



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Hilton Primary School and ELC



Honesty Caring Fun Respect Teamwork

"Teamwork makes the dreamwork, together we grow!"

Introduction: Local and National Context

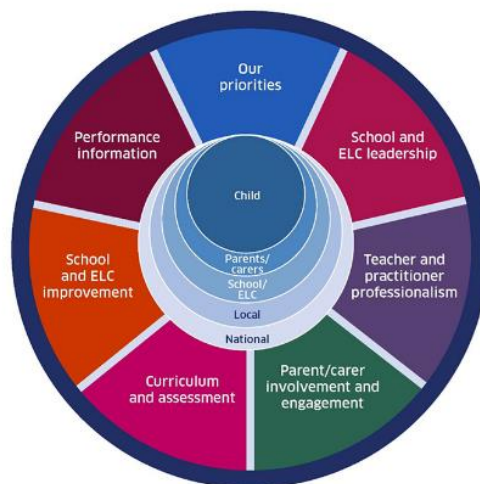
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- 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 in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. 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. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Kathryn Reid
Head Teacher
Hilton Primary School

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School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 91.4%	Average Class Size 24.9	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 274 (+79 nursery)	Teacher Numbers 15	Pupil Teacher Ratio 18.3
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N3 53	N4 27	P1 11.7%	P2 16.8%	P3 8%	P4 15.7%	P5 14.2%	P6 14.6%	P7 19%
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SIMD Q1¹ 10-20%	SIMD Q2 30-40%	SIMD Q2 20-30%	SIMD Q3 20-30%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 40-50%	No ASN 50-60%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 10-20%	No EAL 80-90%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At Hilton, we pride ourselves in being a welcoming and caring school.

We have agreed that our Key School Values are:

*Caring

*Fun

*Honesty

*Respect

*Teamwork

Teamwork is important at every level in our school and this is reflected in our School Motto:

“Teamwork makes the dream work, together we grow!”

Our Aims:

- Listen, respect and support everyone in our community.
- Ensure everyone is safe, happy and healthy.
- Nurture hearts and minds through a range of experiences to help everyone be the best they can be.
- Provide a supportive and inclusive environment where everyone can thrive.
- Equip our learners with the skills in order to strive for excellence and achieve their dreams.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

NSA and SOFA Analysis

Purpose:

- Attainment discussions with staff highlighted the lack of confidence in analysing the NSA results.
- INCAS were previously used but we will move forward with the NSAs and SOFAs in line with the schools in our ASG.
- Self Evaluation questionnaire indicated staff were not sure how to use the data to compare the ACEL levels they give using their own professional judgements and knowledge of the benchmarks.

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Progress:

- Training during In-Service Days and Staff Meetings on the various assessment tools on the Highland Council website has enhanced their knowledge of where the gaps are within Literacy.
- Training and discussions sessions have raised staff confidence in analysing and using SOFA / NSA data. Teachers have increased understanding of the Benchmarks. Teachers inputting termly data against pupil achievement. ELC staff have been using the Profiles and Developmental Overviews to track individuals learning against the Benchmarks.
- Teachers planning and assessing impact of PEF interventions
- Setting in Numeracy across upper stages has allowed teachers to provide more regular teaching input, use their PSA's more effectively to support ASN pupils and to provide pace and challenge across the year group.

Impact:

- Teachers have agreed that we will adopt the Highland Council Rubrics for Writing Assessment, which has a clearer emphasis on Benchmarks than Big Writing Criteria currently used. Some staff trialled this in Term 4 and found it beneficial to helping them to determine achievement of a level.
- Staff found collegiate sessions on data helpful and would like more to develop their skills and understanding further. More confident in using the TMR. ELC pupils will have a clear individual Profile to pass on to the P1 teachers.
- Improved targeted Learning interventions and evaluations for pupils, focussing on borderline achievement (including PEF pupils).
- Using the HGIOURS questions gives all staff a clear picture on where they need to be more specific in their feedback to the pupils.
- Good progress has been made in this area, but we need to continue to improve.

Next steps:

- Teacher identified to complete the moderation training next session and work with HT to support staff development. Further discussion time allocated for data analysis and next steps. Will create tab groups for SOFA and NSA data before assessment so that success of interventions can be more effectively evaluated. PEF pupils with Literacy / Numeracy interventions to be tested on SOFA's again in term 4 for analysis.
- Whole School Focus on Writing next academic year to improve our moderation of writing against the benchmarks i.e. moving away from Big Writing Assessments. P4 teachers to take part in National Improvement group from January 2025.
- To use HMI numeracy (HT and Collaborative Lead) to evaluate impact of our processes for numeracy, to help understand the data and determine next steps. Our teachers feel our Numeracy structure is supporting pupils but we need to increase the overall school attainment (currently 58%).
- Regular Self Evaluation using challenge questions from HGIOURS/HGIOS/HGIOELC will give us the evidence on the progress we are making to improve the learning and teaching.

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Purpose:

- **Local Authority focus on pedagogy and what constitutes affective approaches to learning and teaching.**
- **ASG recognition that the subject specific nature has led to more short-term impacts. ASG agreement to focus on broader concepts which will positively impact upon all schools and all areas of the curriculum.**
- **Staff require a consistent approach to assessing reading across the levels.**
- **INCAS were giving us some information but moving to NSAs and SOFAs in line with Highland Council.**
- **Staff require a more robust system in place to evidence their judgement of a level achieved in Reading.**
- **Staff aware of the Highland Literacy Framework but not confident with the resources.**

Progress:

An ASG survey was conducted to collate teacher views on the ASG work conducted this year. The questionnaire responses gave a good overview of staff views across Early, First and Second Level.

- Most staff felt more confident (82%) following the Spotlight Assessment session and found this more useful than the differentiation session.
- Specific comments very very positive, and particularly showcased the benefits of speaking to colleagues at the same level across schools, learning / sharing quick assessment strategies to implement in their classes to check for understanding. The majority of teachers have incorporated new strategies in to classroom practice.

Next steps

Next year's Improvement Priority will be *Sharing good Practice across the IRA ASG* and will respond to the feedback above. Staff will be asked to volunteer to lead sessions and will have opportunities to learn on specific topics but also share resources and ideas with colleagues across the ASG.

Impact:

- Looking forward staff have indicated for next session that they would like...
 - Teachers sharing good practice (72%)
 - Time for dialogue with colleagues (88%)
 - Speakers in their area of expertise (64%)
- 74% are keen to keep the same 3 sessions of 1 ½ hours.
 - The focus for these sessions could be...
 - Overarching themes – Sustainability, Creativity, Digital (58%)
 - Feedback and Plenary (46%)
 - 4 Contexts for Learning (40%)

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Nurture and Positive Relationships

Purpose:

- Rise in pupils needing support for Health and Well Being reasons accessing the Hive.
- Pupil engagement has deteriorated within the classroom due to certain individuals needing learning breaks.
- Soft start and soft close numbers have increased.
- Staff have reported a rise in verbal abuse and lack of respect from some pupils
- Feedback from parents reporting a rise in pupils struggling to form and maintain positive friendships.
- ELC pupils well embedded with the Zones of Regulation approach and needs carried into Primary.

Progress:

- Playground Charter created and implemented by all staff. Regular whole school assemblies to improve children's understanding of their rights, adult's rights, what they want their playground to be like, what we can do to improve the playground and to begin to create more clear guidelines for behaviour. Parents, pupils and staff all asked to contribute their views.
- Strategies in place to support individual pupils (Soft start / close, supported lunch, CSW, ASN support) is working well. Teachers reported particular benefits of social skills groups.
- Concentrated work through our ELC action plan to improve our support of individual pupils, to record this in their learning profiles or associated paperwork and to link planning carefully to development of children's interests and learning. Children's Care Plans and Form 1's are more detailed and children's needs are being met more consistently in our ELC- evidenced in our recent report (draft form)

Impact:

- There has been a clear improvement in children's behaviour in the playground across the year. The playground charter is implemented and well used. PSA's provided with direction on restorative questioning to build pupils problem solving and resilience skills in the playground- we are all using common language and children are more ready to engage and try and talk out issues. All improvements have been communicated regularly with parents/carers via the monthly newsletter. Playground Reps group has been created including representation from each class.
- Staff and children have reported positive changes in playground behaviour- most feel it has improved significantly and the playground is a nicer place to be. Some progress to incidents being dealt with during playtimes so it doesn't impact learning time.
- During attainment meetings throughout the year a common theme of pupil absence impacting levels achieved has emerged. This is impacting health and wellbeing as well as attainment in pupils.
- Very good progress in planning and assessing children's learning in ELC. Children's learning experiences are higher quality and more consistent and achievement is being more consistently recorded.
- Very good progress has been made in this area.

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Next steps:

- Continue with ethos and behaviour work across the school with beginning the Rights Respecting Schools Journey and continuing on with regular assemblies and next steps identified in pupil, staff and parent/carer questionnaires. Early Years Graduate project to focus on linking in ELC to school developments and development of a whole school Nurture policy.
- Focus on attendance within PEF work next academic year to reduce the number of absences / lates as well as continuing targeted planning and assessments to monitor progress.

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

Target Records

ELC – P7

The soft start, close and supported lunch is integral to our support of many pupils across the school. This allows us to flexibly support our children who require additional help to access the school day and has been very helpful in encouraging attendance. Next steps are to take a greater, targeted approach to reduce lates and absences of identified pupils next year, using the hive staffing as a support.

Several children across the school require co-regulation throughout the school day to support them to de-escalate and the Hive and PSA support provides a safe haven for this. The impact of PEF support for this means that children are supported back into class and onto classwork more quickly.

Several children have responded well to opportunities to work within social groups e.g. baking group, social skill group, ... most children showed huge improvements in social skills and confidence allowing better attainment results at end of year.

PSA support has been utilised through setting of maths and literacy across P7 classes, this has allowed support to be targeted to support specific children at all times, increase direct teaching of teachers and numeracy levels have improved across the board. Children have been challenged at all levels. For example, nearly every child in the higher ability class have achieved second level in Primary 7.

Raising Attainment

ELC – P7

Some of our PEF interventions have been affected this term by staff absence. However, **all** teachers noted the benefits of PSA support to target individuals gaps in learning and facilitate more teaching time with pupils. The need for this to continue regular practise and targeting support is definitely still needed to continue making progress.

Raising Attainment ELC

Huge improvements have been made in recording children's progress. Auditing of all Learning profiles and Care Plans have shown huge improvements.

There is evidence of higher quality learning observations.

Our recent Care Inspectorate report reflects this change (currently in draft)

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Wider achievements

Coileanaidhean nas fharsainghe

- Playground Reps groups created. Whole school approach to supporting behaviour is having a positive influence on the ethos of our school.
- House Captains group and House Points system in place across the school and we have begun whole school house challenges to develop sense of belonging and team work across the school.
- New School Website Developed and maintained by Digital Leaders. Digital Leaders enhancing their own digital skills and scaffolding the younger pupils.
- Huge successes in Sport- Hilton Shinty club attending various competitions around Scotland. Hilton children competing in sports events and the set up of a parent group to support this from August 2024.
- Nurture Hive has been invaluable in supporting pupils struggling to attend school.
- Breakfast Boogie Sessions, run by staff volunteers and pupils from October to March.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaidhean, luchd-ùidhe is luchd-obrach

'I feel listened to and supported' (Staff)

'The playground is a nicer place to be' (Staff)

'Hilton has a lovely feel to it. You can feel the positive ethos when you walk in' (Visitor)

'Staff are all supportive of one another' (Staff)

'Hilton are great at working together with us' (Other agency)

'It is so positive to hear you putting the child first and trying to find solutions to make it work' (Other agency)

"The breakfast boogie team is so much fun." (pupil)

"The landmark trip was amazing" (pupil)

"There are lots of fun things to do in the playground" (pupil)

'I was so impressed how caring your children were. They noticed from the playground that my bunny had escaped my garden and they called an adult to help alert me so I could get it home safely. What kind pupils.' (Community resident)

"I like the different zones for different games and love your friendship garden keep these going." (Parent/Carer)

"I think the staff at Hilton Primary are brilliant and I'm really happy my child is attending." (Parent/Carer)

"Not really, I think you guys are doing a great job but glad you are reaching out for advice on improving" (Parent /carer)

"My children love Fun 31" (Parent / Carer)

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Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Moderation- improving use of data to inform attainment – writing focus
2. Nurture and Positive Relationships
3. Sharing good Practice across the IRA ASG- Pedagogy

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Hilton Primary School \(google.com\)](https://www.hiltonprimaryschool.com) or by contacting the school office.

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