|  |  |
| --- | --- |
|  | **All Saints Primary School**  **Standards and Quality 2020/2021** |

|  |
| --- |
| **Context of the school:** |

|  |
| --- |
| All Saints Primary (ASP) is a Roman Catholic Primary school based in the east end of Greenock with a non-denominational Communication and Language Base (CLB). In session 2019/2020 the school roll held 378 pupils; 362 pupils within 14 mainstream classes and 16 pupils within 3 classes in our CLB.  Within mainstream there were 24 members of teaching staff which included: Head Teacher, Depute Head Teacher, 2 Principal Teachers, 15 full-time teachers, 3 part-time teachers and 2 NQT. In addition to teaching staff, mainstream were supported by; 3 clerical staff, 4 classroom assistants, 1 Learning Assistant and 6 additional support needs assistants. A senior CLD worker has been resourced via our PEF budget.  CLB was operated by 2 full-time teachers, including one Principal Teacher, and 2 part-time teachers. One clerical assistant and 6 additional support needs assistants support pupils within CLB.  Two janitors employed by FES support All Saints Primary.  The existing building hosting All Saints Primary was opened in 2010. This was an amalgamation of two schools; the primaries of Saint Laurence’s and Saint Kenneth’s.  Our existing building provides excellent spaces for teaching, learning and working. Large classrooms are bathed in natural light and learning is supported in comfortable open plan areas outside each classroom. Most classes have direct access to outside space. We have a large open plan dining area, nurture class, library and cooking space.  The Hive is a Family Learning hub which is supported by our senior CLD worker and hosts bi-weekly visits from our Barnado’s Family support worker.  To support expressive arts we have two large gym halls which can be opened into one very large space to host assemblies, school performances and/or sporting activities. Pupils and staff enjoy an abundance of outdoor space including three playgrounds, football pitch, nature trail, outdoor amphitheatre and gardening areas.  **Our Vision**  At All Saints Primary we strive to live by our motto of Truth, Knowledge and Friendship. We make every effort to ensure our school is safe, happy and nurturing. We encourage each child to fulfil his/her potential.  **Our Values**  Faith, Family, Ambition, Respect, Kindness.  **Our Aims**   * Strive to provide the highest quality teaching and learning * Ensure all pupils attain, achieve and acquire a full range of skills and abilities to empower them to be lifelong learners * Endeavour to ensure all pupils feel safe, healthy, achieving, nurtured, active, respected, responsible and included * Nurture, inspire, develop and encourage successful learners, responsible citizens, effective contributors and confident individuals prepared and empowered for the future   Our school has been a part of the Scottish Attainment Challenge since August 2016, aiming to raise the attainment of children living in deprived areas, in order to close the attainment gap. Our pupils in the early stages have benefitted from targeted support from outreach literacy and numeracy teachers and from the appointment of a nurture teacher. Staff professional development has been enhanced through engaging in high quality professional learning opportunities provided by Coaching and Modelling officers and other Attainment Challenge staff.  Through PEF funding our approach to close the attainment gap has included additional teaching and ASN staff to provide a targeted approach to identified children, a senior CLD worker to support family learning and engagement and 0.2FTE nurture teacher uplift. We have also used PEF funding to enhance our senior leadership with one Principal Teacher promoted to Acting Depute Head Teacher to support literacy and numeracy interventions within P4 to P7 for targeted pupils alongside supporting social and emotional wellbeing.  We are committed to upholding and providing the moral teaching, faith, tradition and sacramental life of the Catholic Church. In our daily work, we live by the Gospel Values of: **“Faith in God, Belief in Ourselves, Love for One Another and Hope for our Future”.** Our aims and values are reviewed regularly in order to ensure that they remain relevant and central to the work of our school community.  All members of our school community are valued equally, as is their right to be themselves and to excel in different ways. Regardless of sex, race or creed, everyone is offered the same opportunities to participate in the life of the school. |
| **Our attendance:** |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year** | **Attendance** | **SIMD** | **SIMD** | **Inverclyde** | **National** | **Exclusions** | | **1 & 2** | **3 - 10** | | 2020-2021 | 92.3% | 92.3% | 92.7% | 95.3% |  | 1 | | 2019-2020 | 90.9% | 90.7% | 91.7% | 90.4% |  | 0 | | 2018-2019 | 92.3% | 92.3% | 92.3% | 92.8% | 94.5% | 0 |  * Our attendance rate for last 3 years remains fairly stable with very little variation across SIMD 1 & 2 and 3 – 10. * Whilst we have put in place a number of incentives to attend and frequently re-iterate positive outcomes for those children whom regularly attend; clearly there remains work to be done to encourage improved attendance across our school. * We are committed to embedding nurture principles across our school and our exclusion rate reflects the inclusive, nurturing and restorative ethos of All Saints. During sessions 2020-2021 we faced particularly challenging behaviours from our Primary 7 cohort. Despite working with a range of partners (IEPS, Lomond View, CMO Barriers to Learning, Barnados, Action for Children), it was necessary to make one exclusion. |

|  |
| --- |
| **Our attainment:** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  | **L & T** | **READ** | **WRIT** | **NUM** | | **P1** | 20/21 | 67% | 73% | 66% | 76% | |  | 18/19 | 82% | 74% | 74% | 78% | |  | % change | -15% | -1% | -8% | -2% | | **P4** | 20/21 | 48% | 46% | 44% | 48% | |  | 18/19 | 75.9% | 66.7% | 66.7% | 57.4% | |  | % change | -27.9% | -20.7% | -22.7% | -9.4% | | **P7** | 20/21 | 19% | 19% | 19% | 18% | |  | 18/19 | 88.6% | 63.6% | 81.8% | 68.1% | |  | % change | -69.6% | -44.6% | -62.8% | -50.1% |   Due to schools being closed in the summer term of 2020, we do not have comparative national or local authority data. However, reflecting back on the data of 2019, it is clear that whilst we continued, at that time, to make year on year improvements on attainment at school level; we continued to perform below national and local authority average across all organisers at P1, P4 and P7.  Our current data shows the devastating effect of Covid-19 and two lockdowns on our children’s attainment.  **Teacher Professional Judgements June 2021**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Whole School Attainment | Talking & Listening | Reading | Writing | Numeracy | | 2019 | 81% | 75% | 66% | 70% | | 2020 | 61% | 53% | 74% | 62% | | 2021 | 52% | 45% | 41% | 51% |   **Teacher Professional Judgements June 2020**  N.B. Not recorded on SEEMIS school records only  Our in-house school data following March – June 2020 lockdown demonstrated a significant drop in attainment due to lack of engagement with remote learning. Despite a number of initiatives to encourage engagement many of our learners continued to be disengaged with remote learning during second lockdown (Jan – March 2021) and therefore, the starting point for learning had dramatically changed for most learners on return to in school learning.  Our data demonstrates:   * In Primary 1, the majority of learners achieved Early level across all organisers with most learners achieving Early level for Numeracy. Targeted support from Attainment Challenge Outreach teacher and Recovery teacher has supported majority of learners to get back on track. * In Primary 4, a minority of learners achieved First Level across all organisers. Within this cohort there are a majority of learners who required intensive nurture and emotional support to re-engage with learning. We feel that taking time to ensure these children are ready to learn will have a significant positive impact on next year’s data for this cohort. * In Primary 7 a minority of learners achieved First Level across all organisers. Historically, attainment has been of concern within this cohort due to a significant social, emotional and behavioural needs of 8 boys (gender imbalance across year group (40 boys, 18 girls)), and the additional learning support needs of 7 others (3 of these learners will be supported in alternative placements to secondary mainstream at High school). |

**Review of progress for August 2020 - June 2021**

|  |
| --- |
| **PRIORITY 1: PLANNING FOR SOCIAL DISTANCING/HEALTH AND SAFETY** |
| **Strategies**   * Individual, school and CLB risk assessments produced and regularly reviewed with appropriate changes implemented to ensure continued health and safety of users. * Ongoing communication of Scottish Government advice and guidelines to all users. * Training of pupils and staff to adapt to new procedures including social bubbles, break and lunch routines, toileting, one way system etc. * Enhanced cleaning rota within CLB due to individual needs of learners and their families. * Information shared with parents about new procedures. * Presentation and safety booklet prepared for all staff. |
| **Progress**   * Risk assessments completed and regularly reviewed, including one to one meetings with those staff classified as vulnerable/shielding. * CLB review risk assessments for particular learners with parents. * Weekly virtual assembly to remind and focus all users of new procedures and updates on Scottish government advice and guidelines. * CLB completed doorstop visits to familiarise children with new protocols. * Regular communication with parents and families to review and update procedures. * Liaison with FES janitorial staff school catering team to review procedures and ensure ongoing health and safety of all users. |
| **Impact**   * Strategies and communication has ensured continued health and safety of all users. * Consistent approach in adhering to procedures across whole school by all users. * To date no classes required to self-isolate. |
| **Next Steps**   * Continue to review and update risk assessments to ensure most up to date advice and guidance is adhered to. * Remind all staff and pupils of procedures on return to school in August 2021. |

|  |
| --- |
| **PRIORITY 2: PLANNING FOR HEALTH AND WELLBEING ON RETURN TO SCHOOL** |
| **Strategies**   * Curriculum planning to include daily focus on Health & Wellbeing throughout term. * CLB focus on supporting individual learners to transition back to school routine. * Staff training to support children’s wellbeing:   Nurture Principles  Bereavement, Loss and Change  Trauma Informed Practices  PATHS  PPB   * CLB support staff completed training as directed by Principal Teacher during lockdown to support learners on return to CLB – eg. Skills Network, ADH, NAS. * Continued liaison with other professionals to support pupils and staff who are experiencing bereavement, anxiety or trauma. * Re-introduction of Joint Support Team meetings asap for CLB learners. * Regular wellbeing check-ins with staff with offer of supervision/counselling approach sessions. * Breakfast provision available to all pupils daily. * Social and emotional support for families via school Hive provision including mindfulness, walk and talk sessions, anxiety toolbox training and variety of virtual activities and supports. |
| **Progress**   * All classes complete regular emotional check-ins daily and have re-visited lessons to support strategies to support social, emotional and mental wellbeing. * Wellbeing wheels completed by all learners. Boxall profiling completed for identified pupils. Targeted nurture support to identified individuals and their families. * CLB completed Boxall profiles and Glasgow Wellbeing profiles for all learners to inform Health & Wellbeing next steps. In addition Pupil Passports were completed at home by parents and learners. * Staff continue to engage with school and authority wide training to support health and wellbeing of learners. * School continue to engage with professionals to support learners and their families. * Some staff have welcomed opportunities for wellbeing check-ins, supervision and/or counselling approach sessions. * Toast made available across whole school until introduction of authority Breakfast provision. * PEF funded Hive continues to offer support to targeted families. |
| **Impact**   * Most learners are able to identify and discuss their emotions and understand that there are a variety of strategies to use which can improve mood and wellbeing. * All staff can use a range of strategies to support children’s health and wellbeing with most staff being skilled in this area. * The majority of staff have noted their appreciation of wellbeing offers and state these actions or awareness of availability, has supported them to remain at work and/or return from lockdown; supporting their health and wellbeing. * Universal offer of toast welcomed across school by all learners. Many children who do not have a daily snack take leftover toast as snack. * HIVE instrumental in supporting 100% of identified families to access wider supports such as benefits and food bank. Encouraged many families who were reluctant to return to school following lockdown and has supported parents with ongoing social, emotional and mental health supports. A range of summer activities organised and offered. |
| **Next Steps**   * We will continue to encourage and support children to understand range of emotions and feelings and how they can make good use of strategies to support their own ongoing health and wellbeing. * Recruitment of PEF funded Nurture teacher to provide enhanced nurture support to targeted learners from P4 – P7. * Plans in place to fund whole school breakfast and/or snack provision via PEF next session. * Hive to continue to support family learning an individual parental and family support for health and wellbeing. In addition a summer programme of outdoor learning and activities will support family learning and wellbeing. CLB parents to be encouraged to engage with HIVE. |

|  |
| --- |
| **PRIORITY 3: PLANNING FOR EQUITY ISSUES/STRATEGIES FOR CLOSING THE GAP** |
| **Strategies**   * Additional support to be targeted towards pupils who did not engage with remote learning. * Liaise with the local authority and other agencies to improve IT access for disadvantaged pupils. * CLB to continue with close communication with parents to gauge best methods of access to learning for children. * Family Hub – HIVE – to continue to provide social, emotional support for families. |
| **Progress**   * SLT and class teachers closely monitored engagement and progress throughout lockdowns via Teams, paper learning packs and telephone wellbeing calls. * Support for learners and their families was provided via regular wellbeing calls from SLT, IT support to get online (financial barriers addressed alongside skills to get online). Where it was not possible for families to get online, class teachers prepared bespoke learning packs and/or part-time learning placements within school to go over learning and expectations. * On return to in school learning assessments were undertaken to fully understand where learners were at and formulate a plan of how we could re-coup lost learning. * CLB completed doorstop visits and bi-weekly telephone calls to continue interactions with children and families which in-turn supported transitions back to school. Some children engaged via Teams to bridge links between home and school. * Audit of IT requirements carried out to ascertain those learners who required devices and/or wi-fi access. |
| **Impact**   * Regular communication with families during lockdowns helped to identify and address barriers to ongoing learning and engagement for most children and their families. * Recovery teachers were able to quickly ascertain next steps and work with majority of individuals and/or groups of learners to address gaps in learning. * Almost all CLB learners transitioned back to in-school learning with less anxiety than anticipated. * By working with authority and partner agencies in our community we were able to provide a few learners with digital devices and/or Wi-Fi access to address digital poverty. |
| **Next Steps**   * Continue to support those learners who lost learning time during lockdown by providing additional support via Recovery teaching and literacy and numeracy interventions to be delivered by Pupil Learning Assistants. * Within CLB Principal Teacher is non-class committed to better support recovery programme for identified learners. * Ensure targeted support across school is efficient, proportionate and effective by consistently tracking, monitoring and adapting to suit learners needs and next steps. * Upskill all Pupil Learning Assistants with refresher training in literacy and numeracy interventions and ensure consistent approach and timetabling of this resource across school. * Principal Teacher (mainstream and CLB) to complete Catch-Up Literacy training. * Plan to provide IT support and learning to families when advice and guidelines allow for in-person visits to school. |

|  |
| --- |
| **PRIORITY 4: PLANNING FOR CONTINUITY OF LEARNING** |
| **Strategies**   * Collaboration among staff to plan for blended learning. * Working party of those staff shielding established to take forward aspect of School Improvement when not engaged with remote learning. * CLB support staff to engage with training to enable bespoke support for learners on return to in-school learning. * Audit of staff confidence in using ICT to support home/school learning - further training provided as needed. * Support provided for parents who have struggled with home learning. * Training for all teaching staff re the use of Clickview to support home learning. * Moderation of remote learning – online learning and learning packs to ensure high quality teaching and learning which is meaningful, appropriate and progressive. * Introduction of Laudato Si (Change for Good) programme across the school – covers RE, Health and Wellbeing, Global Citizenship etc. * Whole establishment focus on PAThS programme to support reducing emotional barriers to learning. |
| **Progress**   * All teachers worked with stage partners to develop and plan for remote learning. Learning packs were created to respond to individual and group/class needs. SLT met weekly and moderated Learning Packs to ensure quality and consistency. * CLB and mainstream teaching staff collaborated on Health & Wellbeing home learning resources. * CLB teaching staff work together to design bespoke individual home learning packs with individual access to digital follow-up. * Staff were supported by school Digital Champion to upskill knowledge and understanding of Teams and Clickview. * Staff shielding developed range of Novel study lesson plans for Early, First and Second level; School Values lesson plans and RE lesson plans. * Teacher volunteering as RE co-ordinator is engaging with diocese and RE advisor to ensure appropriate response to Laudato Si across school. |
| **Impact**   * Joint planning for remote learning has transferred to joint planning and enhanced collaborative practice for most teaching staff. This has provided learners with a range of active, challenging and targeted learning experiences. * All teaching staff have a shared understanding of Teams and Clickview and available digital content for teaching and learning. * All CLB teaching staff have accurate knowledge and understanding of all individual learner’s progress and attainment during lockdowns. * A range of lesson plans are available and ready to use to support raising attainment in Reading and support health and wellbeing. |
| **Next Steps**   * Continue to provide opportunities for teachers to share good practice and moderate standards. * Provide whole staff training for Laudato Si and review opportunities to incorporate across curriculum. * CLB to engage with mainstream partners to inform planning for next steps in learning and plan for inclusion when restrictions allow. |

|  |
| --- |
| **National priority: How we are ensuring Excellence and Equity?** |
| **Brief commentary on context and identified barriers to learning which affect progress and attainment**   * School roll increased by 8 pupils. FME increased by 12% as a result of support provided to parents to complete paperwork and enhance understanding of entitlements. * Majority of pupils (80.9%) reside in SIMD 1 & 2. This increases to 95.5% when we include SIMD 3 & 4. 4.3% reside within SIMD bands 5 – 9. No pupil lives within SIMD 10 and one pupil has not yet had a decile assigned to their address. (99.8%). We operate on an excellence agenda to raise attainment for all. * We are committed to embedding nurture principles across our school and this low (1) exclusion rate reflects the inclusive, nurturing and restorative ethos of All Saints. We will be working with Chief Educational Psychologist to self-evaluate our Nurture response and recovery plans. * Attendance for all year groups, apart from Primary 1, is slightly below their averages for last year. This was a direct response to growing panic and anxiety surrounding Covid-19 prior to official lockdown where many of our families took the decision to take their child/children out of school in fear of growing positive cases across Inverclyde. * A few parents of CLB learners took decision to remove children from CLB prior to lockdown. CLB provided home learning at this early stage in light of parental anxieties and health issues. * On return to in-school learning, these parents were satisfied with CLB safety measures and strict adherence to guidelines and this enhanced attendance to previous high levels. * On return to mainstream in-school learning a few families decided not to send their children back to school. However, a weekly concerted effort by SLT to keep these families updated of our response and ongoing adherence to guidelines and advice saw an eventual return to in-school learning for all children. * We have given more in-depth explanation of impact of non-attendance with our most up to date Parental reports and will monitor attendance closely against this next session.   **Next steps:**   * Continue to monitor attendance data and provide targeted support via Barnado’s family support worker and Senior CLD worker (PEF funded). * Provide regular information regarding Inverclyde Attendance Policy via termly newsletters which highlights impact of non-attendance with particular focus on ‘hot-spot’ absences such as Birthdays, term time holidays, late coming and absences week before official school holidays. * Provide incentives to encourage improved attendance for particular target times – eg end of term raffle, end of term opportunities. * Enhanced provision of Nurture to support those P4 – P7 learners identified as in need of further transiton support back to xchool. * When CLB learners are fully settled back to in-school routines and restrictions allow, Nurture provision will be considered for those pupils identified via boxall profiling. * Recovery teaching across mainstream and CLB to raise attainment in literacy and numeracy for identified learners. |
| **How PEF funding has been used**  Due to changing landscape of school year 2020-2021 with covid-19 pandemic it was necessary to re-focus our PEF outcomes.   * Acting DHT became responsible for weekly liaison with vulnerable families to support wellbeing checks and provide targeted support to ensure ongoing health and wellbeing. Also co-managed Childcare Hub and supported moderation of remote learning. * Senior CLD Worker supporting families to access wider supports such as benefits and food bank. Encouraged many families who were reluctant to return to school following lockdown and has supported parents with ongoing social, emotional and mental health supports. A range of summer activities organised and offered. * PEF teachers supported remote learning during lockdowns and also worked in-school with those learners who were unable to access online learning and/or in our Childcare Hub. * PEF Additional Support Needs Assistants were directed to complete at home training. * Monies budgeted for in school resources was re-allocated to provide each learner with a home stationery pack. * Mind Mosaic have engaged with SLT (mainstream & CLB) and sought background information on those pupils identified as requiring support. They will begin engagement in August 2021. * Carry forward monies have been used to purchase Rebound Therapy trampolines and training for mainstream and CLB staff. * From December 2021 funding will be used to timetable one day per week for Rebound Therapy to take place across mainstream and CLB weekly. |

**Key priorities for improvement planning 2021-22**

|  |
| --- |
| **What is our capacity for continuous improvement?** |
| We consider we have good capacity to improve:   * All teaching staff are keen to engage with Improving Our Classrooms programme for continuous professional development and reflective practice. * All Support Staff have agreed to become Pupil Learning Assistants as part of authority review and will train to deliver a variety of literacy and numeracy interventions under the guidance of Depute Headteacher and Principal Teacher CLB. * We are committed to embedding Nurture Principles in our work and school and have recruited a PEF Nurture Teacher to support this work across P4 – P7 and CLB. * We have high expectations and aspirations for our learners and committed to principles of Closing the Gap and Getting It Right for Every Child. * We will engage with Children’s Rights Officer to review our response to Children’s Rights and apply for silver accreditation and improve our capacity to gather and focus Pupil Voice. * We continue to engage with Education Scotland to reflect, assess and improve our practice. * We continue to review and analyse a range of data to identify and address barriers to learning and support raising attainment and achievement across our curriculum. * We work with Attainment Challenge Advisor and Coaching and Modelling Officers and partners to support the changing challenges and needs of our learners, their families and community. |

**NIF quality indicators**

|  |  |  |
| --- | --- | --- |
| **Quality Indicator** | **School Self Evaluation** | **Key priorities for session 2021/22** |
| 1.3 Leadership of change | Good | Improving our Classrooms  Play Pedagogy |
| 2.3 Learning, teaching and assessment | Good | Improving our Classrooms  Play Pedagogy |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Raising Attainment and Achievement  Nurture provision, Play therapy, Counselling provision  Children’s Rights  Pupil Voice  Family Learning |
| 3.2 Raising attainment and achievement | Satisfactory | Play Pedagogy  Improving Our Classrooms |

|  |
| --- |
| **Key Achievements of the school:** |
| * As a result of strict adherence to Scottish government and local authority advice and guidelines we have not had any outbreaks of Covid-19 in school and there has been no requirement for classes to self-isolate. * Our parents are encouraged to take an active role in their child’s education and the life of the school. This has looked very different throughout 2020-2021 and we have struggled to re-establish our Parent Council. However, we have maintained continuous and regular communication with our parent body via twitter, school website, newsletters and telephone contacts. * We have maintained regular and consistent contact with our Parish priest who has made himself available for spiritual support and guidance to our school community and advised on how best to support families and children as they prepare for, and celebrate, sacraments. * Whilst we could not perform our usual Christmas show, we made a video for children to enjoy and classes recorded a variety of performances shared to the whole school and the parents of their own class. * Classes were encouraged to decorate our school by entering a whole school competition to display a Christmas Carol or song. * Staff worked in partnership to ensure learners understood new procedures in school and took time to make learners feel safe and secure in our school environment. Time was taken daily to emphasise the necessity for focus on health and wellbeing of all and learners were encouraged to share their lockdown experiences and current feelings and emotions. This supported us to remove barriers to learning and ensure all learners were ready and able to learn. * A school wide focus on recovery ensured a shared understanding of gaps in learning and recovery interventions were appropriate, planned and timed. * Staff worked collaboratively during lockdowns to ensure best practice and that the needs of learners and their families were met – academically, socially and emotionally. * Our PEF funded HIVE was, literally, life saving for some families who struggled socially, emotionally and mentally during lockdowns. As well as providing practical guidance to access finances, food and utilities; they offered strong support in the form of virtual wellbeing check-ins, mindfulness sessions and walk and talk work for those who could not access online support. A number of parents also completed an anxiety management support course. * Many staff volunteered to at the All Saints Hub during both lockdowns and were giving of their time, energies and supports despite their own family and work demands. * PC Kirsty Boyd continued to support our school and has given identified pupils and their families guidance to consider anti-social behaviour and it’s consequences. * We continued to engage with partners across our school community including Action for Children, Barnados, CLD, ICOS, IEPS, Mind Mosaic, Active Schools and Community Wardens. * Our Primary 7 pupils participated in a learning through landscapes project – My School, My Planet which supported learners to re-engage with learning following lockdown and learn, and enjoy, our outdoor school environment. * We continue to engage with Music services both virtually and, where appropriate, in school. * Our Primary 7 took part in Morton coaching sessions supported by Active Schools. * We continue to engage with Education Scotland to ensure we are meeting the aims and outcomes of our whole school Action Plan. * Learners across Primaries 5, 6 and 7 planned, designed and developed a range of materials depicting Greenock East End Past, Present and Future to be included in a Time Capsule at Craigend Centre with Fleming Homes. |

|  |
| --- |
| **Key Achievements of CLB:** |
| * All teaching staff engaged with doorstep visits to families during both lockdowns to ensure health and wellbeing needs being met and encourage engagement with remote learning. * Teaching staff supported children with online learning and bespoke individual learning packs during remote learning. * All support staff engaged with Skills Network to upskill themselves during lockdown. * Teaching staff refer to CIRCLE resource to plan for learners environmental needs. * Parents supported CLB to engage with John Byrne Foundation and Glasgow Children’s foundation to receive resources for each learner and outdoor learning resources. * CLB parents more actively involved with life of CLB and some are engaged in fundraising activities. * Learners took part in lessons with McLean Museum Heritage Trust. * Teacher, Louise McCauley, completed Improving Our Classrooms course to improve and enhance pedagogy and will lead whole school programme next session. |