussion of Wellbeing Plan targets/strategies, consultation with class teachers, the use of the Boxall profile, and regular meetings parents/carers/pupils. Children's wellbeing and resilience has improved through the sustainable approach to nurturing relationships. Providing a wide range of activities which support the individual needs of our pupils has equipped them with the skills and strategies to help them both at school and at home. Enhanced coping strategies, improved communication and the breaking down of social barriers have all been evidenced this session. Children have shared their positive feedback with staff saying that Learning Centre is regarded as a safe, nurturing, supportive and inclusive space. We currently support 23 children from P1-P6 with one P5 child being supported here full time.

Stage	Session 2020-2021
P1	3
P2	1
P3	3
P4	3
P5	10
P6	3

- We successfully supported and mentored six Newly Qualified Teachers (NQTs). Additional support was given during the period of online learning to ensure consistency of approaches. High quality professional learning sessions, provided virtually by ERC, provided excellent building blocks to further support their skills, knowledge and abilities. All six NQTs have successfully achieved the full standard for registration. All NQTs have taken responsibility for their own professional development through completion of their professional enquiry which will enhance and inform their teaching practice. Weekly meetings with LT members have ensured high quality discussions around self-evaluation, sharing of good practice, moderation and continuous lifelong professional learning.
- Our trained staff continue to provide significant support, through our Seasons for Growth programme, for our children who have experienced significant change or loss in their lives. This supports the Scottish Government's aspiration that all children are safe, healthy, achieving, nurtured, responsible and included. Our Seasons for Growth provision has enabled the children involved to manage their emotions through discussions, small group working, behaviour analysis and through fostering trusting relationships with our staff. Regular meetings with both the children and the sharing of progress with their families has helped to build their coping skills during challenging times.
- Progression, challenge and relevance within the L2 curriculum has been addressed via regular online Language Leaders Network (LLN) meetings. We have 3 staff who are Languages Leaders. The existing ERC L2 framework has been evaluated, with a focus on the P6-7 curriculum and Global Citizenship. The impact of this evaluation has led to planning for the development of common themes which have emerged from online collaboration and in depth discussions, with a focus on a variety of contexts that are appropriate and engaging for P6-7 learners. Challenge and skill development will now be a focus alongside teaching approaches and resource identification.
- Confucius Institute for Scotland's Schools (CISS) has worked alongside our DHT and all our P7 teaching staff to provide L3 Mandarin lessons for all P7 pupils. Innovation of practice has enabled the lessons to be delivered, directly from China through Microsoft Teams, directly to all our P7 learners. The Virtual Exchange Teachers (VETs) have provided engaging, motivating and relevant online learning, supported by materials provided for independent learning. Education Scotland states that 'schools should consider how native or fluent speakers of additional languages with appropriate skills could be deployed to support the work of teachers'. Feedback from children and staff regarding this session's provision of L3 has been extremely positive. Using the online platform has ensured the continuity of the provision of L3 across the cluster schools, preparing the children for high school. A 2020 ERC Thematic Review of 1+2 languages, which involved Netherlee Primary stated: in 2019, a Scottish Government survey responded that 87% of primary schools in East Renfrewshire stated that they had fully implemented L3 from P5-P7. This compares very favourably with national progress towards full implementation. The percentage of schools providing the full L3 entitlement nationally is 48% in primary schools. ERC is sitting well above the national average.
- Self-evaluation plays a key role in school improvement. All teaching, CDO and non-teaching staff are consulted and involved in the development of our School and Nursery Improvement Plan (SNIP) via regular collegiate and staff meetings. Parent's views are sought alongside those of our children via forums, questionnaires, online meetings, Parent Council and PTA feedback. The SNIP encompasses the views of all stakeholders to ensure continuous improvement across our school and nursery. This approach strengthens our shared understanding regarding the school and nursery priorities, targets, areas of strength and also areas for development. Collaborative working with all stakeholders reflects our commitment to enriching the lives of each and every child in our school and nursery, in line with our vision of 'working with and for our children'.
- Within nursery, staff have used 'Care Inspectorate Key Question 5' to assist in evaluating how well we have been supporting families throughout the coronavirus pandemic and the considerations we can make moving forward. There has been professional dialogue to ensure consistency of approaches across our two buildings. Staff have reviewed bite-size sessions, accessed CLPL and self-evaluated their practice. All staff are strictly following current Covid-19 guidelines to ensure their safety and that of our children. Almost all children are engaging well with Google Classroom and virtual meets during periods of absence. Attendance rates are very high, demonstrating parental confidence in our procedures when keeping their children safe. Regular staff pastoral meetings allow all staff to share that they feel safe in work and consulted regarding the content of current risk assessments.

- Robust processes and systems are in place for monitoring and tracking children's achievement. Termly meetings allow the Leadership Team and class teachers to carefully evaluate the progress of their learners and put in place support measures, as appropriate. Nursery staff regularly use ELC Tracking Database during professional dialogue meetings to ensure that all children are making progress and are challenged during their 1140 hours.
- Maximising existing staff potential and allowing teaching staff to plan together through effective timetabling has been received extremely positively from all staff. Weekly opportunities to plan, undertake professional dialogue, moderate work and share good practice allows staff to work flexibly and efficiently. This model will be adopted moving into next session as the teacher's reflections, discussions and lesson designs have led to continuous improvement in the quality of the teaching and learning process. This has been evidenced through feedback from staff at whole staff meetings, LT access to Google Classrooms, the high quality of lessons, both live and pre-recorded, with all children during the period of online learning and regular stage 'check ins'.
- The introduction of a 'soft start' entry into school from 8.50am has created a calmer transition into school for all our children. This has helped facilitate the ability of parents and carers to follow social distancing guidelines. New gates in our P1 and P2-5 playgrounds have provided additional safeguarding measures for our children.
- 'Bucket Therapy' sessions have been piloted within our nursery as part of an innovative approach to supporting children. Training has been provided by our Educational Psychologist, who mentors two CDOs, to lead daily sessions using the four stage 'Attention Autism Activity' to support attention skills, helping children to develop and maintain focus for longer periods of time. Early indications of increased focus on shared tasks are being observed by staff within the small group sessions. Bucket Therapy sessions are being recorded and the two trained CDOs will share their sector leading excellent practice with staff from across East Renfrewshire Council. These sessions will continue and be built upon in new session.
- Virtual Nature School (VNS) - Three CDOs have attended weekly CLPL sessions in nature and inquiry based learning to expand their knowledge and expertise for working with children outdoors. Staff have further developed the outdoor spaces and looked at ways of incorporating some of the new thinking into our nature pedagogy. All children have learned about the planting of herbs and vegetables and they are developing their creativity skills through 'found' and recycled resources. Our 3 staff members have now passed the course and are fully trained VNS practitioners who will share their knowledge and expertise with other staff.
- Within nursery we have used 'Early Learning and Childcare-National Induction Resource' to support staff in their new role, ensure consistency and share the expectations of working within ERC. The impact is well-trained, professional and skilled staff and supports in giving children the best possible start.
- Four members of the teaching staff have successfully completed the Improving our Classrooms initiative. This intensive course has provided excellent opportunities for our staff to self-evaluate their practice, share good practice with colleagues from Hillview Primary and Isobel Mair School and refine assessment skills linked to the Moderation Cycle. These staff will be instrumental in fully supporting the two teachers who will undertake this course next session and they will support all staff with the professional enquiry process.
- Our House Captains have led highly successful whole school and nursery events. The children have shown adaptability, resilience, teamwork, leadership skills, creativity and organisational skills and have worked both virtually and in person to devise and share their ideas with all pupils and staff. These events further enriched our school and nursery ethos, bringing children and staff together at a time when this was most welcome.
- *'The journey through education for any child in Scotland must include opportunities for a series of planned, quality outdoor learning experiences'. Education Scotland*
An excellent range of learning experiences through different outdoor environments have developed our children's confidence and self-esteem whilst allowing them to apply their learning in new contexts. In depth consultation with pupils, staff and our PTA highlighted areas of the school to be developed and children continue to lead changes around sustainability and climate change within our school and nursery. Our Outdoor Learning Group, P4-7 Gardening Club, PTA members, Eco Schools Group, P7 residential week in Linn Park, have all supported the children's outdoor learning experiences, through the development and improvement of our outdoor spaces, with a focus on the children's mental and physical wellbeing and skills development.

- Senior CDO has completed a Masters degree in Early Years at the University of the West of Scotland. She is currently studying towards a Froebel Certificate in Childhood Studies.
- Principal Teacher in nursery has gained Level 3 'Learning for Sustainability' at the University of Edinburgh this session.
- One CDO will undertake her 3rd year BA childhood studies course.

Next Steps

- *Continue to support and nurture our NQTs for session 2021-22 to achieve the refreshed standards for full registration.*
- *To discuss and share the revised standards with all teaching and leadership staff.*
- *Ensure consistency across school and cluster working with regards to the teaching of L2 in the upper school.*
- *To provide opportunities for professional dialogue and review with children and staff on progress of new developments.*
- *Use our quality assurance procedures to evidence progress and improvement in numeracy learning and teaching.*
- *To maintain our excellent standards and improve where we can and in particular to ensure equity of support for improvement and progress.*
- *Continue to foster links with the local community to widen our children's sense of identity within our Netherlee Community.*

How good is the quality of care and education we offer?

(2.2, 2.3, 2.4)

School Evaluation: Very Good**Nursery Evaluation:Very Good****NIF Priority****Improvement in attainment, especially literacy and numeracy.****School Priorities****To deliver innovative and creative teaching and learning approaches which focus on raising attainment and in line with returning to school and nursery.****NIF Driver(s)****Assessment of children's progress, Teacher Professionalism, School Leadership, Parental Engagement****Local Improvement Plan:****Improved attainment. High levels of parental engagement in children's learning.*****Progress, Impact and Outcomes***

- In line with local and national guidance relating to Education Recovery, we updated our curriculum in August to reflect the public health guidelines and restrictions in place. There was a clear focus on learning and teaching with an emphasis on Literacy, Numeracy and Health and Wellbeing to address any wellbeing needs and learning loss as a result of school closure from March - June 2020. Teaching staff, pupils and SLT worked collaboratively to enrich the condensed curriculum giving children a greater voice in their learning by developing interdisciplinary contexts for learning along with the children. Children, staff and parents valued this aspect of the academic recovery for pupils and embraced the changes which led to higher levels of engagement in all pupils' learning
- We have focused on embedding a positive and nurturing ethos across our school. As we welcomed the children back after the first period of remote learning we used strategies from the HealthiER Minds resource to support pupils in their return to school. This has had a positive impact on the mental health of our children where children are able to express anxiety about being back in school and how the changes because of lockdown and home learning had caused them to worry about being in school.. Where pupils were identified as having anxiety, staff were trained to use 'We Eat Elephants' - a CBT based resource, to provide appropriate support for these classes.
- The introduction of the HealthiER Minds resources has been helpful to enlighten staff and parents about what we can do to support pupils and parents during this time of change. Parents who have a child with anxiety or issues with change have been provided with a parent pack and time to discuss what they can do to help. We have received positive parent feedback in relation to this support.
- PEF support continued for target groups of pupils who benefitted from our Reading Recovery programme and Trail, a writing programme targeting P2 pupils. All children who have completed these programmes have improved their reading ages, some by as much as 1 year and 3 months. This has resulted in individuals being more in line with the attainment for their level. The development in confidence for these children has been dramatic and they are self-assured when reading aloud either to their parents or to the class. This has been supported by our PEF funding through our Reading Recovery Teacher.
- During the home learning period children were supported on a 1-1 basis for 8 weeks using aspects of the Reading Recovery programme. When these children returned to school it was noted through assessment that their attainment levels had continued to improve because of this support.
- Reading recovery pupils and their parents were supported through Google Classrooms during the home learning period. By providing books and resources and replenishing these regularly we saw the impact on these children when they returned. They had continued to improve their reading levels and this was borne out when assessments were carried out in relation to reading ages.
- During this time we supported staff with sessions of CLPL on use of Google Meet and Google classroom. This developed existing skills and introduced new IT development skills. CLPL on Loom, Screencastify and Google Bitmoji classrooms was also supported by both internal staff and the Digi hub staff. All teaching staff felt they were more able to cope with these applications and put them to use working with their children online.

- All staff received a school laptop for use both at home to develop skills and also for supporting pupils within the classroom. The impact of this was that we had much lower instances of staff being unable to access online teaching and that the children had a much more stable and consistent learning experience, even virtually.
- After lockdown in January these new IT skills became invaluable and this was exemplified within our use of Google Meet to facilitate two live meets per day with all classes. Both children and parents identified that this was an area that they would appreciate being developed for the children. Use of a timetable sent out on a Sunday night for the full week's planning was also received well by the parents. This meant that parents were able to plan around their own working week to support their children.
- Class teachers and senior leaders interrogated data to track children's engagement in remote learning. Where concerns were noted, contact was made with the relevant families to offer support which included issuing devices and advice on uploading work. Staff had the opportunity to check in with SLT every week. This was in the form of a google meet catch up and gave the teaching staff and SLT a chance to discuss and moderate issues in relation to the academic progress of pupils. Any pupil who appeared to have difficulty engaging, SLT were then able to contact parents and see if any help was required. This increased the engagement of many pupils during this time.
- During the initial stages of the lockdown after Christmas we were able to support 28 families who required help by borrowing a device to access remote learning. When returning after lockdown we have been able to provide 6 families school devices to support learning for homework through their Google Classrooms.
- We had a large Hub provision for both vulnerable and key worker's children. They were taught in year groups and accessed their Google Classrooms within the school building. Connections were made with their classes through the twice daily live meets which all Hub children accessed in school. Some older ASN pupils had time in the Hub to support their mental wellbeing during this time. The impact of this support was clear from the positive feedback both pupils and parents gave us in relation to their improved access to learning and teaching."
"Thank you for the time my boys have been given in the Hub, this has supported not just them but my mental health also" parent of a P7 and P3 child
- Set teaching staff covered the Hub provision learning for our pupils. This was not rotational, giving the pupils in the Hub a continuity to their learning despite the lockdown. This also enabled our staff teaching from home to concentrate on providing high quality teaching and learning for all pupils.
- Practitioners employed a range of different teaching methods to ensure children made progress whilst learning at home. Direct teaching at times, live interaction with pupils, targeted activities, use of video footage to teach concepts and reinforce learning, this was all evidenced by the work that was being produced by children both with support and independently and added to the Google Classrooms. Teachers gave children individual feedback on their work and talked to them about development during live meets. Feedback from parents and pupils on the live interaction was very favorable, evidenced during virtual feedback sessions with parents and through virtual Parent Council meetings. This was also evident in the progress mostly all pupils had made when returning to school in March/ April.
- As a school we continued the connection for children through establishing online clubs - Art in P1 football in P2, Athletics in P6, Photography in P3. These were organised by individual teachers and open to whole year groups and were well attended by almost all pupils.
- Nursery staff were provided with devices and used Google Classroom to ensure regular communication with their children. CDOs and teaching staff used story reading and videos of their life in lockdown and shared these with the children. Parental feedback was very positive and almost all children were engaging with staff on a daily basis. Book Bugs were used to support this interaction.
- During this time we continued to support our more vulnerable children who normally would attend the Nurture Class in school. A Nurture Hub was developed and this accommodated many of our most vulnerable children. 2 teaching staff members and PSA staff supported this in school and a timetable was set up to give these pupils time in school every week to continue to develop their social and emotional skills. Parents and staff commented on the positive use of this resource and one parent stated that this was the only thing that had helped their child through lockdown.

- Nurture staff also facilitated a Google Classroom where children could post videos and pictures of activities they had been involved in at home and share with their peers. Again feedback from parents was positive. This was also evidenced by the positive relationships that kept their child connected with others during this time.
- We continued to work in close collaboration with Educational Psychology during this time and we set up Google Meets with our link Educational Psychologist and parents to continue Review meetings for all the children whom she worked with. The school set this up with parents, staff and psych services and this was very successful. Because of the continued input from teaching staff, support staff and psych services we have now been able to discharge 6 pupils from this service.
- Support for vulnerable pupils was also given in relation to Hub places and this was discussed with parents. Places were given to children for support with mental health and anxiety issues. We also worked with 2 pupils online using the 'Healthier Minds' resources to support their mental health and facilitate their continued engagement with remote learning. This was used in conjunction with their parents who supported this move.
- Successful and well attended virtual clubs were offered to a variety of stages throughout lockdown. These included art, rugby, comic and sports clubs which supported pupil engagement, their physical, emotional and mental health and wellbeing whilst ensuring regular interactions with their peers.
- Our new Uniform Recycling Initiative meaningfully addresses our ECO School Status criteria and our status as a UNICEF Gold Level Rights Respecting School. Teaching children about the importance of looking after the planet, whilst looking for new ways that we can contribute towards crucial ECO and sustainability global goals has had an important impact on their learning. This initiative has also addressed the cost of the school day, allowing families to access nearly new school uniform items as well as the school finding sustainable ways to recycle un-named uniform items.
- Our very well received, interactive 'Starcatchers' training session, undertaken by all nursery staff, was a highly successful transition project enabling almost all of our nursery children to engage in the skill of puppetry, with their families, whilst at home during lockdown. Virtual collaborative working between staff and children was innovative, creative and ambitious. The children experienced highly engaging learning, the end product of which was used to decorate our nursery on the children's return after the period of home learning.
- Our commitment to training one teaching staff member in Reading Recovery has continued. Improving the outcomes for several of our learners in P2-4 through a 10 week intervention programme has seen an increase in their reading ages by an average of 1 year. Feedback from children, parents and class teachers has been extremely positive, all noting an improvement in confidence, fluency and ability to tackle unfamiliar words. High quality CLPL sessions on Reading Recovery have been delivered to all staff to ensure consistency of approaches throughout the school.
- Children who had been identified as requiring support for Reading through Reading Recovery were still supported during lockdown. Our Reading Recovery teacher worked both online and live in the Hub with pupils. She completed the programme for 4 children.
- Staff who had attended the CLPL in relation to Reading Recovery strategies. This was well received and staff were able to use these to develop their planning in relation to reading.
- Our Reading Recovery teacher has continued her own personal development through virtual CPD training. She then supported and trained PSA staff to deliver the Together Better Readers programme. We have targeted pupils in P3 and 4 with this support widening the improvement in reading. This has been evidenced by the clear improvement in the assessment scores for each of the children taking part.
- Parent questionnaires generated parents' opinions of the programme and of their child's reading progress as a result of the intervention. The questionnaires were completed and corresponding data collected. General consensus showed this was a positive and well liked intervention which parents felt should continue.

Next Steps

- *Continue to redevelop our curriculum increasing and reintroducing all areas of CfE.*

- *Development of Trail, Reading Recovery and Together Better Readers - training new PSA staff and covering a wider range of pupils*
- *Provide ongoing ICT CLPL for both existing and new staff*
- *Find new ways of engaging our parent body through IT*
- *Develop new and innovative ways of introducing IT into the classroom for all teachers.*

**How good are we at ensuring the best possible outcomes for all our children / learners?
(3.1, 3.2)**

**School Evaluation: Very Good
Nursery Evaluation: Very Good**

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people.

School Priority

To offer a full range of effective provision to meet the needs of all learners, including those who require additional support, to fully achieve at nursery, school and in life.

NIF Driver(s)

School leadership, parental engagement, assessment of children's progress, performance information

Local Improvement Plan:

Support and challenge establishments to raise attainment through analysis of data, improved professional judgements, target setting and improved learning and teaching, particularly of key equity groups.

Progress, Impact and Outcomes

School CfE Attainment Levels – Progress Over Time

	Achieved 16/17	Achieved 17/18	Achieved 18/19	Achieved 19/20	Achieved 20/21
Reading	95%	95%	94%	%	95%
Writing	89%	93%	93%	%	91%
Talking & Listening	95%	97%	99%	%	99%
Maths	95%	95%	95%	%	95%

- Children are making excellent progress across the CfE levels with many achieving beyond the expected level. Over the past five years we have worked very hard to achieve our identified targets. Our attainment levels in maths and reading have remained high at 95%. Writing has increased steadily over the past 4 years, with a slight decrease this year. We will continue to work hard to maintain these standards, making improvements where possible.

Standardised Test Results for Session 2020 – 2021

Mathematics Standardised Testing at P3, P5, P7				
Whole school results				
2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
106	105	107	111	X
Reading Standardised Testing at P3, P5, P7				
Whole school results				
2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
107	105	103	109	X

- Results from East Renfrewshire Council's Standardised Testing in February 2021 show that our school continues to make excellent progress. Our focused development over the past five years confirms that we are achieving above the East Renfrewshire average in both reading and mathematics. We are very pleased with this result, but we continue to be ambitious for our learners and will strive to build on this achievement.
- Annual Child Protection training is delivered in accordance with statutory guidance.

- 94% of our current P1 children have achieved their developmental milestones.
- The analysis of developmental milestones screening, baseline assessments, standardised tests and SNSAs forms the solid foundation for our improvement planning process. We use robust data to ensure pupils continue to make successful progress in their learning. We use the information from termly tracking meetings to identify strengths and areas for development for groups and individual learners.
- Appropriate support and challenge is provided for pupils in order for them to continue to make very good progress with their learning. Almost all staff demonstrate high levels of confidence in analysing and interpreting data relating to Standardised Tests through ERC tracking database. Most staff are becoming increasingly confident in making judgements on pupil progress in line with CfE through moderation exercises and professional dialogue.
- Regular and robust Wellbeing Plan discussions between Class Teachers and Support Teachers ensure the lowest performing 20% of pupils and those requiring additional, targeted support and care are identified and supported appropriately. These pupils are also reviewed at Pupil Review meetings, with the Support for Learning teacher, DHT (Pupil Support), Parents/Carers and the Educational Psychologist. Supports are reviewed and updated as appropriate.
- Continued funding from ERC allows additional support and focus on the lowest performing 20% of pupils. Staff regularly discuss this group of pupils, their groupings and progress. (see separate PEF Impact Report)
- We continue to celebrate pupil achievement across the four contexts for learning through our weekly virtual assemblies, Twitter, Show and Tell, Sway presentations and our school website. Pupils continue to share and celebrate their successes from both within and out with school, encouraging them to recognise and be proud of their achievements.
- Musical tuition continues to play an important role at Netherlee. Music specialists have worked both virtually and in person to ensure the excellent quality of music provision is available through violin, woodwind and brass tuition. Our dedicated music specialist has supported these children, enabling them to share their many talents, virtually, during International Music Day. They showcased their learning, musical talent and celebrated their continued success with our school and nursery community.
- Daily 5 minute box input in Literacy and Maths provide early targeted interventions to support skills and deliver focused consolidation of learning for a few children in P1-3. Almost all of the children involved articulated an increase in understanding and self-esteem. Individual children in P3-5 have received 1:1 reading support through our 'Together Better Readers' programme. This 10 week intervention has increased children's reading ages by 6 months to 9 months and 15 children have been involved with this intervention this session. Parent feedback on this intervention has been positive and parents have noted that they have noticed an increase in their child's fluency and confidence when reading. Three Primary 2 children have received Reading Recovery this session. All three children's reading ages increased by 1 year and teachers have commented on their improvement in their literacy skills in class.

Stage	No. of children receiving support Literacy boxes	No. of children receiving support Maths boxes
P1	17	14
P2	15	12
P3	10	9

- Our highly successful Bikeability programme has been revised in line with current Covid guidelines to ensure children can continue to participate. Almost all P7 children have taken part and have successfully gained their Bikeability award.
- Our class teachers enriched the children's learning throughout lockdown through the use of innovative, creative and ambitious digital skills. Almost all staff upskilled themselves in many areas of IT, successfully pre-recording a variety of curricular lessons using media such as Loom and Screencastify. The quality of these lessons was extremely high, ensuring high engagement levels from almost all children. Feedback from parents and carers was extremely positive and they spoke highly of the twice daily 'live' Google Meets which enabled the children to interact with their teacher and peers, despite being at home. Teachers continuously assessed children's work

through Google Classrooms, Mote, Rubrics, Jamboards, uploaded work and online discussions allowing them to plan appropriately for their learners. Constructive feedback was given, supporting children in their learning. Learning jotters were sent home to all children, allowing work to be recorded centrally. Teachers analysed and assessed this work which helped inform their next steps in teaching and learning for the children in their class once they returned to school.

- Staff contributed high quality learning resources to the ERC Video Vault. This work was shared centrally and used by colleagues from across the authority to support online learning.
- Daily class time tables and differentiated work set for every class in Netherlee Primary
- The impact of online teaching and learning was measured through teacher's assessments both formal and informal on return to school. SLT monitoring of Google Classrooms ensured consistency of teaching and learning across stages. Feedback from teachers, pupils and parents was ongoing and utilised to modify and improve online teaching and learning. Due to the whole school approach and guidelines on remote learning, pupil learning across all stages in Netherlee Primary was maintained. Class teachers very quickly developed their digital skills across varied platforms. The staff at Netherlee Primary worked closely to support colleagues to ensure the needs of our children were being met. Parents were contacted when required, to offer support, digital devices and advice. Individualised pupil learning packs were devised and issued to children who required them. 1-1 Google Meets were organised for pupils who required extra support with their daily task or 'check-ins' to support their emotional wellbeing.

Next Steps

- *Provide staff CLPL, focusing on reading and writing skills, to support existing and new staff with our whole school approach to teaching these areas of literacy.*
- *Continue to develop links with the local community, voluntary sector and local businesses to further enhance our curriculum.*
- *Increase the involvement of parents and carers in the life of school, encouraging equity, equality and diversity.*
- *To offer teaching staff and Pupil Support Assistants additional opportunities to shadow and learn from our trained Learning Centre staff in order to build upon their existing skills and knowledge.*
- *Revisit our school values and the communication of our vision statement.*

What is our capacity for continuous improvement?

Within Netherlee Primary, the capacity for improvement is very good due to our positive school ethos, shared values and the commitment of all staff to provide the best educational experiences for our children. Our school is well placed to achieve further improvement and strong progress has been made this year, in spite of lockdown. Self-evaluation is an integral aspect of how we work and almost all children, staff and parents are meaningfully involved in improving the life of the school.

Quality indicator	<i>School</i> self-evaluation	<i>Nursery</i> self-evaluation
1.3 Leadership of change	Very Good	Very Good
2.3 Learning, teaching and assessment	Very Good	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good
3.2 Securing children's progress / Raising attainment and achievement	Very Good	Very Good

School and Nursery Improvement Priorities 2021-2022

- To provide innovative and creative teaching and learning approaches which focus on raising attainment with a particular focus on literacy (Reading), Numeracy (Problem Solving), Modern Languages (French) and Expressive Arts (Art and Design, Drama, Music).
- To continue to focus on Health and Wellbeing with a particular focus on pupil leadership, achievement and health and wellbeing.
- To ensure that our provision is effective in meeting the needs and entitlements of *all learners and families*, is in line with our vision and values and has a particular focus on equity, equality, inclusion and diversity.

