Hanover Street School

Improvement Plan

2023-24

School Improvement - High Level 3 Year Plan

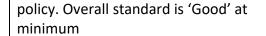| Last year 2022-23	Current year 2023-24	Next year 2024-25
QI1.3 Leadership of Change		
Leadership of Learning Increase pupil voice opportunities across the class, implementation of Class committees Increased opportunities for professional engagement and collegiate working	**Curriculum** Curriculum Review – rationale and progression pathways **Pupil Voice/Leadership** Embedding of class committees ensuring every committee has the opportunity to work on action points.	**Curriculum** Implement any changes made to the curriculum rationale and learner pathways **Pupil Voice/Leadership** Pupil committees are well established and effectively to contribute to the life and ethos of the school.
QI2.3 Learning, Teaching & Assessment		
Numeracy Embed Big Maths and CLIC sessions as a daily feature of Numeracy Learning and Teaching **SOLO Taxonomy** Further engagement to develop consistency of use across all classes. **High expectations and consistency** Standards are consistently high across the school with all class teachers following the school learning, teaching and assessment policy. Standards to begin moving from 'Satisfactory' to 'Good'.	**SOLO Taxonomy** Implementation across all classes, to be used to frame success criteria and support questioning during lessons. **Developing the Young workforce** Teachers begin to think about how Skills for learning, life and work are developed through their learning – linked to curriculum review **Digital Technology** Better use of digital technology to support learning and teaching across all stages. Supported by Digital committee. **High expectations and consistency** Standards are consistently high across the school with all class teachers following the school learning, teaching and assessment	**SOLO Taxonomy** Is part of practice in every classroom **Developing the Young workforce** Skills for learning, life and work – referenced to and applied during lessons Networks of partners to support class visits and career fairs **High expectations and consistency** Standards are consistently high across the school with all class teachers following the school learning, teaching and assessment policy. Standards to begin moving from 'Good' to ' Very Good'. **Digital Technology** Increased emphasis on all classes following the Digital skills progression and implementing actions as part of curriculum review.

QI3.1 Ensuring Wellbeing, Equality & Inclusion

Connected and Compassionate communities All staff have increased confidence to support the emotional and mental wellbeing. **CIRCLE** Ensure our classrooms are inclusive through building capacity of staff through engagement with the CIRCLE framework **Supporting children's wellbeing needs** Engage with ACIS youth counselling support to support mental wellbeing needs of two learners in Primary 6 and 7 Provision of social and emotional support through PEF funding with continuous assessment and evaluation throughout the school year.	**Supporting children's wellbeing needs** RISE data – all classes to carry our RISE assessments, data to be analysed to help target support and appropriate interventions Continue to liaise with ACIS youth counsellor to support the needs of identified learners. Continuous provision of additional support evidences impact on learners. **CIRCLE** Use of the framework is embedded across the ELC and Primary School with opportunities to complete CICS are factored development calendar. **HWB Surveys** Use of a variety of surveys to support planning and next steps in supporting highlighted needs in our school communities.	**Supporting children's wellbeing needs** RISE questionnaire embedded as part of whole school assessment approaches and data collection. Continuous provision of additional support evidences impact on learners. **HWB Surveys** Survey action plans and interventions highlight positive impact

QI3.2 Raising Attainment & Achievement

Numeracy Consistent use of BM and CLIC sessions to help improve outcomes for learners **Learning, Teaching and Assessment** All Staff follow school assessment calendar use results from assessment to inform next steps for learners. **Attainment**	**Learning, Teaching and Assessment** Define what Learning looks like and what it is like to be a learner at Hanover Street School Embed learning characteristics: • Reference in lessons • Opportunities for pupil reflection • Parental engagement **Celebration/Recognition of achievement**	**Learning, Teaching and Assessment** Learners can evidence use of learning characteristics throughout the learning process – reflective diaries/accounts **Celebration/Recognition of achievement** Wider achievement is continually and a school display is set and kept up to date and relevant.

Aim for 75-80% of learners achieve expected outcomes across Literacy and Numeracy

Supporting Learner Needs

Use of PEF funding to provide additional support for learning in literacy and numeracy to help close the attainment gap and make learning more accessible for learners.

SfL Impact on pupil outcomes measured throughout the year.

Wider achievement tracker to be completed by all classes and opportunities to celebrate and recognise achievement in class and during whole school assemblies.

Planning, tracking and monitoring

All Staff continue to follow school assessment calendar use results from assessment to inform next steps for learners.

Attainment

80-85% of learners achieve expected outcomes.

Planning, tracking and monitoring

Next steps and intervention highlight a positive impact on learner outcomes.

Attainment

85-90% of learners achieve expected outcomes.

QI – 1.3 Leadership of Change					RAG
Improvement Outcomes **What do we hope to achieve?**	Measures of Success **How will we know this has been achieved?** *What evidence will we have?*	Actions Required **What do we need to do?**		Timescales	Resources **Who and what is required?** (including cost/fund)	
Pupil Leadership Fully implement class committees across the school	Actions taken as a result of committee meetings	• Timetable for one allocated day each month • Discussions from meetings to be recorded with identified action points • Provide progress updates with families via newsletter and other classes during assembly • Committee wall displays with up to date information, plans and next steps		Aug'23 – Jul'24	All staff and pupils Committee action plans	[yellow]
Development of the Curriculum A progressive curriculum that offers the 7 principles of curriculum design, takes account of the 4 contexts and 4 capacities and is relevant to our setting	Learner engagement and progression through pathways highlights progress, attainment and achievement. Relevant stakeholder surveys	• Collaborate as a staff team and review our current curriculum offer • Discuss how we meet the needs of all learners and • Evaluate the impact of the resources that we use to do this • Highlight areas to develop • Create action plan • Implement action plan		Nov'23 – Jul'24	Education Scotland supporting resources All staff, pupils and families	[red]
Skills for learning, life and work/Creativity and employability Increase learner knowledge of the skills utilised during learning and their relevance to the world of work	Lessons/series of lessons list the skills being used/applied in the context of the lesson and encourages thought on how these can be used outside of work	• Professional learning sessions to upskill staff • Integrate focus on skills as part of overall curriculum review • Teachers to make the link between learning and skills more explicit • P5-P7 classes to use My World of Work to support • Organise careers fair with business partners		Nov'23 – Jul'24	DYW resources MyWoW online resource Teachers Wider community partners	[red]
Implementing improvement and change Develop an up to date Homework	A strategy/approach that meets the needs of our school based on feedback from relevant stakeholders	• Consultation with pupils, families and staff • Use results of consultation to plan next steps • Implement action plan • Check for consistency via feedback from pupils, families and staff		Nov'23 – Jul'24	Staff/pupils/families	[red]

QI – 2.3 Learning, Teaching & Assessment					RAG
Improvement Outcomes **What do we hope to achieve?**	Measures of Success **How will we know this has been achieved?** *What evidence will we have?*	Actions Required **What do we need to do?**		Timescales	Resources **Who and what is required?** **(including cost/fund)**	
Learning, and engagement Feedback – develop a consistent approach to feedback across the school	Every class can evidence agreed approaches to feedback. Pupils can describe that they receive regular feedback that supports next steps in their learning. Learners receive high quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.	• Audit current approaches – what is working well? What can we improve upon? • Professional learning to support work on Feedback • Professional Reading		Nov'23 – Jul '23	Teaching staff Professional Learning Teaching backwards/Engaging Learners books	
Learning and Engagement Define what Learning is for our School?	Learners are engaged as opposed to passively compliant – SLT/QA observations	• Define and agree in what it means to be a good learner at Hanover Street School • Pupils, families and staff surveys to gain a real sense of what it is like for our learners at present • Analyse results of survey and establish areas of strength and development • Develop an action plan • Implement next steps		Nov'23 – Jul'23		
Quality of teaching Implement the principles of SOLO Taxonomy across all classes	Application of SOLO Taxonomy observed through observations/walkthroughs	• Survey staff understanding and confidence in using SOLO Taxonomy • Use survey results to tailor professional learning and plan next steps • List as an expectation for learning observations • Integrate into School's Learning, Teaching and Assessment policy		Sep'23 – Dec'23	Teaching staff Professional reading	
Continue to embed and place value on the school's 6 Learner characteristics • **Creative** • **Collaborative** • **Inquisitive** • **Optimistic**	Use of learning characteristics to support pupils during the learning process Pupils understand when they are displaying each characteristic – evidenced through learner reflections	• Learners trained in recognising which learning characteristics they are demonstrating during lessons • Support parental understanding through opportunities to engage with the characteristics during Open Evening • Class teachers make more reference to the characteristics vis Seesaw observations		Oct'23 – Jul'24	All staff Families Character posters	

• **Persistent** • **Resilient**					

CITY COUNCIL

QI – 3.1 Ensuring Wellbeing, Equality & Inclusion					RAG

Improvement Outcomes **What do we hope to achieve?**	Measures of Success **How will we know this has been achieved?** *What evidence will we have?*	Actions Required **What do we need to do?**	Timescales	Resources **Who and what is required?** **(including cost/fund)**	
<u>**Inclusion and Equality**</u> Implement the principles of the CIRCLE framework in every classroom and learning space that enable children to feel well supported to do their best	CICS spreadsheet Areas for development highlighted and necessary adjustments acted upon	• Completion of CICS assessment in Term 1 • Collaborate with peer teacher to evaluate classroom environments • Implement suggestion • Review throughout the year to ensure the classroom evolves with the progress and dynamic of the learners in the room	Sep'23 – Jul'23	SLT Class teachers CICS Support staff	
<u>**Wellbeing**</u> Identify our children's underlying resilience capacity	Completion of RISE questionnaires by all Primary aged pupils in Term 1 to gather baseline information Measure impact with completion of questionnaires in Term 4.	• Provide information to staff on the RISE questionnaires • Set a time period for completion of questionnaires • Analyse the results of the questionnaire to identify next steps • Implement planned next steps • Measure impact by completing questionnaire again in Term 4	Sep'23 – Jul'23	RISE questionnaires Class teachers/Support staff Pupils PEF – 0.2 Social and emotional support teacher	
<u>**Wellbeing**</u> Gather that views of children and families with regard to how well the school meets their needs	Completion of SHANRRI questionnaires by all Primary aged pupils in Term 2.	• Analyse the results of the questionnaires to identify individual, group and whole school needs	Nov/Dec'23	SHANARRI questionnaires Pupils and families	

QI – 3.2 Raising Attainment & Achievement					RAG
Improvement Outcomes **What do we hope to achieve?**	**Measures of Success** **How will we know this has been achieved?** *What evidence will we have?*	**Actions Required** **What do we need to do?**	Timescales	Resources **Who and what is required?** (including cost/fund)	
Attainment in Literacy 80-85% of learners achieve expected levels in Literacy (E/1st/2nd)	Attainment Data Teacher judgment SWRT Writing criterion level SNSA	• All staff to follow school's Learning, Teaching and Assessment policy • Teaching staff plan for individual learners needs • Teaching staff use data to identify gaps and plan next steps • All staff follow school Literacy programme and expectations (Writing, Grammar progression, Reading (Bug club, SRA Reading lab and other available comprehension resources • SfL referral forms • Use of online resources to support interventions	Aug'23 – Jul'24	All staff Bug club subscription SRA reading lab Planning documents	
Attainment in Literacy, particularly writing Use learning from the CYPIC writing programme to decide on how to use as an intervention to increase attainment in writing at First Level	Classroom based evidence against identified focus areas	• Relevant staff get the right level of training input and subsequent support • Decide on an appropriate time of year for working on outcomes with relevant classes • Measure impact • Plan next steps	Jan'24 – Jul'24	Attainment advisor Trained staff (GG/VM/AG)	
Attainment in Numeracy 80-85% of Learners achieve expected levels in Numeracy (E/1st/2nd)	Attainment data from jotters, pre and post assessment, observations Big Maths online tracker	• All staff to follow school's Learning, Teaching and Assessment policy • Teaching staff plan for individual learners needs • Teaching staff use data to identify gaps and plan next steps • CLIC sessions timetabled daily in all classes • SfL referral forms/SfL teacher support • Use of online resources to support interventions	Aug'23 – Jul'24	All staff Big Maths subscription £1800 SRA reading lab and supporting resources (cost tbc) Planning documents	
Overall quality of learners' achievements Learners are achievements are valued and they have the chance	Children have the opportunity to participate in decision making	• Every class has a Rights Respecting charter • Every class takes on a committee role and acts on plans developed • Learners achievements outside of school are tracked and celebrated in class and through school assemblies	Aug'23 – Jul'24		

to contribute to the life and ethos of the school		• Wider achievement recognition board to be established and maintained			

Maintenance Plan

QI1.3 Leadership of Change

- Continued implementation and embedding of the 6 Learning Characteristics
- All teaching staff continue to support the strengthening of Pupil voice through class committees

QI2.3 Learning, Teaching & Assessment

- All lessons follow a structure with learning intentions and success criteria shared and referred to throughout the lesson
- Writing - consistency in marking, approach to lessons and use of LIs and SC. Explore how recent writing focus at first level can be integrated into our current structure.
- Grammar - use of recently developed progression planners
- Reading - review how SRA will be used and develop a Reading structure for the school
- Numeracy - Daily CLIC sessions, input of data to Big Maths online. Explore how to best utilise BM online resources.

- **QI3.1 Ensuring Wellbeing, Equality & Inclusion**

- Continued engagement with the Circle framework, CICS to be completed in Term 1 with a peer buddy and to be reviewed again in Term 3.
- Engage with ACC and SHINE Questionnaires for P5-P7 learners
- Carry out school based SHANARRI assessments
- Staff uses PEPAS resource to support delivery of Physical education

QI3.2 Raising Attainment & Achievement

- Assessment - continued use of school assessment calendar and supporting resources.
- Tracking and monitoring meetings used to ensure that assessment data is used to plan next steps
- Wider achievement tracker across all classes and celebration of wider achievement in class and at school assemblies