East Ayrshire Council

Hillhead Primary School
Establishment Improvement Plan
2023/24

GROWTH · KINDNESS · PRIDE

School Improvement Plan	Hillhead Primary School
Head Teacher	Stephen Spooner
Date Submitted	Submitted to Head of Education on:
Session (Date when each year is written)	June 2023

| School's/Centre's Vision and Values | **Vision**-Our vision is to be an inclusive and inspiring environment for all children and adults as the heart of our community. A school where we are happy, nurtured, inspired and new futures are created.

Enactment statements for our values of kindness, growth and pride.
Kindness is helping and supporting those around us.
Growth is seeing the opportunities around you and striving to succeed.
Pride is valuing and taking care of ourselves, our school and community. |

In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.
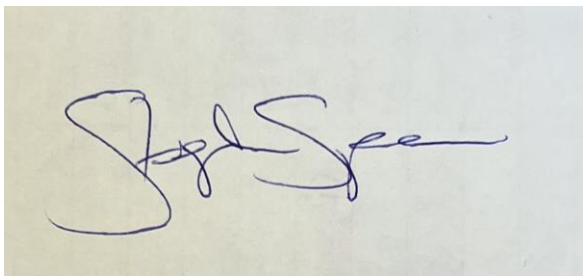
Consultation on improvement plan includes the following stakeholders:	Completed	Content of plan	Completed
Children and Young People	Yes	Takes account of strategic priorities outlined in the education authority's Annual Plan.	Yes
Parent Council and Forum	Yes	Takes account of the strategy for parental involvement under section 2 (4A)	Yes
Teachers, practitioners and ALL school/centre staff	Yes	An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	Yes
Volunteers/ Community partners	Yes	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	Yes
Local bodies representing teachers, staff, volunteers and any	Yes	Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for	Yes

parent bodies further associated to the school/centre.		improvement and in the improvement activities specified	
		HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	Yes
		There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	Yes

Head Teacher Signature:

Pupil and parental strategic involvement

For session 2023-24, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre	*For session 2023-24, please describe below how parents will be involved in decisions relating to the operation of the school/centre*

Children and people at Hillhead Primary School will be involved in decision making through:
 	
- Committees
  - Pupil Council
  - Rights Respecting Schools
  - Eco
  - Digital Leaders
  - Sports
  - Junior Road Safety
- Learning and Teaching Focus Groups using How Good is OUR School
- Assemblies
- House Leaders Meetings
- Daily informal conversations
- Buddies and mentors
- Health and Wellbeing questionnaire
	Parents and families will be involved in decisions relating to the operation of the school through:
	
	- Parent Council
	- Parent/Carer workshops-curriculum/nurture provision
	- Monthly Hillhead HUG Events (Hillhead Helps You Get)
	- Digital forms and surveys
	- Safer Schools Scotland App
	- Glow Blog
	- Parents Evening consultations
	- Daily informal discussions

| **Improvement Priority 1**
(Expressed as outcomes for learners) | **Whole School Learning and Teaching**
• Learners will experience consistent, high-quality teaching experiences across all areas of the curriculum
• Progress of learning will be supported, measured and tracked based on shared understanding of pedagogical approaches
• Opportunities to share good teaching practice across the school will be embedded

Raising Attainment in Literacy
• Learners will achieve increased levels of attainment within Reading, Writing and Listening & Talking
• Increased opportunities to read for enjoyment
• Learners will write with increased levels of accuracy and confidence

Raising Attainment in Numeracy
• Learners' attainment levels will increase within Numeracy and Maths | **Rationale for improvement priority based on evidence;**

Whole School Learning and Teaching
Our school has a culture and ethos which promotes a sense of safety, well-being and nurture. Significant progress in these areas have allowed us to create a climate where learners are able to engage in learning experiences with greater levels of focus, determination and confidence.
Building on this, self-evaluation and quality assurance data has indicated that there is an inconsistency in learning and teaching approaches being experienced by learners across the school. Our aim now is to identity a shared understanding of what high quality learning and teaching looks like, sounds like and feels like at Hillhead Primary School and effectively engage in professional learning to increase capacity and capability of all. |

NIF Priorities	NIF Driver	HGIOS/ HGIOSELCC QIs for self-evaluation
Improvement in attainment, particularly in literacy and numeracy	School leadership Teacher professionalism Curriculum and assessment School improvement	1.1,1.2, 2.2,2.3, 3.2

What actions are required to reach the desired outcome?	Who	When
Whole School Learning and Teaching • Through research and professional learning, develop a shared understanding of what high quality teaching is at Hillhead Primary School. A Lesson Evaluation Toolkit will then be created to ensure consistency of pedagogical approaches across the school through its use in planning and evaluation (ie self, peer, learning observations). Key sources of professional learning will include 'The Teaching Delusion' and 'EAC Planning, Learning, Teaching and Assessment' guidance.	HT and Development Group	Aug-June
• Promote opportunities for pupil voice (Article 12) through the quality assurance calendar to ensure pupils can share their views about their learning and contribute to the Lesson Evaluation Toolkit.	HT and DHT	Aug-June
• Engagement in Leaders of Learning Programme to enhance understanding and capabilities when differentiating learning, planning for assessment and robust use of data.	Leaders of Learning	
• Development of a 'Framework for Learning' to support practitioners (all roles) to ensure professional learning opportunities are relevant, accessible and have a positive impact on learning and teaching throughout the school.	Development Group	Aug-June
• Develop approaches to assessment with 'online floor books' to provide more robust information regarding the progress of learners.	Assessment Coord DHT	Oct-Dec
• In line with personal development targets, provide opportunities for Pupil Support Staff to develop abilities and skills when supporting learning through targeted support provided by Classroom Assistant Coach.		Sept-March
Raising Attainment in Literacy • Complete Writing audit and Self-Evaluation Tool to identify strengths and areas to develop. Appropriate professional learning opportunities will then be planned in response to audit in order to ensure confidence and consistency of approaches.	Literacy Lead, SAC Literacy Lead and whole staff team	Aug-Oct
• Whole staff to engage in East Ayrshire professional learning opportunities to support implementation of how to integrate all aspects of literacy across the week. This will encourage balance in coverage of curriculum.	Literacy Lead and whole staff team	Aug-June

• <mark>Collaborate</mark> to achieve shared understanding of assessment of writing through robust moderation and professional dialogue.	DHT and Raising Attainment CT	Aug-June
• <mark>Raising</mark> Attainment Programme to be further developed to provide targeted support to pupils throughout the school who are not on track to achieve expected level. Main focus of support will be within writing in stages P3-P7.	CT	
• <mark>Increase</mark> opportunities to read for enjoyment during the school day and at home		
Raising Attainment in Numeracy	Numeracy Lead	
• <mark>Continue</mark> to develop Multiplication Masters programme through implementation in P2 and P3 as they begin to explore multiplication. Additional levels of challenge will also be incorporated for those who have a sound knowledge.	Numeracy Lead	Aug-June
• <mark>Further</mark> develop integration of problem-solving approaches into regular Numeracy and Maths session through CLPL sessions	Numeracy Lead	Aug-June
• <mark>Coaching</mark>, modelling and team-teaching opportunities to ensure consistency of approaches with Number Talks, Active Numeracy Strategies and use of assessment.	Numeracy Lead	Aug-Dec
• <mark>Begin</mark> to collegially work alongside Numeracy Leaders from establishments within the Education Group to redevelop Maths Progression Frameworks.		Aug-June

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
• Investment in additional Class Teacher (approx. £40k for current financial year)	Raising Attainment Programme	HT	Aug 23 onwards
• Purchasing of professional learning materials i.e. 'The Teaching Delusion'. (approx. £200)	Shared understanding of theory	Development Group	Sept 23

• Additional Classroom assistant hours (approx. £10k for current financial year)	Targeted support for learners	HT	Aug 23 onwards

Evidence of impact against outcomes for learners. • Increased levels of attainment in Literacy and Numeracy across all stages in line with stretch aims agreed with class teachers during initial tracking and monitoring meeting. • Professional dialogue and data analysis during tracking and monitoring meetings. • Increased levels of motivation and engagement from learners measured through pupil focus groups and surveys. • Shared understanding from all stakeholders to what high quality learning and teaching is at Hillhead PS, which will be evident through learning visits from SLT and peers. Summary of findings will be issued to highlight examples of high quality learning and teaching.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

Improvement Priority *(Expressed as outcomes for learners)*	ECC to P1 Transition	**Rationale for improvement priority based on evidence;**

	• All pupils will have a positive start to their primary education through feeling safe, secure, understood and supported at Hillhead Primary School. **Interdisciplinary Learning** • Learners will have the opportunity to shape their learning across the entire curriculum through robust planning. • Learners will experience a broad range of learning experiences which provide appropriate levels of balance and support. **Attendance** • Attendance levels across the school will increase with a particular focus on families who are Care Experienced or who require extensive support. **Quality Assurance/ Teacher Judgements** • Learner's progress will be measured with increasing accuracy and consistency to ensure that appropriate supports can be implemented.	**ECC to P1 Transition** Increased numbers of pupils achieving Early Level indicates that pupils from all backgrounds have been able to make positive progress in P1. Feedback and observations suggest that extensive transition processes have been a key factor hence the continued expansion of the programme. **Interdisciplinary Learning** Monitoring, observation and professional dialogue have shown there are challenges regarding structure, progression and consistency when accessing the curriculum in a pupil led manner. **Attendance** Implementation of processes within SC5 have mostly been effective however increased focus is required to make sustainable improvements for particular families. **Quality Assurance/ Teacher Judgements** Increases in attainment, moderation activities and tracking and monitoring sessions have shown an increasing confidence in assessing progress and making professional judgement. Further work is required in this area as we begin to use the 3-point scale to track progress.
NIF Priorities Closing the attainment gap between the most and least disadvantaged children	**NIF Driver** School leadership Teacher professionalism Parent/carer involvement and engagement Curriculum and assessment Performance information	**HGIOS/HGIOSELCC QIs for self-evaluation** 1.1, 1.2, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2

What actions are required to reach the desired outcome?	Who	When

ECC to P1 Transition • ==Mini== Classroom Experience continuing to run weekly from Jan-Jun incorporating opportunities for families to be able to attend and participate. • ==Increased== opportunities for potential new families to visit school and meet key members of staff through tours and open evenings prior to January registration. • ==Visits== to Early Learning Childhood centres to deliver initial taster sessions and develop relationships with pupils.		Early Level Lead Early Level Lead Early Level Lead	Jan-June Sept-Dec Sept-Dec
Interdisciplinary Learning (IDL) • ==Establish== a IDL programme which promotes a broad coverage across the curriculum and offers opportunities for personalisation and depth of learning within all experiences and outcomes. • ==Develop== method of tracking coverage across the curriculum i.e. The CfE Machine. • ==Incorporate== the UNCRC into the IDL programme through meaningful and relevant links to the rights of the child. • ==Build== on existing resources to ensure that learning is well supported. This includes physical resources, visits to school from experts and excursions to relevant places.		Curriculum Development Group	Sept- Aug-
Attendance • ==Further== develop partnership with both Care Experience Funded (CEF) Home Link Worker and Education Group Home Link worker to support families to increase attendance. • ==Through== CEF Home Link Worker, introduce Parental Empowerment Programme with targeted families. • ==Staff== refresher on use of Standard Circular 5-The Promotion and Management of Attendance • ==Offer== opportunities to increase engagement and enthusiasm in learning through partnerships working with Home Link and Vibrant Communities.		HT, DHT and HLWs CE HLW HT	Aug-June Oct-Dec Sept
Quality Assurance/ Teacher Judgements • ==Provide== additional professional learning experiences to further enhance practitioner's ability to measure progress and provide appropriate supports following transition from 4-point scale to 3-point scale. • ==Further== establish in-house moderation processes with three opportunities for all staff to engage in professional dialogue throughout session. • ==Refresh== ongoing Quality Assurance processes across the school to provide greater alignment with tracking periods and existing in line with HGIOS4/HGIOS (YP).		HT Moderation Lead HT	Aug/Sept Aug-June Aug

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When

• Transition resources ie gym bags (approx. £300)	Develop sense of belonging	PT	Jan 24
• Excursions and learning experiences (approx. £10k for session)	Learning will be experienced in environment which is relevant and possibly normally inaccessible.	HT	Sept 23

Evidence of Impact against outcomes for learners.

- Further increase in pupils achieving Early Level.
- Increased numbers of P1s enrolling at Hillhead PS for session 2024/25.
- Planning and tracking will reflect progress across the curriculum.
- Increase in attendance figures.
- Increased understanding of achievement of a level shown through tracking and monitoring meetings.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

Improvement Priority *(Expressed as outcomes for learners)*	**Whole School Identity** • Learners and all our stakeholders will have further increased sense of pride and belonging in our school. **Rights Respecting Schools/Supporting Health and Wellbeing** • Learners will have a further increased understanding of their rights according to UNCRC • Learners will have an increased ability to manage and understand their wellbeing, with a particular focus on emotional wellbeing.	**Rationale for improvement priority based on evidence;** **Whole School Identity** Build on successful launch of our new school badge, where almost all respondents in a survey were positive about the new design, to promote positive image of school. **Rights Respecting Schools/Supporting Health and Wellbeing** Through a range of data sources, most learners have indicated that they feel safe, supported and that their rights are being met. However, following extensive

		development of RRS, NME, DDP and Nurturing approaches, practitioners and pupils have indicated that a focus on learning about how our emotional brains function would allow a greater understanding of how to provide support.
NIF Priorities Improvement in children and young people's health and wellbeing	**NIF Driver** School leadership Teacher professionalism School improvement	**HGIOS/HGIOSELCC QIs for self-evaluation** 1.3, 1.4, 2.1, 2.4, 3.1. 3.2

What actions are required to reach the desired outcome?	Who	When
Whole School Identity • Revisit vision of school in response to progress made in culture and ethos of school throughout last two sessions. • Following completion and launch of new school badge, promote identity, vision and values within school building, school grounds, in community and online. • Working alongside Parent Council, continue to promote Hillhead PS in the community through a range of out of hours and including community events.	HT and EAC Graphic Design HT and PC	Sept-Dec Aug-June
Rights Respecting Schools • Continue to embed the UNCRC in all practices throughout the school and further increase alignment with existing Whole School Nurture and Neurosequential Model in Education (NME) approaches in policy and practice. • Renew whole school charter to ensure relevance and reflection of school ethos and values as well as pupil views. • Engage in Rights Respecting Schools Gold accreditation visit.	DHT and whole staff team Oct 23 DHT and RRS steering group	Aug-June Aug 23
Supporting Health and Wellbeing • Introduce 'The Chimp Model' as a tool for pupils and adults to access the mind and build further understanding of neuroscience in a practical and relatable way. Learning opportunities for both the whole staff team and pupils will be delivered by Chimp Management. This build on previous learning undertaken with Whole School Nurture and NME.	HWB Group HT	Sept 23 Sept 23

	Who	When
• <mark>Provide</mark> opportunity for additional members of the Senior Leadership Team to engage in Dyadic Developmental Practice (DDP) CLPL in order to further capability and capacity to support learners and families who have experience traumatic events.	DHT	Sept-June
• <mark>Continue</mark> to work alongside Educational Psychologist to build sustainable models for DDP approaches and therapy sessions.	Assessment Coord	Sept-May
• <mark>Increase</mark> use of data collected from Glasgow Motivational Wellbeing Model and Wellbeing Webs to provide appropriate supports for learners and then measure impact.	DHT	Aug-June
• <mark>Continue</mark> to access timely targeted interventions at school level such as Nurture provision, Seasons for Growth and wider supports such as CAMHS, Children's First and The Exchange.	Nurture CT	Sept-May
• <mark>Further</mark> develop family involvement in Nurture provision through shared learning experiences both in and out with school.	HWB Group	Oct 23
• <mark style="background:red">After</mark> a successful pilot in classes, extend 'The Zones of Regulation' to other areas of the school including the playground and dinner hall.	HT/DHT	Sept 23
• <mark>Revise</mark> Relationships Policy to reflect ongoing work to align RRS, NME, DDP and other Health and Wellbeing approaches.		

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
• New signage promoting badge and values (approx. £1000)	Increased sense of pride in school	HT and EAC Graphics Department	Oct 23
• CLPL opportunities i.e. The Chimp Paradox and further DDP training for SLT (approx. £1500)	Shared understanding and approaches	HT/DHT	Sept 23

Evidence of Impact against outcomes for learners

- Pupils overall wellbeing improve and measured through observations, surveys, focus groups, TAC process
- Staff members' understanding evident through collegial training opportunities.
- Sense of pride of school in local community will increase and measured through feedback from surveys and dialogue at events.
- Hillhead Primary School will achieve Gold Rights Respecting school award

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

Improvement Priority (Expressed as outcomes for learners)	Digital Technologies • Learners will engage in leadership opportunities whilst developing knowledge about digital skills. • Learner's understanding of how to use technology safely and responsibly will increase. Employability Skills/World of Work • Learners will have an increased awareness of future destinations and develop a range of skills to support progress towards them.	Rationale for improvement priority based on evidence; Digital Technologies Observations and feedback have shown that learners and staff have access to a wide range of technology, both in and out of school, which is not used to its full potential. Support is also required to help learners navigate the digital world in a safe and responsible manner which does pose a risk to their wellbeing. Employability Skills/World of Work Our Committees programme has successfully exposed learners to a range of situations where they have developed leadership skills. Focus is now on application of skills in different contexts.

NIF Priorities	NIF Driver	HGIOS/HGIOSELCC QIs for self-evaluation
Improvement in employability skills and sustained, positive school leaver destinations	Curriculum and assessment School improvement	1.2, 2.2. 2.5, 3.3

What actions are required to reach the desired outcome?	Who	When
Digital Technologies • Through Digital Leaders and Media Committee, further utilise the Glow Blog, Safer Schools App and social media channels as a method of communicating and sharing learning with our wider school community. • Develop cyber resilience and Internet safety skills of learners and families. • Develop a robust and coherent pathway through the Technologies curriculum which provides appropriate pace and challenge whilst providing required appropriate learning opportunities for staff.	IT Coordinator Development Group	Aug-June Sept-Dec
Employability skills • Adapt structure of Committees programme to allow pupils to develop a wider range of skills whilst ensuring appropriate balance across curriculum. • Continue partnership with STEM ambassador to increase engagement in STEM related activities. • Create a variety of opportunities to raise attainment and achievement to improve sustainable positive destinations for pupils including incorporation of DYW in IDL programme. • Continue development of life skills through Todd's Triumphs wider achievements programme and committees as part of the school's work in promoting Articles 6 and 29.	PT PT Development Group DHT	Sept 23 Aug-June Sept-June Aug-June
Developing Young Workforce • To introduce Career Education Standards across all stages, through 'World of Work' week, highlighting associated career options. Re-establishing links with local businesses and community partners to enhance learning and teaching. Involve Parents/Carers in 'World of Work' week.	DHT	Jan 24

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
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Evidence of Impact against outcomes for learners

- Learners will have a shared understanding of importance of digital wellbeing and how be safe in a digital world.
- Families will increase capacity in supporting their children to be safe online.
- Application of skills in unfamiliar contexts will be observed and recorded.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Raising Attainment, particularly in Literacy and Numeracy	Closing the poverty related attainment gap
• Develop a shared understanding of what a high quality learning and teaching experience looks like, sounds like and feels like at Hillhead Primary School • To improve learners writing skills through a consistent approach to learning, teaching and assessment. • Increase motivation and confidence through increased opportunities to read for enjoyment.	• Continue to enhance transition opportunities for new Primary 1 pupils through extension of Mini Classroom Experience Programme. • Ensure learners are provided with pupil led opportunities to engage in a broad range of interdisciplinary learning experiences which are structured, planned and assessed. • Support families to increase attendance rates. • Develop framework which supports professional learning opportunities for all staff.
Ensuring the health and wellbeing of all young people	Increased in sustained positive destinations and employability skills
• Further promote our vision and values across our school and local community. • Work towards a Rights Respecting Schools Gold accreditation. • Develop a shared understanding of neuroscience and how to support emotional regulation through 'The Chimp Paradox'. • Utilise a range of approaches and interventions to support health and wellbeing of all.	• Enhance use of digital tools to communicate and share learning with families. • Develop progressive pathway to enhance digital skills. • Increase learner's ability to use technology in a way which keeps them safe and protects wellbeing. • Provide opportunities to experience the world of work.