

Standards and Quality Report 2017-2018 Improvement Plan 2018-2019

School: Hanover Street School

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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 a Head Teacher (Acting) and one Depute Head Teacher. There are 9 primary classes and 4 nursery classes. The full time equivalent teaching staff is 13.19fte 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. There has been no change in SLT since.

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, Third Level institutions, 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 2018. 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 2017/18

Free School Meal Entitlement

6.4% of Primary 4 – 7 registered to receive free school meals during session 2017/18.

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.

The school aims to create a new vision statement, co-constructed with families, the school also hopes to incorporate a motto alongside this.

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.

Review of School Improvement Plan Progress 2017-2018

2017-2018 Improvement Priority 2: To develop effective assessment and moderation practices in Numeracy	
NIIP Priority	NIIP Driver
<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School Improvement Performance information
HGIOS?4 QIs	HGIOS?4 QIs
<ol style="list-style-type: none"> 21.1 Self-evaluation for self-improvement 31.2 Leadership of learning 41.3 Leadership of change 51.4 Management of resources to promote equity 11.5 Management of resources to promote equity 22.9 Safeguarding and child protection 32.2 Learning, teaching and assessment 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.5 Family learning support 2.6 Transitions 2.7 Partnerships 2.8 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2.8 Supporting children's progress (E/C) 3.3 Increasing creativity and employability
Impact and Evidence: <ul style="list-style-type: none"> Increased learning feedback highlight resources available of high quality. Staff questionnaires reflect that all staff have increased confidence in delivering Writing lessons. Monitoring of class room practice confirms learners are engaging in an improved learning experience Improved planning through the development of progression framework in line with ACC guidance. Jotter monitoring highlights consistency across the school in almost all classes Increased pupil voice in learning with children setting agreed targets in conversation with class teacher Staff increased knowledge and understanding of numeracy progression pathways across levels Professional dialogue has identified: <ul style="list-style-type: none"> Effective use of assessment data to track pupil progress and inform next steps in planning. 	
Next Steps: <ul style="list-style-type: none"> Create Child friendly target sheets to be used in jotters. All evidence of evaluation of planning to be included in plans. All staff to use Big Maths online (Beat That, CLIC and SAFE assessments) Moderation of assessment in numeracy during pupil progress and attainment meetings. Numeracy progression pathways are integral to staff planning, assessment and moderation. 	

2017-2018 Improvement Priority 3: Nurturing Approaches

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

Impact and Evidence:

- Using the precise information to identify children and provide a baseline.
- Strategies being used in behaviour management approaches.
- Staff feel confident to provide nurturing support to identified children.
- All staff have greater knowledge of managing children's emotions and have a bank of strategies to use in order to build relationships.
- 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.
- Further develop a nurturing ethos leading to increased nurturing support across the school.
- All staff competent in using Boxall profiles to identify children who require support/intervention.

Next Steps:

- All staff to engage in further professional learning delivered by Educational psychologist around planning for needs on a whole class and individual basis.
- Continue to provide social and emotional support to identified pupils supported by PEF.
- Increased staff confidence in completion of Boxall profiles when relevant.
- Two members of staff to attend Nurture training as part of nurture uk network.
- Measure impact of Roots of Empathy.

Pupil Equity Fund 2017-2018 (Budget £)	
Evaluation of Intervention Impact	
Plan 1: Big Writing To provide a consistent approach to teaching writing across the school in order to raise attainment.	
Impact and Evidence:	<ul style="list-style-type: none"> Professional dialogue/feedback indicates a positive impact of professional learning on practice leading to increase confidence in teaching writing. Pupil feedback (sample of pupils) indicates increased engagement and independence in writing. Assessment data indicates a rise in attainment across the school as a whole.
Plan 2: Support for Learning Staff (Literacy, Numeracy)	<ul style="list-style-type: none"> Raise attainment of targeted pupils who identify as requiring support in the above areas.
Impact and Evidence:	<ul style="list-style-type: none"> In Reading, Benchmarking Data shows the majority of identified pupils (77.5%) have increased levels of attainment. In Writing, Assessment data measured against the Scottish Criterion scale shows that 70% of pupils made progress. In Numeracy, assessment data and observation show that 67.5% of pupils have made progress.
Plan 3: MudPies – Play Therapy Social and emotional support through play therapy for identified pupils to enhance their social skills, increase self-esteem and reduce negative behaviour	
Impact and Evidence:	<ul style="list-style-type: none"> Exclusion data indicates a decrease in exclusions across the school. Individual pupil exclusion data significantly reduced to zero exclusions this session. Evaluation and measures against SHANARRI indicators highlight that identified pupils feel increasingly 'Safe' 'Nurtured' 'Respected' and 'Responsible'
Plan 4:	
Impact and Evidence	

Core Quality Indicator Evaluations – School

Quality Indicator	School Self-Evaluation
1.1 Self-evaluation for self-improvement	4
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	4

Core Quality Indicator Evaluations – ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.1 Self-evaluation for self-improvement	4
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	3
3.1 Ensuring wellbeing, equity and inclusion	4
3.2 Securing Children's Progress	4

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

Leadership of change: School self-evaluation and focus on the core Quality Indicators highlights that there is still 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. Evaluations indicate that a clear focus on priorities is leading to better outcomes and increased staff awareness of school priorities.

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. Pupil voice groups include: Pupil Council, Eco Committee, Rights Respecting Committee and House Captains. We hope to introduce Hanover Defender as part of our Anti-bullying approach in 2018-19. Pupils had various opportunities for wider experiences this session through a range of clubs offered. Basketball, Chess, Dance, Multi-sport, Football, Eco Craft, Knitting, Art and STEM club were all available to pupils across the school. We hope to continue to provide a wide range for pupils to participate in extracurricular activities.

Support for Learning and Play therapy interventions are having a positive impact on identified learners, please see evaluations on last year's improvement priorities for more information and evidence.

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. Big Writing training had a huge impact on teacher pedagogy and almost all staff use the strategies learned. Feedback from staff and pupils along with assessment data indicate an increase in attainment.

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 during 2016/17 session. We hope to achieve Level 1 in 2019. Almost all staff differentiates effectively for all pupils providing further support and challenge where appropriate. The diverse school population is supported by all staff members and the school has excellent working partnership with the EAL service. The Bounce Back programme is used across the school to help increase emotional capacity and build resilience; this is now fully embedded across the school and lessons are timetabled every Friday.

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. A more consistent approach to assessment is required to ensure progression across the curriculum particularly in Numeracy. Some progress has been made in this area as all staff use Big Maths online to track and monitor pupil progress, we are continuing to develop high quality assessments that are appropriate to level of learning for pupils. This year's main improvements have been made in assessing progression in literacy, particularly in writing. Almost all staff use Big Writing strategies in the teaching of writing assess pupil progress against the Scottish criterion scale. Progress this year indicates that attainment in writing has been raised overall and this will be built on next session. The school is looking forward to engaging with the Visible Learning programme that will enhance learning and teaching across the school through a focus on what

actually has an impact on pupil outcomes.

The school is fully staffed moving into the 2018/19 session and with major improvements as outlined above, the school is in a good place to further improve outcomes for learners through a clear curriculum rationale and design with interventions appropriate to the school and individual pupils as relevant.

IMPROVEMENT PLAN 2018-2019


Hanover Street School



PART TWO: School Improvement Plan 2018-2019 - Key Priorities informing Improvement Planning (National, Local and Service /School)

National Priorities	Local Authority Priorities	Agreed service / school priorities
Cross cutting themes	<ul style="list-style-type: none"> Expand Early Learning and Childcare by 2020. Utilise Partnership Forums to address the 4 NIF priorities. Establish Aberdeen as a UNICEF Child Friendly City. Continue to refine approaches to GIRFEC to improve the outcomes of children and young people 	<ul style="list-style-type: none"> Expansion of Early Learning and Childcare Increased collaboration across schools and ASGs Improvement Methodology
NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. 	<ul style="list-style-type: none"> Numeracy Early Years' Literacy Curriculum Design and Rationale (continued)
NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.	<ul style="list-style-type: none"> Close the Gap through effective multi-agency working Increase data literacy at all levels of the system 	<ul style="list-style-type: none"> Closing the Poverty Related Gap – Measures and Outcomes
NIF Priority 3: Improvement in children and young people's health and wellbeing.	<ul style="list-style-type: none"> Improve mental health services, decrease rates of teenage pregnancy and reduce instances of bullying Increase access to high quality play experiences and effectively utilisation of outdoor space Reduce youth crime Embed UNCRC Rights agenda across the City and increase pupil participation in decision making 	<ul style="list-style-type: none"> Adverse Childhood Experiences

NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	<ul style="list-style-type: none"> • Provide age appropriate employment skills for children and young people in schools • Survey aspirations to sharpen our pre and post school supports • Expand and improve post school learning and employment opportunities for children and young people 	<ul style="list-style-type: none"> • Learner Pathways
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2018-2019 Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy		
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 <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information 	
LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers: <ul style="list-style-type: none"> • Children are safe and responsible • Children are getting the best start in life • Children are respected, included and achieving 	The ICS primary drivers have guided the formation of 4 key priorities for action: <ul style="list-style-type: none"> • Closing the Gap • Youth engagement and inclusion • Health and wellbeing • Community safety and environment 	
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	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

2.7 Partnerships

Curriculum for Excellence – Entitlements for all children and young people

- | | |
|---|--|
| <p>1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.</p> <p>2. Every child and young person is entitled to experience a broad general education.</p> <p>3. 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.</p> | <p>4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.</p> <p>5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide.</p> <p>6. Every young person is entitled to support in moving into a positive and sustained destination.</p> |
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Improvement Priority 1:

Improvement in attainment - literacy and numeracy

Improvement in Literacy

Lead Responsible: HT/DHT/Literacy Co-ordinator/Early years Teachers

Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

- By June 2019, all staff will have increased confidence and working knowledge of literacy progressions to inform moderation and professional judgement of levels.
- In listening and talking, all pupils will make progress with attainment in P1, P4 and P7 reaching at least 85% by June 2019.
- In reading, the targeted group of pupils make progress towards achieving expected Tools for Reading benchmarks for First and Second Level by June 2019.
- In writing, all pupils will make progress in levels of attainment: P1 at least 75%, P4 at least 80% and P7 at least 85% by June 2019
- By June 2019, all staff have increased confidence in using strategies from Emergent literacy approaches.
- Increased attainment by June 2019, in Literacy at least 75% of pupils in P1 to achieve Early level benchmark.

Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIORS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress	
						On Track	Not Actioned
	Tasks to Achieve Priority 1a	PEF/ SAC	Resource	Who?	By When?		
<ul style="list-style-type: none"> • Teacher's planning • Self-evaluation: HGIOS4; HGIOELCC • Nursery / Classroom monitoring 	<ul style="list-style-type: none"> • Collegiate Meeting – Use of literacy progressions in partnership with Es and Os for planning, benchmarks for assessment to support moderation and professional judgement of a level. Link with IDL topics. 		CLPL	HT/ DHT led All staff	Oct' 18		

<ul style="list-style-type: none"> Staff knowledge and understanding of Emergent literacy Staff engagement with relevant professional learning Professional dialogue/reflection opportunities integrated into school calendar Attainment Data (Oral language, Phonological awareness, Concepts of print and Fine motor skills) 	Emerging Literacy <ul style="list-style-type: none"> Whole school systematic approach to developing emergent literacy and phonics. To plan language and phonics work appropriately for all learners. 		CLPL	DHT	Oct'18- June 19	
<ul style="list-style-type: none"> Tracking of progress of targets set for targeted pupils in CfE levels in Reading (progression frameworks used) Use of additional reading books to add breadth to reading curriculum 	Reading PM Benchmarking		DHT to train additional PSAs			
<ul style="list-style-type: none"> Professional Learning Implementation of pupil friendly targets throughout the school Assessment of pupil progress once per term Tracking of pupils' technical skills in writing linked to targets Moderation of pupils' presentation skills across a range of genre Tracking of progress of all pupils on CfE/Criterion scale levels in writing Tracking of progress of targeted group in set targets for CfE levels in Writing 	Writing <ul style="list-style-type: none"> Continue to use Big Writing strategies Pupils have clear target and identified next steps appropriate to their progress Focus on relevant and interesting contexts for all (link with IDL) Ensure a range of writing styles across the year for all Focus on technical and presentation skills across the school Use of progression frameworks and benchmarks for moderation Targeted group -Digital technologies being used effectively to support pupils who find writing challenging 	PEF Resource (Experiences) Big Writing refresher training £900	CLPL All Staff		Aug '18 – June 19	
<ul style="list-style-type: none"> Tracking of progress in literacy leading to increased attainment 	Professional Dialogue – data linked to attendance and engagement of targeted pupils		CLPL Professional Dialogue	SLT / Class Teachers	Ongoing	

	Link with 2.2 curriculum and 2.3 learning, teaching and assessment					
<ul style="list-style-type: none"> Pupils' participation in evaluation of learning linked to literacy and numeracy supporting increased engagement in learning (Leuven Scale and pupil dialogue) 	Staff engagement in HGIOURS Initial implementation of resource with targeted group of pupils and staff. QI2.2, QI2.3		CLPL Professional Dialogue	SLT / Class Teachers	Aug'18 – June'19	

Improvement Priority 1b: Improvement in attainment - Numeracy Lead Responsible: Numeracy Co-ordinator/Whole Staff/SLT Partnership Forum (where appropriate):		Expected Outcome(s) for whom, by when, by how much? <ul style="list-style-type: none"> By June 2019, all staff will have increased confidence and working knowledge of numeracy progressions to inform moderation and professional judgement of levels. All staff use Big Maths online to track and monitor pupil progress in CLIC and Beat That. All staff record pupil progress for other assessment materials used. Raised attainment, in P1 at least 70%, in P4 at least 75% and P7 at least 85% 				
Impact Measures (How will we know?) Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
	Tasks to Achieve Priority 1b	PEF	Resource Time / People / CLPL	Who?	By When?	
<ul style="list-style-type: none"> Increased levels of attainment for pupils identified through PEF 	<ul style="list-style-type: none"> Support for Learning staff to provide intervention based on individual needs. 	3 staff members working 7	Big Maths online Progression framework	HT/SfL staff	Aug'18- June'19	

		days between them				
<ul style="list-style-type: none"> Tracking of progress in numeracy leading to increased attainment 	<ul style="list-style-type: none"> All staff using progression framework in plans and evaluate progress using a range of data All staff using Big Maths online to track pupil progress and plan next steps Professional dialogue/evaluation of tracking numeracy across school 		SLT Numeracy Co-ordinator	All staff	Aug'18- June'19	
<p align="center">Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i></p>						
Impact and Evidence: Priority 1b						

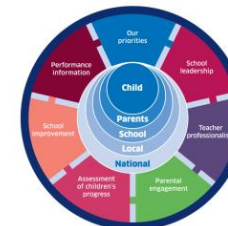
Improvement Priority 2:
Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy.

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



LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

- | | | |
|---|---------------------------------------|--|
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching and assessment | 3.2 Securing children's progress (ELC) |
| 1.4 Leadership of management and staff | 2.4 Personalised support | 3.3 Increasing creativity and employability |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

Curriculum for Excellence – Entitlements for all children and young people

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|--|---|
| 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. | 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. |
| 2. Every child and young person is entitled to experience a broad general education. | 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. |
| 3. 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. | 6. Every young person is entitled to support in moving into a positive and sustained destination. |

Improvement Priority 2:

Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy

Lead Responsible: HT/DHT/Impact Coaches

Partnership Forum (where appropriate): Visible learning across Harlaw ASG Primary Schools

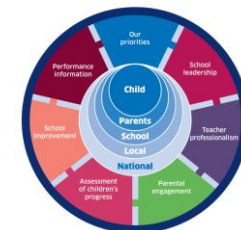
Expected Outcome(s) for whom, by when, by how much?

- By June 2019, all staff will have a greater knowledge and understanding of what a visible learner looks like.
- By November 2018, an action plan will be in place to improve the 5 key strands of Visible Learning.
- By August 2020, most pupils can describe what learning and progress looks like.
- By August 2020, all staff can describe the impact/effect size of their teaching.

Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIOURS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
	Tasks to Achieve Priority 2	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	On Track
						Behind Schedule
						Not Actioned
<ul style="list-style-type: none"> Increased understanding of 'Outcomes and Measures' through Staff Professional dialogue and self-evaluation. 	Attendance of members of SLT to attend HT Improvement Event(s) focusing on 'Outcomes and Measures' Disseminate to SfL staff/class teachers		CLPL	SLT/Teaching staff	December 2018	
<ul style="list-style-type: none"> SLT engagement and increased confidence in 'Improvement Methodology' through professional dialogue. 	SLT attendance at authority led training events		SLT		Term 1 Session 2018-2019	
<ul style="list-style-type: none"> Use of ACC progression framework across all subject areas 	Used in planning across all areas ensuring progression			All teaching staff	Ongoing	

	Use of digital technologies – Text help					
<ul style="list-style-type: none"> Staff engage in an action research approach and become evaluators of their teaching, finding out what works best for pupil's learning Using knowledge and understanding gained to enhance learning and teaching 	<p>Visible Learning</p> <p>AiFL Pupil targets – feedback – next steps</p> <ul style="list-style-type: none"> Attendance of SLT at 2 Evidence Into Action sessions Foundation Day for all staff Training for Impact coaches All staff trained in developing visible learners <p>QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact.</p>	PEF	In-service Days Allocated days throughout the week		Aug '18 – Aug '20	
<p align="center">Monitoring Progress and Evaluating Impact</p> <p align="center"><i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i></p>						
Impact and Evidence: Priority 2						

2018-2019 Improvement Priority 3: Improvement in children and young people's health and wellbeing.

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		
LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers: <ul style="list-style-type: none">• Children are safe and responsible• Children are getting the best start in life• Children are respected, included and achieving		The ICS primary drivers have guided the formation of 4 key priorities for action: <ul style="list-style-type: none">• Closing the Gap• Youth engagement and inclusion• Health and wellbeing• Community safety and environment		
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		
Curriculum for Excellence – Entitlements for all children and young people				
1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. 2. Every child and young person is entitled to experience a broad general education. 3. Every young person is entitled to experience a senior phase where he or		4. Every child and young person is entitled to develop skills for learning, life and 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.		

she can continue to develop the four capacities and also obtain qualifications.

6. Every young person is entitled to support in moving into a positive and sustained destination.

Improvement Priority 3:
Improvement in children and young people's health and wellbeing
Lead Responsible: Nurture trained staff
Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

- All staff have greater knowledge of managing children's emotions and have a bank of strategies to use in order to build relationships.
- 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.

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
<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. • 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. Using the Boxall profile where appropriate. • Improved support provided to identified children. 	Tasks to Achieve Priority 3	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
	2 staff members trained in nurturing approaches	PEF	CLPL	DHT/PSA	Dec '18	
	Measure impact of roots of empathy with identified class	PEF		SEYP ROE Leader	June '19	
	Complete SHANARRI wellbeing assessments			H&WB Co-ordinator	Nov'18	
	All staff continue to use restorative approaches as outlined in Positive Behaviour and Relationships policy.			All staff	Ongoing	

<ul style="list-style-type: none"> Wellbeing indicator tracking procedures. Measure Roots of Empathy impact 						
<p align="center">Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i></p>						
<p>Impact and Evidence: Priority 3</p>						
<p>Improvement Priority 4: Continued curriculum development (Year 2) with a focus on Developing the Young Workforce Improvement in employability skills and sustained, positive school-leaver destinations for all young people Lead Responsible:</p>			<p>Expected Outcome(s) for whom, by when, by how much?</p> <ul style="list-style-type: none"> All children increase their engagement in curriculum planning linking with skills and attitudes across the 4 contexts for learning and 4 capacities by June 2019 P1-3 children have opportunities to develop digital skills though use of Bug Club and Education city. 			

Partnership Forum (where appropriate)

- P4-7 children will extend their digital skills through using Google Drive/Classroom to support learning across the curriculum by June 2019.
- All staff have increased confidence in planning and delivering the curriculum for children linked to the world of work by June 2019.

Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIORS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
	Tasks to Achieve Priority 4	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
Teacher confidence questionnaire – IDL / Curriculum Development Self-Evaluation / Professional Dialogue HGIORS4; HGIOELCC; HGIORS	Identify key tasks for continued development of progressions and relevant themes linking to the uniqueness of the school and world of work Collective responsibility in the process of change to implement and evaluate the impact. Creation of a Staff Leadership Group		CLPL x 1	All Teaching Staff SLT	September 2018	
Pupil Engagement – Leuven Scale Professional Dialogue – Term planning (IDL / Overarching curriculum themes) / Links with world of work / Progression Frameworks and Benchmarks Monitoring – SLT / Peer Parental engagement	Collaborative Curriculum Planning of learning and assessment across overarching themes developed with a focus on 'World of Work'. Planned moderation linked to planned teaching and learning using curriculum progressions and benchmarks	PEF Pupil Experiences	CLPL x 4	All Teaching Staff	September 2018 – June 2019	

Pupil Consultation – HGIOURS Professional Dialogue	HGIOURS – Staff engagement in Theme 2 ‘Our learning and teaching’ leading to a strategy to develop with pupils		CLPL x 2	All Teaching Staff SLT		
Pupil Consultation – HGIOURS Professional Dialogue Self-Evaluation	Continued development of curriculum – Discrete subjects; digital technologies; development of skills Collective responsibility in the process of change to implement and evaluate the impact. Creation of a Staff Leadership Group			All Teaching Staff SLT		
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>						
Impact and Evidence: Priority 4						

Pupil Equity Fund Budget Allocation April 2018 - £46,600

Pupil Equity Fund Rationale 2018-2019

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

Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)

5 Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation

Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles

Analysis of data indicates

Attainment

This year, pupils receiving further support for learning have made varying degrees of progress and those identified will continue to receive support in relevant curriculum areas.

Attendance & Punctuality

Almost all of the group have excellent attendance within 90 to 100%. Punctuality is a significant factor for a few of the cohort.

Exclusion

None for session 2017/18.

Wellbeing

Using SHANARRI questionnaires, the Boxall Questionnaire and staff observations we profiled almost all pupils. We have identified 3 groups of pupils who require different levels of intervention to meet their individual Social and Emotional Needs. Play therapy has been highlighted as an intervention that will help increase social skills, broaden experiences and help build resilience. Nurture has been earmarked as a crucial

intervention to ensure we are meeting learner's needs and providing them with the necessary support to increase their engagement with learning and teaching.

Engagement (in every lesson and beyond)

It is recognised that in each class the majority of pupils engage well in their learning. However, within some classes a minority of pupils (FSM and vulnerable) find it challenging to fully engage and are frequently off task despite additional or one to one support.

In summary

There have been many successful interventions to date leading to improvement for all. However the data indicates that despite an improving attainment picture there are still pupils who are behind where they should be in in terms of their academic achievements. There are groups of pupils who clearly continue to require a range of targeted support to meet their varying needs. What we believe will have the biggest impact to all our pupils and particularly to those living in deprivation is an intensive support for learning programme, which will aim to raise attainment. Some pupils struggle to engage fully in lessons and we feel that proposed interventions will have an impact on pupil engagement leading to improved participation. It is recognised that in order for nurture to become full embedded and meaningful for identified pupils, it is important there is a sufficient space to accommodate it.

There are 3 key improvement areas identified from the data analysis:

- 1. Support pupil's wellbeing using the nurturing principals to plan interventions leading to improved resilience and wellbeing**
- 2. Improve teaching and learning for all pupils leading to improved attainment in literacy and numeracy**
- 3. Ensure learning and teaching is having the desired impact on pupil outcomes, though action research approach supported by Visible learning, staff will have the opportunity the cause effect of our approaches. Effectively identifying clearly what is working and what is not working.**

**Analysis of Consultations:
Parents have told us:**

- They have confidence in the school to use the money appropriately to meet the needs of children. Some have expressed concern over some interventions that won't directly impact on their children but understand that this is inevitable.
- Almost all agreed with proposed interventions
- Parents felt there was a good balance between nurturing approaches/interventions and academic interventions.
- Almost all parents wanted to ensure their children were happy in school first and foremost.

Pupils have told us:

- They would like to have a library in the school again.
- More outdoor learning opportunities.

Staff views:

Professional dialogue with staff regarding identified pupils has ensured appropriate plans to meet the educational and health and wellbeing needs for each pupil within the cohort. Staff used the PEF guidance booklet to help them make suggestions for possible interventions for identified children in their classes. They used their knowledge of the child's attainment and pastoral needs in order to make an informed decision about interventions that could have a positive impact.

***Identified areas for PEF Funding 2018-19 identified from our self-evaluation:**

- Support for Learning – Literacy and Numeracy
- Visible Learning
- Social and Emotional wellbeing

***Please refer to detail of areas identified for Pupil Equity Funding in Improvement Plan Priority 2 - Closing the attainment gap between the most and least disadvantaged children / young people in Hanover Street School.**

Q1 1.2 Leadership of Learning 2018-19 Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives E.g. Working Group; Pupil Groups; Maintenance Areas	Leader(s) Promoted and Unpromoted Staff
Literacy Co-ordinator Numeracy Co-ordinator HWB Co-ordinator Equalities and Diversity Co-Ordinator Rights Respecting Co-Ordinator Eco Champion Science Co-Ordinators	Class teachers
Curriculum Rationale	SLT/Class Teachers
Progression Frameworks	SLT/Class Teachers
Pupil Equity Fund	SLT/Staff/Pupils/Parents
My world of work – continue to develop DYW	SLT/Teaching staff/University and Business partners
Continuing 1+2 Modern Languages	CT/DHT
Pupil Participation: <ul style="list-style-type: none"> • Pupil Council • Eco Committee • Rights Respecting Committee • House Captains 	SLT/Class teachers

<ul style="list-style-type: none"> • Hanover Defenders • Engaging in HGIOURS (Pupil Version) 	
Nursery and Early Years (Including Transition)	DHT
Global Citizenship Rights Respecting Schools Award	SLT/CT
Inclusion: Development of targeted support practices Educational psychologist input regarding universal, targeted and specialist report.	SLT/EP
Development of Digital Technologies - Google Classroom from P4-7 Continued uploading to Twitter and Website	SLT/IT co-ordinator/Class teachers

Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)

Participants	Engagement Event	Date
Staff	May In-Service day Staff meetings in June - School Improvement On-going discussions with SLT throughout session on improvement priorities and next steps.	8 th May 2018 22 nd June 2018 Ongoing at various points of the year as outlined in Curriculum development calendar.
Children / Young People	Pupil Council Meeting Pupil Friendly Plan – to be developed	Ongoing throughout school session
Parents	Parent Council Parent Friendly Version –available on website from August	28 th May 2018 August 2018
Associated School Group	ASG Meeting	November 13 th 2018
Partnership Forum Group	ASG Partnership discussing ASG School Priorities	

Date uploaded onto websi

