



Hillside School
Standards & Quality Report
2020 - 2021
&
School Improvement Planning
2021 – 2022



HILLSIDE
school

Hillside School

We are pleased to present both our **Standards and Quality Report for Session 2019– 2020** and our **School Improvement Plan for the current session 2020 -2021**. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps for improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice at Hillside School. 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. In doing so, we reflect on how we are doing, seek evidence to support our judgements and consider valuable, achievable next steps.

The significant relationship between effective self-evaluations and school improvement is also seen as an 'inwards, outwards and forwards' approach:

Looking inwards to analyse our work

Looking outwards to find out more about what is working well for others locally and nationally

Looking forwards to gauge what continuous improvement might look like in the longer term

At Hillside School we continue to be committed to working closely with our community and other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximise their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges we face. Through this document we hope that you will get a sense of our developments, successes, and areas for further growth.

Lesley-Anne Munro
Head Teacher

Jordan Leslie
Depute Head Teacher/Head Teacher

The School and its Context

Vision for the school

We strongly believe that a positive ethos is fundamental to the success and progress of Hillside School. Central to this has been the creation of a shared vision, underpinned by agreed values and aims, focussed on improving outcomes for all. Hillside's [vision, values and aims](#) have been created in consultation with pupils, parents/carers, staff and partners and is at the centre of all that we do.

At Hillside School, our overarching vision states that ***we are on our journey to grow, believe and achieve***. This encompasses the journey we are all on as stakeholders of the Hillside School community and reflects that learning is a process.

Values that underpin our work

We believe that creating and sustaining a positive ethos and climate supports effective learning, underpinned by six shared school values.

At Hillside School, we are: **Safe, Kind, Respectful, Happy, Inclusive and Hardworking.**

What do we aim to achieve for our children/pupils?

We aim to [Get it Right for Every Child](#) by working in partnership with staff, children, parents/carers, other agencies and our local, national and global community to deliver learning in an active, engaging and relevant way.

Our work is underpinned by our school [Curriculum Rationale](#) (see also [Hillside School Nursery's Curriculum Rationale](#)).

As part of our vision, values and aims, we detail our aim for learning together, developing our skills for life by:

- creating a welcoming, supportive environment where everyone is encouraged to achieve their full potential where successes are celebrated.
- valuing mental and physical health to promote greater wellbeing 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.

Context

Hillside School opened to pupils and staff in August 2016, initially operating as a split site school with both Portlethen and Fishermoss Primaries. The highly anticipated school building opened in April 2017, coinciding with the opening of Hillside School Nursery. Hillside School serves the community of Hillside, Marywell and surrounding areas. A four-class extension was completed February 2021. All Hillside Pupils live in decile 7-10.

At Hillside School Learners' opinions and ideas are valued and listened to. Pupils have made huge contributions to the development of our new school over the last 5 years, which they take great pride in. Hillside Time was established to enable pupils to engage with, and contribute to, school improvement. These groups have a positive effect on Hillside School and pupil participation. For example, Hillside School is currently a Bronze Rights Respecting School, has earned an Eco Schools Green Flag, continues to raise money and awareness for various charities and organisations and have enabled progress to be made as part of school improvement priority targets. As we begin session 2021-22, there will be a focus on driving COVID-19 recovery priorities, whole school nurture initiatives, writing developments and pupil profiling targets.

Staff, pupils, parents/carers and partners have continually worked together at Hillside School to develop policy and make plans for the future. There is a mutual sense of trust, respect and shared vision, values and aims – evidenced through ongoing evaluation.

Effective partnership working is considered a key strength at Hillside School. We have an elected Parent Group (Hillside Parent Group) who have worked in partnership with the council on a wide range of school developments and fundraising projects. The school has well established partnerships with Child Smile (Nursery), Aberdeen Christian Fellowship, Co-O, KCA Deutag, RGU Pharmacy, Portlethen Church and Portlethen Men Shed. These partnership have enriched curricular experiences and support class teachers to deliver learner entitlements within the Scottish Governments development of Scotland's Young Workforce.

Each year data outlining Curriculum for Excellence Levels (ACL) for Primary 1, Primary 4 and Primary 7 are submitted to the Scottish Government. As of March 2021, achievement of level projections (based on professional judgment and assessment) indicates that most children in P1, P4 and P7 are on track to achieve as expected in literacy and numeracy.

Pupil Equity Funding (PEF)

Our PEF allocation for session 2020-2021 was £18,797. This was used to target the gap between lowest and highest attainment pupils in emerging literacy skills, and to support the nurture and wellbeing of targeted pupils in line with school recovery. To enable this, funding was mostly used to employ one additional Pupil Support Assistant across the session and extend a second PSA contract (February - April 2021).

An increase in support staff has had a positive logistical impact, allowing for smoother transitions throughout a given day and improved experiences and accessibility for children- both within and out with the classroom. To support nurture and wellbeing of all pupils, the expansion of the PSA team has also enabled the school to implement: play based approaches in all zoned areas, nurture groups targeting emotional literacy and social skills and support for both emergent literacy and taught writing (responding to the emerging needs of the school and improvement planning).

Identified pupils have been able to work 1:1 or as part of focus groups to increase their sense of wellbeing, evidence by self-reflection wellbeing trackers. A small amount of funding was also attributed to nurture resources and Boxall profiles- providing positive data to demonstrate impact.

In summary:

- Children report enjoyment of play-based approaches. Focus groups also indicate improved knowledge of feelings and responses. Children feel they have a 'safe space' to go to if required and feel welcomed at school.
- Classes all have access to a support member of staff during taught writing lessons (once per week).
- Play based development across the school in all shared areas. Children can access these daily and can be observed and supported during these times. Children report an enjoyment of these spaces. PSAs are able to respond to play here and scaffold interactions as appropriate.
- Children with particularly low wellbeing scores (recorded through self-assessment) can work/talk to a support member of staff to target feelings and address areas of concern.
- Children have more opportunities to talk about their thoughts, feelings and experiences.
- Successful implementation of nurture groupings. Positive progress evidenced through discussion, observation and Boxall profile data (see impact data for further detail).

Inspection Findings

Our most recent school inspection from Education Scotland took place in March 2018. This included the Care Inspectorate who visited our Nursery.

The inspection team found the following strengths in the school's work:

- *The inspiring and enabling leadership of the Head Teacher and Depute Head Teacher, leading to the effective creation and formation of a new school and nursery staff team.*
- *A clear focus on the wellbeing of children in the school.*
- *A stimulating nursery environment, encouraging learning and curiosity.*
- *The inclusive nature of planning for change, involving stakeholders.*

- *The wide range of effective partnerships developed in and around the around the local community.*

Impact of our developments

In this section we outline the targets we set last session and identify the progress we have made during session 2021-2022.

Key priority 2020-2021	Key actions undertaken	Impact (achieved throughout 2020-2021)
<p>To support the recovery phase at Hillside School after an extensive period of school closure, including measures to support the recovery of key learning for pupils and to engage all with revised practices/routines.</p>	<p><u>School</u></p> <ul style="list-style-type: none"> • Ongoing work, in line with Nurturing approaches, to ensure relationships are positive and stakeholders feel happy and welcome at Hillside School. • Senior Leaders have continued to promote Hillside's Vision, Values and Aims through weekly assemblies. • Hillside School established revised routines and practices upon return to school in response to the Covid-19 pandemic (after school closure 2020). Mitigating measures were continuously adaptive, responding to the very latest guidance from the local authority and national government- reflected in risk assessment updates throughout the year, accessible through the school website. • Nursery leaders have developed a system for tracking progress in line with Care Inspectorate's 'Key Question 5'. • Communication between stakeholders was well considered and appropriate, utilising approved ICT platforms. In communicating with parents, a monthly newsletter, keeping in touch meetings and school improvement questionnaires were introduced- in addition to communication means identified in 	<ul style="list-style-type: none"> • In September 2020, almost all parents agreed that their child(ren) had settled in well upon returning to Hillside School in August. In June 2021, almost all parents continued to agree that their child(ren) had settled back well into the routine of school since returning from remote learning at the beginning of term 3 (parent questionnaires, term 1 & 4). • Almost all parents agree that their child(ren) feel happy at Hillside School (parent questionnaires, term 1 & 4). • Almost all Parents agree that staff at Hillside School are approachable and friendly (parent questionnaires, term 1 & 4). • Of children sampled across Primary 1-7, all agreed that there is an adult in the school who they can trust and all agreed that their teacher(s) know them well (pupil sampling, March 2021). • All staff who completed our school improvement questionnaire agreed that they feel relationships between children and adults are positive in their classroom(s) (staff questionnaire, June 2021). • Almost all parents are aware of Hillside School's Vision, Values and Aims (parent questionnaires, term 1 & 4). • Almost all parents are aware that Hillside School has an evolving Covid-19 risk assessment, accessible on

	<p>Hillside's <i>Reporting to Parents Calendar</i>. Nursery issued 'Question of the Month' to gather parental views on a regular basis.</p> <ul style="list-style-type: none"> • Agreement made across staff on blended and home learning approaches using technology and packages available to all stakeholders. Developing staff knowledge, understanding and use of Microsoft Teams has been most significant this session. <p><u>Wellbeing</u></p> <ul style="list-style-type: none"> • Pupils across the school have engaged in learning about the 8 wellbeing indicators and self-assessment of these using appropriate scales. • Wellbeing discussed at tracking meetings (SLT pastoral leads and class teachers) based on self-evaluations, direct observation and people's views. Where necessary, plans/targets have been identified for individuals, groups or classes. • Pupil Support Assistants and additional teaching staff have supported wellbeing through the implantation of 'time to talk', socials skills, and play-based and nurture sessions. PEF and additional government and cluster funding has further supported these approaches. • Nursery keyworkers offered all parents of ante and pre school children wellbeing check-in calls to support the transition back to Hillside after the second lockdown. <p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Emphasis placed this session on developmental and play-based approaches. After the second lockdown/period of school closure, redeployment of PSAs supported the development of shared spaces to facilitate open ended play and active based experiences. 	<p>our school website (parent questionnaires, term 1 & 4).</p> <ul style="list-style-type: none"> • Almost all parents are aware of revised routines and protocols and believe these are effective (parent questionnaires, term 1 & 4). • School staff, pupils and parents have worked well to respond to the ever-changing climate of Covid-19. Changes to routines and practices are both embedded and adaptive. From observation, routines are followed very well with school and in the school grounds. • Tracking of Care Inspectorate's 'Key Question 5' has ensured regular reflection – supporting communication to parents, the ability to support children through change and the implementation of mitigating risk measures within Nursery. • Almost all believe that communication is effective at Hillside School (school parent questionnaires, term 1 & 4 and Nursery Question of the Month, December 2020). • Hillside School's <i>Reporting to Parents</i> calendar reflects appropriate and regular communication means, enabling families to keep up to date with school developments and their child(ren)'s progress. Given the impact of school closure 'keeping in touch' calls were introduced and were received well. Written reports were issued in term 4, reflecting progress made by pupils across the session. • Almost all parents are aware of Hillside's plans for blended and remote learning (Parent Questionnaire, September 2020). • Engagement was high during remote learning in 2021. As a result of agreements in place, the school is now better equipped should blended/remote learning be required again in the future. • Wellbeing data collated through pupil self-evaluation webs. As of May 2021, Nurture saw increased averages in the majority of classes. Respected continues to be an area of focus.
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	<ul style="list-style-type: none"> • A strong focus on fundamental Literacy, Numeracy and Health and Wellbeing skills as part of school recovery and closing new or increasing attainment gaps as a result of school closures. Tracking, monitoring and quality assurance of data collected has been a strong area of focus throughout the year. • From Term 1, all classes engaged in a targeted wellbeing topic focused on personal and mental health, change and social and emotional literacy. • A staged start for new January start children in Nursery when school reopened to younger pupils. 	<ul style="list-style-type: none"> • Tracking format for SLT pastoral meetings (with class teachers) adapted to streamline discussions to include the learning & teaching of wellbeing and individual/group needs. Evidence of individual/group targeted interventions evident through Wellbeing webs, tracking minutes, PEF and Nurture tracking and attainment figures in wellbeing. • Systematic changes to the deployment of Pupil Support Assistants to support emerging wellbeing needs in a responsive manner across the school. This includes repositioning of PSAs to lead open areas and play-based approaches. • High parental engagement with optional wellbeing check-in calls in January and February 2021- almost all parents engaged (93.7%). • Redeployment of PSAs has empowered practitioners to plan, respond to, and review children's play and interactions in school. • Most parents/careers feel that their child(ren) are making good progress in their learning and almost all feel that there was a good balance of literacy, numeracy and health & wellbeing learning activities on offer during periods of remote learning (parent questionnaires, term 1 & 4). • Senior Leaders have developed a more robust system for tracking <u>attainment over time</u>. • Collating all ACEL data (P1,P4&P7) most children are achieving as expected. • Staff feel that the wellbeing topic focus in term 1 was beneficial to school recovery and agree this should be replicated in session 2021-2022.
<p>To continue to develop a whole school nurturing approach to support the inclusion of all learners.</p>	<p><u>Nurture Principles</u></p> <ul style="list-style-type: none"> • Understanding of 6 Nurture Principles developed across staff and parents. Collegiate staff meetings and the introduction of a <i>Nurture at Hillside School</i> leaflet has supported this. 	<ul style="list-style-type: none"> • Most parents have an understanding of the 6 Nurture Principles (parent questionnaires, term 4). This is an increase from term 1's questionnaire whereby the majority of respondents had an understanding of the Principles.

- All teachers continue to commit to providing children with a positive welcome to school and have established a safe base for pupil to go to within the school day.
- Identified staff have engaged with Boxall CPD/training for assessment and targeted intervention purposes.
- Nurture groups established, lead by support staff. A room for activities has been set up, entitled 'The Sunshine Room'.
- Through staff collegiate sessions, staff have engaged with Education Scotland auditing tools and observation profiles to support the development of nurture based criteria – for future

Emotional Literacy and Restorative Practice

- There has been a focus on improving children's emotional literacy and mental wellbeing through class-based topics and through targeted interventions.
- Restorative Practices have been revised. The Portlethen Cluster Principal Teacher delivered an input to staff during the November Inset, and then to parents in May. Restorative Practice conversation 'scripts' have been developed by all staff including members of the Nurture Working Group; staff members have access to physical copies and parents/carers can access an electronic version on the school website.

- Staff agree that they have an increased understanding of the 6 Nurture Principles this session (**staff questionnaire, June 2021**).
- Of children sampled across Primary 1-7, all agreed that Hillside School is nurturing and most agreed that their classroom has somewhere they can go if feeling upset/angry (**pupil sampling, March 2021**).
- Staff trained in Boxall are now capable of creating individual learning plans for pupils with specific Nurture needs. Work already undertaken has impacted on individual pupil evaluations, using Boxall resources to support the review of existing, and creation of new, targets. Sharing progress/outcomes at GIRFEC meetings (where applicable) has strengthened and focused actions for respective Child's Plans.
- Observation and views of practitioners and parents indicate that pupils who engaged with targeted nurture provision have, throughout the session, started to transfer skills and strategies explored in larger group settings e.g., in the classroom and outdoors in the playground.
- Staff feel that they have a good understanding of how their pupils are feeling and feel that they can respond appropriately. They also feel that pupils have a better understanding of what emotions are and how to identify and manage them (**staff questionnaire, June 2021**). Of children sampled across Primary 1-7, most feel it is important to understand feelings (**pupil sampling, March 2021**). Through parental questionnaires, most parents feels that Hillside School helps their child(ren) understand and control their emotions.
- All staff have access to restorative script cards to support them with restorative conversations. Some staff, including SLT, have made use of these since begin introduced in term 4. A small number of pupils

		<p>and parents have made positive comments about these.</p> <ul style="list-style-type: none"> • Through parental questionnaires, including Nursery's Question of the Month, most parents understand what restorative practice is and why Hillside School adopts this approach- an increase from the majority of parents in term 1. • Staff have a good understanding of restorative practice (staff questionnaire, June 2021).
<p>To raise attainment in writing, underpinned by increasing knowledge of, and taking developmentally appropriate learning and teaching approaches to, literacy.</p>	<p><u>Emerging Literacy</u></p> <ul style="list-style-type: none"> • Staff collegiate sessions have provided a basic introduction to Emerging Literacy. Optional training offered to support practitioners with the tracking and assessment of pre handwriting and phonological awareness skills. All Early Years Practitioner's have explored the Highland Literacy Early Learning and Childcare Toolkit as part of CPD. • All Primary 1 & 2 pupils engaged with phonological awareness assessments (3 times per year) and relevant gap tasks. Primary 3 pupils with gaps at the beginning of Primary 3 also engaged with assessments and were part of targeted focus groups. • Utilised 11 days additional support for learning funding in term 3 to target emerging literacy assessment and support identified targets. • Early Years Practitioners track learner progress through developmental overview screeners, which support the planning, tracking and monitoring of foundational skills. The environment, indoors and outdoors, is supporting the development of the skills outlined. • Collegiate discussion on the importance of the first 5 aspects of the EL phonological awareness progressions. An identified Early Years Practitioner 	<ul style="list-style-type: none"> • Class teachers have an improved understanding of foundational literacy, including components that underpin effective listening & talking, reading and writing (staff questionnaire, June 2021). • All Primary 1 -3 teachers are able to facilitate Emerging Literacy screening assessments (particularly related to phonological awareness) and use information gathered to support learning and teaching of literacy. • All pupils (Primary 1-3) engaging with Emerging Literacy teaching and assessment (universal and targeted) have made notable progress with phonological awareness. Progress has been tracked through an improved SLT tracking system which illustrate <u>attainment over time</u>. • At the end of session, 25% of Primary 1, 89% of Primary 2 pupils and 99% of Primary 3 pupils have achieved maximum scoring in EL phonological awareness assessments. • Additional staffing has contributed to the progress of emerging literacy as documented in Hillside School's extra staffing evaluation. • Most parents who responded to our Hillside School parental questionnaire in term 4 agreed that they have an understanding of how the school's approach to writing develops Primary 1 – 7. • There is an agreed progression for Primary 1 writing for the first three terms, whilst collegiate working

is now developing learning packs to support the observation and assessment of these skills.

Writing (guidance)

- Staff inputs delivered on what supports developmental writing. This includes training on:
 - The key components of emerging literacy
 - Pre handwriting & phonological awareness
 - Taking a whole school approach to literacy, language, and communication: sequencing and narrative skills
- Agreement at Primary 1 re progression of writing skills from the start of the year: beginning with a foundations of writing approach (drawing based on observation and experience) moving to drawing 2 (and beyond) part sequencing with opportunities for emerging text creation.
- Collegiate meetings and development time used to explore the *Talk for Writing* approach, underpinned by 3 key areas of: imitation, innovation and invention.
- All stages (Primary 1-7) explored storytelling to support narrative writing within at least a 6-week block in term 4 – utilising *Talk for Writing* support materials.

Assessment, tracking and support

- SLT have engaged in jotter quality assurance – identify trends in teaching writing at Hillside.
- Writing attainment regularly discussed/reviewed collegiately.

continues to finalise the latter stages of our approach. A draft progression is ready for session 2021-2022 for further review.

- Staff can see the benefits of adopting a *Talk for Writing* approach.
- Primary 1-3 practitioners have spoken very highly of the *Talk for Writing* approach and have observed positive engagement and progress across these year groups.

Quality Assurance of taught writing jotters (sampled) found the following:

- Evidence of retelling stories **in all** jotters. All classes have engaged with the Talk for Writing approach this term (term 4).
- Evidence of innovating stories **in most** jotters.
- Improved teacher engagement **in most** jotters.
- Examples of innovative approaches to planning e.g., story maps, rollercoaster planning etc. **Most** classes using story maps.
- Clear enthusiasm and professional dialogue around writing this term.
- Some evidence of writing being taught in a more inter-disciplinary manner e.g., use of the play context, role play, art and design, drama etc.
- Some evidence of developing assessment approaches in writing.
- Most children across P1-5 are achieving as expected in Writing. The majority of children in P6&7 are achieving as expected in Writing (70&74% respectively).

<p>To develop Hillside School's approach to profiling.</p>	<p>This area of the improvement plan was postponed throughout most of the session due to the removal of Seesaw as a supported platform across the local authority. The following was actioned in the final months of the year.</p> <ul style="list-style-type: none"> • Pitch made to Hillside Parent Group for funding for a profiling tool- <i>Interactive Learning Diary</i>. • Staff training on the basic features of <i>Interactive Learning Diary</i>. • Permissions collated for all pupils across Primary 1-7, for use of ILD from August 2021. • Nursery have used ILD since December 2020 for recording observations and identifying next steps for children (used for home learning/communication January/February 2021 during remote learning). Further training time is planned through collegiate time, to establish a shared understanding of what makes a quality observation. 	<ul style="list-style-type: none"> • Teachers have shared that they understand what profiling is and why it is necessary (staff profiling questionnaire, February 2021). • Teachers shared what they consider are the positives of using ILD for profiling, as follows: <ul style="list-style-type: none"> ▪ User-friendly ▪ Can take photos and upload later ▪ Not intimidating ▪ Forms a communication link between teachers and parents ▪ Continues Nursery profiling system into Primary ▪ Children can profile their own work ▪ Similarities between ILD and Seesaw • In Nursery almost all parents are registered with ILD (99%). Almost all have also engaged with ILD for profiling. Of those who responded to the parental Question of the Month in February- all families stated that they engage weekly with ILD. Parents have commented on enjoying videos, photographs and comments from staff through ILD. The majority of parents responding to questionnaires believe that children, in Nursery, have opportunities to share their learning from home/nursery.
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How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community
Strategic planning for continuous improvement
Implementing improvement and change

Relevant NIF priority: All

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

Level of quality for core QI: 4- Good (School and Nursery)

How well are you doing?

Overview:

Almost all stakeholders have a shared understanding of the vision, values and aims at Hillside School. There are clear tools for consulting with all on school improvement objectives, including a developing approach to online methods – necessary during the current period in response to Covid-19. There is a drive for school development, underpinned by teamwork and shared leadership. Leadership roles are undertaken by both staff and pupils. The strategic direction of the school is based on a process of self-evaluation and a triangulation and analysis of data.

Key strengths:

- All staff, children, parents and partners show commitment to shared values and are committed to embodying them within the school. They have contributed significantly to the strong, inclusive ethos of the school.
- The school vision, values and aims are an integral part of school life. Most children live the school values and demonstrate positive relationships with the staff and their peers.
- The school curriculum rationale reflects the importance of the school's local context including its involvement with the community. Hillside School Nursery have established their own Curriculum Rationale now too, providing a foundation for what we want for our learners and how we achieve this.
- There are examples of leadership at all levels. Most recently, teachers have led Digital Technologies through a Digital Leaders group and the ongoing use and analysis of wellbeing indicator pupil questionnaires.
- Staff are actively involved in improvement planning and school development work. Staff audit the school improvement plan and are beginning to develop next steps for improvement.
- Identified teachers and Pupil Support Staff target attainment gaps in literacy, with staff leading emerging literacy approaches (phonological awareness and pre-writing) leading to improved outcomes for learners.
- Staff nurture group has continued which drives change as part of the school improvement plan. Identified PSAs trained in and now lead Nurture Groups. Wider staff have engaged in inclusive and sensory behaviour training to support with universal learning (2019-20).

- Pupil Support Assistants have had a lead role in the development of Nurture provision in the school and emerging literacy, leading nurturing and fine motor skills support groups, respectively.
- A range of approaches are used to gather views and ideas in order to further improve the school.
- Pupil Support Assistants have been redeployed to lead and evaluate a renewed focus on play.
- Cluster Head Teachers have worked well together to provide continuity during remote learning and recovery.
- Nursery staff continue to lead improvements in the learning environment, which has impacted on outcomes for children's engagement and learning. This is evidenced through Learning Visits/Walks.
- In our EL&C Setting, staff professional learning has impacted on children's engagement within the setting.
- Improved focus on emerging literacy in the early years.
- Training has been organised for staff on areas which require support such as Number Talks, Moderation, Reading Assessment (Benchmark Training), Learning Intentions and Success Criteria and Responsive Planning (nursery).
- Staff have been encouraged and supported to develop their skills. For example, individual staff have undertaken accredited courses on Languages, Classroom Leadership, Wellbeing and Post Graduate Course in Inclusive Practice.
- Senior Leadership staff develop their own skills through appropriate training, this includes staff who have engaged with SCEL and Columba 1400.
- All collegiate activities are based upon working towards the outcomes on the school's improvement plan and provide a focus for regular reflection and discussion on progress made.
- There is formal evaluation of the school improvement plan and its impact undertaken across the school session and at the end of each term.
- Hillside has been a part of a validated self-evaluation 'school improvement partnership' with two other schools, comprising of two clusters, which supports and challenges the work of schools and clusters to validate and improve the quality of provision and outcomes for learners.
- Hillside School has an established Quality Assurance calendar linked to school improvement objectives.

How do you know?

- Pupil voice is sampled through Pupil Focus Groups and the Pupil Council.
- Staff evaluations of school improvement priorities indicating school progress.
- Tracking the impact of targeted phonological awareness, fine motor and wellbeing groups indicate positive impact on learners.
- Tracked data indicating a positive impact on learners' developmental and foundational skills – particularly in Nursery to Primary 3.
- Quality assurance activities show progression over time including jotter monitoring.
- Staff accredited with certification for key areas of practice.

What are you going to do now?

- Recovery and Renewal Model will continue in line with Local Authority expectations, underpinned this year with a key focus on Nurture development.
- Develop staff capacity for evaluating progress against HGIOS 4
- All staff to be committed to change, resulting in improved outcomes for learners. All staff to be clear on school strengths and development areas in line with session 2021-2022 school improvement priorities.
- Continued pupil involvement in self-evaluation through the use of 'How Good is OUR School'. This will be driven through the Pupil Council.

How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment

Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

Relevant NIF priority: All

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

Level of quality for core QI: 3 Satisfactory (School) 4 Good (Nursery)

How well are you doing?

Overview:

The ethos of Hillside School is positive and respectful. Children are confident and friendly. The learning environment is positive, nurturing and built on trusting relationships. Most pupils engage well with learning experiences. There is evidence within Nursery that children are beginning to lead the direction of their learning.

Key strengths:

- Most children across the school are engaged in their learning.
- In the early stages, children have opportunities to lead their learning through free play. The school continues to develop play-based learning and has visited other local authorities to learn more about this. Pupil Support Assistants have since been redeployed across the school to set-up, engage with and respond to play experiences.
- Observations of learning in our EL&C setting have led to improved engagement and learning opportunities. There is a good balance between child and adult led planning for learning. Observations indicate that almost all children are engaged in their play.
- Children's achievements are recognised through the Hillside Values and celebrated at assembly weekly.
- Our Nursery children celebrate their wider achievements through their profiles on ILD.
- Digital learning is a key development in the school and children are leading on this improvement. All staff/classes have been trained by the pupil Digital Leaders. They have 'led lessons' on Internet Safety, Adobe Spark and Book Creator. This group of children have also presented at Local Authority training days.
- In most lessons, children are supported in their learning through differentiated tasks.
- In almost all lessons, teachers share learning intentions and success criteria.
- The school is working with cluster partners to further develop moderation and to share standards. The school uses the moderation cycle to focus its moderation work with other cluster schools. (2019-2020)
- Experiences and outcomes are used to plan relevant programmes of work.

- The Aberdeenshire Progression Frameworks and National Benchmarks are used to assess and moderate children's progress. This practice continues to support confidence in making professional judgments about achievement of a level.
- Planning is an ongoing collegiate focus leading to planning that identifies specific learning and assessment. Hillside's planning frameworks are proportionate and manageable.
- Data on children's progress and attainment is systematically gathered and tracked, giving clear information to enable the needs of all pupils to be identified and met.
- Staff have an improved understanding of feedback, including pupil to pupil and teacher to pupil.
- There is an improved 'language of learning' in almost all classes including reference to learning intentions. Learning intentions are understood by the majority of pupils.
- Talking partners is a feature of Primary 2-7 classes. Teachers note the positive impact of talking partners.
- There is increased written teacher feedback in most classes (writing).
- Developmental tracking embedded in nursery practice with information used to support transition to Primary 1. Confidence amongst staff has increased in understanding of how literacy progresses at Early level as a result.
- Use and understanding of the Criterion Scale is impacting on professional judgements across P2-7.
- A revised approach to writing in Primary 1-3, underpinned by a focus on sequencing and narrative through visuals, drawing and text has led to positive pupil engagement and understanding.
- Practitioners across the school have an improved understanding of how key components of emerging literacy impact listening and talking, reading and writing.
- Revised writing programme in Primary 1 now prioritises drawing and sequencing, supporting storytelling and spoken language.
- Almost all children are observed to be engaged in the Talk for writing approaches taken. All class teachers have a greater understanding of writing theory and the cognitive and motor skills necessary for conventional writing. This has led to changes in practice and writing progression at Early and First level- prioritising storytelling, play and drawing. Second level have engaged with Talk for Writing and developmentally appropriate approaches.
- Identified staff can facilitate Emerging literacy screeners and use these to target gaps in learning & teaching- supporting writing in the process.
- Teachers have reported positive engagement and progress with storytelling approaches, story maps etc.
- Quality Assurance (jotter sampling) in term 4 demonstrated writing improvement and achievement of key next steps from previous QA– see final brief of the session.

How do you know?

- Quality Assurance includes SLT learning visits, peer learning visits, collegiate moderation, jotter sampling and pupil focus groups.
- Cluster evaluations, underpinned by the moderation cycle. (2019/20)
- Minutes from planning and tracking meetings with SLT.

- Minutes from collegiate meetings, including key discussion points and records of gap tasks.
- Conversations with staff through Professional Update and PR&D processes.
- Tracking documentation demonstrating progress with developmental literacy.
- Triangulated evidence gathered for school improvement priorities.

What are you going to do now?

- To further develop approaches to support children's phonological awareness.
- To agree on a whole-school writing policy, underpinned by key features of Talk for Writing.
- Continue to develop play-based learning.
- Develop the school approach to profiling and ensure this is in line with Building the Curriculum 5. Learner's achievements in and out of school will be recorded through the use of Seesaw as a profiling tool.
- To develop moderation approaches using the moderation cycle and identified quality indicators. Consult with staff to develop a staged procedure for accessing interventions and develop a flow chart in order to make procedure clear to staff.

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

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

Level of quality for core QI: 4 Good (School and Nursery)

How well are you doing?

Overview:

Staff at Hillside School have a good knowledge of learners, their families and the local community. The school strives to ensure all are treated with respect and there are clear procedures in place to support pupils. Pupils have access to universal supports and there is a developing staged procedure in place with regard to targeted support.

Key strengths:

- The school has a Bronze award for Rights Respecting Schools programme and aims to apply for the Silver Award.
- Young Leaders of Learning group have engaged with HGIOURS to reflect on relationships across the school. In collaboration with a partnership school they identified recognising achievement through Hillside Heroes and positive behaviour incentives and our welcoming atmosphere as key strengths. (2019-2020)
- Staffs' efforts to promote the school's vision, values and aims. This supports a positive climate and school ethos.
- Children know the school's values. The values are regularly highlighted at assembly.
- Based on survey feedback, all parents 'agreed' that their child enjoys coming to Hillside Nursery.
- Relationships across the school between children, adults and their peers are positive. Children show respect for their peers, their school community and themselves. They are confident, friendly and welcoming to newcomers.
- Staff model appropriate relationships and show a good understanding of each individual child and their unique needs. Pupil sampling indicated that all pupils feel their teacher knows them well.
- Almost all pupils at Hillside School understand the newly developed relationships and behaviour policy and see this as a fair system. Since the introduction of the new system there has been a reduction in playground incidents and a reduction of pupils reaching 'stage 4' of the policy.
- Staff continue to be vigilant in raising concerns about pupils and SLT respond appropriately.
- Through 'Active Schools', Hillside actively promotes a wide range of sporting and active opportunities.

- Nursery care plan meetings are underpinned by key questions for discussion linked to the well-being indicators.
- The needs of children requiring additional support are identified well. Personalised targets are created and captured in IEPs or targeted Nurture Plans (Boxall Profiles).
- Staff trained in Boxall are now capable of creating individual pupil plans for pupils with nurture needs. Work has proven to impact individual pupil evaluations and the creation of new targets/child plans.
- Pupil support assistants are deployed effectively and undertake lead roles in delivering targeted support, this includes leading play-based spaces and leading wellbeing/nurture groups.
- Speech and Language Therapy and Educational Psychology support the school well through a range of interventions including staff professional learning.
- Attendance at the school is above both local and national figures.
- All children P2-7 engage with the well-being indicators through self-assessment with 'Well-Being Webs'. Staff track and monitor pupil's self-assessment and are beginning to respond to children's self-identified needs. The majority of children feel confident in using the language of the wellbeing indicators.
- Most children feel that by using the wellbeing wheel, they have a better understanding of wellbeing and the 8 indicators. Most children feel that by using the wellbeing wheel it helps them think about themselves and express how they are feeling.
- Wellbeing web information is analysed and then discussed at teacher/SLT tracking meetings.
- Staff feel that they have a good understanding of how their pupils are feeling and feel they can respond appropriately.
- Exclusion figures are very low and below national average. There have been no exclusions during the academic sessions 2019-2020 and 2020-2021.
- The school grounds are used well to support the development of children's wellbeing through Loose Part Play and Play Equipment.
- Staff undertake a range of relevant professional learning opportunities, for example in literacy, numeracy, supporting children with ADHD and speech and language difficulties, Restorative Approaches, Nurture mentoring, Occupational Therapy - Gross Motor Support and Intensive Interaction.
- The school makes good use of 'Peer Support' for learning, with an established 'Paired Reading Programme'. (2019-2020 – not continued due to Covid restrictions)
- The school makes good use of technology in supporting pupils with ASN. A range of programmes including Nessy and Read Write Gold support pupils with access to the curriculum.
- Children have access to a range of out of class and after school activities which contribute to their wellbeing.
- The senior leadership team monitor and track the progress of children from the diverse range of home backgrounds, and for those who require additional support effectively. PEF data is reviewed and gaps are identified and targeted.
- Nursery Personal Plan documents have been reviewed to reflect all wellbeing indicators – ensuring parental contribution to children's tracking in nursery.
- There is a strong Nursery – Primary 1 transition programme in place, particularly focused on wellbeing and outdoor play. As a result, Primary 1 pupils are more confident during intervals and free play in and out with the classroom.

- All staff have an improved understanding of restorative approaches and training on this has been provided. A Hillside Restorative Script has been created for use with pupils in school.
- Most stakeholders have an understanding of the 6 Nurture Principles.
- Staff have an agreement to provide all children will a positive welcome every day and all classes now feature a safe space.
- Of pupils spoken to as part of pupil focus groups, all pupils felt that the school was nurturing, all stated that they receive a warm welcome by staff in the morning and all knew where their class safe space was located.
- All parents who attended Educational Psychology presentation stated that the session improved their understanding of inclusion, whilst most felt the session felt it improved their understanding of nurture. (2020)
- Evaluations from Cluster Explorers suggest all identified pupils have made significant progress in their engagement, peer relationships and ability to manage their emotions (see evaluations). (2020)

How do you know?

- Nursery Question of the Month
- Parental questionnaires
- Staff questionnaires
- Young Leaders of Learning visit and feedback from partnered school (2020)
- Pupil focus groups.
- Active Schools Tracking data
- Records of collegiate meetings and Inset agendas
- Multi agency tracking and minutes
- Minutes of planning and tracking meetings
- Tracked Nessy data
- Planning meetings with ASL staff
- Nurture staff working group planning and analysis
- PEF Tracking
- Wellbeing webs
- Boxall profiles (for targeted interventions)

What are you going to do now?

- To continue to focus on health and wellbeing across the school.
- To apply for the Silver RRSA.
- To continue to develop understanding and awareness of the nurture principles and to build capacity and consistency in practice.
- Further develop current staged procedures for accessing targeted support to ensure they are rigorous and robust.
- Further develop approaches to measure the full impact of targeted interventions over time.
- Continue to develop use of 'well-being webs' in order to provide responsive support to pupils and staff.
- Continue to embed the school behaviour policy and review this session.

- Continue to embed restorative practice and make use of newly introduced restorative script.
- To expand approaches to targeted Nurture support.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy
 Attainment over time
 Overall quality of learners' achievement
 Equity for all learners

Relevant NIF priority: All

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

Level of quality for core QI: 3 Satisfactory (School) 4 Good (Nursery)

How well are you doing?

Overview:

There is a continued focus at Hillside School on tracking the attainment of Literacy, Numeracy and Health & Wellbeing and closing any identified gaps. Hillside have revised approaches to tracking attainment over time to demonstrate children are making good progress year to year. Hillside School has a good understanding of its context and continues to focus on equity for all.

Key strengths:

- Rigorous tracking and monitoring of attainment highlights that most children are projected as on track to achieve expected levels for literacy and numeracy.
- The school has data showing the attainment of children in P1, P4 and P7 relating to Curriculum for Excellence levels in reading, writing, listening and talking, and numeracy and mathematics. As of May 2021, most children in P1, P4 and P7 are on track to achieve as expected in literacy, numeracy and health & wellbeing.
- ACL data for achievement in Writing shows that 80% of P1, 81% of P4 & 75% of P7 pupils secure in stage appropriate CfE Levels. Two years ago, ACL recorded as 70%, 58% & 64%, respectively.
- A system for tracking pre-school children's developmental skills has been established. This indicates that most children are making good progress developing their social, emotional, physical and cognitive skills.
- Attainment data is discussed and analysed at tracking/planning discussions as per our quality assurance calendar.
- Appropriate supports are put in place based on attainment conversations. Expertise is sought from ASN/partner agencies to select appropriate interventions.
- Staff understand the need for equity within our learning and achievement. We strive to ensure barriers to learning are removed to allow learners to succeed and achieve.

- Attainment in literacy and numeracy for all learners is central to the work of our school. Literacy has been a key feature within annual improvement planning since session 2019-2020.
- HT and DHT are part of national QAMSO group and have lead developments in moderation across our Local Authority/Cluster.
- Using the Moderation Cycle, Nursery – P7 staff have had opportunities to moderate at Stage, Level and Cluster events. This demonstrated that that evidence reviewed had been collated over time and linked well with learning focuses- contributing to the professional judgements practitioners make (February 2020).
- Hillside School celebrates Wider Achievement.
- Nursery staff attend Local Authority Network Meetings and continue to implement what they have learned in order to improve outcomes for learners. Lead Practitioners have also attended authority training specific to their job role, reviewing practice leading to positive outcomes for learners.
- Class tracking data shared and discussed at teacher tracking meetings.
- A Senior Nursery Practitioner is now in place and oversees pupil progress and quality assess practices which underpin this.
- Children enjoy being part of a range of groups in the school.
- Hillside School continues to work on closing the attainment gap in Literacy. School improvement planning and PEF continues to address identified gaps in this area, specifically emerging literacy and writing.
- Through use of the Nessy Spelling programme pupils have made progress with reading and spelling, tracked and analysed using baseline assessments.
- Attendance is good at Hillside School and tracked accordingly.

How do you know?

- A range of attainment data based on professional judgement and assessment
- School wide tracking system in place and utilised including tracking attainment over time for identified year groups
- Planning and tracking meetings – termly
- SLT school improvement and data analysis meeting minutes
- Quality assurance calendar and feedback

What are you going to do now?

- Teaching staff will become more confident making professional judgments about achievement of a level by using benchmarks, frameworks, moderation opportunities and a range of assessments.
- SLT will continue to take a rigorous approach to tracking attainment over time, picking up trends and evaluating pupil progress.
- Continue to develop moderation opportunities across the school and cluster to ensure shared expectations to bring greater consistency in teacher professional judgement.
- To continue highlighting attainment and noticeable trends to further engage staff with the whole school attainment picture.

PEF 2020-2021

Identified gap	<p>Through Standards and Qualities and School Improvement evaluation, Hillside School continues to target closing the attainment gap in emerging literacy and developmental writing, and wellbeing. Tracking is demonstrating positive trends in these areas but further interventions are planned for to continue progress made. Specific PEF data also supports relative planning objectives.</p> <p>Key areas of focus:</p> <ul style="list-style-type: none">• Targeted nurture provision• Universal and targeted wellbeing support through play and planned groupings• Universal writing support• Phonological awareness support (P1-3)
Expenditure	<p>Hillside School has been allocated £27,238.95 of Pupil Equity Funding for session 2021-2022. This has been allocated to employ two additional Pupil Support Assistants, full time, August 2021-March 2022.</p> <p>The cost of one PSA is approximately £14000.</p>
Expected outcomes	<p>See School Improvement Priority 1&2 for further details.</p> <p>Literacy</p> <ul style="list-style-type: none">• New Primary 1 pupils will see strong progression in phonological awareness, and cognitive and fine motor skills considered essential for reading and writing.• Primary 2, 3 & 4 pupils (last session's Primary 1, 2 & 3) to build on strong progress made with phonological awareness (evidenced through end of session 2020-2021 data) leading to improved progressions through CfE levels.• Phonological awareness and spelling to see continued progression by taking a whole school developmental approach to literacy.• Progress in reading and writing across the school.• Identified Primary 2-7 pupils requiring support in literacy will make appropriate progress toward ACL (achievement of a level). <p>Wellbeing</p> <ul style="list-style-type: none">• Children engaging with nurture provision will progress well with identified Boxall targets. These will support Child's Plans where appropriate. Children will be able to transfer skills targeted to larger/class situations.• Positive wellbeing web results, supported through restorative and coaching conversations, where required.

	<ul style="list-style-type: none"> • Children are engaged through play and responsive support. <p>Tracking documentation, professional judgement, formal and summative assessments and SLT led tracking meetings will support findings.</p>
<p>Impact Measurements</p>	<ul style="list-style-type: none"> • Phonological awareness and fine motor screeners will demonstrate impact of cognitive, psychomotor, and foundational skills which support listening and talking, reading and writing (all of Primary 1 and 2 and targeted pupils beyond- as appropriate). • Positive attainment in literacy organisers across school. Use of comparative data and tracking and monitoring will support any claims made. • Monitoring the impact of interventions on children requiring support, and year groups building on emerging literacy learning and teaching – analysed through tracking and monitoring/quality assurance. • Boxall data • Wellbeing web evaluations • Observation • Views of children, parents and staff through questionnaires, focus groups and feedback.

Capacity for improvement

School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Priority 1		To support continued recovery, renewal, and improvement at Hillside School.			
National Priority	Improvement in wellbeing and ensuring positive destinations	Key Drivers of Improvement	School improvement	HGIOS 4 Quality Indicator	1.3 Leadership of Change 2.2 curriculum 2.6 Transitions 3.1 wellbeing
Evidence/Data Informing Priority <i>Why is this a priority for Hillside School?</i>		Hillside School and Nursery continues to focus on school recovery after significant periods of school closure/remote learning in 2020 and 2021, in response to the COVID-19 global pandemic. The Scottish Government's paper entitled Coronavirus (COVID-19): Guidance on reducing the risk in schools (Scottish Government, 2021) , the latest document in a suite of guidance for Education, will be continually considered. Locally, The Right Driver's for Whole System Success (Michael Fullan, 2021) , is also a driver for improvement. Positive progress has been made last session, evidenced within our impact review. However, there is scope to develop recovery approaches, place renewed focus on key improvement areas and ensure that actions are leading to progress and attainment over time. Wellbeing and inclusion continues to be a key focus in the recovery period at Hillside School. This year we will continue to support, and expand, a whole school nurturing approach, to be responsive to pupil need.			
Action & Leadership of Change		Expected Impact		Measures	
<p>School To implement evolving routines and practices to mitigate risk (re Covid-19), informed by local and national guidance.</p> <p>To ensure stakeholders are aware of the incorporation of the UNCRC into Scots law and the implications of this.</p> <ul style="list-style-type: none"> - School will meet all criteria for Silver Award - All stakeholders have good understanding of UNCRC (age appropriate) - Develop display/visual that demonstrates 'UNCRC @Hillside School' SLT to make links to UNCRC during development work – e.g. ensuring new policies are driven by UNCRC <p>Develop school based staged procedures to ensure targeted interventions are put in place for</p>		<p>School</p> <ul style="list-style-type: none"> • Stakeholders know, understand, and follow evolving mitigating measures related to Covid-19. • Stakeholders are increasingly aware of the importance of the UNCRC and key implications for practice, policy and process. • Pupils receive support in a timely manner. Targeted interventions are facilitated according to pupil need. Pupils are appropriately supported to make the best possible progress. • Analysis of relevant data indicates that our PEF targeted interventions are making a positive impact on pupil progress. • Agreed nurture-based strategies and provisions will be visible in all classrooms. Staff will regularly reflect on agreed criteria for establishing nurturing classrooms. • Staff understand when and how to access targeted nurture support for pupils. • Staff understand and can use the Boxall Profile to assess and evaluate pupil progress. 		<p>School Parental, staff, and pupil (new) questionnaires will be issued in terms 1 and 4 to gather views including questions related to school improvement actions. <i>*This QA method will be used to gather knowledge, understanding, opinion and identify next steps.</i></p> <p>Pupil participation/voice and UNCRC are being considered across school developments.</p> <p>Senior Leadership Team collegiate meetings and planning and tracking meetings with staff to evaluate progress being made (pupil and school) and existing/proposed interventions.</p> <p>DHT and Nursery EYP tracking meetings.</p>	

pupils as appropriate. This is in line with Aberdeenshire policy of right support in the right place at the right time.

- Consult with staff to develop staged procedure for accessing interventions
- Develop flow chart in order to make procedure clear to staff
- Evaluate impact of interventions on pupils

To ensure PEF spending focuses on closing any identified gaps and interventions are measured for impact.

- PEF Tracker to be developed
- Further targeted support offered to pupils using Scottish Government Funding

To continue focusing on Health and Wellbeing across the school.

- There will be a revised approach to the use of wellbeing webs.
- Term 1 class teachers/Nursery to develop Health and Well-being topic linked to emotional literacy

To implement and evaluate agreed nurture-based strategies and provisions in all classrooms through established criteria- agreed collegiately by staff, building on next steps set from last session.

To expand approaches to Targeted Nurture Provision to encompass Nursery-P7 and support the wellbeing and inclusion of pupils.

- Develop and implement a staged referral process for accessing targeted nurture support. (linked with ASL)

- Staff will continue to feel more confident in holding restorative conversations with pupils, making use of the recently created Restorative Script.
- Pupils will have the opportunity to develop their emotional literacy through a collegiately planned health and well-being context for learning
- Wellbeing Webs will be used more responsively to support the wellbeing of pupils. Children feel that they are achieving in school, they are nurtured and respected.

Regular review of data sets and targeted interventions, including Additional Support for Learning, Emerging Literacy and PEF.

Pupil wellbeing webs results and discussions.

Moderation of wellbeing topic/social studies evaluations at class and stage levels.

Reflect collegiately and individually on agreed Nurture Classroom Criteria 3 times this school session and set personal next steps. If and when possible, use criteria to support peer observations.

Termly Boxall assessments and regular evaluation and assessment of targeted nurture groups.

Regular discussions with support staff and teachers will indicate an increased understanding and level of confidence in holding restorative conversations

'Take 5' approach to Pupil Sampling will be used to evaluate the use of restorative practice.

<ul style="list-style-type: none">- Continued training on the use of Boxall Assessments for Teachers.- IPT teacher will continue to mentor PSA in leading Nurture Groups. <p>To embed restorative approaches across the school and nursery.</p>		
<p>Progress, Impact & Next Steps</p>		

Priority 2		To raise attainment in writing, underpinned by increasing knowledge of, and taking developmentally appropriate learning and teaching approaches to, literacy.			
National Priority	Improving literacy attainment	Key Drivers of Improvement	Assessment of children's progress and school performance	HGIOS 4 Quality Indicator	2.3 Learning, teaching and assessment 3.2 Raising attainment
Evidence/Data Informing Priority – why is this a priority for Hillside School?		Raising attainment in writing by taking a developmental approach to literacy is a continuation from last session's school improvement planning cycle. Hillside School's progress is well documented in our Standards and Qualities report for 2019-2020. Most notably, action has led to positive projections for achievement of a level with most children at Primary 1, 4 and 7 on track. However, projections were largely formulated at the time of school closure in March 2020 and so tracking the progression of pupils, monitoring and responding to trends and gaps in literacy and building consistency across the school (Nursery to Primary 7) by establishing effective developmentally appropriate programmes, remain priorities. Highland Literacy materials have proven (through quantitative data) to impact positively on Nursery – Primary 2 pupils. There is scope to build on this year on year, taking a whole school approach where possible. Raising attainment in literacy is also both locally and nationally relevant as outlined in the National Improvement Framework (Scottish Government 2019) and Norther Alliance Regional Improvement Collaborative (Phase 3) actions plans.			
Action & Leadership of Change		Expected Impact		Measures	
<p><u>Emerging Literacy</u> To further develop approaches in the Early Years (Nursery) to support children's phonological awareness through planned experiences- specifically the first 5 skills as noted in Highland Literacy progressions.</p> <p>New Early Years staff will engage with Early Years toolkits to support their understanding of foundational literacy.</p> <p>To continue to use emerging literacy screeners to support the learning and teaching of literacy in Primary 1 and 2, and for those requiring support in these areas in Primary 3 and 4. Tracking information, P1-3, for session 2020-2021 will inform targeted interventions.</p>		<p><u>Emerging Literacy</u></p> <ul style="list-style-type: none"> Planned experiences in Nursery will support prewriting skills and the first 5 stages of phonological awareness: listening & attention, auditory discrimination, visual and auditory memory, word boundaries and rhyme awareness & detection. Children will experience learning opportunities where they can demonstrate these skills in varied contexts- during free play, child led and adult supported situations. Staff will have a sound knowledge of these skills and be able to plan, support and assess them. All Nursery staff will have engaged in continued profession development related to the Early Years toolkit (Highland Literacy). Emerging Literacy assessments will identify areas of strength and development areas for Primary 1-4 pupils. Staff will use assessment information to make informed professional judgements and to plan for improved outcomes for learners. 		<p><u>Emerging Literacy</u> Quality Assurance practices will evidence emerging literacy focuses across Nursery, incl. learning visits and environmental audits.</p> <p>Collegiate discussion/gap tasks will be used to reflect on emerging literacy approaches.</p> <p>Fine Motor and Phonological Awareness assessments:</p> <ul style="list-style-type: none"> All Primary 1 in terms 1, 3 and 4 All Primary 2 in term 1 and as required thereafter Identified Primary <u>3 & 4</u> pupils (and beyond if necessary) in term 1 and as required thereafter <p>Use of whole school emerging literacy audit tools.</p>	

<p><u>Writing Guidance</u> To finalise the Primary 1 writing progression, prioritising drawing, sequencing and narrative, and storytelling.</p> <p>To reflect on Hillside School's Genre Overview and agree on progression of genres year on year. Collegiate work will explore writing cycles to ensure depth of learning.</p> <p>To work towards, and then agree on, a whole school writing policy. Guidance will illustrate collegiate work and agreements resulting from previous improvement cycles.</p> <p>To ensure staff know, understand, and implement key features of <i>Talk for Writing</i>. <i>Talk for Writing</i> will be a fundamental part of the learning and teaching of writing at Hillside School, underpinned by relevant theory and research.</p> <p><u>Assessment, Tracking and Support</u> To track attainment over time for phonological awareness in Nursery (first 5 stages) to support transition to Primary 1.</p> <p>To ensure consistency in making professional judgements in Nursery regarding pupil progress in literacy.</p>	<p><u>Writing Guidance</u></p> <ul style="list-style-type: none"> • Primary 1 will have a progression for writing in place leading to consistency across classes and supporting professional judgements for assessing achievement of Early Level. • Primary 2-7 will have developing guidance on progressing writing across First and Second Level. This will support consistency and professional critical reflection. Guidance will build on foundational skills explored at Early Level. • Hillside School's Genre Overview will demonstrate progression year to year, in addition to level to level. Staff will be able to provide deeper learning experiences for children- considering pace, challenge and development of identified genres. • All children will experience a developmentally appropriate writing curriculum, with staff having an understanding of both the cognitive and psychomotor skills necessary for conventional writing. • Children will be able to story tell in various forms. • <i>Talk for Writing approaches</i> will be evident across the school and support positive engagement and progressing learning and teaching. Data, direct observation and people's view will support evidence gathering. Stakeholders will have a greater understanding of how Hillside School's adopted writing approaches develop across Primary. <p><u>Assessment, Tracking and Support</u></p> <ul style="list-style-type: none"> • Literacy attainment will be a central feature of Hillside School's priorities. This includes emerging literacy tracking across Nursery and Primary and progress towards achievement of a level. • Children will be making good progress in writing, with most on track to achieve ACL as expected. 	<p><u>Writing Guidance</u> Writing guidance for Primary 1 and Primary 2-7 will be in place by the end of the academic sessions.</p> <p>Staff views will be shared and responded to through collegiate meetings at whole school and stage levels, and through critical reflection, moderation, and quality assurance.</p> <p>Learning Visits and jotter sampling to focus on literacy as per quality assurance calendar.</p> <p>Views from staff, children and parents will be sought through questionnaires, sample groups, collegiate discussion and quality assurance practices.</p> <p><u>Assessment, Tracking and Support</u> Senior Leadership Team members will have planning and tracking meetings with stages in term 1 and then with individual class teachers in terms 2, 3 and 4.</p> <p>Senior Leadership Team Tracking of writing to demonstrate progress, trends and required interventions including:</p>
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<p>To moderate assessment approaches for writing, Primary 1-7.</p> <p>To ensure children are making positive progress in writing at Hillside School, informed by identified data tracking attainment over time.</p> <p>To ensure PEF spending contributes to supporting emerging literacy and writing interventions.</p>	<ul style="list-style-type: none"> • Hillside will be able to demonstrate attainment over time across Primary 1-7, including pupils identified for universal/targeted support. Hillside will have a 3-year tracking cycle for P1-3 emerging literacy and will be able to illustrate trends for achievement of a level. • Teachers will make more confident, critically reflective judgements about attainment considering a range of assessments. • Staff will use the Moderation Cycle as they reflect on planning, learning, teaching and assessment of writing. Children will receive appropriate feedback, enabling them to progress. • Intervention, including those supported by PEF finance, will impact positively on pupil progress. 	<ul style="list-style-type: none"> • All pupils Nursery – Primary 7 • Identified pupils/groups requiring support • Achievement of a level data • Tracking attainment over time data • Emerging Literacy • PEF <p>Staff moderation of writing, using Education Scotland's Moderation Cycle.</p>
<p>Progress, Impact & Next Steps</p>		

Priority 3		To develop Hillside School's approach to profiling.			
National Priority	Improvement in skills and positive destinations	Key Drivers of Improvement	Assessment of children's progress	HGIOS 4 Quality Indicator	2.3 Learning, teaching and assessment
Evidence/Data Informing Priority – why is this a priority for Hillside School?		Through trials (and then full roll out) in nursery, research, and stakeholder engagement, <i>Interactive Learning Diary</i> (ILD) is Hillside School's new platform of choice for pupil profiling. Hillside's Parent Group have supported the funding for this, initial staff wide training has been implemented, and people's views have been gathered for developing the school's ability to develop profiling across the upcoming academic session. There will be continued focus on the need to build knowledge and understanding across the school community, not only related to the profiling tool itself (ILD) but of the key features of profiling- seeking consistency in documenting children's <u>latest and best achievements</u> . Pupil Profiling is a national expectation with policy drivers including Education Scotland and Skills Development Scotland's suite of support documentation for profiling skills and achievements . From completed questionnaires last session, most teachers feel that they understand what profiling is and why we do it and can see the links between ILD and our previously trialed platform (Seesaw).			
Action & Leadership of Change		Expected Impact		Measures	
<p><u>Staff Knowledge and Understanding</u> To deliver staff collegiate sessions on Profiling, underpinned by Education Scotland and Skills Development Scotland's 'Supporting young people in profiling their skills and achievements' documentation.</p> <p>To deliver staff training on the use of Interactive Learning Diary to support the effective use of technology for capturing achievements in class. Teacher leadership can be used to lead change and support staff, particularly those with digital technology training and support others.</p> <p><u>Profiling Achievement</u> Staff to engage pupils in ongoing discussion about their learning, achievements and progress according to their stage of developments.</p> <p>Staff to support children select/document achievements for their profile – with children taking increased ownership of the process (relative to age and developmental stage).</p>		<p><u>Staff Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • Staff have a developing understanding of what a profile is, what a profile may contain and why profiling is important. • Staff will be able to use Interactive Learning Diary to support profiling, and the sharing of achievements with families, with increased confidence. <p><u>Profiling Achievement</u></p> <ul style="list-style-type: none"> • Hillside School will have an online system in place for recognising and sharing achievements. This system will support Hillside document successes in a continuous and progressive manner. • Staff will support their children engage with ongoing discussions about their learning, skills, achievements and future. They will begin making links between their skills and the world of work. 		<p><u>Staff Knowledge and Understanding</u> Collegiate dialogue through stage moderation and planning and tracking meetings.</p> <p><u>Profiling Achievement</u> Quality assurance through profiling sampling across all year groups as per quality assurance calendar.</p> <p>Pupil focus groups.</p>	

<p>Profiling access to be shared will parents/carers.</p> <p>Nursery staff will document observations and next steps using the Interactive Learning Diary platform demonstrating literacy, numeracy, health and wellbeing and learning across the curriculum progress, and wider achievements.</p> <p><u>Moderation</u> To agree on how profiles should evolve over the year (including agreement in minimum requirements), according to the development stage of pupils.</p> <p>To view examples of digital profiling from other settings, including those outlined as best practice through Education Scotland.</p> <p>To respond and address the challenges of introducing a digital platform for profiling. These points should be considered through the session, particularly at the set-up/beginning stage.</p> <p>To engage with reflective questions for profiling (Education Scotland).</p>	<ul style="list-style-type: none"> • Children will become more aware of their achievements within and out with school. • Pupils will feel confident using Interactive Learning Diary as an online profiling platform and can use the basic tools included with increased independence- with senior pupils taking more ownership over the process. • Parents/carers will receive profiling updates outlining their child's latest and best achievements. Parents/carers will have opportunities to comment and respond during these times. • Nursery profiles will demonstrate consistent observations for key areas of the curriculum, and wider achievement. Records will illustrate learning captured, context if appropriate and next steps/evaluation as necessary. Records will be made frequently and outline developmental progression of knowledge and skills. <p><u>Moderation</u></p> <ul style="list-style-type: none"> • There will be a consistent approach to profiling across the school. • Practitioners will consider profiling with increased professional criticality by engaging with reflection questions- leading to evolving improvements as we develop our processes. 	<p>School wide parental questionnaire will seek comments/views about developing profile approaches.</p> <p>Nursery profiling sampling through SLT quality assurance and through support and ongoing guidance from Lead Practitioners.</p> <p><u>Moderation</u> Quality Assurance to include profile sampling and feedback.</p> <p>Reflective Questions for staff.</p>
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Progress, Impact & Next Steps