

HILTON PRIMARY SCHOOL AND ELC

2023/24



Honesty Caring Fun Respect Teamwork
"Teamwork makes the dreamwork, together we grow!"

Hilton Primary School and ELC

HIGHLAND COUNCIL | TEMPLE CRESCENT, INVERNESS, IV2 4TP

Honesty Caring Fun Respect Teamwork

Introduction: Local and National Context

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

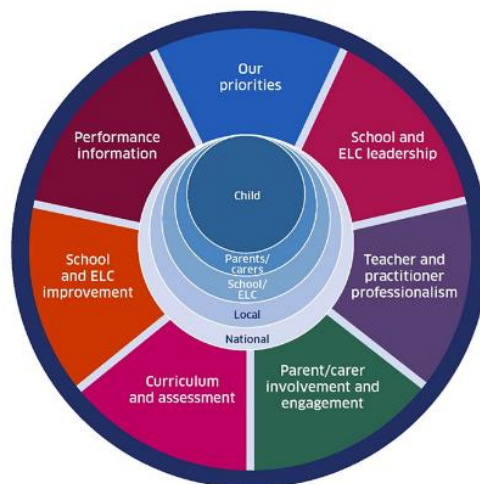
Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

National Improvement Framework Priorities



The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

[National Improvement Framework Improvement Plan HGIOS? 4](#) and [HGIOELC Health and Social Care Standards National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

| All | Almost all | Most | Majority | Less than half | Few |
|------|------------|-----------|-----------|----------------|-----------|
| 100% | 91% - 99% | 76% - 90% | 51% - 75% | 16% - 50% | Up to 15% |

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- **How well are we doing?**
- **How do we know?**
- **What are we going to do now?**

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

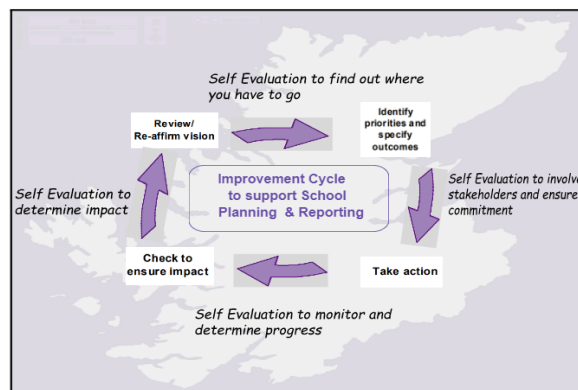
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

*Kathryn Reid
Head Teacher
Hilton Primary School*

School Profile

The following information can be found on [Parent zone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

| | | | | | | | | |
|---------------------------------------|--------------------------|------------------------------------|--------------------------|--|-------------------------|--------------------|--------------------|--------------------|
| Attendance 92.8% | | Average Class Size 25.5% | | Meeting PE Target Target Met | | | | |
| Pupil Numbers 281 (ELC 74) | | Teacher Numbers 16 | | Pupil Teacher Ratio 17.9 | | | | |
| N3 30% | N4 50% | P1 16.7% | P2 8.9% | P3 14.9% | P4 12.1% | P5 13.9% | P6 18.9% | P7 14.6% |
| SIMD Q1¹ 10-20% | SIMD Q2 30-40% | SIMD Q2 30-40% | SIMD Q3 20-30% | SIMD Q5 0-10% | Unknown 0-10% | | | |
| ASN² 40.2% | No ASN 59.8% | FSM³ 27.4% | No FSM 72.6% | EAL⁴ 19.9% | No EAL 80.1% | | | |

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

| | | | |
|----------------|----------------|------------------------------|-----------------|
| Reading | Writing | Listening and talking | Numeracy |
| Majority | Majority | Most | Majority |

We have had no exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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.

Review of progress for session

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

School Priority:

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks. This is an ASG project, in line with Highland Council expectations and linking in with our Raising Attainment Depute’s work this year.

Progress:

- Staff have a greater understanding of what effective Assessment and Moderation is having

Impact:

- Planning for Assessment has reduced the curriculum overload issue for teachers meaning the learners receive more quality teaching time.

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spent time working alongside teachers within the ASG.

- Teachers have increased understanding of the Benchmarks.
ELC staff have been using the Profiles and Developmental Overviews to track individuals learning against the Benchmarks.
- Data Overview spreadsheet has been updated by Hilton staff along with the Raising Attainment Deputy, agreeing on the key aspects within Numeracy and Literacy needing to be assessed.
- ELC and P1 -P7 'Sharing of Learning' event for Parents to view their child's Literacy and Numeracy work.
- Training during In Service Days and Staff Meetings on the various assessment tools on the Highland Council website has enhanced their knowledge of where the gaps are within Literacy.
- Self-Evaluation from pupils to hear their opinions on how they feel they are progressing in both literacy and numeracy shows that most pupils know what their next steps are but not all pupils.
- Improved targeted Learning Intentions during lessons and these are more specifically shared with the pupils, so they know what they are working towards achieving.
ELC pupils will have a clear individual Profile to pass on to the P1 teachers.
- Streamlining the assessments has given more time to teaching and embedding the knowledge and understanding in the classroom as less time consumed with assessment of work.
- Using Jam boards and Google Surveys the feedback has given us our next steps on how to improve the way share the child's learning with home.
- Phonological Awareness and Decoding and Encoding assessments have given the exact teaching areas to be targeted to raise attainment.
- Using the HGIOURS questions gives all staff a clear picture on where they need to be more specific in their feedback to the pupils.

Next steps:

- Raising Attainment in Literacy and Numeracy will be a key priority for this year's School Improvement Plan.
- Assessment and Moderation across the ASG will continue with a specific focus on Reading Assessment within Hilton Primary. Staff feel more confident with the Big Writing Assessment for Writing and HNP for Maths but want a more accurate assessment to target the specific gaps in reading.
- Regular Self Evaluation using challenge questions from HGIOURS/HGIOS/HGIOELC will give us the evidence on the progress we are making to improve the learning and teaching.

Purpose:

We had identified that Wraparound Spelling being implemented across the school should improve our learners decoding skills and enable a smoother progression throughout the school.

Time needed for stage planning to ensure breadth and continuity across the curriculum.

Time for staff to engage in discussions around supporting our young people with their learning, adapting to the resources available.

Improved depth in planning for ELC with a focus on Health and Wellbeing, Literacy and Numeracy.

Development of our new 2 year old provision.

Progress:

- Staff training on Wraparound Spelling included Morphological Spelling and Phonics which has improved the learning and teaching of spelling from P1 – P7. ELC received Words Up training to enhance their literacy development.
- Open Afternoon to invite parents to work with their child on spelling activities to encourage input from home as well as school to raise attainment.
- Increase in assessments of decoding and encoding has highlighted the exact areas needing further teaching input.
- Planning and moderation of Key Assessment Tasks at the beginning of each term has improved the quality of the work as more integrated within the curriculum
- ELC planning is more streamlined and responds to the learner's interests across the environment. Staff have ownership for their own area to develop.
- ELC staff have more knowledge on the Early Level Curriculum with a particular focus on improving girls' language skills and boys imaginative play.

Impact:

- Having compared the spelling results from the beginning to the end of the year there has been an improvement. This has been through the Shonell Spelling Results in our Attainment Tracker.
- Pupils have been more engaged with spelling activities at home due to a wider range of resources both online and offline.
- Teachers can be more specific when planning literacy lessons to close the gap and raise attainment.
- Pupils are more aware of the importance of linking their learning across the curriculum and can use the new skills in a different context.
- Higher quality learning observations from the new zones the staff have responsibility for as they respond to what the pupils are interested in.
- Increase in developmental overview recording to focus on raising attainment in these two areas. Implementing more literacy tools.

Next steps:

- Continue to focus on raising attainment in literacy embedding the wraparound spelling along with improving our assessment of reading.

- Engage with the Literacy For All training and resources to improve the learning and teaching across all levels.
- Work collaboratively with the other schools in the ASG to have a shared understanding of how we teach and assess - in particular spelling and reading.
- Develop the 2-year-old provision in ELC in line with the Action Plan from the Care Inspectorate visit.
- Develop the Personal Care Plans and Learning Profiles in ELC with high quality observations.

Progress and impact of Pupil Equity Fund

Breakfast For All:

- Very good for the PEF children who had no breakfast at home.
- Older PEF children involved in the preparation and delivery to the classes. PSA time then reduced as pupils were involved.
- Feedback from pupils through questionnaires was that they could concentrate better when they were not hungry, but mornings can be rushed so prefer breakfast once arriving at school.

Raising Attainment ELC and P1 – P7:

- Valuable use of DHT Management Time to co-ordinate the PSA and EYP group structure.
- Needs were high at the start of the year in infants to settle them into a routine and stretch the more able pupils in smaller groups.
- The needs were then greater in the upper stages towards the end of the year with classes needing more PSA input after analysing the data during tracking discussions in February.

ELC PT time to train the EYPs to do the targeted work in ELC was successful as feedback from staff showed they felt more confident and supported.

Soft start and soft close very productive to ease anxiety and support families.

Baking and life skills groups have supported pupils in gaining confidence and developing social skills.

INCAS Assessments:

- Useful assessment tool to analyse the data to ensure children are on track.
- Supported ACEL teacher judgement and more specific targeted interventions for children needing the extra support.
- INCAS will be replaced by the NSAs and SOFAs to align with Highland Council approach across the ASG.

Wider achievements

- New School Website Developed to improve parental engagement.
- Health & Wellbeing focus – Shinty Club attending various competitions around Scotland. Athletics Club from P1 – P7 training weekly and participating in local competitions.
- Digital Leaders enhancing their own digital skills and scaffolding the younger pupils.
- House Captains appointed, and new positive behaviour charter introduced.
- Nurture Hive has been invaluable in supporting pupils struggling to attend school.
- 11 Ukrainian Refugees arrived at the beginning of this session and have settled in well.

Comments from learners, families, stakeholders and staff

Learners –

“I enjoyed having my teacher and PSA because they are nice and they help me especially when I get stressed, they calm me down.”

“I loved the school trips to Landmark and dancing in the Breakfast Boogie Team”

“The world of Work Week was awesome because everyone came to visit us; Farmers, Pharmacists, Tour Guides and Chefs. I like learning about different jobs.”

I really enjoyed our non-fiction topic about South and North America. We all had to make our own slideshow and present it to the class.”

Families, Stakeholders and Staff –

“I love watching the children play with the activities and games on the field at lunchtime.”

“I love working here because everybody is so welcoming and I’m working in the best class!”

“I love the way the staff all celebrate together, and it is such an inclusive school to work and learn in.”

“My son has loved feeling part of such an inclusive school, and he is well cared for by all the staff.”

“The teachers are really good at keeping us informed on how our children are getting on.”

“Sports day showed us that the teachers had spent a lot of time planning it and making sure the children knew what to do, it was lovely seeing them all help each other and there was a lovely atmosphere.”

Capacity for continuous improvement

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

| | ELC | PRIMARY |
|--|--------------|---------|
| QI 1.3 Leadership of change | Satisfactory | Good |
| QI 2.3 Learning, teaching and assessment | Satisfactory | Good |
| QI 3.1 Wellbeing, equality and inclusion | Satisfactory | Good |
| QI 3.2 Raising attainment and achievement/Securing children's progress | Satisfactory | Good |

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

- To raise attainment and achievement for all. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity, and excellence are delivered across the system.
- We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Planning ahead

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://sites.google.com/invernessroyalacademy.org.uk/hilton-primary-school/home> or by contacting the school office.