Hillside School
Standards & Quality Report
2022 - 2023
&
School Improvement Planning
2023 – 2024

HILLSIDE
school

School Forward

We are pleased to present both our Standards and Quality Report for Session 2022-2023 and our School Improvement plan for the current session 2023 -2024. 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 in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in 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.

How are we doing?

How do we know?

What are we going to do now?

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 all 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 maximize 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. Through this document we hope that you will get a sense of our developments, successes, and areas for further growth.

Lesley-Anne Munro and Jordan Leslie

Head Teacher (s)

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 updated within session 2022-2023.

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 School 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 6 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 has achieved UNICEF Silver Rights Aware Award, earned an Eco Schools Green Flag, Anti Bullying Ambassador Recognition Awards, been finalists in local and national contests, continue 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 2023-24, there will be a focus on improving our universal and targeted approaches in supporting learners and developing the use of Digital Technologies in the classroom.

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.

We have effective partnership working 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 established partnerships with Child Smile (Nursery), Portlethen Church, Co-op, KCA Deutag and Portlethen Men Shed. We look forward to developing these partnerships further this session to support learners' entitlements within the Scottish Governments development of Scotland's Young Workforce and to enhance curricular experiences.

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 2023, achievement of level projections (based on professional judgment and assessment) indicates that most children in P1, P4 and P7 have achieved expected benchmarks in Literacy (majority P1 reading), Numeracy and Health and Well-Being.

Pupil Equity Funding (PEF)

Our PEF allocation for session 2022-2023 was £20,825. This was used to support pupils who continue to require targeted nurture interventions to increase their capacity to engage with school life. To enable this, funding was used to employ one additional Pupil Support Assistant, full time, April 2022 - July 2022. After this time period we employed 1 PSA 3 days each week August 2022- March 2023.

An additional Pupil Support Assistant has allowed targeted Nurture Groups to be facilitated throughout the year. Groups target Emotional Literacy, Social Skills, Focus & Attention and Sensory Support. The use of Boxall Profiles, Wellbeing Webs and Pupil Sampling has allowed us to assess and track pupil progress in these groups.

This session, the parents of pupils who currently engage in targeted Nurture support at Hillside School were invited to an open session to see our Sunshine Room and meet the adults involved with our Nurture support at Hillside School. At this session, we had some activities set up, resources to share and an opportunity to speak with the staff involved. The pupils themselves supported this event and were proud to share their learning experiences in this context.

In summary:

- Successful implementation of nurture groupings. Boxall Profile Assessments have been used to assess and track pupil progress and this information has been used to support Child Plans where appropriate. Pupil Sampling shows **almost all pupils** feel they have transferred skills learned out with their targeted Nurture Group.
- Successful Open Session facilitated for families of children accessing targeted Nurture Support. **All parents** who attended felt they now know more about the supports in place and that they feel their child is making improvements because of the supports in place.
- Wellbeing webs used to track and assess pupils show almost all targeted pupils have scored 7+ (out of 10) in tracked indicators during session 2022-2023.

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 2022-2023.

Key priority 2022-2023	Key actions undertaken	Impact (achieved throughout 2022-2023)
Priority 1 : Review and develop our shared vision, values and aims relevant to the school context and community of Hillside.	Parents have had the opportunity to contribute their ideas and views through our 'Big Blether Event' and Survey. Surveys were also sent to our partners, where they were able to share their thoughts about our school. Pupils (Nursery-P7) completed a 'Dream School/Nursery' activity. These were shared and discussed during assembly. Our P6 pupils worked with Beat Box Productions to create a song, which will promote our new vision, values and aims to support it in being engrained in our school culture and ethos. Staff were involved in reviewing all surveys and took part in various collegiate discussions across the school year to create VVA that is representative of our school community.	Pupils, parents, partners, and staff have all had to opportunity to be involved in the creation and ongoing review of the vision, aims and values of the school. This has evolved through ongoing reflection and debate across the school and community. Consideration and reflection have been taken on the social, economic, and cultural context of the community of Hillside. Our vision is ambitious and focuses on the improvements in outcomes for all. Our new VVA has been finalised and shared across our school community. Our school community is aware of this and focused on bringing it to life through daily actions. Our next step is to apply a variety of strategies to ensure our VVA is translated into daily practice. Learners will be supported to understand the vision aims and values through the 4 contexts of learning next session.

	Nursery Nursery staff have moderated effective planning for numeracy across the setting and agreed on how planning will be implemented, assessed and tracked moving forward. A focus group of nursery staff and DHT, developed, agreed and implemented a simple numeracy / mathematics tracker to support tracking of progress in learning in numeracy.	Nursery PT has observed evidence of Numeracy and Mathematics opportunities throughout the indoor and outdoor environment. HT learning visit noted opportunities to engage with Numeracy across our nursery. Next step to focus on questioning and interactions to enhance learning in Numeracy. Floor book planning embedded in nursery with increasing child ownership and opportunity for parents/community to feed into learning. Numeracy tracker implemented with sample group of children in nursery. The tracker, along with professional judgement, enabled EYPs to talk confidently about progress towards Early Level.
Priority 2: To develop our curriculum in Numeracy and Mathematics	**Moderation** All staff have had multiple opportunities to moderate (Numeracy Context) and engage with the Moderation Cycle. **Assessment** Teaching staff have moderated existing summative assessment approaches and collegiately explored how pre and post assessments could by used to support tracking and blocks of learning. SLT have engaged pupils in focus group discussions about the learning, teaching and assessment of numeracy.	Numeracy attainment is positive at Hillside School reflected in recent ACL data. Almost all Primary 1 learners, and most Primary 4 and 7 pupils have achieved as expected- 94%, 76% and 84% respectively. Primary staff have collegiately agreed on a pre and post topic assessment process to support assessment, learning and teaching. Key assessments have been identified for Primary 1-4 and 5-7 to align with teaching resources used to support the learning and teaching of desired benchmarks. By the end of session, the majority of learners sampled could talk about how pre and post topic assessments are used in their class. Most jotters sampled, evidence pre and post topic assessments.

	Learning and Teaching Early Years and Primary staff have engaged with Aberdeenshire Council's Numeracy and Mathematics Learning Progression framework. Staff have engaged in moderation activities related to the learning and teaching of the 4 operations, specifically key strategies and when they are introduced and how they are taught/resourced.	Most jotters sampled as part of quality assurance included 'blocks' of learning and the learning of key number process strategies. Through ongoing collegiate discussion and decision making, underpinned by local frameworks and national benchmarks, Hillside School have identified a progression framework for the learning and teaching of the 4 main numerical operations (addition, subtraction, multiplication and division). A progression overview will be available to staff next session to support planning for learning and teaching and consistency across the school. Numeracy attainment is positive at Hillside School reflected in recent ACL data. Almost all Primary 1 learners, and most Primary 4 and 7 pupils have achieved as expected- 94%, 76% and 84% respectively.
Priority 3 : To develop leadership in order improve the overall capacity of the school and outcomes for learners	Teaching staff all took part in a reflection/professional learning session on what leadership means in line with GTCS standards and HGIOS 4. An audit of our school position on this took place. **RSHP Group** The RSHP working group, through consultation with parents and the wider staff team, have developed a curriculum progression, underpinned by CFE, for the teaching and learning of RSHP at Hillside School.	*All teaching and nursery staff have taken part in a collaborative leadership group this school session. This has resulted in improved outcomes for the school, staff and learners as outlined below:* Following the RSHP open night (led by staff working group) all parents/carers who attended, agreed, or strongly agreed that they knew more about the RSHP curriculum. Almost all felt more confident in talking to their children about the topics within the RSHP programme.

	Parents were consulted at the 'Big Blether' and RSHP Open Night (this was well attended). A suite of information letters has been created for each year group, so parents are clear on what is being taught at each stage. These are now accessible on our school website.	
	Numeracy Group Numeracy working group reflected and adapted maths planners, editing to demonstrate early to 2nd level progression. Examples of assessment trackers linked to benchmarks developed.	Planners now created and to be implemented. Next step – For all teachers to use new planning formats from August 2023.
	Play Group A planning format has been shared with all classes after consultation with the Play working party, to develop the use of play in the shared zones. New games and equipment have been purchased and stored effectively. PSAs have been involved with the allocation of resources and the suitability to age/stage.	Term 4 has seen teachers and PSAs planning together in relation to various themes and contexts throughout the school. One of our class teachers have been identified by Northern Alliance to be a play mentor within Northern Alliance: Play Pedagogy Collaborative Enquiry Programme

| | | **Writing Working Group** | A suit of support resources has been created by the 2022-2023 Writing Leadership Group, available to all teachers through an online SharePoint. This includes:
-A model text overview document identifying suitable model texts to support the learning and teaching of all writing genres, making links to physical and online texts accessible to all staff members.
-Example Success Criteria for all writing genres (Frist and Second Level).
-Example planners/progressions for non-narrative genres, presented in a Talk for Writing format.

As Hillside School continues to evolve and embed approaches to the learning and teaching of Writing, currently, almost all teachers use model texts frequently as part of their practice and almost all practitioners that have explored the T4W non narrative example plans (created by the Working Group) found them useful for planning.

ACL data for achievement in Writing shows that most learners are achieving as expected. For two consecutive years, 84% of Primary 7 learners have achieved Second Level – a strong positive destination for our senior pupils. A positive trend is continuing to emerge, reflective of a strong focus on improving learning and teaching approaches. |
| | In nursery, each EYP has been part of one of three working groups; Community Engagement, Parents as partners in learning and Parental Engagement in Nursery. Each group has been actively led by an EYP and there has been at least one action per term e.g., establishment of nursery larder, | All EYPs have been actively involved in the development of community and family engagement in nursery. This has led to positive feedback from parents through nursery parental questionnaire re increased opportunities for parents to spend time in nursery. |

	learning through play parent session, parent and child garden development day, ambulance visit.	All parents who attended nursery curriculum and learning through play sessions said that the sessions were beneficial and developed their understanding of learning in nursery.
		Moderation of floor book planning has identified increased engagement of children when community walks/visitors/families have been involved in learning. Our next step will be to maintain this EYP leadership and apply across all areas of development in nursery.
		Our PSAs lead various groups across the school such as Lego, Emotional Literacy, Intense Interaction, Sensory Circuits and Emerging Literacy.

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)** <mark>Good</mark>
How well are you doing? **What's working well for your learners?**

Overview:

All steakholders have had the opportunity to be involved in the creation and ongoing review of the vision, values and aims of Hillside School. This has evolved through ongoing reflection and debate across the school and community. There are clear tools for consulting with all stakeholders on school improvement objectives. 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 continue to strengthen and build capacity. The strategic direction of Hillside School is based on a process of self-evaluation and a triangulation and analysis of data. Senior leaders carefully guide and manage the strategic direction of pace and change.

Key strengths:
- 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 continue to be an integral part of school life. Our children are keen to 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, Writing Approaches, the use of Wellbeing Indicators, Play Based Approaches, the creation of an Anti-Bullying Ambassadors' Group, Library Leaders, Kindness Club, Sports Clubs and our School Choir.
- PSAs have had additional training relating on Emotional Literacy, LEGO Therapy, Sensory Circuits, Boxall Assessment, Sensory Support and Nurture. They have put this training to use by leading groups, which have led to improved outcomes for pupils.
- Pupils are also involved in the evaluation of the work of the school. For example, our RRSA and Pupil Council groups have taken part in audits, which have led to next steps being created. Our Pupil Council have been engaging with HGIOurs, which has supported with the development of our School Improvement plan.
- 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 EYP engagement observation.

- In our EL&C Setting, staff professional learning has impacted on children's engagement within the setting in terms of our focus on Numeracy.
- Staff are involved in improvement planning and school development work. Staff audit the school improvement plan at different points across the year and are beginning to develop next steps for improvement. All collegiate activities are based upon working towards the outcomes on the school's improvement plan.
- A range of approaches are used to gather views and ideas, as part of ongoing Quality Assurance processes (calendar in place), with a clear focus on the school's improvement objectives. We use information gathered to triangulate evidence and inform next steps. Examples of Quality Assurance actives this session include stakeholder questionnaires, pupil sampling, focus groups, learning visits, tracking meetings, collegiate evaluation, and jotter moderation.
- Staff have been encouraged and supported to develop their skills. For example, individual staff have undertaken accredited courses on Languages, Classroom Leadership, Digital Technologies, Professional Enquiry and Post Graduate Course in Inclusive Practice.
- Senior Leadership staff develop their own skills through appropriate training, this includes Excellence in Headship (Both HTs) and Into Headship (2 DHTS).
- There is strong evidence of collegiate working across the school- staff plan together and engage in collegiate discussion on a regular basis.

How do you know?
What evidence do you have of positive impact on learners?

- Pupil voice is sampled through Pupil focus groups, questionnaires, 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.
- There are example of quality assurance activities that 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?

- Develop staff capacity for evaluating progress against HGIOS 4.
- To continue to develop leadership at all levels to improve the overall capacity of the school and outcomes for learners.
- Continued pupil involvement in self-evaluation using 'How Good is OUR School'.
- Engagement with Self-Evaluation Trios.
- Bring our new Vision, Values and Aims to 'life' through the 4 contexts for learning and wider life of the school.
- In our ELC Setting, increased involvement of parents, children and EYPs in profiling and planning for learning.

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)
<mark>Satisfactory</mark>

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

Overview:
The ethos of Hillside School is positive. Almost all parents surveyed agreed their child(ren) like attending Hillside School. 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 through the play and floor book planning.

Key strengths:
- SLT have a consistent focus on Learning and Teaching standards as part of quality assurance activities.
- 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 play. The school continues to develop play-based learning and has visited other local authorities to learn more about this.
- Observations of learning in our EL&C setting have led to improved engagement and learning opportunities.
- 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 includes a special recognition letter for pupils.
- In most lessons, teachers refer to prior learning and share clear Learning Intentions with pupils. Success criteria is shared in most lessons, and we continue to develop the clarity of these steps to success to support our children in learning and teaching.
- The majority of pupils (P4-7) agree that staff help them to understand how they are progressing in their schoolwork.
- The school uses the moderation cycle to focus its moderation work across stages, levels, and other cluster schools.
- Experiences and outcomes are used to plan 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.

- Hillside's planning frameworks are embedded across the school and are considered 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. Tracking and monitoring processes are well understood and used effectively to secure outcomes for learning.
- Developmental tracking embedded in nursery practice with information used to support transition to Primary 1. Staff remain confident in their understanding of how literacy progresses at Early level as a result. Nursery staff have collegiately created a Numeracy progression/tracker which will be implemented from August 2023.
- Hillside School has an agreed assessment calendar which enables the gathering of evidence to support teacher professional judgment and the development of next steps. This includes PM benchmarking, Scottish Criterion Scale, Schonell Spelling, 'Hot/Cold Tasks' Talk for Writing Assessment's, TJ diagnostic assessments and pre-post assessment.
- Assessment approaches are mostly matched to the learning needs of pupils and are used to demonstrate where pupils are in their learning.
- Staff have re-engaged with the work of Shirley Clarke and are more familiar with a range of formative assessment approaches that can be utilised at class level.
- 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. Hillside School has established guidance for the Learning and Teaching of Writing, which summarises the collegiate agreements made on our whole school approach.
- 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 and more consistent 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.
- Practitioners across the school have an improved understanding of how key components of emerging literacy impact listening and talking, reading, and writing.
- Identified staff can facilitate Emerging Literacy screeners and use these to target gaps in learning & teaching- supporting writing in the process.
- Learners are successful, confident and have opportunities to contribute effectively to the life of the school. They regularly take on leadership roles.
- Hillside School has a policy and agreed approach for pupil profiling, which is at the early stages of being used to record learners achievements in and out of school.

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.

- Develop approaches to recording recognising pupil achievements both in and out of school.
- Improve use of Digital Technologies across Hillside School
- Extend 'pupil voice' in the classroom through use of Talking Partners (identified within staff survey). Shirley Clarke's 'Outstanding Formative Assessment will be used to support this.
- SLT have identified a need to review feedback approaches.
- Nursery team to establish approach to observations and next steps on profiles.

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. Almost all parents surveyed agree that their child(ren) is treated fairly and with respect. Pupils have access to universal supports and there is a clear staged procedure in place with regard to targeted support.

Key strengths:
- Hillside school has achieved the 'UNCRC Silver Rights Aware Award' in December 2022. Key strengths were highlighted within this report and included pupils' ability to express their opinions and being involved in decisions about their life in school.
- Staff are aware of the importance of the UNCRC and the need to teach, promote and develop an understanding of children's rights.
- Parents have been consulted through a diversity questionnaire and views taken into consideration as SLT plan whole school assembly.
- We have an active Pupil Council group who have engaged with HGIOURS themes 1 and 2 this session (Relationships and Learning and Teaching). Their evaluation work has led to improved play opportunities in the playground and supported the direction of our School improvement Plan.
- Children have been invested in the Hillside School Values and we are keen to establish these in the coming session.
- Relationships across the school between children, adults and their peers are positive. Most children show respect for their peers, their school community and themselves. They are confident, friendly and welcoming to newcomers.
- 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 respond to children's self-identified needs. Almost all pupils record positive scores for Achieving, Nurtured and Respected. There was a notable increase in pupils feeling respected from terms 2-4 this session.
- Wellbeing web information is analysed and then followed up by class teachers/SLT.

- Almost all parents/carers feel that Hillside School staff are approachable and friendly. When asked, 'what Hillside School does well', many parents surveyed talked about the nurturing ethos.
- 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.
- Hillside School now has an active anti bullying ambassador group, who have undertaken training with the Diana Trust and has run campaigns this session to promote inclusive behaviours.
- The School also has a 'Kindness Club' who have successfully ran a number of initiatives to improve the well-being of pupils, staff and our wider community.
- 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. Participation levels have returned to pre -pandemic levels, which is very positive.
- Nursery Personal 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 ASL planning, IEPs or targeted Nurture Plans (Boxall Profiles).
- Staff are trained in Boxall Assessments. Work in this area 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. DHT has shared our school approach at a Northern Alliance event.
- Pupil support assistants are deployed effectively and undertake lead roles in delivering targeted support, this includes leading play-based spaces, Wellbeing/Nurture groups, Intense Interaction Groups and Sensory Circuit groups.
- Speech and Language Therapy and Educational Psychology support the school well through a range of interventions including staff professional learning. They actively participate in the Childs Planning Process.
- The school utilises a range of interventions in order to support pupils. This includes Forest School Nurture intervention, Emotional Literacy groups, Sensory Support groups, ASN Swimming, Lego Therapy, School Counselling service and external providers (for pupils who are supported through a Learning Pathway Plus).
- At our 'Sunshine Hour' parent event, all parents (families of pupils who access nurture based interventions) felt their child is making improvements because of the targeted Nurture support that is in place at Hillside School.
- The school has a clear staged intervention procedure, which almost all staff are familiar with and understand.
- Attendance at the school is above both local and national figures.
- Staff undertake a range of relevant professional learning opportunities, for example in supporting children with speech and language difficulties, supporting a sensory diet, Using the Complex Needs Framework, Bereavement Training Restorative Approaches, Nurture mentoring, Occupational Therapy and Makaton.
- Following consultation with stakeholders a progressive RSHP curriculum has been developed this session.

- The school continues to make use of technology in supporting pupils with ASN. A range of programmes including Nessy and Immersive Reader support pupils with access to the curriculum.
- 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, with a focus on well-being. As a result, Primary 1 pupils are more confident during intervals and free play in and out with the classroom.
- There is a strong primary- secondary link, supporting P7-S1 transition, this includes identification of pupils who would benefit from enhanced or bespoke arrangements.
- 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.
- Staff provide all children will a positive welcome every day and all classes now feature a safe space

How do you know?
What evidence do you have of positive impact on learners?

- Nursery Question of the Month
- Parental questionnaires
- Staff questionnaires
- Pupil sampling /questionnaires
- 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
- PEF Tracking
- Wellbeing webs
- Boxall profiles (for targeted interventions)
- PRD/PPP

What are you going to do now?
What are your improvement priorities in this area?

- Strengthen universal approaches to ensure high-quality support for learners (SIP priority 1) and to identify when moving to targeted support is appropriate.
- All staff (Nursey and Primary) to engage with 'The Circle'/Up, Up and Away resource.
- Continue explore diversity and multi faith issues.
- Increase 'Pupil Voice'
- Apply for UNICEF 'Gold' Award.

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 School has an established process for 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 at Hillside School are projected to be on track to achieve expected levels for literacy, numeracy and health and well-being.
- 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. Progress in these areas is also tracked for all other year groups.
- Most P4 and P7 have achieved expected levels in Reading, Writing, Listening and Talking and Numeracy. In Primary 1, the majority have achieved Early level in Reading. Most have achieved Early Level in Writing and almost all in Numeracy.
- ACL data for achievement in Writing shows that 78% of P1, 75% of P4 & 84% of P7 pupils achieved expected CfE Levels. Four years ago, ACL recorded as 75%, 66% & 64%, respectively. This positive trend reflects a strong SIP focus on the learning and teaching of writing.
- Numeracy attainment continues to reflect very positive and consistent trends across most year groups. This has been a SIP focus this term.
- At Hillside School we have a number of pupils across each year group that are exceeding expectations for their year group and staff plan experiences for them using experiences outcomes that are appropriate for the level they are at.
- SLT and class teachers analyse SNSA results and use this information to support professional judgments' 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. This also includes literacy and numeracy.
- 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. This system has been very effective in improving outcomes for children and we have examples where timely interventions/support has made an impact to pupil attainment/
- Appropriate supports are put in place, based on attainment conversations with class teachers. Expertise is sought from ASN/partner agencies to select appropriate interventions and PSAs are utilised to maximise support for learners.
- 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 have been part of local and national QAMSO groups 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 through Assembly, Profiles, our Positive Behaviour and Relationships Policy, Twitter and our School Newsletter.
- 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.
- PEF continues to address identified gaps in this foundational literacy skills and social and emotional wellbeing.
- Boxhall assessments are used to assess and track pupils social and emotional progress and development.
- Attendance is good at Hillside School and is monitored according to local/national expectations.

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 with SLT and class teachers.
- SLT also meet termly to review year group trends and discuss any interventions/support required.
- 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 revise their approach to tracking attainment over time to ensure that systems are as effective as possible.
- Continue to develop moderation opportunities across the school and cluster to ensure shared expectations to bring greater consistency in teacher professional judgement.
- Improve systems for recognising personal achievement.

- In our ELC Setting, tracking meetings to be led by EYLPs and key findings fed directly into nursery planning.

PEF 2023-2024

Identified gap
Linked to barriers identified through analysis of data
	Through Standards and Qualities and School Improvement evaluation, we continue to have a number of pupils who require support with emotional literacy and relationship skills. Through use of our PEF funding, we will continue to provide a targeted and universal nurture support offer at Hillside School. This fits well with our school improvement priority 1 and will support a range of learners to participate in school life, be accepted by their peers and progress with their learning.
	
	Notably, the majority of pupils at Hillside Schools who receive free school meals also access nurture-based supports.
	
	We have also identified a need to support specific senior classes with developing positive relationships, improving their emotional regulation and coping skills. These classes have the largest number of pupils who have accessed (past and present) targeted interventions and have multi agency support.
	
	In targeting this gap, we plan to utilise Aberdeen Football Club's Community Trust support packages.
	
	Key areas of focus:
	•Targeted /Universal Nurture support
	•Improvement of resourcing in ICT to increase use within class or to support learners.
	
	5 Key Indicators Used to Support Planning (Strategic Equity Funding, National Operational Guidance, 2023)
	    o Attainment and Achievement
	    o Attendance
	    o Inclusion
	    o Engagement
	    o Participation

Expenditure	Hillside School has been allocated £20,825 of Pupil Equity Funding for session 2023-2024. This has been allocated to employ one additional Pupil Support Assistant, for two days each week, August 2023- March 2024 (following review, extend until Aug 2024 if budget allows) 2 days a week – cost per month is approx. £562.64 x 12 months = £6751.68

	Aberdeen FC Community Trust - £9300 Provision of 1 staff member to deliver: . Better Playground Play . Redstart . MINDSET
Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when	Wellbeing/ Nurture • 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 out with groups. AFC Community Trust Programme (targeted classes) • Improved knowledge and use of coping skills • Improved emotional regulation • Improved resilience • Improved empathy and compassion for others
Impact Measurements How will you know the change is an improvement?	• Evaluation of Boxall data • Well-being web evaluations • Observation • Views of children, parents, and staff through questionnaires, focus groups and feedback • Childs Plan Evaluations • Attainment review • Reduced playground incidents

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.

For the first time since school opening, our school roll has stabilised and our staffing picture is more established as a result. We believe this will support us in our drive to ensure consistency in learning and teaching.

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

National Improvement Framework Priorities	HGIOS and ELCC	Aberdeenshire Priorities:
• Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly literacy and numeracy. **Key drivers of improvement** School and ELC leadership Teacher and practitioner professionalism Parental/carer involvement and engagement Curriculum and Assessment School and ELC improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion **Specific to HGIOS 4** 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability **Specific to HGIOELC** 3.2 Securing children's progress 3.3 Developing creativity and skills for life	1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.

Priority 1 :

To improve our universal and targeted approaches in supporting learners at Hillside School

Inline with local authority priorities for session 2023-2024, we continue to reflect and strengthen our whole school approach to inclusive practice.   Through observations, quality assurance, targeted intervention data and needs analysis information, we know that there is an increasing need to develop universal strategies in order to support the experience of children within classroom environments.

We have a new ASL team, which has provided an opportunity to revise and improve ways of working in order to best support the learners of Hillside School.

Staff have identified training needs that would benefit their inclusive practice.

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)
To reflect and revise the Hillside School 'Display and Learning Environment Guidance'. - Agree 'non negotiables' in terms of visual supports that will support classroom development in August. To develop a shared understanding of Hillside School's whole school approaches to inclusion, underpinned by The Circle Framework/Resource. - Review definition of inclusion in Scottish Context/linked to GTCS/Policy - Collegiate session (Inservice) on 'Working within an inclusive classroom' (pg11) - What does this look like at Hillside School? What policies, guidance, procedures, approaches do we have that links to this? - Set professional reading (pg1-17) To relaunch the Hillside School staged intervention process/flowchart for universal and targeted approaches. Develop staff awareness of The Circle Framework (Up, Up and Away/ Nursery Staff) through professional reading and collegiate discussion. - Staff 'road map' of how we plan to approach. - Collegiate meeting - Gap Task and follow up discussion re rationale for circle resource. - Staff prepare to engage with and complete following the with a partner. Individual action plans will be developed, and impact reviewed across the year. - Gap task set to familiarise self with 'The Circle Inclusive Classroom Scale' (pg19-27) and have completed the Summary of Inclusive Classroom Scale (pg28) by Nov. - Nov collegiate session – Staff to work with partner to review evaluations and complete CIS planning page (pg29). - Identify challenge questions from 'Working within an Inclusive Classroom (pg30)' to support whole school audit. - Plans to be reviewed in term 3.	JL LAM JL LAM	June 2023 Aug Inservice 2023 Aug Inservice 2023 Sept - October 2023 Sept Term 3	**How Will We Know There is improvement?** • There is a strengthened ethos across the school to minimise the impact of potential barriers to learning. • Staff are aware of practical strategies to support the underlying skills that pupils require to enable them to participate in schools. • Physical learning environments have improved and are more inclusive to a range of learners needs. • All children and young people are benefitting from high-quality universal support (2.4 HGIOS 4). These universal supports are supporting participation and achievement of learners who have additional support needs. • Learners feel they have everything they need to learn and achieve their best (2.3 HGIOURS) **Evidence to Support this** • Staff Survey • Pupil Survey • Pupil Focus Groups • SLT environmental audit • Examples of Staff Action Plans/Evaluations (The Circle Participation Scale and The Circle Inclusive Classroom Scale) • Learning Visits

SLT to attend Aberdeenshire Council 'Train the Trainer' Event.	**LAM/JL**		
Staff to familiarise themselves with The Circle Framework Participation Scale and complete an individual case study using a pupil in their class. Action plans to be created and evaluated - pupil progress measured.	**All staff**		
Professional learning on inclusive skills, supports and strategies. - Circle resource used for this. - ADHD Training (ADHD Foundation) - Staff engagement with dyslexia toolkit. Pupil group lead the development of WOW (Ways of Working) universal support boxes. This will involve gathering wider pupil voice, requisition of resources and training classes on their use.	**ADHD Foundation/ASL team**		
	LAM/JL		

Action plan 2

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<u>National Improvement Framework Priorities</u>

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

Key drivers of improvement

School and ELC leadership

Teacher and practitioner professionalism

Parental/carer involvement and engagement

==Curriculum and Assessment==

School and ELC improvement

Performance Information

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<u>HGIOS</u> and <u>ELCC</u>
1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership and management of staff/ practitioners
1.5 Management of resources to promote equity
2.1 Safeguarding and child protection
2.2 ==Curriculum==
2.3 ==Learning teaching and assessment==
2.4 Personalised support
2.5 Family learning
2.6 Transitions
2.7 Partnerships
3.1 Improving/ ensuring wellbeing, equality and inclusion
Specific to HGIOS 4
3.2 Raising attainment and achievement
3.3 Increasing creativity and employability
Specific to HGIOELC
3.2 Securing children's progress
3.3 Developing creativity and skills for life

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Aberdeenshire Priorities:
 1. ==Improving learning, teaching and assessment.==
 2. Partnership working to raise attainment.
 3. Developing leadership at all levels.
 4 Improvement through self-evaluation.

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Priority 2 :

To develop the use of Digital Technologies in the classroom.

We recognise that there is a requirement to increase the use of digital technologies in almost all our classrooms at Hillside School. This is reflected in collated data and quality assurance.

Improving our use of Digital technologies will support our learners in developing skills for learning, life and work. Digital technologies can also support universal approaches for accessing the curriculum (linking to priority 1).

This improvement priority is underpinned by the Digital Learning and Teaching Strategy for Scotland.

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Curriculum Design To develop a Digital Literacy Skills Framework for Progression for Hillside School, focussed on baseline skills learners should know, understand and be able to do at each stage of the curriculum.	**JL**	**Dec 2023**	**Curriculum Design** Hillside School will have an agreed Skills Progression Framework in	

-Staff to explore Education Scotland Benchmarks for Technologies and promoted skills developments resources e.g., Digital Literacy: Skills Development Resource, Early Level – Fourth Level (2018) and Education Scotland's Features of Highly Effective Digital Learning, Teaching and Assessment in Schools (2022). -Collegiately identify what is required/relevant for learners at Hillside School during this first phase of improvement incl. areas of focus (access, devices, software). -Agree on learner knowledge, understanding and what on track children should be able to do at each stage of learning and teaching (Nursery – Primary 7), underpinned by national Benchmarks. -Ensure all staff are aware of framework including Class Teachers, Early Years Practitioners, Pupil Support Assistants and Additional Support for Learning staff. To review Hillside School's Bundled Outcomes, in line with agreed Skills Progression Framework, to ensure depth and breadth of all Technologies CfE Experiences and Outcomes.			place, outlining baseline digital technology skills for Nursery – Primary 7. This will be known and understood by staff and will begin to be reflected in practice (staff questionnaire, environmental audit, learning visits, evidence of collegiate development work and completed progression framework). Hillside School Bundled Outcomes for Technologies will reflect collegiate development work and outcomes (Reviewed planning overview).	
Learning and Teaching To review and improve systems for accessing digital resources. To ensure digital technologies are a feature of every learning space at Hillside School. Fundraising goals will be identified for the procurement of more Chromebooks, enabling greater ICT access. Increase opportunities for learners to practise their digital literacy skills, underpinned by agreed Skills Progression Framework, across the curriculum. To provide children with some basic digital accessibility tools to aid learning and teaching i.e., Immersive Reader (linked to Priority 1).	**SLT**	**June 2024**	**Learning and Teaching** Learners will have improved access to digital technologies, online platforms and digital tools. Learners will be able to access digital devices to learn, where and when appropriate (learning visits, learner/staff questionnaires, pupil focus groups).	
To further extend the work of Hillside School's Digital Leaders Group across all year groups.	**SLT/ FL**	**June 2024**	There will be improved use of digital	

-Identify keys skills (from progression) and digital tools for Digital Leaders to support with. -Identify a programme for Digital Leaders to support year groups/classes. -Digital Leaders to provide CPD for staff. -Digital Leaders to present at a school assembly summarising school improvement plan in a child friendly format (Priority 2). -Digital Leaders to work with SLT, acting as pupil voice for SIP actions and self-evaluation.			technologies across the curriculum (stakeholder questionnaires, learning visits). Digital accessibility tools will be used to support all learners (Questionnaires, pupils focus groups, learning visits). Hillside School's Digital Leaders group will work across the school to share digital knowledge and skills, and represent pupil voice (Evidence of Digital Leader sessions, feedback).	
Professional Pedagogy To review GTC Scotland's Standards for Career-Long Professional Learning in relation to digital technologies (incl. The Curriculum 2.1.1, 2.1.3 and The Learning Context 3.2.1). To provide staff with professional learning opportunities to enhance their own digital learning knowledge, understanding and skills. This will be tailored to support the Skills Progression Framework and agreed upon digital tools and platforms for Hillside School i.e., GLOW, Microsoft 365 and Google tools. To provide staff with opportunities to reflect on their own practice and share learning with others by exploring Digilearn Scotland (Glow Blog Scotland) and Education Scotland's Teacher Digital Literacy Framework (Draft 2023). -collegiate opportunities for staff to identify their own development needs in relation to digital technologies and access support for these.	**JL** **JL** **JL**	**Sep 2023** **Oct 2023 – April 2024** **2024**	**Professional Pedagogy** Staff will have evidence for GTC Scotland Standards related to digital technologies (staff PR&D). Staff will have had regular opportunities to take part in digital technologies CPLP and to share practices with colleagues (observation, collegiate calendar).	

To engage stakeholders in self-evaluation, based on identified features of effective practice (Features of Highly Effective Digital Learning, Teaching and Assessment in Schools, 2022), specifically in the following areas: -identifying digital competency gaps. -Planning teaching, learning and assessment. -Digitally enabled learning environments.			Staff will be familiar with key documentation/ policy drivers for improving digital literacy and technologies in Scotland (staff questionnaires). Staff will feel confident in using agreed digital tools and platforms, and in supporting learners to develop skills outlined in Hillside School's Skills Progression Framework (Staff questionnaires, Collegiate feedback).	

Wider Achievements

- UNCRC Silver Award
- Coding Club - Games Con third place and Minecraft Challenge second place
- Doric Film Festival
- Digital leaders presenting at Local Authority Event
- P&J Carol Concert
- Diana Trust – Respect Award
- I Bike Participation
- Community Café

Memories are made of this:

- First Christmas fayre post national lockdown
- Play in a Day – P7 show.
- Dalguise Residential
- Coronation Celebration Week
- School Summer Fayre
- Soccer Aid
- Beat Box Productions – Vision, Values and Aims Song
- School Trips
- Christmas Performances
- Class Assemblies

Wider Community Links

- Community Kindness Event
- Scots Poetry Competition - judging panel made up of community partners.
- Sponsored Walk – Community Kindness Theme