



Context of the School

Hythehill Primary School and Nursery currently has a roll of 312 primary pupils and 40 nursery pupils and serves a varied catchment area from Lossiemouth and the rural areas to the south and west of the town. These children are transported to and from school using school transport – taxi and bus.

We are situated in a coastal town in Moray. We believe very much in utilising our unique location and encouraging outdoor learning across all ages and stages. The school comprises of 13 classes from Primary 1-7, a morning and afternoon nursery session and an Enhanced Provision Base with an Autism Accreditation certificate. The Senior Management Team consists of a Head Teacher and a Depute Head Teacher who has a teaching commitment of 0.5FTE and a PT ASfL. The Nursery is staffed by a Senior Nursery Nurse and a Nursery Nurse.



Our Vision Statement is '*High Hopes, Health and Happiness*'. This reflects the aims of the whole school. As a school community we want to provide a high quality, dynamic education which inspires us all to achieve our full potential and equips us with confidence and skills for a healthy, happy life. Our Vision Statement provides a strong sense of common purpose and underpins everything we do at Hythehill.

At Hythehill Primary School and Nursery we promote respect and success for everyone through fun, innovative and active child-centred learning. At Hythehill we SHINE, encouraging the values of Success, Honesty, Included, Nurtured and Excellence in all aspects of school life.

How well do young people learn and achieve?

We, as a whole school community, work hard to provide a welcoming, safe, informative and nurturing environment where children feel valued and listened to, and where it is understood that challenges and failures encountered are important learning opportunities.

We deliver a varied child-led curriculum which embraces the opportunities that Curriculum for Excellence offers. Lessons taught across all ages and stages focus the children on Learning Intentions and discussed Success Criteria enabling all to achieve within their working level. In the majority of classes, including Nursery, pupils are beginning to engage in meaningful dialogue about their learning and are given the opportunity to reflect and evaluate. We have introduced Talking/Thinking Floorbooks after training was undertaken by all teaching staff. They are used from Nursery to Primary 7. In these books, children are asked to identify the learning paths they would like to explore with an IDL (Inter-Disciplinary Learning) context, as well as their targets/ next steps. These are shared with parents at open afternoons and assemblies.



We promote independent thinking, creativity and resilience through the ongoing development of Growth Mindset. This allows our children to make choices and embrace change. In Primary 1 we have focused on developing firm foundations in Literacy with the introduction of the Jolly Phonics programme and the Jolly Readers scheme to support the learning and teaching of sounds. In Primary 2-7 the children have been introduced to Jolly Grammar to continue their development of spelling and reading strategies, as well as a further understanding of grammar, whilst applying it to various

learning and teaching situations.

Hythehill Primary and Nursery Standards and Quality Report 2015/16

To support these strategies Reciprocal reading skills have been introduced and embedded from Primary 4-7. This has had a positive impact on the children's reading skills in various learning and teaching situations, with increased engagement and independence.

Science and STEM opportunities have been a focus of development this year across all ages and stages. Staff worked together to complete Hythehill's first STEM week where all children participated in a range of learning experiences and worked alongside the RAF community to further develop their understanding of Science, Technology, Engineering and Mathematics with Learning, Life and Work.

There is a developing sense of school community where children, teachers, parents, multi-agencies and community volunteers work together productively through different learning experiences. This year we have been involved in STEM, Coastal Schools, Roots of Empathy and Nurture Groups, as well as general class activities and after-school clubs such as football, netball, kwik cricket and STEM club.



Children of all ages are encouraged to learn from each other through developing learning conversations as well as being given varied opportunities to 'buddy', help with paired reading/writing, assist in classes and nursery and participate in assemblies and whole school initiatives. All classes have led assemblies this year. Parents have been invited to these assemblies and to visit the class afterwards. The majority of these assemblies have focused on sharing whole school learning – GIRFEC, RRSA, Harvest, Remembrance, World Book Day, St Andrew's Day and Burns' Day. These assemblies have been very well received. Open Afternoons have also encouraged children to

share their learning with their parents.

The support for children with Additional/Exceptional Support Needs in the school is very good. Support Staff work closely with teaching/Additional Support for Learning staff, parents and multi-agencies to provide creative ways for individual pupils to access varied learning opportunities. Clear individualised targets are written as part of Individual Education Plans, regularly reviewed and next steps discussed. Parents are kept up-to-date through regular review meetings. There are very good links with the Educational Psychologist and also with various outside agencies to ensure GIRFEC and the Well-being indicators are prioritised. Throughout the year the children have been focusing on the Well-Being Indicators. These have been addressed to the whole school through a Primary 5 class assembly and individual class teaching.

Priorities for future developments

- Raising Attainment and Closing the Gap through consistent and meaningful tracking, moderation and assessment of individuals
- Ensuring consistency, progression and depth in all areas of Literacy from Nursery to Primary 7
- Develop a comprehensive Numeracy and Mathematics progression, including a strong focus on developing mental agility, skills and strategies
- Develop a Science programme
- Develop cohesive Learning Profiles and Learning Logs to include skills and encourage parental engagement.
- Develop 1+2 Languages
- Achieve Rights Respecting Schools Award (RRSA) and embed GIRFEC
- Develop Nurture areas in all classrooms

How well does the school support our children to develop and learn?



Teaching and Support staff work hard to develop positive relationships with pupils and their families. They know the children very well and are sensitive to their needs and individual circumstances. These positive relationships are essential to the learning and teaching in order to help children maximise the opportunities offered to them. All staff adhere to the Moray Council Child Protection Policy and undertake annual training.

Our children feel safe and also feel that their talents and abilities are nurtured through various experiences in and beyond the classroom.

We recognise the varied learning styles and needs of children and therefore offer a wide variety of learning experiences to encourage and promote confidence, resilience and independence no matter how you learn. We embrace opportunities to take part in initiatives delivered by external partners which impact on the Health and Wellbeing of our children e.g. Roots of Empathy, Coastal Schools, Theatre Groups and charity work.



We have strong partnership working with a large range of external groups – Early Years Education Support, Home/School Link Worker, Social Work, School Nurse, Road Safety Officer, Local churches, Police, MOD (Ministry of Defence) supporting individual and groups of children through various activities and LIAP processes. These partnerships have been enhanced through the developed understanding of GIRFEC.

Following the allocation of a successful bid to the MOD, we have trained staff to deliver Nurture Groups to identified children from Primary 2-7. Four Nurture Groups take place on a weekly basis. A room has been created which allows these children to explore a range of 'home' experiences with an opportunity to share their experiences and address their concerns within a secure environment.

Parents are kept informed about their children's learning and progress through various communication channels – homework diaries, termly class newsletters, monthly school newsletters, Parent Council Facebook page, annual reports, open afternoons and parents' evenings. These various forms of communication encourage parents to play an active role in their children's learning and allows them to see opportunities where they are able to offer the use of their talents and skills. Parents are invited to join us in a variety of activities e.g. Christmas/Easter church services, class assemblies, sports, trips etc. We also work hard to answer parental queries and address concerns as soon as we can. This year a pilot has been carried out in Primary 1. Primary 1 parents have been invited in every Friday afternoon to participate in a shared learning experience with the children. The main focus has been to support parents with the introduction of the Jolly Phonics programme and reading books.



We have begun to develop a stronger pupil voice, which allows pupils in the classroom environment to voice their ideas to promote the school within the local community. This year the Primary 7 pupils have led the way in changing the school uniform through writing powerful letters of persuasion which led to a full consultation with parents, pupils, staff and stakeholders. The new uniform will be launched in August 2016.

The school budget is used effectively to provide resources which support the learning and teaching. Priorities for spending are clearly linked to our improvement agenda.

Priorities for future development

- Develop pupil profiling – skills for learning, life and work, knowledge and self-evaluation.
- To engage parents in pupil learning through regular class visits and shared learning opportunities.
- Embed the new values of the school and the Positive Behaviour Policy
- Develop Outdoor Learning in relation to IDL (Inter-disciplinary Learning) and as a progression from Nursery to Primary 7
- Continue to develop effective learning and teaching across the school.
- Develop effective models of assessment and moderation across the school through AifL (Assessment is for Learning) strategies to support teacher observation, assessment and moderation.

How well does the school improve the quality of its work?

We know our school well and regularly review what we need to do for improvement. Most staff evaluate their own teaching and are continually seeking to develop learning and teaching strategies. They will seek advice from others and professional learning conversations take place both formally and informally. An ethos of collegiate decision making and distributive leadership is developing amongst all staff. Staff have been encouraged to look at areas of distributive leadership across the school and ASG that may suit their talents, expertise and interests.



All staff are committed to professional development and priorities have been identified through annual PRD (Professional Review and Development) and ERDP. This year staff have collectively used the CPD (Continued Professional Development) Gateway management system to record their professional development and create a record of their professional update. This year staff have collectively worked together on 1+2 Languages. All pupils



from Primary 1-7 have been taught the French programme as outlined by Education Scotland. Staff have also undertaken further science and STEM training. Staff attended a number of CPD sessions and successfully delivered a range of stimulating challenges during the recent STEM week. Staff have continued to undertake individual professional development, to enhance their own classroom practice.

The school is developing tracking to collate Primary 1 PIPS and Primary 3 and Primary 6 INCAS results to inform future planning and provision for individual pupils. Teacher planning is regularly evaluated and monitored to ensure that the curriculum is differentiated and planning is responsive to pupils' needs at any given time. Procedures are in place to monitor and evaluate the quality of learning and teaching. These include a planned programme of classroom learning visits focusing on curricular areas and face to face learning discussion with pupils.

Increased communication between staff has led to developing an effective teamwork. All teaching staff have been involved in working groups moving forward identified priorities in the SSIP (School Strategic Improvement Plan). A few staff have played key roles in developing whole school initiatives such as Eco school, development of the school website, application for Autism Re-accreditation, development of Science and promoting Outdoor Education.

Priorities for future development

- Engage parents and pupils more in the self-evaluation process
- Review and update the school self-evaluation process
- Develop effective tracking, assessment and moderation
- Increase distributive leadership amongst staff