

Standards and Quality



2021/22

Hilton Primary School

Inverness



Honesty Caring Fun Respect Teamwork

"Teamwork makes the dreamwork, together we grow!".

Hilton Primary School and ELC

HIGHLAND COUNCIL | TEMPLE CRESCENT, INVERNESS, IV2 4TP

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

Our School

Hilton Primary School is a non-denominational school serving the community of Hilton, to the east of Inverness. The school is part of the Inverness Royal Academy Associated Schools group (ASG). This session the school roll is 292 pupils with an additional 65 in our Early Learning and Childcare Centre. There are 11 classes this session. This year, our Nursery provision has decreased from three to two Age 3-5 rooms, and we have opened a brand new two year old provision for funded two year olds from August 2022 which can currently take 10 pupils but will hopefully increase to 15 from January 2023. We have been providing 1140 hours since August 2021.

Our Senior Leadership Team consists of a Head Teacher, a Depute Head and 3 Principal Teachers (1 full-time/2 part-time). Due to a drop in school roll, our management time has dropped a further ½ day Management time per week compared to last year. The current Head Teacher has been in post since February 2020. Before this the Depute Head was Acting Head Teacher from August 2019 with a PT being the Acting Depute for this period. The previous Head Teacher was in post from January 2018. Our Childcare Manager, who was in a full time post at Hilton for 5 years, now works centrally within the council (as of August 2021) and this post has been replaced with 0.4 management time- taking our PT Early Years out of class to work in ELC two days per week.

There is a large staff team at Hilton due to the high number of part-time contracts and ASN needs within the school. The staff demonstrate strong collegiality, team work and commitment to improving outcomes for learners. An Early Years Graduate (Scottish Government initiative) has been in place since August 2018 in Our Early Learning and

Honesty Caring Fun Respect Teamwork

Childcare, furthering family engagement and raising attainment and achievement. Our new EYG started in post in January 2021.

From August 2022, our ASN allocation has changed, which has resulted in a reduction of 278.75 PSA hours per week and 8 days of ASN teacher per week. We now have 6.5 PSA's (6 full time, 1 part time) and 3 ASN teachers (1 full time, 2 part time). This has dramatically changed the ASN service we can provide our pupils and adapting to this change is a big focus for our school for session 2022/23.

To accommodate everyone, the Main Building, which opened in 1957, has six classrooms. Two of the classrooms house our ELC. We also have a Nurture Room (The Hive). This building also contains the Main Hall used for Assemblies, Concerts, PE etc and has a Dining Area serviced by Highland Catering Services who prepare meals in the kitchen adjacent to the Hall. The Extension Building, which opened in 1972, has eight classrooms. There is also a GP/Staff Room, Library, Noisy/Quiet Room and a room which our Children Services Worker uses. Between both buildings there is a room which we call 'Buzzy's Room'. This room serves a variety of purposes to support learning.

Between June 2021 and April 2022, our new purpose built ELC was built in the school grounds. This provides us with 4 new classrooms, currently 3 are ELC rooms and one room is our Out of School Care room. This year due to demand, our ELC opening hours have reduced to 8 am until 5 pm. Our Out of School Club care remains open until 6 pm.

Further building works in the school have created new staff room, meeting room, an open learning area for older pupils and an additional classroom, which is currently being used as a Yoga Suite.



The Parent Council, Hilton Primary Parents and Friends (HPPF), is actively involved in the life of the school and continue to offer a high level of commitment and support.

Community links are strong and the school is valued for its welcoming open door culture. The school covers a mixed diverse catchment area, catering for families from a variety of socio-economic backgrounds. The current free school meal entitlement is 26%, the same as for session 2021-22. Our last inspection was in June 2019 where we received good gradings across all areas.

Honesty Caring Fun Respect Teamwork

Our School Vision, Values and Aims

At Hilton we pride ourselves in being a welcoming and caring school.

We have agreed that our Key School Values are:

- * Caring
- * Fun
- * Honesty
- * Respect
- * Teamwork

Teamwork is important at every level in our school and this is reflected in our School Motto:

“Teamwork makes the dream work, together we grow!”

Our Aims:

- *Listen, respect and support everyone in our community.
- *Ensure everyone is safe, happy and healthy.
- *Nurture hearts and minds through a range of experiences to help everyone be the best they can be.
- * Provide a supportive and inclusive environment where everyone can thrive.
- *Equip our learners with the skills in order to strive for excellence and achieve their dreams.

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session during a recent focus group:

- Relaxed atmosphere in the school
- The teachers are really nice
- We are celebrating Success (class rewards / Hot Choc Buzzy Award)
- Lots of Visitors to the school e.g. Caley Thistle and the Police
- The learning is lots of fun- especially liked writing lessons linked to topic

Honesty Caring Fun Respect Teamwork

- The opportunity to join groups – pupil council, Equality and Diversity Group, Digital Leaders, Building Reps, the opportunity to be a buddy for a Primary 1
- The new outdoor space (New Basketball court, paths) and revamped Outdoor classroom, following building works, the outdoor space is amazing.
- The opportunity for classes to organise their own events in school e.g. P5's Jubilee Day
- Yoga was good fun, relaxing and our amazing new Yoga Suite.
- Clarity Walks was great fun, we learned how to control fires and learnt about trees
- Finally being able to go back on School Trips again (after Covid restrictions eased)
- Feedback from classes who tried wrap around spelling (A P4-7 pilot) was positive
 - Easier to sound out and remember words
 - Understand present-past tense now

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- More opportunities to be involved in citizenship groups in the school
- Classes to have the opportunities to plan more events across the year
- More sensory things in the Yoga Suite (lights etc)
- Have our Choir again this year (couldn't last year due to Covid restrictions)

Honesty Caring Fun Respect Teamwork

Our Improvement Journey Headlines

Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1:

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Recovering from Covid-19 Impact: 1. Health and Wellbeing, 2. Recovery of learning, teaching and assessment, 3. Attainment in 21/22 (focussing on identifying new or widened gaps caused by the Covid 19 situation)

Progress and impact:

1. Health and Wellbeing

Very good progress was made in this area. Health and Wellbeing was our focus for our PEF work in the school for sessions 20-22.

With stabilised staff in our Nurture room we were able to offer a fantastic provision through our Hive for pupils, which benefitted more than just PEF pupils. Our Hive ran a soft start, supported lunch and soft close for children who required this support and this helped make the transition from home to school go more smoothly for most pupils. This was particularly helpful for us responding to additional mental health issues in our children following Covid and Lockdowns, some children needed this support for a small period but it made all the difference to them attending school. Teachers were more involved in identifying pupils and interventions and results showed stronger links into the classroom. All interventions were evaluated by pupils and staff to ensure impact.

Our Seasons for Growth groups ran again this year for P2/3, P4/5 and P6/7 groups, benefitting 21 children, who all spoke highly of the positive impact this support had for them (general comment as responses were confidential). This is the second year we have run this successfully with great feedback. All staff were trained in Change, Loss and Bereavement, giving them the knowledge and skills to support their pupils within classes who were struggling as a result of Covid lockdowns.

Pupils have had more ownership over their school again this year with pupil voice groups starting up again and new opportunities e.g. P5 classes organising Jubilee day and this was seen as a huge benefit to pupils personally.

Honesty Caring Fun Respect Teamwork

All P1-7 classes have engaged in regular Relax Kids / Yoga sessions as part of developing relaxing strategies and mindfulness. All feedback was incredibly positive for this- the majority of questionnaires showed improvements in children feeling able to identify their feelings, find strategies to make themselves feel better. Comments included “It helps me get to sleep at home”, “after it I feel I can work more, without people distracting me”. We have spent a lot of time looking at 3.1 Ensuring Wellbeing, Equality and Inclusion through our SIP work this year, and we are developing a Positive Relationships Policy for our school to ensure shared understanding across Pupils, Staff and Parents / Carers.

We have set up an Equality and Diversity group within the school with representatives from each class to raise awareness of expectations around children’s protected characteristics. As part of this a Bullying questionnaire was conducted with P5-7 pupils and following this a presentation to all older classes on our theme, “Help make Hilton Happy”. Posters are displayed in every classroom and reinforced by class teachers during learning time.

In our ELC and OOSC, we spent a lot of time on relationship building and creating the right nurturing environment for our pupils. We have worked on improving different areas in our ELC, e.g. book area, home corner, outdoor area. We have been responsive and changed the environment to our children’s needs throughout the year. A specific focus on the Emotions Monsters has been very successful in supporting our children in identifying emotions and this has been noticed by our Primary 1 teachers this year. We have evaluated our Learning Profiles for strengths and weakness and now have a greater focus on showing progression in children’s skills across areas. We have increased opportunities for parental involvement in the setting. We have improved our communication procedures so we are more consistent in the feedback we are giving parents/carers. We have developed a Learning Journey pack for parents/carers to have greater involvement in their child’s learning profiles. Following an easing of Covid restrictions we received positive feedback from our parents/carers following their visit into the new ELC setting. Our pupils have also shared how happy they are in their new setting. Parents/carers were offered the opportunity to engage with online PEEP sessions last year. We continue to use our closed Facebook group to share information with parents/carers about events and curriculum within the nursery e.g. self-evaluation, rhyme of the week. Our work in room leads has ensured a weekly focus on curriculum progression and our next steps are to plan through Health and Wellbeing, Literacy and Numeracy in more depth to ensure experiences across all areas of the nursery environment. We have improved our transition processes for children into our ELC, parent/carer evaluations have showed improvements made have improved the transition experiences for parents/carers and their children.

Honesty Caring Fun Respect Teamwork

In our OOSC we have begun to build more independence and pupil choice into daily routines. We have shared information about our development work with parents/carers and encouraged contributions through our regular HPPF meetings and through our Newsletters.

2. Recovery of Learning, teaching and assessment
3. Attainment in session 21/22 (focussing on identifying new or widened gaps caused by the Covid 19 situation)

We have made some progress in this area. Some of our progress has been hampered as a result of the huge Covid absences we have faced, both in staffing and for pupils individual progress. We used Highland Council's recovery curriculum for literacy and numeracy, focussing on the basic skills for numeracy and literacy until staff felt that children were ready to move on to further topics again. This was hugely beneficial in catching gaps in learning created through both lockdowns and informed teachers planning when using the literacy/ numeracy PEF PSA and planning their learning and teaching. We have built more discussion time for staff to support stage planning and regarding attainment throughout the school year and are making more use of our data. Following P4-7 staff trialling Wrap around Spelling in their classes, and discussions around our November 21 Incas data, we have identified that word decoding was poorer across our P2 cohort last year. Following discussions around this it was agreed that we would implement Wrap a round spelling across the whole school to ensure a more seamless progression from P1- 7 in phonics progression for our children. We began looking at tracking over time and could see that our current Primary 7 cohort average attainment had improved.

We can see from our Achievement of a Level results for P1, 4 and 7 that there are still many children still below age and stage and this is largely as a result of delayed learning during the pandemic. We also have identified that 49% of our current school role has an ASN need which can impact their attainment.

Results for session 2021/22	% achieved Early Level, P1	% achieved First Level, P4	% of P4's who made 1 or more years progress in P4	% achieved Second Level, P7	% of P7's who made 1 or more years progress in P7
Reading	64%	49%	51%	37%	77%
Writing	76%	38%	82%	34%	80%
Listening and Talking	92%	54%	33%	60%	91%

Honesty Caring Fun Respect Teamwork

Numeracy	76%	36%	69%	40%	97%
----------	-----	-----	-----	-----	-----

Comments:

Several children are working at the end of Early or First level so should achieve this early into Primary 2 or 5.

This is the second year we have seen a dip in attainment around Primary 4 level so this requires further consideration. For session 21/22, we put in additional supports to raise attainment in literacy across our Primary 5 cohort. We adjusted the balance of pupils across both Primary 5 classes which allowed for better ability grouping and also combatted a lot of friendship issues which were disrupting learning and teaching in Primary 4. We also noted an larger number of children who had been diagnosed with dyslexia or were diagnosed during their Primary 4 year.

Looking at last year's results for Primary 5 we saw huge improvements with a further 12% of pupils achieving first level in Reading, 2% Early, and 8% needing further challenge above age and stage. In writing we saw a huge 45% achieve First Level, a further 7% achieve Early level and 4% had advanced well into Second Level for Writing and needed further challenge. Our INCAS data in November 21 showed that our P5 learners attainment had improved, showing more children above average in literacy compared to the previous year.

Looking at our ELC attainment we have made some great progress in tracking our developmental overviews and improving outcomes for learners:

- Children made huge progress overall between March and June 22 Tracking.
- Our children have shown highest % improvement in the movement column- this demonstrates that the focus we had this year on Physical movement/ coordination (following evaluation of session 20/21 plans) has impacted attainment.
- Children showed high scores of independence skills in routines and social-emotional. This shows our efforts to build a safe, nurturing and pupil centric environment is having impact.
- We noted that our reduced outdoor area (due to our ELC build) has impacted our pedalling and other movement skills (e.g. balance and tip toes), so this will be a priority for session 2022-23.
- We have focussed on improving independence in toileting and this showed a 69% increase in attainment since March 22.
- Further work in supporting our 3 year olds in Words up was identified as a priority as attainment was lower in this area.
- Further work in increasing imaginative play that stimulates our 3 year old boys was identified as attainment was lower in this area.

Honesty Caring Fun Respect Teamwork

- Following identified need for training in supporting our EAL children, we received training and implemented Teddy Talk sessions within our ELC for our EAL children.
- We are beginning to share more curriculum specific learning through our Google Classrooms for parents

Next steps:

1. Complete Positive relationships Policy.
2. To continue developing pupil voice through Pupil Council (includes ECO), Digital Leaders, Playground Leaders, Equality and Diversity Group, setting up of House Captains group.
3. To streamline communication across the school including the development of a new website.
4. Continue Health and Wellbeing work in the school to include Zones of Regulation. In light of changes in ASN allocation, time for staff to adapt and plan to support their pupils.
5. Adapting our practices to support our pupils within allocated staffing. Using our PEF PSA's to support targeted interventions for pupils in literacy and numeracy.
6. Further work on data and using this to track and monitor improvement in pupils attainment across time. Greater links with our ASG colleagues (including new Raising Attainment Depute and using data to compare to our comparator schools.
7. Protected time to ensure continuity and progression across planning and KAT's and to implement wrap around spelling as a whole school.
8. Further develop our ELC: strategies to support our 3 year olds in imaginative play and develop their language through words up opportunity, curriculum development (greater focus on Literacy and Numeracy and Health and Wellbeing) and curriculum transition to Primary 1 links. Termly tracking of developmental overviews to check progress and to inform termly planning themes. Re-starting our free flow play across playrooms. Looking outward to help us improve our setting. Set up and development of our 2 year old provision.

Honesty Caring Fun Respect Teamwork

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator

School self-evaluation

1.3 Good

Leadership of Change

2.3 Good

Learning, teaching and assessment

3.1 Good

Ensuring wellbeing, equality and inclusion

3.2 Good

Raising attainment and achievement

Our children and young people believe we have made the following progress this session:

Theme 1 Good

Our relationships

Theme 2 Very good

Our learning and teaching

Theme 3 Very good

Our school and community

Theme 4 Very good

Our health and wellbeing

Theme 5 Very good

Honesty Caring Fun Respect Teamwork

Our successes and achievements

Our overall evaluation of our school's capacity for continuous improvement is:

We have some concerns about our capacity for continuous improvement.

As part of this year's ASN allocation exercise, this has resulted in a reduction of ASN staff across the school. This will have a whole school impact as we evaluate our school processes and practices, and adapt our support for pupils within the allocated staffing levels. We have also had a reduction in management time. These pressures will take time away from curriculum development and slow the progress we hope to make.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.

Honesty Caring Fun Respect Teamwork