

Standards and Quality Report 2016-2017 Improvement Plan 2017-2018

School: Hanover Street School

Head Teacher (Acting): Alan Markey



School website: <http://hanover.aberdeen.sch.uk/>.
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Context of the school:

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 roll is subject to constant change. For session 2016/17, the school roll was 220 for Primary plus 80 Nursery places.

The school roll for session 2017/18 currently stands at 213 for Primary with a total of 9 classes. There will be 80 nursery places.

At present, the school leadership team consists of Head Teacher (Acting) and one Depute Head Teacher. There are 9 primary classes and 4 nursery classes. The full time equivalent teaching staff is 13.31fte and the children are supported by 4.36fte pupil support assistants. During session 2016/17, the school experienced changes to the Senior Leadership Team with a change of Acting Head Teacher in January 2017.

Parental engagement is a key feature in our school and parents are encouraged to be fully involved in the life and work of the school and our Parent Council meet on a regular basis to discuss educational matters as well as social and fundraising events.

Pupil participation is a key priority in our school and pupils have many opportunities to be involved in the work and life of the school.

The school has close links with the community and other agencies. These are used to support learning and teaching and to broaden experiences for pupils. The pupils are involved in a range of activities such as working with senior citizen groups, local businesses, environmental initiatives and the Salvation army based at the Castlegate.

The most recent school inspection took place in November 2007 with a follow up inspection in December 2009. The Care Inspectorate reported on the nursery in March 2017. The reports are available at <https://www.education.gov.scot> and <http://www.careinspectorate.com/index.php/type-of-care> (These are the main pages.)

A team of Quality Improvement Officers visited the school in December 2016 to evaluate how well the school is supporting learners to attain, achieve and maximise their successes.

Session 2016/17

Free School Meal Entitlement

7.1% of Primary 4 – 7 registered to receive free school meals during session 2016/17.

SIMD (Scottish Index of Multiple Deprivation)

The SIMD profile for Hanover Street School ranges from SIMD 1 – SIMD 10

| | | | | | | | | | |
|--------|-----|--------|-----|--------|-----|--------|-----|---------|-----|
| SIMD 1 | 1% | SIMD 2 | 10% | SIMD 3 | 14% | SIMD 4 | 13% | SIMD 5 | 36% |
| SIMD 6 | 16% | SIMD 7 | 4% | SIMD 8 | 4% | SIMD 9 | 1% | SIMD 10 | 2% |

Almost all pupils (88%) live in Deciles 2 – 6.

School vision statement:

The school vision statement was revised in 2015/16

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 values and aims:

School values and aims were revised during 2016/17

Our School values and aims are described by the following acronym:

Happy and Healthy

Achieving

Nurtured

Our community

Valued

Engaged

Respected and Responsible

Safe

Teamwork

Each word in the above acrostic has more detail and examples of their importance to the school. These are referred to on a weekly basis at school assemblies.

High Level Review of School Improvement Plan Progress 2016-2017

| 2016-2017 Improvement Priority 1: Engagement with Rights Respecting Schools | |
|--|---|
| NIF Priority <ol style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people | NIF Driver <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School Improvement Performance Information |
| HGIOS?4 QIs | |
| <ol style="list-style-type: none"> Self-evaluation for self-improvement Leadership of learning Leadership of change Leadership of management and staff Management of resources to promote equity Safeguarding and child protection Curriculum Learning, teaching and assessment | <ol style="list-style-type: none"> Personalised support Family learning Transitions Partnerships Ensuring wellbeing, equality and inclusion Raising attainment and achievement Securing children's progress (ELC) Increasing creativity and employability |
| Progress: What has taken place? (High level evaluation) <ul style="list-style-type: none"> Curriculum development meeting focussing on children's rights and how we can embed them across the school. Children's rights referred during school assemblies. Rights Respecting Steering group developed. Rights Respecting notice board established. Whole school engagement in designing a Rights Respecting mascot. | |
| Impact: Evidence of impact <ul style="list-style-type: none"> More awareness of Children's rights across the school (pupils, parents and staff) School received Recognition of Commitment (ROC) for work carried out to date. The majority of children and families (51%) engaged in whole school homework task designing a RRS mascot. The majority of teaching staff (50%) refer to Children's rights on a regular basis. A few teachers have class charters established in their classes. | |
| Next Steps: To inform Improvement Plan <ul style="list-style-type: none"> Gather information from staff and pupil questionnaires to form a baseline for evaluation. Invite a parent to join RRS steering group Maintain notice board and relevant information Use chosen mascot when referring to rights, make it familiar. Create class charters in each class. Progress the school from Recognition of Commitment to RRSA Level 1. | |

2016-2017 Improvement Priority 2: 1+2 Modern Languages in the Early years

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Progress: What has taken place? (High level evaluation)

- Whole school, P1 to P7 implemented Primary 1 ACC French plans, with a view to rolling out onto P2 syllabus next session.
- Termly topics/contexts agreed as a staff, with supporting materials put on display on 1+2 notice board.
- Electronic folder and organised sub-folders on education network created for sharing and collaboration.
- Modern languages folder created for staff development providing ideas on activities, games and interactive methodologies.
- French speaking university student volunteer worked with classes P1-3 for a period of 10 weeks to support children's knowledge and understanding of French.
- University languages student sharing information on 'Nessie Project' at school assembly.

Impact: Evidence of impact

- All staff followed the Termly planners provided at the beginning of term.
- Almost all children across the school can say numbers to 10, name a variety of colours and say basic phrases/greetings in French
- Resources are used regularly to raise pupil engagement.
- All classes reporting more French has been learned this session compared to previous sessions.
- Most children have expressed they are more open minded and interested in learning other languages.

Next Steps: To inform Improvement Plan

- Use French resources provided by Aberdeen City Council to further support learning.
- Primary 4 and 5 teachers to attend training to support teaching French.
- Whole school programme to roll forward to P2 syllabus and extend into P3 as required.
- Each class to have a 'Mini-France' interdisciplinary topic and provide opportunities for children to showcase their learning to parents.
- Moderation of the delivery of French to inform judgments, collect evidence of impact and inform next steps.
- French to be used at Assemblies more often.

2016-2017 Improvement Priority 3: Early years phonics

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

Progress: What has taken place? (High level evaluation)

- Development of Active Literacy resource packs developed to support Early years phonics.
- Gathering of resources to support learning taken from a range of sources.
- Resources shared with relevant class teachers.
- Improved Primary 1 curriculum workshop for parents – more detail and improved evaluations
- Highland Council Phonological Awareness screener trialled in one P1 class
- The developmental overviews which are used in Early Years and Childcare settings in Highland have been introduced to the nursery team, to be used as a planning and assessment tool next session.
- Daily song, story and rhyme reviewed in nursery as a minimum for daily practice.
- Gap in phonics programmes identified (onset/rime), resources purchased/collated, planning progression prepared.

Impact: Evidence of impact

- Broad range of resources now available to support learning and teaching of phonics in the early years.
- Learners have increased access to a range of resources to support learning.
- The majority of practitioners (66.6%) use the resources on a regular basis and find them highly effective in increasing pupil engagement and allowing opportunities for further application of skills.

Next Steps: To inform Improvement Plan

- Continue to use the resources to support learning and teaching.
- Monitor the impact of resources on pupil engagement and development of knowledge and understanding through observations and analysis of attainment data.
- Audit the requirement for appropriate resources packs to be made for stages P3 – P7.
- Review parental information/involvement/workshops in line with new developments.

Core Quality Indicator Evaluations

| Quality Indicator | School Self-Evaluation |
|--|------------------------|
| 1.3 Leadership of change | 4 |
| 2.3 Learning, teaching and assessment | 3 |
| 3.1 Ensuring wellbeing, equity and inclusion | 4 |
| 3.2 Raising attainment and achievement | 3 |

| | | |
|---|-----------------------|---|
| 6 | Excellent | outstanding sector leading |
| 5 | Very Good | major strengths |
| 4 | Good | important strengths with some aspects for Improvement |
| 3 | Satisfactory | strengths just outweigh weaknesses |
| 2 | Weak | important weaknesses |
| 1 | Unsatisfactory | major weaknesses |

| Capacity for continuous improvement statement |
|---|
| <p>Leadership of change: School self-evaluation and focus on the core Quality Indicators highlights that there is considerable room for improvement across the school. While progression in improvement priorities is the school's main focus, a balance must be struck to ensure standards are kept high in areas where the school is already doing well.</p> <p>The school is beginning to link its vision, values and aims with the wider school audience and have created a more relevant child friendly acronym to fully include children in the vision and subsequent journey of the school. There are now increased opportunities for pupil voice and pupils leading learning through house teams, groups and committees. This will be developed further in the 2017/18-school session.</p> <p>Raising attainment and achievement: Evaluation has highlighted that the school needs a more robust system for tracking and monitoring of pupils' progress across Broad General Education (BGE). Almost all teachers provide consistent feedback to pupils and encourage peer assessment particularly in writing. Pupil achievement within and outwith school is celebrated weekly at Assembly and an achievement board will be developed to record these achievements. A more consistent approach to assessment is required to ensure progression across the curriculum particularly in Literacy and Numeracy.</p> <p>Ensuring wellbeing, equity and inclusion: The school has significant areas of strength in ensuring wellbeing, equality and inclusion with a positive school ethos supported by a welcoming and caring atmosphere for all. The school formally tracks and monitors individual pupils and classes using the wellbeing indicators. Hanover Street School has begun its journey towards becoming a Rights Respecting School, achieving Recognition of Commitment this session. We hope to achieve Level 1 during the 2017/18 session. Almost all staff differentiate effectively for all pupils providing further support and challenge where appropriate. The diverse school population is supported by all staff members and adequately celebrated across the school with room for further developments in this</p> |

area. The Bounce Back programme is used across the school to help increase emotional capacity and build resilience; this still needs to be fully embedded across the school.

Learning, teaching and assessment: The majority of staff plan effectively for learning and teaching and know the children in their classes very well. In the majority of classes, there is good practice that meets learners' needs effectively. The school needs more robust measures of assessment with particular attention required in the area of numeracy.

IMPROVEMENT PLAN 2017-2018

Hanover Street School



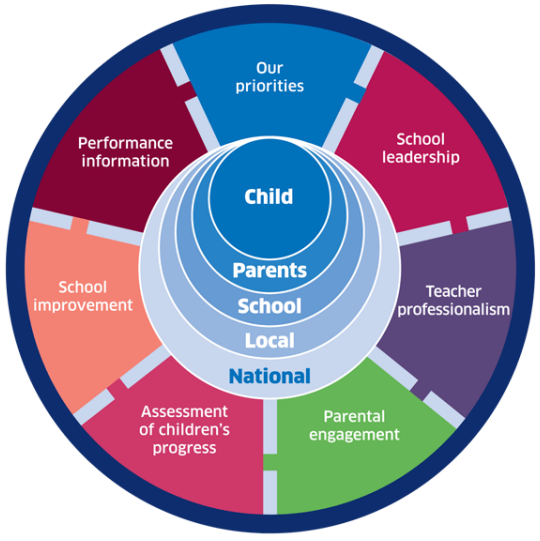
PART TWO: School Improvement Plan 2017-2018

Key Priorities informing Improvement Planning - National, Local and School 2017-2018

| National Priorities | ECS Themes | School Improvement Plan Priorities |
|---|---|---|
| Cross Cutting Themes | <ul style="list-style-type: none"> Expansion of early years in line with Scottish Government advice Continue supporting the development of inclusive practices. Continued strategic rollout of Google classroom <p>Please note</p> <ul style="list-style-type: none"> 1+2 Roll out of programme to primary 4 and 5. Locality plans and emerging partnership forum plans | |
| NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy | Improvement in Attainment: Literacy and Numeracy <ul style="list-style-type: none"> ACC strategy advice and guidance on developing literacy and numeracy | School Improvement Priority 1 To increase practitioner skills and develop a more consistent approach to writing across the school in order to raise attainment. |
| NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children. | Closing the attainment gap <ul style="list-style-type: none"> Effective use of data to inform PEF priorities Continued rollout of GIRFEC including the Implementation of partnership forums Establish forums for sharing best practice Continue to develop effective assessment and moderation practices Parental engagement strategy | School Improvement Priority 2 To develop effective assessment and moderation practices in Numeracy. |
| NIF Priority 3: Improvement in children and young people's health and wellbeing. | Communities Experiencing Socio-Economic Disadvantage <ul style="list-style-type: none"> Poverty Proofing Schools Improve support with children and young people with mental health needs | School Improvement Priority 3 To further develop nurturing approaches across the school. |

| | | |
|---|--|--|
| <p>NIF Priority 4:</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p> | <p>Developing the Young Workforce</p> <ul style="list-style-type: none"> Development and implementation of Developing Young Workforce Strategy | |
|---|--|--|

Improvement Plan 2017-2018

| | | |
|---|---|---|
| <p>Improvement Priority 1: Writing: To increase practitioner skills and develop a more consistent approach to writing across the school in order to raise attainment.</p> | | <p>Lead Responsible: HT</p> |
| <p>NIF Priorities</p> <ol style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people <p>Linked to National Improvement Driver(s)</p> <p>Assessment of Children's Progress Teacher Professionalism Parental Engagement</p> <p>School Leadership School Improvement</p> |  | <p>Focus HGIOS?4 Quality Indicators</p> <ol style="list-style-type: none"> Self-evaluation for self-improvement Leadership of learning Leadership of change Leadership of management and staff Management of resources to promote equity <ol style="list-style-type: none"> Safeguarding and child protection Curriculum Learning, teaching and assessment Personalised support Family learning Transitions Partnerships Ensuring wellbeing, equality and inclusion Raising attainment and achievement Securing children's progress (ELC) Increasing creativity and employability |
| <p>Curriculum for Excellence – Entitlements for all children and young people</p> <ol style="list-style-type: none"> Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18 Every child and young person is entitled to experience a broad general education Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing | | |

5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which **Curriculum for Excellence** can provide
6. Every young person is entitled to support in moving into a positive and sustained destination

Improvement Priority 1: Year 1 of 2

Writing: To increase practitioner skills and develop a more consistent approach to writing across the school in order to raise attainment.

| Specific Actions | Resource Time / People / CLPL | Measures of Success How will we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views) | Timescale | Progress | Intended Impact What difference will it make to learners? |
|--|--|---|------------------|-----------------|---|
| | | | | On Track | |
| | | | | Behind Schedule | |
| | | | | Not Actioned | |
| All staff to partake in Big Writing training | Andrell Education (Training provider) All staff Inset day | A consistent approach to writing across the school to ensure progression. | February 2018 | | <ul style="list-style-type: none"> Staff up skilled in the delivery of writing. Consistent approach to writing across the school. Increased engagement and motivation in learning of all learners. Increased achievement and attainment for all learners. |
| Resources used in individual classes are collated, shared and accessible to all. | | | | | |
| SMT moderation focus on Writing. | HT/DHT | Staff using skills/knowledge gained from training to deliver engaging writing lessons. | June 2018 | | |
| Engagement with Benchmarks for Writing. | SMT lead All staff CDM 2 x 1.5 hours | Increased confidence in tracking pupil progress using the Benchmarks. | October 2017 | | |
| Progress meetings | HT All staff | Improved results in writing. | May/June 2018 | | |

Improvement Priority 1 Intended Outcome(s):

Increased practitioner knowledge and skills in the delivery of writing.

A consistent approach to writing across all stages using the benchmarks to inform practice.

Increased attainment in writing across the school.

Learners experience high quality learning experiences in writing that encompass the 7 principles of curriculum design.

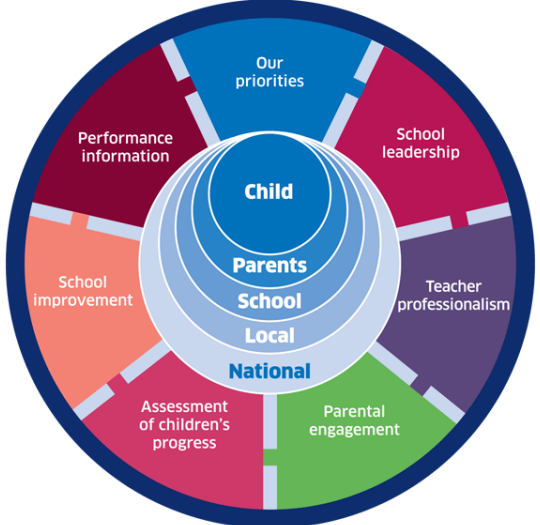
Monitoring and Evaluative Comments / Impact – Evidence of Excellence and Equity through the plan

(To be completed during the course of the session to inform the audit for SQUIP 2018-2019.)

Evaluation:

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Evidence:

| | | |
|--|---|--|
| Improvement Priority 2: Year 1 of 3 | | Lead Responsible: DHT |
| To develop effective assessment and moderation practices in Numeracy. | | |
| NIF Priorities <ol style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people |  | Focus HGIOS?4 Quality Indicators <ol style="list-style-type: none"> Self-evaluation for self-improvement Leadership of learning Leadership of change Leadership of management and staff Management of resources to promote equity <ol style="list-style-type: none"> Safeguarding and child protection Curriculum Learning, teaching and assessment Personalised support Family learning Transitions Partnerships Ensuring wellbeing, equality and inclusion Raising attainment and achievement Securing children's progress (ELC) Increasing creativity and employability |
| Linked to National Improvement Driver(s) <div> <div>Assessment of Children's Progress</div> <div>Teacher Professionalism</div> <div>Parental Engagement</div> </div> <div> <div>School Leadership</div> <div>School Improvement</div> </div> | | |
| Curriculum for Excellence – Entitlements for all children and young people <ol style="list-style-type: none"> Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18 Every child and young person is entitled to experience a broad general education Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide Every young person is entitled to support in moving into a positive and sustained destination | | |

| |
|--|
| Improvement Priority 2 Intended Outcome(s): |
| Collation of resources to support assessment of children's progress in Numeracy. |
| Increased confidence in using the Benchmarks to track progress in Numeracy and Mathematics. |
| Engagement with ACC Numeracy progression pathways. |

Learners experience high quality curriculum that raises attainment for all children.

Improvement Priority 2: To develop effective assessment and moderation practices in Numeracy

| Specific Actions | Resource Time / People / CLPL | Measures of Success How will we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views) | Timescale | Progress | Intended Impact What difference will it make to learners? |
|--|---|---|----------------|-----------------|---|
| | | | | On Track | |
| | | | | Behind Schedule | |
| | | | | Not Actioned | |
| Staff refresher training in Big Maths and further professional development in the use of Big Maths online. Training in Big Maths outer numeracy | Training to be delivered by Andrell education. All staff Inset day | An improvement in tracking pupil attainment in numeracy. Using the information gained by a greater capacity to effectively assess pupil progress. | November 2017 | | <ul style="list-style-type: none"> Improved knowledge and understanding of outcomes for children. Effective use of assessment data to track pupil progress and inform next steps in planning. Staff increased knowledge and understanding of numeracy progression pathways across levels has a positive impact on learners. Staff have more resources to support learning and teaching. |
| Collate assessment material to support teacher judgement. | DHT lead with Assessment co-ordinator/Numeracy co-ordinator (allocated time) All staff CDM 2 x 1.5hrs | Increased teacher confidence in accurately reporting pupil progress. | January 2018 | | |
| Aligning assessment resources with progression pathways to help inform teacher judgement. | All staff CDM 1 x 1.5 hours | Numeracy progression pathways are integral to staff planning, assessment and moderation. | April/May 2018 | | |
| Using various forms of assessment to track and monitor pupil progress. | All staff | Moderation of assessment in numeracy during pupil progress and attainment meetings. | April/May 2018 | | |
| Become familiar with Heinemann active maths assessments | Numeracy co-ordinator lead All staff | | June 2018 | | |

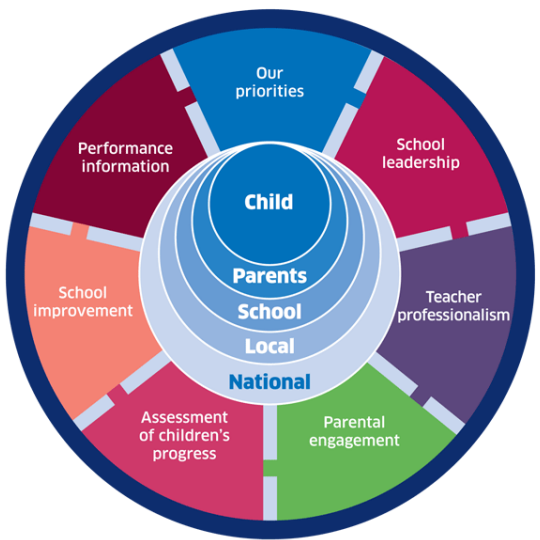
Monitoring and Evaluative Comments / Impact – Evidence of Excellence and Equity through the plan

(To be completed during the course of the session to inform the audit for SQUIP 2018-2019.)

Evaluation:

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Evidence:

| Improvement Priority 3: Year of 1 of 3 | | Lead Responsible: HT & DHT |
|---|--|---|
| <p>NIF Priorities</p> <ol style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people <p>Linked to National Improvement Driver(s)</p> <div> <div>Assessment of Children's Progress</div> <div>Teacher Professionalism</div> <div>Parental Engagement</div> </div> <div> <div>School Leadership</div> <div>School Improvement</div> </div> | | <p>Focus HGIOS?4 Quality Indicators</p> <ol style="list-style-type: none"> Self-evaluation for self-improvement Leadership of learning Leadership of change Leadership of management and staff Management of resources to promote equity Safeguarding and child protection Curriculum Learning, teaching and assessment Personalised support Family learning Transitions Partnerships Ensuring wellbeing, equality and inclusion Raising attainment and achievement Securing children's progress (ELC) Increasing creativity and employability |
| <div>  </div> <p>Curriculum for Excellence – Entitlements for all children and young people</p> <ol style="list-style-type: none"> Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18 Every child and young person is entitled to experience a broad general education Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide Every young person is entitled to support in moving into a positive and sustained destination | | |
| <p>Improvement Priority 3 Intended Outcome(s):</p> <p>Setting up and running of consistent nurture support in the school to provide support for identified children with social, emotional and behavioural needs.</p> <p>Further develop a nurturing ethos leading to increased nurturing support across the school.</p> <p>All staff competent in using Boxall profiles to identify children who require support/intervention.</p> | | |

Improvement Priority 3: Nurturing approaches

| Specific Actions | Resource Time / People / CLPL | Measures of Success How will we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views) | Timescale | Progress | Intended Impact What difference will it make to learners? |
|---|--|---|---------------|-----------------|---|
| | | | | On Track | |
| | | | | Behind Schedule | |
| | | | | Not Actioned | |
| 2 staff members trained in nurturing approaches | Delivered by Nurturing group network | Staff feel confident to provide nurturing support to identified children. | Feb 2018 | | <ul style="list-style-type: none"> All staff have greater knowledge of managing children's emotions and have a bank of strategies to use in order to build relationships. |
| 2 staff members trained in Roots of Empathy | Delivered by Root of Empathy facilitators. | | Feb 2018 | | |
| Emotion coaching – Training | Training delivered by Educational psychologist All staff CDM 1.5 | Strategies being used in behaviour management approaches. | December 2017 | | <ul style="list-style-type: none"> All staff further strengthen their knowledge of the six principles of nurture. School has systems in place to form a baseline for children and track the impact of support. Improved support provided to identified children. Increased nurturing support across the school. |
| Using the Boxall profile to identify children who have social, emotional and behavioural difficulties. (SEBD) | Training delivered by Educational psychologist All staff CDM 1.5 | Using the precise information to identify children and provide a baseline. | December 2017 | | |

Monitoring and Evaluative Comments / Impact – Evidence of Excellence and Equity through the plan

(To be completed during the course of the session to inform the audit for SQUIP 2018-2019.)

Evaluation:

-

Evidence:

Continuing Development Work 2017-2018

| Continued from session 2016-2017 | Responsibilities |
|--|--|
| Rights Respecting Schools. | RRS school leads, staff group, parent and pupil steering group. |
| Modern languages 1 + 2. | DHT lead, Middle stages staff to attend training, Staff group to continue implementation. Primary 1 ready to move onto Primary 2 syllabus. |
| Talk Boost. | Trained class teacher and support assistant to follow guidelines of the programme. |
| Continued engagement in SHANARRI work. | Staff group. |
| Bounce Back! | SLT to train new staff in using Bounce Back. Whole school re-focus on using the programme. Planning documents to be used and accessible in planning folders. |
| Phonics/Active literacy | Audit the requirement for additional resource packs to be made up for P3-P7 |
| | |

Excellence and Equity - Initial Pupil Equity Fund Plan

How are you ensuring excellence and equity for all learners in your school?

Removing Barriers and Closing the Gap –

All our work to interrupt the cycle of deprivation and its impact on children's progress

Action taken to address closing the attainment gap includes staff, pupil, parent and partner engagement in identifying 'gaps' by focusing on the 5 main data sets of attainment, attendance, exclusion, participation and engagement.

Staff were consulted during a staff session where they had the opportunity to read the guidance and possible interventions and makes suggestions as appropriate for identified pupils. The parent council were consulted and presented with a draft plan of interventions. The school held a drop in session for the wider parent body to provide an opportunity for them to engage with the planning process. Pupil's views were gathered during an assembly based on the Pupil Equity Fund. The school's educational psychologist was consulted and proposed interventions to gauge their professional insight into what the school has planned .

The school is in the process of developing a robust tracking system to ensure excellence and equity for all pupils. This includes literacy, numeracy and the use of the SHANARRI wheel to track health and wellbeing. Pupil progress meetings and engagement with the benchmarks helped inform decisions made for proposed interventions.

Pupil Equity Fund

Based on the rationale for QI 3.2, Raising Attainment and Achievement, what is your planned use of PEF money for session 2017-2018?

Budget Allocation April 2017 = £51,600

| Rationale | Proposed Intervention |
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| NIF Priority 3: Improvement in children and young people's health and wellbeing QI 3.1 Ensuring Wellbeing Equity & Inclusion | |
| <ul style="list-style-type: none"> • Support pupils' wellbeing using the nurturing principals to plan interventions leading to improved resilience and wellbeing • Improve pupil engagement and participation. | <p>Introduction of breakfast club to encourage children to arrive on time and increase participation in lessons. Research conducted by the Association for Public Service Excellence (APSE) in March/April 2014 shows teachers believe Breakfast Clubs make a significant difference to attendance and concentration in class.</p> <p>Appoint a play therapy worker 'Mudpies' to work with groups of children requiring social and emotional support.</p> <p>Train 2 members of staff in Nurturing approaches and sign the school up for the Nurturing schools award.</p> <p>Train 2 members of staff in Roots of empathy, an intervention programme which aims to increase empathy leading to improved social and emotional awareness.</p> <p>Continue to work alongside Active Schools, volunteers and staff ensures a programme of activities which offers a range of clubs where pupils can develop new skills.</p> <p>Create more opportunities for pupil voice through various pupil groups – Pupil council, Rights Respecting Steering group and Eco Committee.</p> <p>More opportunities for extra-curricular activities.</p> |
| NIF Priority 1: Improvement in Attainment, particularly in numeracy and literacy NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children QI 2.2 Curriculum QI 2.3 Learning Teaching and Assessment QI 2.4 Personalised support QI 3.2 Raising Attainment and Achievement | |

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| <p>Improve teaching and learning for all pupils leading to improved attainment in literacy and numeracy.</p> <p>Improve pupil engagement and participation</p> | <p>Use of ILS - Information Learning System (online application) to support pupil attainment in literacy and numeracy.</p> <p>Purchase more copies of Toe by Toe to support children with dyslexia to increase literacy skills.</p> <p>iPads and supporting apps to support some of the identified children with literacy skills, particularly to promote writing and increased engagement.</p> <ul style="list-style-type: none"> • Raised expectations <p><i>Within the area of Maths:</i> <i>Refresher training in Big Maths</i> <i>Purchase Big Maths online to support learning and teaching</i> <i>Audit of maths assessments</i> <i>Create a bank of assessments to support teacher judgement aligned with the national Benchmarks.</i></p> <p><i>Within the area of literacy;</i> <i>Training in the use of Big Writing and align outcomes with the national Benchmarks.</i></p> <p><i>Carry out internal buildings work to create a new space for a school library to create a literacy rich environment. Pupil and staff surveys have highlighted the demand for a school library to be reintroduced.</i></p> <p>Two non class committed teaching staff delivering intensive Support for Learning programmes to identified pupils to raise attainment in literacy and numeracy.</p> |
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