
Isobel Mair School and Family Centre

Recovery Improvement Plan 2020/2021



Vision, Values and Aims

At Isobel Mair School and Family Centre we support the Education Department's vision of
'Everyone Attaining, Everyone Achieving through Excellent Experiences'

Our vision at Isobel Mair is simply
'Empowered'

Definition of empowered - VERB

empowered (past tense) · *empowered* (past participle)

1. give (someone) the authority or power to do something.

We value every member of the Isobel Mair Community

Our aim is to support, children, young people and their families, staff and the school community to reach their potential through empowerment.



School Improvement Priorities for 2019/2022

	2019-2020	2020-2021	2020-2022
1	To focus on improving the Health and Wellbeing of all children and young people in our school and family centre community (Recovery Planning)		
2	To develop teaching and learning approaches in Literacy and English and Maths and Numeracy in order to raise attainment across the BGE and Senior Phase specifically targeting the impact of school closure (Recovery Planning)		
3	To improve teacher judgments and outcomes for learners through the Isobel Mair Learning Pathway Toolkit		
4		To improve outdoor learning pedagogy across the school and family centre	
5		To ensure that our school community has effective communication methods to meet the needs of all stakeholders	

Priority 1: To focus on improving the Health and Wellbeing of all children and young people in our school and family centre community (Recovery Planning)

<p>NIF PRIORITY:</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing 	<p>QIs:</p> <p>2.4 Personalised support 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p>
<p>NIF DRIVERS:</p> <ol style="list-style-type: none"> school leadership teacher professionalism parental engagement assessment of children's progress school improvement performance information 	<p>LIP:</p> <p>Outcomes and Impact: Everyone Attaining, Everyone Achieving through Excellent Experiences Activities, which will improve the quality of service delivery and the experiences of our children, young people and adults.</p>

Action	Impact & Outcomes	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Based on Scottish Government Guidance and the Education Department's Local Delivery Phasing Plan, and guided by the relevant Risk Assessments and Operational Protocols, safely and successfully re-open our school to pupils and staff in August 2020. Thereafter, ensure that our school continues to function effectively through all four phases of the Recovery Plan</p> <p>Work in partnership with another LA special school to undertake a collaborative learning project focusing on early years pedagogy with a particular focus on health and wellbeing</p>	<p>A positive culture of health and wellbeing will exist in our school Family Centre and Sensory Support Service with pupils supported in their individual health needs while being supported to make healthy, safe choices</p> <p>The wellbeing and relationships of pupils and staff in the school are improved and the school's positive ethos is further enhanced</p>	<p>SLT, Educators, EP, SW, Parents, Pupils,</p> <p>West Partnership Hampden (primary School) Playful Pedagogy</p>	<p>Session 2020/2022</p>	<p>Scottish Government and Local Authority guidance and resources</p>	<p>Ongoing monitoring and self-evaluation throughout the session</p>

Priority 2 : To develop teaching and learning approaches in literacy and English and Maths and Numeracy to raise attainment across the BGE and Senior Phase specifically targeting the impact of school closure (Recovery Planning)

<p>NIF PRIORITY:</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people's health and wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>QIs:</p> <p>2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 3.2 Raising attainment and achievement</p>
<p>NIF DRIVERS:</p> <ol style="list-style-type: none"> 7. school leadership 8. teacher professionalism 9. parental engagement 10. assessment of children's progress 11. school improvement 12. performance information 	<p>LIP:</p> <p>Outcomes and Impact: Everyone Attaining, Everyone Achieving through Excellent Experiences Activities, which will improve the quality of service delivery and the experiences of our children, young people and adults.</p>

Action	Impact & Outcomes	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Provide a curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally With a focus on literacy and English and maths and numeracy</p> <p>To ensure that continuity of learning is maintained through rigorous contingency planning</p>	<p>All pupils have access to high quality teaching and learning resources</p> <p>All pupils have remote high / low tech access to high quality teaching and learning resources</p> <p>Raise attainment across the cross cutting themes of maths and numeracy and literacy and English</p>	<p>SLT, PECS champions, Makaton Champions, P.O.D.D Champions, AAC group, Educators, Support Staff, Parents</p> <p>School Improvement Group (SIG) Educators</p>	<p>August 2020 - 2022</p>	<p>Ongoing Clicker training for staff Makaton sessions (trainer time out of class to attain trainer status)</p> <p>Reading Resources Staff knowledge and expertise Clicker resources Boardmaker Use of Makaton, communication boards, Tobii eyegaze, and AAC individualised for each pupil</p> <p>Chrome books</p>	<p>Training evaluations Parent feedback Teacher feedback</p>

Priority 3 : To improve teacher judgments and outcomes for learners through the Isobel Mair Learning Pathway

NIF PRIORITY:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

QIs:

- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 3.2 Raising attainment and achievement

NIF DRIVERS:

- 13. school leadership
- 14. teacher professionalism
- 15. parental engagement
- 16. assessment of children's progress
- 17. school improvement
- 18. performance information

LIP:

Outcomes and Impact:

Everyone Attaining, Everyone Achieving through Excellent Experiences
Activities, which will improve the quality of service delivery and the experiences of our children, young people and adults.

Action	Impact & Outcomes	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Staff undertake CLPL to ensure that they have knowledge and understanding to use the toolkit effectively</p> <p>A parent friendly guide and discussions with parents at drop-in clinics will inform them of why and how we track pupil progress.</p>	<p>Staff will feel empowered to make better-informed judgements relating to all aspects of learning, teaching and assessment</p> <p>Parents will have a better understanding of the assessment of children's developmental learning across the curriculum</p>	<p>SLT All educators</p> <p>SLT / Parents</p>	<p>Throughout the year</p>	<p>Collegiate time</p> <p>Teacher Practitioner time to meet with the West Partnership school</p> <p>Participation in the RIC Collegiate Improvement Collaborative</p> <p>School Improvement Group – collegiate time and activity</p>	<p>Staff feedback</p> <p>Parent feedback</p> <p>Moderation events</p> <p>In-house moderation of tracking using the</p> <ul style="list-style-type: none"> • learning pathway toolkit, • benchmarks , • ERC skills planners, • learning logs, • class sways, • topic evaluations, etc <p>will continue and more opportunities for this will be provided.</p>

Priority 4: To ensure that our school community have effective communication methods to meet the needs of all stakeholders

<p>NIF PRIORITY:</p> <ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing 	<p>QIs:</p> <p>1.5 Management of resources to promote equity 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion</p>
<p>NIF DRIVERS:</p> <ol style="list-style-type: none"> school leadership teacher professionalism parental engagement assessment of children's progress school improvement performance information 	<p>LIP:</p> <p>Outcomes and Impact: Everyone Attaining, Everyone Achieving through Excellent Experiences Activities, which will improve the quality of service delivery and the experiences of our children, young people and adults.</p>

Action	Impact & Outcomes	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Trial various methods of communication to inform best practice that meets the needs of our stakeholders</p> <p>Gather data from our stakeholders to ensure equity and equality in accessing communications and an ability to communicate</p>	<p>All pupils, parents and staff and the wider school community have ongoing trust and confidence in the successful operational arrangements for our school</p>	<p>SLT All staff Business Support Staff ICT Coordinator Parent Council Parent body</p>	<p>Aug 2020 – ongoing</p>	<p>ICT SEEMIS Contact details Communication platform Glow</p>	<p>Parental Engagement and feedback Staff Engagement and feedback Pupil Engagement and feedback</p>

Priority 5: To improve outdoor learning pedagogy across the school

NIF PRIORITY:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing

QIs:

- 1.5 Management of resources to promote equity
- 2.5 Family Learning
- 2.6 Transitions
- 3.1 Ensuring wellbeing, equality and inclusion

NIF DRIVERS:

25. school leadership
26. teacher professionalism
27. parental engagement
28. assessment of children's progress
29. school improvement
30. performance information

LIP:

Outcomes and Impact:

Everyone Attaining, Everyone Achieving through Excellent Experiences Activities, which will improve the quality of service delivery and the experiences of our children, young people and adults.

Action	Impact & Outcomes	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Action plan developed to recommend adaptations to ensure the outdoor area is fully accessible and purposeful to all of our children</p> <p>Implement the use of Muddy Movers/Loose parts strategies in every day play PSA's and CDO's across the school and family centre</p>	<p>Outdoor learning has proven to have a positive effective on child development Each child will have access to a suitable range of resources and experiences both inside and out to build on their awareness of their natural environment.</p> <p>Focus month on Outing Learning/Muddy Movers and Loose Parts For example daily outdoor access, woodland adventures and local community walks.</p>	<p>Outdoor School and Family Centre Improvement Group</p> <p>PSA's and CDO's across the school and family centre.</p>	<p>August 2020-2021</p>	<p>Collegiate time for staff</p> <p>Cost associated with modification</p> <p>50 things to do</p>	<p>Impact evaluation on use of outdoor space</p> <p>Learning Logs</p> <p>Learner Feedback</p>