

## Standards and Quality Report 2018-2019 Improvement Plan 2019-2020

School: Hanover Street School

Head Teacher: Alan Markey



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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 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. The Head Teacher was appointed on permanent basis in November 2018.

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.

A team of Quality Improvement Officers and Head Teachers visited the school in February 2019 to evaluate how well the school is supporting learning, teaching and assessment

The most recent school inspection took place in May 2019. The Care Inspectorate reported on the nursery in March 2019. 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.)

### Session 2018/19

#### Free School Meal Entitlement

**8.8% of Primary 4 – 7 registered to receive free school meals during session 2018/19.**

#### SIMD (Scottish Index of Multiple Deprivation)

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

SIMD 1	0.5%	SIMD 2	9.7%	SIMD 3	21.7%	SIMD 4	8.3%	SIMD 5	9.7%
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SIMD 6	15.2%	SIMD 7	11.5%	SIMD 8	8.3%	SIMD 9	1.4%	SIMD 10	12.4%

### Aberdeen City vision statement:

**Strong partnerships will ensure that Aberdeen is a high achieving City of Learning which:**

- Offers nurturing, relevant learning opportunities for all
- Strengthens the resilience of all
- Celebrates aspiration, ambition and innovation with all

### 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.

**Improvement Priority 1a: Improvement in attainment, particularly in literacy and numeracy Writing**

**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:**

- **Professional dialogue has identified next steps throughout the implementation process.**
- Pupil friendly target sheets created and implemented throughout school.
- All teaching staff have engaged in refresher training to help ensure consistency of approach for new members of staff.
- Professional learning feedback highlights that training was of high quality.
- Assessment of pupil progress once per term/4 key points throughout school session.
- Tracking of pupils' technical skills in writing linked to targets.
- Tracking of progress of all pupils on CfE/Criterion scale levels in writing
- Almost all staff use Big Writing strategies in learning and teaching.
- Increased pupil voice in learning with children setting agreed targets in conversation with class teacher.
- Focus on relevant and interesting contexts for all (link with IDL)
- Plans indicate a range of writing styles are covered across the school year for all
- All staff use progression frameworks and benchmarks for moderation
- Staff questionnaires reflect that all staff have increased confidence in delivering Writing lessons.
- Monitoring of classroom practice confirms the majority of learners are engaging in an improved learning experience and evidences increased teacher confidence in the use of AifL strategies to improve learning and teaching

**Next Steps:**

- Evaluate impact of pupil friendly targets on pupil progress and ownership of their learning.
- Ensure pupil attainment records transition to new class.
- Continue to ensure consistency in approach across Early/First/Second level through ongoing evaluation and review.



<b>Improvement Priority 1b: Improvement in attainment, particularly in literacy and numeracy.</b>	
<b>Numeracy</b>	
<b>NIF Priority</b> 5. Improvement in attainment, particularly in literacy and numeracy 6. Closing the attainment gap between the most and least disadvantaged children 7. Improvement in children and young people's health and wellbeing 8. Improvement in employability skills and sustained, positive school-leaver destinations for all young people	<b>NIF Driver</b> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children's progress</li> <li>School Improvement</li> <li>Performance Information</li> </ul>
<b>HGIOS?4 QIs</b>	
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
<b>Pupil Equity Fund 2018-2019 Budget £900 and 0.6 staff contract</b>	
<b>Impact and Evidence (including use of Interventions linked to Pupil Equity Funding):</b> <ul style="list-style-type: none"> <li>By June 2019, all staff will use numeracy progressions to inform moderation and professional judgement of levels.</li> <li>Almost all staff use online tracker to track and monitor pupil progress in CLIC and Beat That.</li> <li>All staff using Big Maths online to track pupil progress and plan next steps</li> <li>Professional dialogue/evaluation of tracking numeracy across school</li> <li>All staff use online assessments (Beat That, CLIC and SAFE assessments)</li> <li>Moderation of assessment in numeracy during pupil progress and attainment meetings.</li> <li>Numeracy progression pathways are integral to staff planning, assessment and moderation.</li> <li>Professional dialogue and self-evaluation indicates increased confidence of all teachers in professional judgement in CfE levels attained evident through professional dialogue and moderation.</li> <li>Planning (including professional dialogue and feedback) and classroom monitoring evidence confirm increased staff confidence in the use of Es and Os in planning and benchmarks for assessment.</li> <li>Support for learning staff provide intervention based on individual needs.(PEF)</li> </ul>	
<b>Next Steps:</b> <ul style="list-style-type: none"> <li>Continue to track pupil progress regularly, to identify gaps and inform next steps.</li> <li>More opportunities for moderation of pupil work across stages at ASG level.</li> <li>Audit on approaches to teaching practical maths</li> <li>Audit how we add challenge in numeracy – particularly at Third level.</li> </ul>	

- Audit resource levels to support learning and teaching.

Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children	
<b>NIF Priority</b> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<b>NIF Driver</b> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
HGIOS?4 QIs	
<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> </ol>	<ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
Pupil Equity Fund 2018-2019 Budget £5,000 (£15,000 over 3 years)	
<b>Impact and Evidence (including use of Interventions linked to Pupil Equity Funding):</b> <ul style="list-style-type: none"> <li>• All staff trained in developing visible learners/in visible learning.</li> <li>• Professional dialogue indicates that all staff have a greater knowledge and understanding of what a visible learner looks like.</li> <li>• Action plan will be in place to improve the 5 key strands of Visible Learning.</li> <li>• Use of ACC progression framework across all subject areas is ensuring greater consistency in planning and adding breadth to the curriculum.</li> <li>• All staff have participated in professional learning focused on learning intentions and success criteria, observation has indicated a significant improvement in this area.</li> <li>• Some staff are now co-constructing success criteria with their learners which is allowing children to have more ownership and awareness of their learning.</li> </ul>	
<b>Next Steps:</b> <ul style="list-style-type: none"> <li>• Develop at least 5 key learner dispositions that are relevant to the school in consultation with staff, pupils and parents.</li> <li>• Action plan in place to improve the 5 key strands of Visible Learning.</li> </ul>	

- Create a learning and teaching policy that reflects how we promote excellence and equity.
- All staff engage in an action research approach and become evaluators of their teaching, finding out what works best for pupil's learning.

### 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

#### 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:

- All staff have greater knowledge of managing children's emotions and have a bank of strategies to use to build relationships – relevant training, engagement with positive relationships and behaviour policy.
- School has systems in place to form a baseline for children and track the impact of support. Using the Boxall profile where appropriate.
- Increased levels of support provided to identified children.
- Wellbeing indicator tracking procedures indicate that almost all children in P4-7 feel nurtured.

#### Next Steps:

- Measure Roots of Empathy impact (by June 2019)
- Evaluation of SHANARRI assessments to identify areas for development
- All staff further strengthen their knowledge of the six principles of nurture.
- Improved tracking of individual pupils using Boxall profile online with clear measures and outcomes outlined.
- Merge work across Health and Wellbeing into a comprehensive and progressive programme from Nursery to Primary 7.

Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people	
<b>NIF Priority</b> <ol style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<b>NIF Driver</b> <ul style="list-style-type: none"> <li>School leadership (Leadership – SAC)</li> <li>Teacher professionalism (Learning and Teaching – SAC)</li> <li>Parental engagement (Families and Communities - SAC)</li> <li>Assessment of children's progress</li> <li>School Improvement</li> <li>Performance Information</li> </ul>
HGios?4 QIs	
<ol style="list-style-type: none"> <li>Self-evaluation for self-improvement</li> <li>Leadership of learning</li> <li>Leadership of change</li> <li>Leadership of management and staff</li> <li>Management of resources to promote equity</li> <li>Safeguarding and child protection</li> <li>Curriculum</li> <li>Learning, teaching and assessment</li> </ol>	<ol style="list-style-type: none"> <li>Personalised support</li> <li>Family learning</li> <li>Transitions</li> <li>Partnerships</li> <li>Ensuring wellbeing, equality and inclusion</li> <li>Raising attainment and achievement</li> <li>Securing children's progress (ELC)</li> <li>Increasing creativity and employability</li> </ol>
<b>Impact and Evidence:</b> <ul style="list-style-type: none"> <li>P1-3 children have opportunities to develop digital skills through use of Bug Club and Education city.</li> <li>P5-7 children have extended their digital skills through using Google Drive/Classroom to support learning across the curriculum.</li> </ul>	
<b>Next Steps:</b> <ul style="list-style-type: none"> <li>P4-7 children will extend their digital skills through using Google Drive/Classroom to support learning across the curriculum by Dec 2019.</li> <li>All staff have increased confidence in planning and delivering the curriculum for children linked to the world of work by June 2020.</li> <li>Continued development of curriculum – Discrete subjects; digital technologies; development of skills.</li> <li>Term planning (IDL / Overarching curriculum themes) / Links with world of work / Progression Frameworks and Benchmarks</li> </ul>	

## Core Quality Indicator Evaluations based on Audit / Self-Evaluation Activity

### School

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

### ELCC (where appropriate)

Quality Indicator	ELCC 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 Securing Children's Progress	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

Our overall evaluation of the school's capacity for continuous improvement:

- \* We are confident in our capacity for continuous improvement ☒
- \* We have a few concerns about our capacity for continuous improvement ☐

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 links 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. Hanover Defenders have been introduced as part of our Anti-bullying approach in 2018-19 and we hope to build on this in the 2019/20 school session. 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. All staff take on leadership roles and high levels of relational trust allow staff to work collegiately in developing change.

**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. 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.

**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 during the 2019/20 school year. 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. This year, we hope to develop a comprehensive health and wellbeing programme 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. 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 to 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. Engagement with the Visible Learning programme has allowed the school to consider how we are making learning relevant and accessible to all learners. Staff are working collegiately in developing learning and teaching led by two impact coaches Mrs Gray and Miss Shivas.

The school is fully staffed moving into the 2019/20 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.

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# IMPROVEMENT PLAN 2019-2020

## Hanover Street School



**PART TWO: School Improvement Plan 2019-2020 - Key Priorities informing Improvement Planning (National, Local and Service / School)**

National Priorities	Local Authority Priorities
<b>Cross cutting themes</b>	<ul style="list-style-type: none"> <li>• Expand Early Learning and Childcare by 2020.</li> <li>• Establish Aberdeen as a UNICEF Child Friendly City.</li> <li>• Implement the recommendations of the child protection inspection</li> <li>• Improvement Methodology</li> </ul> <p>95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026</p>
<b>NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy</b>	<ul style="list-style-type: none"> <li>• Locality Plans seek to increase attainment of children in Priority Areas on entry to P1.</li> <li>• Senior phase /Learner Pathways</li> <li>• Increase data literacy at all levels of the system</li> </ul>
<b>NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.</b>	<ul style="list-style-type: none"> <li>• Close the Gap through effective multi-agency working</li> <li>• 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</li> </ul>
<b>NIF Priority 3: Improvement in children and young people's health and wellbeing.</b>	<ul style="list-style-type: none"> <li>• Improve mental health services and understanding of the affects of trauma</li> <li>• Reduce youth crime</li> <li>• Increase pupil participation</li> <li>• 85% of children and young people will report that they feel mentally well by 2026.</li> </ul>
<b>NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</b>	<ul style="list-style-type: none"> <li>• Provide age appropriate employment skills for children and young people in schools</li> <li>• Survey aspirations to sharpen our pre and post school supports</li> <li>• Expand and improve post school learning and employment opportunities for children and young people</li> <li>• 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</li> </ul>

## Overview

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

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

## Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy

**Lead Responsible: Impact coaches (2 staff members) and HT/DHT**

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

- By July 2020, a consistent approach in learning and teaching for pupils will be embedded across all classes.
- By June 2020, between 75% and 80% of pupils in P1. P4 and P7 will have achieved expected levels in Literacy and Numeracy.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
							On Track
							Behind Schedule
			Time Resource	School Budget Resource £			Not Actioned
<ul style="list-style-type: none"> <li>• Professional dialogue, pupil and parental feedback linked to learning and teaching policy.</li> <li>• Classroom observations – SLT and Peer with an identified focus.</li> <li>• Learning walks with a focus on pupil awareness of what they are learning.</li> <li>• Parent Consultation - surveys on language of learning</li> <li>• Pupil consultation – surveys and HGIOURS..</li> <li>• Teacher planning, assessment and moderation.</li> <li>• CfE/SNSA data</li> <li>• Tracking and monitoring meetings</li> </ul>	1.1 1.2 1.3 2.3   1.3 2.3	<ul style="list-style-type: none"> <li>• Use HGIOS QI2.3 themes, HGIOURS 'Our learning and teaching' feedback from pupil council and feedback from QA visit to develop and implement a shared understanding of what effective learning and teaching looks like in our school.</li> <li>• All teachers use learning intentions and success criteria in lessons.</li> <li>• Agree on at least 5 key learner dispositions in consultation with staff, pupil and parent /carers.</li> </ul>	18 hours		HT Impact coaches Literacy co-ordinator Numeracy co-ordinator Attainment and Achievement lead	Dec 2019	

		<ul style="list-style-type: none"> <li>Develop a learning, teaching and assessment policy based on outcomes derived from the work completed above.</li> <li>Use analysis of assessment data to identify strategies and interventions leading to measurable improvement.</li> </ul>					
<ul style="list-style-type: none"> <li>Professional dialogue and ongoing review.</li> <li>Teacher survey at mid-way and end point of school year</li> <li>Teacher planning and assessment</li> </ul>		<ul style="list-style-type: none"> <li>Continue with implementation and review of Curriculum rationale.</li> <li>Formally implement a 3-year progressive context for learning plan</li> <li>Use progression planner and context for learning progression in planning.</li> <li>Continue development of – digital technologies and application of skills.</li> </ul>	12 hours			October 2019	
<ul style="list-style-type: none"> <li>All staff have increased confidence in judgement of reading attainment.</li> </ul>		<ul style="list-style-type: none"> <li>Develop consistent assessment approaches for reading.</li> <li>Professional learning</li> <li>Review at various stages throughout the school year.</li> </ul>	12 hours		All staff		
<ul style="list-style-type: none"> <li>All staff agree on and use updated writing criterion scale.</li> </ul>		<ul style="list-style-type: none"> <li>Evaluate and Review Writing Assessment Criterion scale.</li> </ul>	5 hours		All staff		

		<ul style="list-style-type: none"> <li>Align Big Writing and CfE Benchmarks through evaluation and discussion.</li> </ul>					
<b>Monitoring Progress and Evaluating Impact</b> <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i>							
Impact and Evidence:							

## Pupil Equity Fund Budget Allocation April 2019 - £39,900

### Pupil Equity Fund Rationale 2019-2020

**‘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)

**Five 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:**

Two for session 2018/19.

**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 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.

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

1. Support pupil's wellbeing using the nurturing principles 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 to evaluate our approaches. Effectively identifying clearly what is working and what is not working.

**Analysis of Consultations:**



Staff and Parents are happy for the money to be used mainly for additional support and to offer experiences to children that they may not be able to avail of otherwise. The pupil council said they feel that it is good that the money can be used to 'get more people into the school to help us learn more'.

## Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children.

**Lead Responsible:**

(See PEF Spending Plan for continuation items)  
HT/DHT

**Partnership Forum (where appropriate):**

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

- To reduce the gap between quintile 2 and quintile 5 (Scottish Government stretch targets) by increasing level achieved in Reading by 10% in P1, P4 and P7.
- To reduce the gap between quintile 2 and quintile 5 (Scottish Government stretch targets) by increasing level achieved in Numeracy by 10% in P1, P4 and P7.
- By June 2020, data will indicate an increase in attainment, engagement and participation in learning for all targeted pupils.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
			Time Resource	PEF £			On Track
<ul style="list-style-type: none"> <li>Planning and Assessment</li> <li>CfE Attainment Data</li> <li>Tracking and monitoring (Nursery – P7)</li> </ul>	1.5	<ul style="list-style-type: none"> <li>Professional learning</li> <li>Regular analysis of attainment data throughout school session.</li> <li>Evaluation of evidence from specific interventions ongoing throughout year</li> </ul>		£47,000 (SfL staff)	HT/DHT Training provider SfL staff Intervention staff (internal and external) Teaching staff		Behind Schedule
	2.2						Not Actioned
	2.3						
	3.1						
	3.2						



<ul style="list-style-type: none"> <li>Baseline measures</li> <li>Evaluating progress across interventions</li> </ul>					Pupil support staff		
<b>Monitoring Progress and Evaluating Impact</b> <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i>							
<b>Impact and Evidence:</b>							

### Overall Pupil Equity Funding Planned Expenditure

	Details – Resources and Staffing	Approximate Cost £
<b>Literacy</b>		
<b>Reading</b>		
<b>Writing</b>		
<b>Listening and Talking</b>		
<b>Numeracy</b>		
<b>Numeracy</b>	Big Maths online	£900
<b>HWB</b>		
<b>HWB</b>	Nurturing Schools	£850
	Mud Pies (Play Therapy)	£4000
	Zumba	£1700

<b>Staffing</b>	0.4 Social and emotional/Literacy support teacher	£23,800
	0.6 Numeracy Support teacher	£22,500
<b>Additional</b>		
	<b>Total</b>	£50, 950

### Improvement Priority 3: Improvement in children and young people's health and wellbeing

**Lead Responsible:**

**Partnership Forum (where appropriate):**

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

- By June 2020, all pupils will access a comprehensively planned and progressive Health and Wellbeing programme.
- By June 2020, any child requiring social and emotional support are support by the completion of a Boxall profile.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
			Time Resource	School Budget Resource £			On Track
							Behind Schedule
							Not Actioned
<ul style="list-style-type: none"> <li>• All staff can complete a Boxall profile for individual children</li> <li>• Improved tracking using Boxall profile online</li> </ul>	3.2	<ul style="list-style-type: none"> <li>• Professional learning in the completion of a Boxall profile and to further strengthen knowledge of the six principles of nurture.</li> <li>• Training in using the online Boxall profile</li> <li>• Evaluating impact of approaches used</li> </ul>	6 hours		DHT	October 2019	
<ul style="list-style-type: none"> <li>• Planning and assessment</li> <li>• Evaluation</li> </ul>	2.3 3.1 3.2	<ul style="list-style-type: none"> <li>• Incorporate current H&amp; WB resources/programmes into newly developed progression programme.</li> <li>• Professional dialogue</li> </ul>	8 hours		HT H & WB co-ordinator	April 2020	

### Monitoring Progress and Evaluating Impact

*(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)*

**Impact and Evidence:**

# Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**Lead Responsible:**

**Partnership Forum (where appropriate):**

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

- By June 2020 all staff have an increased confidence in planning and delivering the curriculum for pupils linked to the World of Work.
- By June 2020, there are greater opportunities for P4-7 pupils to engage in events linked to the World of Work.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
							On Track
			Time Resource	School Budget Resource £			Behind Schedule
<ul style="list-style-type: none"> <li>• Number of links utilised to support learning and teaching</li> <li>• Teacher planning and assessment</li> <li>• Partner feedback</li> <li>• Staff and pupil feedback</li> </ul>	<b>2.2</b> <b>2.3</b> <b>2.7</b> <b>3.2</b>	<ul style="list-style-type: none"> <li>• Identify and establish partnership/links from the World of Work to support learning and teaching across curriculum areas.</li> <li>• Strengthen partnerships that have already been established (eg STEM)</li> <li>• Update Google Team drive 'partner list'</li> <li>• Parental support where possible</li> <li>• Skills for learning, life and work incorporated into curriculum planning.</li> </ul>	<b>10 hours</b>		HT/DHT Staff Team Partners Parents	June 2020	Not Actioned

## Monitoring Progress and Evaluating Impact

*(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)*

**Impact and Evidence:**

<b>QI 1.2 Leadership of Learning 2019-20</b> <b>Professional Engagement and Collegiate Working – Leadership at all Levels</b>	
<b>Whole School Initiatives E.g. Working Group; Pupil Groups; Maintenance Areas</b>	<b>Leader(s)</b> <b>Promoted and Unpromoted Staff</b>
Literacy Co-ordinator Numeracy Co-ordinator HWB Co-ordinator Equalities and Diversity Co-Ordinator Rights Respecting Co-Ordinator Eco Champion Science Co-Ordinators Attainment and Achievement Lead	All 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"> <li>• Pupil Council</li> <li>• Eco Committee</li> <li>• Rights Respecting Committee</li> <li>• House Captains</li> <li>• Hanover Defenders</li> <li>• Engaging in HGIOURS (Pupil Version)</li> </ul>	SLT/Class teachers

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/co-ordinator/Class teachers

**Date uploaded onto website:**