

Summarised inspection findings

Hanover Street Primary School and Nursery Class

Aberdeen City Council

3 September 2019

Key contextual information

Hanover Street Primary School is located in the east of Aberdeen, very close to the city centre and beachfront area. The school roll changes frequently, and is currently around 220. There are nine primary classes within the spacious modernised building. The school has a diverse school population. Over half of the children have English as an additional language (EAL). The headteacher has been in school for almost two years, and was permanently appointed this year.

1.3 Leadership of change

good

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

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

- The headteacher, ably supported by the depute headteacher, has established a staff team who are committed to achieving the best outcomes for all children. They work well together to provide a nurturing and caring school environment where all children and their families are valued and respected. The headteacher has quickly established warm relationships with staff and parents. Parents find school leaders approachable and supportive. This welcoming culture demonstrates the refreshed school values and aims on a daily basis. The school team is keen to now refresh the school motto to better reflect their high aspirations for children's attainment and achievement. School leaders recognise the importance of including children, parents and partners as active participants in all aspects of school improvement.
- Staff have a clear understanding of the unique setting of the school within the city centre location. They welcome and celebrate the diverse school community and know children and their families very well. They are committed to excellence and equity, and are very aware of the range of challenges faced by the school community. They work effectively with partners to support children and families who need extra help.
- School leaders have created a climate where staff feel confident to lead and embrace change. Well-considered self-evaluation activity has led to a clear understanding of priorities and areas for improvement. This has included regular monitoring and evaluation of learning and teaching. Staff engage in a range of professional learning activities to support improvement and to foster consistent approaches across the school. They enjoy robust open and honest discussions about approaches to improving children's experiences and attainment and achievement. There are emerging signs that this collegiality is having a positive impact, for example in aspects of learning and teaching approaches, and in improving children's writing across the school. There is an enthusiasm for learning, including the use of research. Staff have also correctly identified the need to improve the curriculum to ensure children experience progression across all areas of the broad general education. The school leadership team has plans to involve parents and partners more in self-evaluation and improvement activities.
- In the two years the headteacher has been in post, the whole school staff has embraced change and improvement, and agree the pace of change has been well managed.

- Staff across the school are increasingly involved in leadership roles. This includes curriculum coordination roles and supporting each other in developing consistent approaches to learning and teaching. There are also a few opportunities for children to engage in leadership activity. This includes participating in the pupil council. School staff recognise that there is considerable scope to promote pupil voice further, and to offer children more independence in their learning and in contributing to school life.
- The school is well placed to continue its planned improvement agenda. The headteacher and staff are determined to improve outcomes for all children.

2.3 Learning, teaching and assessment

satisfactory

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

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

- Hanover Street Primary School offers children a warm and welcoming learning environment where children and their families are valued. Children learn within a culture where there is a commitment to children's rights and positive relationships. Parents and partners comment on the approachability of staff and how helpful school leaders are to children and their families. Children are polite and well behaved. They are happy in school and children speak with confidence about their favourite activities. Most listen well in class, and diligently carry out instructions. There is a strong work ethic, where children are keen to learn and progress in their learning. In most classes, children work well together in pairs and groups. In a few lessons, we observed the need for children's learning to be better supported through adult intervention, for example during paired reading where children would benefit from discussion to promote reading and vocabulary skills.
- Staff are well prepared for lessons. They support children to understand the purpose of their learning, and also suggest steps to improve. They remind children of their personal targets. However, too many lessons are directed at the whole class, and are too teacher led. Children need more opportunities to be active and independent in their learning.
- In a few lessons, learners' experiences are appropriately challenging and well matched to children's needs. This is not yet consistent across the school. In too many lessons, children's learning lacks challenge and the pace of learning is too slow. Children experience too many worksheet completion tasks, and tasks lack variety and challenge. This has an impact on children's motivation. They continue to behave, but are passive. The planned developments to improve the curriculum provide an ideal opportunity to ensure children experience active learning in class and high quality outdoor learning. Children are well supported in their learning both in class and in the playground by a team of skilled support staff. Children who need additional support with their learning enjoy support in class and in small withdrawal areas. Local Authority EAL staff regularly engage with children in school and also support families in their acquisition of English language and literacy. Children enjoy engaging with digital tools in learning across the curriculum. The flexibility of access, is limited by the resources available.
- The quality of teaching across the school is too variable. In a few examples, explanations and instructions are clear, and children enjoy quality questioning and interaction. In too many lessons, too much time is spent at the start of the lesson, often using complex teaching vocabulary. As a result, the focus of the lesson can be lost. This is particularly relevant when considering the learning needs of children with EAL. School leaders should ensure children enjoy consistently high quality learning and teaching at all points in the week. We have asked the school to reflect on the use of the school day. There is scope to maximise time available to enhance learning.

- Staff are becoming more confident in their approaches to assessment. This is particularly evident in the assessment of writing and numeracy. Assessment in these areas is increasingly reliable, often based on assessments linked to core resources. As they continue to develop and embed approaches to assessment we have asked staff to ensure children have opportunities to demonstrate and apply their skills and knowledge in real life and unfamiliar settings. Staff are committed to ensuring assessment is integral to the planning of learning and teaching. They are piloting approaches to having a clearer focus on assessment across the curriculum, including within interdisciplinary learning (IDL). As the school continues to develop the wider curriculum, staff should work together to ensure assessment fully supports recording and reporting on children's progress in a manageable way.
- In most classes, children have some involvement in planning their learning within thematic work, identifying what they already know about a theme and what they would like to find out. The school should now take steps to increase opportunities for learners to take a lead role in planning and evaluating their own learning across the curriculum.
- Teachers know children well. Systems are in place to track progress across literacy and numeracy with data based on teachers professional judgement, informed by a range of summative and diagnostic assessment evidence. Staff meet with the head teacher regularly for formal tracking and monitoring meetings to discuss the progress of each learner. Any concerns or barriers to learning for individuals or groups are discussed at these meetings. As a result, targeted interventions are put in place for children who require them. These interventions are reviewed and evaluated regularly to ensure they are contributing to improved outcomes for learners.
- Teachers meet regularly to moderate children's writing. This approach should now be extended to include sharing standards in numeracy and all areas of literacy. The school should continue to develop collaborative approaches to planning and delivering learning across and within levels. This should include a focus on using available data and ongoing assessment to ensure appropriate pace and challenge for all, as well as opportunities for learners to experience breadth and depth in their learning.

2.2 Curriculum: Learning pathways

- The school has developed a draft curriculum rationale that takes account of the design principles of Curriculum for Excellence and is beginning to reflect the unique setting of the school. School staff have plans to engage children, parents and partners in the next phase of this development. This should include working with the whole school community to reflect on learning contexts.
- Staff make use of adapted Aberdeen City Council curriculum progression frameworks to plan learning across all areas of the curriculum over the school year. They tell us they have increased confidence that this supports more effective coverage of the experiences and outcomes. Inspection activity has identified, that whilst there is coverage, children are not always experiencing quality or progression, for example in expressive arts, particularly music. Staff are becoming familiar with National Benchmarks as they plan assessment activities. This is progressing well in numeracy and writing and staff should now reflect on Benchmarks across all areas to ensure there is a shared understanding of expected standards and expectations.
- Children enjoy learning in contexts. Staff make meaningful links across the curriculum, to offer children opportunities, for example to develop writing skills within the IDL context. We have asked the school to review learning contexts to offer children coherent, progressive and relevant experiences that better reflect the rich learning environment in Aberdeen City. This should include a whole school focus on how outdoor learning and skills for learning, life and work can be embedded across the curriculum. The school is located within the city centre and children live in families from a wide range of nations, languages and cultures. This offers a rich vein of opportunity for children to learn about and understand diversity in 21st Century Scotland, as well as celebrating children's culture and heritage. As they develop the curriculum, we have asked staff to engage with the Career Education Standard. There is also scope to engage with parents and partners to make effective use of the rich range of experiences these stakeholders can bring to supporting and enhancing learning.

2.7 Partnerships: Impact on learners – parental engagement

- The school uses a variety of methods to communicate with parents about their child's learning and the life and work of the school. This includes the use of social media and the school website. A translation tool built into the school website ensures that information is easily accessible to all parents and carers. A live online platform also offers parents the opportunity to see regular updates on their child's learning experiences. Parents are able to attend parents' information evenings and engage regularly with staff about their child's progress, including discussing any barriers to learning or challenges they may face. Parental views are regularly sought on school matters through questionnaires and parents are encouraged to participate in and support the work of the Parent Council.
- Parents report that they find the staff in the school, including the headteacher and the deputy head, very approachable and supportive. The school works closely with families to ensure that they receive any necessary support and guidance to improve their outcomes. This includes support both from within the school and from the wider community including partner agencies and council services.
- The work of the active Parent Council supports the school through a range of fundraising activities. This supports the school to enhance equipment and resources. We would encourage the Parent Council to support the school further by becoming more actively involved in the school's improvement agenda. This will include consultation and discussion about improvements to the curriculum. The Parent Council may also wish to consider how they could support the development of skills for learning life and work through involvement in the day to day work of the school, and sharing career information to widen the children's understanding of the world of work.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff in Hanover Street Primary school know their children well. The school's vision, values and aims underpin their focus on children's wellbeing. A commitment to placing the needs of all children at the centre of their practice is a consistent theme across the school. Regular check-ins, nurturing approaches and the use of praise are features of lessons and other activities across the school. Staff have a high level of awareness of children's social and emotional wellbeing. As a result, children feel nurtured and cared for and almost all children feel safe in school.
- In almost all classes, there is clear evidence of positive and respectful relationships between both staff and pupils and between the pupils themselves. There is a calm, settled and purposeful ethos in classes and almost all children report that they feel happy in school. Children feel confident in sharing any wellbeing concerns with staff and know who they should go to when they have any worries or concerns.
- While children are not able to articulate their knowledge of the wellbeing indicators they were able to share with the inspectors their awareness of the school's vision and values. Wellbeing is also an area of focused class activity through the curriculum. Children are provided with a range of strategies to develop their resilience and understanding their own feelings and those of others. The application of these strategies is evident across the school and as a result, children are able to demonstrate kindness, care, nurture and consideration of others.
- A pupil survey conducted annually helps staff to identify areas for development in the wellbeing of individuals within their classes. There is scope for the school to consider ways in which they might track progression in health and wellbeing and analyse children's perception of their wellbeing on a regular basis.
- The leadership team conduct regular meetings with staff in relation to children's progress and this helps to ensure that all staff are aware of any barriers to learning which children may face. Planned interventions and close monitoring of pupil progress is a feature of the school's approach to supporting children with a range of needs. As a result, all staff feel very involved in improving outcomes for all children in their care. When planning learning interventions to support children, the staff should now consider how best to improve their practice by involving children and their families more in the decision making and planning process. This should include recording both parental and pupil views.
- Children are active in school. They benefit from the input of a physical education (PE) specialist and also have opportunities to work with students from Robert Gordon University as part of the student PE training programme. These opportunities support the children to be active and experience physical activity and sports. The school should consider how best to

ensure that all children across the school receive their full entitlement to two hours of quality PE every week.

- The availability of school clubs enables children to participate in a range of activities to support wellbeing. The successful Eco group, the STEM group and focussed activity around rights - based education enhances children's experience of school and encourages responsibility and leadership in the children. Children told us they enjoy these aspects of school life, and that they feel confident in these roles.
- The school has a focus on inclusion and equality. Learners share that they feel included in the life of the school as active participants in their class activities and in decisions about the wider life of the school through their input to the pupil council. Children feel well supported to do their best. Most children feel respected by the adults who work with them and that they are treated fairly and justly. In addition, the children are able to discuss ways in which they show respect for others and model this in their day-to-day interactions with others.
- Staff undertake professional learning, taking account of local policies, procedures and national guidance, to ensure that they are fully aware of their statutory duties.
- The school has a very diverse population with children who come from all over the world. Diversity is celebrated and the warm, welcoming ethos in the school is recognised and appreciated by children who come to Hanover Street from other settings. The school has a zero tolerance approach to bullying and discrimination with clear policies and processes in place to support all children.
- The school continues to develop strategies to support families and improve outcomes for children facing challenges, including those from the most deprived areas and those children facing barriers to their learning and achievement.

3.2 Raising attainment and achievement

satisfactory

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

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

Attainment in literacy and numeracy

- Overall attainment in literacy and numeracy is satisfactory. Data provided by the school indicates that the majority of children are predicted to achieve appropriate Curriculum for Excellence levels in writing and listening and talking. Most children are predicted to achieve appropriate levels in reading and numeracy.
- From inspection activity, including observations of learning, sampling pupils' work and a range of assessment evidence and working with pupil focus groups, inspectors agree with the school's predictions.

Attainment in literacy and English language

- The majority of children are making satisfactory progress in literacy with a few making good progress against prior levels of attainment. With over half of children having English as an additional language, the school has identified the need to focus on early acquisition of literacy skills across early level. Children who require additional support with their learning are making appropriate progress. At early level the majority of children are predicted to attain appropriate levels in reading, writing and listening and talking. Inspectors evaluated that teacher judgement in writing at this stage should be kept under review. The majority of children working towards first level are on target to achieve appropriate levels. By P7 most children are on target to achieve second level in reading, and a majority in writing and listening and talking. There was a recent whole school focus on improving children's writing. Consistent approaches, and agreed standards across the school, are beginning to have a positive impact on the quality and range of children's work.

Listening and talking

- The majority of children are making satisfactory progress in their listening and talking skills. A few children at second level demonstrate mature skills in this aspect of their work. Across the school most children listen very well in class and respond well and with confidence to teacher's questions. At all stages, they would benefit from more opportunities to lead the discussions. Too many listening and talking activities are teacher led and not all children can participate. The youngest children learn to take turns playing games together in simple literacy and numeracy tasks. Children working towards first level are beginning to understand the differences between fact and opinion. By P7, the majority of children can work well in trios, building on and respectfully disagreeing with the ideas of others.

Reading

- The majority of children at early level can use their knowledge of sounds and letters to read simple words. A few can read simple texts using punctuation as a guide. Staff should ensure the word banks and games provided offer appropriate vocabulary and meet the needs of the children. Children working towards first level enjoy reading to each other in pairs. The majority

can tackle the text with confidence, but read without expression or full understanding. We have asked staff to support early reading activity to ensure children engage fully with texts and that their vocabulary and comprehension is extended. Children used non-fiction text to read for information about homes now and in the past. The majority of children enjoy reading in school. They also told us about books they enjoy reading at home. Children have access to a variety of texts in a wide range of languages. Older children described their favourite books and authors, and why they enjoyed them. A current favourite is an abridged version of Shakespeare. They particularly like reading novels that are linked to IDL topics in class.

Writing

- Improvement in writing is an area of priority for the school. There are emerging signs that consistent approaches across the school are having a positive impact on children's writing. The majority of children are making satisfactory progress. A few children at early level can write simple sentences. A few children need support to write simple words. Children would benefit from a focus on the formation of letters to support their handwriting flow and skills. Children at first level are developing skills in using adjectives to make their sentences more interesting. Children working towards second level enjoyed a drama stimulus to support their discursive writing. Most produce balanced and unbiased writing presented well using accurate punctuation and structure. A few children need support to improve their spelling in their written work. Children at second level work well in groups to prepare election campaign posters displaying appropriate slogans, text and illustration. Children would benefit from access to digital tools to extend and enhance their design and presentation skills and produce quality work they are proud of. Children enjoy developing skills in persuasive writing, using an Obama video speech as a model. Staff should continue to ensure that children experience a variety of genre in their writing, including poetry and scripts. Planned improvements to the curriculum will support opportunities for children to write within and across meaningful and relevant contexts.

Attainment in numeracy and mathematics

- Most children are making satisfactory progress in numeracy and mathematics. At early and second level most children are achieving expected levels with the majority of children achieving as expected at the first level. Across the school there is scope to increase opportunities for learning in numeracy and mathematics across the curriculum and to plan holistic assessments which require application of skills in a range of contexts.

Number, money and measure

- Across the school most children are developing confidence and accuracy in mental agility and number processes. At early level most children can double numbers to a total of ten and in some cases beyond. They can copy and continue simple patterns involving shapes, colours and objects. Across first level, the majority of children can identify several strategies for carrying out calculations and can order the months of the year. By the end of second level, most children can estimate and measure accurately, for example measuring leaves in the playground using millimetres. They can convert between units of measure accurately. There is scope across the school to plan increased opportunities for children to apply their learning and skills in number, money and measure in real life contexts.

Shape, position and movement

- At early level, most children recognise and can use appropriate vocabulary to describe 2D shapes and 3D objects. They would benefit from further opportunities to use positional language and directions to describe simple journeys or in movement games. At first level the majority of children can use mathematical language, including vertices, faces and edges to describe the properties of 3D objects. There is less evidence across first level of children's progress in angle, symmetry and transformation. Children would benefit from regular opportunities to experience learning in these areas. By the end of second level most children

can use the link between the eight compass points and angles to follow directions. They can use their knowledge of complementary and supplementary angles to calculate missing angles. They cannot talk confidently about coordinates or explain the term 'quadrants'.

Information handling

- At early level, children can ask simple questions to collect data and use this to create a pictogram, for example, on the favourite ice cream flavours of the class. By the end of first level, children can use tally marks when collecting data. They know that graphs should have a title, scale and labelled axes. Across second level, most children can describe a range of ways to organise and display data, including bar graphs, tables and line graphs. Children across the school have little opportunity to use digital technologies as part of learning in data and analysis.

Attainment over time

- The school provided a range of data for literacy and numeracy over three years, including Curriculum for Excellence levels. This data reflects teachers' professional judgement and a range of standardised and summative assessment. Attainment of children at P1 in literacy and numeracy has not improved over the past few years. The school has raised attainment in both literacy and numeracy at P4 and P7 with the exception of listening and talking at P4. This is in line with the school's increasing use of the National Benchmarks to measure learner progress more accurately. As planned, the school should focus on approaches to learning and teaching of literacy and numeracy across early level to raise attainment.
- Teachers are increasingly using moderation to develop a shared understanding of achievement of Curriculum for Excellence levels. Further moderation activities, within the school, and across the associated schools group, will support teachers to make increasingly robust and reliable judgements about children's progress through levels.

Overall quality of learners' achievement

- Children have a range of opportunities to achieve and succeed through participation in a number of clubs and groups including the eco and rights respecting groups, the 'Hanover Defenders' who promote anti-bullying approaches and science and yoga clubs. As a result, children are growing in confidence and developing valuable skills as they embrace these leadership roles. Children feel they are listened to and their opinions valued. They are proud of changes in the playground that have happened as a result of the work of the pupil council. There is scope for children to engage more widely within their local community and to use their unique context to develop their skills as a community of global citizens. The school is at the early stages of tracking children's achievement. As this develops there should be a focus on supporting children to identify skills and their relevance to learning, life and work.

Equity

- The senior leadership team and all staff have a good knowledge of the socio-economic and global context of their school. They are aware of potential barriers to learning and participation for individual learners. The school takes a proactive but sensitive approach to supporting learners and families to achieve the best possible outcomes for children. Senior leaders have targeted the use of Pupil Equity Funding to aspects of the school's work identified through their self-evaluation procedures. This includes additional staffing, resources and professional learning to improve attainment in literacy and numeracy as well as a focus on building learners' resilience and supporting emotional wellbeing. The school should continue to monitor closely the progress of individuals and regularly review interventions to ensure they are leading to improved outcomes for the identified children.

Choice of QI : 1.2 Leadership of learning

- Professional engagement and collegiate working
- Impact of career-long professional learning
- Children and young people leading learning

- Positive relationships are a key strength of the school and staff speak enthusiastically about the welcoming ethos and sense of belonging this creates. Visitors and peripatetic staff comment on the warm, open interactions between all staff and pupils and the high level of relational trust which is evident amongst the staff team. There is a strong sense of collegiate working amongst staff in the school.
- There is a strong commitment to professional learning in order to improve outcomes for children, with all teachers undertaking roles of additional responsibility across the school. They support and motivate each other well, utilising their individual strengths and interests to build capacity and confidence in each other. Staff are keen to extend their professional learning and share existing practice in order to ensure whole school approaches and increased consistency. This is most evident in the teaching of writing. There is scope to widen this to other areas of the curriculum.
- The senior leadership team work well to empower all staff. They create the necessary conditions for staff to take a lead on developments both within the school and across their associated schools group (ASG). They encourage staff to engage with research and evidence based practice with the aim of improving the quality of learning and teaching. Staff have opportunities to reflect on the impact of their professional learning on children's experiences and talk openly about how they feel their practice is improving as a result of their professional learning. Using baseline measurements or evidence from self-evaluation activity, they can demonstrate improvements in learner progress.
- A few children take on roles of additional responsibility around the school. This includes membership of the pupil council, the eco-committee and captains within the school house system. Children feel listened to and know that their views have influenced improvements such as the development of the playground. Most children are developing the confidence and resilience required to engage more widely in leadership, self-evaluation and school improvement activities, as well as contributing more widely to their local community. There is scope to increase the number of children provided with such opportunities.
- Staff are beginning to provide opportunities for children to take responsibility for their own learning and successes. Children have structured conversations with teachers about their progress and targets in numeracy and writing. This supports them to know what they do well and what their next steps are. There is considerable scope to build on this so that children have similar learning conversations across all areas of the curriculum. Staff should work together to increase the frequency of planned opportunities for learners to lead their own learning.

Explanation of terms of quantity

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

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

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