



South Lanarkshire Council

Recovery Standards and Quality Report June 2021



St Louise Primary School

Standards and Quality Report Session 20/21

Our School

Saint Louise Primary School is situated in the Murray area of East Kilbride and is accommodated in a building which was re-opened in June 2012 and provides an excellent, modern environment in which our children can learn and achieve. We are equipped to a very high standard with digital technology that enhances the teaching and learning experiences of our young learners.

The school roll for 2020-21 was 189 pupils over 7 classes. There was a staffing compliment of 1.4 management, 9 teaching staff and 5 support staff.

The staff of St Louise share with parents a common goal in that we want our children to be happy at school and to enjoy being a valued member of the school community. We strive to provide a quality educational service, where every child is given the opportunity to reach his or her potential. We promote positive behaviour and a healthy attitude to school life and show a respect for our pupils and their needs by treating them with fairness, consistency and understanding. We provide a secure but welcoming environment, where expectations are high, achievements are recognised and respect for self and others is fostered in a Catholic atmosphere.

Our values are equality, equity, compassion, fairness, empathy, commitment and Gospel values and we aim to promote these in all we do. We encourage parents to be active partners in their child's education. We have an active and engaged Staff and Parent Group (PSG) who support the school in many ways with fundraising activities and events for pupils.

We are part of the St Andrew's and St Bride's Learning Community and work well with our local schools to ensure smooth transitions are planned for. We have taken part in activities this session with our local primaries and high school digitally to further enhance the experiences of our young people.

Our mission statement is clear and concise: St Louise, where we love God, love learning and love each other.

Key Successes/Challenges and Achievements Session 2021/22

- Active Literacy embedded across all stages

- High engagement in reading for enjoyment
- Delivery of online learning and ICT upskilling of both pupils and staff
- Online assemblies celebrating the achievements of all
- Success in 'gritter naming competition', 'EK litter competition' and 'SLC road safety competition'
- School Christmas show keeping in line with covid guidance
- Increased focus and provision of outdoor learning for all including in school Auchengillan Week for P7
- Ability to provide as many extra-curricular events within the school day in line with guidance
- Wear Yellow Sunflower Walk and Teddy Bear's Tea Party with the whole school community taking part to raise funds for St Andrew's Hospice and Kilbryde Hospice
- School closures and lockdowns were a challenge for all
- Working from home and home schooling were challenges all pupils, parents and staff had to overcome

Remote Learning Jan-March 2021

- *After first lockdown, all families were encouraged to take part in our Google Form to share their thoughts and opinions on remote/home learning and this information was used to develop our procedures for future remote learning. All classes had access to an online digital learning platform (P1-4 SeeSaw and P1-7 Google Classroom) which enabled teachers to provide teaching and learning opportunities daily and to support pupils with regular feedback. Staff engaged in ICT training with our ICT Coordinator and SeeSaw Coordinator with access to SLC training which was ongoing. On Friday afternoons all pupils had access to our online assembly where they could continue to celebrate the achievements of all and keep in contact virtually. Communication to all families was provided through our school website, school app and Twitter feed with regular updates and information shared. Families were provided with a weekly time-table and overview of learning to support the implementation of their home learning week and email communication provided to all for any queries or request for support. Regular check-ins were carried out with pupils to establish how they were feeling and support provided where necessary. Hub provision, home learning packs and materials/resources were offered to families to support with remote learning to address any barriers.*


Engagement in learning was monitored and the senior management team had regular check-ins with identified families. IT support provided and uptake of hub places made a difference to pupils in greatest need.

- Over 80% of our pupils engaged regularly in online learning and for those who found this difficult, they collected paper packs and resources from the school to carry out learning at home in a more traditional style. Almost all children had access to wifi at home and for those who didn't we were able to provide wifi as part of the Scottish Government digital inclusion scheme. This scheme also enabled us to provide 8 families with a Chromebook device on permanent loan and we were also able to support a further 4 families with a loan device. This was further enhanced using our school stock of devices where we were able to support a further 2 families with a digital device for remote learning. At the end of each week during our online assemblies we had approximately 70-80% in attendance.*
- This session has been difficult for all schools due to restrictions being in place for a large part of the school year as it has meant limited movement and mixing of pupils which has had an impact on some of the school programmes we deliver and strategies we would normally have used.*
- The impact of covid and lockdown placed a real priority on the wellbeing of all and this was heightened within our school community as a result. Moving forward we will continue to place great emphasis on the delivery of HWB as well as supports available to all stakeholders. Pupils who were on track and doing well continued to do so during remote learning with some even flourishing, however, those who struggled may have fallen further behind without the daily one to one support they would usually have received within the school and the attainment gap has widened. As a school we have identified where these gaps are and will return in the new school session with a clear plan of support. All classes will continue to use their online platforms as part of our homework provision going forward to keep the ICT skills developed and ongoing. We will continue to focus on a curriculum recovery with a clear focus on Literacy, Numeracy and HWB while incorporating all of the other curricular areas.*

Planning for and Evaluating improvement

As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.



What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve. As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.

	Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff		How will we know we've been successful?
Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Whole School Wellbeing</p> <p>Rationale: School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.</p> <p>A sense of Belongingness and Connectedness is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through Quality Relationships, and a range of Attachment Informed Practices.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. Plan how best to promote an attachment -informed ethos and environment that nurtures 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> School staff trained in SLC Attachment Strategy (Term 1 – All Staff) Whole school nurture approach continued and developed (All staff - ongoing) SIMD data, attendance information, ASN overview and behaviour records used to discuss pupils who would benefit from nurturing/wellbeing approaches and further support (Term 1 – SMT) Family and staff Glow forms to determine whole school wellbeing (Families and Staff – End of August 2020) 	<p>Desired Outcomes and Impact</p> <p>Working in partnership with families and other agencies, Improve the psychological, emotional and social wellbeing of our young people.</p> <p>Support whole school community to recover, develop and move forward positively.</p> <p>Continue to instil and develop a Growth Mind-set approach throughout the school.</p> <p>Our young people have improved knowledge of their emotions, can recognise these emotions and describe/explain them.</p>

<p>approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<p>reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.</p> <ul style="list-style-type: none"> • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and 	<ul style="list-style-type: none"> • Work with partner agencies to develop supports for families and staff (All Staff – Ongoing) • ASN Overview updated and discussed with staff (ASN Coordinator and Staff – Term 1) • Bounce Back and Growth Mind-set approaches continue to be embedded across the whole school (All Staff – Ongoing) • Boxall Profiling used to identified hidden needs and provide early intervention (ASN Coordinator/Class Teacher – Term 1 and ongoing throughout session) • Staged Intervention process used to track and monitor pupils and their needs (All Staff – Ongoing) • School App, website, email, phone/virtual meetings used to maintain contact with parents/carers (SMT / Class Teacher – Ongoing) • Peer support encouraged with staff and pupils • Refresh all staff on PPRUDB (All Staff – Term 1) <p>Scottish Government and SLC guidance shared and reflected on to ensure all measures are in place for a safe return (All Staff – ongoing)</p>	<p>Continued success with peer relationships.</p> <p>Promote an understanding of SLC's attachment strategy to provide support throughout this school session and beyond.</p> <p>Respond to distressed behaviours in an attachment-informed way making reference to and using materials from the PPRUDB.</p> <p>Our young people have strategies to allow them to regulate their behaviours.</p> <p>Our young people are able to socialise appropriately with peer groups and in other social situations.</p> <p>Young people feel safe and happy in school and know how to access support.</p> <p>There will be a culture of positive relationships in our school.</p> <p>School guidance and procedures ensure a safe environment for all.</p>
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	which allow staff to be included and consulted.		
<p>Theme: HWB CURRICULUM</p> <p>Rationale: The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p> <p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs. 	<ul style="list-style-type: none"> Re-establish and develop 'Pupil Voice' groups to ensure opportunities to share thoughts and opinions and to be responsive to the needs of all (Teachers / SSAs / SMT – ongoing) Time-table support sessions with ASN Coordinator (PT – ongoing) All teaching staff receive refresher in Bounce Back approach (HWB Coordinator – Term 1) Growth Mind-set approach continues to be implemented across the school (All Staff – ongoing) Staff to deliver initial introductory lessons to pupils on Growth Mind-set and refresh each term (Class Teachers – Termly) Healthy Schools overview supports delivery of HWB curriculum (Class Teachers – Ongoing) Staff to use the 'place 2 Be' materials for the first few weeks of term for HWB as these are highly recommended to use because they relate directly to covid19 sensitively for the children across all stages. 	<p>Opportunities are built in to ensure every child's voice is heard.</p> <p>Everyone benefits from effective communication, with attention given to the language used.</p> <p>Creativity is encouraged.</p> <p>Whole school nurture is evident around the school and a shared language used from Bounce Back, Growth Mind-set and Attachment.</p> <p>Outdoor learning plays a key role in implementing the HWB curriculum.</p> <p>School use a number of supports and interventions to support the mental, emotional, social and physical wellbeing of the whole school community.</p> <p>Young learners, parents/carers and staff can meet challenges, manage change and build relationships.</p> <p>Young learners can assess and manage risk and understand the impact of risk-taking behaviour.</p> <p>Pupils can reflect on their strengths and skills to help them</p>

		Also use Relax Kids materials to supplement the delivery of HWB. (Class Teachers – Aug/Sept)	make informed choices when planning their next steps.
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<div>  <div> Improvement Priority 1 - Health and Wellbeing Progress Report June 2021 </div>  </div>		
What did we actually achieve?	How do we know?	What do we need to do next?
<p>Almost all staff in our school have accessed the council's Attachment Strategy training and are using this along with a variety of other approaches to support the health and wellbeing of all children. Our whole school nurture approach continues to be implemented but covid restrictions meant the full programme was not available and that most delivery was carried out in class.</p> <p>All available data was used to establish any additional support needs for all pupils and an overview collated to ensure all supports were provided and shared with relevant staff. Staged intervention used to track and monitor pupils and their needs.</p> <p>Bounceback and Growth Mindset continue to be used as part of the school's health and wellbeing programme, however, staff would like to review this to see if they are still providing the level of support required.</p> <p>All classes were time-tabled for outdoor learning slots twice daily and these were used during all weathers across the school session.</p>	<p>Clear focus from all stakeholders on health and wellbeing.</p> <p>Consistent use of staged intervention and support identified and provided to pupils where necessary.</p> <p>Continued improvements in learners being able to discuss their emotions and feelings and to resolve issues restoratively.</p> <p>Our school continues to see a reduction in the number of children attending reflective plays.</p>	<ul style="list-style-type: none"> Continued implementation of whole school nurture approach and groups identified Review of current HWB strategies and approaches Continued development of outdoor learning Continued counselling support from Place 2 Be Clear focus on HWB and support provided Continued use of staged intervention

<p>Communication to all stakeholders is excellent through the use of our school app, school website, email, phone and virtual meetings where required.</p> <p>As a school, we kept abreast of Scottish Government and council guidance, reflecting on this to incorporate into our own school guidance and sharing this with all stakeholders.</p> <p>All families were invited to take part in a whole school questionnaire after the first lockdown to gather information to use in supporting pupils and families going forward.</p> <p>Most partnership working and external agency support was carried out virtually with school visits kept to a minimum and covid guidance followed at all times.</p> <p>All staff felt as safe and as confident as they could be on returning to school with guidance and procedures in place to support this.</p> <p>Place 2 Be materials and a range of HWB resources were used by all staff to support the health and wellbeing of all on return to school after both school closures. As part of the learning community counselling programme one of our pupils benefited from one to one support and this programme will now continue into next session with more pupils benefiting.</p> <p>Strong focus on SHANARRI indicators during whole school assembly with all classes engaging in discussions around each identified indicator.</p> <p>Wellbeing Wednesdays during lockdown provided a break within the week and for families to focus on their health and wellbeing.</p>	<p>Positive responses from parents/carers which included:</p> <p><i>I think that the school supported the children very well!</i></p> <p><i>The teachers and staff were excellent during lockdown. It was also nice for other teachers to make comments within Google Classroom. You were all fantastic and can't thank you enough for all your help and support. Thank you very much.</i></p> <p><i>During lockdown we as a family felt very well supported by st Louise thank you for all your hard work.</i></p>	<ul style="list-style-type: none"> Continued focus on resilience
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Improvement Priority 2 - Planning for Equity

How will we know we've been successful?

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>2.4 Personalised Support</p> <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Re-identifying the poverty-related attainment gap.</p> <p>Rationale: To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won’t necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point;</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> - Engagement data - Home-school communication - Home-learning submissions - Engagement at hubs • Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> • SIMD data, attendance information, ASN overview, FME list and a variety of questionnaires and assessments used to determine the school’s poverty related attainment gap (Term 1 – SMT) 	<p>Desired Outcomes and Impact</p> <p>There will be improved wellbeing and relationships for children and barriers to learning will be reduced.</p> <p>Targeted children will make progress and we will reduce the poverty related attainment gap.</p>

<p>with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.</p>	<ul style="list-style-type: none"> - Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators) - Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) - Engagement (e.g. Leuven scale, observational data) - Participation (home-learning participation data) <p>Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.</p> <ul style="list-style-type: none"> • Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school’s new “gap” position. This will enable identification of groups/learners/stages requiring targeted additional support. 	<ul style="list-style-type: none"> • Teachers to use HWB tasks to determine pupil experience during lockdown (Class Teachers – Term 1) • Boxhall profiles, family questionnaires, observations, assessments and levels of engagement used to carry out an analysis of the school’s gap for all pupils (SMT – Term 1) • ASN Coordinator to support staff and families requiring identified support (Term 1 and ongoing) • Government funded IT provided to priority 2 families to support home learning (Pupils – Term 1) 	<p>We will see an increase in self-confidence and engagement in learning.</p> <p>School will have a clear picture of CfE levels across the school and information on where the gaps are.</p> <p>Our poverty related attainment gap will continue to close.</p> <p>There will be a consistent approach to the delivery of Literacy, Numeracy and HWB across the school.</p> <p>Targeted children identified and support given.</p> <p>Staff capability, capacity and confidence in the learning, teaching and assessment of Literacy, Numeracy and HWB will improve.</p>
<p>Theme: Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning.</p> <p>Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the current needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the 	<ul style="list-style-type: none"> • Pupil questionnaires, consultation with Parent Staff Group and all other school partners will be used to make decisions on PEF funding (Term 1 and ongoing) • Staff to work closely to establish school approaches to closing the poverty related attainment gap (ALL Staff – Ongoing) • Staff to consider appropriate training through 	<p>All stakeholders’ views and opinions will influence school decisions around funding.</p> <p>Staff working collaboratively to identify gaps/strengths and provide appropriate supports/challenge.</p> <p>All staff engaging with current guidance and keeping abreast of policies.</p>

<p>re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<p>poverty-related attainment gap. Ensure agreed approaches provide additionality.</p> <ul style="list-style-type: none"> • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this. 	<p>PRD process to deliver school's priorities (Ongoing)</p> <ul style="list-style-type: none"> • Whole school focus on Literacy, Numeracy and Health and Wellbeing, identifying gaps and providing support and/or challenge where needed (SMT, ASN Coordinator, Class Teachers, SSAs – Ongoing) 	<p>Staff training needs identified and plans in place to support this.</p> <p>School recovery centres around Literacy, Numeracy and HWB and programmes in place to support this.</p>
<p>Theme: Tracking and monitoring impact of equity approaches.</p> <p>Rationale: To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Consider points in planning section to find alternative approaches. 	<ul style="list-style-type: none"> • Pupils attitudes towards self and others • Boxall profiles / Assessments • Classroom Observations • Learning Conversations • Play Observations • Wellbeing Indicators • Questionnaires/Feedback • Attainment data: SNSA, NGRT, SWST, PTM, teacher professional judgements for CfE levels • Planning consultations and assessment review meetings • Class teacher and support assistant records • Data from individual interventions • Professional dialogue • Parent, staff and pupils' perception of learning • Staff engagement and feedback from professional learning opportunities • Classroom observations 	<p>Whole school nurture and attachment strategies used to support children returning to school this session.</p> <p>Evidence shows progress for identified children and interventions used.</p> <p>Ongoing discussions with staff ensure continual review of supports and updates implemented when required.</p> <p>IT provision for all pupils in school to support learning.</p>

		<ul style="list-style-type: none"> • Feedback from parents/pupils 	
<p>Theme: Cost of the School Day</p> <p>Rationale: The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website • Read CPAG article on impacts of school closures. • Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. • Consider how you will equip learners with the tools required to undertake home-learning. • Consider how our actions can inadvertently alienate families in poverty. • Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider staff training needs – ensure all staff are consistent in their approach to poverty. • Consider what changes will need to be made to the school calendar in light of changes to family income. 	<ul style="list-style-type: none"> • Whole school review of Cost of the School Day (Term 1 – All stakeholders) • Family questionnaires issued to ascertain changes in circumstances (Term 1) • Review and update school's position statement (Term 1 and 2) • Continue partnership working with church to support a uniform bank and food bank (ongoing) • Review all pupils access to IT and Wifi at home (Term 1 – SMT, ICT Coordinator) • Continued communication to families of supports available through Twitter, school app and website • Review annual calendar and supports school can offer this session (All stakeholders – ongoing) 	<p>School policies and practices are reviewed and updated to reflect the needs of all stakeholders.</p> <p>Less pressure on financial contributions by using a 'donation approach' as opposed to a fixed amount.</p> <p>Continue to support families financially for extracurricular outings etc.</p> <p>Families taking advantage of uniform bank and food bank.</p>




Improvement Priority 2 - Equity

Progress Report June 2021



What did we actually achieve?	How do we know?	What do we need to do next?
<p>A range of data was used by our school to identify both poverty related attainment gaps as well as general attainment gaps. Supports and interventions were identified and targeted groups supported across the school session.</p> <p>We have continued to implement our early intervention programme from P1 onwards and as a result continue to see a high percentage of children complete P1 having achieved early level in numeracy and literacy.</p> <p>On return to school after both school closures a variety of assessments were used in school to gain a clear picture of attainment as well as identifying pupils' experiences during lockdown and providing appropriate support where required.</p> <p>We used whole school questionnaires to determine the digital capacity of all our learners and to identify any issues regarding access to either a digital device or WiFi. We engaged in the Scottish Government IT funding programme to secure devices for priority 1 and 2 families to further support home learning as well as supporting other families with devices on loan.</p> <p>Due to a number of factors we did not get the level of stakeholder consultation we had planned for around our PEF funding and will ensure next session that this is further improved.</p> <p>Our whole school review of Cost of the School Day was only partially achieved and this will need to be further developed over the next school session.</p>	<p>17% of our pupils have been identified for pupil equity funding and within this group 55% are on track for all areas of literacy and numeracy.</p> <p>All of our targeted pupils in P1 have achieved early level in both literacy and numeracy by the end of this school session.</p> <p>All families had access to wifi during school closures with 8 families benefitting from permanent loan devices and 6 families benefitting from short term loan of a device.</p> <p>We have identified our biggest gaps in learning within the middle stages of the school.</p> <p>Standardised assessments show consistent progress made in literacy generally with some gaps in numeracy identified.</p>	<ul style="list-style-type: none"> • Continue to use all available data to identify attainment gaps and provide support and intervention where necessary. • Clear focus on curriculum recovery with identified supports provided within the middle stages of the school • Learning support groups identified and clear programmes implemented across the school session • Continue early intervention strategies from P1 • Focus on numeracy catch up and support • Consultation with stakeholders around PEF and implementation of

An alternative to our school uniform swap shop was implemented so that we could still support our families and provide them with good quality pre-loved uniform items at the end of school term.	10% of our families made use of our school uniform offer at the end of the school session.	participatory budget programme <ul style="list-style-type: none"> • Cost of the School Day review
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 Improvement Priority 3 - Continuity of Learning			How will we know we've been successful?
Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
2.2 Curriculum <ul style="list-style-type: none"> • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work 2.3 Learning, teaching and assessment assessment <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 3.2 Raising Attainment and Achievement <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.</p> <p>Links are included where appropriate.</p> <p>Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase 'curriculum models' for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport,</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would like and how it will be measured.</p>

	catering etc) they will be emailed to all Head Teachers.		
<p>Theme: Learning In School</p> <p>Rationale: <i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time." The Recovery Curriculum, Think Piece</i></p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. Consider if communal and social areas could be repurposed to provide additional learning space. <p>https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</p> <ul style="list-style-type: none"> Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> Identify all learning spaces, class capacity and staffing and create procedures and guidance for school operation (SMT – Term 1) Consider risk assessments and discuss best use of school building to implement recovery curriculum (All staff – Term 1) School to use signage and guidance to ensure social distance and hygiene guidelines are adhered to at all times (All staff – Term 1 and ongoing) Share guidance from Education Scotland, Scottish Government and local authority to ensure staff have up to date information on recovery guidance (All staff – SMT – HT – ongoing) CCC to be delivered as a full block where possible Review and update school policies on learning, teaching and assessment in line with current guidance (SMT – Ongoing) 	<p>Desired Outcomes and Impact</p> <p>School is set up taking account of all guidance to support effective return to teaching and learning for all.</p> <p>Risk assessments, procedures and guidance are shared with all stakeholders and everyone is clear on how to remain safe when in school.</p> <p>Signs and resources are available and on display to remind everyone of correct procedures.</p> <p>School app, Twitter and school website continue to be used to keep all stakeholders aware of current guidance and procedures.</p> <p>School time-table established to make best use of outdoor learning and CCC time-table ensures minimal change in staffing.</p> <p>A range of assessment tools are used and our school has a clear picture of where children are in their learning.</p>

<p>Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p> <p>Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.</p> <p>This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.</p> <p>It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.</p> <p>Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory</p>	<p>face learning of a subject once every 2 weeks)</p> <ul style="list-style-type: none"> • Review your school's learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment. • Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated. • Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school. 	<ul style="list-style-type: none"> • Re-focus on school's assessment procedures and gain a clear picture of where all young learners are (SMT – Class Teachers – Ongoing) • ASN Coordinator to review and update school's ASN overview (ASN Coordinator – Term 1) • ASN Coordinator to work with staff and use staged intervention process to identify and assess pupils to ensure correct support is given (ASN Coordinator – Class Teachers – Term 1 and ongoing) • ICT Coordinator to audit staff knowledge and understanding of digital teaching methods and support CLPL in addressing any areas staff would like to develop (ICT Coordinator – Class Teachers – Ongoing) • Re-focus on outdoor learning and establish a working group to develop the outdoor resources and facilities (Class Teachers – SSA – Pupils) – Ongoing) • Refresh Bounce Back approach and continue to develop resources and plans to implement (HWB Coordinator – Class Teachers – SSAs – pupils – Ongoing) 	<p>SSAs work with class teachers to support learners and implement interventions.</p> <p>Staff are confident in using digital technology and online teaching platforms and training needs are identified and supported.</p> <p>Staff and pupils will form a group to develop the outdoor learning areas and resources.</p> <p>HWB will remain a focus in our school with the Bounce Back approach further implemented across the school.</p> <p>Communication with all stakeholders using Twitter, school app and school website.</p>
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<p>period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .</p>	<ul style="list-style-type: none"> Consider how to take account of parental views and pupil voice when developing the learning in your school. 	<ul style="list-style-type: none"> Revise homework system to include longer term project based activities and IT related activities. (All Staff – Term 1) Continue to use Twitter, school website and school app to communicate with all stakeholders and to record views and suggestions (All stakeholders – ongoing) 	
<p>Theme: Learning At Home</p> <p>Rationale:</p> <p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. Can staff who are shielding work on developing and leading on online learning opportunities? Take account of the existing resources you have access to and how these can be used to support learning at home. Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. Review and plan how you will deliver and set work at home and how feedback will be given to learners. 	<ul style="list-style-type: none"> Revise and consider home learning approaches for P1-P7 and establish best practice for each stage (Class Teachers – SMT – Term 1) Consider delivery of learning and teaching should staff be self-isolating or off with COVID -19 (All staff – ongoing) Priority 2 families to be supplied with IT to support home learning School lending service available for families who may require IT support during home learning sessions Home learning packs will be available for children to use at home in the event of a blended learning model taking place (Ongoing) ICT Coordinator to continue to support staff with training 	<p>Appropriate home learning resources and platforms are in place for all stages.</p> <p>School procedures and guidance in place to support any impact of COVID related absences.</p> <p>Families who require IT devices are supported.</p> <p>Staff are confident in using digital technology and online teaching platforms and training needs are identified and supported.</p> <p>All pupils and staff trained in the use of Google classrooms and platform used to support home learning.</p> <p>School will use the views of all stakeholders to review and update school policies and guidance.</p>

<p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p>	<ul style="list-style-type: none"> • Establish a baseline on the number of pupils and staff who have home access to ICT. • Consider how to take account of pupil voice in their learning at home. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. • Consider how you will measure and track engagement with home learning 	<p>and online support for digital learning platforms (ICT Coordinator – Teaching Staff – Ongoing)</p> <ul style="list-style-type: none"> • All classes to have access to Google Classroom facility (November 2020) • Glow forms, questionnaires and learning conversations will be used to collect pupil views on learning at home (ongoing) • Staff to record engagement in online learning platforms, completion of set tasks and participation in school set opportunities (All staff – ongoing) 	<p>School will have a clear picture of pupil engagement in home learning.</p>
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<div>  <div> <h2>Improvement Priority 3 - Continuity of Learning</h2> <h3>Progress Report June 2021</h3> </div>  </div>		
What did we actually achieve?	How do we know?	What do we need to do next?
<p>Our school layout was carefully considered and plans put in place to get the most of our teaching and learning provision whilst keeping in line with covid guidance. Signage and information was clear and available in all areas to signpost social distancing measures and hygiene guidelines.</p> <p>All risk assessments and school guidance were updated regularly and shared with all stakeholders to provide a clear picture of measures in</p>	<p>All staff and pupils adhered to the safety guidance in place and parents/carers followed advice and acted swiftly. As a result we only had one positive covid case at the end of the school session which only impacted on a small number of children.</p>	<ul style="list-style-type: none"> • Continued focus on recovery of Literacy, Numeracy and HWB while continuing to re-introduce all other curricular areas

<p>place. Information provided from Scottish Government and the local authority was used to support school planning and shared appropriately.</p> <p>Our recovery curriculum was well planned and implemented across the school with all staff making careful and considered use of all available resources and materials. Staff, pupils and parents worked together to support the teaching and learning provision across the school session.</p> <p>All school policies and guidance were shared and made available to all stakeholders via the school's communication channels (website, school app and Twitter).</p> <p>A range of assessment procedures were used by all staff to gain a clear picture of each pupil over the session and has supported the school's recovery plan to tackle the attainment gaps as a result of the disrupted year all schools have had.</p> <p>Our ICT Coordinator and SeeSaw Coordinator audited staff knowledge and confidence in the use of IT and provided training and support where appropriate. This was further developed during both school closures with support provided to any families who requested this.</p> <p>Our school had a re-focus on outdoor learning with a school working group led by a member of school support and a class teacher to identify and plan areas for developing the outdoor spaces further. All classes engaged in regular outdoor learning across the school session.</p> <p>All classes had access to a digital learning platform and online subscriptions to support remote learning and access to teaching and learning with their class teacher during school closures.</p> <p>As well as providing families with a permanent loan digital device we also had a lending service where families could temporarily loan a device during school closures to further support home learning.</p> <p>Physical home learning packs were available to children during remote learning and staff also delivered resources to families where required.</p>	<p>All school staff agreed that appropriate signage and guidance was in school to ensure social distancing and hygiene measures were adhered to and followed and that all guidance from local authority and Scottish Government was shared with all.</p> <p>We had over 80% weekly engaging in online learning during lockdown.</p> <p>All classes were provided with a Google classroom login and P1-4 with a SeeSaw login to support online learning and live sessions.</p> <p>Online assembly engagement was between 70-80% weekly.</p> <p>Our ACEL data shows 91% of P1 pupils have achieved early level in literacy and numeracy, 88% of P4 pupils have achieved first level in reading, 82% of P7 pupils have achieved second level in reading and 100% of P7 pupils have achieved second level in listening and talking.</p> <p>Over 70% of all pupils in P1, 4 and 7 are achieving the levels for their age and stage.</p> <p>Feedback from our parents/carers include:</p> <p><i>I would just like to say a huge thank you to everyone for their help during lockdown.</i></p> <p><i>**** enjoyed one to one help from his parents and the support from his teacher</i></p>	<ul style="list-style-type: none"> • Moderation to be further developed within the school and across the learning community • Staff to engage in relevant CLPL • Continue to develop the outdoor learning spaces • Whole school re-focus on numeracy and our school pathways • Prioritised support for middle stages of the school to address identified gaps • Update whole school ASN overview • Continue to use a range of assessments across the school session
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<p>All classes had access to a Google classroom to support online face to face meetings with their teacher and access to the weekly online assemblies with the Head Teacher and other staff members.</p> <p>Regular monitoring of class enagement by class teachers and SMT resulted in individual support and check-ins with identified families.</p>	<p><i>online was great. Good mixture of lessons. It helped being able to break up the work throughout the week and give chill time. It was important I think to have some kind of structure. As a parent I found it stressful teaching and I admire you all greatly for your patience and skill. Thank you.</i></p> <p><i>We felt well supported and workload expectations were manageable during previous lockdown.</i></p>	
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