



Hanover Street School

Standards and Quality Report

School Year 2023/24

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<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people’s health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy. 	<p>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</p> <ul style="list-style-type: none"> • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 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. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. • 25% fewer young people (under 18) charged with an offence by 2026.
<p>School Improvement Priorities 2022-2023 Priority 1 – Learning, Teaching and Assessment Learning and Engagement</p> <ul style="list-style-type: none"> • Staff to engage in further use and experimentation of SOLO Taxonomy to support learner application of skills. • Increase staff capacity to support learners with language barriers 	<p>QI 1.3 Leadership of Change</p> <p><u>Pupil Leadership</u></p> <ul style="list-style-type: none"> • Fully implement class committees across the school <p><u>Development of the Curriculum</u></p>



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<ul style="list-style-type: none">• Review of Pupil voice and introduction of Pupil committees so that learners view are sought, valued and acted upon. <p>Effective use of Assessment</p> <ul style="list-style-type: none">• Train staff in use of SRA Reading lab to support Reading comprehension <p>Quality of Teaching</p> <ul style="list-style-type: none">• Audit consistency of approaches to the teaching of spelling and grammar• Staff to engage in further use and experimentation of SOLO Taxonomy to support learner application of skills.• Staff self-evaluation against school LTA policy <p>Planning, tracking and monitoring</p> <ul style="list-style-type: none">• Continued use of Tracking, Monitoring and Assessment calendar to ensure clear information on their attainment across all curricular areas. <p>Priority 2 –Ensuring Wellbeing, equality, and inclusion</p> <p>Wellbeing</p> <ul style="list-style-type: none">• Continued engagement with Connected and Compassionate communities• Continue to gather and respond to children’s views linked to SHANARRI• Ensure our classrooms are inclusive through building capacity of staff through the CIRCLE framework• Increase staff confidence in the delivery of Physical education	<ul style="list-style-type: none">• 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 <p><u>Skills for learning, life and work/Creativity and employability</u></p> <ul style="list-style-type: none">• Increase learner knowledge of the skills utilised during learning and their relevance to the world of work <p><u>Implementing improvement and change</u></p> <ul style="list-style-type: none">• Develop an up to date Homework strategy/approach for the school <p>QI 2.3 Learning, Teaching and Assessment</p> <p><u>Learning, and engagement</u></p> <ul style="list-style-type: none">• Feedback – develop a consistent approach to feedback across the school <p><u>Quality of teaching</u></p> <ul style="list-style-type: none">• Implement the principles of SOLO Taxonomy across all classes
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<p>Priority 3 – Raising attainment and achievement Attainment in Literacy and Numeracy</p> <ul style="list-style-type: none">At least 80% of Learners achieve Early, First and Second level Attainment over time	<ul style="list-style-type: none">Continue to embed and place value on the 6 Learning Characteristics <p>QI 3.1 Ensuring wellbeing, equality and inclusion</p> <p><u>Inclusion and Equality</u></p> <ul style="list-style-type: none">Implement the principles of the CIRCLE Framework in every classroom and learning space.WellbeingIdentify our children’s underlying wellbeing capacity <p>QI 3.2 Raising Attainment and Achievement</p> <p><u>Attainment in Literacy</u></p> <ul style="list-style-type: none">80-85% of learners achieve expected levels in Literacy (E/1st/2nd) <p><u>Attainment in Literacy, particularly writing</u></p> <ul style="list-style-type: none">Use learning from the CYPIC writing programme to decide on how to use as an intervention to increase attainment in writing at First Level <p><u>Attainment in Numeracy</u></p>
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Commented [JC1]: Was this realised? How far away from this aspiration were you?

Commented [AM2R1]: Am I supposed to comment on that in this section?

Commented [AM3R1]: Section updated with more specific detail.



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- 80-85% of Learners achieve expected levels in Numeracy (E/1st/2nd)

Overall quality of learners' achievements

- Learners' achievements are valued and they have the chance to contribute to the life and ethos of the school

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 was built in 1900 however the interior of the school was refurbished in 2008 and is now a modern building within a Victorian shell. Hanover Street School is a multi-cultural school that celebrates a widely diverse school community with over 20 different languages spoken as a first language by families in our school community. We celebrate our diversity through assemblies and whole school events while our school values promote value and respect for all within our school community. Hanover Street School has excellent partnership working with the EAL service who support learners with English as an Additional Language. To ensure that we continue to recognise and value the diversity within the school, we have established a Culture and Diversity class committee. This committee has helped to highlight a variety of cultural events, for example Mother Language Day. At present, the school leadership team consists of Head Teacher and three Acting Principal Teachers. There are 10 primary classes and a 40 place ELC setting.

Data analysis for session 22-23 highlights that on average 64% of P7 cohort achieved second level or above across Literacy and Numeracy. In P4, on average 70% of the cohort achieved first level and in P1 on average 74% achieved early level. For session 23-24, 66% of our P7 cohort achieved second level or above. An average of 74% of P4 achieved first level and 72% of P1 achieved early level. Information gathered from



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data scrutiny supports our school improvement planning. As a result, the school will use approaches from the National Improving writing programme. This will be used as an intervention and informed by writing moderation and assessment data gathered in Terms 1 and 2. Attainment in numeracy has decreased over the last two years and our approaches to numeracy will be reviewed during this school year. The constant turnover of pupils has an impact on overall attainment. As a representative example, our P7 leavers of 2023/24 just under 10% of learners started at Hanover Steet School in Primary 1. 50% of the cohort joined the school in 2021 or after. Regular tracking and review meetings, scrutiny of pupil data and assessment approaches ensure staff, learners and parents are aware of individual learning targets and are planning appropriate next steps together. Interventions are reviewed regularly to ensure they are robust, appropriate, and supporting individual learners to meet agreed targets. Almost all learners are supported to reflect on their mental wellbeing weekly. Staff have a deeper understanding of mental wellbeing and how to support it. This has led to improved planning of interventions to meet individual needs. Some learners and families require more targeted interventions, these are supported through PEF funding and other school partners such as ACIS Youth.

We maximise the opportunities to engage with families. Teaching staff use Seesaw to communicate regularly with families regarding their children’s learning and teaching. During 23/24 school year, we have developed a parental engagement working group. The aims of this groups is to support the evaluation of parental engagement and develop next steps.

Over the last two years, Hanover Street School has developed strong partnerships within the local community, most notably Lifestars charity. Through this we have been able to offer career fair opportunities to classes. The school participated in the 23/24 AFCCT community cup which encouraged all classes to participate in social and community actions, some of these included visits to local care homes, charity fun runs, environmental activities and wellbeing initiatives. We are very proud to have been crowned the 23/24 AFCCT Community Cup champions. During this year we have also enjoyed partnership work with Excelerate, Aberdeen Art gallery, Light the Blue festival, the music service (Big Sing), Asda, ASG and our trio school partners.

The most recent school inspection took place in May 2019 with The Care Inspectorate reporting on the nursery in November 2023. 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).

Please see table below for current self evaluation of the Core quality indicators for school and ELC:

School Grading – Quality Indicators	ELC Grading – Quality Indicators	Care Insp – Quality Indicators
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Commented [JC4]: Is HSS new to this session 24/25?

Commented [AM5R4]: Across the school, yes it will be

Commented [JC6]: please include the grading for both ELC and school for core QI's- most schools use a table for this



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QI 1.3 - 4	QI 1.3 - 4	Care, Play and Learning - 4
QI 2.3 - 3	QI 2.3 - 4	Setting - 3
QI 3.1 - 4	QI 3.1 - 4	Leadership - 4
QI 3.2 - 3	QI 3.2 - 4	Staff team - 4

The school is well placed to continue with planned improvement priorities as all staff demonstrate a commitment and desire to improving outcomes for all within our school community.

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Leadership of Change (QI1.3)		
HGIOS Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change	HGIOELC Developing a shared vision, values and aims relevant to the ELC setting and its community Strategic planning for continuous improvement Implementing improvement and change	
How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?



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<ul style="list-style-type: none">• A shared vision, values and aims statement is in place that embraces excellence and equity.• Almost all staff have a clear understanding of our collective strengths which promotes effective leadership at all levels.	<ul style="list-style-type: none">• School values and aims are embedded across the school community. They are an integral part of policies.• The values are regularly featured in assemblies and classes and are used to recognise the diversity of the ELC and school.• Staff have high aspirations for all pupils, evidenced through professional dialogue linked to school improvement and the tracking of pupil progress• The vision and values are aligned to the curriculum rationale.• Vision statement is promoted through website and around the school.• Our vision, values and aims have children’s wellbeing as a core feature and are central to the drive for improvement across the school and ELC.• Almost all pupils display actions and behaviours associated with our vision and values.	<ul style="list-style-type: none">• Create an ambitious school motto unique to our setting.• Review School curriculum
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<ul style="list-style-type: none">• All staff engage in and contribute to the strategic direction of the school through self-evaluation activity linked to school improvement planning.• All staff views and opinions are valued and sought to help shape school improvement.• All ELC staff have been given more autonomy in their role and have taken on extra responsibility in different areas/learning context and environments.	<ul style="list-style-type: none">• Self-evaluation processes linked to all areas of the improvement plan is facilitated by SLT and this is led by staff who have responsibility and key roles• Staff engagement in the school improvement process is evidenced through audit activity and documentation.• Staff collaboration is evidenced through professional dialogue, curriculum development, staff meetings and peer learning model.• Every child now could have their thoughts and opinions heard through class committees which has impacted upon pupil participation across various events, e.g Celebration of diversity – Mother Language Day assembly Health Week – promoting healthy lifestyles across the school, all classes participated in Zumba Literacy events such as World Book Day – enriching learner experiences for all, every child visited Waterstones and chose a book	<ul style="list-style-type: none">• Continue to encourage and support staff in self-evaluation for school improvement.• Continue to provide and protect time for staff for professional dialogue and self-evaluation.• School improvement is based on the triangulation of evidence and parents and staff are fully aware

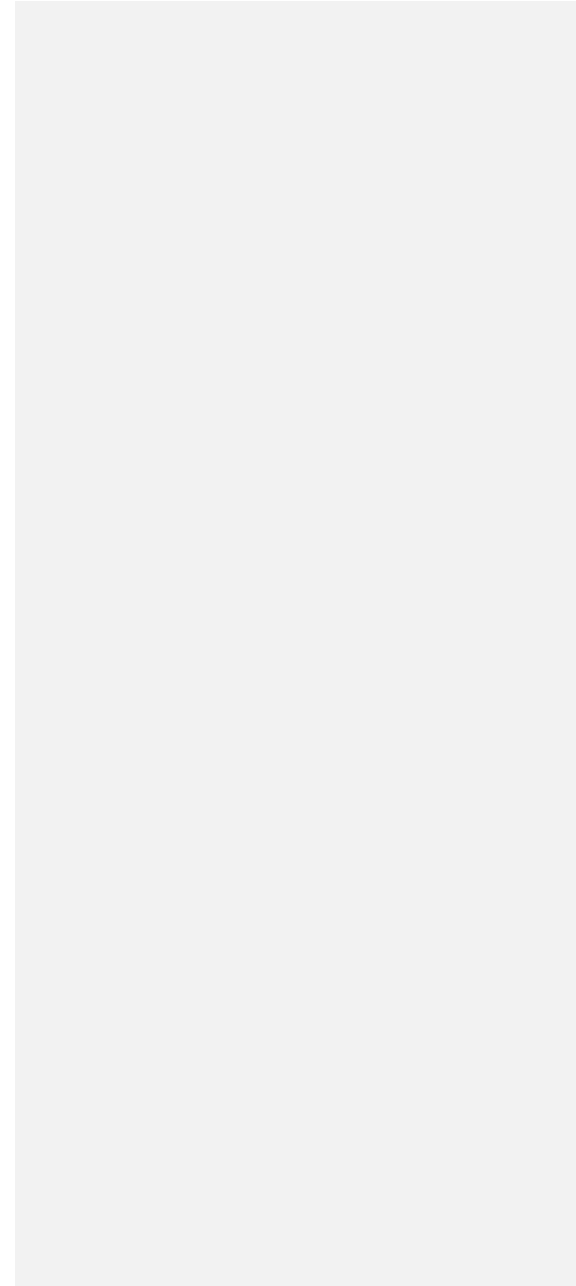


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		<p>of the rationale and context for our improvement plan – re-establishment of a parent voice group to support and challenge school development</p>
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<ul style="list-style-type: none">• All staff 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. We take a proactive but sensitive approach to supporting learners and families to achieve the best possible outcomes for children.• Equity is a strand of our Values and Aims, all staff treat pupils equitably and ensure individual learners needs are addressed.	<ul style="list-style-type: none">• Nurture support has helped increased classroom engagement for targeted learners with learners now working within the classroom for increased periods• Literacy and Numeracy 1;1 SfL support has supported individual learners to move up two CLIC levels on average• PEF funded PSA support has supported access to the curriculum for two learners with additional support needs, these pupils are now more settled in school with an appropriate level of support.	<ul style="list-style-type: none">• Continue to closely monitor the progress of individuals and regularly review interventions to ensure they are leading to improved outcomes for the identified children.



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<ul style="list-style-type: none">We 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.		
<ul style="list-style-type: none">The Senior Leadership Team have a rigorous and planned approach to managing and monitoring the impact of	<ul style="list-style-type: none">QA Calendar for self-evaluation evidences the processes and alignment to school improvement priorities. This includes professional learning undertaken by staff.	<ul style="list-style-type: none">Continue to focus on self-evaluation to ensure an appropriate pace and



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<p>change with staff through self-evaluation of Improvement Plans.</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• All staff are involved the regular cycle of evaluation activity of current ELC and school improvement plans.	<p>measured approach to school improvement.</p>
<ul style="list-style-type: none">• Improvement planning incorporates planning for continuous improvement and equity with clear outcomes and measures.	<ul style="list-style-type: none">• Data linked to attainment, attendance, inclusion / exclusion, participation and engagement evidences improvement in equity for learners.	<ul style="list-style-type: none">• Complete and update our individual tracker for equity.
<ul style="list-style-type: none">• Professional learning is highly valued by SLT, staff are encouraged to seek professional learning and provided with	<ul style="list-style-type: none">• All staff are committed to extending their professional learning and share existing practice to ensure whole school approaches.• Baseline measurements and evidence from self-evaluation activity.	<ul style="list-style-type: none">• Incorporate time into the school development calendar to support impact.



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<p>professional reading to support any learning and development requirements.</p> <ul style="list-style-type: none"> All members of teaching staff are part of a working group to support school improvement 	<ul style="list-style-type: none"> PR&D discussions highlight that staff consider the needs of their learners and what their class needs to support their own intentions for professional learning. Teaching Staff engaged in working groups – H&WB working group developed a refreshed RSHP policy (evaluation tbc). Outdoor Learning and Community working gorp introduced termly 'Week in the Wild' outdoor learning weeks where all classes participated in outdoor learning experiences. This group also supported the school's participation in the AFCCT community cup, resulting in the school winning the cup. 	
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3

Learning, Teaching & Assessment (QI2.3)	
<p>HGIOS</p> <p>Learning and engagement</p> <p>Quality of teaching</p> <p>Effective use of assessment</p> <p>Planning, tracking and monitoring</p>	<p>HGIOELC</p> <p>Learning and engagement</p> <p>Quality of interactions</p> <p>Effective use of assessment</p> <p>Planning, tracking and monitoring</p>



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<p>How well are we doing? What's working well for our learners?</p>	<p>How do we know? What evidence do we have of positive impact on learners?</p>	<p>What are we going to do now? What are our improvement priorities in this area?</p>
<ul style="list-style-type: none"> • There are positive relationships across the ELC and school at all levels, resulting in a welcoming and caring ethos. Children benefit from the supportive and nurturing learning environment. 	<ul style="list-style-type: none"> • Communication via school website, Seesaw and school newsletters share relevant information • Formal and informal classroom monitoring evidences the positive relationships between staff and pupils at all levels. • All classroom environments are built upon the 6 Principles of nurture • All classes have emotion check ins • All classes have UNCRC class charters • Overall, children's feedback highlights that they feel safe, happy and nurtured in their classroom environment. 	
<ul style="list-style-type: none"> • Almost all lessons include key components of: Learning Intentions; Success Criteria and feedback through plenary sessions. 	<ul style="list-style-type: none"> • As observed by SLT and during QI visits. ELC learners engage in a range of learning experiences that develop their interests and knowledge, providing opportunities for deeper exploration and understanding. 	<ul style="list-style-type: none"> • All teaching staff to traffic light themselves against the school learning and teaching standard and base professional learning needs and further support



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<ul style="list-style-type: none">• In almost all classes, explanations and instructions are clear.• In ELC, all staff have developed strength planning in the moment and working with pupils interest to guide learning• In ELC, all staff are developing their questioning to gain a broader sense of pupil learning• Most learners listen well in class and follow instructions. Children show a strong work ethic and are keen to learn.• Most learners in middle and upper can say what they are learning.	<p>SLT and QI visit feedback summary:</p> <ul style="list-style-type: none">• Almost all lessons consisted of Learning Intentions and Success criteria• Almost all children were engaged in their learning• Most could speak about their learning• SLT observations highlighted that almost all lessons consisted of LIs/SC	<p>on what their reflections tell them.</p> <ul style="list-style-type: none">• Development of 'Effective Learning and Teaching' document for reference.• Use the CIRCLE to guide classroom environments and subsequent practice• All staff to complete CICS assessment to use as a baseline and inform necessary changes required.•
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<ul style="list-style-type: none">• Most learners in lower stages can explain their learning in activity based language• In ELC, all staff have developed strength planning in the moment and working with pupils interest to guide learning• In ELC, all staff are developing their questioning to gain a broader sense of pupil learning• Almost all learners in our ELC consistently display high levels of engagement. observed by SLT and during QI visits. They engage in a range of learning experiences that develop their interests and knowledge, providing opportunities for deeper		
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<p>exploration and understanding.</p>		
<ul style="list-style-type: none"> • Most children engage with digital technology when available and can use them appropriately across contexts. • All classes use Seesaw and Google Classroom to share and enhance learning 	<ul style="list-style-type: none"> • All classes have seesaw journals available and almost all families are connected to the platform. • Upper stages children using google classroom/logins frequently to support learning 	
<ul style="list-style-type: none"> • Almost all teachers use a range of approaches to assess children’s progress in literacy and numeracy; these have been developed as part of a whole school approach. 	<ul style="list-style-type: none"> • ELC Seesaw observations and reporting to families has helped increase parental engagement that support transition in Primary • Regular assessment in; <i>Writing</i> <i>SWRT</i> <i>BM online – (Learn Its and CLIC tracking)</i> <i>Comprehension – SRA pilot</i> 	<ul style="list-style-type: none"> • Review and evaluate the effective ness of assessments used. • Evaluate the impact of CYPIC writing programme and how this approach can be used



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<ul style="list-style-type: none"> • Almost all teachers follow the school assessment calendar • Almost all teachers use information gathered to inform planning, support and next steps. • ELC staff are beginning to use various forms of observations to inform assessment of learning. 	<p><i>Numeracy pre and post topic assessments demonstrate that the majority of learners improve pre results by an average of 50%</i> This has allowed teaching staff to identify gaps in pupil progress which has helped make planning for next steps more informed and focussed to meet group and individual learner needs</p>	<p>(e.g. as an intervention at a particular point of the year)</p>
<ul style="list-style-type: none"> • Systems are in place to track progress across literacy and numeracy. 	<ul style="list-style-type: none"> • All staff attend tracking and monitoring meetings and almost all staff can evidence pupil attainment and progress through assessment data • Data informed by a range of summative and diagnostic assessment evidence - identify gaps in pupil progress which has helped make planning for next steps more informed and focused to meet group and individual learner needs 	

Ensuring Wellbeing, Equality and Inclusion (QI 3.1)	
HGIOS	HGIOELC



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Wellbeing Fulfilment of statutory duties Equality & Inclusion		Wellbeing Fulfilment of statutory duties Equality & Inclusion	
How well are we doing?	How do we know?	What are we going to do now?	
What's working well for our learners?	What evidence do we have of positive impact on learners?	What are our improvement priorities in this area?	
<ul style="list-style-type: none"> Wellbeing is an area of focused class activity through the curriculum. Children are provided with a range of strategies to develop resilience and understanding of their own feelings and those of others. 	<ul style="list-style-type: none"> SHANARRI Questionnaires and resulting scores average of 4 for all indicators across the school. Weekly BounceBack lessons RISE questionnaires identify children an intervention/support to develop their resilience, During 23/24, 59% of identified children had an improved score RISE score following support. 	<ul style="list-style-type: none"> Use data from Connected and compassionate community to determine areas that require focus. 	
<ul style="list-style-type: none"> There are respectful relationships across the school with a calm and 	<ul style="list-style-type: none"> Classroom observations and QA visit feedback determine that all classes are welcoming with strong and respectful relationships between adults and children 		



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<p>purposeful ethos across classes with almost all children reporting that they feel happy in school.</p> <ul style="list-style-type: none">• All staff understand the importance of building strong relationships with their learners and families.	<ul style="list-style-type: none">• SHANARRI pupil questionnaires report that:• Almost all (92%) of children feel safe and happy at school.• Almost all children 88% feel respected and included at school.	
<ul style="list-style-type: none">• All staff have a good understanding of United Nations Convention of the Rights of the Child (UNCRC).• Our tracking and moderation processes allow us to identify areas of support required for individual and groups of children.	<ul style="list-style-type: none">• All classes have a Rights Respecting charter on display• Each school assembly has a Children's Rights focus• IEPs/Child's plans evaluations and review indicate that almost all children achieve identified targets.	



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<ul style="list-style-type: none">• All staff are aware of their responsibility in providing learning and teaching appropriate to their learners needs, staff demonstrate the ability to plan for individual, group, and whole class needs.		
<ul style="list-style-type: none">• All staff undertake professional learning taking account of local policies, procedures, and national guidance, to ensure that they are fully aware of their statutory duties.• Child Protection, Safeguarding, Health &	<ul style="list-style-type: none">• Child Protection Information available to visitors on entry to building and displayed throughout the premises.• Building and playground is secure and monitored by staff.• Termly Fire Evacuation drills are undertaken.• PEEPS are updated and staff aware of needs.• Updated Fire procedures (August 2022) shared with all staff (Google drive)• Record of mandatory staff training for existing and new staff maintained by SLT• Up to date policies available on School Website and Google drive	



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<p>Safety, and the school handbook are available for all staff and stakeholders. These are re-visited at the beginning of each school year.</p>		
<ul style="list-style-type: none">• Hanover Street School and ELC is committed to ensuring an inclusive and equitable environment that ensures all learners receive the necessary support and challenge to achieve positive outcomes.• Our values and aims underpin our commitment to inclusion and equality, ensuring that we value and respect all within our school community.	<ul style="list-style-type: none">• Planning documentation (Forward plans/IEP)• Vision values and aims• SHANARRI questionnaires support our evaluations on how we meet the needs of all learners. The results of these questionnaires support our next steps and highlight areas to improve.• Partnership working with EAL service• Participation in a variety of events such as 'European Day of Language', 'Mother Language Day'• Celebration of other religious and cultural events through assemblies.• Pupil voice opportunities to speak about their cultures in class and at whole school assemblies.	<ul style="list-style-type: none">• Curriculum review to reflect changes in school population and take account of new cultures and their practices.



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<ul style="list-style-type: none"> • Our diverse school community is valued and celebrated throughout the curriculum. 		
<ul style="list-style-type: none"> • Almost all 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. • Almost all children feel respected by adults who work with them and that they are treated fairly and justly. • All staff are aware of their responsibility in providing learning and teaching appropriate to their learners needs, staff demonstrate the 	<ul style="list-style-type: none"> • Introduction of class committee groups has increased opportunities for learner participation. • Class committees have contributed to whole school events such as 'health week', Literacy activities – World Book day events, Celebration of Diversity, Digital buddy learning • House captain roles for Primary 6 and Primary 7 learners 	<ul style="list-style-type: none"> • Continue to embed class committee groups and timetable opportunities for discussion and sharing developments throughout the school year via focus weeks, monthly meetings and assemblies • Further develop staff awareness and use of HGIOURS to support committee evaluations • House captains provided with more opportunities to take a lead role for engagement with HGIOURS.



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ability to plan for individual, group and whole class needs.		
<ul style="list-style-type: none">• Hanover Street School and ELC values considerations around the cost of the school day and aims to continually reduce costs for families.• At the beginning of each school year, our diversity is celebrated by each individual class as part of 'Getting to know you' learning context		

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Raising Attainment and Achievement/ Securing Children's Progress (QI3.2)	
HGIOS Attainment in literacy and numeracy	HGIOELC Progress and communication, early language, mathematics and health & wellbeing



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Attainment over time		Children's progress over time	
Overall quality of learners' achievement		Overall quality of children's achievement	
Equity for all learners		Ensuring equity for all children	
How well are you doing?	How do you know?	What are you going to do now?	
What's working well for your learners?	What evidence do you have of positive impact on learners?	What are your improvement priorities in this area?	
<ul style="list-style-type: none"> Attainment in Literacy and numeracy across Early, First and Second level is satisfactory with the majority of children achieving the expected level. 	<ul style="list-style-type: none"> Early/Frist/Second level achievement data gathered through SNSA and in school assessment 		
<ul style="list-style-type: none"> Effective systems in place to track attainment across the curriculum. School and ELC staff plan with context progression 	<ul style="list-style-type: none"> Tracking and Monitoring meetings evidence the progress made by individual learners, the outcomes of these meetings help shape next steps for learners. 	<ul style="list-style-type: none"> Incorporating a focus on skills alongside overarching learning intentions and success criteria. 	

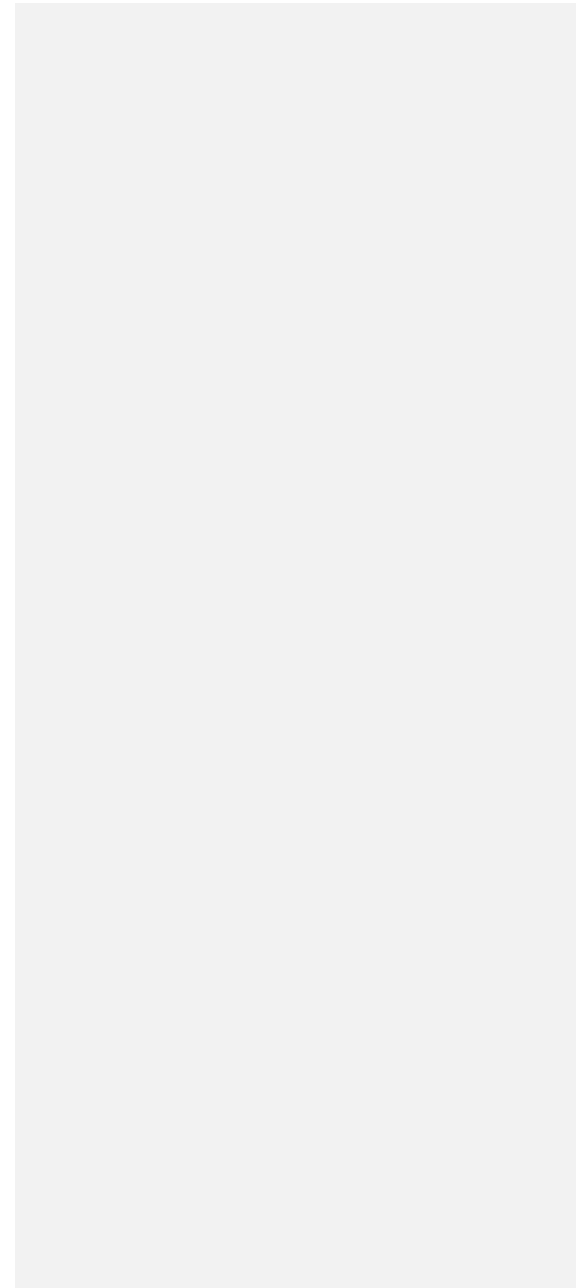


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<p>planners to ensure there is breadth of coverage across the curriculum.</p> <ul style="list-style-type: none">• The context progression planning framework allows for better tracking and coverage of Es & Os.• ELC staff use experience and outcomes to factor opportunities for Literacy and Numeracy in learning environments		<ul style="list-style-type: none">• Implementation of renewed context progression planners in line with a focus on skills.
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<ul style="list-style-type: none">• Almost all staff use assessment and tracking materials alongside the benchmarks to help make judgments on children's progress.• All staff engaged with the SEEMiS P&A tool to support tracking of progress in literacy and numeracy.• Most pupils (70%) receiving SfL support in numeracy have made a year or more's progress.• 59% of pupils receiving social and emotional support, have a higher overall resilience score since the start of the academic year.	<ul style="list-style-type: none">• Almost all staff follow the school assessment calendar and planning evidences that almost all staff use data to inform next steps.• Assessment folder evidence and planning documentation• Tracking and monitoring collegiate discussion• Numeracy interventions/SfL have highlighted a positive impact for all learners	<ul style="list-style-type: none">• Complete ACC PEF tracker to measure impact of interventions.• Develop and implement new attainment tracker.
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<ul style="list-style-type: none">Learners in school and out of school achievements are recognised at assemblies and in class. Learners have opportunities to be successful with learning that meets their needs.	<ul style="list-style-type: none">Each class has a wider achievement tracker that has been implemented this session	<ul style="list-style-type: none">Complete achievement tracker as part of 'Getting to Know You' activities at the beginning of the school year and
<ul style="list-style-type: none">In almost all classes Learner's receive feedback on their learning progress with reference to targets in Writing, Reading and Numeracy.	<ul style="list-style-type: none">Moderation of writingPlanning foldersTracking meetingsSome lesson observations have highlighted use of SOLO taxonomy and associated language.	<ul style="list-style-type: none">Train staff in the use of the National Writing Improving programme



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<ul style="list-style-type: none">• Learners who require a more personalised learning experience have a say on what they need to focus on and their views are sought as part of their IEP.	<ul style="list-style-type: none">• IEPs are reviewed on a regular basis in line with targets and the number of weeks associated with it.• Tracking and monitoring procedures allows the school to identify groups of children and individuals who require additional support or challenge or a more targeted intervention• SLT and all staff are aware of potential barriers to learning for individuals and groups of children.• Strategies and interventions are explored to support individuals and groups of learners.• Targeted support is offered to help improve outcomes.	
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