STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

HILLSIDE SCHOOL

Aberdeenshire Council Education and Children's Services

“Education and Children’s Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire”
**Introduction: local and national context**

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

**Aberdeenshire Priorities:** these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity;
- to embed the principles of GIRFEC (Getting it Right for Every Child);
- to provide support in developing inclusive, vibrant and healthy communities.

**National Improvement Framework Priorities:**

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

**National Improvement Framework Drivers:**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

- HGIOS4 - [https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf)
1. Context of the School

- In 2013, Aberdeenshire Council approved a proposal for additional primary education provision with a delivery of a new school in Portlethen after substantial community engagement. In August 2015 the Education, Learning and Leisure committee approved a catchment area for the new school. The name of the new school was decided as "Hillside School" at Kincardine & Mearns Area Committee in October 2015. Hillside School opened to pupils and staff in August 2016 and initially operated as a split site school within Portlethen and Fishermoss Primaries. The highly anticipated school building opened in April 2017 and this also brought the opening of the school Nursery. The school has a capacity of 350 pupils and 100 Nursery children (split over am/pm sessions). Hillside School serves the community of Hillside, Marywell and surrounding areas.

- At Hillside School, learners' opinions and ideas are valued and listened to. Pupils have made huge contributions to the development of their new school, which they take great pride in. Our Pupil Council, Rights Respecting School Group and Digital leaders have all started to make a positive impact on school improvements. Pupils have worked alongside staff, parents and partners to develop policy and make plans for the future. There is a mutual sense of trust, respect and shared values and aims that is evident through evaluation.

- Community links are a valued part of school life. We have an elected Parent Council Group (Hillside Parent Group) who have worked in partnership with the school on a wide range of developments and fundraising projects. Local businesses such as The Co-op and Asda have worked with the school to support learning experiences and events. Oil Company KCA Deutag, have committed to a formal partnership with Hillside School in order to support learner’s entitlements within the Scottish Governments programme ‘Developing Scotland’s Young Workforce’.

- We strongly believe that a positive ethos is fundamental in the success and progress of Hillside School. Central to this has been the creation of a shared vision, values and aims that is ambitious and focuses on improved outcomes for all. Our vision, values and aims has been created in consultation with staff, pupils, parents and partners and underpins all that we do.

- At Hillside School our overarching vision is that “We are on our journey to grow, believe and achieve together”, reflecting that learning is a process and a journey that we are all on as a school community.
Values
Safe, happy, kind, inclusive, respectful and hardworking

Aims
At Hillside School we are on a journey together, developing skills for life through:

- Creating a welcoming, supportive environment where everyone is encouraged to achieve their full potential and successes are celebrated
- Valuing mental and physical health to promote greater well-being and resilience
- Establishing lasting partnerships with our community and the wider world
- Using the outdoors as a way of staying active and as an important context for learning
- Promoting responsibility by caring for ourselves, each other and the environment
- Appreciating the diversity of our school family and celebrating our individuality
- Encouraging curiosity and a thirst for learning
- Creating exciting learning opportunities which reflect the challenges of the 21st Century

- Analysis of the SIMD data shows that no child at Hillside School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 9. Regardless of their socio-economic background, we believe that all children are entitled to the best education and also to be the best they can be. We are also very mindful that financial challenges can happen to any family at any time and that by knowing our families well, we can support them in the most appropriate way.

- The use of the PEF will be targeted towards improving resources to support Numeracy, Writing and building resilience among our learners. To complement this, staff training opportunities will be extended. The school has a clear commitment to excellence and equity, valuing the learning of all children who will benefit from the PEF plan created at Hillside School.
After the first year of opening - Early Identified Strengths of the School Include:

The Quality of Support Provided
Staff know children very well and in all classes a positive and nurturing ethos is evident. Staff work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. There are very good systems in place to track children's learning carefully across all areas of the curriculum, continuously assessing whether children are making progress and provide appropriate support and challenge as required. Support staff are effectively deployed and work closely as part of the core staff team to ensure learner's needs are appropriately met and that everyone has access to the curriculum.

High Quality Learning Experiences
At Hillside School, children behave well and work hard. Most children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences on offer.

Levels of Performance
Most pupils are making progress in their learning across all curricular areas - especially in Numeracy.

Collegiate Approach to School Improvement
Staff, pupils, parents and partners are well consulted on issues regarding the school and their views are acted upon.

Culture and Ethos
At Hillside School we are proud of the welcoming and positive ethos we have created in our first year. This view has been expressed by staff, pupils, parents, visitors and partners. This positive ethos has also been observed in classrooms and has contributed to the creation of an effective learning climate and positive classroom culture.

“A great community feeling and experience for children and their parents/carers and all the staff are interested in each individual child’s development and attainment” (Quote from parent Survey)
### 2. How good is our leadership and approach to improvement?

**Relevant NIF priority: All**

**Relevant NIF driver(s):** School leadership, Teacher professionalism, School improvement

**Overview:**

<table>
<thead>
<tr>
<th>(narrative across this theme and various QI's)</th>
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</thead>
<tbody>
<tr>
<td>• <strong>Vision, values and aims have been created, shared and promoted across the school community.</strong> This is reflected within the positive and ambitious ethos developing within the school. All staff agree that the school Vision, Values and Aims is ambitious and focuses on improvement in outcomes for all.</td>
</tr>
<tr>
<td>• <strong>Leaders at all levels (including teaching staff) motivate and inspire others to sustain collective commitment to the shared vision through daily actions.</strong></td>
</tr>
<tr>
<td>• <strong>Staff engage with professional learning/CPL opportunities through Aberdeenshire events. Leadership roles are encouraged and taken on by a range of staff.</strong> For example 1+2, Digital Technologies, Young Leaders, Literacy Development and RRSA - to benefit outcomes for all our young people.</td>
</tr>
<tr>
<td>• <strong>A culture of collaborative self-evaluation and consultation is becoming established across the school.</strong> Almost all stakeholders feel they are properly consulted on key matters and have an opportunity to share their views.</td>
</tr>
<tr>
<td>• <strong>Most staff are reflective and ambitious to improve the school.</strong> Within a recent survey, many parents highlighted the enthusiasm of the staff as a strength of the school.</td>
</tr>
<tr>
<td>• <strong>Pupil voice is developing as a feature of the school's approaches to self-evaluation.</strong> Children give their views about their aspirations for their new schools as part of committees, through assemblies, class discussions and are now ready to take more direct responsibility for improving aspects.</td>
</tr>
<tr>
<td>• <strong>Almost all parents (who completed survey) believed they are asked for their views on school developments.</strong></td>
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<tr>
<td>• <strong>HGIOS4 Quality Indicators are used to inform monitoring and evaluations (challenge questions and examples of highly effective practice)</strong></td>
</tr>
<tr>
<td>• <strong>Focused monitoring of plans, classroom practice and feedback are designed to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators.</strong></td>
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</table>
● The principles of HGIOELC is used by SLT to benchmark high standards for the newly opened Nursery and identify improvement priorities. All nursery staff have received training on HGIOELC this session. All Nursery practitioners attended a cluster training session on improvement planning in June 2017, led by Early Years Principal Teachers.

● Engagement with all stakeholders happens through a range of evaluation methods e.g. open afternoons, school tours, surveys, newsletter questions and feedback book at community events.

● Professional Review and Development (PRD) procedure is implemented as per GTC guidance and staff update and review professional learning logs.

● All stakeholders have been involved in reviewing and evaluating the school improvement plan

● Following training, all staff now feel more confident using standardised assessment data to progress learning. Staff analyse their own class data and make plans for meeting learner’s needs.

Key strengths:

● At Hillside School there is a strong focus on its ambitious vision, values and aims that is being used to drive improved outcomes for learners

● There is a developing collaborative culture of self-evaluation

● Staff are committed to improving learning and raising standards for the children of Hillside

Identified priorities for improvement:

LOOK ACROSS THE QI

● Developing stronger Pupil Voice and Participation at Hillside School and Nursery that leads directly to improvement

● Linking Quality Assurance activities more directly to the School Improvement Plan and ensuring this leads to improved outcomes for learners.

● To use varied approaches to engage with and listen to the views of stakeholders, building a shared understanding of areas of strength and next steps for future developments.
In relation to the priorities listed above the following action plans have been confirmed:

<table>
<thead>
<tr>
<th>Actions/Roles/Timings</th>
<th>Expected Outcomes/Impact on learners</th>
<th>How will success be measured?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developing stronger ‘Pupil Voice’ at Hillside School (1.1/1.2)</strong></td>
<td>Pupil participation is a strong feature of our approach to self-evaluation and continuous improvement.</td>
<td><strong>Pupil Discussion Groups (Term 3)</strong></td>
</tr>
<tr>
<td>• Introduction at staff meeting of ‘Hillside Time’ and Pupil Voice Groups (12.9.17)</td>
<td></td>
<td>- HT/DHT meeting with groups of pupils to discuss the impact of Pupil Voice Groups on them and the school (film - video clips)</td>
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<tr>
<td>• HT to create staff guidance re Hillside Time term 1</td>
<td></td>
<td>- Learners will feel they have an active role in improving the school and can give examples</td>
</tr>
<tr>
<td>• Each teacher P3-7 will take a leadership role with a Pupil Voice group every 3 weeks - this</td>
<td></td>
<td>Learners feel 'Included' in the decision making of the school</td>
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<tr>
<td>• will relate to school improvement</td>
<td></td>
<td>- Our younger pupils are beginning to give examples of how they make a difference to the school</td>
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<tr>
<td>• Groups create action plan</td>
<td></td>
<td>- Our younger pupils take on roles of responsibility and give suggestions for improvements</td>
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<tr>
<td>• Groups feedback in assembly (termly) and to pupil council</td>
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<td><strong>Staff will be asked to evaluate progress using:</strong></td>
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<tr>
<td>• Each group will have a suggestion box (in library) where ALL pupils can contribute ideas.</td>
<td></td>
<td>Challenge Questions HGIOS 4:</td>
</tr>
<tr>
<td>• Nursery - P2 pupils are involved in certain tasks but not required to attend meetings</td>
<td></td>
<td>How well do we involve all stakeholders in self-evaluation for improvement?</td>
</tr>
</tbody>
</table>
- To gather children's ideas and interests to help develop the Nursery learning environment.
- Nursery - To encourage children to discuss and plan their learning and recognise, enjoy and share achievements. DHT to oversee

<table>
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<tr>
<th>How do we know that the changes we have made have improved outcomes for pupils Challenge Questions HGIOELC: To what extent are all stakeholders involved in self-evaluation and planning for implementation? How well do practitioners support children to take responsibility for their own learning and progress? How do we know?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nursery</strong> DHT to monitor Floor Books Learning Conversations Pupil Profiles</td>
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</table>

**Linking Quality Assurance activities more directly to the School Improvement Plan and ensuring this leads to improved outcomes for learners:**
- Input from QIO re quality assurance
- HT/DHT to review improvement plan 'success criteria' and design a QA calendar that best meets the needs of school

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<tr>
<th>A more robust system for Quality Assurance is in place and improvement can be more accurately measured.</th>
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<tr>
<td>It is anticipated that a more rigorous system for Q.A will lead to improvement in outcomes for learners</td>
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<tr>
<th>HT and DHT to review - QA calendar QA Calendar provided accurate picture of progress of SIP and this has led to improvements for our learners.</th>
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<tbody>
<tr>
<td>- See attainment data</td>
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</table>
Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 1.3 - Leadership Of Change:

Sources of evidence/evaluation activities undertaken:
- Standardised Assessment Staff Evaluation - Exit Pass
- Staff Improvement Plan Evaluation
- Pupil Improvement Plan Evaluation
- Parent Improvement Plan Evaluation
- Learning Visits
- PT Nursery - Learning visit feedback
- Discussions with staff at PRD
- School Improvement Plan
- PRD records
- Feedback from parent council discussions

Overall evaluation of level of quality:
- Strong foundations have been laid with the newly developed Vision, Values and Aims. This will now underpin all future school improvement.
- Further work to be done with Nursery staff and children on how the VVA translates with in the ELCC setting
- All staff are involved in regular evaluation of the school improvement plan through open dialogue and peer work. Leadership roles are taken by colleagues at all levels.
This session Quality Assurance procedures have given an early picture of where the school’s strengths and development needs lie. This now needs to be more formalised, rigorous and directly linked to the school improvement plan.

Based on the outcomes of QA procedures from session 2016-2017 the teaching and assessment of writing is being reviewed in order to raise attainment and ensure there are shared standards and expectations across all stages.

SLT are involved in regular discussions and monitoring activities with teaching staff, gives oral and/or written feedback and follows up to evaluate progress made.

Cluster PT nursery is supporting SLT to identify key development areas for Hillside Nursery.

All staff are committed to CPL and continually reflect on and develop practice to ensure best possible outcome for all learners.

Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, SLT, pupils and parents. An improved understanding of standardised assessment has supported quality dialogue to take place.

All stakeholders’ views have been sought in the development of the new school and there is a clear culture of collaboration developing.

Pupils can identify the skills they are using and developing and are beginning to use the language of learning.

Most children can talk about their strengths, progress and next steps and pupils are actively involved in their learning. In nursery, the use of floor books is being developed to capture and respond to children’s interests and involve them in the planning process, has recently been introduced.

Pupil Voice has been a positive feature this session but further opportunities are required for pupils’ voice to lead to further participation in the improvement cycle.

Level of quality for this QI:
( HGIOS?4 1-6 scale)

4/3
– Good
### 3. How good is the quality of care and education we offer?

**Relevant NIF priority:** All

**Relevant NIF driver(s):** Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress

| **Overview:**  
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<tr>
<td>All staff show commitment to the development and wellbeing of learners as individuals</td>
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<tr>
<td>At Hillside Nursery, a key person approach is in place and staff create individual plans based on SHANARRI indicators to support young children to develop and learn. Nursery Children have settled well and the Playroom has been set up with good range of resources with core provision as a focus.</td>
</tr>
<tr>
<td>Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies.</td>
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<tr>
<td>All staff familiarise themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practice.</td>
</tr>
<tr>
<td>Aberdeenshire Frameworks have been introduced and used to inform planning and identify next steps in learning, thus ensuring progression for all learners.</td>
</tr>
<tr>
<td>Planning documents have been developed through staff consultation and with progression of learning and talking bureaucracy at the forefront.</td>
</tr>
<tr>
<td>There is clear information on pupils’ achievements and attainment in Literacy and Numeracy. A body of evidence is used to make professional judgements about our learners.</td>
</tr>
<tr>
<td>A manageable tracking system is in place and staff are becoming more confident in making judgements about children's progress within a level. This system is effective in identifying/actioning timely interventions to improve outcomes.</td>
</tr>
<tr>
<td>Almost all learners and their parents carers feel their teachers understand 'where they are' in their learning and provide them with the support they need to improve.</td>
</tr>
<tr>
<td>All learners have a developing knowledge of a modern language (Spanish) and all teaching staff have taken part in training. 54% of our learners feel confident enough to share words with a friend.</td>
</tr>
<tr>
<td>All learners (Nursery-P7) experience their entitlement to a broad general education. Children benefit from a wide and varied curriculum.</td>
</tr>
</tbody>
</table>
• Children are becoming more responsible at making decisions regarding their learning and pupil choice is evident in the majority of classes and a strong feature in some.
• Positive engagement with parents encourages them to take an interest in their child’s learning. Staff take pride in the positive relationships they have developed with our parent body this session. Open afternoons and events have been held to support this.
• The principles of ‘Developing Scotland’s Young Workforce’ is being developed throughout the delivery of the curriculum and has been supported by the business Partnership with KCA Deutag.

Key strengths:
• The learning environment within all classes is based on positive and nurturing
• Positive relationships in the school based on shared vision and values and a respect for learning.
• Most pupils are motivated and engaged during learning activities - expressing a desire to succeed
• All staff note an improved understanding and use of Aberdeenshire Frameworks to support progression in children’s learning

Identified priorities for improvement:
• Develop Visible Learning approaches from Nursery to P7 and promote a growth mindset across our whole school community, with a view to raising attainment for all.
• Robust Opportunities for moderation - ensuring that across our learning community there is a shared expectations for standards to be achieved
• Improve the quality of observations taken of children’s learning - Nursery
In relation to the priorities listed above the following action plans have been confirmed:

<table>
<thead>
<tr>
<th>Actions/Roles/Timings</th>
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<tbody>
<tr>
<td><strong>Develop Visible Learning and Growth Mind-set at Hillside School (2.3)</strong></td>
</tr>
<tr>
<td>- All staff (including PSAs who can attend) to attend collegiate information session with Elayne Steel (Education Psychologist) - 5.10.17 - introducing the concept of Visible Learning and Growth Mind-set</td>
</tr>
<tr>
<td>- HT and DHT to visit Bervie School to observe the work they have done in this area in term 1 (looking outwards)</td>
</tr>
<tr>
<td>- Staff, pupil and parent survey to be issued on Growth Mind-set. This to form baseline - week beginning 18th September. HT to lead.</td>
</tr>
<tr>
<td>- SLT (HT/DHT) to lead 4 Growth Mindset Assemblies across the session (including introduction to ‘The Learning Pit’ in term 4)</td>
</tr>
<tr>
<td>- During Hillside Time Pupil Council and SLT to develop Growth Mindset display</td>
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<table>
<thead>
<tr>
<th>Expected Outcomes/Impact on learners</th>
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<tbody>
<tr>
<td>The Learning environment within Nursery and School is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.</td>
</tr>
<tr>
<td>All pupils to demonstrate Improved Resilience and perseverance towards their learning through the development of a 'Growth Mind-set'</td>
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</tbody>
</table>
| ** Longer term impact:**  
  To develop the 5 strands of visible learning and embed them into pedagogy and our learner’s mindsets |

<table>
<thead>
<tr>
<th>How will success be measured?</th>
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<tbody>
<tr>
<td>Baseline Growth Mindset survey to be issued to whole school community (P1-7.) This to be done in term 1 and 4 (Pupils, staff and parents).</td>
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<tr>
<td>Teachers to also evaluate impact of Growth Mindset work on learning (part of term 4 survey)</td>
</tr>
<tr>
<td>Feedback from staff and pupils indicates an increased understanding of GM</td>
</tr>
<tr>
<td>SLT to undertake Learning Walks in term 4</td>
</tr>
<tr>
<td>Language of Growth Mindset present within individual classes (Nursery-P7) and across the school. Learning Walks would be a way of demonstrating this. Language/ethos/quality interactions.</td>
</tr>
<tr>
<td>Dialogue with children about what they are learning, practising etc. Reinforced through Pupil profiles/learning journeys.</td>
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</tbody>
</table>
| **Pupils Council will deliver**  
Assembly on Learning Pit - pupils will then teach their teacher-class then make Pitt in own class |  
**Staff to be given 'Growth Mindset Lessons' book. Staff development time (WTA) to read lesson ideas within this book and use 'Hillside Time' (once every 3 weeks) to deliver lesson** | **Reinforcement/quality, timely interactions to develop resilience.** |
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<tbody>
<tr>
<td><strong>Each class will have evidence of Growth Mindset language/Learning Pit</strong></td>
<td><strong>X2 Collegiate sessions on Growth Mindset and Feb in-service</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Term 3 - Growth Mindset leaflet for parents (pupil council)** |  
**Stall at parent consultations with information and Pupil Council to work with HT developing an information leaflet** |
### 2. Robust opportunities in place for moderation

<table>
<thead>
<tr>
<th>Staff Activities</th>
<th>HT to share QUAMSO input with staff</th>
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<tbody>
<tr>
<td>Nursery - Input/support in planning with Es and Os/frameworks and benchmarks in mind.</td>
<td>HT to attend QUAMSO events and use support materials with staff</td>
</tr>
<tr>
<td>To plan for progression, with a clear focus on literacy, numeracy and Health and Wellbeing,</td>
<td>Collegiate working and the sharing of standards will feature within Teaching and Learning meetings and therefore monitored by SLT</td>
</tr>
<tr>
<td>Staff to regularly plan across stages and level - regularly sharing standards</td>
<td>Improved staff confidence in assessing pupils' achievement of a level - evident at tracking meetings.</td>
</tr>
<tr>
<td>Expectations for collegiate working shared with staff at August In-service</td>
<td>Through SLT Evaluations (quality assurance activities) shared standards and expectations are evident</td>
</tr>
<tr>
<td>Within the Quality Assurance timetable and as part of WTA dedicated time given to stage, level and cluster moderation</td>
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<tr>
<td>Dedicated time within this given for staff to engage with finalised National Benchmarks</td>
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Across our learning community we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum

*Staff will have improved understanding of National Standards following engagement with finalised benchmarks. This will also support professional judgement*
<table>
<thead>
<tr>
<th><strong>Improved Quality of Observation of children’s learning</strong></th>
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<tbody>
<tr>
<td>• Create Pupil Profiles for all Nursery pupils through consultation with PT Nursery, LEYP and EYPs</td>
</tr>
<tr>
<td>• Share and agree format with practitioners</td>
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<tr>
<td>• DHT and PT to support practitioners in making observations, identifying learning and establishing next steps within everyday activities and interactions</td>
</tr>
<tr>
<td>• Ensure observations are being carried out and recorded regularly through quality assurance and moderation</td>
</tr>
<tr>
<td>• Include children in using, adding to and looking at Profiles</td>
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<tr>
<td>• Ensure profiles are accessible to children and parents/carers at all times.</td>
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</table>

Using agreed observation format, practitioners will make regular observations in order to build a personalised account of each child, reflecting on Personal Care/Support Plans where appropriate.

High quality observations and interactions will enhance professional judgments about progress being made and next steps for a child's development.

Observations will support planning, well-timed interventions and future learning. Progress and development should be evident through Pupil Profiles.

Parents/Carers will be able to review and contribute to Pupil Profiles, creating a shared understanding of their child’s learning journey.

Monitoring of interactions through learning visits

Evaluation of Pupil Profiles - SLT (including PT for Nursery) to sample pupil profiles - term 2, 3 and term 4

**Challenge Questions to consider**

How do we ensure that the processes for tracking and monitoring are manageable and effective in improving learning and teaching?

How well does the information we gather about children's progress inform our planning and improvement?
- Encourage parents/carers to contribute to Pupil Profiles e.g. wider achievements, successes at home etc.

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<tr>
<th>Evidence of progress/comments/identified next steps:</th>
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<tr>
<td>Date:</td>
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<td>Date:</td>
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<td>Date:</td>
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</table>
Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

- SLT and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response - Tracking System used to inform dialogue
- Termly Learning Conversations (with HT/DHT and class teachers individually)
- Learning visits by SLT and peer learning visits
- Collegiate professional dialogue focused on learning in literacy and numeracy.
- Cluster / peer school moderation.
- Staff Improvement Plan Evaluation
- Pupil Improvement Plan Evaluation
- All linked to HGIOS 4 (use of challenge questions)

Overall evaluation of level of quality:

- Most of learners are achieving within or above the expected level for their ages and stage.
- Planning meetings with SLT focus on purpose of plans, impact of assessment and seven principles. Attainment is a focus of improvement plan and tracking used as part of the process to monitor progress
- At Hillside School the learning environment is built on positive and nurturing and relationships. This provides a solid platform for developing our pupil’s resilience towards their learning, leading to high quality outcomes and improved attainment. This will be developed further with the introduction of Growth Mindset. There are positive, respectful relationships in evidence across all areas of the school.
- The everyday language used across the school links clearly to a rights respecting ethos.
- The school is continuing to work on sharing the purpose of learning with pupils and the majority of pupils know what to do in order to be successful.
- Learning and teaching in all classes is underpinned by the school’s vision, values and aims.
- Ongoing formative assessment is evident in most classes.
- Aberdeenshire Frameworks/Benchmarks are being used to support Assessment opportunities.
• Teachers work together and have a shared understanding of CfE levels. They are now beginning to use the Aberdeenshire Progression Frameworks to support this.
• The work of the school is supported by excellent Community Links.
• Most pupils are keen and enthusiastic who are fully involved in the teaching and learning process
• There is a wide range of extra-curricular opportunities for pupils to become engaged in. Hillside pupils have attended 413 (the largest share) of active schools sessions this school session and make up 47% of the clusters total participants in Active Schools Clubs (the largest share of all cluster schools).
• Learners' achievements in and out of school are recognised at our ‘Hillside Hero Assembly’ and shared with pupils, parents and the wider community through our display and newsletter/Twitter.
• Our procedures are manageable yet effective for planning learning experiences for pupils.
• Nursery pupils benefit from the range of resources available that support open ended play and creativity
• Teachers track children's achievement carefully across all curricular areas, constantly assessing whether children are making progress and provide appropriate support and challenge. Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Standardised assessments (ePIPS and INCAS) in P1, P3, P5 and P7 are used and analysed to discuss next steps, improve individual pupil performance and to target Support for Learning/deployment of resources for identified pupil groups.
• Across the school there are examples of very good practice in the delivery of Number Sense, Outdoor Learning and Digital Technologies. Staff have identified that more robust moderation opportunities are required to share standards and practice.

**Level of quality for this QI:**
( HGIOS?4 1-6 scale)

4 – Good
4. How good are we at improving outcomes for all our learners?

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Overview:
(narrative across this theme and various QI's)

- Children at Hillside School are included, happy and successful. A whole school SHANARRI/ wellbeing survey, conducted by the RRS steering group found that most children felt safe, healthy, achieving, nurtured, active and responsible. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided.
- The school is applying its PEF towards improving resources to support Numeracy, Writing and building resilience among our learners.
- All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children.
- The school has achieved The Record of Commitment from UNICEF and is working towards level 1. Staff have an understanding of children's rights as the school works towards level 1 RRSA.
- The diversity of the school community has been celebrated in different ways, with a particular focus on the range of languages spoken at Hillside School.
- The school is fully committed to the fulfilment of its statutory duties but accepts that there is still work to be done in terms of a shared approach to supporting children's well-being, particularly in terms of using SHANARRI Indicators and supporting the resilience and mental health of learners.
- Children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. Additionally the use of digital contexts for learning is seen in most classes.
- Standardised data is used effectively to track progress and identify areas requiring targeted support and this supported teachers professional judgement well. Analysis of such data shows that most children (at all stages) are making expected progress or above in Literacy, Numeracy and Health and Well-being - in line with national expectations.
• Systems have been put in place to monitor vulnerable groups of learners (e.g LAC, EAL, ASN, MAPPM process etc) closely. Most of these identified learners have made progress this session.
• Attainment trends in Numeracy and particularly positive across the school in each year group.
• Notably, almost all pupils successfully achieved Early Level Numeracy by the end of Primary 1 (this was also supported by standardised data). The use of a ‘Number Talk’ approach has been embedded at this stage and staff across the rest of the school are developing this within their classes.

Key strengths:
• The confidence of children across all years and their pride in their new school
• All staff and partners are pro-active in promoting positive relationships in the classroom, playground and wider learning community.
• Positive levels of attainment across the school and especially in Numeracy (particularly in Primary 1, 4 and 6)
• Nursery pupils confidently interact and play in their new setting, showing really enthusiasm and engagement for outdoor activities in particular. A wide variety of resources are available, in keeping with the Nursery’s natural theming, are available for open ended play. PT observations have noted that children are well supported.

Identified priorities for improvement:
• Develop a cohesive strategic approach to assessing and supporting well-being
• To raise levels of attainment in Literacy (writing) - especially at the middle stages.
• To raise further levels of attainment in Numeracy - developing Numicon approach (Nursery - P7)
In relation to the priorities listed above the following action plans have been confirmed:

<table>
<thead>
<tr>
<th>Actions/Roles/Timings</th>
<th>Expected Outcomes/Impact on learners</th>
<th>How will success be measured?</th>
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| **Develop whole school approach to well-being at Hillside School** | Develop a whole school approach to tracking well-being of pupils  
The whole learning community has a shared understanding of well-being and children's rights/needs  
**As a result of our approach to ensuring the well-being of all children and young people and their families we are improving their outcomes** | Staff (including SLT) are able to successfully track the well-being of pupils and can see the impact that this has made on improving outcomes for learners  
Pupil and Parent Questionnaire (tailored to reflect our school community) given to identify development areas within well-being |
| • DHT to lead staff session on using SHANARRI well-being assessment tool and how this will be used as a school - 16.11.17  
• Assembly on SHANARRI Indicators 1.12.17 (well-being  
• Staff given time on 5.12.17 - staff given collegiate time to analyse well-being wheels and consider next steps  
• Whole School SHANARRI Well-being web created and displayed  
• HT to arrange Bounce Back training for staff (Feb 2018)  
• HT to source Mindfulness training | | |
| **Well-being discussions will feature as part of tracking meetings with SLT and actions/interventions agreed** | | |
**Raising Attainment in Literacy, Language and Communication (1)** Taking a developmental approach to Emerging Literacy (Northern Alliance Project)  
*This is will initially be focused on P1 pupils but introduced to rest of school as project develops*

- Attend whole day training for Emerging Literacy (P1 teachers AK & TS and HT)
- Rest of P1 team given time to watch online training videos
- HT to deliver introductory family learning workshop on Emerging Literacy to P1 parents
- Complete initial Emerging Literacy assessments with P1 children
- Attend 4 Local Networks during the 2017/2018 sessions
- Engagement with Emerging Literacy support materials to assess and analyse data, organise learners using data, and plan developmentally appropriate learning experiences, tracking progress

**Pupils as learners will:**
- experience a developmentally appropriate curriculum using the developmental continua to support current programmes
- have developed the foundation skills required for early reading and writing, resulting in positive destinations and literacy attainment
- be tracked using the developmental continua to ensure that individual needs are met.

**Staff as learners will:**
- understand the developmental approach to Emerging Literacy at the Early Level
- be able to articulate the progress of each learner, based on robust evidence.

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**Feedback from parents re Literacy Workshop**

Initial Emerging Literacy assessments completed as a baseline and on-going assessment completed during the year to track and monitor progress

End of Level Teacher Judgements for Primary 1 - Achievement of Early Level, including P1 National Standardised Assessment data

Evidence of attendance and feedback from family engagement workshops

Evidence of on-going interactions between schools and families to provide universal and targeted support

Monitoring of learning experiences which take a developmental approach across the Early Level

SLT Learning visit within Nursery focus on Literacy and Numeracy rich environment

EYP staff to provide peer feedback of learning zone
**Additional Actions**

- 2 collegiate sessions dedicated to sharing information and supporting staff with the approach
- HT to work with Nursery staff to develop emergent literacy skills
- DHT to work with Nursery staff to ensure environment supports the development of literacy and Numeracy skills - development of ‘Learning Zones’
- PSA staff to be trained - supported to take groups
- NCCT teacher supported to develop Gross motor skills

**Raising Attainment in Literacy (2)**

Introduction to Emergent Literacy approaches for whole staff - Nov In service (13.11.17)

Developing understanding of progression, differentiation and feedback as appropriate and in response to learning visits

Improve attainment standards - Writing

Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for all learners

National Assessments will indicate a positive attainment picture in writing for the learners of Hillside School.

Improvement in middle stages attainment dip (seen through INCAS and CFE levels)

Learning Visits and jotter evaluation October with focus on progression, differentiation and feedback
**Creation of WOW boxes (ways of working boxes) as recommended by Dyslexia Association. PSAs/ASL teacher to support with this and parent volunteers to help with laminating and prep if resources**

**Literacy Focus - November In service (13.11.17)**

**Challenge Questions:**
- How good is our understanding of differentiation? Do staff and partners use a range of approaches that meets the needs of all learners?
- To what extend is our school an inclusive learning environment?

**Develop Numicon as an approach to the learning and teaching of Numeracy**

**Raising attainment in Numeracy - Cluster Improvement Plan**

- Purchase of additional Numicon resources at Hillside School (PEF Funding). DHT
- All Primary (including Nursery Staff) and appropriate secondary staff (Maths and SFL) to be trained in use of Numicon (Nov Inset) in order to support a concrete understanding of Number.
- Opportunities will be given for staff to share practice in this

**Learners will have an improved concrete understanding of number**

**Raised attainment in Numeracy**

*NOTE: It is anticipated that positive attainment trends in the Early years will continue into the middle stages. This may not be seen until next session.*

**Early indications will suggest a positive impact on attainment (especially at early years).**

**Peer Learning Visits**

**Qualitative Feedback from staff**
area and consolidate their understanding of this approach

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

**Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:**

**Sources of evidence/evaluation activities undertaken:**

- Positive behaviour evident in and around school/community and confirmed with analysis of referrals.
- SHANNARI Survey conducted by RRSA Group
- Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations.
- School being awarded RRS Record of Commitment
- Raised attainment by learners in all SIMD deciles evident in standardised assessments.
- Staff Improvement Plan Evaluation
- Pupil Improvement Plan Evaluation
- Parent Improvement Plan Evaluation
- Analysis of attendance, LAC, exclusion and lateness data shows appropriate levels of commitment and participation regardless of background
- Scrutiny/analysis of Child Protection procedures.
- Interrogation and analysis of standardised assessment

All linked to HGIOS 4 (use of challenge questions)
Overall evaluation of level of quality:
(brief description)

- Our staff have a commitment to GIRFEC and the obligations of being a Rights Respecting School. Further work needs to be done around using the SHANARRI Indicators to support learners and improve their outcomes.
- Strengths
  - There is a clear staged procedure in place for pupils with Additional Support Needs in order to reduce barriers to learning. This includes the use of Individual plans for those who would benefit from them.
  - Everyone in our learning community is treated fairly and with respect and we place importance on fostering positive, open & supportive working relationships based on trust.
  - The children’s rights and wellbeing sit at the heart of all we do and this clearly understood by all stakeholders.
  - Robust processes in place for child protection and other statutory duties
  - A key strength of the school is the commitment of the staff to the wellbeing of all.
  - Rights Respecting Recognition of Commitment and ongoing pupil committee exploring and celebrating diversity linked to improvement planning.
  - Everyone in our learning community is treated fairly and with respect and we place importance on fostering positive, open and supportive working relationships based on trust.
  - Pupil’s needs are effectively noted and targeted through use of concern forms, tracking meetings, deployment of staff including both Pupil Support Assistant and Support for Learning staff.
  - Where staff identify learners who require support we respond quickly, accessing available resources and working closely with partner agencies where appropriate.
  - Vulnerable learners are supported by the Intervention & Prevention Teacher where appropriate.
  - We take opportunities to celebrate cultural diversity and promote understanding of, and respect for, other beliefs and customs throughout the school.
  - Aims and values are readily shared and reinforced through whole school assemblies led by SLT.
  - Forward plans show differentiation in learning targets at all stages from Primary One to Primary Seven.
  - Individual Education plans (IEPs) are in existence for a small number of children in the nursery/school who require it in order to support individual pupils and ensure needs are met. IEPS contain very clear and succinct targets, are regularly reviewed and updated accordingly. Both Parents and pupils are involved in formulating an IEP alongside staff.
Our Educational Psychologist is used to good effect addressing concerns and supporting learners within our school. Other agencies including Health provide some effective support in order to reduce barriers to learning. The School Nurse also provide effective support in order to meet needs.

Staff have received training around GIRFEC in order to ensure we are working to support pupils appropriately.

Through commitment to the school vision and values, as well as the GIRFEC agenda, almost all children feel they are treated fairly and with respect in a safe and nurturing environment.

PSAs are targeted to need on a priority basis.

As a response to self-evaluation, we are promoting resilience, perseverance, high expectations for all and a growth mindset amongst learners, staff and parents.

Individuals who require additional support are identified using SHANARRI indicators. Where appropriate, an action plan will be drawn up in consultation with parents and relevant partners. These plans and the progress made are regularly reviewed at meetings and updated as required.

ASL staff undertake the ‘5 roles of SfL’ and liaise closely with colleagues to provide the most appropriate support.

Further develop Visible Learning across the school community; promote learning characteristics.

Analysis of collated data on attendance, lateness and exclusion shows that children attend, participate and thrive in the school environment

We endeavour to comply with our statutory requirements and the associated codes of practice. Our staff take account of legislative frameworks. Relating to equality and inclusion.

Everyone in our learning community is treated fairly and with respect and we place importance on fostering positive, open &

**Level of quality for this QI:**

4 Good

**Level of quality for this QI:**
( HGIOS?4 1-6 scale)
Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:

- Analysis of standardised assessments to ascertain progress in literacy and numeracy
- Feedback from QIO regarding overall school performance
- Feedback from parents regarding progress of individual children

Overall evaluation of level of quality:

- Early indications suggest a positive attainment picture for Hillside School and most children are making expected progress and above. This is the case for both female and male pupils.
- Most pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made in Numeracy but less consistently in Literacy.
- During session 2016 -2017 Standardised assessments show that pupils enter P1 at with attainment above the local and national average in Reading and Maths. They make good progress and finish above the local and national average.
- The majority of learners make good progress from their prior levels of attainment in Literacy and Numeracy.
- Staff are using INCAS Data and their professional judgement to consider pupil progress and identify next steps/support through personalised /group support plans.
- A tracking system has been put in place and used effect to monitor learners progress and apply interventions where necessary.
- Wider achievements are recognised and celebrated through assemblies, achievements display and school newsletter and website.
- Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensure equity for all. Both class teachers and SLT analyse data.
- The local Cluster are beginning to move forward with moderation training in Numeracy this session but further development of this is planned for next session.
- Standardised data has also been shared and discussed at cluster level and to inform the cluster improvement plan.
- The school has worked hard to build a strong culture of partnerships in the local community to maximise opportunities for young people and to enhance learning experiences.
- Our school uses bundled (grouped) outcomes in Science, Social Studies, Expressive Arts and Technologies within a 3 year rolling programme, focusing on outcomes and skills to ensure a coherent and progressive curriculum which provides breadth and balance.
- Curriculum workshops and curriculum evenings give parents a clearer understanding of what, why and how we deliver the curriculum.
• The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans in place to address these.
• Across the school pupils are encouraged to take responsibility but there is room to further the extend the range of leadership opportunities.
• Pupil Support Assistants have excellent relationships with children throughout the school and work closely with the class teachers to scaffold children’s learning.
• All staff have received training on Reflective Reading and some on Emergent Literacy. Both approaches/training are yet to be embedded or impact seen.
• Most staff make effective use of assessments and their shared understanding of standards to make confident judgements about how young people are learning and progression
• The school are continuing to develop skills for learning, life and work.
• Excellent links exist between the school and the Active Schools Co-ordinator leading to a greater choice of extra-curricular activities

Level of quality for this QI:
(HGIOS?4 1-6 scale)

4 – Good
5. What is our capacity for improvement?

(To include comments on:
- Teacher professionalism / opportunities for professional learning
- Leadership at all levels
- Engagement with parents and partners)

The overall capacity for improvement at Hillside School is very good.

This is based on the following aspects within the school:
- The positive ethos in the school underpinned by shared vision and values
- High levels of commitment, drive and leadership by all staff
- Young people in the school who show a respect for and commitment to learning
- Productive partnerships with parents, other schools and services and a range of contacts in the local community
- Positive feedback about the school from QIO, parents and learners themselves that gives confidence in what we do

Aspects that could impact adversely on the capacity for further improvement include:
- Intermittent supply staff availability
- Fluctuating school roll and potential reconfiguration of classes

6. Record of updating

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<th>Date</th>
<th>Amendment made</th>
<th>By who</th>
<th>Comment</th>
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