



Hazlehead School

Standards and Quality Report

2021-2022



When you believe in yourself anything is possible

Standards, Quality & Improvement Plan

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people’s health & wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p><u>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</u></p> <ul style="list-style-type: none"> • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. • 25% fewer young people (under 18) charged with an offence by 2026.
<p>School Improvement Priorities 2021-2022</p> <p>Priority 1 – Raising Attainment in Literacy and Numeracy</p> <p>Priority 2 – Closing the Improvement Gap between the most and least disadvantaged</p> <p>Priority 3 – Developing our school Health and Wellbeing</p> <p>Priority 4- Developing the Young Workforce</p>	<p>School Improvement Priorities 2022-2023</p> <p>Priority 1: Leadership of Change (QI 1.3) Strategic planning for continuous improvement Increase staff ownership of pupil data and develop teacher leadership and collaboration within the curriculum.</p> <p>Priority 2: Curriculum Development (QI 2.3) Learning and engagement- strengthen partnership working to enrich Our World learning and ensure the learning is shared creatively.</p> <p>Priority 3: Curriculum Development (QI 3.2) Attainment in literacy and numeracy- refresh our focus on AIFL principles and moderation within literacy and numeracy.</p> <p>Priority 4: Wellbeing, Inclusion and Equality (QI 3.1) Wellbeing-continue to develop outdoor, physical and staff wellbeing programmes. Further develop the use of SHANNARI as a mechanism for reflection throughout the school.</p>

Context of the School

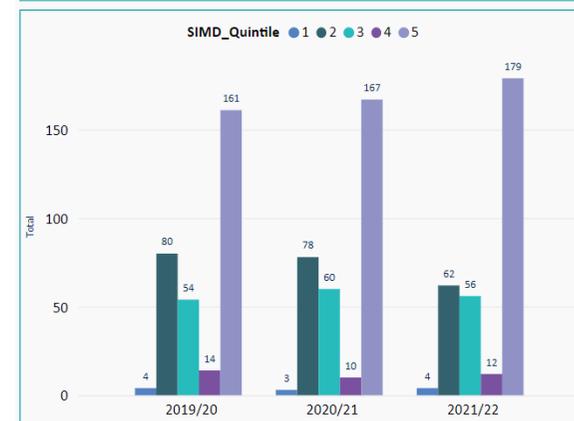
Our vision is **“When you believe in yourself anything is possible.”** Our school aims are actively pursued and developed through our five value animals: Courage Cat, Respectful Rabbit, Responsibility Rhino, Fairness Frog and Opportunity Octopus. Through these values we have developed an environment which is calm, kind, welcoming and respectful of others. This allows positive relationships to develop between staff and young people and consequently the children thrive and learn.

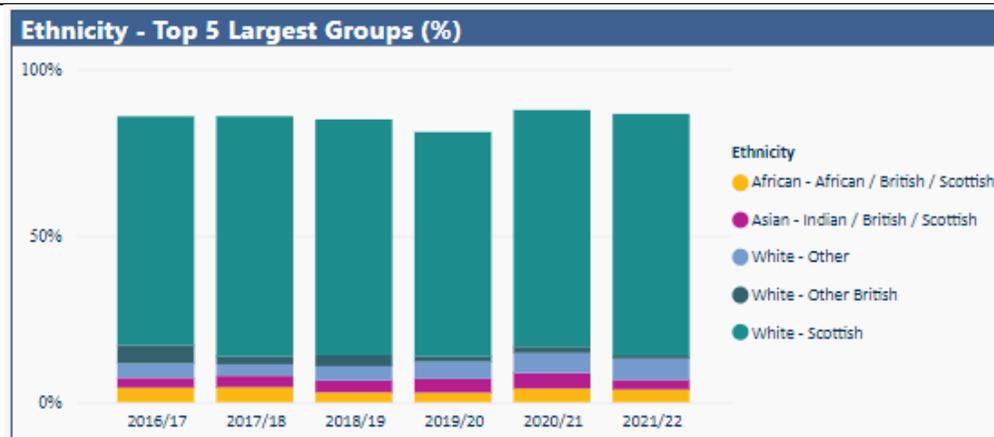
Our school roll increased this year with 326 pupils from P1-7 and 70 in the Early Learning and Childcare setting. Our school has 13 classes. Staffing has remained constant providing a strong established base to support all learners. The school is based in the west of the city on the edge of Hazlehead Park which is a fabulous green space and excellent extension of our learning environment. We are part of a well-established Associated School Group. We feed in to Hazlehead Academy along with Airyhall School, Fernielea School, Countesswells School and Kingsford School. We enjoy a very close working relationships with our partners and more recently have worked in partnership to establish stronger transitions programmes in ELC-P1 and P7-S1. This has been supported by a funded ASG transition support teacher. Partnerships include Adventure Aberdeen, Aberdeen Football Community Trust, Music Therapy, Pet Therapy and Mandy Mud Pies all of which have been extremely positive and had a significant impact on pupils' confidence and wellbeing.

Attendance is high at 97.2 % with no exclusions. 14.2% of our families registered to receive Free School Meals. 57 % of our pupils are in the highest percentile with 38 % in percentile 2 and 3. We have a broad spread with only 1 % in percentile 1. Our school draws its pupils from a wide range of socio-economic backgrounds and the SIMD profile can be seen in the table to the right. We are allocated £32,508 from the Pupil Equity Fund. This funding was used to target and support pupils to engage with Outdoor Learning Activities to develop their skills and resilience. Hazlehead were trailblazers this year as one of the first schools to receive a Recovery HMIE visit in March. The visit highlighted areas of strength and has supported us with areas of discussion such as the continuing development of Outdoor Learning to build on success. Our curriculum, with our credited approach to IDL has continued to spark local and National interest. A paper highlighting the development work was recently published by Education Scotland. We have shared this journey enthusiastically with others recognising the benefits it can bring for learners.

Attainment in CfE levels show most pupils in P1, P4 and P7 are achieving levels as expected. Targeted interventions have impacted on the overall attainment and supported us to identify those pupils with Additional Support Needs. Comparing SNSA data over time we are beginning to minimise dips in middle stages and developing robust strategies to further support and impact on attainment. Our new Tracking System is developing staff confidence to talk about the data of their pupils, and this is informing next steps and allowing more timely interventions of support to be actioned.

Academic Year	1	2	3	4	5	Total
2019/20	4	80	54	14	161	313
2020/21	3	78	60	10	167	318
2021/22	4	62	56	12	179	313





We continue to grow as a diverse school, recognising and celebrating the uniqueness of our school community. There are 33 languages spoken and 12 religions practised. Our established HIT Squad (Hazlehead Interpreters & Translators) act as a support mechanism for new families where English is their second language. Hazlehead has the capacity to continue to grow and develop with increasing momentum. The established staff team are involved and passionate about moving the school forward. Both staff and pupils have leadership opportunities and are actively engaged in shaping the direction of travel for our school. The main emphasis is to further develop the skills agenda throughout the school.

Q1.3 Leadership of Change Quality Indicator Grading – Very Good

Q1.3 Leadership of Change	Evaluative Statement How well are we doing?	How do we know - what evidence do we have?	What are we going to do now? What are our improvement priorities in this area?
Developing a shared vision, values and aims relevant to the school and its community			
Summary Statement	Staff are empowered and all have leadership responsibilities to enable them to contribute to the school through Improvement Groups and Working Groups. Pupil voice and parent voice are evident and acted on. School partnerships are responsive and help shape a relevant and vibrant curriculum.	<ul style="list-style-type: none"> All staff are part of an Improvement Group leading and creating the plan. All staff work with their class as part of one of our five Working Groups. Regular allocated time for feedback is integral to professional learning calendar for staff. Progress on developments is regularly shared through school newsletter, twitter and digital platforms. 	
Vision and Values	These are very well established and embedded throughout the school and curriculum. All stakeholders are involved in the process and enhancement. They are evident throughout the school and integral to the whole school learning programme enhanced by the overarching SHANNARI principles	<ul style="list-style-type: none"> These are evident throughout the school and is visible and prominent in all we do. They are used in assemblies known and recognised within the whole school. They are integral to the school and used daily in learning and within the ethos of the school. A new values character was added this year to the school library by the pupils. Library Lion. 	<p>Integrate the school values within the wellbeing garden.</p> <p>Ensure SHANNARI is understood by pupils and integral to their self-evaluation.</p>

Q11.3 Leadership of Change	Evaluative Statement How well are we doing?	How do we know - what evidence do we have?	What are we going to do now? What are our improvement priorities in this area?
Senior Leadership	The school has a strong well established Senior Leadership Team established over 10 years which means we have very strong relationships with families staff and pupils.	<ul style="list-style-type: none"> • Triangulated feedback • New post for Transitions and positive feedback about this role within the ASG. https://docs.google.com/presentation/d/1TYfjRVDrpHxA60W5mQQZUDsGzsLl3L2xwN2qwXQTol0/edit#slide=id.p 	<p>Evaluate and review SLT remits</p> <p>Continuation of ASG Transition role for 2022/23.</p>
Teacher Leadership	All teachers lead their own curriculum, working collaboratively with whole school and stage partners to plan, deliver and develop learning. All teachers are part of a curriculum Improvement Group and Working Group.	<ul style="list-style-type: none"> • Quality Improvement Calendar • SQUIP Action Plans are available through Teams for all staff to engage with and use as part of our school improvement agenda. • Staff share the impact of their improvements through regular staff meetings and updates through Group Slides (add link) • Parental Skills database established with staff accessing information appropriately. • Charities linked to working groups with each group connecting with personnel to support their work, e.g, Health Group (P7) planning a sponsored event to raise money for ARCHIE, Eco Group donating their Rag Bag profits to Friends of Hazlehead. 	<p>Focussed leaderships opportunities for staff from PRD meetings.</p> <p>Greater sharing of the impact of the Improvement Groups and professional dialogue opportunities.</p> <p>Strengthen parental skills database and charity links.</p>
School context	All staff have an increasing understanding of the social, economic and cultural context in which children and families live. This helps them to deliver the school's vision, values and aims	<ul style="list-style-type: none"> • Staff respond to the needs of learners in relation to social, economic and cultural requirements. • Professional dialogue during tracking and wellbeing meetings. • Pupil working groups have submitted feedback and this has begun to shape the funding ambitions for a playpark in Hazlehead Park. 	<p>Greater links with Family Learning and family meet ups to establish regular connect with families.</p> <p>Out and About to shape one of Our World themes to increase our learners understanding of their local community.</p>
Impact	The school team surveys and seeks feedback about the school service around our school values.	<ul style="list-style-type: none"> • Links to vision, values and aims are evidenced throughout SQUIP. 	<p>Increase the measurement of impact around school developments.</p>
Strategic planning for continuous improvement			
Culture for change	We have created a culture where all staff feel confident to contribute to, and at times lead on, school improvement. Staff across the school are empowered to develop the curriculum within their chosen areas and we have a collaborative approach to learning which involves some partners.	<ul style="list-style-type: none"> • Staff check ins at staff meetings • Staff feedback • Improvement Groups and Working groups take responsibility for developments across the school. • A successful programme of activities developed from staff survey led by the staff health improvement group, e.g. wreath making, park walks. Staff survey evidence the positive impact of this focus. 	<p>Clear targets in plans and designated time for plans to be updated and shared with staff.</p> <p>Greater collaboration with partners throughout the curriculum.</p>
Evaluation	Evaluation of plans and aspects of our school has increased over the last year as the need for greater evidence of impact was required to inform next steps.	<ul style="list-style-type: none"> • Surveys from pupils, parents and staff around of the school improvement agenda. • Evaluations are shared with staff through jam boards and pad lets and thing links. • Staff meetings allocated to plan Our World themes and to share evaluations with examples. Staff have found this beneficial. 	<p>Time continues to be protected for planning, evaluating, and sharing each Our World theme.</p> <p>Increased use of challenge questions from HGIOS and HGIOURS</p>

Q11.3 Leadership of Change	Evaluative Statement How well are we doing?	How do we know - what evidence do we have?	What are we going to do now? What are our improvement priorities in this area?
Management of change	The strategic direction of improvements for learners and the pace of changes is well-managed by the SLT.	<ul style="list-style-type: none"> • HMIE feedback about change and staff wellbeing • Staff Wellbeing feedback from our survey • Evidence through SQUIP evaluation comments • CfE data capture 	Agreed improvement plan direction in line with staff and parental feedback.
Achieving change	We have rightly identified the need to continue to monitor and measure the impact of change and improvements.	<ul style="list-style-type: none"> • Increased use of surveys with all stakeholders • Planned tracking meetings have a clear focus 	Greater staff ownership of data
Collegiate learning	Staff benefit from the developing culture of collegiate working and have openly sought to operate this way due to the evident gains.	<ul style="list-style-type: none"> • Lead roles within working parties • Working Group plans https://docs.google.com/presentation/d/1NQWtMuc5AmCJGofdUJBFbbcZJB6i_agAl4MmPAKqEb8/edit#slide=id.p • evidence various staff members taking on leadership roles • Professional Learning records / PRD discussion • Staff leading the planning of Our World themes using their own personal reflections and their pupils' feedback to shape future learning. 	<p>Teacher leadership skills should continue to be developed and use protected time for IDL planning.</p> <p>Teachers to use the pupils' feedback to shape Our World for 2022/23.</p>
Implementing improvement and change			
Looking outward	We have strong links at both a local and National level through the IDL working group and publication of IDL paper which shared the school's approach. Work looking at PE, and Transitions has also been shared locally through our ASG partnership.	<ul style="list-style-type: none"> • Curricular Stories https://education.gov.scot/improvement/practice-exemplars/collaborative-planning-and-professional-development?fs=e&s=cl • Continued partnership working with Northern Alliance through their IDL Working Group/Support Network. • Engagement with NOTOSH in Curriculum stories project. • HMIE Recovery visit • Engagement in QI trio visits and follow up collaborative working on PEPAS group within Aberdeen City located here 	<p>Develop our Partnership approach and use of parent's skills within the school.</p> <p>Continue to connect with others at ASG level, city and national level.</p> <p>Development of P7 teaching group.</p>
Equity	Collaborative approach to agreeing strategies for PEF funding has included staff, pupil and parental voices.	<ul style="list-style-type: none"> • PEF plans and evaluations are clear and show progress • Evidence is gathered from walk and talk sessions, data, Jamboards and feedback from staff and pupils. 	Continue to use our adapted approach for PEF delivery.
Planning for Self-evaluation	There is a strong programme of self-evaluation within the school.	<ul style="list-style-type: none"> • Quality Improvement Calendar is planned. • Clear success measures planned in SQUIP Action plans. • Google Site is under construction. 	<p>Ensure self-evaluation is consistently embedded within the ongoing practices of the school.</p> <p>Complete Google Site.</p>
Self-evaluation including all stakeholders	Partnership working is integral to the school and some self-evaluation in this area has occurred.	<ul style="list-style-type: none"> • Jam boards and Google slides • Professional dialogue, including planning and tracking meetings • Consistent planning supports and templates are being used • Parental support tools for numeracy trialled in P1, P2 and P4. 	<p>Embed self-evaluation in all partnership working. Work with staff and Pupils to exemplify great learning.</p> <p>Roll out the numeracy support materials across the school to gain a full school picture of feedback.</p>

Q11.3 Leadership of Change	Evaluative Statement How well are we doing?	How do we know - what evidence do we have?	What are we going to do now? What are our improvement priorities in this area?
Professional learning	A high emphasis is placed on professional learning and all staff have clear focus targets and are clear how they will achieve their targets in line with the school Improvement agenda. Staff have directed their learning in a variety of ways such as Adventure Aberdeen to develop their skills along with Compassionate Classrooms and Middle Leaders training. Many staff undertake innovate professional learning.	<ul style="list-style-type: none"> • Professional learning discussion / PRD evidence engagement • My GTCS records evidence CLPL • Thinglink of professional Learning • Feedback from Compassionate Classrooms • Feedback from Play Pedagogy learning 	<p>Use the Professional Standards to evaluate learning and self-evaluation of professional learning.</p> <p>Share Professional Learning on a regular basis at staff meeting through a shared document highlighting their learning to share with others.</p>
Planning for improvement	Improvement groups and working groups are the main drivers of the change within our school. They are established and increasing in momentum focus and impact.	<ul style="list-style-type: none"> • This has been shared through our parent council to help partners become more involved in the planning for IDL. • https://docs.google.com/presentation/d/1BkWRBHRca81N9jC5iXB1TCcBiwMb4Fy_/edit#slide=id.p1 	<p>Analysis of evaluations and SQUIP action plans is needed to inform future improvement priorities.</p> <p>The use of parents and more focus groups to support learning.</p>

Q12.3 Learning, Teaching & Assessment
Quality Indicator Grading – Good

Q12.3 Learning, Teaching & Assessment	Evaluative Statement How well are we doing?	How do we know - what evidence do we have?	What are we going to do now? What are our improvement priorities in this area?
Learning and engagement			
Summary statement	Feedback from staff, pupils and families has highlighted that our approach to IDL is having a positive impact. Using Our World themes as drivers for delivering the curriculum is providing a consistent, collaborative approach which ensures that staff have collective responsibility for decision making and that pupils are placed at the heart of the planning process.	<ul style="list-style-type: none"> • Evaluation of IDL during May INSET which helped to identify what is working well and areas for development. • https://docs.google.com/presentation/d/1mDn60qNF3tUX7SLvLfaEb7n3CAZ0eMacvh3j_gr58fk/edit#slide=id.p • Feedback from pupils which clearly shows that they enjoy taking responsibility for their learning and cope very well with answering big questions independently in any way they choose. • Positive parent Council sharing event of IDL approach. They are very keen to support the process. • The sharing and celebrating of IDL responses across the school, including Our Wonder Wall. 	Build on the success of our IDL approach with the collaboratively planned themes for 2022/23. Use feedback from staff and pupils to plan more creative worlds which ensure high engagement and provide memorable experiences for our learners through high quality teaching.
Culture, ethos and relationships	We continue to have a positive and caring ethos at Hazlehead underpinned by a very strong sense of community. All pupils are aware of our school values as they permeate our curriculum and are embedded within our school. Partners play a key role in providing learner experiences offer challenge and support to meet individual needs. Our pupils are contributing effectively to the life and ethos of the school and wider community.	<ul style="list-style-type: none"> • SHINE survey results of P6 and P7 pupils show high levels of enjoyment at school. • Established strong relationships are evident across the school and children are developing increasing confidence at identifying emotions through Emotion Works learning. • All learners co-create their class charters. • All children have engaged positively with the return to school. Partnerships with AFC and Adventure Aberdeen have increased wellbeing, learner engagement and confidence. • Leuven Scales used to track engagement of pupils in AFC Focus groups. • Parental skills database established for staff to utilise when planning learning. 	Continue to strengthen and further develop partnerships to support learner experiences and to improve wellbeing. Continue to work with our parent body to ensure they are aware of what is happening in our school through a range of communication mechanisms. Use wellbeing indicators termly with all pupils as a source of pupil self-evaluation to inform our practice. Update parental skills database in August 2022 to make available for staff. Continue Rights Respecting work.
Learner engagement	Learners are motivated and engaged in their learning. Our curriculum is unique, responsive and relevant, it builds on collaboration with partners and a refreshed curriculum that uses their voice to influence its direction and create exciting learning contexts that they can shape and Influence. This is shared with families to increase engagement The use of the outdoors is a big focus for the school and pupils have progressively increased getting Out and About as part of their learning through visits within the school community.	<ul style="list-style-type: none"> • All learners have the opportunity to lead and contribute to their learning and wider life of the school through the school Ethos Block. • All learners are involved in the planning of their cross-curricular learning through the knowledge harvest process. • Most learners are involved in the co-construction of cross-curricular big questions. • All pupils are given regular opportunities to show their creativity through independently answering the IDL big questions. 	Continue working groups with the same classes in order to allow the pupils to build on their achievements and see their efforts to completion, e.g., Green Flag journey. Continue to strengthen learner engagement in the planning of Our World Themes using their feedback in the planning stage. Continue to develop the use of See Saw to increase parental engagement. Full implementation of the skills agenda.

Q12.3 Learning, Teaching & Assessment	Evaluative Statement How well are we doing?	How do we know - what evidence do we have?	What are we going to do now? What are our improvement priorities in this area?
		<ul style="list-style-type: none"> • Positive reflections from pupil, staff voice and parental voice about IDL and other curriculum areas. • The use of See Saw has been significant in increasing parental engagement in ELC as part of the P1 transition programme. 	
Pace, challenge, and relevance to learning	Learning is appropriately challenging and has a focus on relevance this is due to the four contexts planner and increased focus on learning contexts through our IDL approach using Big Questions. An Outdoor Learning Framework has supported staff to increase their confidence using the outdoors.	<ul style="list-style-type: none"> • Through quality assurance processes, learning conversations and through discussions and evaluative feedback from staff and pupils. • Staff regularly share IDL Big Questions responses at staff meetings through Thing links and WeVideos. These are shared with families through our school website. • Our Outdoor Framework https://docs.google.com/presentation/d/1Z537ty_z9VssodTn_3uXWxsCoKEAbFjO/edit#slide=id.p1 	<p>Continue to develop our curriculum programme so it continues to be relevant and challenging with an increased focus on Literacy and Numeracy through the outdoors.</p> <p>Evaluate pupil reflection in Literacy and Numeracy.</p>
Learner use of digital technology	During Home learning all pupils who required support were able to access technology. All pupils have access to technology in school. Pupils' creativity and technical confidence is developing and opportunities to share using digital media is taken.	<ul style="list-style-type: none"> • 100% access to technology. 82 % of Pupils say they have good access to a range of modern technology. • New ways of sharing learning digitally are evident, for example, Thing links and WeVideos across a range of curricular areas including IDL. • Many learning activities completed through Google Classroom. • Skilled pupils regularly share their expertise with technology with the rest of the class, offering support to their peers. • One device for all P7 pupils • Chrome Book and iPad buses available for P1 – P3 and P4 – P6. 	Continue to use digital technology to enhance learning and to offer more personalisation and choice for showing learning.
Learner Leadership	Continued leadership opportunities have been given through our Big Questions approach to IDL, our Ethos Block and in particular the work of House and Vice Captains leading assemblies around the SHANNARI principles. All pupils are involved in creating targets in their own learning.	<ul style="list-style-type: none"> • Weekly virtual assemblies • Our Charitable World learning inspired the P6 pupils to suggest creating shoeboxes of items for Ukraine. It also inspired P6/7 to volunteer to clean up an area of school and commit to maintaining for the rest of the year. • Our Charitable World learning empowered P7 pupils to organise a Charity Running Event to raise funds for The Archie Foundation. Pupils took full responsibility for the project. https://docs.google.com/presentation/d/1w3ytmxvCQn9xqyFAS_qlUhxFEllrwnhlQKd8g8xl3pY/edit#slide=id.g120b26ff7 • All pupils help to shape working group action plans with relevant and achievable targets. • National Recognition from Keep Scotland Beautiful (Clean Up Heroes for 2022) for two groups of pupils for their involvement in community programmes, e.g., Litter Picking and Responsible Dog Ownership. • P7 pupils have shared learning using digital technology, e.g., anti-bullying, healthy choices. 	<p>Continue to build on ASG skills programme with a continuation of leadership programmes for pupils throughout the school through our Big Questions Approach and AFC partnership.</p> <p>Use of See Saw for sharing learning.</p> <p>Redesign reflection time.</p>

Q12.3 Learning, Teaching & Assessment	Evaluative Statement How well are we doing?	How do we know - what evidence do we have?	What are we going to do now? What are our improvement priorities in this area?
Quality of teaching			
Summary statement	Our Big Question approach to IDL has continued to enrich and extend our learning experiences for pupils. We have extended this even further with creative partnerships enriching and challenging learning approaches. Our Outdoor Learning progression framework has extended our range of pupil experiences and increased staff confidence.	<ul style="list-style-type: none"> Evidence has been collated through WeVideos and Thing links along with Google Slides to share the learning. Incredible Work provides a progressive sharing of the learning across selected curriculum areas each week. 	Full implementation of Outdoor Learning progression framework. Continue to develop spaces for learning to support and extend high quality learner experiences.
Range of teaching approaches	A rich variety of learning approaches with business partners, subject specialists, agencies has continued to facilitate, empower and develop approaches to learning. Play pedagogy continues to be developed at Early Level with developing confidence and momentum.	<ul style="list-style-type: none"> P.E specialist Birgitte Stevens working with ELC to develop physical learning confidence with ELC staff. Mandy Mud Pies team teaching with targeted P2 and P3 cohorts to develop Outdoor Learning experiences in Numeracy and Health and Wellbeing. IDL example insert provides a quality example of the range of approaches. Forest school's teacher developing learning as part of Outdoor Learning progression frameworks. 100% of pupils have access to outdoor for their learning. 	Strengthen partnerships and continue to be ambitious for the planning of Our World themes to ensure the highest quality learning experiences for all.
Digital technology used to enhance learning	All staff used Google Classroom effectively. Seesaw has shown signs of effectiveness to share learning opportunities in the ELC setting.	<ul style="list-style-type: none"> Evidence from Google Classroom shows engagement levels of pupils. Initial Seesaw feedback shows parents find this tool effective for sharing learning. Digital postcards used for ICT and Health and wellbeing across the city 	Continue to develop the use of Google Classroom and the range suites available to enhance learning across the school. Continue to develop the use of Seesaw in ELC and consider expansion across the school.
Delivery of learning, explanations and instruction	Most teachers deliver well-structured lessons. Some staff work with pupils to construct learning intentions and success criteria and most pupils are able to reflect on their learning and can identify their successes, challenges and next steps.	<ul style="list-style-type: none"> Evidence from classroom observations, teacher feedback and jotter sampling. Pupil responses to the IDL big questions reflect the transference of cross-curricular knowledge, understanding and skills. 	Refresh focus on AifL through school improvement groups to ensure consistency in sharing learning intentions and success criteria across the school in the key areas of literacy and numeracy. This includes theory and practice. Reflection time to be re-introduced.
Questioning	We continue to strengthen our AifL approaches to ensure consistency in our school. Staff use a variety of questioning techniques to develop the areas of asking more effective questions and asking questions better.	<ul style="list-style-type: none"> Observations have shown a range of questioning techniques being used. Pupils help to shape the big questions through all cross-curricular learning using the knowledge harvest results. All staff are involved in creating IDL big questions through collaboration. 	Refresh focus on AifL through school improvement groups to ensure consistency in questioning across the school in the key areas of literacy and numeracy. This includes theory and practice.

Q12.3 Learning, Teaching & Assessment	Evaluative Statement How well are we doing?	How do we know - what evidence do we have?	What are we going to do now? What are our improvement priorities in this area?
Purpose and relevance of learning	We successfully implemented the city-wide progression framework. We successfully refined our cross-curricular/IDL approach with a renewed focus on relevance and a strong link with skills and the DYW agenda.	<ul style="list-style-type: none"> Evidence from classroom observations, tracking meetings and jotter sampling. Staff are more aware of the cross-curricular contexts and IDL big questions which engage and motivate learners across the whole school. 	Plan IDL big questions for 2022/23 which take into account staff and learner feedback. They must be appropriate and relevant to all learners.
Differentiation of learning	All staff differentiate learning to a good standard.	<ul style="list-style-type: none"> Evidence from classroom observations, tracking meetings and jotter sampling. 	Planned moderation programme with a specific focus on AifL through literacy and numeracy.
Feedback for learners	We continue to provide timely and effective feedback to learners in a variety of forms, verbal and written. Learners get helpful feedback on their work. They understand what they have done well and what they need to do to improve.	<ul style="list-style-type: none"> Evidence from survey suggest that the stakeholders' views are slightly different 85% of Parents, 65% of pupils and 100% of staff believe pupils are given timely and effective feedback. 	<p>Refresh focus on AifL through school improvement groups to ensure consistency in feedback approaches across the school in the key areas of literacy and numeracy. This includes theory and practice and pupil ownership.</p> <p>Survey to ascertain views from staff, pupils, and parents to see if progress has been made.</p>
Effective use of assessment			
Summary statement	Most staff use a wide range of assessment approaches to plan learning and teaching. They work closely with pupils to identify strengths, areas for development and support required.	<ul style="list-style-type: none"> Classroom observations, jotter sampling and tracking meeting have given clear evidence of practice. A wide range of tools available for staff to support the learning has been used effectively. This has been extended further in numeracy, e.g., CLIC, SAFE. Evidence of varying AifL practice in all classes. 	<p>Moderation of AifL approaches in literacy and numeracy.</p> <p>Moderation of progression in IDL – what does the picture look like across the school?</p> <p>Regular data checks by SLT between the tracking meetings to see the extent to which the tools are being used.</p>
Planning, tracking and monitoring			
Planning for learning and planning with the learner	<p>The four contexts planner has provided a consistent approach for the initial planning of the Our World Themes.</p> <p>School Progression frameworks for literacy and numeracy provide clear pathways for pupils.</p>	<ul style="list-style-type: none"> Increased staff confidence in how to use the four contexts planner. Greater understanding of the progressions and National Benchmarks which is increasing staff confidence. This is very evident with new staff. 	<p>Allocated staff meetings for discussion and planning learning in Our World Themes.</p> <p>Develop a consistent planning approach to Our World Themes.</p> <p>Continue to implement progression pathways in core areas with greater rigour and greater collaboration at each stage.</p>

Q12.3 Learning, Teaching & Assessment	Evaluative Statement How well are we doing?	How do we know - what evidence do we have?	What are we going to do now? What are our improvement priorities in this area?
<p>Tracking and monitoring arrangements / processes.</p> <p>Impact of tracking and monitoring, including those with additional challenges</p>	<p>All teaching staff are involved in tracking meetings on a termly basis. We now adopt a more focussed approach this is now carried out with stage partners in order to see how the picture looks across the year group. All SLT are present which has given an increased connect with the progress over time of pupils.</p>	<ul style="list-style-type: none"> • Termly tracking meetings in year groups. • Pupils who require interventions identified. • Success of interventions discussed; impact evidenced. • Transition tracking meetings as part of the handover. • Increased staff confidence in discussing data. • Staff feedback on effectiveness of process very positive. 	<p>Build on this approach with staff taking an increased lead during meetings to increase staff ownership and knowledge of and relevance of data.</p>

Q13.1 Ensuring Wellbeing, Equality and Inclusion
Quality Indicator Grading – Good

Q13.1 Ensuring Wellbeing, Equality and Inclusion	Evaluative Statement How well are we doing?	How do we know - what evidence do we have?	What are we going to do now? What are our improvement priorities in this area?
Wellbeing			
Summary statement	Our school is hugely committed to strong Health and Wellbeing the school team monitor closely the wellbeing of all staff and pupils to ensure appropriate focus and support is given to the Health and Wellbeing of all. The school emphasis on Outdoor Learning over the last few years has had an immense impact on the wellbeing of all. This has influenced Transition events promoting the use of the outdoor environment to achieve positive engagement for ELC and P7.	<ul style="list-style-type: none"> • Surveys from staff highlighting their Health and Wellbeing and the value placed on that within the school with a full programme of staff wellbeing activities such as weekly wellbeing walks and Christmas wreath making. • Activity levels of the school measured and used to inform clubs on offer for pupils to encourage an active lifestyle. • 'Out and About' has been promoted to encourage all classes to explore their local environment has increased pupil knowledge. • Planned whole school House Parks trip to promote pupil leadership pupil engagement and socialisation. https://docs.google.com/presentation/d/1ikrptlqcJZtU_SxCUSibswOzBB1eXhwW72mQ13DVPdk/edit#slide=id.p • P7 Transitions and ELC transitions we videos and Thing Links 	To continue to develop our Outdoor Learning and pupil and staff wellbeing programmes. Aim to have 95% of pupils Active and participating in an additional activity.
Wellbeing of all refer to Wellbeing indicators	Emotion Works was used successfully with our pupils to increase their knowledge of the wellbeing indicators and to provide them with strategies to build their confidence in identify, understanding and regulating their own emotions. The learning is helping develop skills to meet challenges and manage change. Pupils are starting to learn how to cope when having a difficult time and understand what they can do to help themselves or access support.	<ul style="list-style-type: none"> • Emotion works learning consistently used through assemblies and lessons following school H&W progression staff continue to engage in professional learning around Emotion Works. • Most staff have engaged in Compassionate Classroom training which has been impactful. • Wellbeing indicators used in assemblies and reflections • ASN procedures use the indicators within all planning sessions to support learners. • Evidence from surveys observations and feedback reporting that 95% of parents feel children are developing skills although only 65% of pupils feel this is a 4 or 5 response. 	Continue to refine how learners can meet challenges and help them to manage change more effectively and know they can. Consistently use the wellbeing SHANARRI indicators alongside the school values as part of the self-evaluation and weekly reflections process. All school staff to engage in Compassionate Classroom training and extend this to partners.
Relationships of all	Our school staff have embarked on Compassionate Classrooms learning for staff. A relationship policy has been created and unites us on the importance of positive relationships within Hazlehead and how we can create and regulate the climate for learning.	<ul style="list-style-type: none"> • Comprehensive programme of support for staff wellbeing and support is available and accessible. • Seasons for Growth trained staff and a self-referral and parental referral programme. Two ELSa (Emotional Literacy Support Assistance) trained staff. Three LIAM trained staff and Counselling is available for pupils. 	Continue to implement the Compassionate Classroom programme building on its strengths.
Children's individual	The school has been awarded a silver status Rights Respecting School award and is committed to respecting	<ul style="list-style-type: none"> • Pupil working groups action plans evidence pupils' rights to choose, play and that they are actively involved in their 	Focus on Rights Respecting School to raise learning for all around the Rights and Equality agenda.

QI3.1 Ensuring Wellbeing, Equality and Inclusion	Evaluative Statement How well are we doing?	How do we know - what evidence do we have?	What are we going to do now? What are our improvement priorities in this area?
needs and rights		learning. There is evidence that their voices are heard through IDL learning choices.	
Fulfilment of statutory duties			
Statutory duties and requirements	The Senior Leadership Team are responsive to ensure their practices reflect national guidance and legislation.	<ul style="list-style-type: none"> • All staff received annual Child Protection training. Staff are regularly trained and involved in Child Protection and wellbeing. An overview is kept of all the staff training and courses carried out. • Clear procedures are in place for Child Protection. • Clear procedures exist understood by all. • Safer School App rolled out effectively 	Ensure all staff have attended and completed Child Protection Training to reflect the new recommendations.
Inclusion & Equality			
Summary statement	All staff work together to ensure systems and interventions are in place to support improved outcomes for all pupils.	<ul style="list-style-type: none"> • ELC and P1 parental walk and talk sessions • Engagement with family learning and parental support network • ELC Transition Google Site https://sites.google.com/d/1QD2FmculVfseTCj2pzHfbkYKSKDAf6Pg/p/1NjZkBWZh2iTqjliUyWoiGEUslj09oMLe/edit • Pupil feedback sessions and involvement in HGIOURS for pupils. • Increased parental involvement through remote parent Council Meetings • Development of See Saw and Digital portals for sharing learning. 	Develop a support mechanism for new parents to meet other parents and engage in learning and the life of the school easily.
Inclusion and appropriate support	Through strong partnership working we have been able to support and increase support for those in need. Through focussed interventions and regular responsive support all pupils who need support receive it.	<ul style="list-style-type: none"> • 85 % of P1-3 parents have all attended the school and been involved with their child's learning through open events at school this year. • P1 induction events held on Saturday to support families be involved in seeing their new school and meeting staff. • EAL support and HIT squad to support new EAL pupils • Three staff attended LIAM training • 2 ELSA trained staff worked to support pupils • ASG transition teacher appointed • Partnership expansion work was limited due to known restriction this year. 	Develop more opportunities for families to join their children in learning throughout the year.
Equality including support and challenge of discrimination	We aim to ensure our curriculum is designed to develop and promote equality, diversity and eliminate discrimination. This area is worthy of review.	<ul style="list-style-type: none"> • New resources purchased to support diversity within the Library and H&W programme. • School Google Site created for SHARE in partnership with our ASG • https://sites.google.com/d/1aCa4ZG3aefeeIFUTSW4htgXOMsANeGDR/p/16kd8X2Ujnz8qb1Bgv3VQlh29_1-9c_x • Shortlisted for School Innovation Award ACC 	Ensure staff guidance and training is reviewed. Review our diversity and ensure we celebrate diversity.

Q13.2 Raising Attainment & Achievement
Quality Indicator Grading – Good

Q13.2 Raising Attainment & Achievement	Evaluative Statement How well are we doing?	How do we know - what evidence do we have?	What are we going to do now? What are our improvement priorities in this area?
Attainment in literacy and numeracy			
Progress from prior levels Raised attainment in literacy & numeracy	<p>Attainment in CFE levels are on track Most pupils in P1, P4 and P7 are attaining levels as expected. The impact of the change in tracking meetings has enabled a greater focus on data and next steps. The use of the Big Maths CLIC and SAFE have identified the knowledge pupils are retaining and what areas that need to be developed.</p>	<ul style="list-style-type: none"> • Evidence from assessments, tracking meetings and ongoing discussions. • Big Questions IDL learning is providing a softer bank of evidence of pupil attainment across the school. • Specific pupils are more easily identified and targeted with specific interventions from PSAs and volunteers • Weekly formative Progress in Big Maths is now tracked and results acted upon • Big Maths assessments used and both pupils and staff are using the information to set targets and measure progress. • Impact of Talk Boost and SEAL interventions 	<p>To continue with a greater focus on Numeracy and Literacy approaches that consolidate learning. Greater use of moderation to support professional judgement.</p> <p>All staff to focus on challenge through questioning and Outdoor learning extension.</p>
Attainment over time			
Raising attainment over time across all curricular areas	<p>Staff are gaining in confidence around data and beginning to use it far more affectively to support their professional judgement. We continue to respond to the data and plan interventions timely and accordingly.</p>	<ul style="list-style-type: none"> • More focused tracking meetings which have highlighted short-term interventions to action. • Development of a new data tracking process shared and owned by staff. • STAR Maths and Reading assessments track progress over the year. 	<p>Whole school focus around moderation and benchmarks around a level in Numeracy, Writing and Reading</p>
Learners Progress from prior levels over time	<p>Almost all pupils are making expected progress over time. Exceptions are identified and targeted for support.</p>		
Effective use of assessment to make judgements	<p>SNSA and STAR assessments track pupil progress over time</p> <p>Scholastic Reading benchmarking ensures pupils progress based on individual ability</p>		
Tracking systems and interventions	<p>Assessment data is tracked from when pupils start with us and colour-coded to show progress. Next steps and interventions are recorded for exceptions.</p>	<ul style="list-style-type: none"> • Analysis of tracking data over time and use of tracking system and further discussion looking at trends and • New P1 numeracy assessment developed to measure starting point of P1 pupils. We currently measure literacy with the Highland Literacy assessment. • End of year tracking/handover meetings with SLT and teaching staff to ensure all staff know specifically where pupils are in their learning and where to pick up in August 	<p>Implement a new bespoke P1 Assessment in Numeracy.</p> <p>Continue to develop tracking meeting approaches to fully involve staff in professional judgements in attainment and progress, including the sharing of evidence to support this.</p>

QI3.2 Raising Attainment & Achievement	Evaluative Statement How well are we doing?	How do we know - what evidence do we have?	What are we going to do now? What are our improvement priorities in this area?
Attainment of individuals and groups over time	Specific interventions such as Adventure Aberdeen and AFC leadership have positively impacted on the skills of learners. Wider range of assessment data in literacy and numeracy to show progress over time for all pupils.	<ul style="list-style-type: none"> Continued collection of STAR and SNSA data. Big Maths data is now also being tracked and recorded. It is also used with pupils to set targets and identify next steps Mindset Mathematics used with P4 and the pupils' ability to apply knowledge and explain their thinking is growing Current P1 cohort – only 19% scored 7 or better on Highland Literacy initial assessment of readiness to read. However, on the SNSA 78% of P1 pupils scored in the top three bands in literacy and 96% scored in the top four bands. This growth is significant considering the starting point in August. Comparing SNSA results from our current P4 and P7 cohorts over time shows that from P1 to P4 the number of pupils scoring in the top four bands in numeracy was 98% in P1 and 95% in P4 – It is the first year where the results stayed within the same decile over time. From P4 to P7 there was growth. From P4 to P7 the number of pupils scoring in the top four bands were: P4 – 82% and in P7 – 86%. In literacy there is a dip from P1 to P4 on the SNSA. In P1 100% of the pupils scored in the top four bands, but in P4 83% in writing and 90% in reading. However, our P7 cohort improved moving from 78% in reading and 84% in writing in P4 to 90% in reading and 86% in writing. Based on this data there was a real significant change in P7 reading scores over time. 	Implement Mindset Mathematics across the school and develop a culture of talking about our reasoning and how to use knowledge to solve problems.
Overall quality of learners' achievement			
Learner Achievements	<p>Recognised weekly through Golden Book, Incredible Work, Yearly Achievement assembly, Assembly Shout Outs. Pupils are beginning to have a strong sense of community and participation through the development of 95 things to achieve before leaving Hazlehead programmes.</p> <p>All learners have the opportunity to be an active member of a school working group, shaping action plans, implementing targets, and sharing success.</p>	<p>Assemblies Incredible Work Achievement Assembly</p> <ul style="list-style-type: none"> Twitter and school website https://docs.google.com/presentation/d/1RH1jrz2pwqzcx2I3_arKr6Rhv2e4qhWE7NDV_qDe2Z0/edit#slide=id.g8b723f1e0f_0_32 Recorded in pupil tracking Community involvement such as Plant and Planter and Community Clean Up Days https://docs.google.com/presentation/d/1ss-2_yeFVYYMcr9EKyHr5TBP0otNtdSci2eiut8xqf8/edit#slide=id.p 	<p>Development of skills progression and JAZZ to support pupil achievement closely linked with DOE.</p> <p>Refine IDL approach to ensure the learning is rich, relevant, engaging, and memorable.</p>
Development of learner skills	Progression of ASG skills around the meta skills has been shared and used particularly with P7. This will be used further across the school. Linked with our P7 residential visit.	<ul style="list-style-type: none"> Skills progression and links to 95things programme https://docs.google.com/drawings/d/1b-rjYeGfmSrGUDCbQOJb1wSvFfJPXG7Z9A4jaPm7BTw/edit?usp=sharing 	Reflection time reviewed with all staff. Greater use of the skills progression across the whole school using working groups as a vehicle.

Q13.2 Raising Attainment & Achievement	Evaluative Statement How well are we doing?	How do we know - what evidence do we have?	What are we going to do now? What are our improvement priorities in this area?
Learners taking ownership of individual pathways	A marked increase in pupil and staff IDL engagement and increased learner achievement and engagement.	<ul style="list-style-type: none"> All pupils have the opportunity to respond to the IDL big question in any way they choose. This is to promote personalisation and choice. 	Build on the success of IDL to strengthen approach. Expand partnership working. Development of pupil leadership within the school calendar particularly within sport and sports Events
Equity for all learners			
Systems which promote equity	We always aim to ensure equity for our learners with the programmes and learning experiences we offer at Hazlehead.	<ul style="list-style-type: none"> Bikeability for all P5 – P7 pupils. Outdoor learning programme for all nursery – P7 pupils. Swimming programme for P4 pupils. 	
Raised attainment of the most disadvantaged learners	80% of our PEF identified pupils (based on SIMD, free school meals, or ACES factors) are achieving at an average or above average level according to national standards. The school does not have pupils on part time timetables or any exclusions.	<ul style="list-style-type: none"> Data from AFC supports the increased engagement in learning Early signs of support from Active Schools Data tracking of our PEF identified pupils shows that 71% of our current P1 pupils scored in the top two bands of SNSA in numeracy. The results weren't as high for literacy, but 93% scored in the top three bands. When looking at our P4 PEF identified pupils the percentage of pupils scoring in the top three bands are: numeracy: 89%, reading: 66%, writing: 56% however, STAR assessment data has shown progress made over the year. In p7 the number of PEF pupils in the top three bands on SNSA is significantly lower but the results show statistical growth made from P4 for all pupils with some pupils making significant gains from P4 to P7. Pupils with learning difficulties were also identified and diagnosed as a result of data trends. 	Continue to ensure that we are monitoring impact of targeted interventions, making adjustments as necessary.
Impact of tracking and monitoring, including those with additional challenges	Termly tracking meetings have developed increased dialogues and analysis of pupil data. Comprehensive support resources in place. Identified pupils continue to be supported on a range of social, mental and emotional wellbeing issues.	<ul style="list-style-type: none"> Seemis Tracking and School Tracking system Outdoor Learning Framework Emotion Works Programme Evidence from Youth Worker programme Evidence from Family Learning Interventions Active Schools Assistants targeted Programme 	Continue to use partners to support identified pupils and families where a need has been clearly identified or requested.

High Level Plan

Year 1 (2022-2023)	Year 2 (2023-2024)	Year 3 (2024-2025)
<p data-bbox="203 280 703 320">Ownership of Data by all staff</p> <p data-bbox="277 379 629 464">Development of AIFL Skills</p> <p data-bbox="219 528 689 612">Consistent use of SHANARRI throughout the school</p>	<p data-bbox="842 280 1384 320">Increased use of Data by all staff</p> <p data-bbox="842 379 1384 464">Implementation of a skills-based Science progression</p> <p data-bbox="804 528 1422 660">SHANARRI used consistently throughout the school as a reflection tool</p>	<p data-bbox="1473 280 2033 320">Consistent use of Data by all staff</p> <p data-bbox="1503 379 2004 464">Development of Listening and Talking Skills</p> <p data-bbox="1469 528 2040 612">SHANARRI embedded throughout the setting</p>