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East Dunbartonshire Council

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Hillhead Primary School
Standards and Quality Report
2024/25



Context of the School

Hillhead Primary School is a non-denominational, coeducational school serving the community of Hillhead. Before starting school, most of our P1 pupils attend our attached local authority Hillhead Early Years Centre. Links between the school and Centre are strong with children from each campus making use of facilities on the other, primary school children working with nursery children at times and nursery children attending school assemblies and events. The transition from the Early Years Centre is supported through a programme of school and classroom visits that involves parents/carers and outside agencies. Almost all our P7 pupils transition to our associated secondary school, Kirkintilloch High School, again supported by a thorough programme of reciprocal visits and support planning meetings.

There are 83 children registered on our school roll, arranged in 5 classes. All classes are composite and therefore limited to a maximum class size of 25. Our teaching team consists of 11 full time equivalent teachers. Within this allocation, there is one Head Teacher, one Depute Head, one Principal Teacher, one Nursery Teacher and a Nurture Teacher. The school is well supported by administrative staff, classroom assistants and support for learning assistants. We also have a group of talented musicians, who benefit from weekly lessons from our local authority instrumental music tutors on flute and drums. Active Schools have supported the school this year in providing a number of sports-based after-school clubs and taster sessions during the school day.

Our catchment area consists of a mixture of local authority, privately rented and owner occupied housing. Data from the Scottish Index of Multiple Deprivation shows that all of our pupils live in areas described as deprived. We received £50,225 from the pupil equity fund to reduce the poverty related attainment gap and following consultation with stakeholders, it was agreed that Pupil Equity Funding would be used to employ additional staff to support pupils through planned, targeted interventions in aspects of Literacy, and Numeracy. These interventions focused on narrowing attainment gaps that have emerged at national levels in Reading, Writing and Numeracy. Improvements in the health and wellbeing of pupils was also targeted using Pupil Equity Funding through outdoor and experiential learning initiatives.

The average attendance rate for this school year was 88.2%.

We are proud of the strong partnerships we have built across our community to support children and families. Events such as Halloween Discos, a Christmas Fayre and Sports Day add hugely to the school's role in the lives of children beyond formal learning. Our curriculum has been enriched by a number of online presentations from partners this year, and all of our staff have participated in high quality professional learning.

Our Standards and Quality report has been created in consultation with children, staff, parents/carers and community stakeholders. It tells the story of our school's performance, successes and achievements in Session 2024/25 and summarises our priorities for next year.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Relationships and Behaviour	
NIF Priority Closing the attainment gap between the most and least disadvantaged children Placing the human rights and needs of every child and young person at the centre	HGIOS?4 QIs QI 2.2 Curriculum QI 2.1 Safeguarding and child protection
NIF Driver	curriculum and assessment school improvement

Progress and Impact:

Progress and impact has been affected this year due to several significant challenges including changes to staffing and the senior leadership team. Following advice and support from the central education team, the school improvement plan has focussed on community health and wellbeing to promote positive attitudes to learning.

Almost all staff and children continue to strive to embed their three expectations for successful learning: "Be Safe; Be Ready; Be Respectful". The use of restorative approaches to managing relationships and behaviour continues to be established across the school and most challenging behaviours are dealt with sensitively and positively by staff.

To further support positive behaviours and ensure a calm learning environment, staff have worked closely with colleagues from the Additional Support Needs service to improve skills in de-escalation techniques and trauma informed practices. Nurture classes have been used to facilitate targeted interventions in areas of wellbeing, emotional literacy and emotional regulation and the community are starting to look at whole school approaches to nurture.

Progress made in the area of relationships and behaviour is indicated through the results of the SHINE pupil mental health survey carried out in May 2024 and again in February 2025. Almost all children state that they like school, 30% of expressed feeling excessive pressure from school work.

In order to build better relationships, improvements in the outdoor play environment have been made to include regular access to loose parts and scooters.

As part of their preparation for secondary school, our P7 pupils participated in the iHeart wellbeing and resilience programme which empowers them with the confidence to overcome setbacks and positively meet life's challenges. Pupils engaged weekly with a range of discussions, dynamic learning activities and self-reflection tasks as a preventative measure to uncover their innate resilience.

Next Steps:

Next session, we will consolidate and progress relationships and behaviour management strategies. To do so, we will join schools across East Dunbartonshire in implementing aspects of the Scottish Government's Circle Framework resource to promote inclusive environments, learning and collaborative working. We will also introduce "The Promise" to all staff and develop processes to effectively support our care experienced learners.

In addition, on the advice of HM inspectorate, we will work with families to refresh our vision, values and aims to develop a culture of increased ambition and aspiration for all children. This will further support the development of children's self-esteem, self-worth and confidence.

Progress in National Improvement Framework (NIF) priorities**Attainment and Achievement Data**

Curriculum for Excellence Levels at the end of June 2024				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	majority	less than half	most	majority
First level by end of P4	less than half	less than half	most	less than half
Second level by end of P7	majority	less than half	majority	majority

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

Most of the school's Pupil Equity Fund (PEF) allocation was spent on staffing. 1.5 FTE additional SLAs and 15 hours of Classroom Assistant time meant that each class had an allocated member of support staff who supported individuals with additional support needs and implemented targeted support programmes for groups of pupils. As a result, a number of targeted children in each year group accessed the curriculum more effectively, spent more time in class and were involved in a lower number of conflicts with members of staff and other pupils. As well as impacting positively on their own learning, this also improved the learning environment for others.

Attainment in literacy and numeracy was raised for targeted groups through the employment of an additional teacher for two days each week. She worked directly on reading with children in the middle school identified as having gaps in their learning. Assessment data demonstrates progress.

In addition, PEF financed class trips to increase experiential learning.

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Satisfactory	not applicable
2.3 Learning, teaching and assessment	Satisfactory	Good
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	not applicable
3.2 Raising attainment and achievement	Satisfactory	Satisfactory

Summary of School Improvement priorities for Session 2025/26

- 1. Health and Wellbeing: Circle Framework, Whole School approaches to nurture, UNCRC, The Promise
- 2. Raising attainment in reading and writing

What is our capacity for continuous improvement?

Self-evaluation carried out this year will inform interventions in Health and Wellbeing, Including Every Learner processes, reading and writing supports.

A more comprehensive range of assessment data will be used effectively to identify and address gaps in learning. A particular focus will be on early identification and support for learning differences such as dyslexia.

A gap between those with the best and poorest attendance is evident from attainment data. Improved attendance tracking processes will support parent and pupil engagement in education and work to close the gap.

In this way we will raise attainment, close the poverty-related attainment gap, ensure the wellbeing and happiness of our families and secure positive futures for all our children.