

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 1 FEBRUARY 2018Report by Director of EducationREPORT ON PROGRESS OF HILLVIEW PRIMARY SCHOOL
IN ADDRESSING AREAS FOR IMPROVEMENT
FROM EDUCATION SCOTLAND REPORT**PURPOSE OF REPORT**

1. To inform members of progress made in Hillview Primary School in addressing the recommendations from the report by Education Scotland published in February 2017.

RECOMMENDATIONS

2. Elected members are asked:
- a) to note and comment on the contents of the Education Scotland follow-through report on Hillview Primary School; and,
 - b) invite the Director of Education to carry out a further follow-through review of Hillview within 12 months and bring the resulting report to Education Committee in June 2019.

BACKGROUND

3. Education Scotland inspected Hillview Primary School, then known as Springhill and Auchenback Primary School, in December 2016, with the resulting report published in February 2017.

4. This was the first East Renfrewshire establishment to be inspected under the new self-evaluation framework; under the new arrangements Education Scotland evaluate four quality indicators and provide a short report which details the strengths and areas for improvement.

5. In assessing the indicators of quality in the school Education Scotland found three aspects of the work to be satisfactory, i.e. Leadership of change, Learning, teaching and assessment and Raising attainment and achievement. Ensuring wellbeing, equality and inclusion was judged to be good.

6. The particular strengths highlighted by the inspection team included:

- Staff maintaining a strong caring atmosphere across the school during a period of instability.

- Staff have strong positive relationships with children and as a result children are happy and feel safe in school. Staff are responsive to children's social and emotional needs and all children are included fully in the life of the school.
- Staff provided a range of experiences to improve children's wellbeing. They provide a variety of out of school learning and opportunities for all children to participate in school life.

7. The inspection identified a number of important areas for improvement which were agreed with the school and Education Department:

- Staff should work together to share effective practice across the school to ensure high quality learning and teaching in all lessons.
- Raise attainment of all learners.
- Provide clearer leadership and direction to ensure rigorous and robust approaches to tracking and monitoring the work of the school. Given that the school now has a more stable leadership team, the time is now right to increase the pace of change.

8. The report and action plan were the subject of a paper to Education Committee in March 2017 and elected members asked that an interim report on the school's progress be brought for consideration of progress within 12 months, i.e. by March 2018.

9. Elected members will recall that in June 2017 Education Committee agreed that the name of the school be changed from Springhill and Auchenback to Hillview Primary School.

REPORT

10. The Quality Improvement Team has worked closely with the school to implement the action plan approved by elected members in March 2017. In particular the link quality improvement officer has supported the head teacher, depute head teacher and teaching staff to take the school forward.

11. The attached interim progress report (Appendix 1) details for elected members the steps the school has taken and the progress achieved in addressing the main areas for improvement.

12. In particular the following key strengths were highlighted:

- Children throughout the school were polite, welcoming, friendly and respectful.
- Parents were positive about the ethos of the school and embraced the new identity of Hillview Primary. They supported the leadership team within the school and recognised the changes and improvements that had begun to take place.
- The staff team is committed to improving the school and has embraced the increased opportunities for looking outwards to develop and improve classroom practice.

13. Overall the school has made a promising start in meeting the recommendations from the Education Scotland report.

14. The school will continue to be supported by the Quality Improvement Team to continue to address the recommendations from the Education Scotland report of February 2017 and the follow-through report of November 2017. These will form the basis of the school's improvement plan for sessions 2017-18 and 2018-19.

FINANCE AND EFFICIENCY

15. The school will meet any costs associated with its improvement plan from within its own devolved resources.

RECOMMENDATIONS

16. Elected members are asked:

- a) to note and comment on the contents of the Education Scotland follow-through report on Hillview Primary School; and,
- b) invite the Director of Education to carry out a further follow-through review of Hillview within 12 months and bring the resulting report to Education Committee in June 2019.

Mhairi Shaw
Director of Education
1 February 2018

Convener Contact Details

Councillor P O'Kane, Convener for Education and Equalities

Tel: Home 07718 697115

Local Government Access to Information Act 1985

Report Author

Mark Ratter, Head of Education Services (Quality Improvement and Performance)

Tel: 0141 577 3103

Mark.Ratter@eastrenfrewshire.gov.uk

Appendix

Follow-through report to Education Scotland Inspection – November 2017

Background papers

Education Scotland Report on Springhill and Auchenback Primary School

Name Change for Springhill and Auchenback Primary School Barrhead

BLANK PAGE

Background

Education Scotland conducted an inspection of Hillview Primary School, then known as Springhill & Auchenback Primary School in December 2016. The subsequent report on the standards and quality of the school was published in February 2017. The headteacher compiled an action plan to address the main points of the report.

Education Scotland identified the following areas for improvement:

- Staff should work together to share effective practice across the school to ensure high quality learning and teaching in all lessons.
- Raise attainment of all learners.
- Provide clearer leadership and direction to ensure rigorous and robust approaches to tracking and monitoring the work of the school. Given that the school now has a more stable leadership team, the time is now right to increase the pace of change.

Following the Education Scotland inspection a follow-through review of the school was carried out by the Quality Improvement Team as part of the Barrhead Cluster Transitions Review in November 2017.

Overview – Key Strengths

The following key strengths were identified by the team:

- ✓ Children throughout the school were polite, welcoming, friendly and respectful.
- ✓ Parents were positive about the ethos of the school and embraced the new identity of Hillview Primary. They supported the leadership team within the school and recognised the changes and improvements that had begun to take place.
- ✓ The staff team is committed to improving the school and has embraced the increased opportunities for looking outwards to develop and improve classroom practice.

Leadership of Change (Quality Indicator 1.3)

Area for Improvement

- Provide clearer leadership and direction to ensure rigorous and robust approaches to tracking and monitoring the work of the school. Given that the school now has a more stable leadership team, the time is now right to increase the pace of change.

Progress and Impact

- The head teacher provided clear leadership and strategic direction to increase the pace of change within the school. The whole school community had embraced the new identity and presented a united image of Hillview Primary. The school vision “Working together to achieve our goals” was an important part of this identity. Staff stated that they had been challenged to think differently. As a result of this all staff had a shared understanding of the strengths and areas for development and almost all were committed to and involved in implementing change. In questionnaires almost all staff, and most parents, consider the school to be well led and managed.
- The working time agreement had been negotiated to allow increased engagement in revised and improved quality assurance procedures. The system for regular monitoring had been reviewed and activities, which included learning visits, peer visits and collegiate working, were clearly laid out across the school year. These procedures were now more robust and ensured that the necessary actions for school improvement were being implemented with greater consistency throughout the school. The senior leadership team supported staff to use the standards from HGIOS 4 to evaluate improvements and challenge inconsistencies.
- Careful consideration had been given to the scheduling of non-class contact time to provide opportunities for colleagues working at the same stage or level to engage in shared planning, tracking, moderation and evaluation of learning and teaching. The recently appointed deputy head teacher was available during these times to facilitate coaching conversations with staff focused on pupil progress and pace of change.
- All staff shared responsibility for one of the whole school pupil groups and were involved in school improvement working parties. A few teachers had taken forward professional enquiry and school improvement partnerships to improve outcomes for identified groups of pupils. Many had begun to take on more distributed leadership roles

and enjoyed the increased opportunities for collegiate and cluster working; this included providing CLPL and sharing identified good practice. Staff had welcomed the increased opportunities to look outwards by visiting other schools. In best practice they used this experience to make changes in their classroom.

- Pupils had increasing opportunities to build their leadership skills and were becoming more involved in identifying areas for school improvement. They were very proud of their school and were keen to give their views. They were articulate, engaged well and gave considered responses in pupil dialogue. In pupil questionnaires, almost all indicated that their school was helping them to become more confident. All children were involved in whole school pupil groups which they had applied for. The Pupil Council played a lead role in ensuring that the views of all children shaped the consultation and decision making process around the recent name change. The pupils asked for more say in their school and wanted a more realistic level of engagement as young leaders.
- Parents had increasing opportunities to be meaningfully involved in evaluating progress and determining school improvement priorities. They felt that they were listened to and their views were taken seriously, they were invited to take part in focus groups and give responses through parental questionnaires. They appreciated the increasing use of digital communication by the school which strengthened partnership and reduced barriers to parental involvement. The focus group of parents were positive about the ethos of the school and described the changes and improvements they had seen under the leadership of the head teacher.

Next Steps

- Retain the focus on school improvement to ensure that actions are implemented consistently throughout the school, are given time to embed and are monitored and evaluated to improve outcomes for learners.
- Further steps should be taken to improve pupil leadership and empower children to lead learning and make decisions.

Learning, Teaching and Assessment (Quality Indicator 2.3)

Area for Improvement

- Staff should work together to share effective practice across the school to ensure high quality learning and teaching in all lessons.

Progress and Impact

- The head teacher had prioritised time for staff to work with cluster colleagues with a focus on curriculum development. They had to date completed curriculum maps for all areas at Early, First and Second Levels. In addition, they had collaborated to create skills progression pathways for Literacy and English and were beginning to develop these for other areas. Planning frameworks had been reviewed to include assessment and ensure manageability and consistency. As a result, all staff had a shared understanding of the purpose of effective planning to ensure progression in children's learning. The focus on learning intentions and success criteria supported staff and children to talk about the learning and skills being developed across the curriculum and in questionnaires almost all pupils reported that the feedback they receive helps them to improve their learning.
- The leadership team supported staff to plan, organise and deliver learning experiences to meet the varying needs of learners. They had provided professional learning opportunities to promote high quality learning and teaching which included; use of the design principles, creative teaching approaches, formative assessment and effective questioning. Staff found the development work on planning in line with the benchmarks to be very beneficial and commented that they were now more focused on planning, assessment and tracking for groups and individuals. The majority of staff planned high quality learning experiences for children. The depute head teacher regularly monitored plans and engaged with staff in professional dialogue to support and challenge them as they implemented the new planning procedures. The recent CLPL session to introduce Building the Learning Power was well received by staff and they were looking forward to engaging further with the planned programme of learning to develop their approaches to empowering the children as learners.
- The majority of lessons observed were good or very good. These provided children with engaging and active learning experiences which were well matched to their needs and included opportunities to take responsibility for and, in some cases, lead their own learning. They had increasing opportunities to use a range of digital technologies for learning. In best practice, the pace of learning was brisk, differentiated questioning and programmes of work ensured that children were challenged, engaged and motivated whilst working independently, in pairs and in small groups. The majority of staff used a range of AiFL techniques effectively although a few missed opportunities to engage or extend pupils' participation in self and peer assessment. In questionnaires almost all pupils agreed that they are expected to take responsibility for their own learning and most agreed that they had opportunities to influence what and how they learn.
- Children had an increasing range of opportunities to apply their skills and knowledge in new and unfamiliar contexts allowing them to engage more deeply in their learning. Most staff encouraged children to make

connections with prior learning when introducing new knowledge and skills. They had begun to provide a widening range of opportunities to engage in real life learning through the introduction of the John Muir Award as they developed the outdoor space within the school and links with the Young Enterprise Scotland Academy at Rouken Glen Park. There was a growing emphasis on skills for life and work which the children were able to identify and talk about.

- The head teacher had taken on the role of ASN co-ordinator to ensure a more consistent approach to monitoring and evaluating the progress of children with additional support needs. Monitoring of children's wellbeing plans had focussed on ensuring that the views of parents and pupils were captured and reflected in the plans. Staff were now discussing the plans more regularly with children and their families and were involving them in setting targets and evaluating the impact of interventions and strategies.

Next Steps

- Provide more opportunities for children to be involved in leading and evaluating their learning enabling them to clearly articulate their own strengths and development needs and give feedback to their peers.
- Ensure children have increased opportunities to apply their learning in new and unfamiliar contexts.
- Provide further CLPL for staff to ensure that higher order thinking skills are embedded into learning dialogue and that the school provides consistently high quality learning experiences across all classes.
- Continue as planned to increase partnership working to develop employability skills.
- Build on cluster moderation activities to ensure staff are confident in their professional judgements and have high expectations and ambitions for all pupils.

Securing Children's Progress (Quality Indicator 3.2)

Area for Improvement

- Raise attainment of all learners.

Progress and Impact

- The leadership team has worked closely with EMIS to develop their approaches to using data effectively to identify gaps and raise attainment for all. They have made improvements to the range of strategies used to raise attainment which include: more rigorous target setting and tracking meetings; targeting support for identified pupils including the lowest performing 20%; more robust analysis and interrogation of attainment data; and more consistent professional dialogue which focuses on challenge and pace of learning. As a result more staff are now planning for greater differentiation to ensure that learning and teaching supports pupils' progress, although this is not yet consistent across the school. All staff have a clear understanding of the social, cultural and economic context of the school.
- The use of the Pupil Equity Fund had been carefully planned to ensure consistent targeted support for the children who need it most. The focus on Building the Learning Power is supporting staff to enable children to become more confident in their abilities as learners; more resilient, more able to transfer skills and more reflective of their strengths and areas for development. As a result of this CLPL, teachers are beginning to develop higher expectations of pupils as learners and are starting to plan learning experiences which enable children to be proactive in the learning process.
- In order to improve attainment in writing the school has introduced 'Big Writing' to provide a more consistent, coherent and progressive approach to the teaching of writing throughout the school. Supported by engagement with the writing benchmarks and increased opportunities for moderation within and beyond the school, staff understanding of the expected standards at each level has begun to improve. This is supporting an increase in teachers' confidence when making professional judgements about how well children are attaining and is having a positive impact on the number of children achieving expected levels in writing at P1, P4 and P7.
- Teachers were making use of differentiated work programmes to improve pace and progression in maths by implementing approaches they had gleaned from visiting other schools. Targeted pupils have been supported to develop their mental maths skills through the introduction of digital resources, including chrome books and Sumdog. The pupils used these daily within their work programmes and found the activities and simple assessments motivating and challenging.
- The analysis of developmental milestones screening, baseline assessment and standardised tests continued to be part of the improvement planning process.

Curriculum for Excellence Attainment

- In 2016-17, the majority of children achieved the expected levels in reading, writing, talking and listening at P1, 4, and 7 combined. In numeracy and mathematics, the proportion of children achieving expected levels in

each of the last three years has been on an increasing trend; albeit below ERC averages. The proportion of children achieving expected levels had reduced in reading and writing in 2016-17.

Recognising Achievement

- Pupils were polite, welcoming, friendly and respectful and relationships between staff and pupils were very good. Staff used praise to increase pupil motivation and self-esteem in classes.
- Displays around the school were of a good standard and were particularly effective where photographs, children's work and their comments were used to illustrate and evaluate learning that had taken place. The focus on improving children's writing was highly evident through the prominent displays of high quality examples of different genres which children had produced. Each of the pupil groups and clubs had their own noticeboard to share achievements, news and upcoming events with the whole school community.
- Pupils' successes and achievements were celebrated through displays, on the plasma screen, school website, class blogs, and twitter. All parents were invited to regular achievement assemblies which provided the children with opportunities to share their achievements from home. Pupils were enthusiastic about their involvement in whole school groups as they collectively worked towards a range of awards: Rights Respecting Schools Recognition of Commitment, Sports Scotland Gold, John Muir Award and Eco Schools Green Flag.
- All teachers were responsible for a club each session which enhanced the active schools programme and gave the pupils a range of opportunities to develop wider skills such as arts, crafts and bikeability in response to children's interests. Pupil participation in clubs was monitored and tracked to enable staff to target children who do not attend and give careful consideration to timing of clubs to increase participation. In pupil questionnaires most children indicated that they took part in out-of-class activities and school clubs.

Next Steps

- Continue to work with EMIS to develop the capacity of staff to use data effectively to identify gaps and raise attainment ensuring high expectations and ambition for all pupils.
- Share successful approaches to planning for differentiation to ensure learners' needs are consistently met across the school.
- The school should continue to implement strategies to reduce equity gaps and raise attainment in reading, writing and mathematics.
- The school should systematically track and record the full range of young people's achievements in and out of school and their involvement in extra-curricular activities and clubs to ensure that pupils who could benefit from further support can be easily identified and targeted.

Recommendation

Overall the school has made a promising start in meeting the recommendations from Education Scotland's report from December 2016. The head teacher, leadership team and the staff have worked very hard to address the areas for improvement identified in the Education Scotland report. They now have a better understanding and are more focused in what they are trying to achieve. The Education Department plans to revisit the school within 12 months to ensure continued progress and give the school the opportunity to demonstrate the impact on pupils' experiences and attainment.

The Quality Improvement Service and the link Quality Improvement Officer will continue to work with, support, and closely monitor the school to ensure continuous improvement.