

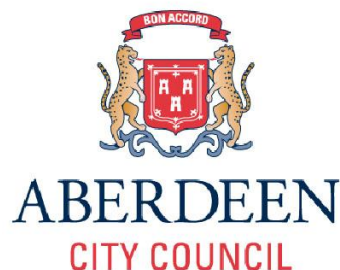


# Hanover Street Primary School

## Standards and Quality Improvement Plan



Session 2015-16



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## **The school and its context**

Hanover Street School is located on the east of Aberdeen City Centre and is part of the Harlaw Academy ASG. The catchment area includes Aberdeen Harbour to the South and the coastline along the East, covering inland to King Street and the Castlegate area. The school was built in 1900, however the interior of the school was up-graded in 2008 and is now a modern building in a Victorian shell.

Deprivation levels are higher than the city average. The majority of pupils (88%) are in SIMD Deciles 2-6. The spread of pupils across the SIMD Deciles is as follows:

| <b>Decile</b>        | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |
|----------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Percentage of pupils | 1%       | 10%      | 14%      | 13%      | 36%      | 16%      | 4%       | 4%       | 1%       | 2%        |

The nationality of pupils is much more diverse than the city average; only 41.2% of pupils identify as Scottish, with a further 8.2% identifying as British or English. Support is provided by the English as an Additional Language Unit (EAL). Almost half the pupils in the school are on the EAL register, however support is only necessary for approximately 15% of pupils.

The school roll is subject to constant change. For session 2015/16, the school roll was approximately 209 for Primary one to Primary seven pupils plus 80 nursery places. There were 9 classes across P1-P7 at the start of session, changing to 8 classes as numbers fluctuated throughout the year.

The school roll for session 2016/17 currently stands at 220 for Primary one to Primary seven pupils plus 80 nursery places. There are 9 classes across P1-P7.

The school management team consists of a Head Teacher and one Depute Head Teacher. There are nine P1-P7 class teachers and a P.E specialist teacher visits the school two days a week. The Nursery is staffed by a teacher, a SEYP and three FTE EYPs (two EYPs are full-time). The interim allocation for Pupil Support Assistants is six FTE until October 2016. The school also has a variety of Music Instructors including singing, brass and woodwind.

The school has an active Parent Council and enjoys close links with Hanover Community Centre, the sheltered housing at Constitution Court and the Salvation Army based in the Castlegate.

## **School aims and vision statement**

The school aims and vision statement were revised in 2015/16.

### **Vision Statement**

Hanover Street School's vision is to create a welcoming, friendly, happy and safe environment to enable our children to achieve to their full potential and become successful learners, confident individuals and responsible, effective contributors to society.

### **School Aims**

Our School Aims are:

- to provide a welcoming, caring and friendly environment where children feel happy, safe and secure.
- to provide challenging and appropriate learning experiences to promote successful learners within a full and balanced curriculum.
- to promote responsibility, fairness, honesty and respect for others to enable children to become responsible citizens.
- to develop communication, co-operation, perseverance and resilience to create effective contributors to society.
- to encourage and develop good relationships between children, parents, staff and the wider school community.

# **How good is our leadership and approach to improvement?**

## **1.1 Self-evaluation for self-improvement**

Self-evaluation is demonstrated through:

- The school has a schedule of Peer and SMT observations termly for all teachers.
- SMT conduct 'Learning Walks' termly.
- Observation feedback is given and recorded by SMT.
- Professional Dialogue Meetings take place termly to give opportunities to discuss and record all pupils/classes and their progress.
- Professional Review & Development meetings take place annually.

Active involvement of staff, learners, parents and partners is demonstrated through:

- Staff are open and accessible to parents informally and formally. Open days (Ceilidh/Science), community events and parents' evenings per session take place twice throughout year.
- Feedback is regularly gathered from parents at the above events.
- The school is working with Donna Cuthill to improve the Parent Council.
- Pupil Council evaluations provide evidence that children are engaged in reviewing their own learning and the work of the school.
- Significant improvements in communication have occurred over this session. Regular newsletters, Groupcall, a new website and staff/HT/SMT are more pro-active in contacting parents in person or via telephone.

## **1.2 Leadership of learning**

The SMT are trying to create a strong learning culture within the school.

- Communication and expectation of teachers being 'Leaders of Learning' from SMT is given via observation feedback / PDM / PR&D
- Collegiate working and sharing of good practice is mostly strong, stage meetings are built into the Working Time Agreement Collegiate Calendar.
- Effective leadership roles are increasingly developed, especially regarding Literacy, Numeracy, Eco-Schools and HWB.
- Close working with Educational Psychologist and partner agencies – links across the ASG are being developed for PSA staff.

Supporting learners to develop resilience and confidence to lead learning is demonstrated through;

- Buddying success.
- Opportunities to lead assemblies.
- Open afternoons.
- Enterprise events.
- Pupil Council input.

### **1.3 Leadership of change**

- In 2015/16 session the school introduced a new SMT of Acting Head Teacher and new permanent Depute Head Teacher.
- A new SFL Programme was developed and improved over 2015/2016 session to include better benchmarking of pupils and better deployment of PSAs to target support for learning.

### **1.4 Leadership and management of staff**

- Tracking and Monitoring / PDM meetings were introduced in 2015/2016 session.
- New forward planning formats discussed and agreed amongst staff.
- A focus of discussion at teacher PR&D meetings is the relevance of the CLPL activities staff have undertaken and/or plan to undertake.
- Links are made to SIP priorities; most staff can confidently outline their personal, professional priorities and how these have or will impact on individual learners or the school as a whole.

### **1.5 Management of resources to promote equity**

- Teaching staff voice has been given more weight in the approach to resourcing: e.g. Maths/Reading/ICT resources. iPad bus and class set of iPads have been purchased. Maths core resources have been purchased. Requisition process for resource orders established.
- Approaches to digital learning are improving and staff are motivated by the new technology which has been purchased.
- PSA/SFL resources are used to target those identified where need is greatest.

# **How good is the quality of care and education we offer?**

## **2.1 Safeguarding and child protection**

- The school works effectively with the Educational Psychologist and partner agencies to support and ensure that the needs of individual learners and their families are being met. This is frequently through sharing of information and regular meetings to discuss progress and next steps.
- GIRFEC practices are firmly embedded within school practice and all staff are familiar with Child Protection procedures and understand the importance of completing chronologies and recording / reporting events / concerns. This helps to safeguard our most vulnerable learners.
- The school had one LAC in care and one LAC at home in 2015/2016 session. Very close links and good working relations with Barnardo's were formed over the course of the year.

## **2.2 Curriculum**

- Progress in Numeracy with introduction of resources/CPD.
- Progress in Literacy with reading/phonics.
- Progress in use of ICT with both new hardware and software introduced.
- HWB SHANARRI evaluation well established.
- Bounce back well used across the school.
- Eco-Projects embraced across the school with particular success in Primary 4  
Eco-Projects winning recognition at the Aberdeen Children & Young People's Awards and Total Green School's Awards.

## **2.3 Learning, teaching and assessment**

- Classrooms are a secure base for learning, with positive staff/pupil interactions and a good climate for learning in every class. Pupils cope well with routines and responsibilities, and have pride in their school and their work.
- Parents speak very highly of the school and the learning experience of their children, praising and valuing all the staff.
- Learning and teaching across the school is good overall. There is generally good awareness of the needs of learners, and the school is developing some good practice to meet learners' needs effectively.
- There is a positive class ethos, good climate for learners and positive rapport and mutual respect in teacher-learner relationships and across staff relationships in the school.

- Staff are aware of the value of assessment data and needed to continue to work to use these as part of their planning and focus on learners setting targets and progressing beyond them to set more aspirational targets.
- Termly Professional Dialogue Meetings have been introduced to ensure Tracking and Monitoring is more robust and to ensure effective identification of targeted support.
- SFL benchmarking for literacy and maths is in place.

#### **2.4 Personalised support**

- Termly Professional Dialogue Meetings to identify individual pupil needs and discuss progress.
- SFL needs are identified and targets set at PDMs and in meetings with SFL teacher.
- PDMs facilitate moderating teacher opinion against Pips/Incas data. Recording of this provides evidence to determine support/targets/groupings/SFL.

#### **2.5 Family learning**

- Very effective induction and transition programmes for Nursery, Primary 1 and across the stages ensure that parents and learners are well informed and supported.
- Parent support group hosted within the school every Thursday morning.

#### **2.6 Transitions**

- Transition procedures and planning as part of the Harlaw ASG were very successful. Primary 7 enjoyed many transition visits to Harlaw Academy throughout the final two terms of the session. There were several opportunities for information sharing between Hanover and Harlaw teaching staff, SMT and Educational Psychologist.
- Strong links and a similar transition process also exist with St. Machar Academy.
- Very effective induction and transition programmes for Nursery and Primary 1.

#### **2.7 Partnerships**

Opportunities for development through partnership working with:

- Environmental services
- City Wardens
- Constitution Court
- Salvation Army / Citadel
- Various enterprise events.
- Shop front / architecture project / Urban Studies Centre.



## **How good are we at improving outcomes for all our learners?**

### **3.1 Ensuring wellbeing, equality and inclusion**

- All pupils were involved in the whole school survey and scored themselves against the 8 SHANARRI wellbeing indicators. Their scores are colour coded and recorded/tracked on individual SHANARRI wheels and used for pupils to discuss wellbeing, as well as being used as a baseline position. The wheel is also used in planning and supporting individuals who are involved in single or multi-agency assessments. This evaluation across the school has been recognised as an example of good practice and has been shared across the ASG, as well as being recognised at the Children and Young Peoples Awards.
- Scores have also been collated anonymously to provide classroom and whole school SHANARRI colour coded Wheels which are visually displayed in the school to highlight success and demonstrate where changes and improvements are to be made. The whole school scored the following: Safe (5\*), Healthy (5\*), Achieving (5), Nurtured (4), Active (4), Respected (5\*), Responsible (5\*), Included (5\*). The scores marked with (\*) denote an increase from the previous session, those without the (\*) remain the same as in previous session. There are no indicators that show a decrease in pupils rating.
- The SMT follow the staged procedures when targeting children for support.
- IEPs have appropriate targets and are reviewed regularly. There is good use of wellbeing indicators when planning for a child's need, which facilitates the creation of a Child's Plan when necessary.
- PSAs are knowledgeable and experienced. They are a valuable resource and are positive about their new way of working. They have been attending an ASG wide programme of CPD, hosted by the Educational Psychology service to support their expertise in working with pupils who have a variety of needs.
- Good relations exist between SMT, Staff, Social Work, Educational Psychology, School Nurse, EAL and other partner agencies.

### **3.2 Raising attainment and Achievement**

- Pupils are aware of strategies being used to assess and evaluate performance as learners. Children are familiar with learning intentions and success criteria and many are able to explain how these are used to measure success in learning and to develop skills as learners.
- Peer and self-assessment strategies are used in classes to measure progress. Self-assessment strategies provide instant feedback to teachers about pupils understanding. Peer assessment is used to successfully develop writing and listening & talking

activities. Pupils across all stages contribute to planning class topics.

- Regular timetabled Professional Dialogue meetings are held focusing on a review of individual learner's progress. Assessment of information is collated and analysed to track progress and attainment at classroom level.
- Performance in PIPS assessment for 2015/2016 is as follows:

| <u>Maths</u> |            | <u>Reading</u> |            | <u>Phonics</u> |            | <u>Total</u> |            |
|--------------|------------|----------------|------------|----------------|------------|--------------|------------|
| <u>Start</u> | <u>End</u> | <u>Start</u>   | <u>End</u> | <u>Start</u>   | <u>End</u> | <u>Start</u> | <u>End</u> |
| 50.42        | 51.30      | 51.58          | 51.10      | 52.98          | 51.76      | 52.21        | 51.16      |

The value added in Maths over the session is encouraging; however the decrease in scores is disappointing in reading and phonics. Although perhaps it is worth noting that the school did have an intake of 9 new EAL beginners group pupils over the course of the session.

- Children's achievements, both school based and out of school based, are celebrated every Friday at assembly.
- Staff achievements are highlighted and celebrated at Friday morning staff meetings.
- The school has had success in the Aberdeen Children and Young People's Awards during 2015/2016 session, winning two awards (for SHANARRI evaluation & infant Eco-Project).
- The Eco-Projects led by Mrs Elrick have also been recognised in winning awards from Total Green School Awards and also Eco-City Awards.

### **3.3 Increasing creativity and employability**

- Teachers offer a wide range of alternative learning opportunities, for example outdoor learning, gardening and cookery within the school grounds. The school is also active in the local community, especially related to Eco-activities working with City Wardens to organize a 'Big Beach Clean' litter picking day for the whole school. The upper stages have also been involved in the Spectra Light/Art project, Architect/Shop Front design project, Children's Film Festival, Brutalist Playground, Lunchtime Concerts and Children's Book Festivals all in Aberdeen City Centre.
- The school has been involved in supporting many charities during 2015/2016 session. Fundraising has been organized through various enterprise events to support: Children in Need, Archie in Africa, the Brain Tumour Trust, Books Abroad and the Roald Dahl Foundation.

## **Our key strategic priorities for improvement for next session**

### Primary

- Early Years Phonics: - Active Literacy resource packs developed to support Early Years Phonics. 'Talk Boost' programme started within infant classes.
- Mental Maths – Middle Stages: - Audit and engagement with active/physical/purchased resources and planning formats to support learning in Numeracy.
- Internet Safety and Responsible Use: - Follow on from 2015/2016's push on Internet safety.
- 1+2 Embedding in Early Years:- Engagement in ACC planning formats and school resources across all classes.
- Engagement with Rights Respecting Schools or other strategy which delivers the same outcomes. Progress the school from Recognition of Commitment to RRSA Level 1.
- Improving attainment and closing the gap.

### Other ongoing areas of development

- Writing: - Introduction of moderation using the Scottish Criterion Scale across the school and progressions of writing across the school.
- Reading: - Re-banding of school's reading resources to create coherent progression throughout school. Reflective Reading Practice adopted across the school.
- HWB: - Continued evaluation of individuals/classes and whole school against SHANARRI wellbeing indicators. Strategic use of these evaluations to improve HWB across school. ASG-wide priority/actions for HWB adopted across school.
- Engagement in new whole-school Forward Planning Formats