

Hillhead Primary School and Early Learning and Childcare Centre

Standards and Quality Report

June 2017

Hillhead Primary School is situated in the Hillhead area of Kirkintilloch and aims to produce young people with good wellbeing who are high attainers, wide achievers, emotionally resilient and informed decision makers with high aspirations and driven to succeed, positive self-esteem and young people who show personal responsibility, community responsibility and global responsibility.

The school has a roll of 350 which includes 180 children accessing early learning and childcare provision. Hillhead is an area which has significant deprivation; 65% of children on the school roll live in SIMD decile 1 and 2 and a large number of families are income deprived with 23% of children in Hillhead living in poverty. There are currently 3 children on the child protection register and 12 looked after by the authority with an additional 35% of children living in families supported by social work. 20% of the children have action plans for targeted literacy intervention and 15% have targeted wellbeing interventions. There are significant challenges in early speech and language development and many children in the nursery have communication barriers.

The main challenge facing the school is the gap in attainment and the overall vision of the school is to reduce the impact of deprivation and close the attainment gap with excellent learning and teaching, nurturing relationships and equity for all the key drivers to achieve this vision.

Data shows the attainment gap nationally in the numbers of children achieving Curriculum For Excellence levels, at a local level in comparison to EDC schools and within the school between the highest and lowest attaining children in P1, 4 and 7. The key priority for the school is to raise attainment in literacy and numeracy with the specific aim of ensuring that the literacy skills of all children at the early stages are age appropriate. The following details the June 2017 Curriculum For Excellence levels of achievement for P1, 4 and P7 pupils.

CfE Levels	Reading	Writing	Listening and Talking	Numeracy
Primary 1 -Early Level	70%	70%	87%	78%
Primary 4 - First level	65%	60%	80%	75%
Primary 7- Second level	83%	79%	79%	63%

School priority 1:

To continue to get it right for every child through establishing a wellbeing support base to meet individual pupil needs.

NIF Priority:

- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children.

NIF Driver:

- Assessment of children's progress.

HGIOS4 QIs:

3.1 Ensuring Wellbeing, Equality and Inclusion

Progress and impact:

All staff participated in Child Protection training this year and all are now familiar with the revised authority Child Protection policy. A significant number of referrals were made during this session by a range of staff within the school which evidences staff awareness of their responsibilities in relation to keeping children safe.

A wellbeing base was established within the school and a whole school referral system to access this support was agreed by the multi-agency Pupil Support Group. A number of vulnerable children - supported by staff - accessed support within the base which was significant in promoting equity for all children and resulted in improved outcomes for all targeted children.

Staff participated in authority training to develop processes and procedures in line with the Children's and Young Persons' Act. As a result of this training all children who require them have appropriate action plans and children's views are sought and recorded in ways appropriate to individual children. This has ensured that children are more involved in processes designed to support and meet their needs. The school revised the anti-bullying policy in consultation with parents and children and in line with the authority guidance. This policy now ensures that all children and parents are aware of their responsibilities around anti-bullying; there was a reduction in the number of bullying incidents recorded this session.

Next Steps:

1. Improve outcomes for the most vulnerable children with significant barriers and family challenges.
2. Further develop family learning to empower families to better support children's learning
3. Continue to develop personalised packages of support for the most vulnerable children to ensure those at risk make progress in their learning.
4. Continue to ensure all staff engage effectively in the ambitious aims of the NIF

5. Extend staff opportunities for practitioner enquiry.

School priority 2:

To raise attainment in writing through a cluster moderation approach.

NIF Priority:

- Improvement in attainment, particularly in literacy and numeracy

NIF Driver:

- Assessment of children's progress
- Teacher Professionalism

HGIOS4 QIs:

3.2 Raising Attainment and Achievement

Progress and impact:

The cluster work operated as the agreed plan and all staff participated in the planned range of professional learning activities. Teachers worked together at each level using the NAR flowchart model and planned learning, teaching and assessment activities to raise attainment in writing.

Moderation meetings took place regularly which ensured that a common approach to moderation operated across the cluster. Staff reported that after participation in these meetings they had a better understanding of moderation processes. As a result of professional dialogue teachers' confidence in agreeing standards improved as discussed at meetings led by cluster Headteachers.

In addition to the cluster planning and moderation activity, all staff also took part in further professional learning - peer visits and learning visits. Staff reported that they feel more confident reporting on achievement of curriculum for excellence levels in writing.

As a result of the cluster moderation work, there was evidence that almost all children made very good progress in writing and children reported that they were clear about their next steps in learning. This pupil voice was captured in cluster writing storyboards which exemplified for all staff the process and standards to allow staff to continue to develop confidence and expertise in agreeing achievement of levels.

Next Steps:

1. Improve attainment in numeracy at early and first level
2. Develop rigorous programmes for numeracy
3. Continue to ensure all staff participate in cluster moderation CLPL.
4. Continue to ensure all staff engage effectively in the ambitious aims of the NIF.
5. Extend staff opportunities for practitioner enquiry.

School priority 3:

To raise attainment in reading through whole school moderation and targeted interventions.

NIF Priority:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

NIF Driver :

- Assessment of children's progress

HGIOS 4 QIs

3.2 Raising Attainment and Achievement

Progress and impact:

Attainment in reading at the early level was significantly improved through implementation of practitioner enquiry with the aim of every P1 child able to read by the end of June 17. The role of the nursery teacher was altered to provide support and challenge across the early level to facilitate this initiative and a range of data is available which provides evidence of this improvement for all children at the P1 stage. Targeted literacy interventions designed to improve early reading skills were carried out in the nursery with targeted pre-school children at risk of low attainment in reading. The data provides evidence of improved key early reading skills of rhyme and alliteration

A literacy Pupil Support Group was established to lead on raising attainment in reading and this group was involved in a range of key tasks to ensure staff were better able to meet the literacy needs of children. A robust support for learning programme operated and supported a significant number of children requiring additional support in reading. Data was gathered regularly after initial baseline assessments; this data showed raised attainment for all targeted children. All staff participated in professional learning around supporting dyslexic readers and delivered appropriate programmes in class. Reading for pleasure was improved across the school through a focus fortnight where a range of activities operated to develop the reading habit across the school. Children reported that they were more motivated to read books for pleasure and several had joined the local library; staff observed children choosing reading activities more regularly in class.

Next Steps:

1. Develop a written strategy to raise attainment in literacy using the good practice approaches in the EDC strategy paper.
2. Continue to raise attainment in literacy through establishing a Literacy Pupil Support Group.
3. Extend the very effective strategies to raise attainment in literacy at the early level to

further stages.

4. Continue to ensure staff develop their understanding of progression and judgements around achievement of a level through moderation activities.
5. Develop rigorous programmes for literacy
6. Continue to ensure all staff engage effectively in the ambitious aims of the NIF.
7. Extend staff opportunities for practitioner enquiry.

School priority 4:

To further develop a whole school approach to planning, tracking and assessment.

NIF Priority :

- Improvement in attainment, particularly in literacy and numeracy

NIF Driver :

- Assessment of children's progress

HGIOS 4 QIs

2.3 Learning, teaching and assessment

Progress and impact:

Class teacher planning materials were improved to include the significant aspects of learning and use of the progression frameworks for assessment. Senior Management Team monitoring of class planning demonstrated these materials being used effectively across the school and almost all children making appropriate progress. Class teachers reported greater confidence in using this material to plan for appropriate learning experiences to meet a range of needs. Planning for interdisciplinary learning was also developed and this allowed effective links across different curricular areas to enhance children's learning.

The school revised the assessment policy to include termly assessments in literacy and numeracy which provided robust data of children's progress. A comprehensive tracking system was established which allowed staff to effectively track pupil progress using all available data. At termly tracking progress meetings, targeted interventions for each child are identified to raise attainment for individual learners.

A target setting programme was established which involved children identifying weekly targets for literacy and numeracy and reviewing their progress in discussion with their class teacher. Children reported that this helped them in their learning as they knew what they were learning and how they had progressed. Class teacher judgement around achievement of levels was improved this session through use of the national benchmarks and related moderation activity. All staff used the national benchmarks in literacy and numeracy to identify individual Curriculum For Excellence targets for each child for session 17-18. All staff produced a self-evaluation paper which set out the range of activities which contribute to the assuring of quality in relation to key aspects of the school's work.

Next Steps:

1. Further develop moderation and assessment approaches in reading to raise attainment for all children.
2. Further develop the whole school assessment approaches to include use of the national

benchmarks.

3. Include the national benchmarks within all planning frameworks and develop holistic assessments in line with national guidance.
4. Develop a manageable system to record and track wider achievements.

Key priorities - Improvement Planning 2017-2018

The priorities for improvement for session 2017-2018 will be overtaken by three Pupil Equity Fund Teams (PEF Teams) each led by a member of the SMT and all school and nursery staff members having responsibility for raising attainment in either literacy or numeracy or responsibility for improving health and wellbeing.

	Overall Target	PEF Organiser	NIF Priority and Drivers	Key Tasks and link to QI self- evaluation next steps
Priority 1	<p>PEF team 1 Literacy</p> <p>To raise attainment in literacy and close the gap between the least and most disadvantaged.</p> <p>Led by Acting Principal Teacher</p>	<p>Learning and teaching</p> <p>Leadership-Staff</p>	<p>Priority-</p> <p>Raising attainment particularly in literacy and numeracy.</p> <p>Drivers-</p> <p>Assessment of children's progress</p> <p>School Leadership</p> <p>Teacher Professionalism</p>	<ul style="list-style-type: none"> • Implement Word Aware programme from 3- 12. QI3.2 7 • Improve literacy programmes and develop literacy planners and assessment aligned to national benchmarks. QI2.3 5 and QI 3.2 8 • Extend support for learning literacy interventions from 3-12. QI3.2. 2 • Improve AifL strategies feedback self/ peer ass'st- QI 2.3 4 • Devise school literacy strategy paper. QI3.2 3 • Engage with national Read, Write and Count P4-7. QI3.2 7 • Improve early years'

				profiles aligned to national benchmarks. QI2.3 1 -NURSERY
Priority 2 - Cluster	<p>PEF team 2 Numeracy</p> <p>To raise attainment in numeracy and close the gap between the least and most disadvantaged.</p> <p>Led by Depute Headteacher</p>	<p>Learning and teaching</p> <p>Leadership-Staff</p>	<p>Priority-</p> <p>Raising attainment particularly in literacy and numeracy.</p> <p>Drivers-</p> <p>Assessment of children's progress</p> <p>School Leadership</p> <p>Teacher Professionalism</p>	<ul style="list-style-type: none"> • Improve numeracy programmes and develop numeracy planners and assessment aligned to national benchmarks QI2.3 5 and QI3.2 8 • Extend support for learning numeracy interventions using Maths Recovery programme. QI3.2 5 • Improve AifL strategies-feedback and self/ peer assessment QI2.3 4 • Engage with national Read, Write and Count P4-7.QI3.2 5 • Improve early years' profiles aligned to national benchmarks. QI 2.3 1 NURSERY
Priority	<p>PEF team 3 Health and Well Being</p> <p>To improve children's health and wellbeing and close the gap between the least and most disadvantaged.</p>	<p>Leadership-Children</p> <p>Leadership-Staff</p> <p>Families and Communities</p>	<p>Priority-</p> <p>Improvement in children and young people's health and wellbeing.</p> <p>Drivers-</p> <p>Assessment of children's progress</p>	<ul style="list-style-type: none"> • Develop PATHs at specific stages QI 3.1 1 • Improve opportunities for wider achievement in the local community.QI3.1 4 and QI 3.2 9 • Develop family learning opportunities -

	<p>Led by Principal Teacher</p>		<p>Parental engagement School Leadership Teacher Professionalism</p>	<p>universal and targeted- QI 3.1 3 and Q.I 3.2 6</p> <ul style="list-style-type: none"> • Improve early years' profiles aligned to national benchmarks. QI 2.3 1 -NURSERY
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What is the school capacity for continuous improvement?

Given the commitment of staff at all levels to ensure better outcomes for children and families, the proven track record of partnership working, the very effective leadership of the senior management team and the strong culture of self-evaluation there is a very strong capacity within the school to secure further improvement and raise attainment and achievement for all children.

NIF Quality Indicators

Quality indicator	School self-evaluation	Inspection / Authority evaluation (If available)
1.3 Leadership of change	Very good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equality and inclusion	Very good	
3.2 Raising attainment and achievement	Good	

Pupil Equity Fund

The Pupil Equity Fund money will support the raising attainment and improving health and wellbeing agenda by principally extending the range of staff working together to close the gap.

- An additional Principal Teacher will be appointed with responsibility for leading on raising attainment in literacy.

Universal outcome - Improve class teacher's delivery of literacy learning experiences

Targeted outcome - Improve the number of children achieving CfE levels at the appropriate stage.

- Money will be allocated to engage a Family Learning Worker to provide family learning opportunities universally and for targeted families.

Universal outcome - At least 20% of parents in each class will attend at least 1 family event

Targeted outcome - All parents report improved understanding of supporting children's learning at home.

- A class teacher will also be employed to join the 1 FTE support for learning team and will provide targeted support for learning in literacy and numeracy.

Targeted outcome - Fewer children will be requiring intensive targeted support for learning or requiring less intensive support in class across the curriculum.

- Staff will be engaged to lead a weekly programme of outdoor activities for wider achievements and resilience building as part of the P7 transition programme.

Targeted outcome - All pupils are improving their skills for learning, life and work.

All children are accredited with the NN award.

- A range of staff will work to support a programme of wider achievement for targeted youngsters giving children the opportunity to participate in weekly clubs.

Targeted outcome - Increase the number of SIMD 1 and 2 children accessing wider achievement opportunities.

- School staff will operate a breakfast club to provide subsidised childcare for families in employment, education or training.

Universal -Improve the number of families supported by the school to access education, work or training.

- School staff will run supported study classes for P1, 4 and 7 targeted children as part of achieving CfE levels

Targeted - Improve the numbers of children achieving CfE levels at the appropriate stage

- Improve the number of children completing homework weekly.

