



Standards and Quality 2016 Improvement Plan 2017



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The school and its context

Hazlehead School is situated in the community of Hazlehead, in the east of the city. The school is part of the Hazlehead Academy ASG. The school is situated on the south side of Queen's Road just beyond the Woodend traffic circle. The school serves the Craigiebuckler, Hazlehead, King's Gate, Queen's Den and Woodend areas of west Aberdeen. The combined school roll stands at almost 360 and is anticipated to increase in the future. The majority of families in the area are accommodated in both private and local authority housing. There is a mixed spread of deprivation in the area and 19% of pupils live within SIMD 1, 2 and 3 with 51% in SIMD 9 and 10.

There are 16.9 full time equivalent teachers.

There is currently enhanced provision for 7 children, supported by 1 teacher and to further support children with additional needs, an area of the school was recently refurbished to provide additional provision.

The Head Teacher is supported by 2 Depute Head Teachers.

Four earlyyears practitioners work in the Nursery and there are 10 full and part time Pupil Support Assistants, a School Administrator, 1 part time 7hrs School Support Assistant and a janitor.

Visiting teachers include a PE specialist, German specialist and the school receives support from the English as an Additional Language (EAL) Service.

The school has a very active Parent Council.

The school works with a broad range of partners and agencies, including local businesses, local sports club and other statutory agencies as well as the third sector. The school has a particularly strong link with local/wider charities, such as Friends of Hazlehead, Gathimba Edwards, The Wood Foundation and Charlie House.

The school was visited by HMIE in January 2015 and the school received a very positive report by Education Scotland Inspectors.

School aims and vision statement

Vision Statement

When you believe in yourself, anything is possible!

School Aims

Be responsible

Ensure respect

Listen to learn and learn to love

Include and involve

Empathise to understand

Vow to be honest

Engage with excellence



Our school aims will be reviewed in 2016/17.

Standards and Quality Report and Improvement Plan

Leadership and Management

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community

We are committed to ensuring that we achieve the highest possible standards and success for all learners. This is reflected in our shared vision statement for the school, "When you believe in yourself, anything is possible!" Most staff show commitment to shared educational values and professional standards. This is evident through our refined Quality Assurance process and regular PRD meetings with all team members. All staff are given leadership opportunities. Most staff take on these roles with some staff developing these to a good standard. The Senior Management Team provides strong leadership which has enabled our school and wider community to develop, promote and sustain our school vision which underpins our continuous improvement. This is evident through self-evaluation with staff, parents and pupils.

Strategic planning for continuous improvement

The Senior Management Team strive to create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. This is most evident through the review of our curriculum and meeting learners' needs. The Senior Management Team effectively guides and manages the strategic direction and pace of change with clear, realistic timescales. Throughout the year, we regularly plan time for professional dialogue, collegiate learning and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement. This is evident in the wide variety of parental engagement activities that have been led and delivered by staff throughout the year, for example, specialised curriculum evenings. The Senior Management Team provides rich learning experiences for all our learners as highlighted by HMIE.

Implementing improvement and change

Some staff take responsibility for implementing change and promoting equality and social justice across all their work. This is illustrated through significant, innovative work on global partnerships both in the local and wider community. We continually reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement. Our Quality Assurance processes evidence this we also encourage regular parental feedback from parents on a range of issues, such as, Literacy and Health and Wellbeing curriculum evenings, parent interviews/reporting procedures. Staff, learners and partners engage regularly in critical and creative thinking. We have effective strategies in place to monitor and evaluate the impact of changes on outcomes for learners and the work of our school. This is mainly done through our tracking procedures, regular professional meetings and evaluation of whole school observations.

Next Steps for 16/17

- To review our vision, values and aims so that it is an active collaboration with the school and community to ensure that all have ownership and to strive for sustainability. This will also take into account our clear understanding of the social, economic and cultural context in which children, young people and their families live alongside our awareness of current policy and practice.
- To encourage staff to take the initiative, to plan and lead richer learning experiences in class and across the school year groups.
- To encourage staff to initiate professional learning opportunities inwards, outwards, forwards through creating a climate of trust and mutual, professional respect.
- To create opportunities to engage more fully with Expressive Arts to target increasing pupil attainment. We aim to do this by extending our links with ACC's Creative Learning Team and Scottish Opera.

Learning Provision

QI 2.2 Curriculum

Rationale and design

Our curriculum has a clear vision and rationale shaped by the shared values of the school and its community. Our curriculum is built on the solid foundations of the principles for curriculum design which was shaped by all staff members. It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting. There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum as confirmed by HMIE. The structure of the curriculum provides equity of opportunity to maximise the successes and achievements of all our learners. However, we recognise that there are some areas for improvement to ensure that the structure is being delivered to a high standard and to close the gap between high and low attainers. We take very good account of the four contexts for learning and cross-cutting themes such as sustainable development education and international engagement.

Development of the curriculum

Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community. This is evident through our recent review of Health and Wellbeing, Interdisciplinary Learning and Reflection Time where staff engaged in professional dialogue about strengths and next steps to help shape how we move forward as a school.

Learning pathways

The curriculum provides some flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners, for example, setting in Maths (P5-7) and individual timetables. Learning pathways support pupils to build on their prior learning and ensure appropriate progression for targeted individuals. Learning pathways are based on the experiences and outcomes and design principles. We aim to ensure pupils have access to high-quality learning in all curriculum areas and through outdoor learning by providing the environment and resources to facilitate and to embed this within the curriculum. All staff have taken responsibility for developing Literacy, Numeracy or Health and Wellbeing as part of our School Improvement Plan. Each area has a lead staff member and a clear action plan. Progress has been discussed periodically throughout the year with the whole staff with any new resources/approaches being shared appropriately. This has impacted on pupils in a variety of ways, for example, the introduction of reflective reading, Numicon and Health and Wellbeing planners. Early signs indicate improvements in these areas with potential impact on attainment.

Skills for learning, life and work

Our well established Ethos block allows all pupils to be involved in a Working Group to support the life and ethos of the school and community. These groups are Community, Eco, Global Partnerships, Health & Wellbeing and Pupil Council. Involvement in these groups has allowed pupils to influence change within their school and local community. This is evident through partnership with ACC, for example, Community Group involvement with the design of Pets Corner update and the Litter Group linking with Litter and Leadership initiative. Representatives from various groups have also presented to businesses on a range of issues, for example, children's right to play (Aberdeen Play Forum) and climate change (Eco Summit). Feedback from the local and wider community evidences the increase in pupil confidence and skill in presenting in a public forum. Out with this, most staff provide good opportunities to develop pupils' skills for learning, life and work in motivating contexts for learning. This has ranged from P7 Enterprise Work with A2B (Chartered Accountants) to every year group participating in workshops delivered by BP. We pay particular attention to ensure children and young people experience increasing levels of challenge as they develop skills for learning, life and work. Most staff and partners provide well-planned

opportunities for learners to develop an awareness of the world of work. This has included World of Work themed weeks which have been organised in partnership with the Parent Council.

Next Steps for 16/17

- To work with staff to decide how we integrate/embed the 17 Sustainable Goals into our curriculum.
- To work closely with staff, utilising expertise, to develop digital technologies across the curriculum.
- To monitor the impact on new resources/approaches, for example, reflective reading and Numicon.
- To review how we develop enterprise and creativity across all year groups within our existing curriculum.

QI 2.3 Learning teaching and assessment

Learning and engagement

The strong ethos and culture of our school reflects a commitment to children's rights and positive relationships. Most pupils are enthusiastic, motivated and active participants who are engaged, resilient and interact well during activities. This was highlighted by HMIE. Pupils' experiences are mostly challenging and enjoyable and appropriately matched to their needs and interests. Pupils regularly exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. This starts from the Nursery and continues throughout the school as highlighted by HMIE. Pupils have a clear understanding of the purpose of their learning and have many opportunities to lead the learning. This has ranged from P6 Miniature Earth Project with other primary schools to P7 Enterprise in collaboration with A2B. Our learners are successful, confident and responsible. They respond well to encouragement from staff and are clearly motivated but there is still work required on Listening and Talking, in particular, taking turns and keeping on task. All pupils have the opportunity to contribute effectively to the life of the school and wider community in a range of well-planned activities. Achievement is acknowledged and regularly celebrated through a variety of methods. They know that their views are sought, valued and acted upon. This is a clear strength of the school and is evident in our well established Ethos block.

Quality of teaching

Our teaching is underpinned by our shared school vision statement and school aims. We actively promote the use of a wide range of learning environments, including our well-developed school grounds and the nearby park. This has been supported by staff input on outdoor learning and promoting initiatives such as Empty Classroom Day. We openly encourage our staff to be creative in their planned learning. There have been many opportunities where learning has been enriched and supported by our effective use of digital technologies, for example, creating Q codes and using specific apps (Explain Everything) to explain/share the thinking in our learning with others. Our explanations and instructions are clear. We are increasing the use of skilled questioning and engagement to promote curiosity, independence and confidence. This continues to be developed and has been supported by the ASG work in Numeracy developing HOTS questions. Early signs have indicated that this has had a positive impact on practice and enabled pupils to think and reflect on a deeper level, particularly during reflection time. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use a range of feedback methods to inform and support progress with next steps in learning.

Effective use of assessment

Staff know that assessment is integral to our planning of learning and teaching. All classroom boards have clear learning intentions for the day's learning. This is an expectation. Staff regularly share success criteria and pupils know how to achieve the intended learning. In general, we use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.

However, we acknowledge that this is an area that needs to be refined.

Our assessment evidence is becoming more valid and reliable but we have identified this is a next step. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all pupils. This has mainly been through ePIPS and INCAS. In Writing, we have shared expectations for standards to be achieved through the use of the Scottish Criterion Scale.

We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Pupils are encouraged to be fully involved in planning learning. This is evident in the creation of Big Questions in Interdisciplinary Learning. As a result of our manageable processes to monitor and evaluate learners' progress we are beginning to have more detailed information on their attainment across most curriculum areas. This includes those facing additional challenges, looked after children and those with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners. From this, specific plans can be generated and actioned, for example, Individual Educational Plans and Child Plans.

Next Steps for 16/17

- Every member of staff to peer observe in Reading and digital technologies to inform and improve practice.
- To promote the effective use of digital technologies across the curriculum so that it becomes an embedded tool for learning and teaching.
- To ensure formative assessment practice is systematic, consistent and to a high standard across the school.
- To develop more rigorous, robust assessment processes primarily in Literacy and Numeracy to ensure more accurate information about pupil progress.
- To further develop moderation across stages and across the curriculum to ensure that we have robust arrangements in place.

2.4 Personalised support

Universal support

Most pupils are benefitting from quality universal support. We have an effective strategy for securing positive relationships and behaviour which all staff and partners take responsibility for implementing. This is evident in our shared Promoting Positive Behaviour policy. As a Health Promoting School, we ensure positive relationships with our pupils through engagement with the GIRFEC agenda using the SHANARRI indicators. Staff have developed confidence and skill in working with these tools to highlight those who need intervention and support. Our pupils have frequent opportunities to discuss their learning with a key adult who knows them well, helping them to set appropriate next steps. This is mainly done through Reflection Time. This enables pupils to review their own learning and plan for next steps and gain access to learning activities which will meet their needs. We work with a range of partners, for example, yoga instructors, outdoor learning agencies and Adventure Aberdeen to support the delivery of learning activities and to prepare and support them through changes and choices. Learning targets are in place specific to individual learners, built on prior learning and reviewed and evaluated systematically with next steps based on their progress. All staff know and respond very well to the individual needs of pupils and promote and support their wellbeing. All pupils have a voice through our working groups and work in partnership with Active Schools, ensuring that almost every pupil is included in a club or society. Tasks, activities and resources are differentiated to ensure appropriate pace and challenge for all learners. Our staff and partners work effectively together to increase their ability to meet the needs of our diverse learners through effective use of support and specialist resources.

Targeted support

Our targeted support builds on a clear staged procedure policy that is understood by all staff. Learners' needs are identified early through audit using the SHANARRI indicators and discussions with the Senior Management Team to ensure appropriate, proportionate and timely support can be identified, including specialist input where required. The challenge is the significant lack of accessible support available to provide and deliver specialist interventions to support our learners. We fully adhere to legislative requirements and provide all pupils with additional support needs with quality targeted support. We recognise the important role of parents and partners with specific expertise in supporting pupils. Pupils, parents and partners are fully involved in decisions about learning and support and are regularly involved in the school. Well-planned interventions are leading to positive outcomes for pupils who we are effectively able to support with additional support needs. Support we have been able to access and fund has included Mud Pies, Music Therapy, School Councillor, Yoga, Adventure Aberdeen, Hayfield Riding School, Art Therapy, CRUSE Bereavement Centre and Down's Syndrome Scotland. We have taken these opportunities to upskill all our key staff members where possible.

Removal of barriers to learning

Most staff and partners are taking more positive and proactive steps to ensure that barriers to learning are minimised. Our school supports an Enhanced Provision for our younger pupils. This supports the inclusion of pupils and management of a strong support staff working alongside pupils with an ever increasing complex range of needs. We operate specialised timetables for individuals who are not yet able to access a mainstream timetable. Staff are very responsive to the circumstances of at risk pupils, including looked after children and children living in poverty. All pupils with a disability, health issue or social and emotional needs benefit from targeted support. The school is open to work with key partners to remove barriers to learning and provide an inclusive learning environment. However, support from key partners has not delivered specific interventions requested, for example, Autism Outreach.

Next Steps for 16/17

- To encourage every pupil is involved in a club or society.
- To ensure that all staff have confidence in the staged procedure process, know their role in it and have skill in its implementation.
- To ensure that support provided includes more able children.
- To use SEEMiS Wellbeing tool to support pupil plan

2.7 Partnerships

The development and promotion of partnerships

Our partnerships are based on our shared vision and school aims, which strives to put the needs of all learners at the core of our school partnership working. Our partners understand the contexts in which we work and bring expertise our learners can benefit from, such as, financial lessons, presentation skills, the mechanisms of charities and scientific enquiry. All partners invest time and energy to establish and build positive sustainable relationships. Engagement and communication between partners is regular, structured, supportive and efficient which we have actively sought and nurtured over a period of time. Both the school and our partners are beginning to be clearer about the purpose of our partnerships, our roles and responsibilities. Our partners continue to demonstrate high levels of commitment to improving outcomes for all learners. This is evident through annual links with various bodies, including Scottish Opera, SSPCA, CLAN, Craigiebuckler Church, BP and various charities.

Collaborative learning and improvement

Our partnerships include structured opportunities for collaboration. This is mainly evident through ongoing ASG work. Recently this has included Reflective Reading and quality questioning in Numeracy. Staff and the Senior Management Team have worked together effectively to plan, deliver, monitor and evaluate joint work. Within our school, we have worked collaboratively with our school chef and pupil support assistants to deliver a range of masterclasses to our pupils. Extensive work has begun on developing our school grounds, incorporating vital health and wellbeing messages linked to growing, cooking and composting, working closely alongside ACC rangers, parental volunteers and Ben Reid. Our partnership working is strengthening leadership at all levels within our school and for our partners.

Impact on learners

Through effective partnership working we have improved our learning experiences in the local and wider community for pupils. Our partnerships have increased parental engagement in their children's learning. This is evident through our annual curriculum events and requesting volunteers for specific roles/tasks. Their involvement has a positive impact on how they can support their child in their learning. We have a great involvement with our parents and they are always supportive in our aims. We have a high level of attendance for various parental partnership events and continue to strive to be innovative in how we do this, for example, bring your parents to your PE lesson. This was very well attended and this will be extended to raise the profile of other curricular areas to develop the significant aspects of learning.

Next Steps for 16/17

- To create a culture where staff and partners jointly participate in action research and practitioner enquiry and engage in joint professional learning and share expertise so that we learn with each other and from each other.
- To involve staff, pupils and partners in delivering high quality curriculum events that will truly impact on learners.

Successes and Achievements

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Most pupils make good progress from their prior levels of attainment in Literacy and Numeracy. We have raised attainment in Literacy and Numeracy for some pupil year groups. This can be seen in the table below which looks at CfE Level Achievement for key year groups for 2015/16.

P1: 48 pupils

PRIMARY 1: ACHIEVED EARLY LEVEL				PRIMARY 1: HAVE NOT ACHIEVED EARLY LEVEL			
English Reading	English Writing	English Listening & Talking	Numeracy	English Reading	English Writing	English Listening & Talking	Numeracy
41	41	41	40	7	7	7	8
85%	85%	85%	83%	15%	15%	15%	17%

P4: 35 pupils

PRIMARY 4: ACHIEVED FIRST LEVEL				PRIMARY 4: HAVE NOT ACHIEVED FIRST LEVEL			
English Reading	English Writing	English Listening & Talking	Numeracy	English Reading	English Writing	English Listening & Talking	Numeracy
25	21	28	15	10	14	7	20
71%	60%	80%	43%	29%	40%	20%	57%

P7: 42 pupils

PRIMARY 7: ACHIEVED SECOND LEVEL				PRIMARY 7: HAVE NOT ACHIEVED SECOND LEVEL			
English Reading	English Writing	English Listening & Talking	Numeracy	English Reading	English Writing	English Listening & Talking	Numeracy
23	22	36	28	19	20	6	14
55%	52%	86%	67%	45%	48%	14%	33%

Attainment over time

Across some curriculum areas we have raised attainment continuously over time. Pupils make good progress and some pupils make very good progress from their prior levels of attainment. Most staff make effective use of assessments and all staff are beginning to have a shared understanding of standards to make confident professional judgements about how well pupils are learning and progressing. An emerging robust tracking system together with more effective interventions, such as refined teaching pedagogy and specific approaches to learning and teaching in Literacy and Numeracy is showing emerging trends impacting on pupil attainment.

Overall quality of learners' achievement

Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens as has been described previously. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of learning experiences. We actively encourage our pupils to share their wider achievements out with so that we can celebrate this in school. These are recorded in their Learning Journeys/Portfolios.

Equity for all learners

We have effective systems in place to promote equity of success and achievement for all our pupils which underpins our vision statement. We have raised the attainment of most of our learners and a strong mechanism has been developed to support and nurture those in need.

Next steps for 16/17

- To use the improved data of level achievement and more robust tracking methods to address trends in attainment.
- Use Support for Learning for more targeted, short term interventions which are measurable.
- Staff training in Talk Boost to support speech and language barriers to attainment.
- Primary 6 to embark on the JASS Accreditation Scheme.

Our key strategic priorities for improvement for next session

School Priority	Link to NIF Key Driver	Link to NIF priority	HGIOS 4
<ul style="list-style-type: none"> Digital technologies ICT / Google Classroom to enhance L&T 	Teacher Professionalism Assessment of Children's Progress	Improvement in attainment Closing the Gap	2.2 2.3 3.2 3.3
<ul style="list-style-type: none"> Reading – developing higher order thinking skills 	Teacher Professionalism Assessment of Children's Progress	Improvement in attainment Closing the Gap	2.2 2.3 3.2
<ul style="list-style-type: none"> ASG Early Years phonics 	Teacher Professionalism Assessment of Children's Progress	Improvement in attainment Closing the Gap	2.2 2.3 3.2
<ul style="list-style-type: none"> Numeracy – mental maths across the school 	Assessment of Children's Progress Teacher Professionalism	Improvement in attainment Closing the Gap	2.2 2.3 3.2
<ul style="list-style-type: none"> Moderation 	Teacher Professionalism Assessment of Children's Progress	Improvement in attainment Closing the Gap	2.3 3.2

School Priority	Link to NIF Key Driver	Link to NIF priority	HGIOELC
<ul style="list-style-type: none"> Digital technologies ICT / Google Classroom to enhance L&T 	Teacher Professionalism Assessment of Children's Progress	Improvement in attainment Closing the Gap	2.2 2.3 3.2 3.3
<ul style="list-style-type: none"> Reading – developing higher order thinking skills 	Teacher Professionalism Assessment of Children's Progress	Improvement in attainment Closing the Gap	2.2 2.3 3.2
<ul style="list-style-type: none"> Outdoor Learning 	Teacher Professionalism Assessment of Children's Progress	Improvement in attainment Closing the Gap	2.2 2.3 3.1 3.2
<ul style="list-style-type: none"> Schemas 	School leadership Assessment of Children's Progress Teacher Professionalism Parental Engagement	Improvement in attainment Closing the Gap	1.2 1.3 2.2 2.3 2.5 2.7
<ul style="list-style-type: none"> Parental Partnership 	Parental Engagement	Improvement in children and young people's health and wellbeing	2.5 2.7

Ongoing areas of development

- Additional Support Needs
- Outdoor Learning
- Reflection Time and Learning Portfolios/Journeys
- Interdisciplinary Learning



