

Summarised inspection findings

Hatton (Cruden) School

Aberdeenshire Council

18 June 2019

Key contextual information

- Hatton (Cruden) Primary School is a non-denominational school situated in the village of Hatton. At the time of inspection there were 101 children on the school roll. There are five classes two of which are multi-composite. There have been significant changes in the staff over recent years and there are ongoing shortages of teachers.
- The headteacher has been in post since the start of the current school year, starting in August 2018. Two of the five classes had temporary teachers at the time of the inspection.
- Attendance has been in line with the national average over the past five years.
- In September 2018 the school reported that 43% of the roll had additional support needs.
- 97% of pupils on the school roll in September 2018 live in SIMD deciles 7 and 8.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The recently appointed headteacher has led a very useful review of the school vision, values and aims, involving discussions and consultation with staff, parents and children. The values were finalised and agreed in February. They encapsulate the newly focussed school ethos in the easily remembered “on TRACK”, with the values of being a team player, respectful, achieving, confident and kindness. The eye-catching visual display of the values is seen in each classroom and is referred to explicitly and regularly by teachers as part of daily work. Children are developing a good understanding of the importance of reflecting these values as they work together in school. Weekly assemblies underpin the work and rewards, including “Stars of the Week”, are presented to children who are identified by teachers or their peers as demonstrating the values. These underpinning values are now beginning to shape the work of the school community.
- Since taking up post in August, the headteacher has worked very well to establish her leadership role and build trust. She is providing effective leadership and direction and giving staff encouragement and support to help them grow in confidence as she leads the necessary changes. A range of evidence across the work of the school is now being used to identify important areas requiring improvement. Teachers are developing a better understanding of the use of evidence to inform improvements and their key role in being empowered take these improvements forward. They are keen to have increased opportunities to work together more effectively to ensure a shared understanding of the best way to take forward changes which will improve outcomes for the children.
- The school improvement plan for the current session was established prior to August 2018. As the new headteacher has taken stock of the work of the school, there has been a necessary shift in focus and priorities. Working with staff, she has correctly identified and prioritised a range of required improvements. The plan has been reviewed and updated and the ongoing progress shared with staff and parents. Going forward, there are plans for staff to be fully involved in the improvement planning process and agreeing priorities. More reliable evidence is

now available to inform the school improvement priorities. Regular reviews of progress with staff will further support a better shared understanding of successes and areas requiring further improvement. The headteacher recognises the need to ensure careful managing of priorities and the pace of change. She should ensure a focus on the priorities which will make the most difference to the children of Hatton (Cruden) Primary.

- A calendar outlining a range of evaluation activities is planned across the school year. This includes regular meetings between each class teacher and the headteacher to discuss planning, tracking of progress, attainment and identification of required interventions. Managing time to sample pupil work, observe lessons and hold focus group sessions has been challenging due to ongoing staff shortages.
- Staff now have some understanding of the socio-economic context of the school and what it means for the children. Work needs to continue so that all staff have a good understanding of the family circumstances in the school catchment area. The new monitoring and tracking system usefully includes information on SIMD (Scottish Index of Multiple Deprivation) along with children's progress in literacy and numeracy and their participation in opportunities for achievement both within and beyond school. Going forward, the system will be further developed to include other relevant information. Staff will need to ensure that the system supports a good understanding of the progress of all children, including those requiring additional support, to ensure the highest possible expectations for the progress of all learners. Termly meetings with each class teacher are used to discuss which children are on track and those requiring further support and interventions to improve their progress. The attainment information is now more reliable and robust and is providing useful evidence to inform strategies across the school.
- Plans are underway for establishing children's participation in school improvement. The pupil council has been re-established and children are enthusiastically contributing to improvements in aspects of school life. They have worked to improve the playground and aspects of the experience in the dining hall at lunchtimes. They have recently started to use How good is OUR school (HGIOURS) to improve their understanding of the roles children can take in helping improve their school. Children willingly volunteer to be part of recently established pupil groups such as dining hall helpers and enterprise stars. They work well together to support the life of the school.
- Staff professional review and development is now in place and will usefully inform professional learning which will be key to taking forward the agreed priorities in the SIP. The headteacher is undertaking the "Excellence in Headship" course with the Scottish College for Educational Leadership (SCEL) which is providing a useful network to discuss and share ideas. She reports that she is well supported by local colleagues, a headteacher mentor and officers from Aberdeenshire. Teachers are leading on aspects of work such as emerging literacy, enterprise and the use of digital technology to report to parents. They welcome opportunities to enhance their professional learning and recognise the benefits from engaging with peers beyond Hatton Primary. In the current session staff learning opportunities have included cluster moderation for maths, holistic assessment approaches, digital literacy and using HGIOS4. The headteacher is working to support staff in having an up-to-date understanding of national and local priorities for education, including relevant legislative requirements. They have also spent time together to discuss their work and share progress with school improvements.
- Pupil Equity Funding (PEF) in the current session was used to create the Hatton Hub and enhance the library and hall. Books are now relevant and encouraging a wider range of reading to meet the needs of all children. Funding has also been spent to provide training for a wellbeing support worker and to support the wider wellbeing programme being developed in

the school. Going forward it will be important to ensure that the funding is leading to the planned impact for children and linked to raising attainment.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The school's recently refreshed values and the 'on track' message are relevant for children and underpin the climate for learning. There are positive relationships between adults and children. Most children are respectful to one another and work well individually, in pairs and groups. They are able to share resources and support each other when learning. Most children demonstrate high standards of behaviour in class and around school.
- Most children are keen to learn and interact well in their learning activities. They enjoy learning at school and feel they are making progress in their work. Teachers make effective use of praise to build children's self-esteem and confidence. This includes during interactions, discussions and in comments on jotters.
- While there are examples of children being actively engaged in their learning, lessons across the school are often too teacher-led. Most children demonstrate the ability to exercise choice, become more independent and take increasing responsibility for leading their own learning. There is a need in most classes to ensure best use of all learning time. Teachers should review the effectiveness of the activities they set for children across the school day to ensure that each experience offers a high quality progressive learning opportunity.
- Most teachers provide a range of teaching approaches and learning environments. A few staff utilise outdoor facilities to enhance learning, such as growing plants in the school poly tunnel and developing investigative skills through a scavenger hunt. In almost all lessons teachers provide clear explanations and instructions to children. Staff are supportive of each other and regularly take part in informal discussions to develop their teaching practice. Teachers should work together collaboratively to further improve questioning techniques to promote children's higher order thinking and enquiry skills.
- Teachers set tasks and learning activities which meet the needs of the majority of children in the class. There is scope to further develop differentiation and the pace of learning to support and challenge learners appropriately for their age and where they are in their progress. A few teachers provide informed and well-timed interventions to support progress in children's learning. The school should consider how to provide regular opportunities for children to participate in year group peer discussions and activities across the multi-composite stages.
- Children use digital technologies, such as tablets, apps and programmable toys, to support learning and practise skills. A few teachers use interactive whiteboards effectively to enhance learning experiences. Digital pupil learning logs are currently being developed. The school plans to use this approach to record individual learning targets and evidence of children's progress. A few teachers are providing children with experiences and games in coding. This is developing children's confidence with digital literacy skills.

- The majority of teachers are making use of a few assessment techniques as part of their classroom daily routine. Across the school, the children would benefit from having more opportunities for self and peer assessment. In a few classes, there is evidence of feedback in jotters being used to inform and support progress in learning. However, effective and consistent use of feedback is not yet embedded across the school.
- Teachers use a variety of evidence to assess children's learning, such as holistic assessments and end of topic tests. The school are starting to make use of Scottish National Standardised assessments (SNSA) to support their professional judgement. There is currently limited evidence of the assessment information being used to inform planning and adapt learning experiences. Teachers should build their confidence in gathering, analysing and interpreting data. This information should then be used more effectively to differentiate tasks and activities to support children's progress and raise attainment.
- Through professional development and cluster events on moderation, teachers are beginning to develop their confidence in their professional judgements of Curriculum for Excellence (CfE) levels in mathematics. Staff say that they would welcome further high quality opportunities for moderation, within and beyond their own school, to develop a shared understanding of progression within other curriculum areas. The headteacher plans to provide staff further opportunities to discuss and explore together what achieving a level looks like at each stage. This will support teachers to become confident in arriving at the decision about when a child has achieved the level in mathematics.
- The headteacher tracks children's progress in literacy and numeracy through termly meetings with staff which include discussions on planning, attainment, barriers to learning and wellbeing. Following the tracking meetings interventions and supports are planned. The headteacher is beginning to monitor the progress of identified groups of learners including those who face additional challenges in their learning.

2.2 Curriculum: Learning pathways

- See Choice Q.I.

2.7 Partnerships: Impact on learners – parental engagement

- Parents are confident the school is well led and managed by the new headteacher. Communications between home and school have improved and the headteacher is engaging parents more fully through various means, including the use of digital technology. The recent “you said, we did” approach is helping parents know that their views are important. They feel welcome in the school and appreciate the open afternoons when they can visit classrooms and see the work of their children. They would welcome more advice about supporting learning at home, including links to useful websites.
- Parents help in the school by working with younger children, supporting the work of the class and leading activities with older children, including cooking. They support fund raising activities which help with the purchase of resources to enhance learning in the school.
- Parents expressed concerns about aspects of the school building, including access gates and the hard surfaces across the playground.
- Members of the Parent Council are re-establishing their roles. They have been involved in aspects of fund raising to support the purchase of resources for the school. They are planning to be more involved in supporting the school through providing advice on parental views.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children's wellbeing is a key priority for the school. Under the leadership of the headteacher the focus is on developing children's emotional and physical wellbeing to ensure all children are ready to learn and achieve. Staff have created a supportive and caring ethos where children feel happy, safe and respected. Children benefit from positive relationships with staff. They know they can talk to staff if they are worried or upset. Most children can identify how the school is keeping them safe, and how it encourages them to be healthy. They say that any issues such as bullying are dealt with well. The refreshed school values are well understood by the children and successfully align with the focus on developing positive relationships across the school. Children talk knowledgeably about kindness, being respectful and how well they are achieving in school.
- The 'Hatton Hub' has been set up as a nurturing, calm space where children feel included, and are well supported to learn by an adult they know well. Supportive learning environments, such as the recently refreshed library, are improving children's choices as well as enjoyment of a wider range of books. Staff have made changes to playground areas, increasing opportunities for interesting play and more physical activity at break times. This is supporting children to further develop positive relationships with each other through outdoor learning and play.
- Across the school most children have an understanding of what it means to be included, respected, active, healthy, responsible, to feel safe, and to achieve. They enjoy sharing their achievements at weekly assemblies. Staff are beginning to provide children with opportunities to reflect on and evaluate their own wellbeing. This is helping their understanding of how the wellbeing indicators support them to learn and achieve. Further work is needed to ensure that children's understanding of wellbeing is embedded.
- The headteacher is working well to provide an inclusive learning environment in which children, staff and parents feel that their views and opinions are valued and acted upon. Children are beginning to take on responsibility through roles such as playground managers and through the creation of the 'Hutton University. As this work develops there is scope for children to develop and apply a range of skills for learning, life and work through these experiences.
- Staff are aware of guidance and responsibilities in relation to wellbeing and inclusion. The headteacher gathers information about children's progress and wellbeing, and has regular discussions with teachers to ensure children are achieving and making appropriate progress. Children who require additional support with their learning, social and emotional wellbeing are identified, and interventions planned. Across the school a range of interventions are in place to support the wellbeing needs of children facing challenges. For example, individual and groups of children benefit from a programme of targeted support, including access to the Hutton Hub. As a result, children are feeling nurtured and included. They are building better relationships and developing important communication skills, enabling them share their concerns and be

supported to find solutions. This ensures that all children are included in the life and work of the school. Additional support plans are recorded in a range of ways. Staff should consider how the different formats could be streamlined, and be focused on setting targets more closely related to meeting children's wellbeing and learning needs. This will enable staff to monitor and evaluate the success of interventions and strategies.

- The headteacher has engaged with range of partners to ensure identified children are fully included and that their wellbeing needs are met. At times, children requiring additional support are withdrawn in groups. Staff should consider how this learning support can be delivered more in class so that children are fully included, and are not missing out on learning alongside their peers. As a school there is a need to develop learning further regarding equality and diversity.
- Staff plan learning for the health and wellbeing curriculum, mainly through a range of topics, using the relevant experiences and outcomes. This planning needs reviewed to ensure all children experience progression in learning as they move from stage to stage. The school is beginning to support the children to have a better understanding of what it means to be healthy. The school needs to review what is being provided by the tuck shop to ensure it is promoting healthy eating. This is an opportunity to involve children, and to develop their understanding of health and nutrition.
- The headteacher is aware of her role and responsibility related to statutory duties, and as a new headteacher has sought out professional learning, including professional learning on Getting it Right for Every Child (GIRFEC). She regularly monitors children's attendance at school and is beginning to work with parents to further improve attendance. Teachers record attendance at the beginning of the school day and after lunch break to ensure children are safe in school. A few exclusions are recorded for this session. We discussed the risks of exclusion and possible alternatives with the headteacher.
- The headteacher shows a commitment to equality and equity for all children. The school does not yet have an equality policy. Across the school children feel they are treated equally and that they are learning about some aspects of diversity. Teachers need to further develop children's understanding of diversity and equality, such as through progressive learning in religious and moral education and across other curriculum areas. The school is beginning to work towards Rights Respecting Schools accreditation to further develop relationships and behaviour. Staff should continue to develop awareness of guidance on equality and diversity, and promote this to ensure children's understanding is developing fully.
- The headteacher is involving teachers and support staff in a wide range of professional learning to support them in improving children's wellbeing. For example, staff training to underpin the setting up of the 'Hatton Hub' in term two, approaches to achieving a Rights Respecting School Award, developing a positive ethos in the playground and getting the curriculum right for every child. There is scope for staff to consolidate and analyse what is making a difference, and measure how well interventions are impacting on all children's wellbeing.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- According to figures provided by the school, the majority of children are achieving at the appropriate curriculum levels in literacy and numeracy. The findings from classroom observations, jotter sampling and focus group discussions confirm these current judgements. The school should continue with plans to develop moderation processes to ensure planning of learning and expectations for all children are based on reliable evidence of progress.
- For children with additional barriers to their learning, the evidence provided by the school suggests that majority are making progress appropriate to their individual level of needs.

Attainment in literacy and English

- The majority of children across the school are making satisfactory progress in literacy and English. Predictions provided by the school indicate that at early level most children will achieve the nationally expected level in reading, writing and listening and talking. At first level, the school predicts most children will achieve listening and talking and reading, less than half will attain writing. At second level most children will achieve listening and talking and the majority will attain reading and writing at the nationally expected level.

Listening and talking

- Overall, attainment in listening and talking is good. Across the school children are enthusiastic to talk about their school and what they are doing. Most children across the school are making good progress, and are on track to achieve expected CfE levels in listening and talking. In primary one all children listen and respond well to teacher led discussion. A few children through their play, retold a story they had heard using a wide range of vocabulary. At the first level, a majority of children communicate clearly and share their ideas. They take turns and listen to others well. They can ask and respond to questions appropriately. By the second level, a majority of children can discuss a range of texts for enjoyment or to find information with confidence. They listen well to each other, respect different views and share their ideas, building on the contribution of others very well. They recognise through debate how to persuade the listener.

Reading

- Overall, attainment in reading is satisfactory. Across the school children enjoy reading and have a greater choice of books to read as a result of the new books recently provided through parent and children's fundraising. At all stages children are developing the skills for reading. A majority of children are making satisfactory progress building on their prior learning, a few are exceeding CfE expectations.
- At the early level, most children use their knowledge of sounds, letters and patterns to read words. Most children can match words to pictures and word cards accurately. Learning

prompts around the class support the children's vocabulary development, for example the 'tricky word tree'. They enjoy listening to and answering questions about stories such as 'Percy's hut' and talk knowledgeably about the work of the main character in the story. Children are encouraged to read labels and environmental print around the classroom. There is scope to ensure all children are clear about what the labels and signs say. At the end of early level, and beginning of the first level, children across the school read well for understanding, responding to more complex questions with appropriate answers.

- At the first level, a majority of children read fluently and with expression. They are developing notetaking research skills through topic work. At second level, most children read with fluency, expression and understanding. They discuss characters, setting and the main idea of the story, and what the author is trying to say through the text with confidence. However, at times unfamiliar vocabulary limits their thinking and ability to give an explanation. There is scope across the school to develop further children's knowledge of authors, their skills in inference, and in higher order thinking through their reading. Continuing with targeted support will benefit children not yet on track to make appropriate progress.

Writing

- Overall, attainment in writing is satisfactory. Across the school, a majority of children are making satisfactory progress building on prior learning, a few children are exceeding CfE expectations. At all stages children are developing skills for writing appropriately. Across the school children have opportunities to write regularly for a range of purposes and audiences and most enjoy writing. Teachers follow a structured approach, which is helping children to become writers from P1.
- At the early level, most children are beginning to write independently and can form a meaningful sentence punctuated accurately. They are beginning to blend sounds in their writing. Children are encouraged to write up to three sentences. At the first level, children are learning to spell common words, use simple punctuation, and use common conjunctions to link some sentences. They enjoy writing tasks linked to novels they have listened to. At the first level, most children are writing independently. They create texts, select relevant information, retell and change parts of a story they have read. By second level, a majority of children understand different genre. They understand how to make their writing more interesting, such as through use of vocabulary, adjectives and syllables. The majority of children are planning well and are writing lengthy interesting pieces, which they can edit effectively.

Attainment in numeracy and mathematics

- Overall, the majority of children across the school are making satisfactory progress in numeracy and mathematics. Predictions provided by the school indicate that at early level most children will achieve the nationally expected level and at first and second level the majority of children will achieve the nationally expected level. A few children at second level are exceeding nationally expected levels and making good progress. The recent professional learning undertaken by teachers on assessing progress in numeracy should support work to ensure children make the best possible progress across all levels.

Number, money and measure

- At early level, most children can confidently identify numbers to twenty and can recognise how many are in regular patterns, such as ten frames, without having to count. Most children are developing their understanding of addition and subtraction with the support of practical materials. Almost all children recall number sequences forwards within a range of 0-20 and most children are developing confidence in recalling the number before and after. All children have experimented with items, such as hand spans, to measure and compare sizes in the environment.

- By the end of first level, the majority of children identify the value of each digit in a whole number with three digits and can round to the nearest 10 and 100. The majority of children record amounts of money accurately in different ways using the correct notation. Most children can identify quarters and halves. All children require more experience comparing the size of fractions and ordering these. A few children can use knowledge of everyday objects to provide reasonable estimates of length.
- At second level, the majority of children can round to the nearest 1000, 10 000 and 100 000 and multiply whole numbers by two digit numbers. The majority can order a range of numbers less than zero and identify links between fractions, decimals fractions and percentages. Most children can calculate a simple percentage and fraction of a quantity. The majority of children know the relationship between commonly used units of time, can carry out simple conversions and accurately calculate speed, distance and time. The majority of children are able to answer calculations involving the four operations with accuracy and explain their reasons for selecting particular strategies.

Shape, position and movement

- At early level, most children understand and can use the language of position and direction. Almost all children can identify common 2D shapes. At first level, the majority of children can confidently identify and describe 3D objects and 2D shapes using appropriate vocabulary. The majority of children can find right angles in the environment and know a right angle is 90 degrees. At second level, the majority of children can use mathematical language to describe a range of angles and know that a circle's radius is half of the diameter. There is scope to develop most children's knowledge of complementary and supplementary angles and most children require more practice calculating the volume of cube and cuboid.

Information handling

- At early level, most children interpret simple graphs and can apply counting skills to answer questions based on the information. Most children, by the end of first level, can gather information and produce simple graphs and charts. The majority of children can use tally marks correctly. At second level, the majority of children are able to interpret and draw conclusions from information displayed in a variety of forms, including digital, with confidence. There are a few children, exceeding nationally expected levels, who can apply their information handling skills in increasingly complex forms, such as stem and leaf plots.

Attainment over time

- The school provided historical data on attainment of CfE levels in reading, writing, listening and talking and numeracy. There is no reliable evidence of improvement over time in attainment in either literacy or numeracy across the school. The headteacher is aware that the data is not robust. Moving forward arrangements are now in place to gather information more effectively about how well children are attaining and progressing based on reliable assessment information and teacher judgements. Moderation activities looking beyond the school will support teachers to be more confident in their judgements. There is scope to raise attainment in literacy, English, numeracy and mathematics for all children
- Teachers are developing their use of holistic and standardised assessments and the National Benchmarks. The school is at the early stages of using this information to inform professional judgement about achievement of a CfE level. A shared understanding of what constitutes achievement of a level needs to be developed to ensure there is reliable attainment data showing progress over time.
- The school is not yet gathering or tracking attainment data across curricular areas other than literacy and English and numeracy and mathematics.

Overall quality of learners' achievement

- Across Hatton (Cruden) School, children are benefiting from participation in wider achievement opportunities. Staff recognise children demonstrating school values through Star awards, which are celebrated at assemblies and at special Friday events. The children's photographs and certificates are displayed in the school corridor which encourages a sense of pride and achievement.
- Across the school, children develop skills as responsible citizens by fundraising for a range of local and national charities. P7 children are developing skills for life and work through a newly introduced enterprise legacy programme which this year centres on a 'cakes and shakes' fundraiser. The 'enterprise stars' group, which includes children from several stages, take responsibility for wider school fundraising ideas and organisation. The children speak proudly of the funds secured through their events, such as an Easter bonnet activity.
- Children are beginning to develop their teamwork skills through being part of the recently formed pupil groups and taking on school responsibilities. Older children demonstrate leadership skills through their involvement in the new 'befrienders' playground system. There are plans to support children to identify and discuss the skills they gain from these experiences. Staff are at the early stages of tracking children's involvement in after school activities and wider achievements opportunities across school. The headteacher plans further opportunities for accredited wider achievements through development of the 'Hatton University'.
- A few children have won competitions such as national maths online challenges. The children previously worked together across the school to achieve Eco-school green flag status. A number of children across the school are involved in instrumental tuition or a local pipe band. Children talk proudly about their achievements within these experiences.

Equity for all learners

- Teachers across the school strive to promote equity across learning for all children in an inclusive ethos. The headteacher tracks children's progress in numeracy and literacy. This information is then used to support identified individuals and groups to reduce or remove potential barriers to learning.
- Although very recently introduced, staff believe the 'Hatton Hub' health and wellbeing initiative is showing early signs of positive impact for children involved. To meet the needs of children visiting the Hub, the headteacher used Pupil Equity Funding to pay for a pupil support assistant to be trained in supporting wellbeing. The school has also purchased an online tool to help staff plan for and measure the progress of children's social and emotional skills development. A range of activities, clubs and trips are offered to children. The school should now consider how to ensure cost is not a barrier to all children being able to participate fully in the provided opportunities.

Choice of QI : 2.2 Curriculum

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

- The headteacher has clearly articulated the importance of a whole school approach to developing the curriculum. The new vision for the school is underpinned by the rationale for a curriculum which ensures the children are equipped with the necessary skills, attributes and qualities to adapt and thrive in their future. The well-considered aims are to be realised through the delivery of the curriculum. Staff recognise the importance of taking forward improvements to the curriculum and designing learning experiences which best meet the needs of the children in Hatton (Cruden) School.
- Teachers are planning the curriculum for their classes, mainly using the experiences and outcomes, and more recently the National Benchmarks, of CfE. Approaches to planning vary across classes and there are examples which support appropriate progression for children. Whilst learners experience learning across all curriculum areas, there is no clear progression framework from P1 to P7. Planning has sometimes been too dependent on describing the resources such as books or worksheets, rather than the expected learning. There is agreement across staff that a whole school approach is now needed with the establishment of an overall curriculum framework for the school. This needs to illustrate the overall picture of how learning is organised across all stages in the school and provide structure for planning progressive learning pathways.
- Progression frameworks for literacy and numeracy are in place at each of the stages and a framework for health and wellbeing is a current priority for development. These have the potential to provide a useful tool for teachers to plan learning pathways. Staff need to make use of other curriculum area frameworks available from Aberdeenshire and take forward work to adapt these to suit the needs of learners in Hatton. Planning progression in all curriculum areas now needs addressing ensuring that all children are receiving their entitlement to learn across all the experiences and outcomes of CfE. This includes meeting the statutory requirements for religious and moral education.
- Improvements to the reliability of assessment should now be used to better inform the ongoing planning of learning. Planning needs to respond to assessment evidence gathered in the course of teaching and learning and ensure that the next steps for children are providing a progressive and appropriately challenging learning experience. Linking experiences and outcomes across curriculum areas to provide coherent learning in contexts relevant for children in Hatton Primary School would provide some learning in an interdisciplinary context.
- Currently, teachers make use of progression frameworks for literacy and numeracy. Changes to planning formats and guidance are underway with the aim to provide a clear structure and framework. This will support teachers to understand progressive skills development across the curriculum and to plan learning across the four contexts. Throughout this review, staff should carefully consider how to ensure planning is streamlined and manageable whilst informed by assessment and children's prior learning
- Developing the Young Workforce (DYW) is an improvement priority in the SIP for the current session. The newly introduced "Hatton University" is beginning to introduce opportunities for accreditation of learning beyond the classroom. The school works with a range of partners to support children's learning. This includes community police, and Scottish SPCA.

Work is continuing to raise awareness of the relevance of learning to the world of work. Staff are discussing ways to incorporate digital literacy into the curriculum and the relevance of these skills to children's future careers. Teachers need to build into the learning experience regular and explicit discussion of the skills being developed and how these skills are relevant to the world of work.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.