



PART ONE – Standards and Quality Report

School: Hilton Primary School

Head Teacher: Lynda Banks

Date submitted: June 2018

Context of the school:

Hilton Primary School is a non-denominational school serving the community of Hilton, to the east of Inverness. The school is part of the Inverness Royal Academy Associated Schools group.

This session the school roll is 341 pupils with an additional 83 in our Early Learning and Childcare Centre. There have been 14 classes this session. Our Senior Leadership Team consists of an Acting Head Teacher, a Depute Head, 3 Principal Teachers (1 full-time/2 part-time) and a Childcare Manager.

The current Acting Head Teacher has been in post since January 2018. Before this the Depute Head was Acting Head Teacher from November 2016 to January 2018, with a PT being the Acting Depute Head during this period.

There is a large staff team at Hilton due to the high number of part-time contracts and ASN needs within the school. The staff demonstrate strong collegiality, team work and commitment to improving outcomes for learners. Currently there are 20 teachers, 4 Additional Support Needs teachers (1 fulltime and 3 part time), 20 Pupil Support Assistants and an Early Learning and Childcare team of 14. From August 2018, we are in the fortunate position of having an Early Years Graduate (Scottish Government initiative) in Our Early Learning and Childcare, along with a Modern Apprentice.

The Parent Council, Hilton Primary Parents and Friends, is actively involved in the life of the school and continue to offer a very high level of commitment and support. Community links are strong and the school is valued for its welcoming open door culture. There is a Breakfast Club and Out of School Club, providing wrap around care from 8am – 6pm. The school covers a mixed diverse catchment area, catering for families from a variety of socio-economic backgrounds. The current free school meal entitlement is 19%.

School Vision, Values and Aims:

At Hilton Primary School, our children, teachers, support staff, parents and community believe that:

‘Teamwork makes the dream work, together we grow!’

Our core values define and shape our school. At Hilton Primary we want our children, teachers, support staff, parents and community to feel:

Valued Nurtured Respected and Included

Our promotional video *“We are Hilton Primary”* which we have shared through events and our new school blog – explains what our values look like to us. Please find the link at: <https://hiltonps.wordpress.com/>

Our school values are currently being reviewed, with the whole school community being involved in this process. Our update values will be in place and shared from August 2018 and will be embedded into our school/ELC ethos.

We –

are inclusive, work well as a team, maintain a great ethos, listen and respect each other, are hardworking and go the extra mile, are always friendly and approachable, are child-centred, are committed to parental involvement, care about children and families, have happy children, provide a breadth of exciting learning opportunities, are committed to high standards of teaching, are willing to be flexible and try new things.

Our vision and aims are to be reviewed in 2018-19.



Hilton Primary School

Summary of Improvement Report/Plan engagement process:

Participants	Engagement details
Teachers and other staff	<p>See self evaluation calendar for cycle</p> <ul style="list-style-type: none"> ➤ Collegiate meetings on SIP ➤ whole staff session on self-evaluation of different Quality Indicators (February Inset) ➤ Leadership Team Evaluations ➤ PSA feedback ➤ ELC Self Evaluations
Parents/Carer	<ul style="list-style-type: none"> ➤ feedback from HPPF meetings ➤ questionnaires ➤ opportunities to respond (by email, telephone, meetings) ➤ Information gathering at open afternoons and parent/carers sessions
Pupils	<ul style="list-style-type: none"> ➤ monthly Pupil Council meetings – feedback is gathered prior from classes/information shared after with classes ➤ pupil discussions with HT/DHT
Volunteers working in school (such as parents taking after-school activities, 3rd sector engagement etc.)	<ul style="list-style-type: none"> ➤ informal information gathering with students ➤ discussions with volunteers
Other partners	<ul style="list-style-type: none"> ➤ evaluations with speech and Language Therapist ➤ gathering wider views Education Psychologist, Primary Mental Health Worker, Children’s Service Worker and Practice Leads
Associated Schools Group	<ul style="list-style-type: none"> ➤ monthly ASG meetings and discussion

Full details of engagement activities can be found in the school’s self-evaluation records.

What have we done to close the attainment gap?

We have upskilled our Early level staff by training our P1 teachers in Emerging Literacy.

Developed and embedded 4 Listening and Talking key messages to support children's oral development.

Created The Hive, our nurture room (Pupil Equity Fund spend) and identified group sessions to develop individual pupil's social skills and interactions, and beginning to target basic skills learning and reinforcement through raising self-esteem.

Collegiate sessions.

Moderation of Big Writing across stages.

Counselling provided for identified children.

P1 teacher in ELC one day per week since Jan 2018 to support high quality learning experiences.

What have we done to improve attainment, particularly in literacy and numeracy?

Raising Attainment Through Talking and Listening (2016 – ongoing)

Children's listening and talking skills are foundational for literacy, learning and communication. The most important factor for children's oral development is the quality of adult: child interaction. To support the 'Before Words' Project (pre-birth and baby years) and the 'Words Up' project (Early Level), we wanted to build on this in P2-P7 to ensure all learners could communicate well.

In 2016-17 session, data was gathered on three language skills for learners in P2, P4 and P6. The results across all three subtests were poor, with most falling on or around the bottom of the average range.

To help narrow the gap between the most and least disadvantaged children, Speech and Language Therapists, worked with us through practitioner led enquiry to identify and explore what key messages were needed to support adult: child interaction for First and Second Levels. Evaluation showed that the 4 key messages to support adult: child interaction are: 1. use gesture 2. repetition 3. give thinking time 4. be careful with questioning

Throughout 2017- 18 these key messages have been embedded in all classes, with both teachers and Pupil Support Assistants using these messages to support children's oral development.

Developed the Emerging Literacy programme within P1

In partnership with Numeracy Development Officer developed calendar for baseline assessments within numeracy for the whole school and Numicon resources purchased to support the learning and teaching of Numeracy across the whole school and ELC (Pupil Equity Fund spend).

Diagnostic assessments in Numeracy are noting progress in numeracy attainment

Teaching staff involved with Speech and Language Therapists (Pupil Equity Fund spend) in planning learning in Listening and Talking frameworks, with learning activities planned to support the framework

PSAs also involved in training to support interaction within the classroom and the wider school

ELC staff trained in Words Up project

Some progress in reading, writing and numeracy assessment data, and this will continue to be a focus into the next session.

Numeracy training for all staff.

What have we done to improve children and young people's health and wellbeing?

We run a Breakfast Club by Pupil Support Assistants (PSAs), available from 0830 Monday – Friday.

We have a dedicated counsellor from Crossreach working with individuals to better support their needs.

We provide numerous activities in our playground, supported by our team of PSAs which vary from term to term.

During and After school clubs, which include basketball, hockey, curling, football and shinty.

We had a Sports and Health Week across school and ELC in Term 4 involving partners and school community.

Use of gardening/outdoor area to target specific pupils in raising self esteem and skills, led by PSA.

Reintroduced P7 Residential trip to Fairburn, which was a great success.

Breakfast Boogie

Provide children opportunities to enter school, local and national sporting competitions.

Opened The Hive nurture room.

Effective partnerships.

What have we done to improve employability skills and help our children and young people achieve sustained, positive school leaver destinations?

P7 visited My World of Work

P7 focussed on Equality and Diversity in the workplace

P3 class visited STEM at UHI

Skills linked within Interdisciplinary Learning (IDL)

Visitors to ELC to talk about jobs/careers

Our overall evaluation of the school's capacity for continuous improvement:

- * We are confident in our capacity for continuous improvement
- * We have some concerns about our capacity for continuous improvement

Comment:

We are confident in our capacity for continuous improvement but realise that there needs to be a continued focus on raising attainment in Literacy and Numeracy.

QI 1.1 Self-evaluation for self-improvement	How would we evaluate this QI using the <i>HGIOS?4/HGIOELC</i> six-point scale? Choose <i>one</i> evaluation from the six options.		Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Weak <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>
	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?	How do we know? What evidence do we have of positive impact on our learners?	What could we do now? What actions would move us forward?
THEMES (<i>HGIOS?4</i>) <ul style="list-style-type: none"> <i>Collaborative approaches to self-evaluation</i> <i>Analysis and evaluation of intelligence and data</i> <i>Ensuring impact on learners' successes and achievements</i> 	<p>Staff work effectively as a team. There is a strong ethos of sharing practice and of peer support.</p> <p>All staff involved in the self-evaluation of school/ELC strengths and in identifying areas for improvement.</p> <p>Our staff team are clear about the strengths and improvement needs of the school, class and individual pupils they work with.</p>	<p>Collegiate sessions for teaching staff Regular PSA/EYP meetings Regular ASN teacher meetings with Senior Management Team</p> <p>Planned Inset Days</p> <p>School improvements identified, discussed and shared.</p> <p>Staff discuss data and are beginning to share assessment standards.</p>	<p>More meaningful involvement of pupils, parents and partners to identify and evaluate improvements.</p> <p>Ensure the whole school community has a clear, shared understanding of the strengths and improvement needs of the school.</p> <p>Develop whole school tracking system, which clearly tracks children's progress throughout their school years</p>
THEMES (<i>HGIOELC?</i>) <ul style="list-style-type: none"> <i>Collaborative approaches to self-evaluation</i> <i>Evidence-based improvement</i> <i>Ensuring impact of success for children and families</i> 	<p>Staff are becoming increasingly confident in their judgements about children's progress through analysing data and in dialogue with stage partners.</p> <p>Research and professional dialogue has supported whole school approaches to Listening and Talking.</p> <p>Work closely with families to achieve success.</p>	<p>Opportunities for staff to discuss moderation at P1, P4, P7.</p> <p>Working with Speech and Language to embed key messages across the school and ELC and develop Listening and Talking progressions.</p> <p>Parental feedback from parent sessions, parental comments on Child's Plan.</p>	<p>Improved analysis and evaluation of data, which will in turn have an impact on children's progress.</p> <p>Pupils to engage with How Good is OUR school to support learner participation in self-evaluation and school improvement</p>

QI 1.3 Leadership of change	How would we evaluate this QI using the <i>HGIOS?4/HGIOELC</i> six-point scale?		Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Weak <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>
	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?	How do we know? What evidence do we have of positive impact on our learners?	What could we do now? What actions would move us forward?
<p>THEMES (<i>HGIOS?4</i>)</p> <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change</i> <p>THEMES (<i>HGIOELC?</i>)</p> <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the ELC setting and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change</i> 	<p>Whole school community involved currently in reviewing school values.</p> <p>All staff are committed to ensure that we achieve the highest possible standards and success for all learners.</p> <p>Leadership opportunities are provided at some levels.</p> <p>More focus has been given to ELC, with planning adapted to suit the needs of the centre. P1 teacher has been spent dedicated time in ELC to model interactions and support and up skill Early Years Practitioners.</p>	<p>Whole school community surveyed regarding values.</p> <p>Learning visits are reflected on, discussed and feedback given and acted upon.</p> <p>Professional Development Reviews for teachers and Annual Reviews for all other staff.</p> <p>After school clubs run by teachers.</p> <p>PSAs leading garden and outdoor activities in playground.</p> <p>P1 teacher involved in modelling good practice in ELC.</p>	<p>Once values are agreed, these will be shared and embedded with the whole school community and be a focus of daily life at Hilton Primary.</p> <p>Whole school community to be involved in reviewing vision and aims.</p> <p>Provide more leadership opportunities for pupils across all stages and increase pupil participation.</p> <p>Curriculum Rationale is being updated by school staff and pupils and will be shared with the whole school community.</p>

QI 2.3 Learning, Teaching and Assessment	How would we evaluate this QI using the <i>HGIOS?4/HGIOELC</i> six-point scale?		
	Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Weak <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>		
	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?	How do we know? What evidence do we have of positive impact on our learners?	What could we do now? What actions would move us forward?
THEMES (<i>HGIOS?4</i>) <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring</i> 	<p>Working in partnership, we maintain a positive ethos and culture throughout our school and ELC.</p> <p>Across the school, staff share suitable learning intentions with children, as well as the purpose of learning with real life contexts.</p> <p>Staff use a variety of assessments, formative and summative to plan next steps for learners.</p>	<p>Our learners report they feel welcomed, valued and safe at school. Learners are engaged in their learning.</p> <p>Most learners consistently demonstrate positive behaviour.</p> <p>Most of our learners are willing and able to discuss their learning.</p> <p>Standardised assessments, variety of formative assessments.</p>	<p>Further challenge more able learners by providing meaningful learning opportunities which would further develop skills for learning, life and work.</p> <p>Embedding learning conversations to help all our children become more independent, helping them to understand their next steps in learning in order for them to make progress.</p> <p>Key Assessment Tasks, to assess children's' knowledge and understanding as well as their ability to apply learning in different contexts, need to be developed across the whole school.</p> <p>Whole school and stage overview of what assessment looks like in our school and shared with children and parents/carers.</p> <p>Develop whole school tracking system to track and monitor children's progress in Literacy, Numeracy and Health and Well Being and achievements.</p>
THEMES (<i>HGIOELC?</i>) <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of interactions</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring</i> 	<p>We share planning across stages and work together to plan for assessment in some areas.</p> <p>Learners' achievements in and out of school are recognised and shared</p>	<p>Child's Plans and IEP documents reflect progress being made and new appropriate targets set in dialogue with pupils, parents and partner agencies.</p> <p>Learners are motivated and confident to talk about achievements. Parents/carers share out of school achievements. Achievements shared on our new school blog, assemblies, newsletters.</p>	

QI 3.1 Ensuring wellbeing, equality and inclusion	How would we evaluate this QI using the <i>HGIOS?4/HGIOELC</i> six-point scale?		Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Weak <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>
	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?	How do we know? What evidence do we have of positive impact on our learners?	What could we do now? What actions would move us forward?
<p>THEMES (<i>HGIOS?4</i>)</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> <p>THEMES (<i>HGIOELC?</i>)</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>Our learners are listened to and feel safe and involved in our school community. They have opportunities to contribute to plans or interventions that involve them.</p> <p>We adopt an inclusive approach and work well with our partners and families to ensure we meet the needs of all learners.</p> <p>All staff model a sensitive, welcoming, supportive approach to all learners which helps contribute to their wellbeing.</p> <p>We use the outdoor environment to support planned and adhoc learning opportunities.</p> <p>Our learners respond positively to adults and peers and are able to demonstrate positive behaviour. Learners are well supported by the staff, who model and provide strategies to encourage cooperation, communication and respect. Opened The Hive dedicated Nurture room. Partner agencies used effectively. After school activities.</p>	<p>Our Stage 1 forms, Child's Plans, IEPs and class consultation notes show targeted interventions to ensure that the wellbeing of learners is planned for and regularly reviewed.</p> <p>We identify children for The Hive, complete profiles, monitor progress and impact.</p> <p>Emotional check ins with targeted individuals.</p> <p>Success is celebrated regularly through reward services where children are praised and rewarded and achievement is recognised. These successes are shared with parents/carers and the wider community on our blog, Twitter and Facebook pages.</p> <p>Our attendance rates remain high as learners want to be in school. Those who are at risk of missing out/on part time education are supported with detailed sensitive transitions to ensure they are comfortable, familiar with steps being taken to increase attendance.</p>	<p>Introduce Relax Kids throughout the school/ELC.</p> <p>Become a Rights Respecting School</p> <p>Create an Outdoor Learning framework with a clear skills development.</p> <p>Develop our curriculum to ensure equality and diversity continues to be promoted, discrimination is eliminated and racism continues to be challenged.</p> <p>Further develop the outdoor learning opportunities within ELC.</p> <p>Further develop nurture within The Hive and ensure impact is measured.</p> <p>Continue to develop partnerships with Child Smile, Health Visitors, Community Police, Transport Police, etc as well as in local community.</p> <p>Develop intergenerational opportunities across the school/ELC.</p>

QI 3.2 Raising attainment and achievement, Ensuring children's progress	How would we evaluate this QI using the <i>HGIOS?4/HGIOELC</i> six-point scale?		Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Weak <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>
	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?	How do we know? What evidence do we have of positive impact on our learners?	What could we do now? What actions would move us forward?
<p>THEMES (HGIOS?4)</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <p>THEMES (HGIOELC?)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>Overtime we are improving attainment for the majority of learners.</p> <p>Focussed interventions</p> <p>We work closely within our GIRFEC partners to ensure barriers to learning are removed/reduced and addressed.</p> <p>Our staff are solution focussed.</p> <p>Our learners have opportunities to develop the 4 capacities through planned learning opportunities within the 4 contexts of learning.</p> <p>We provide a specific nurturing base for some learners.</p>	<p>In Literacy</p> <ul style="list-style-type: none"> • the P1 performance has been consistent over the past 3 years and in line with Highland and Scottish averages. • The P4 attainment has been steady over the last 3 years. • The P7 attainment levels although below Highland and Scottish averages, have increased this year. <p>In Numeracy</p> <ul style="list-style-type: none"> • The P1 attainment is in line with Highland averages and just below national averages. • In P4 attainment has fallen slightly this year. • P7 attainment levels have increased over the last 3 years and are in line with Highland averages. <p>(Based on Achievement of a Level Data submitted to Scottish Government over last 3 years)</p>	<p>Clear, agreed, progression frameworks to allow teachers to plan meaningful learning experiences and to help plan for progression in place for 2018-19.</p> <p>Identify further appropriate interventions to improve attainment in Literacy and Numeracy.</p> <p>Continue termly attainment meetings with class teachers.</p> <p>Close monitoring of data to ensure progression.</p> <p>Track learners' achievements in learners' profiles.</p> <p>Whole school tracking system in place to track individual progress in SPP/CfE levels.</p>

QI 3.2 Raising attainment and achievement, Ensuring children's progress	How would we evaluate this QI using the <i>HGIOS?4/HGIOELC</i> six-point scale?		Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Weak <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>
THEMES (HGIOS?4) <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> THEMES (HGIOELC?) <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?	How do we know? What evidence do we have of positive impact on our learners?	What could we do now? What actions would move us forward?
	<p>between ELC and P1/new starts into ELC. Over time we are improving attainment for the majority of learners. Learners' mental, emotional, social and physical needs are taken very good account of when planning transitions. Focused interventions.</p> <p>We work closely within our GIRFEC partners to ensure barriers to learning are removed/reduced and addressed. Effective arrangements in place to involve families and relevant agencies in designing transitions for those requiring additional support. Our staff are solution focussed.</p> <p>Well planned programme of transition in place for all learners. Our learners have opportunities to develop the 4 capacities through planned learning opportunities within the 7 contexts of learning. We work collaboratively across our learning community to ensure effective information sharing about learners' progress and needs. We provide a specific nurturing base for some learners.</p> <p>Shared approaches to record keeping and passing on information.</p>	<p>In Literacy and shared (through various communication methods) with parents/carers for ELC transitions and into P1, and in line with Highland and Scottish averages.</p> <p>The P1 attainment has been steady over the last 3 years. The P7 attainment levels although below Highland and Scottish averages, have increased this year.</p> <p>Partnership with attainment has been steady over the last 3 years. The P7 attainment levels although below Highland and Scottish averages, have increased this year.</p> <p>Planned learning opportunities for all learners. Well planned programme of transition in place for all learners. Our learners have opportunities to develop the 4 capacities through planned learning opportunities within the 7 contexts of learning. We work collaboratively across our learning community to ensure effective information sharing about learners' progress and needs. We provide a specific nurturing base for some learners.</p> <p>Shared approaches to record keeping and passing on information.</p> <p>(Based on Achievement of a Level Data submitted to Scottish Government over last 3 years)</p>	<p>parents/carers early October to gain views about ELC/P1 transition and new start/ELC transition information to allow teachers to plan meaningful learning experiences and to help plan for progression in place for 2018-19. In conjunction with the IRA, gather feedback from P7 leavers and parents/carers.</p> <p>Identify further appropriate interventions to improve attainment in Literacy and Numeracy. Actively involve and engage learners and parents/carers in transitions at all stages of learning. Continue termly attainment meetings with class teachers. With our improved tracking, monitoring and profiling, learners will be better able to identify their strengths and next steps in their learning.</p> <p>Build on ASG partnerships to develop Track learners' achievements in shared understanding of progress in learners' profiles.</p> <p>Profiling to be developed across whole school tracking system in place, school/ELC in partnership with learners, staff and parents/carers to track individual progress in SPP/CfE levels.</p>

ADDITIONAL QI 2.6 Transitions	How would we evaluate this QI using the <i>HGIOS?4/HGIOELC</i> six-point scale?		Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Weak <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>
	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?	How do we know? What evidence do we have of positive impact on our learners?	What could we do now? What actions would move us forward?
THEMES	<p>Continually improving transitions between ELC and P1/new starts into ELC</p> <p>Learners' mental, emotional, social and physical needs are taken very good account of when planning transitions.</p> <p>Effective arrangements in place to involve families and relevant agencies in designing transitions for those requiring additional support.</p> <p>Well planned programme of transition in place for all learners.</p> <p>We work collaboratively across our learning community to ensure effective information sharing about learners' progress and needs.</p> <p>Shared approaches to record keeping and passing on information.</p>	<p>More events/opportunities explicitly timetabled and shared (through various communication methods) with parents/carers for ELC transitions and into P1.</p> <p>Partnership with Inverness Royal Academy, partner centres and other primary schools.</p> <p>Planned transition meetings for teaching staff, Additional Support Need teachers and PSAs, involving the sharing of relevant information regarding children's needs and progress.</p> <p>Parents/carers involved in transition meetings when appropriate.</p>	<p>Questionnaire to be issued to parents/carers early October to gain views about ELC/P1 transition and new start/ELC transition to inform future practice.</p> <p>In conjunction with the IRA, gather feedback from P7 leavers and parents/carers.</p> <p>Involve parents/carers in planning transition events.</p> <p>Actively involve and engage learners and parents/carers in transitions at all stages of learning.</p> <p>With our improved tracking, monitoring and profiling, learners will be better able to identify their strengths and next steps in their learning.</p> <p>Build on ASG partnerships to develop shared understanding of progress in learning across levels.</p> <p>Profiling to be developed across school/ELC in partnership with learners, staff and parents/carers</p>

QI 2.2 Curriculum: Theme 3 Learning Pathways (HGIOS?4) Learning and Development Pathways (HGIOELC?)	How are we doing? What's working well for our learners? What are the features of effective practice in our school/ELC setting?	How do we know? What evidence do we have of positive impact on our learners?	What could we do now? What actions would move us forward?
 <p>The Highland Council Comhairle na Gàidhealtachd</p>	<p>Teaching staff build on prior learning and plan progressively for all learners in key subject areas based on Experiences and Outcomes.</p> <p>Early Years Practitioners have a flexible and responsive approach to planning to ensure the curriculum is matched to the stages of learners' development.</p> <p>Learners who require further/additional support are planned for appropriately to ensure prior learning is built on.</p> <p>All staff take responsibility for developing Literacy, Numeracy and Health and Well being.</p>	<p>Programmes in place to support progressive learning in Literacy, Numeracy, Science and other curriculum areas.</p> <p>Interdisciplinary Learning 3-year rolling programme incorporating Social Studies, RME, Technologies and Expressive Arts, ensuring breadth of learning over a level.</p> <p>Child's Plans and Individualised Educational Programme (IEP) are used effectively to ensure progress for learners.</p>	<p>Develop a clear skills framework to ensure clear coverage and depth of skills for learning, life and work from early – second level.</p> <p>Curriculum Rationale to be updated with pupils, staff and parents and shared.</p> <p>Develop Outdoor Learning to ensure progression for all learners.</p> <p>Develop digital literacy across all stages.</p> <p>Interactive Whiteboards to be installed in all classrooms/ELC to further support practitioners deliver a flexible curriculum. Chrome books to be introduced in 2019 (dependent upon Highland Council)</p>

QI 2.7 Partnerships – theme 3 Impact on Learners (HGIOS?4) Impact on Children and Families (HGIOELC?)	How are we doing? What’s working well for our learners? What are the features of effective practice in our school/ELC setting?	How do we know? What evidence do we have of positive impact on our learners?	What could we do now? What actions would move us forward?
<p>NB – This theme does not need to be evaluated using the six point scale. Remember to focus on parental involvement.</p>	<p>Parents/carers involved in some aspects of school/ELC .</p> <p>Strong relationships with our partner agencies and work together effectively to support learners and their families.</p> <p>Supportive Parent Council (Hilton Primary Parents and Friends/HPPF).</p> <p>Some classes visit STEM at UHI, and P7 classes involved in My World of Work.</p>	<p>Positive parent/carers feedback</p> <p>Effective communication between all partners with strong involvement to ensure the best possible outcomes for learners.</p> <p>HPPF organise many events and work closely together with us a team for the benefit for all learners.</p>	<p>Provide further opportunities to increase parental engagement in their child’s learning and all aspects of school life.</p> <p>Early Years Graduate to build on family learning and parental engagement in ELC.</p> <p>Ensure updated school values are shared with all partners.</p> <p>Provide more opportunities for learners and staff to work with others to contribute effectively to the local community as active citizens.</p>

PART TWO – School Improvement Plan

Improvement Priority Title	Relevant QI(s) and Theme(s)
1. Monitoring, Tracking and Assessment	1.1 Self-Evaluation for Self-improvement 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement
2. Profiling	2.7 Partnerships 3.2 Raising Attainment and Achievement
3. Digital Literacy	1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.3 Creativity & Employability
4. Pupil Participation	3.1 Ensuring Wellbeing, equality and Inclusion 3.2 Raising Attainment and Achievement

APPENDIX 2: Glossary of terms

Attainment	The measurable progress which children and young people make as they progress through and beyond school. This progress is in relation to curriculum areas and in the development of skills for learning, life and work.
Achievement	The totality of skills and attributes embedded within the four capacities of <i>Curriculum for Excellence</i> and developed across the curriculum in school and through learning in other contexts.
Creativity	The process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities.
Closing the attainment gap	Working to reduce the gap in progress, attainment and achievement between those living in Scotland's least and most disadvantaged homes. Many children and young people from lower-income households do significantly worse at all levels of the education system than those from better-off homes.
Disadvantage	This is a term used to describe the extent to which children experience socio-economic barriers to their progress. It is commonly measured using the Scottish Index of Multiple Deprivation (SIMD), which was used to determine which schools received Scottish Attainment Challenge funding, or by considering Free School Meal entitlement, which was used to calculate Pupil Equity Funding allocations.
Equity	Treating people fairly, but not necessarily treating people the same. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all our young people are well supported to secure wellbeing, skills for learning, life and work and the best possible post-school destination.
Family learning	This is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage. Engagement with families is going to be crucial in addressing the equity gap.
Partners	Partners include all individuals or organisations that deliver learning and contribute to the life and work of the school. These may include CLD services, colleges, universities, employers, third sector, community organisations, and libraries. GIRFEC partners are the professional partners you work with who help you to address the GIRFEC agenda (e.g. Educational Psychology service, CSWs, Speech and Language Therapy and so on.)
Pupil Equity Funding	The Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017-18. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund. It is allocated on the basis of Free School Meal entitlement.
Safeguarding	This is a much wider concept than child protection and refers to promoting the welfare of children. It encompasses: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children and young people to have the best outcome. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.
School community	This means all children and young people, staff, parents/carers, families and partners who are connected to the school.
Volunteers	This means everyone who contributes to the school's curriculum (in the widest sense) by offering activities and opportunities for children, but who are not employed to do this. Parents running after school clubs or school chaplains offering lunchtime drop-in sessions would be two examples of volunteers.