

Hillside School
Standards & Quality Report
2021 - 2022
&
School Improvement Planning
2022 – 2023



HILLSIDE
school

Hillside School

We are pleased to present both our **Standards and Quality Report for Session 2021– 2022** and our **School Improvement Plan for the current session 2022 -2023**. 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-evaluation 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**

We plan to review our Vision, Values and Aims session 2022-2023 – see below

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. Pupil leadership groups have had 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 2022-23, there will be a focus on reviewing our Vision, Values and Aims, developing our Maths/Numeracy curriculum, developing leadership and maintaining progress made with prior improvement priorities through our maintenance agenda.

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 has been considered a key strength at Hillside School. We have an elected Parent Council 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-op, KCA Deutag, Portlethen Church and Portlethen Men Shed. Covid-19 mitigations have brought challenges to how we utilise and nurture these partnerships. Nevertheless, we look forward to re-establishing these partnerships to support learners' entitlements within the Scottish Government's development of Scotland's Young Workforce and to enhance curricular experience.

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 May 2022, achievement of level projections (based on professional judgment and assessment) indicates that most children in P1, P4 and P7 are on track to achieve expected benchmarks in literacy and numeracy.

Pupil Equity Funding (PEF)

Our PEF allocation for session 2021-2022 was £22,544. This was used to target the gap between lowest and highest attaining 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 emergent literacy, fine motor skill development, TalkBoost 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, evidenced 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:

- PEF tracker has been developed and populated termly in line with teacher tracking meetings. PEF tracker highlights pupil progress in curriculum and wellbeing and identifies key supports that have been put in place to close the attainment gap for these pupils, where there is one.
- Phonological awareness, fine motor and TalkBoost assessments, along with teacher curriculum tracking, have been used to identify targeted groups which have been led by funded PSAs to develop early literacy skills. Almost all (99%) of children in Primary 1-4 have increased or maintained 12/12 in phonological awareness assessment this session. All pupils assessed have made progress in Listening and Talking (TalkBoost Pre and Post Assessment) following engagement in targeted TalkBoost PSA groups this session. A number of pupils who engaged in this programme have moved from requiring support to on track in Listening and Talking.
- 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 will outline the Targets we set last session and identify the progress we have made during session 2021-2022.

Key priority 2021-2022	Key actions undertaken	Impact (achieved throughout 2021-2022)
<p>To support recovery renewal and improvement at Hillside School</p>	<p><u>Covid 19 Mitigations</u> Implementation of evolving routines and practices to mitigate risk (re Covid-19), informed by local and national guidance. Communications sent to stakeholders to support the implementation.</p> <p><u>UNCRC</u></p> <ul style="list-style-type: none"> ➤ Display/visual that demonstrates 'UNCRC @Hillside School created. ➤ Mascot competition, shared online to encourage external dialogue, and displayed around school to promote rights. ➤ ILD (pupil profile) UNCRC task completed in class and shared at home to encourage discussion with other stakeholders about children's rights. ➤ November in-service input informing teachers of Silver award checklist, and changes to law. ➤ Assembly's have had links to UNCRC (e.g. Celebration of World Children's Day) to support with contextualising Children's Rights. ➤ Rights Respecting Schools Award questionnaires (taken directly from UNICEF) given to all staff and all learners. P1-3 completed. ➤ Microsoft Teams group set up for Cluster Head Teachers to share resources and ideas by Cluster PT. 	<p><u>Covid 19 Mitigations</u> Almost all staff, pupils and parents were aware and understood Hillside School's mitigation procedure related to COVID-19 this school session (this has evolved over time based on national guidance).</p> <p><u>UNCRC</u> Every class has a class charter which references the UNCRC and has been built around the rights which were important to the children.</p> <p>The majority of children say they learn about rights at school.</p> <p>Almost all staff feel comfortable talking to pupils about their rights and understand this is now enshrined in Scots Law.</p> <p>Hillside School are on track for the 'Silver Award' assessment arranged for in December 2022, having completed Silver Award Action Checklist</p> <p>More than half of parents/carers report they have some understanding of UNCRC. Further work to be done in this area.</p>

- Children upheld rights locally and globally by discussing rights, choosing charities (pupil council) and fundraising for Mission Christmas (local) and Comic Relief (global).

Well-Being /Nurture

- Pupil intervention flow chart has been created (ASL/Nurture) based on staff voice.
- Input on staged intervention levels and the difference between universal and targeted approaches delivered to staff.
- Revised approach (based on feedback and evaluation) to the use of well-being webs across the school is in place. After reviewing previous 3 data collection cycles, wellbeing trackers have been redeveloped and now tracks Nurtured, Achieving and Respected. These were consistently our three lowest scoring indicators across the school.
- SLT now review class scores and develop next steps.
- Agreed nurture-based strategies and provisions in all classrooms in place (using established criteria- agreed collegiately by staff), building on next steps set from last session.
- Targeted Nurture provision was expanded this school session to support a wider range of pupils. This support was planned for with clear targets identified and was also responsive when it needed to be.
- Boxhall training for all teaching staff delivered.
- PSAs linked with Nurture groups have undertaken Lego therapy training and used this to good effect.
- Funding received from Parent Council to support with the Lego developments.
- Hillside School Behavior Policy was updated and involved consultation with all stakeholders. Suggestions from pupils, staff and parents were used in the final creation of the policy, which took into consideration our Nurture development work.
- Anti Bullying Ambassador steering group formed and training accessed from 'The Diana Trust' (Feb 2022).

Well-Being /Nurture

A systematic approach to accessing pupil support has been developed and will be ready for launch August 2022.

Almost all teachers understand how to use the Wellbeing Webs in order to support the pupils in their class.

Almost all teachers agreed that space for children to write reasons for scores (on well-being webs) allows for easier dialogue about indicators and results.

Almost all teachers feel that focussing on three indicators allows for greater depth of understanding and more time to focus on discussion surrounding each indicator.

Almost all children in a focus group said that new statements are 'easier to understand.'

The majority of classes' average scores increased from term 2 to term 4 in both Achieving and Nurtured according to (individual well-being webs and class trackers)

Almost all year groups have reported improved results in term 4 2022 than in term 4 2021.

Respect continues to be our lowest average scoring indicator. More development on this next session.

All classes (including nursery) have an identified 'Safe Space', which the pupils can identify and use. Our pupils receive an individual welcome in the morning, and they appreciate this.

Boxhall assessment profiles have been used at the start and following interventions to measure progress. These show

		<p>that most pupils who have received targeted nurture support this session have made progress.</p> <p>Pupil sampling indicated that <i>all</i> pupils who were part of the 'Emotional Literacy and Lego groups' indicated they had used what they had learned out with their group.</p> <p>Based on questionnaires, almost all parents, indicated that their child feels safe at Hillside School and that staff are friendly and approachable.</p> <p>Most staff feel confident holding restorative conversations with their pupils. Most pupils can explain what a restorative conversation is and understand how/when these are used.</p> <p>In nursery, of a group of pupils sampled, all children stated that an adult in nursery will help them if something dangerous happens. The majority of children sampled gave an example of restorative practice being used to solve problems between children in nursery.</p>
<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"> ➤ All nursery staff have been trained in using phonological awareness assessment and tracker and use the information gathered to support the development of their key children. ➤ Use of 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 informed targeted interventions. ➤ Termly assessment of phonological awareness has informed targeted PSA led Emergent Literacy Groups. The additional PSA staffing has contributed to the progress of emerging literacy as documented in Hillside School's PEF evaluation. 	<p><u>Emerging Literacy</u></p> <p>All nursery staff understand the importance of the development of early phonological awareness and how this can be stimulated through play self-evaluation CPD Dec 2021).</p> <p>Almost all P1-3 staff are able to undertake a phonological awareness assessment with their pupils and use the information gathered to support the learning and development of their pupils.</p> <p>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 SLT tracking system which illustrate <u>attainment over time</u>.</p>

- Creation/sharing of 'Developing Phonological Awareness at Home' handout with parents

Writing

- All nursery staff engaged in discussion and reflection on Early Level writing at November INSET
- Storytelling approach developed across ELCS
- Hillside School has finalised a Primary 1 Writing Programme. This identifies key learning & teaching focuses on a termly basis and builds upon foundational literacy skills. Guidance is also underpinned by theory linked to Emerging Literacy, Foundations of Writing and Talk for Writing approaches.
- Through ongoing collegiate working, a revised genre overview has been established for Primary 1 – 7.

Understanding of *Talk for Writing* principles and practices developed through:

- Ongoing staff collegiate sessions throughout the session including inputs, links to key documentation/resources and time to talk/share thinking.
- A range of resources purchased/identified and made available to staff for further CPD, planning, learning & teaching (stationed at the staff base).
- Identified time focusing on non-narrative writing. This includes the link between narrative and non-narrative writing, in addition to how to adapt the T4W approach to varied writing types/genres.
- Emphasis on the role of a 'model text'. Agreement in place that all teachers will refer to a model text when developing pupil understanding of key features of a genre.
- Engaged with T4W clips. A reference sheet for further CPD has been made available to all staff.

Following May 2022 Question of the Month in nursery, the majority of parents felt that 'Developing Phonological Awareness at Home Handout' information gave them a greater understanding of how to support phonological awareness at home.

Writing

All nursery staff report increased understanding of the impact of storytelling at the early level.

Hillside School has an end of Early Level (Primary 1) Writing Progression in place. With the final stages now collegiately agreed, next session's P1 teachers will have a full programme to refer to inform assessment, planning, learning and teaching. Primary 1 teachers agree that this guidance is reflective of current practices and supports professional judgement (for achievement of a level) and consistency across the stage.

A genre cycle has been agreed by all staff. Class teachers agree that revisions made throughout the session should be more manageable for learning and teaching accounting for appropriate pace and depth of learning year to year, level to level.

Key strategies, principles and theories which underpin the *Talk for Writing* approach are evident across Hillside School. During SLT learning visits (May 2022) it was observed that there was very good engagement with the *Talk for Writing* approach in all classes. It was also clear that the focus on writing is impacting children's ability to talk about writing, with sampled pupils across all levels demonstrating a strong ability to discuss genre features – some to a very detailed level. SLT were also encouraged by the reference to prior knowledge in all classes.

Through ongoing discussion with staff, including learning visit feedback and planning/tracking & collegiate meetings, there is a writing culture emerging with staff engaging in

	<ul style="list-style-type: none"> ➤ Key strategies such as story/text mapping, 'box it up' and constructing writing toolkits (SC) have been explored collegiately. ➤ T4W process, featuring key strategies shared with staff for reference, reflection and gap tasks. 	<p>critical reflection and professional dialogue about approaches to writing. Staff are freely sharing practice at stage and whole school level and are building in confidence at modifying these approaches to best meet the needs of their learners (see whole school writing feedback, May 2022).</p> <p>All staff contributing to evaluative exercises (November, February, June) agree that Hillside School has developed approaches to writing for First and Second Level and feel that T4W is evident across the school. Sampled comments refer to the regular use of drawing (incl. story/text maps), model texts, changing known stories, consistent success criteria and links to grammar and interdisciplinary learning-supporting knowledge and understanding in context. Staff also agree that approaches currently taken are developmentally appropriate for stage and can be tailored/differentiated.</p> <p>All class teachers agree that children are really developing an ability to retell known stories with pictures, actions, words/sentences (orally & recorded), ICT and roleplay, cited (end of year self-evaluation).</p> <p>Through pupil sampling almost all children spoken to were able to describe writing activities/processes that are reflective of developed approaches this session, with some children referencing model texts, examples of good work, talking about writing and the drawing of story/text maps as things that can help them with their writing.</p> <p>Through learning visits, examples of good practice have been noted and shared with all staff. There is scope to look more closely at differentiation and formative assessment strategies during the writing process.</p> <p>Year-end self-evaluation reveal positive progress toward expected impact statements identified at the start of session. Clear next steps for the school have also been shared which</p>
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	<p><u>Assessment, Tracking and Support</u></p> <ul style="list-style-type: none"> ➤ Class teachers have been given opportunities to share practice. This includes teachers that have provided examples for staff meetings and a class teacher presenting a collegiate. Shared practice includes ways of developing story/text maps, how model texts are used/amended, outlining the development of a non-narrative genre (underpinned by imitation, innovation and invention model) and planning for writing across a week (making links to reading, spelling, grammar and comprehension). ➤ Staff moderation through sharing practices/views and jotter evaluation of achievement towards a level has been a feature of collegiate meetings throughout the session. In November, staff moderated on track jotters and examples of OT writing were displayed for Primary 1 – Primary 7, allowing staff to see the writing ‘journey’ from Early to Second Level. ➤ Senior Leadership Learning Visits focused on Writing/Literacy (May 2022). ➤ Practitioner self-evaluation on expected impacted statements, from Hillside School’s School Improvement Plan Priorities 2021-2022. ➤ Whole School Writing Guidance has been created. Ongoing staff working and feedback, and agreements, has influenced this. ➤ Tracking meetings and attainment trackers continue to monitor writing progress/attainment per class/year group and attainment over time and comparative year group data has been examined. 	<p>can be supported through the staff leadership group for Writing next year.</p> <p>Writing guidance will be finalised for August 2021. This is reflective of ongoing collegiate development, with revised approaches unpinned by current educational theory and practice. The existence of this guidance will support planning, learning and teaching across the school.</p> <p><u>Assessment, Tracking and Support</u></p> <p>P1-3 pupils who have worked with PSAs funded by PEF spending have all improved their phonological awareness this year.</p> <p>All class teachers agree (through end of session evaluation work) that most children are making expected progress in Writing and most feel that they are making more confident judgements about attainment.</p> <p>At the end of session 2021-2022, Most pupils at Hillside School are achieving expected benchmarks (for age and stage) in writing. Writing has featured on our SIP for 3 years and attainment over time in this area shows a significant increase in pupils from when they were in P4 to now P7.</p> <p>SNSA results also highlight that Most pupils P1, P4 and P7 have medium or high scores.</p>
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To develop Hillside School's approach to profiling.

Nursery Profiling

- Nursery staff have implemented an achievement board.
- Profiling access shared with parents/carers
- 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.

Staff Knowledge and Understanding

- Through input, staff were supported to develop their understanding of 'what' a profile is (reference to Building the Curriculum 5).
- Further collegiate moderation of what makes an appropriate profile post took place to allow peer moderation and discussion around profiling. These views were collated and shared at the February Inset and inconsistencies in understanding were discussed with the teaching staff as a whole.
- DHT provided support sessions for staff who identified they needed further help with using ILD (profile platform). This was group or 1-1 as required.

When sampled in March 2022, all children could give an example of EYPs celebrating their success. Examples given included sharing on ILD, taking a photo, telling grown ups at the door and getting a sticker 'well done'. The majority of children sampled have shared ILD uploads with family at home.

All nursery parents have access to ILD. Nursery ILD targets were moderated in September 2021, December 2021 and March 2022. In March, most (88%) parents had accessed ILD within the last month. The majority (51%) of parents had uploaded an observation from home to share learning from home with nursery. In the November 2021 Nursery Question of the Month, the majority of parents who responded receive helpful, regular feedback about how their child is learning and developing through ILD updates.

In their ILD profiles, all nursery children have identified progress made and next steps identified in literacy, numeracy and health and wellbeing. Next session, EYPs will work together to devise an effective approach to ensuring that these next steps are reflected in weekly planning.

Almost all teaching staff understand what a pupil profile is. Most staff feel they have regular discussions with their pupils about their learning, skills, achievements, and future.

From moderation of ILD posts by SLT in February it is evident most PSA's including (Nurture assigned PSA's) are using ILD to share snapshots of pupils learning frequently.

A Profiling policy has been written for Hillside School which outlines approaches to profiling regardless of the online system used (for future proofing our approach). This has been written in consultation with staff, with an agreed

	<ul style="list-style-type: none">➤ New staff given training on using ILD as part of our induction programme.➤ PSAs trained in use of ILD.➤ DHT providing support for families to ensure access to ILD achieved (COVID mitigations have brought challenges to this)	<p>number of uploads and expectations which progresses as pupils move through the school.</p> <p>Take 5 sampling June indicated Most pupils can use ILD to independently identify and record examples of their 'best work' to share at home. All pupils continue to have the opportunity talk about achievements in class.</p> <p>. Most parents surveyed in May felt they understood what a pupil profile was.</p> <p>The majority of parents surveyed felt they were provided with updates of their child's best achievements. This has increased since our September survey but we recognise we still have work to do in this area.</p> <p>Through ongoing discussions with staff throughout the year, it was felt that although almost all agreed on what a profile is, they found it difficult to adapt to the new profiling platform of ILD. Access to technology was an issue due to changes in how iPads were operated at a council level. As a result, meetings which had be planned to have a more evaluative approach to profiling were used to support staff with technical queries or difficulties to overcome classroom management.</p>
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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:

(HGIOS?4/HGIOELC? 1-6 scale)

Good

How well are you doing?

What's working well for your learners?

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. There is a drive for school development, underpinned by teamwork and collegiate ways of working. There are Leadership roles undertaken by both staff and pupils across the school, which we aim to strengthen. The strategic direction of Hillside 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.
- 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.
- There are examples of leadership at all levels. Most recently, teachers have taken the lead in developing the use of digital technologies, the use of wellbeing indicators, School Choir and an Anti-Bullying Ambassadors' group. In addition, we have an active Pupil Council.
- Staff are 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.
- Identified PSAs have had additional training relating to emotional literacy, LEGO therapy, Boxall and now supporting Nurture Groups. Wider staff have also engaged in inclusive and sensory behaviour training, and Boxall training to support with universal provision.
- A range of approaches are used to gather views and ideas, as part of ongoing Quality Assurance processes, in order to further improve the school. We use information

gathered to triangulate evidence and inform next steps. Examples of Quality Assurance activities this session include stakeholder questionnaires, 'Take 5' pupil sampling, learning visits, collegiate evaluation and jotter moderation.

- 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.
- 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.
- Individual class teachers are committed to career long professional development including undertaking accredited practitioner enquiries related to play based approaches, classroom leadership and digital technologies.
- Senior Leadership staff develop their own skills through appropriate training, this includes those 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 strong evidence of collegiate working across the school- staff plan together and engage in collegiate discussion on a regular basis.
- There is formal evaluation of the school improvement plan and its impact on stakeholders is regularly monitored.
- 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?

What evidence do you have of positive impact on learners?

- Pupil voice is sampled through Pupil Focus Groups (including pupil questionnaires and 'Take 5' sampling) 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?

What are your improvement priorities in this area?

- 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.

- To establish effective systems to strengthen our collegiate learning culture at Hillside School.
- To continue to develop leadership at all levels in order to improve the overall capacity of the school and outcomes for learners.
- Continued pupil involvement in self-evaluation through the use of 'How Good is OUR School'.

To review and develop our shared vision, values and aims, relevant to the school context and community of Hillside in 2022-23.

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:
(HGIOS?4/HGIOELC? 1-6 scale)**

Satisfactory

How well are you doing?

What's working well for your learners?

Overview:

The ethos of Hillside School is positive. Children are confident and friendly and the learning environment is 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 and this is reflected in attainment and recent learning visits.
- 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. Nursery have an achievement wall where success is celebrated. Our Positive Relationships and Behaviour Policy now includes a special recognition letter for pupils. We are at an early stage of celebrating wider achievements through Interactive Learning Dairies (ILD).
- Digital learning is a key development in the school and children are leading on this improvement. Over time, 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 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.

- 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.
- 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 1-7, 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.
- Hillside School's three year improvement cycle in relation to developmental writing, Nursery – Primary 7, has improved consistency in learning and teaching and led to positive trends in attainment. Evidence of engagement with agreed approaches can be evidenced in all classes. In addition, pupils across the school demonstrate a strong ability to discuss genres features, some to a sophisticated level.
- Identified staff can facilitate Emerging literacy screeners and use these to target gaps in learning & teaching- supporting writing in the process.
- Most learners are successful, confident and responsible and contribute effectively to the life of the school through a range of activities and opportunities.
- Staff use a range of assessment approaches.
- Tracking and monitoring processes are well understood and used effectively to secure outcomes for learning.
- Hillside School has a policy and agreed approach for pupil profiling.

How do you know?

What evidence do you have of positive impact on learners?

- Quality Assurance includes SLT learning visits, peer learning visits, collegiate moderation, jotter sampling and pupil focus groups.
- Minutes from planning and tracking meetings with SLT.
- Minutes from collegiate meetings, including key discussion points and records of gap tasks.
- Minutes of SLT meetings, demonstrating a responsive and proactive approach to quality assurance finding.
- 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?

What are your improvement priorities in this area?

- Continue to develop play-based learning, through a staff leadership working group.
- To develop moderation approaches using the moderation cycle, in the context on Numeracy and Mathematics.
- To develop our curriculum in Numeracy and Mathematics. This will include a focus on a shared understanding of assessment, learning and teaching in line Local Progression Frameworks.
- COVID mitigations has limited the opportunities to engage in a full and robust evaluation of classroom practice. We are now in a position to plan a more effective programme of classroom learning visits (peer and SLT). This will support us with ongoing evaluation.
- To continue to develop ways of highlighting pupil's wider achievements through Interactive Learning Diary.

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:

(HGIOS?4/HGIOELC? 1-6 scale)

Good

How well are you doing?

What's working well for your learners?

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 will be assed for Silver accreditation in December 2022.
- Almost all staff feel comfortable talking to pupiils about their rights and understand that this is now enshrined in Scots Law.
- 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.
- Staff make great efforts to promote the school's vision, values and aims. This supports a positive climate and school ethos.
- Children are invested in the Hillside School Values and we are keen to develop these over the coming session. The values are regularly highlighted at assembly.
- 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.
- Almost all parents/carers feel that Hillside School staff are approachable and friendly.
- Staff model appropriate relationships and show a good understanding of each individual child and their unique needs.
- Almost all pupils at Hillside School understand our relationships and behaviour policy and see this as a fair system. Over the last session, this has been update underpinned by stakeholder voice.

- Hillside School now has an active anti bullying ambassador group, who have undertaken training with the Dianna Trust and has ran campaigns this session to promote inclusive behaviours.
- 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. Most pupils who have received targeted support have made progress this session.
- All staff understand how and when to access targeted support for pupils.
- 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.
- A revised approach, based on feedback and evaluation, to the use of wellbeing webs across the school is in place. As a result, children report that they have a better understanding of the wellbeing indicators.
- Almost all year groups have reported improved results over the session, across most wellbeing indicators. 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.
- Staff undertake a range of relevant professional learning opportunities, for example in supporting children with ADHD and speech and language difficulties, Restorative Approaches, Nurture mentoring, Occupational Therapy - Gross Motor Support, Makaton, LGBTQ+, trauma informed practice and Intensive Interaction.
- The school makes good use of technology in supporting pupils with ASN. A range of programmes including Nessy and Immersive Reader 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 staff feel confident leading restorative conversations using this.
- 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.

How do you know?

What evidence do you have of positive impact on learners?

- Nursery Question of the Month
- Parental questionnaires
- Staff questionnaires
- 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 Nesy data
- Planning meetings with ASL staff
- PEF Tracking
- Wellbeing webs
- Boxall profiles (for targeted interventions)

What are you going to do now?

What are your improvement priorities in this area?

- To apply for the Silver RRSA (December 2022).
- Further develop current staged procedures for accessing targeted support to ensure they are rigorous and robust.
- A renewed focus on universal supports.
- Continue to develop use of 'well-being webs' in order to provide responsive support to pupils and staff. This is to feature within tracking meetings.
- To engage in further school wide education in relation to equality and inclusion e.g., LGBTQ+ education.
- To establish Hillside School's RSHP curriculum.

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:
(HGIOS?4/HGIOELC? 1-6 scale)**

Good

**How well are you doing?
What's working well for your learners?**

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 to be 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. Most children in P1, P4 and P7 have achieved as expected in literacy, numeracy, and health & wellbeing.
- ACL data for achievement in Writing shows that 77% of P1, 80% of P4 & 85% of P7 pupils secure in stage appropriate CfE Levels. Three years ago, ACL recorded as 75%, 66% & 64%, respectively. This positive trend reflects a strong SIP focus on the learning and teaching of writing.
- SLT and class teachers analyse SNSA results and use this information to support professional judgments.
- SNSA results mostly align with teacher professional judgment
- 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. SLT meet to review trends from across the school and identify any next steps.
- Appropriate supports are put in place based on attainment conversations with class teachers. Expertise is sought from ASN/partner agencies to select appropriate interventions.

- Staff understand the need for equity within learning and achievement. We strive to ensure barriers to learning are removed to allow learners to succeed and achieve.
- HT, DHT and PT are part of local and 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.
- 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.
- A Senior Nursery Practitioner is now in place and oversees pupil progress and quality assures practices which underpin this.
- Children enjoy being part of a range of groups in the school.
- PEF continues to address identified gaps in this foundational literacy skills and social and emotional wellbeing.
- Through use of the Nessy Spelling programme pupils have made progress with reading and spelling, tracked and analysed using baseline assessments.
- Boxhall assessments are used to assess and track pupils social and emotional progress and development.
- Attendance is good at Hillside School and monitored accordingly.

How do you know?

What evidence do you have of positive impact on learners?

- 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?

What are your improvement priorities in this area?

- SLT will continue to take a rigorous approach to tracking attainment over time, picking up trends and evaluating pupil progress.
- To continue highlighting attainment and noticeable trends to further engage staff with the whole school attainment picture.
 - Continue to develop moderation opportunities across the school and cluster to ensure shared expectations to bring greater consistency in teacher professional judgement.
 - Numeracy and Mathematics will be a key SIP focus next session as attainment data suggests that there is a decrease in attainment over time from P1-4
 - Teachers require further moderation opportunities in Numeracy and Mathematics to support to support more robust professional judgement.

PEF 2022-2023

<p>Identified gap Linked to barriers identified through analysis of data</p>	<p>Through Standards and Qualities and School Improvement evaluation, it is clear we have a number of pupils who continue to require targeted nurture interventions to increase their capacity to engage with school life. The impact of national lockdowns and COVID 19 restrictions is evident amongst many of our families and pupils. Through use of our PEF funding, we intend to continue to develop our targeted and universal nurture offer at Hillside School for our pupils and to involve their families. The latter was made difficult last session and would support a more holistic approach to support.</p> <p>Key areas of focus:</p> <ul style="list-style-type: none"> • Targeted nurture support - targeted wellbeing support through play/planned groupings and responsive support • Involvement of families to develop a more holistic approach to nurture at Hillside School. 				
<p>Expenditure</p>	<p>Hillside School has been allocated £20,825 of Pupil Equity Funding for session 2022-2023. This has been allocated to employ one additional Pupil Support Assistant, full time, April 2022 - July 2022. After this time period we will employ 1 PSA 3 days each week August 2022- March 2023.</p> <table border="1" data-bbox="459 1339 1225 1503"> <tr> <td>15 hour PSA per month</td> <td>£ 785.65</td> </tr> <tr> <td>X 9 months (July – March 2023)</td> <td>£7,070.85</td> </tr> </table>	15 hour PSA per month	£ 785.65	X 9 months (July – March 2023)	£7,070.85
15 hour PSA per month	£ 785.65				
X 9 months (July – March 2023)	£7,070.85				
<p>Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when</p>	<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. • Children who have accessed target nurture interventions are able to apply strategies they have learned outwith groups 				

	<ul style="list-style-type: none"> Families are more involved in our nurture supports and report it having a positive impact.
<p>Impact Measurements How will you know the change is an improvement?</p>	<p><u>Well-being</u></p> <ul style="list-style-type: none"> Monitoring the impact of interventions on children requiring support Evaluation of Boxall data Well-being web evaluations <p>Observation Views of children, parents, and staff through questionnaires, focus groups and feedback.</p>

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.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
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Priority 1 :

Review and develop our shared vision, values and aims relevant to the school context and community of Hillside.

Data/evidence informing priority:

Our existing vision, values and aims were developed in session 2016-2017 as our school opened. Within this time, our pupil roll has tripled in size, our staffing has increased significantly, the community has expanded, significant changes within our ELC setting and we have experienced a global pandemic.

HGIOS 4 highlights the importance of a school's vision, values and aims evolving over time. With this in mind, we believe it is important we now review our existing shared vision for change and improvement, ensuring it is meaningful and relevant to our community in 2022. This will in turn ensure we are re-focused on engagement and working towards achieving the highest possible standards for the children of Hillside.

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p><u>Parent focus group as part of our 'Big Blether' consultation session.</u></p> <p>Gathering 'parent voice' to establish key themes about their vision for their pupil's education, school experience and future.</p>	<p>Miss Munro, HT</p> <p>Miss Munro/ Parents/Carers</p>	<p>June 2022</p>	<p>End of session Surveys issued to all stakeholders will include key reflective statements from HGIOS 4 to review our overall progress May 2023</p>	

<p><u>Parent Survey</u> Key themes from the above focus group to be identified and shared as part of a parent survey - with a view to gathering wider parent voice.</p> <p><u>Partners Survey</u> Community partners invited to complete a short survey outlining their thoughts and hopes for our school.</p> <p><u>Pupil Class Activity</u> In class activity for pupils Nursery-P7 - discuss, draw or write about your dream school</p> <p><u>Pupil Council Review of Class Activity</u> Pupil focus group to discuss key themes.</p> <p>Display to be created</p> <p><u>Staff Collegiate Session</u></p> <ul style="list-style-type: none"> - Review and share key highlights from pupil, parent, and partner consultations. - Staff mind map activity to promote reflection, discussion, and debate. <p><i>All information collated and draft VVA created then shared for final consultation with school community.</i></p> <p><u>Finalising New VVA</u> The new finalised VVA will be promoted in order to become engrained within our school culture and ethos. As a staff we will work to ensure it is part of our pupils every-day experience.</p> <p>To support this, BEAT BOX PRODUCTIONS have been booked to work with pupils to create a new VVA song and accompanying video.</p> <p><u>Moving Forward</u> VVA will also be referred to at school assemblies and linked to all future policies.</p> <p>Learners will be supported to understand the vision aims and values through the 4 contexts of learning</p>	<p>Miss Munro and range of partners</p> <p>Miss Munro/CT/Pupils</p> <p>Pupil Council/Mrs Burnett DHT</p> <p>All staff (mixed job role groups)</p> <p>Miss Munro and tbc</p> <p>Miss Munro/School Community</p> <p>School Community</p>	<p>September 2022</p> <p>September 2022</p> <p>August 2022</p> <p>Sept 2022</p> <p>November – Inservice</p> <p>January 2022</p>	<p>Pupil Voice Groups will indicate that learners feel</p> <ul style="list-style-type: none"> - They have been involved in the creation of the VVA - Understand the VVA - See links being made to these across the 4 contexts of learning 	
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Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
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Priority 2 :

To develop our curriculum in Numeracy and Mathematics

Data/evidence informing priority

As a new school, we are yet to establish and develop our curriculum in Numeracy and Mathematics. Our school attainment data indicates that further moderation is required in this area to support teacher professional judgment and there is also a decrease in attainment over time in Numeracy when comparing P1 to P4 data. Within our ELLCS, observations and professional discussions have indicated the need for development of the Numeracy planning and assessment cycle to ensure consistency in both numeracy provision and interactions across the nursery environment and of all EYPs' understanding of progression through Early Level Numeracy and Mathematics.

<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p>
				<p>On Track</p>
				<p>Behind Schedule</p>
				<p>Not Achieved</p>

<p><u>Assessment</u> To moderate existing summative assessment approaches, underpinned by Education Scotland Principle and Practice papers and Local Numeracy and Mathematics Learning Progressions.</p> <p>To collegiately agree on a pre and post assessment framework for blocks of learning.</p> <p>To consider how assessment information is tracked and shared with pupils e.g., pre and post record.</p> <p>To seek pupil voice on the benefit of assessment approaches on their understanding of their own progress.</p> <p>To review impact of summative assessment approach at the end of session.</p>	<p>SLT</p> <p>SLT</p> <p>Gemma Grieve & Jordan Leslie</p>	<p>Term 4</p> <p>Terms 2, 3 & 4</p> <p>Term 1 (base line) & Term 3</p>	<p>Jotter Moderation -Evidence of ongoing use of agreed assessment framework. -Consistency visible across P1-7. SLT/CT Tracking meetings & staff views -Reviewed assessment data will support professional decision making for tracking and planning.</p> <p>Pupil focus groups -pupils will be able to talk about progress they are making in Numeracy and Mathematics.</p> <p>Teacher/Nursery Questionnaires/collegiate feedback -The assessment framework will be considered useful in the planning, learning and teaching, and assessment, of Numeracy and Mathematics.</p>	
<p><u>Learning and Teaching</u> For all teachers and nursery staff to engage with Aberdeenshire Council's Numeracy and Mathematics Learning Progressions.</p> <p>To moderate strategies associated with the learning and teaching of the 4 process/operations in line with local learning progressions.</p> <p>To collegiate discuss key strategies and moderate how these are introduced, taught and resourced.</p> <p>To agree on which strategies are introduced at each stage of the curriculum.</p> <p>To agree on how approaches progress over time.</p>	<p>Gemma Grieve & Jordan Leslie</p> <p>Gemma Grieve & Jordan Leslie</p>	<p>Ongoing, concluding term 4</p> <p>Term 1 & 3</p>	<p>Teacher questionnaires/collegiate feedback -Class Teachers will feel confident teaching agreed strategies relating to the four processes.</p> <p>Pupil focus groups -pupils will be able to talk about and use appropriate strategies for their</p>	

<p>To create a Numeracy guidance paper for Hillside School. This may include posters illustrating which stages children know and will be introduced to.</p> <p><i>Nursery staff to engage with relevant numeracy local/national documentation.</i></p> <p><i>Nursery staff to engage in quality questioning and reflect on the impact of interactions on learning in Numeracy/Mathematics.</i></p> <p><i>Nursery staff to agree on approaches to extending children's number sense through interactions and resourcing of the environment.</i></p> <p><i>Nursery staff to moderate effective planning for numeracy across the setting and agree on how planning will be implemented, assessed and tracked.</i></p> <p><i>To moderate numeracy profile uploads including how next steps are followed through effectively.</i></p> <p><i>For nursery staff to agree and implement a simple numeracy / mathematics tracker which will support tracking and transition to Primary 1.</i></p> <p><u>Moderation</u> Teaching staff level meetings will focus on Numeracy moderation with a goal of supporting teacher confidence in learning and teaching and arriving at reliable decisions on learners' progress. Nursery staff to be involved in this process to support understanding of progression. Collegiate sessions will focus on different aspects of the moderation cycle. Across the school</p>	<p>Gemma Grieve & Jordan Leslie</p> <p>Gemma Grieve & Jordan Leslie</p> <p>Gemma Grieve & Maryanne Middler</p> <p>Gemma Grieve & Maryanne Middler</p> <p>Maryanne Middler, Errin Nelson & Debbie McDermott</p> <p>Gemma Grieve</p> <p>Gemma Grieve & Jordan Leslie</p>	<p>By the end of Term 4</p> <p>Term 3</p> <p>Term 3 INSET</p> <p>Term 3</p> <p>By term 2</p> <p>By end of term 4</p> <p>Term 3</p>	<p>stage of development. -Pupils will know/use strategies and resources that help them in their learning.</p> <p>Staff views -Staff will feel that the Hillside School Numeracy Guidance paper will reflect collegiate discussion and agreement and lead to consistency across the school. -Teachers will report that pupils can draw upon an appropriate range of number sense strategies.</p> <p>Learning Visits</p> <p>Collegiate feedback/questionnaire – Staff will speak more confidently about numeracy progress and processes in the early years.</p> <p>Learning visits – evidence of environmental numeracy and numerical interactions.</p> <p>Planning and profiling moderation</p> <p>Tracking meetings – nursery staff will talk confidently about progress towards Early Level.</p> <p>Teacher professional</p>	
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<p>session staff will have the opportunity to moderate as a stage, level, and school.</p> <p>August Inservice – staff informed about tracking 1 key pupil throughout the year and an moderation topic (Money - as identified within SIP staff survey).</p> <p>Term 2 –Teachers work collegiately to plan lesson and peer observe delivery and accept/receive feedback</p> <p>Term 3 - Teachers moderate assessment and discuss focus pupil progress</p> <p>Term 4 - Teachers moderate focus pupil progress and evidence of this</p> <p>Teachers complete self-evaluation proforma focused on identified challenge questions to measure impact.</p>			<p>judgments will be inline with SNSA</p> <p>Ensuring pupils are experiencing consistency and progression across the levels.</p> <p>Groupings for the teaching of Numeracy/Mathematics are more fluid and flexible and therefore better matched to pupils needs</p> <p>Staff evaluation - Term 4 at last collegiate</p>	
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Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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Priority 3 :

To develop leadership in order improve the overall capacity of the school and outcomes for learners

Data/evidence informing priority:

Over recent years, Covid restrictions have brought many challenges to collegiate working and, as a result, opportunities for practitioner leadership and professional engagement were impacted. Staff have indicated that they would like to establish effective systems to strengthen our collegiate learning culture at Hillside School. We also believe that this would create structures that would support the on-going improvement with previous/current priorities. We believe our actions will impact positively on outcomes for learners.

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p><u>Self -Evaluation and Reflection - Collegiate Session</u></p> <ul style="list-style-type: none"> Review/evaluation of Q.1 1.2 Leadership of Learning and GTCS standards related to leadership of learning (3.3.1) Establishment of 'Leadership of Learning Groups' (working parties) 	SLT Teaching Staff, Nursery Team, PSAs and Pupils	On-going - key dates identified within collegiate planning each term.	<p>Staff Evaluation (May 2023)</p> <p>Using the HGIOS 4/HGIELC 'features of highly effective practice' 1.2 statements - staff will evaluate progress (specific statements</p>	

<p>- Collegiate planning around focus for the groups which include <u>Play, Numeracy, RSHP and Writing</u></p> <p>Leadership of Learning Groups established with plans put in place. The work of these groups and their plans will be underpinned by educational research, theory, pedagogical approaches and/or practitioner enquiry.</p> <p>Termly collegiate meetings and 'Curriculum Development' time identified to advance group aims.</p> <p>Opportunities for sharing the progress of the groups and wider collegiate discussions on how developments could support the wider school, including learners and staff.</p> <p>Nursery staff will work collegiately on parental and community engagement to support children's learning. Staff will take the lead on 3 different areas</p> <ul style="list-style-type: none"> - Parental engagement in nursery life - Family Learning - Community Engagement <p>PSAs will all have roles and responsibilities within the school with a view of supporting learners.</p> <p>Pupils have further engaged with How good is OUR school?</p>			<p>selected) Results will demonstrate that staff recognise a stronger learning culture has been created at Hillside school and can give examples of how this has impacted positively on learners.</p> <p>Working within their collegiate groups... Nursery staff will have increased parental involvement in our setting and also with their child's learning.</p> <p>Our Nursery practitioners have established clear community links.</p> <p>Multiple examples can be given, where staff at all levels are involved in the leadership of learning.</p> <p>Pupils have engaged in evaluation around How Good is OUR school and acted based on findings.</p>
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Maintenance Agenda

Continue to ensure that developments in writing are continued and evolve.

Continue to evaluate our progress around whole school 'Nurture'.

Ensure we have a shared agreement (review existing work) on 'What High Quality Learning and Teaching' Looks like at Hillside School.

Review Homework Policy and engage with stakeholders.

Ensure all online training requirements are completed.

Support the development of the new ASL team.

Ensure that new staff are well supported in terms of our induction programme.