



Hopeman Primary School

Standards and Quality Report: Review of Session 2024-2025

School Context and Overview

Hopeman Primary School is a rural non-denominational school with a roll of 144 pupils. We provide education to children from Primary 1 to Primary 7 in 7 classes. Our local catchment includes: the neighbouring villages of Cummingston and Duffus and we also welcome children from out with our catchment. Hopeman Primary School sits in a prestigious location within the heart of the village. It is a vibrant, achieving and welcoming school with Curriculum for Excellence at the heart of our education. Each child will have well-planned, active, engaging learning experiences based on sound pedagogical research. We aim to provide a broad, balanced experiential curriculum that meets the needs of our children and develops skills for learning, life and work.

Positive relationships are key and at Hopeman Primary School as we work with parents and partner agencies to get it right for every child. We have an active Parent Council and parental voice is sought regularly through questionnaires and focus groups. Parents are welcome in school and are regularly involved in reviews of their child's learning through parental events. We work closely with Lossiemouth ASG, Hopeman Community Council, Outfit Moray, The Exchange Counselling, Children 1st, Educational Psychologists, School Nursing, Wellbeing Co-ordinators, Gordonstoun, Dental Services, i-Sgoil and many other agencies who provide varied health related experiences during our annual Health Week.

In school we have a range of supports to meet children's needs including access to our 'green room', a calm space on both floors, 1 part time SFL teacher who also oversees interventions led by our classroom assistant, a dedicated military PSA, HSLW, and calm spaces in all of our classrooms.

We strive to deliver the curriculum across the four contexts of learning with the learner at the heart and leading positive changes. Together, through our Leaders of Change groups, we are working towards the Gold Rights Respecting School and Reading Schools awards.

Our Vision

Our vision at Hopeman Primary school is to use our unique village location, strong community links and high quality learning experiences to deliver a curriculum that enables our children to achieve excellence in the four capacities:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors







We want every child to play and learn in an environment where they are:

Safe
Healthy
Achieving
Nurtured
Active
Respected
Responsible
Included




Our Values

 <p>Respect We respect our rights and the rights of others. We respect property and the environment.</p>	 <p>Excellence We embrace learning and always try our best.</p>
 <p>Teamwork We can learn and play with others, taking on different roles.</p>	 <p>Responsibility We know our responsibilities and demonstrate them through our actions.</p>

Our Aims

Through our whole school charter children and adults have agreed that:

<p>Children will ...</p> <ul style="list-style-type: none"> - be ready for learning - keep themselves and others safe - show kindness to everyone 		<p>Adults will ...</p> <ul style="list-style-type: none"> - listen to all children - encourage and support - do what's best for all children
---	---	--



Hopeman Primary School

Standards and Quality Report: Review of Session 2024-2025

ACEL Data 23-24 & 24-25

	L&T		Reading		Writing		Literacy		Numeracy	
Year	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
P1	100%	90%	86%	90%	93%	90%	86%	90%	100%	85%
P4	95%	96%	74%	83%	68%	78%	68%	78%	84%	83%
P7	95%	89%	100%	94%	75%	89%	75%	89%	80%	94%

SNSA Data 24-25

	Reading/Literacy	Writing	Numeracy
P1 (Bands 3-5)	90%		90%
P4 (Bands 6-9)	100%	82%	95%
P7 (Bands 8-11)	77%	88%	88%

School Profile

Roll	Physical Capacity	Functional Capacity	Attendance	Exclusions	LAC	ASN Pupils	Service Pupils	SIMD profile	Staffing	Vacancies
144	277	235	94.4%	0	1 (3CE)	53 (37%)	27 (19%)	Range 4-10 Average 8-10	<u>Teaching Staff (FTE)</u> HT – 1 Sfl – 0.6 NQT – 1 Temp – 2.0 Perm – 5.08 <u>Support Staff</u> PSA – 6 Playground – 1	Classroom Assistant



Hopeman Primary School

Standards and Quality Report: Review of Session 2024-2025

Priority 1

Improve learning, teaching and assessment practices to raise attainment for all learners with a particular focus on writing

**Key links to
Moray Education
Priority Area(s):**

☒ Learning, Teaching and Assessment
☐ Empowering leadership at all Levels

☒ Curriculum
☒ Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
<input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input type="checkbox"/> School and ELC Leadership <input type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input checked="" type="checkbox"/> <u>P2</u> : Tackling child poverty <input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u> : Strengthening family support <input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<div> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 </div> <div> <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.6 <input type="checkbox"/> 2.7 </div> <div> <input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3 </div>

Progress and Impact

- All teaching staff have been trained in 'Explicitly Teaching Writing' and are using the tools to deliver consistent, progressive writing lessons across the stages. Through a central display of writing from the same genre, children can see what progression looks like as we use this standardised approach. All teachers report an increase in the quality of writing and pupils are producing more individual pieces of work. The heavily planned and scaffolded lessons have increased confidence in our reluctant writers. There has been an increase in attainment data for writing in P4 by 10% and P7 by 14% this session
- Termly moderation with colleagues from the Associated School Group (ASG) has ensured shared expectations and understanding of achievement of a level through assessing examples of writing from all schools against the benchmarks. Thus supporting transitions to high school as we can be confident that teacher judgement of achievement of second level is accurate. Attainment in writing for P7 has increased from 75% of children to 89% of children achieving second level.
- Links have been made between oracy skills and writing and almost all teachers ensure that discussion of writing is an integral part of every writing lesson, using a 'think it, say it, write it' approach. Most children are talking about their writing with confidence which allows the transfer to the written form more seamless. For some learners we have introduced sound clouds to allow them to record their thinking and play it back to support the writing process. This has shown an increase in confidence, especially for struggling writers in all classes.
- Additional laptops have been purchased to allow the use of technology to support struggling writers through the use of word banks on clicker 7 and word processing skills to share thinking and ideas. Reluctant writers in all classes are now making more progress in their writing through the use of this technology and structured writing approach.
- The HPS Phonics Progression has been embedded and is being used well. Progress is monitored by class teachers and the SFL teacher to ensure gaps have been identified and progress has been made through targeted intervention
- In P4-7 the implementation of 'Wrap Around Spelling' has resulted in growing confidence in spelling. Daily spelling activities provides recaps to support the children to remember the spelling rules, and the use of Sumdog spelling has motivated learners. The opportunity to stretch words provides open ended challenge



Hopeman Primary School

Standards and Quality Report: Review of Session 2024-2025

- All staff have continued to engage in Bruce Robertson's 'Power Up Your Pedagogy' with a focus on questioning, discussion, feedback, plenary and expectations. An agreed system for effective feedback including written and oral has been developed. Teachers are providing feedback through live marking sessions, improvements are being made in real time which is more meaningful to the children as they understand their next steps
- New termly updates have been shared with children and parents this session and these are being used to support learner conversations between the teachers and children to discuss strengths and next steps. This has supported children to understand what their learning is and how they can be successful with most children being able to identify an area for development.

Next Steps

- Continue to embed 'Explicitly Teaching Writing' and work with the ASG to agree shared learning intentions and success criteria to ensure consistency.
- Update the Literacy Policy in line with our new writing and spelling programme
- Share listening and talking progression and 'What listening and talking sounds like at Hopeman Primary' with all staff.
- Complete 'Single Word Spelling Test' assessment at the end of term to provide summative data to support teacher judgement.
- Develop more opportunities for children to lead their own learning in areas that interest them



Hopeman Primary School

Standards and Quality Report: Review of Session 2024-2025

Priority 2

Build leadership and skills development for all staff and pupils

Key links to Moray Education Priority Area(s):

- ☒ Learning, Teaching and Assessment
- ☒ Empowering leadership at all Levels

- ☒ Curriculum
- ☒ Closing the poverty related attainment gap

NIF Priorities:

- ☒ Placing human rights and needs of every child and young person at centre
- ☒ Improvement in children and young people's health and wellbeing
- ☒ Closing the attainment gap between the most and least disadvantaged children
- ☒ Improvement in skills and sustained, positive school leaver destinations for all young people
- ☒ Improvements in attainment, particularly in Literacy and Numeracy

NIF Drivers:

- ☒ School and ELC Leadership
- ☒ Teacher and practitioner professionalism
- ☐ Parent/carer involvement and engagement
- ☐ Curriculum and assessment
- ☒ School and ELC Improvement
- ☐ Performance Information

Children's Services Plan:

- ☒ P1: Overcoming challenges – disability, neurodiversity
- ☒ P2: Tackling child poverty
- ☐ P3: Improving CYP mental wellbeing
- ☒ P4: Strengthening family support
- ☐ P5: Improving CECYP outcomes

HGIOS?4 QIs:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | |
| <input checked="" type="checkbox"/> 1.2 | <input type="checkbox"/> 2.2 | |
| <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 2.3 | <input type="checkbox"/> 3.1 |
| <input checked="" type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input checked="" type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.5 | <input checked="" type="checkbox"/> 2.5 | <input checked="" type="checkbox"/> 3.3 |
| | <input type="checkbox"/> 2.6 | |
| | <input checked="" type="checkbox"/> 2.7 | |

Progress and Impact

- All teachers have taken leadership responsibility for a focussed area of the curriculum/pedagogy. Working groups are developing consistent approaches to learning and teaching across core areas of the curriculum (numeracy and literacy) which is supporting standardised expectations in these subject areas. .
- Learners in P5-7 have been developing leadership skills through planning and organising lunchtime clubs and new playground opportunities. A few children have organised an Arts and Crafts lunchtime club, basketball club and encouraged the purchase of golfing equipment and basketball hoops for the playground. Through 'Leaders of Change' almost all children have been discussing the skills being developed through the completion of their action plan. Most children are beginning to identify the skills being developed during different tasks.
- The meta-skills are visible in every classroom they are referred to during some lessons and every week at assembly. Pupil voice has shown that progress has been made in the understanding of the meta-skills and pupils are increasingly able to give examples of how they demonstrate these skills. There has been a shift in our red/amber/green rating system to show that skills are being talked about and understood by almost all learners.
- Outdoor learning spaces (P1 Garden) and playground are being developed and new resources have been bought/sourced to support the development of skills in a variety of environments. This has engaged children in play during break times and has resulted in less restorative conversations being held.
- A play rationale has been created and linked to skills development. This has ensured consistency across the P1-3 classrooms and children are motivated to play and learn indoors and out. Most children are able to reflect on the skills being developed within their play
- Opportunities for wider achievements are provided through Outfit Moray sessions, crochet club, after school drama club, taking part in the Moray Swim Competition, cross country, netball, basketball festival and Kwik Cricket festival. Wider achievements continue to be celebrated at assembly and recorded on the achievements wall.
- All Parents are signposted to after school clubs through Seesaw and a display has been created for the reception area to alert parents to what is available. Almost all children surveyed in our school take part in some kind of extra-curricular area



Hopeman Primary School

Standards and Quality Report: Review of Session 2024-2025

Next Steps

- Children will continue to identify skills being developed across the curriculum and self-evaluate against the meta-skills.
- Embed skills language in success criteria and profile relating to skills
- Create an effective way to track wider achievements and link achievements to skills at assembly
- Share play rationale with parents
- Develop play pedagogy across P1-4



Hopeman Primary School

Standards and Quality Report: Review of Session 2024-2025

Priority 3

Improve Learner Outcomes through engagement with the staged intervention process

**Key links to
Moray Education
Priority Area(s):**

☒ Learning, Teaching and Assessment
☐ Empowering leadership at all Levels

☒ Curriculum
☒ Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
<input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input checked="" type="checkbox"/> Parent/carers involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u> : Tackling child poverty <input checked="" type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u> : Strengthening family support <input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<div> <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7 </div> <div> <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 </div>

Progress and Impact

- All staff have engaged with mandatory training provided by the Moray Council, including: relationships, trauma informed practice, supporting neurodiversity, staged intervention and the Circle resource. This knowledge and understanding has been used to ensure learners are provided with learning environments and experiences which are tailored to meet their needs and to ensure the best possible progress from their individual starting points. Regular reviews of interventions has seen progress for all learners and next steps are identified termly
- Children have developed a strong classroom community through the use of regular circle times and solution orientated approaches have been applied across the stages to support children who struggle with friendships, loss and change through the delivery of programmes such as 'Circle of Friends' and 'Seasons for Growth'. The Glasgow Wellbeing Motivational Tool has shown that most children feel safe and that they have a sense of belonging
- The Support for Learning Teacher engages with parents to ensure parental voice is recorded in target setting and when updating IEPs and LPS documentation. Parents and carers are well informed and equipped to further support learning at home and are aware of strategies and tools that can support their children
- Progress and achievement meetings are held three times a year and data is used to plan interventions and provide challenge for children not on track or those who are exceeding. This planned differentiation ensures that all learners benefit from interventions which support their development
- The playground has been developed to support positive relationships and interactions. There has been a reduction in playground disagreements and children are developing skills as they navigate and share the new equipment. Children are coming into class ready to learn following positive playtimes
- Sensory sessions have been introduced twice daily to support the needs of some of our learners. Meeting the sensory needs of these learners supports them in being able to access their learning. Almost all children who attend sensory have benefited from this reset.
- Every class has spent time consider what equity looks like in our school, this supports the understanding that some children need different things to allow them to access their learning and fulfil their potential.



Hopeman Primary School

Standards and Quality Report: Review of Session 2024-2025

- An awareness of ADHD and Autism is being investigated by those learners who it affects to support them in understanding themselves as a learner and to help them advocate for themselves to allow us to meet their needs

Next Steps

- Group children in their sensory sessions depended on their sensory needs, as identified in their sensory profile
- Continue to work alongside the children to gather their voice and evaluate the classroom environment, routines and structures using the Circle resource
- As planned (for open afternoon), begin to educate parents about what equity looks like at HPS and about what different neurodivergent conditions can look like, sound like and feel like
- Share more information with the whole school about neurodiversity