

**Coalsnaughton Primary School**

**&**

**Early Learning Centre**

**Standards and Quality Report**

**2019 – 2020**



We are delighted to provide you with Coalsnaughton Primary School and Nursery Class Standards and Quality Report for session 2019-2020. It has been a hardworking and productive year for our school community; a year of changes and a year of successes. In this report we have highlighted our strengths and shared our priorities for the coming session.

Our aim is to provide our learners with the highest quality experiences, where positives outcomes and raised attainment is our priority. Our staff are committed to professional learning across the school and nursery, with a number of staff engaging in university level studies.

The Standards and Quality Report is a summary of the performance of our school and nursey with specific reference to the priorities we set ourselves in May 2019. The report also highlights planned next steps to ensure progress. We have an agenda of continuous improvement which can only be achieved through working with all our stakeholders.

This report has been informed by:

* Assessment - formative (ongoing, teacher professional judgement) and summative
* Monitoring of tracking and attainment throughout the school
* A Local Authority Evaluation on Equitable Literacy
* Dialogue with children and staff about learning
* Classroom visits and observations of teaching and learning
* Self-evaluation/feedback – pupils, staff and parents
* Documentation, including planning, reports to parents, working groups, staff professional reviews and staged intervention meetings

**Our Context**

Coalsnaughton Primary School and Nursery is non-denominational and was built in 1898. An extension was added in the 1970s. The school is situated in the small village of Coalsnaughton and its catchment area includes Devonside. It is the main focal point of the village and maintains strong community links. The school is part of the Hillfoots Cluster and most of our pupils transfer to Alva Academy at the end of Primary 7. Coalsnaughton Primary and nursery currently has a roll of 69 pupils, and 28 children in the nursery.

The Headteacher is supported by a team of three Class Teachers. All three classes are composite. The school was allocated a 0.2 Support for Learning Teacher. Two full-time Learning Assistants, a 14.5 hour Learning Assistant and a 0.8 FTE Early Intervention Worker are deployed to work with children with identified additional support needs. An Administrator, School Assistant, Cleaner, Janitor and Handyman, all part-time, also support the smooth running of the school. We used our Pupil Equity Money last session to fund a 0.2 FTE class teacher and 16.5 hour Learning Assistant both tasked with supporting children in closing the attainment gap for targeted individuals.

The Senior Early Years Educator, within our Early Learning Centre works alongside an Early Years Pedagogue and leads a team of 6 Early Years Practitioners.

We have a well-established house system. All children are a member of a house and the houses are led by a Classteacher/HT. The Headteacher leads the pupil council.

We have excellent relationships and partnership working with agencies such as Child Smile, Speech and Language Therapy, the Active School Sports Team and Educational Psychology Team. Over time we have developed a strong link with Sauchie Parish Church. Rev. Shuttleworth welcomes us along to the church with Fishcross Primary to end of term celebrations and any events that are held.

Our PE team consists of P.E. teacher, Hazel Hume, our Active Sports Coordinator Alison Mackie and our Pupil Sports Committee. They work together throughout the year to plan events and provide a number of after school clubs. We had After School Clubs for children organised by Active Schools available from 3pm – 4pm most days.

We have a very active and supportive Parent Council. We have worked together with the refurbishment work that has taken palace this session and other school initiatives. We were going to create Parent friendly policy documents with the support of Diane Cherry from the Local Authority. This is hoped to continue once schools return to normal.

**Our Vision, Values and Aims **

**#beallyoucanbe**

At Coalsnaughton Primary, we aim for our school to be a place where pupils, parents and staff are valued. We encourage everyone to do their best so we can reach our full potential to become successful learners, responsible citizens, confident individuals and effective contributors.

We value **respect**.

We treat everyone as we would like to be treated.

We value **ambition**.

We encourage everyone to achieve the best for themselves and others.

We value **kindness**.

From oldest to youngest, we work hard to act with kindness at all times. We encourage and celebrate everyone’s skills, interests and abilities.

We value **perseverance**.

We work hard and encourage everyone to be the best we can be in everything we do, even when it is challenging.

We value **responsibility**

We are responsible for our words and actions. We all have a responsibility to make our school community and our world a better place.

In November 2019 all stakeholders, parents, staff, children and external agencies contributed to the revised values for the school.

**Session 2019-20 Successes and Achievements**

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* At Coalsnaughton Primary School and Early learning Centre (ELC) we pride ourselves on having a welcoming and nurturing school and ELC, where staff, pupils and parents work in partnership together. Our school has a strong positive and inclusive ethos promoting good choices, respect and ambition. Strong emphasis is put on celebrating success, recognising wider achievement and raising attainment. We encourage our learners to aim high, set high standards for themselves and have ambition in all that they do.
* Celebration of our learning and achievement is shared regularly on Twitter, Dojo and the local press. Our school and ELC have featured regularly in the press this session and we are very proud of our achievements this session.
* Pupil achievements, both in and out of school are regularly celebrated at our ‘#beallyoucanbe team talks’. Each team talk focusses on one of our school values and we regularly discuss how our school values impact on our daily school life. We have also introduced a kindness tree, which is in our school dining hall. Our learners are awarded a leaf for the tree if someone spots them displaying kind behaviour. This has proven to be successful with our learners.
* Our staff continue to engage with Benchmarks in order to support Teacher Professional Judgement of achievement of a level and significant work has been done on designing and delivering our curriculum.
* Our Learning Assistants have introduced ‘Hot Chocolate Friday’. This initiative was launched this school session and is linked to our playground charter.
* We also introduced Junior Leadership teams this session and all our learners are part of a leadership group taking different aspects of school improvement forward. The groups consist of Health and Safety, Pupil Parliament, Pupil Council, Digital Ninjas and International Links. Whilst we are at the early stages of our pupil leadership journey, the work carried out by the Pupil Council was instrumental in sparking the renegotiation of the school’s vision, values and aims. The Pupil Council have also started to self-evaluate against ‘How Good is OUR school?’ This work will continue during session 2020-21.
* Parental links and engagement has also been a focus for this school session. Our Busy Bee learning hub was evaluated at the start of this session and families were consulted on the different aspects of family learning they wished to engage in. So far, we have had sessions on Health and Wellbeing, bedtime stories, Read, Write Count and Science. Further sessions had to be cancelled due to COIVD 19.
* This year saw a very positive year in our Early Learning Centre. Our ELC successfully appointed a new Senior Early Learning and Childhood Educator, who has been an excellent addition to our team. We also redesigned our ELC environment, transforming our planning to ensure our little learners are at the heart of all we do.
* We have had a successful start to “Cuppa Chat” sessions for nursery parents to attend and meet with the early years team, working collaboratively to develop the nursey vision and values and to have a termly catch up. These sessions will be further developed next session. Moving forward into session 2020-21, family learning will continue, and we hope to provide our families with further opportunities to engage in school and nursery life.
* A team of Primary Six and Seven girls took forward the ‘Period Poverty’ initiative and were asked to deliver a presentation to the rest of the authority on the work they carried out around awareness raising of period poverty and how it has affected our community.
* We successfully launched ‘Coalsnaughton Helping Hands’ initiative. This initiative was brought about by self-evaluation work carried out by our school community, based on the Cost of the School Day toolkit. Our pupils worked hard to develop a school foodbank and clothing bank, with the headline message, ‘Take what you need, give what you can’. This initiative has proven very successful, with the Alloa Advertiser promoting our cause within the local community.
* We have supported many charities this year including Strathcarron Hospice, Children in Need and MacMillan Cancer. We thank you for your support.
* Our Christmas Fayre this year was organised by our very supportive Parent Council and was held in the local community hall. It was very supported and attended and we raised over £900.
* All of our learners in the school entered the ‘Young Writers’ competition and are now published authors! Well done to all!
* Our school Soft Archery Team received an award for all of their hard work in March of this year and were awarded ‘Team of the Year’. Well done to all!
* There were no exclusion incidents this session.
* The Schools Attendance was sitting at 92.86% prior to the school closure in March 2019.

**Our Key Priorities for Improvement 2019 - 2020**

Priority 1 - **Raising attainment in Literacy through a programme of targeted interventions**

Priority 2 - **Raising attainment in Numeracy through a programme of targeted interventions**

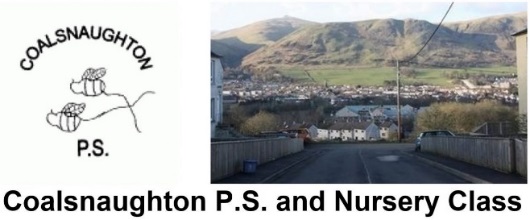
Priority 3 **Addressing social, emotional and environmental barriers to learning**

Information in the following tables describes actions taken and progress we have made towards these goals.

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| **School Priority 1 -** To raise attainment across the nursery and school in all aspects of Literacy with a particular focus on reading and writing. | |
| **NIF Priority**  Closing the gap between the most and least disadvantaged children.  Improvement in attainment, particularly in Literacy and Numeracy.  **NIF Drivers**  Performance Information  School Improvement  Teacher Professionalism  Assessment of children’s progress  Parental Engagement | **HGIOS4**  1.2 Leadership of Learning  2.3 Learning, Teaching and Assessment  2.5 Family Learning  3.2 Raising attainment and achievement |
| **Progress and Impact**   * Staff at all levels have engaged with the Tapestry Programme throughout the session. This has taken the form of SMT, TLC Leader and 1 Learning Assistant attended all Local Authority Tapestry Learning Sessions. This has enabled TLC Leaders to deliver sessions effectively to the staff team at school. This CLPL has been delivered through a series of workshops. This has positively affected the ongoing assessment of literacy. * All teaching staff now have more of a focus on how they use learning intentions, success criteria and questioning in their own practice and have been successful in implementing these more effectively in their classrooms. * All reading environments have improved throughout the school in line with Equitable Literacy expectations and children are keen to use them. This has led to learners becoming more engaged in reading for enjoyment. Children are regularly using strategies to share their understanding of what they read. All libraries are well stocked and inviting for children. There are a variety of rich texts at different levels. * Our school library has been reorganised in consultation with all learners in school. Our learners agreed that organising by subject and author makes them easier to find. Readers are stimulated by the thought provoking, interesting content. * Novel studies for older children are being used effectively in the upper school classroom. Pupils are demonstrating an interest in new texts. We have increased the number of books read by children each week. * All staff have used a variety of imaginative approaches to support Equitable Literacy, e.g. reading cafes, Bedtime Story Club, Book Bug sharing sessions, Authors Live, Author Visit, World Book Day, Book Week Scotland and a Reading Challenge promoted by Scotia Books. This has raised the profile of reading in the school. * In consultation with the children new non-fiction texts have been purchased. This has impacted the reading enthusiasm, particularly with the boys. * All teaching staff attended Pie Corbett ‘Talk for Writing’ training to develop their knowledge and understanding of how learners progress through stages of writing. This process was beginning to be developed from February 2020 however due to COVID related school closure we cannot measure the impact. * All teaching staff began using a new assessment framework for writing. This was moderated within the staff team twice throughout the session. * We have developed and maintained an effective partnership with SALT through the TALK Clacks project. Teaching staff have developed an increased understanding of language acquisition and are using high quality resources such as Word Aware, Colourful Semantics, Fun with Narrative and Teaching Children to Listen. * Our Support for Learning Teacher and Pupil Equity Funded Learning Assistant have planned alongside Class Teachers to develop programmes of work for targeted children to improve specific reading and writing skills. * Upper school children created books for children in Primary 1/ 2 using skills learned in terms 1 and 2. | |
| **Next Steps**   * Develop the outdoor literacy areas to allow for higher quality outdoor lessons. * Continue to use and develop the new assessment framework for writing. * Re-organise and promote new non-fiction texts within the library. * Develop the use of technology linked to literacy. * Ensure that children with Additional Support Needs are catered for, with access to the right supports and resources. * Revisit Coalsnaughton’s literacy priorities in order to build a shared understanding across the staff team. | |

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| **School Priority 2 -** To raise attainment across the nursery and school in all aspects of Numeracy | |
| **NIF Priority**  Closing the gap between the most and least disadvantaged children.  Improvement in attainment, particularly in Literacy and Numeracy.  **NIF Drivers**  Performance Information  School Improvement  Teacher Professionalism  Assessment of children’s progress  Parental Engagement | **HGIOS4**  1.2 Leadership of Learning  2.3 Learning, Teaching and Assessment  2.5 Family Learning  3.2 Raising attainment and achievement |
| **Progress and Impact**   * We developed a partnership with Nick Traquair, Improving Outcomes Principal Teacher for Numeracy. Nick engaged in professional dialogue with all teaching staff. Lessons were team taught with staff in order to increase confidence levels and share knowledge of different teaching strategies. * Due to the introduction of varied teaching methodologies and resources, learner's enjoyment and engagement in numeracy increased. * Pupil focus groups were taken by Nick Traquair. These helped staff to identify gaps in learner's numeracy skills and plan for next steps. Due to school closure the impact of this planning has not yet been seen. * Numeracy resources were audited, and high quality practical and active resources were purchased to enhance the learning experiences of all children. * A numeracy shed was added to the Early Level area for all children to access daily. All staff have been encouraged to support children in their play with these resources. * All classrooms introduced a Numeracy play and exploration area, including practical resources to manipulate and develop problem solving strategies. * Number trajectories were completed with all P1 children by our Early Years Intervention Worker throughout the year. The data provided was used to monitor and track progress, allowing for more focussed teaching and play. * STEM and Read, Write, Count Family Learning Sessions took place through our Busy Bee Learning Hub. These were well attended by parents, and the feedback was positive. A dedicated Numeracy session was planned for March 2020, to be led by Nick Traquair, our Local Authority Principal Teacher, however due to COVID related school closure, this could not take place. * Upper school children planned and facilitated a Buddy Time session for younger children. * One of our Learning Assistants attended Number Blocks Training, with the intention of implementing 1:1 and small group focussed numeracy for identified children in the early years. Lynne McBain supported the class teacher to identify specific children for these sessions. Due to COVID related school closure these sessions have not yet begun. * One of our class teachers attended full day Numicon Training and will cascade this learning to staff in the new term. Strategies and resources were introduced in the upper school with positive initial feedback from both staff and children. * Our Support for Learning teacher planned alongside the class teacher to support focussed groups of children to achieve second level. Our Pupil Equity funded Learning Assistant completed maths recovery to support targeted children across the school. | |
| **Next Steps**   * Busy Bee Family Learning session with Nick Traquair to take place early in the next session. * Develop the outdoor numeracy areas to allow for higher quality outdoor lessons. * Develop the use of technology linked to numeracy. * Ensure that children with Additional Support Needs are catered for, with access to the right supports and resources. | |

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| **School Priority 3 -** Staff will have a developed understanding on how to best support children and young people, particularly with social, emotional and behavioural needs.  Environmental barriers to learning will be reduced as learning environments will reflect the needs of the children and young people in Coalsnaughton Primary School and ELC. | |
| **NIF Priority**  Closing the gap between the most and least disadvantaged children.  Improvement in attainment, particularly in Literacy and Numeracy.  Improvement in children and young people’s health and wellbeing.  **NIF Drivers**  Performance Information  School Improvement  Teacher Professionalism  Assessment of children’s progress | **HGIOS4**  1.2 Leadership of Learning  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  2.6 Transitions (in relation to Nurture and Staged Intervention)  3.1 Improving wellbeing, Equality and Inclusion  3.2 Raising attainment and achievement |
| **Progress and Impact**   * All staff completed R4L, NME and Nurture Principles training through Clacks Academy. These principles were discussed, and staff regularly refer to this knowledge when interacting with learners throughout the school. * Staff attended Local Authority training for Staged Intervention and have adapted targets and meetings accordingly. * All staff attended Full MAPA/ Refresher MAPA training. This created a shared understanding of how to manage and de-escalate challenging behaviour. * The school vision, values and aims were reassessed in consultation with all stakeholders. New values were created and discussed during full school Team Talks lead by the Head Teacher. These values are displayed around the school, ELC and in each classroom. * All learning spaces make use of the R4L and NME principles. Children have access to regulation objects, calm spaces, and they have an opportunity for play in all classrooms. * The upper school introduced ‘Bubble Masks’ to aid relaxation and mindfulness. The children discussed the barriers to enjoy mindfulness and created these masks as a solution. * Opportunities are given throughout the year to support both mental and physical health. Whole school mindfulness and yoga sessions have been held at various times throughout the session in order to bring the children together and discuss mental wellbeing. * Teachers and children discussed and agreed on their Positive Relationship Policy for their individual classrooms. This was shared with parents through Class Dojo. Children responded positively to being involved in this process. * The Early Level environment was adapted to allow for free flow play and learning through play theories. Our Primary 1/2 teacher visited other establishments to gain an insight into how the classroom space could be utilised effectively. * Play based learning was introduced in the Upper school, through Literacy and Numeracy experiences. * We continued to use RSHP.scot as a resource throughout all stages. All class teachers attended a CLPL event discussing how this resource can be best utilised for all learners. * The upper school classroom introduced flexible seating and children have free flow throughout the seating areas with no dedicated/ named desks unless requested. Children have responded positively this and enjoy changing seats throughout the day. It has aided focus and work production from children who would normally struggle. * Identified children have weekly/ fortnightly sessions with a Health and Wellbeing worker. This gives the children a dedicated time to talk about their worries or concerns. Children who have sessions with Margo have built strong relationships and have shared that they look forward to these sessions. * ‘Coalsnaughton Helping Hands’ was established to support families in times of need. Families can donate items and take what they need. This was well used before school closure. * All children take part in a daily emotional check in so staff members can identify and support children with their emotions throughout the day. * Pupil Leadership Groups have been established and has had a positive impact on pupil voice throughout the school. This has led to ‘Fancy Friday’ to encourage children to enjoy the social aspect of lunch and to make it more of an event of the day. * Having attended the Cost of the School Day Seminar in March 2019 we have continued to make changes to our school events to ensure all families can participate. * We have established positive relationships with outside agencies (Lochies, Educational Psychologists, Health Visitors, Social Work) to support our learners and families. | |
| **Next Steps**   * Liaise with families in order to understand how best to support them on their return to school after the extended school closure. * Revisit NME, R4L and Nurture Principles with all staff. * Develop a Post Trauma Recovery plan and implement with the support of outside agencies. | |



**Coalsnaughton Early Learning Centre**

**Our key priorities for improvement 2019-2020**

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| Nursery Priority 1 |
| Development Aim:   * All learners will have the opportunity to reach his or her potential through the provision of high quality and effective early learning and childcare indoors and outdoors. * Educators will continue to further develop the curriculum including new benchmarks, e-learning documentation, and self-evaluation processes to ensure all learners receive the best possible start to their early play and learning (HGIOELC & The Framework for Continuous Learning in Social Services). * All learners will actively engage in their play and learning in meaningful ways and have a visible voice throughout the nursery. * Family involvement and participation will have a positive impact on the development of the whole child. |
| HGIOEL Priorities:  Leadership and Management – 1.1, 1.2, 1.3  Learning Provision – 2.2, 2.3, 2.5, 2.6, 2.7  Successes and Achievements – 3.1, 3.2 |
| Progress and Impact |
| * Consistent and collaborative approach to play and learning across the Nursery. * Shared understanding of practice and theory to deliver high quality provision. * Increased partnership working with families, community, and other significant service users to give learners the best possible start in life. |
| Next Steps   * Develop outdoor environment to provoke interest and spark curiosity outdoors. * Develop family time further to increase parental engagement. |

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| Nursery Priority 2 |
| Development Aim:   * To develop Curriculum Planning and tracking learner’s progress |
| HGIOEL Priorities  1.1, 2.2, 2.3, 3.2  Curriculum benchmarks and progression pathways will be used effectively to track, and monitor learners play and learning developments.  Numeracy – All learner’s skills will be recorded termly within whole school tracking and monitoring overview. |
| Progress and Impact |
| * Progression pathways are being used more effectively within e-learning next steps. * Educators are more aware of them and are gaining confidence in using them. This will continue next session and educators will include the pathways language into observations and next steps to ensure observations are focused and concise. * As planning has changed this session this has impacted on the use of pathways and we have concentrated more on experiences and outcomes. As our planning progresses next session the pathways will become more visible. |
| Next Steps   * Continue to develop staff confidence in using the pathways terminology within their e- journal observations * Pathways being more visible within the learning environment. |

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| Nursery Priority 3 |
| Development Aim:   * Educators will be trained in LIFT by SLT. This will then be implemented across the whole nursery to raise attainment for all. * Educators will collect data to analyse the effectiveness of the program with Support from SALT Lydia Neil. |
| HGIOEL Priorities:  1.1.1.2,2.3,2.5,2.7,3.1,3.2 |
| Progress and Impact |
| * Most children can listen and concentrate better within small group situations. * Nursery narrative groups have seen a progression in children’s language and understanding. Lydia will feedback the official data at the end of the term once it is available. * All staff are trained in LIFT and their confidence in ACI and TCTL is growing. * Peer sessions are a benefit to all staff involved. * Visual environment- Board maker is being used in the nursery and the whole environment as well as Makaton. |
| Next Steps   * To further embed the principles of LIFT into the daily life of nursery. * To develop the visual environment further. |

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| Nursery Priority 4 |
| Development Aim:   * Appoint a new full time Senior Early Leaning and Childcare Educator |
| HGIOELC Priorities:  1.1, 1.3, 1.4 1.5 |
| Progress and Impact |
| * New Senior appointed November 2019. * Building a professional team to collaborate and ensure the highest standard of learning and development within the environment. * Providing support for Educators with wellbeing and pastoral support. * Management of environment and resources. * Develop parental engagement * Developed a nursery vison and values in collaboration with the parents, educators, and other learning environments. |
| Next Steps   * Senior to drive forward new frameworks and documentation to ensure the learning environment is the best it can be. * Develop an office area for the team and senior to have an area for non-contact time, meetings, professional reading and documents. Also, this area will be used as a parent space should a parent require a meeting with staff. |

School Self-Evaluation on the following Quality Indicators foe session 2019-2020

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| School | ELC | Grade |
| 1.3 Leadership of change | 1.3 Leadership of change | 5 |
| 2.3 Learning, teaching and assessment | 2.3 Learning, teaching and assessment | 4 |
| 3.1 Ensuring wellbeing, equity and inclusion | 3.1 Ensuring wellbeing, equity and inclusion | 5 |
| 3.2 Raising attainment and achievement | 3.2 Securing Children’s Progress | 4 |

Following professional dialogue and self-evaluation tasks within the Early Learning Centre and School we measured our performance against the challenge questions in the Education Scotland documentation – ‘How Good is Our School 4?’ & ‘How Good is Our Early Learning and Childcare?’

4= Good

5= Very Good



The closure of the school in March 2019 had an impact on the overall progress made in session 2019/2020. The following plan was put in place to respond to the COVID 19 Closure and the re-opening of the school.

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| Plan in response to COVID 19 for | Tasks | Impact |
| Vulnerable Pupils | A data base identifying vulnerable was created and pupils given a RAG status.  Vulnerable Pupils with underlying conditions were identified. | Vulnerable children were contacted weekly.  Any issues were passed on to the Local Authority and support sought. |
| Vulnerable Staff | Vulnerable staff with underlying conditions were identified. | No staff were sent home prior to the closure but a few were Risk Assessed in consultation with our Health & Safety Team before the re-opening of the school. |
| Communication | All staff were set up on a What’s App Group.  All parents were set up on Class Dojo.  Regular e-mails and Google Meets with staff were scheduled. | All staff/families kept up to date by the Headteacher with regard to regular updates and relevant information.  Any letters or correspondence from the Local Authority was sent out timeously. |
| Home Learning | All children were issued with their GLOW login details.  All children & staff were introduced to Google Classroom. Their access was checked prior to the closure.  All classes are set up new Google Classrooms at the start of the new session and we will be delivering homework tasks through Google Classroom to ensure that staff and children are confident and familiar with the technology.  FLIP Clacks was introduced to staff and shared with parents as a means of providing an online resource with activities for pupils, advice and support for parents.  An LA P5-7 Device Audit was undertaken in March 2020.  A further LA P5-7 Device Audit was undertaken in August 2020. | Staff provided telephone support to pupils throughout the closure.  Only a small proportion of children at each stage accessed their Google Classroom regularly.  Packs for those not accessing online learning were delivered to families.  Resources were issued to families e.g. jotters, pencils etc.  No devices were required at that point.  A small number of devices were issued to families. |
| A HUB was set up by the Local Authority to Support Keyworker and Vulnerable Families. | The Headteacher organised the data from the Local Authority survey and helped contact the families to ensure that families that met the criteria for a place at the Hub could access a place. | Staff volunteered at the Cluster Alva Hub throughout the closure and the school holidays. |
| Local Authority Health & Safety Visits | A COVID Risk Assessment for school and ELC was created in June 2020. This was shared with all staff prior to their return to work. | This was amended in light of new guidance in August 2020.  This was shared with all staff prior to their return to work. |
| School Risk Assessment Devised in Consultation with Union representative & Health & Safety. | This was shared with all staff prior to their return to work. | Ongoing reviews take place and are shared by the Headteacher. |
| Enhanced Cleaning | Enhanced cleaning measures and a schedule in place. | We have an excellent cleaner who has taken on the additional 2 hours cleaning a day. |
| Increased Hygiene | A child friendly pictorial format detailing when to wash/sanitise hands was created and shared with the children.  Introductory Lessons/stories/discussions on COVID 19 have taken place. | Pupils’ mental health & wellbeing monitored. |
| Changes to working day | Staggered start/finish/breaks and lunches shared with pupils and parents. | These were tweaked after the first week. |
| Continuity of Learning | Staff are working hard with the children and will begin assessing and progressing learning as and when appropriate. | The children are keen to come to school and are keen to begin learning. Their Health & Wellbeing is at the fore of all that we are implementing and will remain a focus throughout session 2020-2021. |

**Session 2020-21 Priorities: Where are we going next?**

In Coalsnaughton Primary and ELC we recognise the importance of driving forward improvement and we are looking forward to next session. Our priorities are to:

* Raise attainment in Literacy, focussing on writing, supported by Pie Corbett.
* Raise attainment in Numeracy focussing on active approaches.
* Develop a coherent digital strategy to enhance teaching and learning experiences.
* Ensure learners with Additional Support Need have access to the right supports and resources to achieve their full potential.
* Develop approaches to outdoor learning and provide more meaningful playground/outdoor learning experiences for our learners.

We must acknowledge the impact that COVID19 has had on our improvement plans for this session. Whilst some great work has taken place, our main priority for next session will be the health and wellbeing of our learners and families. Moving forward, we also take into account the impact of Digital Learning. These priorities will be incorporated in our School Improvement Plan for session 2020-21.