



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2024-2025**



**Hilton Primary School and ELC**

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

# Introduction: Local and National Context

## Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

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

### Highland Priorities



### National Improvement Framework 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.

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?*<sup>4</sup> 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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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**

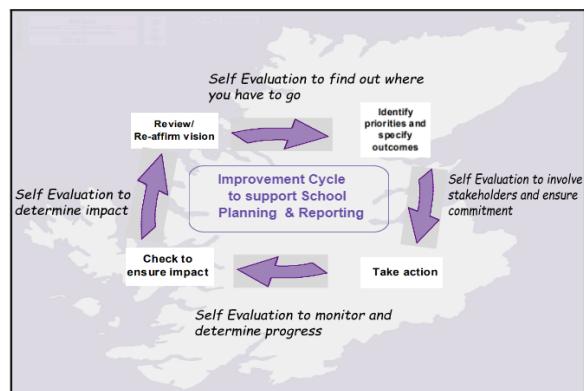
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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.**  
**Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.**

Kathryn Reid  
Head Teacher  
Hilton Primary School

# School Profile

## Pròfil na Sgoile

The following information can be found on [Parentzone 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.

<b>Attendance</b> 92%	<b>Average Class Size</b> 24.9	<b>Meeting PE Target</b> Target Met						
<b>Pupil Numbers (inc nursery)</b> 263 (+87 Nursery)	<b>Teacher Numbers</b> 14	<b>Pupil Teacher Ratio</b> 18						
<hr/>								
<b>N3</b> 34%	<b>N4</b> 48%	<b>P1</b> 11.2%	<b>P2</b> 12%	<b>P3</b> 18.9%	<b>P4</b> 10%	<b>P5</b> 16.5%	<b>P6</b> 14.9%	<b>P7</b> 16.5%
<b>SIMD Q1<sup>1</sup></b> 10-20%	<b>SIMD Q2</b> 30-40%	<b>SIMD Q3</b> 30-40%	<b>SIMD Q4</b> 20-30%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%			
<b>ASN<sup>2</sup></b> 50-60%	<b>No ASN</b> 40-50%	<b>FSM<sup>3</sup></b> 10-20%	<b>No FSM</b> 80-90%	<b>EAL<sup>4</sup></b> 10-20%	<b>No EAL</b> 80-90%			

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Majority	Majority	Majority	Majority

We have had no exclusions this year.

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

# **School vision, values and aims**

## **Lèirsinn, luachan agus amasan na sgoile**

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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

## Ath-sgrùdadh air adhartas airson an t-seisein

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:

### Moderation – with writing focus

#### Purpose:

Our Primary 1, 4, 7 achievement of a level data is lower than national average. This is also the case across Highland ACEL data for P4 Writing.

We have used Big Writing Assessment criteria but now need to move to a model of assessment that is more benchmark focussed.

We work well collegiately as a staff and are passionate about raising standards. We want to understand our data better to help us improve, so having somebody in house trained in moderation to support our whole school moderation should help us ensure the quality of our teacher judgement and enable us to raise attainment in all areas. Trialling a new writing initiative (NIWP) across our P3/4 and P4/5 classes will also help us to review how we progress writing as a school.

#### Progress:

- NIWP- two teachers and HT took part in training for the new writing programme. P3/4 and P4/5 class teachers implemented the new approach in their classrooms.
- We have conducted moderation sessions with staff across the year (CT and HT ran these following training and using resources from the Moderation Collaborative). Staff have implemented new resources including the benchmark overviews and new HQA formats.
- We have trialled the use of a NSA / SOFA overview for each class to help support discussions around achievement of a level.
- We have had three attainment meetings this year instead of two, some teacher judgements moved away from borderline to will / won't achieve with more focus and discussion within the year.
- Writing group party update:
  - Whole school moved away from Big Writing and now using Rubrics to determine end of level.
  - To support judgement a writing progression display has been made in the staffroom for staff to

#### Impact:

- ✓ Very good progress was made in this area.
- NIWP progress
  - There was a positive impact at every level regardless of whether achievement of a level. We increased our number of children who achieved First Level in P4 by 8%. All p5 children have now achieved First Level who hadn't previously in P4.
  - All children are much more confident in their writing. Current and previous class teachers can see many children's mindset has changed in writing from the previous year and start of this year.
  - Timed writing supports children who struggle to structure their writing.
  - Children are now wanting to write more and for longer. Their stories are structured more effectively. Children's perceptions of their ability are more positive and they are more engaged to write. They have responded well to more writing teaching across the week.
  - Staff are more confident in achievement of a level for writing.
  - All benchmarks for first level have been taught specifically in order for the needs of the class and assessed in depth and children have displayed these targets consistently over time.
  - Children have benefitted from regular modelling by the class teacher.
  - ASN needs have been factored into class teaching.
  - Children and staff are involved in recording data for improvement.
  - Attendance of pupils is no longer affected by writing as the classes write on more than one day.

- refer to. Staff also moderate borderline writing in stages.
- Writing resources google classroom created to support staff using high quality resources.
- Teachers were in charge of planning and assessing impact of PEF interventions.
- Most children appear to prefer writing for shorter periods over several days than one long writing lesson.
- All teachers were keen to move towards the NIWP format based on the progress in the two trial classes.
- Across the school children speak positively about their writing lessons. They enjoy writing lessons, they feel challenged in their writing, and supported by teachers/PSA's. They feel they get good feedback from their teachers on how they can improve and they can identify learning outcomes and next steps. Many felt they would like to write for shorter periods and that they didn't like the three yearly writing assessments.
- Moderation Sessions
  - New planning tool, early days but useful planning tool for staff.
  - Generally the feedback from parents shows parents have more information to comment on their children's progress.
  - Our planning has evolved with greater use of technology and there is a need to create a new format that works for the school to ensure effective long term planning.
- Progression of writing display – early impact of this being a positive support. Lots of quality discussions around attainment in moderation. Class Teachers still seeing the impact of attendance, lates, ASN and behavioural issues on attainment.
- Implementation of writing programme would support consistency across school and teacher judgement.

#### Next steps:

- Implement the NIWP as a whole school 2<sup>nd</sup> Wave. Look at ways to support lower ability pupils within this programme in the upper school.
- To update the school's writing policy to reflect changes.
- Agree long term planning information with staff for session 2025/26.
- Continue to implement the new structure for HQA tasks.
- Continue to re-establish effective profiling for P1-7 across the school.
- Continue with three yearly tracking meetings.
- Continue with focus groups / moderation opportunities for staff to consider achievement of a level.
- Use of tab groups for SOFA / NSA to support PEF interventions next year.

#### School Priority:

#### Nurture and Positive Relationships

#### Purpose:

- Rise of incidents in the playground that is impacting learning and the ethos of the school
- Staff have reported a rise in verbal abuse and lack of respect from pupils. Children have also reported this about some pupils towards other pupils.
- Some children are needing support with social skills to build and maintain relationships.
- Continued rise in pupils needing support for Health and Wellbeing reasons accessing our Hive or requiring other support from ASN.
- Many of our pupils struggle with transitions, stage to stage or within the school day. Many children require soft start / close.

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**Progress:**

- Impact of Zones of regulation - our Zones of regulation has been implemented across all classes with a focus in term one.
- Impact of Nurture Working Party:
  - Introduced RRS to children and staff
  - Introduced a song for the school
  - All classes now have a RRS poster and booklets to refer to across classes
- In-depth work by ELC staff on Positive Relationships Procedure

**Impact:**

- ✓ Some good progress was made in this area.
  - Everyone is talking about Rights Respecting in the school.
  - Questionnaires for classes and hearts to make a display- in progress.
  - Rights included at Assemblies.
  - Some class teachers are beginning to link more rights to teaching across the curriculum
  - It's been difficult to follow up RRS due to smaller group of teachers involved and varying priorities across the school.
  - Weekly whole school assemblies promoting success and wellbeing Weekly Assemblies have had a positive impact on reinforcing expected behaviour and celebrating success.
  - Staff feedback positive for Health and Wellbeing sessions.
  - Classes have implemented Zones of Regulations, use these in class, but a minority of children do not transfer these to the playground. ICT have had a positive impact on children's game play in football.
  - Our House Captains have taken a lead in organising events for classes across the year.
  - Impact of ELC Behaviour work:  
We had specialist support from the Positive Relationships and central ASN team come in to support staff with improvements.  
The majority of ELC children have responded really well to the new rules and routines and this is reducing the amount of staff time spent on reinforcing safety rules within the setting. Several children with high levels of ASN are now showing they are more regulated in the Nursery environment and are accessing tools in place to support them.  
The majority of children have benefitted hugely from more structured together times e.g. stories with bookbug, singing times.  
The school values are fully embedded in ELC in a way that pupils can understand and apply them.  
The Nursery environment is now calmer and children have quiet spaces to go to when they need this. E.g. 3-5 sleep area.  
Incidents against children or staff have reduced.  
Parents feedback on P1-7 end of year reports are all positive, with many commenting on children's increased confidence, and happiness to attend school. Many parents commented on how happy they are with the class teachers efforts.  
A focus group of older children were able to talk about SHANNARI and what it looks like at Hilton.

Class Visits by management to classes and subsequent focus groups with pupils highlighted the high quality teaching provided at Hilton. All classes were experiencing clear learning outcomes and success criteria, children were clear about their learning and next steps. Children spoke very positively about their class teachers and the support they gave them.

### Next steps:

- Have a whole staff approach to RRS moving forwards.
- Class Charters in August for each class.
- Class assemblies- to share one right and presentation. This will be the right of the month. Continue incorporating into assemblies.
- Creating a display for RRS
- Continue Health and Wellbeing focus for staff to keep morale going.
- Health and Wellbeing Pareto for the playground to impact next steps in playground. Implement the zones into the playground. Football issues- look at encouraging more sports in the playground.
- Consider splitting House Challenges into smaller groups next session. Ensure houses have an even split.
- Consider a Health and Wellbeing term- to spread out opportunities and support children who find less structure difficult.
- Continue to embed new ELC procedures. Create a version for the school.

### School Priority:

## Sharing Good Practice across the IRA ASG

### Purpose:

Questionnaire feedback from our ASG work on Pedagogy this year determined a new model for sharing standards for session 2024-25.

- Most staff felt more confident following the Spotlight Assessment session.
- No change and more confident - most staff (76%)
- Looking forward staff have indicated for next session that they would like...
  - Teachers sharing good practice (72%)
  - Time for dialogue with colleagues (88%)
  - Speakers in their area of expertise (64%)
- 74% are keen to keep the same 3 sessions of 1 ½ hours.
- The focus for these sessions could be
  - Overarching themes – Sustainability, Creativity, Digital (58%)
  - Feedback and Plenary (46%)
  - 4 Contexts for Learning (40%)

Share overall feedback with all staff.

### Progress:

Staff have had opportunities to build a sense of team across the ASG and share good practice across the ASG (priorities identified by teachers last year). They have had time for dialogue with colleagues.

Sessions were held with a focus on Digital and Feedback and then Creativity.

### Impact:

Pre and post Questionnaire for Digital and Feedback showed increased confidence levels in teaching staff from 3.7/6 to 4.4/6.

Pre and post questionnaire on Creativity showed an increase in staff confidence from 3.5/6 to 4.4/6.

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There was a good sense of community created with staff making links, sharing resources and taking back good ideas to their classrooms.

Staff enjoyed the opportunity to speak with other colleagues. Most staff felt the result was confidence that we were on the right track and offered several opportunities for Creativity to our pupils. They felt the opportunities were more effective for them this year than last year's pedagogy approach. Staff did feel the allocated hours to the ASG were a huge proportion of our own collegiate time and ensuring a balance of moderation time within our own school and across the ASG would be more beneficial moving forwards.

#### **Next steps:**

Hilton Staff enjoyed the opportunity to collaborate with staff from other schools. Their specific feedback from discussions for next steps for the ASG are:

- A mixture of time to meet as an ASG and in our own schools to share standards and moderate
- A focus on achievement of a level and moderation
- Effective pairing across the ASG with schools in a similar position to us e.g. size of school.

## **Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan**

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### **Attendance**

The soft start, close and supported lunch is integral to our support of many pupils across the school. This allows us to flexibly support our children who require additional help to access the school day and has been very helpful in encouraging attendance. Our Targeted approach to attendance this year has reduced the number of PEF children who are absent from 12% to 3%. Next steps are to continue this work on overall attendance and to take a greater, targeted approach to reduce lates to school in the morning as this impacts many children's ability to transition smoothly into class in the mornings and can affect their application across the school day. Several children across the school require co-regulation throughout the school day to support them to de-escalate and the Hive and PSA support provides a safe haven for this. The impact of PEF support for this means that children are supported back into class and onto classwork more quickly.

Several children have responded well to opportunities to work within social groups e.g. baking group, social skill group, most children showed huge improvements in social skills and confidence reflected in our better attainment results at end of year.

PSA support has been utilised through setting of maths and literacy across P7 classes, this has allowed support to be targeted to support specific children at all times, increase direct teaching of teachers and numeracy levels have improved across the board. Children have been challenged at all levels. For example, nearly every child in the higher ability class have achieved second level in Primary 7.

### **Raising Attainment**

#### **ELC – P7**

Some of our PEF interventions have been affected this term by staff absence. However, **all** teachers noted the benefits of PSA support to target individuals gaps in learning and facilitate more teaching time with pupils. The need for this to continue regular practise and targeting support is definitely still needed to

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continue making progress.

### **Raising Attainment**

#### **ELC**

Huge improvements have been made in recording children's progress. Auditing of all Learning profiles and Care Plans have shown huge improvements.

There is evidence of higher quality learning observations.

Our recent Care Inspectorate report reflects this change (currently in draft).

### **Wider achievements**

### **Coileanaidhean nas fharsainge**

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- ✓ House Captains group and House Points system in place across the school and we have begun whole school house challenges to develop sense of belonging and team work across the school. House Challenges
- ✓ Breakfast Boogie
- ✓ Success across sports: Bailee Cup, Inter School, McRobert, Cross Country, Shinty
- ✓ New School Website Developed and maintained by Digital Leaders. Digital Leaders enhancing their own digital skills and scaffolding the younger pupils.
- ✓ Buddies P7 and P1 pupils
- ✓ New Picnic tables for children and staff
- ✓ Health Week- visiting specialists
- ✓ New purchase of outdoor equipment for ELC

### **Comments from learners, families, stakeholders and staff**

### **Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach**

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*"I have been very impressed with the way that Hilton runs their Nursery and School Sports over the past several years. They are well organised and very enjoyable." (Parent)*

*"Our teacher is very kind and she always helps us if we are stuck". (Pupil)*

*"I feel supported by management with ASN". (Staff member)*

*"I had such a great session with one of your staff members. They were so intuitive with what the child needed and were able to quickly grasp complicated language learning theory. They were also excited to share their new learning with their colleagues. " (SaLT)*

SaLT visited multiple classes and commented on the calm and supported ethos in classrooms.

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*“I feel supported in my development” (Staff member)*

*“Thank you for organising the Bailee Cup event. The children had a great time ” (Parent)*

*“The children were fantastic. We thoroughly enjoyed the show. Thank you to staff for their hard work” (Grandparents)*

*“Thank you so much for inviting us to attend your assembly this morning. The sound system looks fantastic and it's brilliant to see how it's getting used in school.” (Community member)*

*“The children were so polite and well behaved and a credit to your school” (member of the public at Landmark)*

*“What an incredible amount of work. The children were so impressive. Thank you for organising such a wonderful event.” (Grandparent, visiting the P6/7 and P7 memorial tour in March 2025).*

*“We are so proud of X’s progress this year. They have expanded their history knowledge and developed a passion for reading” (parent, commenting on end of year report)*

*“X has had a great year and I don’t doubt it is due to their great teachers and classmates. They have grown in confidence and enjoys all aspects of work” (parent, commenting on end of year report)*

*“My child has shared nothing but positive feedback about her teacher, which truly reflects the nurturing environment you provide” (parent, commenting on end of year report)*

*“She’s a really lovely teacher. She is really kind. She puts in all the help she can. She explains things well to us”. (Pupil Focus Group, May 2025)*

## **Capacity for continuous improvement** **Comas airson leasachadh leantainneach**

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
<b>QI 1.3</b> Leadership of change	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Satisfactory	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children’s progress	Satisfactory	Satisfactory

Our overall evaluation of our capacity for continuous improvement is: Good

We are confident in our capacity for continuous improvement.

## **Key priorities for improvement planning**

### **Prìomhachasan airson planadh airson leasachadh**

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1. NIWP programme – implementation across P1-7. Early Writing continuum development work in ELC.
2. Nurture and Positive Relationships- with a focus on RRS
3. Sharing good practice across the IRA ASG- moderation.

## **Planning ahead**

### **A' planadh air adhart**

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Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our [website](#) or by contacting the school office.