



## VIEWLANDS PRIMARY SCHOOL STANDARDS AND QUALITY REPORT 2022-2023

The purpose of this report is to share evaluative information from this school session on the performance of Viewlands against national quality indicators for Scottish Schools. It also states our self-evaluation grades for four key quality indicators taken from “How Good is Our School 4?” (Education Scotland 2015):

Quality Indicator:		Evaluation:
1.3	Leadership of Change	very good
2.3	Learning, Teaching & Assessment	very good
3.1	Ensuring Wellbeing, Equity & Inclusion	very good
3.2	Raising Attainment and Achievement	very good

These grading are based on on-going self-evaluation processes of the school which includes collecting evidence and information in a variety of ways and from different sources. Parent, Staff and Learner surveys (March 2023) and on-going consultation through focus groups (e.g., Viewlands Voice, Pupil groups, staff collegiate sessions, Parent Council and Parents in Partnership) provided very useful information which has helped shape school improvement planning for next session. *“Good leadership, teaching and caring school environment. The children are challenged and encouraged to achieve their potential” (Parent)*

Viewlands School has very good capacity for continuous improvement and will continue to work with its school community as it strives for excellence and equity for all our learners. Our Vision, Values and Aims are set within our Curriculum Rationale Thinglink which can be accessed here:

[Viewlands School: Vision, Values and Aims 2023](#)

***Mrs Christeen Williamson (Headteacher) June 2023***

## **ATTENDANCE, ATTAINMENT & ACHIEVEMENT**

(National Improvement Framework Driver: Performance Information)

The average pupil attendance rate from Aug 2022 – June 2023 was 94.3%. Unauthorised absences sit at 1.4%. Very similar to last session.

Curriculum for Excellence (CFE) is used to plan, deliver and evaluate our curriculum for pupils from Nursery to P7. We have been refreshing our Learning Contexts this session and using our recently created progression pathways in most subjects to ensure our curriculum is broad, relevant and current. Teachers assess children's progress in a variety of ways and use the gathered information to plan next steps in learning. This session saw the continued use of the Scottish National Standardised Assessments in P1, P4 and P7. Pupil progress is tracked through CFE Levels: Early Level spans Nursery and P1; P2 - P4 covers First Level and P5 - P7 Second Level. Attainment data for each pupil is recorded in Literacy and Numeracy. Careful analysis of our data gives us very good information on how we are performing academically as a school. The variety of data and evidence on pupils that we collected in June 2023 indicates the following:

### **Achieved Early Level by June P1:**

- Almost All in Listening & Talking, Reading, Writing and Numeracy.

### **Achieved First Level by June P4:**

- Almost all in Listening & Talking. Most in Reading, Writing and Numeracy.

### **Achieved Second Level by June P7:**

- Almost all in Listening & Talking. Most in Reading & Writing and Numeracy.

We are advised to compare our data with PKC and National data on achievement of levels at P1, P4 and P7. Viewlands results are higher than our comparator schools and PKC schools & in Listening & Talking, Reading, Writing and Numeracy at all primary stages. (P1 – P7).

Using our data and knowledge of our pupils we continued with literacy and numeracy interventions using some of our Pupil Equity Funding. Most learners benefitting from PEF continued to progress as per the predictions set for them.

## LEARNING

(National Improvement Framework Drivers: Curriculum & Assessment, School Improvement)

Almost all of our pupils are eager and active participants in their own learning. Almost all are engaged, resilient, motivated and interact well during activities. All teachers ensure that children learn through a range of types of lessons in different settings in meaningful ways. This can be active learning indoor and outdoors, through play, open-ended, problem-solving tasks or with buddies from other classes. *“The school helps me to keep engaged and opens up my inquisitive mind.” (P5 pupil).*

Most learners confidently lead learning at different points in the year and can make choices as to how they learn and meet their targets. Building positive, nurturing and appropriately challenging relationships are key to securing success and a “can do” attitude. Our learners’ survey indicates very high levels of pupil satisfaction with their school. *“I think you do well in helping me learn and encouraging us to work hard and try our best when I get stuck in English or Maths. I can always ask a peer or our teacher to help. I feel encouraged when I’m doing my work because each time we do a piece of work our teacher always reminds us to do our best.” (P6 pupil).*

Our Nursery children lead their own learning and are very engaged. They are encouraged to be creative, independent, and curious. Activities are planned around learner centred observations, possible lines of development (PLODS) and the Early Level CFE. Families are supported well by staff and lines of communication are very good. Family support groups are very well received. *“Staff are always very friendly and approachable & provide lots of fun learning experiences for my son. I have enjoyed having the opportunity to join him at the Eat Well Play Well group too.” (N Parent)*

Meeting learners’ needs is a priority for us. Universal and targeted learning and support for identified pupils is embedded in our practice and is having a positive impact on children’s progress. Staff training in trauma informed practice and CALM Interventions means we are better equipped to support children with emotional and behavioural needs. This session we have achieved Silver Accreditation for Rights Respecting Schools Award (Sept 2022). [Viewlands Primary School RRSR Silver accreditation report Oct 2022 PW JW 2.pdf](#) and Digital Leaders Award (June 2023).

The quality of teaching across Viewlands is very good. Skilled questioning, clear explanations and opportunities for active learning develop higher order thinking skills & creativity. Teacher knowledge of pupils is very good with appropriate, well-timed interventions driving forward pupil progress to meet benchmarks and predictions. Nursery staff are skilled at making focused observations to plan creative learning contexts and interventions as required. Curriculum review means that our learning experiences better meet current national and international priorities.

## LEADERSHIP

(National Improvement Framework Driver: Teacher Professionalism)

Our School Improvement Plan for this session focused on further development of our curriculum (specifically Learning Contexts), refreshing knowledge and understanding of effective learning and teaching with colleagues from other schools and taking forward Rights Respecting Schools and Digital Leadership award programmes. *“Viewlands is a well led school community. Good communication throughout. It's a really positive, caring environment for learners and staff alike.” (Support Staff Member)*

Viewlands staff all take on leadership roles and so there are leadership opportunities at all levels. Staff lead on school improvements, with management support and involvement as required. Very good examples of this are the Rights Respecting School Award, Digital Leadership, Visible Planning in Nursery & P1, Learning Contexts and curriculum design. Staff regularly engage in development and professional dialogue opportunities within school and with colleagues from other schools. This has effectively built a system for moderation, sharing of expertise and resources and a better understanding of educational priorities post-covid. *“Really enjoying participating more in moderation and professional discussion opportunities both within school and the LMG. Sharing ideas and trying out new ideas impacts positively on my practice.” (Teacher)*

The range and opportunities for pupil leadership and their contribution to the life and ethos of the school has built up after Covid restrictions have been removed. All our learners are enjoying our hybrid virtual/in person assemblies and being able to share their learning with other classes. All classes “Buddy Up” with another thus benefitting from mutually rewarding experiences of developing literacy skills, talking about learning and “loose parts” play. P7s lead on lunch time clubs for our younger pupils and have done a super job of organising fun events for everyone. Engagement in sporting and cultural events is being embraced, with notable successes in athletics, cricket, netball and general knowledge. *“The school gives P7 lots of different responsibilities such as Buddies, Captains, different competitions and clubs” (P7 Pupil)*

Next session our school improvement priorities reflect the next steps identified through our self-evaluation processes. We will further develop:

- Our arrangements for engaging and supporting parents in their child’s ongoing learning and development.
- Staff skill set in meeting learner’s needs through PKC training programmes and LMG activities on moderation.
- Our Learning Contexts at all stages and planning approaches.
- Focus on raising attainment at all stages in Writing.