

Education and Learning Directorate



School Annual Standards and Quality Report

2024-25

School: Heathhall

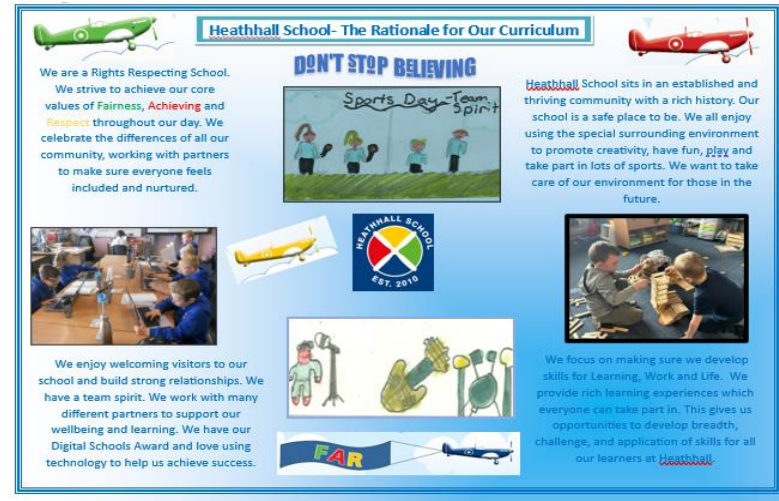
Date: May 2024



1. Vision, Values and Aims

A statement of the School / Establishment Vision, Values, Aims and Curriculum Rationale

Vision, Values and Aims



School Statement Review Date: August 2025 Review Activities (as appropriate)

We conducted an extensive review of the school V/V/A in session 2018/2019. This was completed as a whole stakeholder exercise. Pupils wanted to link the history of the school with the already identified house colours. Previous visions and values were reported as being too many/ can't remember – all stakeholders wanted a visual and vibrant capture of each of the elements. As a school we are still embedding these, threading them through all aspects of school life and our community, especially our community out with the school environment. During the instability of the covid years, we have constantly referred back to them as a starting point for conversations/learning and teaching. Our V/V/A captures our commitment to all four contexts of learning. Our aims are linked to the four capacities and wellbeing indicators. Our aims capture our school's commitment to being an inclusive community and sit with the Rights Respecting School journey we have embarked on. They are the “backbone” of our school life. All pupils and all staff engage and have ownership of them; almost all staff /parent/pupil feel they are still relevant to our community at this time. (S&Q questionnaire return 2022). We include a review with all partners who responded very positively (all responders felt respected and welcomed in the school , all responders felt they contributed to the learners experience)

2.1 Annual Standards and Quality Report - Progress against Previous Year's School Improvement Priorities

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

| Area for Improvement | Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.) | Next Steps (Looking Forwards) |
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| <p>To effectively meet the needs of all our learners by evaluating and developing our inclusive practice within the school (Parent/Staff/Pupil Voice)</p> | <p><u>1.5 Management of resources to promote equity</u> <i>Management of resources and environment for learning.</i></p> <p>All staff completed the D&G Council – Self-evaluation Toolkit for schools and carried-out effective self-evaluation to determine next steps in moving the school forward in its inclusive practice. This Self-Evaluation process was repeated again in March to evidence impact. As a result of the above engagement, Learning environments provided across the school have been developed to respond to a changing, dynamic learner need.</p> <p>There have also been specific adapted learning spaces created. These have been evaluated as meeting those individual learner needs by multiple partners e.g. Inclusion Team/Educational Psychologist/De-escalation Coordinator.</p> <p>Almost all staff are effectively evaluating resources to identify their effectiveness to support and challenge all learners at all stages of their learning in their classes.</p> <p>Leader of Inclusion participated in all necessary training throughout 2023/24 academic year. All teaching staff were provided with collegiate working time to engage with the Circle resource. All staff have engaged in this professional learning to enhance their professional understanding of “inclusive” practice. This supported the improved knowledge and understanding of inclusive practice on a bespoke individual basis.</p> <p>All staff have been observed to work collaboratively to meet the needs of individual learners as a result all identified learners are progressing with their next steps in learning/IEP targets</p> <p>Through the pre and post evaluative questionnaire- Heathhall Self-Evaluation to Assess Whole School Inclusion - Follow up march 2024 all teaching staff significantly progressed in their understanding of the learning environment they were providing to meet needs of all learners in their class</p> | <p>Continue to improve staff/learner/parent knowledge and understanding of individual needs of pupils.</p> <p>Review and evaluate resourcing to meet individual needs.</p> <p>Access continued training in using new active boards.</p> <p>Engage in further professional learning in inclusive practice</p> <p>Review enhanced transition process for all identified learners. Ensure all positive strategies are shared as part of enhanced transition process</p> <p>Further development in this area is required</p> |

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| | <p>All teaching staff are engaging with peer observations (POLLI – Peer Observation leading to learners improvement) to collaborative and support each other to improve learning and teaching within their class for all learners</p> <p><u>2.4 Personalised Support</u> <i>Universal support</i> <i>Targeted support</i> <i>Removal of barriers to learning</i></p> <p>ASLT gave input to all teachers on stages of interventions, processes and support available. The HT shared the stages of intervention with parent council. This increased their understanding in supporting the school to appeal allocation of additional support resourcing.</p> <p>All staff have a secure understanding of D&Gs stages of intervention and their role in supporting learners at each stage. All learners receive the necessary universal and most learners receive targeted support to take their learning forward.</p> <p><u>3.1 Ensuring wellbeing equality and inclusion</u> <i>Wellbeing</i> <i>Inclusion and Equality</i></p> <p>Through professional dialogue/planning and learning observation, all staff have a better knowledge and understanding of how to provide an inclusive learning environment for all learners. All learners with barriers to learning receive an inclusive, nurturing, learning experience at Heathhall Primary School. All child’s plan meetings are supported by partners to create achievable plans to meet a very diverse learner context. Through a partner questionnaire all partners acknowledge the school works with them to achieve success in pupil planning.</p> | |
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| Area for Improvement | Progress and Impact on: Learners’ successes and achievements The school community’s successes and achievements - as appropriate (Include evidence of impact.) | Next Steps (Looking Forwards) |
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| <p>To encompass the diversity in need of all our learners by evaluating and updating our curriculum framework based on our refreshed curriculum rationale</p> | <p><u>2.2 Curriculum</u> <i>Rationale and design</i> <i>Learning pathways</i></p> | <p>Review our curricular design , further creative solutions to provide breadth, challenge and application for all learners</p> |

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| <p>(staff/pupil voice)</p> <p>To raise attainment in numeracy through enabling staff to make effective use of identified researched approaches, professional learning, resources, and assessments. (Data /SLT/Cluster)</p> <p>To ensure all our learners are delivered high quality numeracy learning experiences. (Quality Assurance/SLT/Cluster)</p> <p>To enhance robust professional judgements by working collaboratively with colleagues within Dumfries High School Cluster to moderate numeracy standards. To enhance robust professional judgements (Cluster)</p> | <p>All teaching staff reviewed and evaluated our 3 year curriculum overviews taking into account learner’s entitlements and the four capacities. Incorporating , where relevant, a UN Convention on the Rights of the Child perspective to learning contexts.</p> <p>A collaborative, reviewed curriculum rationale ensures all learners have a curriculum which takes account of learners’ entitlements and the four capacities.</p> <p>All staff engaged with an activity to explore the diversity of our learners at Heathhall. All staff agreed that our curriculum design required refreshed to meet that diversity.</p> <p>2.3 Learning, teaching and assessment <i>Learning and Engagement</i> <i>Quality of teaching</i> <i>Effective use of Assessment</i></p> <p>Through a pre and post evaluation of professional learning All teaching staff have identified an improved knowledge and understanding of the Developing Number Knowledge approach to support planning and assessment for learners at Heathhall.</p> <p>Through self-evaluation all teaching staff Identified their next steps in PL to ensure a consistent level of understanding across all staff. SLT to attended SWAY training for initial insight and evaluation. All teaching staff had access to authority professional learning provision to support and develop an individualized programme of self-improvement in DNK.</p> <p>All teaching staff engaged in a small test of change to improve attainment for identified groups of learners.</p> <p>Almost all learners showed an improvement in numeracy as a result of the planned small test of change.</p> <p>All teaching staff were involved in challenge meetings with a SLT member to challenge pace and robust assessment decisions. This has resulted in a more informed data capture in relation to numeracy for June 2024 national data capture</p> <p>Through informal and formal observations of planning, learning and teaching, almost all staff provide effective support and challenge to most of their learners. The majority of learner’s experience of numeracy activities are varied, differentiated and engaging.</p> <p>2.6 Transitions <i>Collaborative Planning and Delivery</i></p> <p>Through attending a cluster event the majority of teaching staff shared and improved their knowledge and understanding of the DNK approach across all cluster schools within DHS</p> <p>3.2 Raising Attainment and Achievement <i>Attainment in literacy and numeracy</i></p> | <p>Ensure metaskills are embedded in our curriculum</p> <p>Interrogate data to identify learner need</p> <p>Review the delivery of numeracy and maths learning and teaching as a result of attainment data information</p> <p>Increase knowledge and understanding for all staff in delivering high quality numeracy and maths experiences that are creative/supportive and challenging for all our learners</p> |
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| | Feedback gained from post DNK questionnaire all teaching staff understand how DNK can be an additional approach in contributing to supporting robust numeracy assessment. This enables the approach to be used appropriately to support all learners at Heathhall School | |
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| Area for Improvement | Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.) | Next Steps (Looking Forwards) |
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| <p>To move forward as a rights respecting school including enhancing learner participation where learners engage in practices and dialogue to create positive outcomes and changes, promoting learners as the drivers of their education. (Pupil/Staff/Parent/Cluster)</p> | <p>2.3 Learning Teaching and Assessment <i>Learning and engagement</i> Effective use of assessment All teaching staff have been engaged in conversation to develop pupils' skills in setting learning targets and have been encouraged to capture pupil successes/strengths and next steps in learning. PT investigate digital technologies to support the capture of learner success. As a result, all learners understand the purpose of their learning and have opportunities to lead the learning. All learners receive high quality feedback and have an understanding of their progress in learning and what they need to do to improve.</p> <p>2.4 Personalised Support <i>Universal support</i> Learner questionnaire returns responded that almost all pupils have opportunities for pupil voice/participation in decision making (embedding pupil-led groups in school) where their voices can affect change in a right respecting environment There has been an increase in the leadership of pupil groups provided by teaching, support and other adults in the school e.g. girls football/karate/Ukelele More learners are participating in a wider range of leadership groups- gardening/coding/Go Green/ibike "PB directly involves people in participating in budgeting decisions that will have a direct impact on improving their lives" The Pupil Council has been involved in participatory budgeting with funds raised through a school event and support from the parent council. Minutes capture conversations and debates about best use and impact of the money available to them.</p> <p>3.1 Ensuring wellbeing. <i>Equality and inclusion.</i> DHT and RRS Committee engaged with RRSA journey to achieve Silver Award working towards outcomes through Strand A: Teaching and Learning ABOUT rights Strand B: Teaching and learning THROUGH rights (relationships and ethos) Strand C- Teaching and learning FOR rights (participation, empowerment and action)</p> | <p>Continue to explore developing the quality of pupil/teacher interactions re feedback and identifying next steps in learning</p> <p>Take forward next steps outlined in RRS report – Relationships policy Use pupil participation /leadership group to evolve this to meet identified action plan Plan the journey to achieving Gold RRS Award.</p> |

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| | <p>Pupils ,all teaching staff and RRS committee shared with whole community key messages through newsletters and sharing of learning – September '23 open afternoon, School Blog Developing school staff's understanding of adults as duty bearers and children as rights holders</p> <p>All classes developed class charters for every class – focus on relationships and ethos rather than behaviour</p> <p>All staff actively promote the Rights of a Child within the school and have a shared understanding of well-being and children's rights.</p> <p>Visitors comment on the Rights Respecting ethos within the school</p> <p>The introduction of a lunch quiet club supported by all teaching staff has provided an alternative to the busy playground for learners who find this challenging. The participants in this space report positive impact on their HWB.</p> <p>Heathhall school successfully achieved its RRS silver award with a supporting very positive report highlighting good practice.</p> <p>An action plan has been developed to support the journey to gold award</p> | |
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2.2 Report on the impact of PEF

- Not required for ELC if PEF has not been used for children in the nursery
- Include evaluative statements about how PEF has been used flexibly to meet needs of children/young people/families

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| <p>How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</p> | <p>At Heathhall we have clear targets: We set specific, measurable, achievable and relevant targets for ensuring our learners progress with their learning.</p> <p>We use data collection and analysis: We collect and analyse data on learner performance and progress. We are data informed. We have disaggregated by different demographic groups (e.g., gender, SMID). This data is used to identify gaps and track progress towards closing them.</p> <p>We implement evidence-based interventions that have been shown to be effective in allowing learners to progress with their learning, closing the gap between them and the national expectation of attainment and achievement. These interventions may include targeted academic support, mentoring programs, or professional development for teachers. At Heathhall we regularly monitor and evaluate the effectiveness of our interventions in closing the attainment gap. This may involve collecting additional data or feedback from learners, parents, or teachers. We are transparent about our progress towards this goal. We report data to stakeholders and engage with the wider community. Overall, we have a systematic and evidence-based approach that is focused on achieving measurable outcomes.</p> |
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| <p>How well are you removing barriers to learning and ensuring equity for all?</p> | <p>Providing all our learners access to high-quality educational resources and technology Supporting and empowering teachers to use inclusive teaching practices that meet the needs of diverse learners. Addressing systemic and structural barriers to learning, such as racism, poverty, and inequality. Providing targeted support and interventions to learners who are at risk of falling behind or who are struggling academically.</p> <p>Ensuring that assessments and evaluations are fair and unbiased, and that they accurately measure student progress and achievement. At Heathhall we consider a range of factors such as learner outcome, access to resources and feedback from stakeholders. Regular monitoring and evaluation helps us identify areas for improvement and inform next steps to promote equity at Heathhall School.</p> |
| <p>How much progress have you made in reducing the poverty related attainment gap? What are the lessons learned?</p> | <p>With our changing dynamic of learners at Heathhall we have identifying learner's needs at the forefront of our monitoring, partnership working. We have learned that early intervention is key. Working with partners – health, education and social work have also supported learners to receive identified support. We use evidence based interventions although this has been difficult with a change of direction re support guidance in those interventions. Our PEF has not increased in relation to the increase in those learners requiring support with the funding being capped by Scottish Government this has not worked in our favour and we must prioritise and work creativity to identify support, interventions for our new pupils.</p> |

For each PEF project/spend area, complete the report section of '2023-24 PEF Plan and Report inc PB Template' and submit along with this document.

2.3 Summary of Key Strengths and Areas for Improvement

What is our capacity for continuous improvement? Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

| Quality Indicator | How well are you doing? What's working well for your learners? (Include evidence of impact.) | Areas for Improvement | Evaluation based on the six-point scale |
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| <p>1.3 Leadership of change</p> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community | <p>The ethos and culture of our school, our shared values of Fairness, Achievement and Respect, reflect a commitment to children's rights and positive relationships for all within Heathhall community.</p> <p>All leaders are committed to evaluating the school's vision values and aims which reflect the changing dynamic of the school and its surrounding community.</p> <p>Our whole school community contributed to the creation of our Vision, Values and Aims.</p> <p>The Values permeate and are embedded in all aspects of Heathhall school life. This is evidenced through the conversations spoken and discussed as part of learning & teaching, used to celebrate pupil successes and to frame restorative conversations with pupils.</p> <p>The community can talk to our values through sharing with our partnership working/school blog and the work undertaken to achieve our</p> | <p>All standard and quality questionnaires – evaluate all responses to inform SIP 2024.2025</p> | <p>Good -4</p> |

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| <ul style="list-style-type: none"> • Strategic planning for continuous improvement | <p>RRS silver award. They are linked to our Positive Relationships Policy which is embedded in our life and ethos. An ethos of collaboration has allowed an expectation of consistency of approach across the whole school. Almost all learners respond to this consistency and HWB feedback highlights this with any identified key themes from learners followed up, explored, and taken forward.</p> <p>In our recent quality assurance questionnaires, most children in P4 to P7 felt that staff and learners were treated fairly and with respect. Learners have also contributed to the planning of future next steps based on our RRS . Our updated relationships guidance is an example where all stakeholders have contributed to change.</p> <p>All staff have a very good understanding of the demographic of the school and the community we serve, reinforcing their understanding of equity, inclusion and social justice.</p> <p>Teachers engage with and show commitment to the GTCS professional standards. They apply educational policy to the context of the school. This is documented and reviewed through PRD and it is evident daily in school. Our vision promotes high expectations for all learners.</p> <p>All staff acknowledge the need to strategically manage pace of change. To realign identified self-evaluation themes which have come to the fore after a period of continued change beyond covid.</p> <p>Recent questionnaire responded almost all parents agreed that the V/V/A were still relevant. Most learners agreed they were also still relevant. Data is used (SMID/FME/Partner working) to determine the socio-economic dynamic of the school. The past 2 years has shown a shift (increase in FME entitlement /increase in partner working especially SW/increase LAC/increase in police reports) and this has led to a revisiting and establishment of our V/V/A to ensure high expectations are shared and expected by all involved in contributing to our community. All data and feedback was shared to allow decisions to be made in development priorities. This allowed the creation of the Heathhall Improvement Plan.</p> <p>All learners are involved in improvement planning through pupil voice at all levels including class and leadership groups. This includes Pupil Council meetings/RRS meetings /Whole class meetings and assemblies. By using HGIOUR School feedback is given of key priority themes e.g. 2.3 learning and Teaching.</p> | <p>Continue to explore pupil, parent, and partner voice. Work with parent council to explore further communication with the wider parental forum as part of information gathering.</p> | |
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| | <p>Leadership groups are increasing with the development of a Sports/RRS /Global Citizen Group/Ibike crew.– this gives learners more opportunities to be heard and ideas acted upon. We display You said We did on a display board to reinforce changes that have been made e.g. music on in the lunch hall/extending our technology equipment /relooking at how we do assemblies.</p> <p>Leadership opportunities are captured in our tracking and monitoring overview this ensures leadership roles are shared across all learners and they all have the opportunity to put themselves forward for these responsibilities.</p> <p>Learners evaluate improvement areas, and this informs next steps by also providing everyone with feedback on the decision making within the school and the reason behind this. This feeds directly into improvement planning.</p> <p>All staff have an increased understanding of the changing dynamics of our community and the needs of our learners and families who live within it.</p> <p>A whole school quality assurance calendar supports self-evaluation. Almost all of our community work together to set priorities. This ensures ownership and appropriateness of these priorities.</p> <p>Priorities are managed through an agreed WTA which allows focus and manageability of change.</p> <p>Change is evaluated through data capture, community voice and quality assurance calendar. This allows priorities to meet the needs of the school, learners, staff and community. Leaders consider the sustainability of change and the potential to have positive outcomes for our learners at Heathhall. This has ensured change is being enabled.</p> <p>A variety of communication pathways are used to share consultation and the agreed priorities eg Groupcall/email/school blog/notice board /parent council. The introduction of a learner friendly SIP has supported conversations with learners and parents and most responded that they felt the school sought out their views on how they could improve the school.</p> <p>The demographic of the school is changing with new housing association developments being built and houses allocated. The school has seen an increase in FME from 3% to 13% in the past 3 years. Through improving the data and information on our tracking and monitoring overview we can support transitions of new learners/working in partnership with partners. Through Professional Learning Courses e.g. PACE /Supporting Learners/Inclusion Workshops all staff have an increased understanding of</p> | <p>Explore the sharing of practice by looking inwards/outwards/forwards supporting the school to strive for achieving success in identified priorities.</p> <p>Ensure that communication avenues are evaluated and that all parents have accessibility to information that provides them with a voice to support school improvement.</p> <p>Track and monitor pupil data – attendance, attainment and HWB to support all our learners. Encourage and challenge all staff to continue with professional learning which will enable them to meet the needs of our learners. Use the PRD (Professional Review and Development) process to reflect on learning completed and its impact.</p> | |
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| <ul style="list-style-type: none"> Implementing improvement and change | <p>the challenges that our families are facing and the impact these are having on the learners when in school. The PEF has a focus on supporting pupils who, as a result of data information, are identified for priority focus – e.g. attendance /literacy/numeracy attainment. The capping of PEF based on previous school data has impacted on the school having increased of learner priority but no increase in funding. This has meant we have had to prioritise and work collaboratively with parents and parents to support children e.g. Autism Outreach/DHS – supporting access to swimming/health/Inclusion Team</p> <p>There has been encouragement through Professional Review Meetings for all staff to engage in supporting the development of the school priorities e.g., writing/technologies and outdoor learning.</p> <p>All staff recognise that a focused Professional Learning Plan will impact directly on the pupils within the school. They create targets which support the learners in the school allowing them to further meet their needs and curriculum entitlements. Our collegiate calendar is linked to National eg writing at P4 attainment / Cluster – technologies and numeracy attainment and school.</p> <p>Leadership at all levels has been encouraged throughout the school allowing the development of leadership skills in learners and all staff. All teachers have engaged in leadership training opportunities.</p> <p>Development and access to Professional Learning has allowed an increased understanding in our learner’s needs. All staff have been encourage to explore creative approaches – technologies /play/outdoor learning this has resulted in most pupils engaging in a wider variety of learning experiences which provide a breadth, challenge, and application across the curriculum. Staff planning captures a variety of experiences planned for learners eg enterprise/high quality learning assessments /working with partners/outdoor learning</p> <p>Most staff have taken forward leadership roles which have directly impacted on the Heathhall Community</p> <ul style="list-style-type: none"> ➤ Creation of a digital technologies' strategy and digital leaders ➤ Review/evaluate technology resources. ➤ After school activities ➤ Specialist training to meet individual need – evac /medical. ➤ RRS – group ➤ Positive travel to school events ➤ Ibike – promoting sustainable travel | <p>Continue to evaluate and adapt approaches to communication with our community to ensure we are making the most effective use of the resources available to us to best meet the needs of all within our community.</p> <p>Empower staff to develop evidence based, relevant learning and teaching experiences and empower our learners to be leaders to improve engagement and attainment.</p> | |
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| | <ul style="list-style-type: none"> ➤ Pupil Led Eco/sustainability group. ➤ Development of school grounds – wild like garden ➤ Sports leaders <p>Almost all teaching staff lead an area of responsibility. This empowers teaching staff and has led to a collaborative approach.</p> <p>Distributed leadership responsibilities have had a positive impact on almost all learners and the school. Learners, staff, parents and partners voice will speak of examples including:</p> <ul style="list-style-type: none"> ➤ Participatory budgeting - £2000 grant from DRAX allocated and being spent following consultation and gap analysis ➤ Engaging, active methodologies and added resources in Literacy especially writing and diversity in reading resources ➤ The use of digital leaders across the whole school – leading learning in classes/sharing experience and improving their own leadership skills ➤ Sharing of learning success across stages to celebrate learning ➤ Development of Play Pedagogy ➤ Improved pupil experiences in Technologies and STEAM ➤ New homework guidance following extensive consultation and review ➤ Digital Schools Award ➤ RRS Silver ➤ Reviewing communication and sharing of learning digitally with parents/parents and other children <p>All staff show commitment to educational values and professional standards. Change is influenced by current educational research and evidence-based approaches.</p> <p>All staff comment that they are supported to undertake professional learning and all staff commented have opportunities to learn and share practice with colleagues from other schools.</p> <p>All staff have carried out a small test of change in relation to the impact of Developing Number Knowledge. Staff planned delivered and reported on the impact of their “test” beyond the school to fellow cluster colleagues</p> <p>Senior leaders are very good at guiding the direction and pace of change. Stakeholders are benefitting from a supportive and forward-thinking leadership team.</p> | <p>Work with colleagues within and out with school to share developments and findings in relation to standards and whole cluster developments</p> | |
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| | <p>Almost all parents/carers state the school is well led. All staff /Pupils /Parents comment the leadership team are approachable /fair and supportive.</p> <p>The school improvement plan is a collaboration from feedback from a wide variety of voices and data.</p> | | |
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| Quality Indicator | How well are you doing? What's working well for your learners? (Include evidence of impact.) | Areas for Improvement | Evaluation based on the six-point scale |
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| <p>2.3 Learning, teaching & assessment</p> <p>Learning and engagement</p> | <p>All staff, learners and parents have contributed to the positive culture which has been developed across the whole school. Relationships are positive and well established. Children's rights are respected and all staff are developing the language of respect , inclusion and their responsibility to support the RRS journey .</p> <p>The school is beginning to redesign its curricular overview. All partners have had ownership of codesigning a curriculum rationale which captures the uniqueness our learners.</p> <p>Through regular informal and formal learning walks quality learning and teaching is observed. Most staff are encouraging all learners to engage in the language of learning through higher order questioning.</p> <p>Almost all teachers use LI/SC to share learning with all learners. These are then revisited during and at the end of lessons to ascertain understanding and progress in learning.</p> <p>On quality assurance walks around the school all SLT have engaged in conversations with a sample of learners which provide evidence that they are using more reflective language, can talk about learning rather than tasks undertaken.</p> <p>In some classes, there is evidence that learners can lead the activities that they undertake to take forward their learning. Learners choose from a variety of choices to explore. All staff are very aware of different learning styles and provide a range of activities to meet these. Most learners can choose contexts/pathways etc to investigate especially in IDL learning.</p> | <p>Continue to explore opportunities to enhance pupil led learning. Promoting learners as the drivers of their education.</p> <p>Review /evaluate a vehicle to capture learners' journeys. Investigate digital technologies to support the capture of learner success.</p> | <p>Good -4</p> |

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| <ul style="list-style-type: none"> Quality of teaching | <p>SIP priorities are focusing on creativity they provided self-evaluation from teaching staff to reflect on where they are and what needs to change. This includes: -</p> <ul style="list-style-type: none"> ➤ The extending of the use of digital technologies ➤ The use of activity-based learning opportunities at all stages ➤ Exploration into play pedagogy ➤ Developing a consistent approach to writing ➤ Use of a wide range of data to support the individual needs of children – alternative curriculum, identification of support, Incorporating HWB groups. ➤ Investigating nurture approaches to support individuals <p>The development of pupil groups is increasing. Learners led developments across the school and talk about their input to take forward change. The learner questionnaire return identifies that most learners acknowledge that they can influence change. This is very evident in the identified group taking forward the action plan from the RRS silver award – positive behaviour guidance linked to restorative conversations.</p> <p>Digital Schools Award received June 2022. Chromebooks, iPads and Smartboards are well utilised.</p> <p>All our learners use technology to support and challenge their learning through programmes and apps such as, Accelerated Reading, Reading Eggs, Sumdog, IDL and Glow.</p> <p>Learners also use technologies as creators to demonstrate their learning, create animations and code.</p> <p>We have worked in partnership with our parent council to up level digital resources, as a result this has increased pupil engagement and creative curriculum experiences. Pupils have provided voice to identifying learning resources through participatory budgeting discussions. These are made though the pupil council format.</p> <p>All staff undertake training and professional research this has improved learning and teaching for all learners at Heathhall. Examples include:</p> <ul style="list-style-type: none"> ➤ Play Pedagogy research, training, and good practice via SWIEC collaborative leading to the continued development of this pedagogy in the early years. ➤ Collaborative visits from other primary colleagues to share practice across school. | <p>SIP priorities must continue to support the development of creative engaging approaches to meet the needs of all learners. This includes differentiation and inclusion strategies for all learners.</p> <p>To continue to increase the number of learners that report that they can influence change through pupil participation groups, class engagement and individual conversation.</p> <p>Continue to develop all teaching staff's ability to make effective use of digital technologies in their class to enhance learning experiences for pupils.</p> <p>All staff will achieve basic skills competencies as outlined in Digi Learn Scotland</p> <p>Work with the council to identifying resources and professional learning to support pupils with individual needs eg Visual and hearing impairment</p> | |
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| <ul style="list-style-type: none"> • Effective use of assessment | <ul style="list-style-type: none"> ➤ Outdoor learning professional self-evaluation, next steps guided by PT SWIEC development group. ➤ Cluster development to improve the provision and delivery of Digital Technologies Rationale ➤ HOTs (Higher Order Thinking Skills) questioning revisited. ➤ Pupil engagement conversations to encourage quality capture of pupil next steps in learning. ➤ Innovative writing assessments to support professional judgements. ➤ Development of Developing Number Knowledge as a tool for assessment and identifying next steps ➤ Curriculum interventions to support reducing the attainment gap. <p>Through quality assurance visits across the two years based around improving 2.3 Learning & Engagement and Quality of Teaching evidence gathered has shown impact in the improvement of experiences provided to our learners e.g. learning observations /peer observations planned March 2024</p> <p>All staff have identified next steps from professional feedback discussions to take forward. See exemplars These next steps are used to inform the next observation, so improvement is continuous. Next steps captured on school feedback format. Key themes are identified which lead to professional learning targets created during PRD discussions. This has positively impacted on the delivery of experiences in all classes for all learners.</p> <p>Professional judgements from all staff is based on the triangulation of assessment evidence. These are shared during termly professional dialogues.</p> <p>Learning walks, class observations and learners' work suggest that formative assessment is embedded in the practice of almost all teachers.</p> <p>High quality assessments are used by all teachers. This allows for the capturing of the application of skills in a number of curricular areas.</p> <p>High quality assessments support teacher judgement and demonstrates how well children are achieving within a level.</p> <p>Moderation is planned between staff as part of the school moderation cycle. This allows for a development of a shared standard.</p> <p>A variety of standardised assessment results are considered by all class teachers when forming professional judgements e.g. reading / spelling ages, pathway assessments, Profiling Wellbeing surveys, SNSA results, Sumdog</p> | <p>Continue to collaboratively identify school priorities and support with high quality professional learning activities.</p> <p>Continue to build on quality of provision extending to peer observations between practitioners with a focus on writing /numeracy linked to raising attainment /creative consistent approaches</p> <p>Continue to ensure a robust data rich and holistic approach to determining success in learning against national benchmarks.</p> | |
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| <ul style="list-style-type: none"> • Planning, tracking and monitoring | <p>assessment/AR star tests/innovative writing assessments/specific ASL assessments.</p> <p>This leads to rich professional discussion between SLT and teachers, teachers and parents, teachers and partners providing a depth of professional knowledge to enable learners needs to be met and assessment judgements to be robust.</p> <p>Heathhall PPT Talk Time 2 x per year enhances more informal learning conversations which children engage with weekly. The conversations are attended by 98% of families. Almost all learners and almost all parents and teachers contribute to the discussions about individual learning. This embeds partnership working and a shared understanding of strengths and next steps for each individual learner. The conversations also allow for working in partnership with parents to achieve next steps and raise attainment by providing supporting learning to be undertaken at home.</p> <p>Internal moderation activities such as High Quality assessment task sharing, cross marking e.g., writing pieces are undertaken leading to rich dialogue and shared standards by all staff All SLT sample and assess individual learners as part of the moderation of whole school expectations. All staff work across levels including ELC to P1 and P1 to S1 to establish a consistent professional judgment. WTA support collegiate time between schools to enable the conversations to take place.</p> <p>Through formative and summative assessments, learners are identified for targeted support. PEF (Pupil Equity Funding) support is focused on early intervention. Child’s Plans include learner voice being formally recorded and reflected upon. These are shared with parents. This results on tailored planning to meet the needs of our most vulnerable learners.</p> <p>Our electronic planning model is well established. The planning allows staff to ensure breadth across all curriculum areas. As a result, it provides flexibility for staff to promote creativity in the delivery of outcomes while reducing bureaucracy.</p> | <p>Continue to extend moderation to include beyond the school as previous – use cluster relationships to ensure consistent of judgments.</p> <p>Evaluate impact of other funding streams to ensure attainment is being raised and individual next steps for learners are achieved.</p> | |
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| | <p>Attainment meetings /data gathering /professional dialogue all inform our conversations and judgements. All teaching staff engage in rich conversations showing an understanding of each individual learner. This allows professional attainment and achievement judgements to be robust. An ever-developing robust tracking system builds up an individual profile of each learner enabling staff to develop and plan for learning, interventions, challenge, and choice. Information captured allows us to support learners experiencing barriers to their educational progress.</p> <p>The commitment of all the SLT to using data to improve outcomes for all learners ensures teaching staff have access to a range of tools to inform learning and progress. The use of the National Data Dashboard/SEEMIS Business Tool/Cluster data information and school individual profile and all curriculum applications allow review, evaluation and challenge to judgements made as a school and as individuals. The data story supports reporting to the wider community /authority and provides individual learners an opportunity to revise and comment on their own progress.</p> | <p>Review curriculum overview to ensure it meets the refreshed rationale and supports the full range of experiences being delivered at Heathhall School.</p> <p>SLT to continue their own professional development and use this learning to enable a more robust data capture system.</p> | |
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| Quality Indicator | How well are you doing? What's working well for your learners? (Include evidence of impact.) | Areas for Improvement | Evaluation based on the six-point scale |
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| <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of statutory duties Inclusion and equality | <p style="text-align: center;">Wellbeing</p> <p>All learners record their Wellbeing scores against each of the Wellbeing indicators. This presents a positive overall picture of the life of pupils at Heathhall.</p> <p style="background-color: red; color: black; padding: 2px;">Boxall Assessments and Testwise H&WB assessments- Need to gather data</p> <p>Our Building Positive Relationships policy outlines how we strive to create positive relationships within school and identifies the Rights of the Child that this relates to. This has ensured a consistency of approach by all staff to delivering our Rights Respecting School charter. Almost all pupils identify that they feel safe at school, the school supports them to feel safe and that they have someone to talk to if they feel upset or worried.</p> | <p style="text-align: center;">Wellbeing</p> <p>To evaluate and act on data produced by Boxall Assessments and/or formal Health and Well Being assessment (GL Assessments) carried out with specific pupils that have barriers to learning to identify appropriate in-class interventions. Evaluate impact of these interventions.</p> | <p>Good -4</p> |

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| | <p>We are working with pupils and parents to improve our Rights Respecting approach to addressing negative behaviour, when a restorative conversation is required, to replace our existing card system. Initial feedback from pupils, staff and the Parent Council has been positive.</p> <p>When learners identify or are involved in something that effects their wellbeing, all staff try to work with that learner to ensure a positive outcome. Recording of concerns takes place in an individual pupil chronology by teaching staff. This allows us to track, monitor and evaluate concerns. It also allows us to evaluate the impact of identified interventions that are identified through collaboration between learners and their teachers and where appropriate, parents and partner agencies.</p> <p>Incidents involving bullying/violence are recorded by an identified SLT member in the school Bullying and Equities Module, this ensure patterns and processes are processed according to the school relationships policy.</p> <p>Most recent data produced for learners accessing PEF shows that most Health and Well-being interventions have a positive impact on pupils’ feelings about how they feel about their life in school in relation to the well-being indicators.</p> <p>Successes in school are celebrated against our school values through teacher and learner-initiated certificates. Almost all learners at Heathhall feel that their successes are celebrated. All staff use the language of our values when identifying successes in the classroom and beyond. Our values are used to inform any restorative conversations staff have with pupils including more formal restorative conversations with the SLT. Achievements and successes are tracked, this allows engagement about gaps for all learners and identifying the need to target experiences that pupils are missing out on.</p> <p>Pupils carry out formal and informal self and peer assessment during learning. This informs their successes and next steps. Most teachers build in plenaries within lessons to allow pupils to reflect on the learning that has taken place and identify the next learning which is required for all learners. Pupils in P4-P7 identify their own successes and next steps to contribute to discussions at PPT Talktime and inform target setting.</p> <p>Initial trials of an online approach to capturing of learning reflections has received positive feedback from a class who used this approach as a ‘small test of change’. Pupils have found this to be a more engaging approach to capturing their learning.</p> <p>All Staff engage in multi partner meetings when appropriate to support the wellbeing of our pupils. All staff seek advice internally and externally to up</p> | <p>Develop and embed a more Rights Respecting approach to restorative conversations replacing our existing card system.</p> <p>Evaluate format and content of restorative conversations with pupils. Identify and carry-out any next steps.</p> <p>Develop a data capture for whole school identifying impact of interventions put in place.</p> | |
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| | <p>skill their knowledge and understanding of the learners in their class. The Additional Support Teacher aids in signposting all teaching staff to relevant and appropriate resources. This allow our learners needs to be met.</p> <p>Almost all parents respond that the staff at Heathhall know their child as an individual. Learners that are looked after are supported by having regular check ins with the HT and this allows their voice to be heard at partner and at Children’s Hearings. Most parents feel that the communication and engagement from the school is good despite challenges we have faced this year with the removal of specific communication platforms.</p> <p>Transition into school focusses on wellbeing. A range of well-planned learner and parent activities take place. Questionnaires to new parents highlight that the impact of this has been a positive transition experience for all our new P1 learners.</p> <p>Transitions to secondary school are very effective and we work well with cluster schools to support this process. Our P7s all have a positive transition to their chosen secondary school.</p> <p style="text-align: center;"><u>Fulfilment of statutory duties</u></p> <p>The school has achieved the Silver Rights Respecting School award and are currently working towards achieving the Gold award.</p> <p>Weekly school assemblies are usually structured with a Rights based focus. As a result, all learners are aware that they have rights and can talk about some of these rights.</p> <p>The Rights Respecting School Steering group which includes representation from SLT, Teachers, Support staff and P4-P7 is playing a lead role in embedding of the Rights of a Child in our school life. The group provide a voice for learners from P4-P7 in shaping how we move forward towards achieving our next steps having achieved the Silver Rights Respecting award.</p> <p>Our Building Positive Relationships policy helps to illustrate the relationship between learner’s rights and how we strive to achieve positive relationships</p> | <p>Trial and implement digital voice based learning reflections when appropriate software licenses become available.</p> <p>Continued professional learning for all staff to meet the needs of the changing dynamic of learners within the school.</p> <p>To respond to future authority guidance on possible approaches to working with parents as partners as a result of the Class Dojo resource no longer being available.</p> <p>Carry-out whole school self-evaluation through gathering views of pupils, parents and staff.</p> <p><u>Fulfilment of statutory duties</u></p> <p>To implement the decisions of the Rights Respecting School Steering Group to move forward as a Rights Respecting School.</p> | |
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| | <p>across the school. Almost all pupils believe we create a Rights Respecting environment within the school.</p> <p>All staff are up-to-date with their Child Protection training. All staff have guidance on procedures in connection with safeguarding. All new staff receive an induction outlining the key safeguarding section of the staff handbook. All staff and learners take part in emergency protocol practices which ensures familiarity and increased confidence when taking part in keeping everyone safe. This has ensured that all staff have the knowledge and skills to follow school, authority and national procedures and processes.</p> <p style="text-align: center;"><u>Inclusion and equality</u></p> <p>Chronologies, Minutes of Child’s meetings, CSPs (Coordinated Support Plans), IEP (Individual Education Plans) Parent/ Pupil/Teacher Talk Time, Personal Care Plan meetings, assessment evidence have positive impact of interventions put in place to support learners.</p> <p>Periodic engagement in self-evaluation scaling by staff, practitioner catch-up lessons in relation to the creation of an inclusive learning environment identifies that staff feel they have improved the inclusiveness of the learning environment over the course of the academic year. Almost all pupils feel respected at school.</p> <p>Our robust tracking and monitoring system identify barriers to learning that exist for all pupils. Interventions carried out are tracked and monitored to measure impact through intervention specific assessments, raising attainment meetings, assessment evidence, tracking and monitoring and teachers’ professional judgements. Moderation by all SLT and all teaching staff helps to ensure that these judgements are robust and accurate.</p> <p>Data of learner’s attendance is tracked and interrogated to identify attendance concerns. As a result we work with partner agencies, supporting families to ensure maximum attendance.</p> | <p style="text-align: center;"><u>Inclusion and equality</u></p> <p>To continue to work with partner agencies to ensure we are meeting the needs of all pupils in the school.</p> <p>Continue to evaluate how we effectively manage inclusion to ensure best possible outcomes for all learners.</p> <p>Continue to work collaboratively to ensure most effective use of additional support to meet the needs of learners in the most effective way. To continue to develop a robust approach to measuring the impact of all interventions.</p> | |
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| | <p>All pupils who have been identified as having behaviour/communication as an additional support need are supported using personalised individual education plans (IEPS). These are updated as and when required by CT and Additional Support Teacher and shared with all adults and learners. This ensures a consistent approach and use of language to support behaviour and improvement in outcomes for our learners.</p> <p>We work with our partners, and we utilise cost of the school day funding to ensure all learners are able to take part in curricular activities e.g. recycling school uniform, Parent Council providing support across the year to allow all learners to access experiences. P6 trip paid for through a grant for children entitled to free school meals. This ensures no learners miss out. All staff appreciate that activities will be accessible to all.</p> <p>Learning Assistants have a prescriptive timetable across the school week to identify which specific learners they are working with and the intervention they are carrying out e.g. H&WB, Literacy, Numeracy. Intervention assessment data evidences positive impact of these interventions for the pupils. This is helping to ensure that pupils who require it are receiving targeted support to improve their attainment and Health and Well-Being.</p> <p>We celebrate different cultural events in the year e.g. Chinese New Year. We actively encourage learners from different cultural backgrounds to share their beliefs, customs etc as well as inviting parents and other guests in to share this with pupils. This allows all learners to be respectful and knowledgeable about their peers and community.</p> | <p>To continue to enhance how we celebrate diversity within the school.</p> <p>To review resources within the school that ensure diversity is captured.</p> | |
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| Quality Indicator | How well are you doing? What's working well for your learners? (Include evidence of impact.) | Areas for Improvement | Evaluation based on the six-point scale |
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| 3.2 Raising attainment and achievement | <p style="text-align: center;"><u>Attainment in literacy and numeracy</u></p> <p>Data produced by the local authority for the end of the 2022/23 academic year identifies that a larger percentage of learners at Heathhall are achieving Early Level in P1, First Level in P4 and Second level in P7 in all areas of literacy compared to the authority averages. The exceptions are P1s writing, where are slightly below the authority average, and P1 Listening & Talking and P4 writing where we sit at the same level.</p> <p>Our September 2023 data shows a slight improvement in attainment for our P3 and P5 cohorts in Reading, our P2, P5 and P6 cohorts in Writing, our P7</p> | <p><u>Attainment in literacy and numeracy</u></p> <p>Data produced by the local authority for 22/23 identifies that we are currently below the authority average for attainment in Numeracy at P1, P4 and P7. Evaluate our approaches to raising attainment in Maths. Evaluate impact of interventions put in place</p> | Satisfactory -3 |

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| | <p>cohorts in L&T and our P4, P5 and P6 cohorts in Numeracy compared to the previous academic year.</p> <p>Using the BGE Benchmarking Tool data tells us that we are performing below our national comparator school in Literacy and Numeracy at P1, P4 and P7 for all areas of Literacy and Numeracy except in Listening and talking at P4 and Reading at P7.</p> <p>The use of standardised assessments allows us to triangulate teacher judgements. This increases staff confidence to make robust judgements for all pupils towards achievement of a CfE level.</p> <p>Attainment has been raised with the robust use of the support packages of Accelerated Reader and Sumdog. Both applications have been purchased using PEF. All data is interrogated, and all teachers engage with the identified member of the management team to identify learners who are working beyond, at and below expected levels. The data supports professional judgements and allows focused engagement with pupils who are not on track. All data is recorded for all pupils and reports provided.</p> <p style="text-align: center;"><u>Attainment over time</u></p> <p>Our approach of using the 6 comprehension strategies to the teaching of reading has had a positive impact on attainment with attainment data showing year on year improvement for all cohorts, although in 2023 there was a slight decrease for P4, P6 and P7. Interventions such as Accelerated Reading, Closing the Literacy gap and Fast lane have contributed to this improved picture.</p> <p>Our data for Reading and L&T consistently sit above the authority at P1, P4 and P7 year on year.</p> | <p>to raise attainment e.g. Small test of Change – DNK approach.</p> <p>Closely evaluate our progress in literacy and numeracy attainment across the academic year to ascertain patterns, gaps and positive impact.</p> <p>Take part in the National Development focus on Writing as authority cohort 3 Continue to be data informed and challenge professional judgements</p> <p>Continue to evaluate the impact of both packages.</p> <p style="text-align: center;"><u>Attainment over time</u></p> <p>Evaluate pacing of the development of reading skills at Early and the beginning of First level.</p> | |
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| | <p>Attainment for pupils in other curricular areas beyond numeracy and literacy continues to be consistently high across the school as evidenced in our live tracking.</p> <p>Our tracking and monitoring system has received positive feedback from our Quality Improvement Officer. Teaching staff are positive about this as an effective tool to track the progress of pupils they are teaching. SLT can use this tracking system to evaluate school development priorities.</p> <p>The robust tracking and monitoring system in place helps to identify children who require interventions to succeed and improve. This recognizes all ACES features, helping to create an overall picture of pupils' learning journeys. It now captures pupil's wider achievements across their time at Heathhall. This allows us to evidence pupil achievements in and out of school and to identify pupils we would like to target to get them involved in school provided extra-curricular activities.</p> <p>Raising attainment meetings, analysis of data, informal and formal moderation carried out by SLT and peer teacher moderation are contributing to more accurate professional judgements about a learner's progress with their learning.</p> <p>All staff are engaging with and applying the Steven Graham approach to writing in the class. This is providing a more consistent approach to the teaching of writing and supporting pupils have more solid foundations to build their writing skills upon.</p> <p>The most recent Parent Questionnaire shows that almost all parents reported that the school staff were approachable, that staff know their child as an individual, teaching staff shared what their child was learning at school, their child is making good progress at school and that their child receives the necessary support with their learning. This evidences that parents/carers feel informed about their child's progress in a way that they can understand. Almost all parents identified that they feel the school provides useful information on how they can help their child at home.</p> <p>The most recent Pupil Questionnaire shows that almost all pupils feel that they are achieving. Almost all learners value achievement and feel this is important. They feel supported by their teacher and other adults in the school and feel their work is at the correct level for them.</p> | <p>Evaluate the impact of identified interventions/pedagogies in writing and numeracy and consider next steps to increase attainment in these areas.</p> <p>Monitor and evaluate writing attainment data over time to measure the impact of Steven graham approach.</p> <p>On-going self-evaluation through engagement with stakeholders.</p> <p><u>Overall quality of learners' achievement</u></p> | |
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| | <p style="text-align: center;"><u>Overall quality of learners' achievement</u></p> <p>There is evidence through the school quality assurance programme that Skills Academy provides an opportunity for pupils to develop their META skills in a range of creative contexts whilst developing learners' awareness of the Meta skills they are developing.</p> <p>Continued development of teacher's digital skills is supporting more creative learning experiences across the curriculum. The development of play pedagogy in the early years is providing a wider range of opportunities for pupils to be creative and apply their skills in different contexts.</p> <p>In the previous academic year, we achieved our Digital Schools Award. Our Young Digital Leaders are supporting the up-leveling of teaching staff digital skills and developing learner's digital skills in class. The allocation of 30 i-pads, a refresh of laptops and an increase in broadband width has improved the access to and development of learner's digital skills.</p> <p>The support from partners has allowed the purchasing of digital devices and software which has enhanced the curriculum delivery for all learners.</p> <p>All teaching staff have carried out the necessary training for the new promethean boards that have been installed in classes. This has enhanced teaching staff's capacity to provide engaging/interactive lessons using Digital technologies,</p> <p>There is an established culture which values the importance of wider achievements. The pupils gain confidence and achieve success in many sporting competitions, music, and drama performances.</p> <p>Awards and recognition are tracked to ensure that all children are recognised and to form appropriate interventions where any individual requires support with wider achievement opportunities. We have increased our provision of extra-curricular clubs within the school with Football, Netball, Karate, Cross Country, Badminton, Gardening and Ukulele sessions currently being provided for pupils in the school. This is increasing the number of pupils participating in extra-curricular clubs within the school.</p> <p style="text-align: center;"><u>Equity for all learners</u></p> | <p>Continue to develop creative Learning experiences whilst giving pupils more ownership of their learning.</p> <p>Review and evaluate Play pedagogy in early years</p> <p>Review skills academy format as a result of the diversity of pupil need especially those with ASD who require a high level of support to access the classroom.</p> <p>Continue to develop the use of digital technologies across the curriculum.</p> <p>Monitor and evaluate the impact of resources to ensure value for money. Continue to work towards achieving our Digital Health and Well-Being award from the Digital Schools Award.</p> <p>Continue to track pupil engagement in extra curricular clubs and develop the range of extra curricular clubs provided.</p> <p><u>Equity for all learners</u></p> <p>Continue to track, monitor and evaluate impact of interventions</p> | |
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| | <p>SLT and staff meeting minutes show updates on family and pupils where there are barriers/changes in their lives. Updates are added to SEEMIS chronologies and teaching staff are updated through a flag system identifying an update. In addition to this teaching staff keep digital chronologies for individuals in their class with supporting detail. This improves the outcomes for our learners with individual programmes and interventions put in place.</p> <p>Individual Education Plans (IEPs) created by the Additional Support Teacher in collaboration with class teachers, parents and learners provide specific learning targets to meet all needs . These help to reduce specific barriers to learning.</p> <p>All staff work in partnership with colleagues from speech and language, health visitors and educational visitors. This ensures plans are SMART and relevant to individual needs. All staff make effective use of information gathered at personal care plan meetings and from other colleagues to help plan for inclusion of our learners. This contributes to almost all learners feeling respected and feeling that we create a Rights Respecting environment at the school.</p> | <p>delivered to individuals, groups and whole cohorts.</p> <p>Evaluate and implement strategies to further increase attendance aiming to achieve the D&G stretch aim for attendance of 95.2%</p> | |
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| Quality Indicator | How well are you doing? What’s working well for your learners? (Include evidence of impact.) | Areas for Improvement |
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| <p>2.2 Curriculum</p> <ul style="list-style-type: none"> Learning Pathways | <p>Rationale and Design</p> <p>We have a clear rationale which was revisited in 2023 and reflects the shared values of Heathhall School and the community. Parental feedback tells us that most parents agree the school encourages pupils to treat others with respect. Heathhall School have achieved their Rights Respecting Schools Award – Silver level – Rights Committed.</p> <p>Our school rationale and shared values in a rights respecting environment contributes to the very good ethos which is commented on by visitors to Heathhall School.</p> <p>All learners have a curriculum, which takes account of learners’ entitlements and their rights within the four contexts for learning supporting positive outcomes for learners so that they become</p> | <p>Rationale and Design</p> <p>During the curriculum design process we consult with learners and their families to ensure a shared understanding as we design a curriculum to better meet their expectations and aspirations of all our learners through the Four Contexts for Learning.</p> <p>Through our updated rationale we will continue on our rights respecting journey towards Gold award</p> |

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| | <p>Successful learners, confident individuals, responsible citizens and effective contributors.</p> <p>Our curriculum supports positive outcomes for learners taking account of learners’ entitlements and facilitates children’s rights in a Rights Respecting Environment.</p> <p>We are working together as a school community to develop an aspirational vision for our curriculum which reflects the uniqueness of Heathhall school and its community.</p> <p style="text-align: center;"><u>Development of the curriculum</u></p> <p>Our current three-year curriculum overview provides teaching staff with a clear overview of where the curriculum is taught. This is underpinned by Heathhall School Planning and assessment documents. This allows all staff to plan and track learners progress in learning delivering the BGE.</p> <p>As we review our curriculum it evolves through ongoing collaboration within the school community. All teaching staff have engaged with our plan to revisit and design an aspirational curriculum which helps our pupils gain, the knowledge, skills and attributes needed for life in the 21st century.</p> <p>All teaching staff have identified key priorities e.g. digital literacy, Right’s Respecting, creativity, skills for learning, life and work which support our curriculum design. As our curriculum develops it will support positive outcomes for all our learners.</p> <p>All areas of literacy, numeracy and Health and Wellbeing are taught following Heathhall Frameworks this ensures a consistency of approach for all our learners.</p> <p>All staff use DNK either as an approach to delivering numeracy at early/first level or as a tool to identify gaps and raise attainment in numeracy. All staff use DNK from phase 1 to phase 10 supporting all transitions from ELC to secondary school.</p> <p>All staff shared their experience, with colleagues at DHS Cluster, of using DKN as a tool to close gaps in numeracy learning and raise attainment. This assessment evidence informs robust judgements to support tracking and monitoring of individuals and progress towards achievement of a level.</p> <p style="text-align: center;"><u>Learning Pathways</u></p> <p>Our learning pathways support learners to build on their prior learning and ensure appropriate progression for all learners.</p> | <p style="text-align: center;"><u>Development of the curriculum</u></p> <p>We will redesign our curriculum within the four contexts for learning so that pupils experience a coherent curriculum from Early level to First then second level through to third and beyond taking into account children’s rights, learner’s entitlements and the four capacities. SLT will engage with Education Scotland and other school leaders to build networks to support innovation.</p> <p>Continue to support staff to engage with school resources to support active, varied and differentiated learning provision.</p> <p style="text-align: center;"><u>Learning Pathways</u></p> |
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| | <p>Almost learners have access to quality learning experiences as a result of established learning pathways which are used consistently across all classes.</p> <p>Learning pathways continue to be developed in to Third Level where necessary this results in the appropriate progression for all learners in literacy and numeracy. This also provides challenge for learners who have moved beyond second level in the upper stages.</p> <p>All teachers are planning learning activities through the four contexts for learning in the outdoor environment. This includes planning outdoor learning experiences with a focus on Children’s Rights Respecting perspective and a focus on H&WB Responsibility for all. This means learners’ experiences have improved from increased staff confidence and skills. Pupils have enjoyed visits to Heathhall Forest, creating dens and shelters outdoor play, including the loose parts shed and improved use of community spaces e.g. Lochthorn Library. Most learners have opportunities to be creative and apply their learning in different contexts which has enhanced learners’ engagement.</p> <p>All children have benefitted from outdoor learning opportunities in the school grounds and in the community which has improved wellbeing and developed skills.</p> <p>All teachers are aware of different pupil learning styles and incorporate this knowledge into most lessons. This reduces barriers for all learners.</p> <p>All teaching staff take responsibility for developing pupil’s digital literacy skills to help keep learners stay safe online.</p> <p>All teaching staff are working collaboratively towards achieving the Digital Wellbeing award.</p> <p>All teaching staff incorporate tracking and monitoring of technologies into the Heathhall school annual monitoring overview. This ensures that assessment for all learners in this area is being planned and recorded and shows a positive impact on learners attainment. Digital Leaders (P7 Cohort) take responsibility to develop digital literacy skills across the curriculum. They are given responsibility for an infant and upper school class, sharing their digital literacy and creativity skills to improve outcomes for all learners.</p> <p style="text-align: center;"><u>Skills for Learning, Life and Work</u></p> <p>All staff understand the importance of learning through Play.</p> | <p>Work in partnership with identified secondary staff to ensure this progression continues</p> <p>Teaching Staff will continue to develop Outdoor Learning space and resources to enhance creative experiences.</p> <p>Evaluate how we ensure Learning pathways are in place to meet the needs of all learners within the school.</p> <p>Develop other areas of technologies Develop opportunities for Bring Your Own Device Continue to develop and embed innovative use of digital technologies across the curriculum to enhance learning experiences in light of new technology available e.g. ipads and new interactive boards</p> <p style="text-align: center;"><u>Skills for Learning, Life and Work</u></p> |
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| | <p>All teaching staff in Early Years classes continue to engage with the Play Pedagogy toolkit and develop PLAY pedagogy in their classrooms with the aim of raising attainment.</p> <p>Through the use of play pedagogy as part of their school day/week. All learners in the Early Years classes have access to quality learning experiences This may be adult led, adult initiated or pupil led.</p> <p>Some staff in P4-P7 have trialled ideas for introducing PLAY which has increased opportunities for creativity and enterprising learning.</p> <p>All pupils are given the opportunity to participate in 4-5 Skills Academies across the year where they develop their employability skills in engaging contexts which allow them to be creative and enterprising.</p> <p>All teachers engage with skills based language with pupils through the Skills Academy initiative which provides engaging and motivating learning opportunities to develop these skills. This enables pupils to engage with skills based language and reflect on the skills they have developed.</p> <p>All teaching staff in P5-P7 engage pupils with the world of work through the 'My World of Work' website and supporting lessons. Through the creation of their My World of Work online profile all P5-P7 pupils engage with lessons that broaden their awareness of the World of Work. This demonstrates a relevance of the employability skills they are developing for future employment and encourages pupils to make the links to the world of work.</p> <p>World of Work Profile is part of the transition process to secondary school. All learners transitioning to DHS continue with this profile to support a joined up learning pathway .</p> <p>All teaching staff have an enhanced awareness of META skills and how and when pupils are developing these across the curriculum so they can help pupils make clear the links between META skills and the world of work.</p> | <p>Teaching Staff to continue to evaluate and further develop PLAY as part of the high quality learning experiences provided for pupils.</p> <p>Evaluate how we provide opportunities to develop children and young people's skills for learning, life and work through Skills Academy activities.</p> <p>Staff will continue to broaden partnerships with local partners to enhance Outdoor Learning Experiences</p> <p>All teaching staff will continue to enhance awareness of META skills and how and when pupils are developing these across the curriculum.</p> |
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| <p>2.7 Partnerships</p> <ul style="list-style-type: none"> • Impact on Learners • The impact of parental involvement on improving children and young people’s learning. | <p style="text-align: center;"><u>The Development and promotion of partnerships</u></p> <p>Our partnerships are based on a shared vision, values and aims with a commitment to respecting children’s rights which encourages mutual trust and respect.</p> <p>Representatives from Staff, parent and pupil groups took part in the Rights Respecting Schools award accreditation day where we achieved our Silver Award and further developed joint working and shared learning.</p> <p>All Staff are working in partnership with parents and stakeholders to develop inclusion and inclusive practices to meet the needs of all learners.</p> <p>All class teachers have carried out self-evaluation of the learning environment to assess inclusive practices and used the results of these to make positive changes.</p> <p>All staff effectively communicate/collaborate with appropriate partners to improve outcomes for all pupils within our school. (Parents/Carers, Active Schools, SALT, Health Professionals, Visitors from various organisations etc)</p> <p>All staff engage in regular communication with partners via the school BLOG Heathhall School, Facebook page, newsletters etc to keep partners as informed as possible.</p> <p>All teaching staff capture work with partnerships this supports Getting it Right for all our learners.</p> <p>Parents and pupils complete annual stakeholders surveys. This informs decisions about school improvement. Parent and Pupil Councils help to drive, inform and support change within the school. Verbal/written feedback from Parents and Partner agencies impacts on school improvement priorities.</p> <p>We have an active and effective Parent Council who support and challenge the school. They represent the views of the parent forum and help inform the strategic direction of the school. They regularly organise events which support equity, raise funds and promote a sense of community within Heathhall.</p> <p>Funding is used to support and enhance learning experiences for pupils. e.g. providing reading books, contributing to mobile interactive board in school hall. This has direct impact on the learning and teaching delivered in the school.</p> <p>The parent council work collaboratively with the school improvement priorities to ensure parent voice is part of the development process. This has had direct impact on policy e.g. Developing a Children’s Rights</p> | <p style="text-align: center;"><u>The Development and promotion of partnerships</u></p> <p>Continue to develop our partnership working with all stakeholders in their understanding of children’s rights to improve learning outcomes for learners and promote wellbeing.</p> <p>To use the results of the stakeholders survey to inform School Improvement e.g. To further improve communication between school and home</p> <p>To continue to enhance awareness of the Parent Council and encourage the wider parent forum to be involved in the work of the Parent Council</p> <p>To share updates with parents on restorative practices</p> |
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| | <p>perspective on a restorative approach to behaviour management as part of a review of our “Developing Positive Relationships and Behaviour” policy.</p> <p style="text-align: center;"><u>Collaborative learning and Improvement</u></p> <p>All teaching staff engage with professional development opportunities and work collaboratively with partners to improve outcomes for our learners.</p> <p>All teaching staff engage with collaborative professional learning activities linked to the School Improvement Plan e.g. outdoor education, digital technologies and Rights Respecting Schools. All staff reflect on this engagement and evaluate their practice to ensure learners, school and community needs are being met e.g. the use of accessibility tools recommended by CALL to support learners to access the curriculum.</p> <p>All pupils have opportunities to engage with the wider community of Heathhall with visits to local community e.g. Heathhall Forest, Lochthorn Library, Aviation Museum.</p> <p>All parents have opportunities to take part in activities where they can learn together with their child e.g. Sharing learning morning/afternoons in school, Learning Beyond the School day leaflet, which continues to build effective partnerships.</p> <p>Almost all teaching staff take on leadership roles working effectively with partners this improves opportunities for wider achievement for learners. e.g. digital leadership, gardening club, appointed person for first aid, various sports clubs, Rights Respecting schools Partnership is strengthening leadership with staff working outwards from Heathhall school at cluster level e.g. STEM ambassador, and South West Education Improvement Collaborative (SWEIC) Developing the Young Workforce, Champion for Sustainability & Global citizenship</p> <p style="text-align: center;"><u>Impact on Learners</u></p> <p>Volunteers are welcomed into the school. They support children in expanding their horizons by supporting classroom practice, school trips, community engagement and after school activities. As a result we are able to enhance the learning process of learners and contribute to the development of their skills for learning, work and life allowing them to contribute to further learning and access to the workplace.</p> | <p style="text-align: center;"><u>Collaborative learning and Improvement</u></p> <p>Investigate more opportunities for joint professional learning and share expertise so that we can learn with and from each other e.g. Activities where parents/children can learn together</p> <p>To provide more opportunities for Leadership at All levels within the school.</p> <p style="text-align: center;"><u>Impact on Learners</u></p> <p>Continue to develop all of our partnerships in the delivery of the curriculum to enhance the learning provision learners.</p> |
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| | <p>A number of volunteers have progressed to applying and being successful in employment within Heathhall and other education environments.</p> <p>The school benefits from a wide range of partner’s skills to support and enhance our delivery of the curriculum.</p> <p>Teaching staff work in partnership with learners and parents to report progress in learning. Meetings around the child contribute to the identification of strenghts and next steps. Parents, learners and teaching staff contributed to the format , name and organisation of Parent Pupil Teacher Talk Times . This has resulted in over 95% of families taking part in discussion about learning and enableing parents and children the guidance and support to raise attaimant and achievement.</p> <p>All staff work with parents and partners (SALT, EAL etc) to identify next steps which are relevant and individualized to each learner.</p> | |
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