

**SCHOOL NAME: King's Oak Primary  
School  
Standards and Quality 19/20  
Recovery Action plan Autumn  
2020/21**

Context of the school:

**Our School**

King's Oak Primary School is a non-denominational school which serves the East end of Greenock. In session 2019-20 we had 310 pupils over 13 classes. There were 17.5 members of teaching staff which included the Head Teacher, Depute Head Teacher, Principal Teacher (0.8), 12 full-time teachers, 2 NQTs and 2 part-time teachers. The school was supported by 2 Classroom Assistants, 2 Learning Assistants, 8 ASN Assistants and 3 PEF funded ASN Assistants. 3 Office staff and a janitor supported the school also. The King's Oak building opened in 2006. The school hosts a stimulating environment which includes a large PE hall, two playgrounds, a Multi-Use Games Area (MUGA) and a computer suite.

**Vision**

King's Oak Primary is a place where all children, regardless of race, gender, age or personal circumstances are supported, nurtured and encouraged to learn and develop in an environment that is welcoming and safe. Pupils and staff are treated sensitively and fairly and are encouraged to reach their full potential through an ethos of mutual respect. Pupils are encouraged to be healthy and active through a planned programme of curricular and extra-curricular activities.

**Aims**

- To provide a safe, happy and motivating learning environment, at the heart of our community
- To promote a sense of wellbeing and respect
- To develop a culture of ambition and achievement
- To encourage children to take responsibility for their learning and behaviour
- Ensure all children can achieve their full potential academically, emotionally and physically

**Values**

Respect   Responsibility   Nurturing   Included   Honesty   Resilient

As an attainment challenge school, we have received additional teacher input for targeted children across our school and have used Pupil Equity Funding to further enhance numeracy support for more pupils to reduce the attainment gap.

Following an authority quality assurance visit of QI 3.1 in February 2020, the following areas were identified as strengths of the school:

- The commitment of all staff to the school and pupils
- Staff knowledge of their pupils and needs
- Introduction of interventions to support targeted pupils with a focus on raising attainment in literacy and numeracy
- Range of opportunities for extra-curricular activities including wider achievements
- Effective organisational skills of the HT and DHT

**Our attainment:**

In 2018-2019, P1 the data from Teacher's Professional Judgements shows a continued pattern of improvement across literacy and numeracy. These figures highlight that across P1 levels of attainment in writing are poorest across the mentioned curricular areas. These figures are noticeably lower than the other areas within literacy and that of numeracy.

In 2018-2019, the attainment levels of children in P4 showed an increase for P4 in session 2017-2018. For this particular cohort of children there have been marked improvements in their performance over time. Results from this cohort in P1 compared to P4 show that from 2015-6 (P1) and 2018-2019 (P4) there has been a 31.2% increase in reading attainment, 22.4% in writing, 48.2% in T &L and 12.1% in numeracy. These children have benefitted from attainment challenge pedagogy throughout their school career and results show the positive impact on attainment.

In 2018-2019 attainment levels of P7 learners raised by 9.6% in reading compared to the P7 cohort of 2017-2018. An 11.6% rise in attainment in listening and talking was also evident. Attainment in numeracy remained at the same level between these two cohorts. Attainment in writing at P7, fell by 5.7% between these years.

Data shows that the gap between the percentage of pupils achieving a level in our school and the national average is greatest in writing at all levels. Within our school, the data shows a trend of below national average of children attaining in the appropriate levels in writing. Raising attainment in writing will be a key priority of next year's school improvement plan post recovery planning.

## Review of progress for session Aug 2019- March 2020

<b>School priority 1:</b> Improvements in attainment, particularly in literacy and numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> School Leadership Assessment of children's progress Teacher professionalism	<u>HGIOS 4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum <b>Other Drivers</b>  <i>Article 28: (Right to education):</i>
<b>Strategies</b> All teaching staff will engage in adopting Attainment Challenge approaches in SEAL and Active Literacy. Collaborative planning of learning and moderation between Early Years and P1 to improve quality experiences within literacy and numeracy. Calendar of learning visits to support gathering data and children's views on learning.	
<b>Progress</b> All teaching staff attended CLPL session on number talks delivered by the CMO's in T3 Almost all teaching staff using Inverclyde progression pathways for literacy and numeracy to inform planning and assessment from T3 CMO's modelling number talks in all classes in T3 Learning visits to almost all staff (staff not included were absent) in T3 by newly formed SLT. Verbal and written feedback given.	
<b>Impact</b> Increased understanding of requirements for planning and assessment whilst using Inverclyde literacy and numeracy pathways. Increased staff confidence in using these pathways independently. Increased engagement with the attainment challenge and supports they offer across Inverclyde. Increased confidence in staff when having SLT in to observe lessons.	
<b>Next Steps:</b> All teaching staff to engage with and use Inverclyde progression pathways to plan literacy and numeracy lessons. All teaching staff to implement strategies from CPL session and observed sessions within their own classrooms. Introduce termly learning conversations with children and SLT to ascertain their views on learning. Continue to implement a cycle of review for classroom observation ensuring impact notable and evident.	

**School priority 2:** Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

School Improvement  
Performance information  
Teacher professionalism

HGIOS 4 QIs

1.2 Leadership of learning  
3.2 Raising attainment and achievement  
3.1 Ensuring wellbeing, equality and inclusion

**Other Drivers**

*Article 28: (Right to education):*

**Strategies**

Plan, implement and review targeted interventions for groups of learners within literacy and numeracy.

Numeracy recovery teacher employed through PEF.

0.4FTE additionality to support raising attainment.

Offer wider learning opportunities such as SQA accreditation for children in P7.

Identify and support identified children through regular tracking meetings and continuous assessment.

Attainment challenge outreach teacher working with identified pupils in P1 and P2 to support literacy and numeracy attainment

**Progress**

Since January 2020, interventions to support P3-P4 children have been underway. All children receiving support had a baseline assessment within the particular curricular area to ensure relevant gaps were filled. Interventions were carried out but not reviewed at the end of term, due to closure.

In T3, all staff had GIRFEC and attainment meetings to discuss learners' progress with the newly formed SLT.

In January 2020, resources were purchased to support dyslexia screening. All staff were consulted on key children identified for assessment.

**Impact**

Due to the infancy of many of these strategies, there is not enough systematic tracking of these interventions to accurately report on impact.

**Next Steps:** Following recovery re-introduce supporting learners with targeted interventions

Following recovery when the nurture staff member is released from class re-starting nurture as a core resource within King's Oak.

<b>School priority 3:</b> Improvement in children and young people's health and wellbeing	
<p><u>NIF Priority</u> Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u> School Improvement Assessment of children's progress Teacher professionalism</p>	<p><u>HGIOS 4 QIs</u> 2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions</p> <p><b>Other Drivers</b> Article 3 (Best interests of the child): <i>Article 28: (Right to education):</i> <i>Article 2 (Non-discrimination)</i></p>
<p><b>Strategies</b> Establish clear schedule for GIRFEC Screening and for tracking interventions to support pupils' wellbeing, including, where appropriate, the use of Education Action Plans. Deliver professional learning session on Whole School Nurturing approaches, Nurture Principles. Deliver communication-friendly schools professional learning session and establish action plan to improve universal practice across the whole school. Train staff on new Inverclyde Anti-Bullying Policy, tighten procedures for recording incidents of alleged bullying and agree clear staff responsibilities to ensure response reflects positive relationships policy. Through consultation with staff, new school values were consulted on and adopted. A vision statement and aims for the school were also established to tie into the newly created promoting positive behaviour system.</p> <p><b>Progress</b> In T3 all teaching staff participated in a GIRFEC screening meeting for their learners. Clear priorities were identified for the newly formed SLT. SLT are liaising with all class teachers and relevant support staff to keep them informed of updates to support H &amp;WB. These are now recorded on SEEMIS pastoral notes as a chronology. SLT have a clear overview of children supported by and involved with partner agencies. Contact has been made with agencies to establish positive working relationships. All staff attended an authority CPL session on language and communication friendly strategies. Visual timetables, visuals and LCF signage will now be used across the establishment. All support staff received further training from ICOS at the February Inset day at the cluster event. All support staff participated in training from nurture CMOs on Escalators and de-escalators and nurture principles in T3. Two staff members attended a two-day training event on mental health first aid run by See me Scotland.</p> <p><b>Impact</b> Most staff reported they felt listened to and valued as part of the GIRFEC process. Almost all felt they had increased information that would be used to support their learners H &amp; WB. Almost all support staff positively reported to the visiting QA team on indicator 3.1, the available CPL opportunities were enriching their practice. Increased organisation of information has ensured centralised information is stored and regularly reviewed in order to ensure effective practice.</p>	
<p><b>Next Steps:</b> In T1 of session 2020-2021 introduce consistent visual timetables across classes. All staff will be issued with lanyard visuals to support learners. We will continue to build on CPL delivered in 2019-2020 to further increase staff skill levels. As part of the recovery curriculum, develop consistent health and wellbeing skills-based planners to ensure continuity and consistency in our approaches to the H&amp;WB curriculum.</p>	

**School priority 4:** Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Priority

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

Parental engagement  
Performance information

HGIOS 4 QIs

2.7 Partnerships  
3.3 Increasing creativity and employability  
2.2 Curriculum

**Other Drivers**

Article 29 (Goals of education):

Article 28: (*Right to education*):

**Strategies**

Broaden the accreditation opportunities for senior pupils, including access to practical/vocational experiences linked to colleges and John Muir Awards in addition to existing dynamic youth and SQA accreditation.

Enhance link with Morton Community Trust to promote interdisciplinary learning opportunities for literacy and numeracy.

Refresh the 'Space to Read/Reading Champions' project through a recruitment drive and additional training for parents.

**Progress**

John Muir awards did not take place due to closure.

4/51 children completed awards. They are currently awaiting SQA accreditation.

14/ 51 children were actively working on awards prior to school closure. The Senior Family Worker will offer these 14 children opportunities to complete these awards in July 2020, in a socially distanced capacity within King's Oak.

Links with Morton Football Club did deepen, but through the Morton Literacy Trail for P5 learners, funded by the Attainment Challenge in T3.

**Impact**

18/51 learners performed strongly against SQA accreditation criteria. Almost all of these learners reported increased confidence and achievement in gaining new skills. All reported the SQA process to be accessible.

**Next Steps:** Continue to strengthen experiences to P7 pupils in SQA accreditation. Continue to build links with partners to support the delivery and success of this intervention. Post recovery planning, broaden the planning and improvement in employability skills for children.

## National priority: How we are ensuring Excellence and Equity?

The school roll in King's Oak is 310 pupils; with almost 80% of pupils residing in SIMD 1 and 2 however taking bands 3 and 4 into consideration this increases to 93.4%. Only 8 pupils reside in SIMD bands 8-10. Our data shows that the poverty related attainment gap is not prevalent in SIMD 1-2 alone but encompasses bands 3-4 also.

Teacher professional judgements in 2018-2019 show that the following proportions of pupils are on track at P1, P4 and P7.

Teacher's Professional Judgements (2018-2019)					
Year	Criteria	Reading	Writing	Listening & Talking	Numeracy
P7	SIMD 1 – 2	72.5%	50%	82.5%	57.5%
	SIMD 3 – 10	0%	0%	0%	0%
	All	67.3%	46.2%	73.1%	53.8%
P4	SIMD 1 – 2	81.5%	63.0%	88.9%	74.1%
	SIMD 3 – 10	83.3%	66.7%	100.0%	83.3%
	All	77.1%	62.9%	91.4%	74.3%
P1	SIMD 1 – 2	78.1%	75.0%	84.4%	84.4%
	SIMD 3 – 10	88.9%	66.7%	88.9%	88.9%
	All	81%	73.8%	85.7%	85.7%

The initial attainment gap is greater in literacy, although it decreases as pupils are progressing through the school. The numeracy gap, whilst less obvious from below P7 (previous table on page 2 shows that we are performing below our virtual comparator school as well as our Inverclyde family group).

PEF has therefore been used to:

1. Employ a full-time Senior Family Support Worker to devise a whole community approach to family learning, to deliver a range of family and community learning opportunities during and beyond the school day and to provide funding for P7 pupils to attain SQA accreditation.
2. Employ a numeracy recovering intervention Teacher to provide targeted numeracy support to P6 and P7 pupils
3. Employ a PEF funded teacher (0.4) to provide targeted support for identified learners in P3 and P4 in reading and numeracy (Jan – March)
4. Employ ASN auxiliaries to provide targeted interventions within classes to support learning and raise attainment. ASN auxiliaries also support health and well-being in pupils requiring emotional support in order to be ready to learn.
5. Employ a therapeutic interventions worker to provide planned 1-1 and group sessions to identified groups of children to raise emotional wellbeing.
6. Employ Active Schools to plan and deliver play-based interventions to support the development of key life skills – teamwork, co-operation and problem solving through the medium of sports and games.

### IMPACT

- 1a. All P7 pupils given the opportunity to engage in SQA accreditation. 4 children (almost 8%) completed the required coursework prior to school closure and are awaiting notification of award.
- 1b. Although 47 did not complete the accreditation process, 14 (27%) were actively involved in coursework prior to closure.
2. 25 pupils from P6 and P7 received numeracy support however further data would be required to be collected systematically for accurate figures in gaps in learning closed. This will be a next step in further intervention groups planned. Planning and moderation between class teachers and staff delivering intervention required further work.
3. Although in its infancy in January 2020, the setup of targeted interventions in P3 and P4 identified the need to provide accessible support for learners. These interventions will be

ongoing upon returning to school in August 2020. All children engaging in this will have robust data gathered, assessed and regularly monitored.

4. Although all classes within King's Oak had additional support provided due to the purchase, we are unable to provide robust evidence of raised attainment in target groups of children. Work will continue in session 2020-2021 to ensure data is gathered to support this PEF spend.
5. In order to accurately reflect on planned pieces of work by the Therapeutic Interventions worker, better use needs to be made of assessment prior to and post intervention to give reliable data. There would be scope to explore this further but the worker in post is retiring and this PEF intervention will not continue due to lack of evidence to support impact.
6. 92 sessions were offered across King's Oak throughout T1 and T2 of session 2019-2020. This was a split between staff volunteers running Health and Wellbeing extra-curricular activities plus sessions run by Active Schools. Engagement levels in activities were 32.6% of all pupils in term 1 and 35.2 % of all pupils in term 2. Lunchtime clubs are well attended, and the children benefit from being actively engaged throughout these periods. Almost all children would finish sessions motivated for learning ahead and equip them well for positive learning experiences following these sessions. Data shows a gap at Primary 2 for experiences offered. In term 1, P3-P7 had activities offered and in term 2 activities were offered at P1 then P3-P7. Further data is required to look at prolonged engagement throughout blocks of interventions.

## Response to Covid 19 Lockdown closure – March 2020 – June 2020

All teaching staff have planned, prepared and delivered learning materials for pupils both in paper and digitally. All remaining children left school on 20<sup>th</sup> March with this pack. Attempts were made in the coming weeks for these to be available for collection. CLD delivered remaining packs to all families. 5 out of 300 learning packs were undelivered due to children not being at the address held for them on the system. Families have been contacted via group call. As a school, the following data shows online engagement with Microsoft teams and our other online platforms.

Class	Average Online Engagement over 8 weeks	
	Teams	Sum Dog/Bug Club
Primary 1A	6%	28%
Primary 1B	6%	28%
Primary 2A	3%	38%
Primary 2B	20%	8%
Primary 3A	24%	27%
Primary 3B	33%	35%
Primary 4A	36%	35%
Primary 4B	13%	20%
Primary 5	37%	39%
Primary 5/6	10%	29%
Primary 6	22%	27%
Primary 7A	41%	18%
Primary 7B	31%	17%
<b>School Average</b>	<b>22%</b>	<b>26%</b>

Using this data and information from telephone calls and a whole school call round on WB 27.4.20 it was decided that further paper packs should be created. These were created and distributed the WB 25.5.20 for learning WB 1.6.20, 8.6.20 and 15.6.20. The focus of these were literacy, numeracy and health and wellbeing. Other curricular areas are still being catered for on teams for learners wishing to engage. All children have access to Sumdog and Bug Club also.

Working in partnership with our Barnardos colleagues, six families have received an ICT device to support our digital offer following referral. Two further families were also provided devices through liaison with other services. Thirty-one other families responded to the school and authority surveys on requirements to support our digital offer.

SLT have regularly checked in with staff via email, phone and text. Almost all staff have engaged with this positively.

Vulnerable families have been contacted twice weekly, with social work services being informed if no contact could be made. SLT have had regular emails and telephone conversations with social work colleagues throughout the school closure period. Other weekly telephone conversations have happened with 27 families to ensure the wellbeing of children throughout. Whole school telephone contact was attempted the WB 27.4.20 and also 18.5.20. Nursery families have been contacted by the Acting SEYCO every second week. All nursery children received a pack of learning suggestions. These were delivered in person by the Senior EYCO.

Four staff from King's Oak have volunteered on the staff rota at All Saints. A further three staff volunteered in childcare hubs out with this. All members of the office staff, the HT, DHT and Acting PT volunteered within the childcare hub throughout this period. When hubs moved into King's Oak as of 8<sup>th</sup> June 2020, all support staff followed a rota to support childcare. One nursery child attended. Almost all of the time, an EYECO was on the staffing rota.

## Autumn term recovery plan

### PRIORITY 1: Support and develop Health and wellbeing for all

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
Reflect on existing health and wellbeing pedagogy and establish whole school approach to welcoming children back into school.				Acting PT	Aug 2020	Ed Psych	
Create CPL programme to support staff skills development including nurture principles, trauma and ACES, coaching and bereavement and loss				Acting PT HT	From Aug 2020	Nurture CMOs Ed Psych	
Carry out wellbeing questionnaire to establish a baseline with all children				SLT	By Sept 2020		Existing methods
Establish nurturing approaches including protected time for wellbeing checks (breakfast/ healthy snack daily)				HT	Aug – Dec 2020	Kitchen	
Develop whole school skills-based approach to H&WB curriculum.				Acting PT HT	From Aug 2020		
Plan any relevant interventions for children following wellbeing questionnaire results.				SLT	From Aug 2020		
Carry out H&WB audit with parent/s carers, reflecting on their own and their child's mental health				Acting PT	By Sept 2020		
Ensure required TAC meetings are solution orientated				SLT	From Aug 2020		
Family support worker to have text/ telephone drop in for parents/ carers who require advice/ support with their own H&WB or their children's H&WB				Family support worker Acting PT	From Aug 2020		
Family support worker to offer socially distanced face to face sessions with families to signpost to relevant supports				Family support worker Acting PT	From Aug 2020		
Regular H&WB check in with all staff.				SLT	From June 2020		
Through increased attendance monitoring, SLT will make telephone contact with children not attending school regularly.				HT DHT	From Aug 2020		
Offer regular wellbeing sessions for staff (possible yoga, massage etc).				HT	From Aug 2020		

## **PRIORITY 2: Develop digital learning and access strategy**

<b><u>Tasks / action</u></b>	<b><u>RAG of progress</u></b>			<b><u>Who is responsible?</u></b>	<b><u>Timescales</u></b>	<b><u>Partners / LA Links</u></b>	<b><u>Resources / CLPL</u></b>
	<b><u>S</u></b>	<b><u>O</u></b>	<b><u>N</u></b>				
Reflect on existing remote learning offer, feedback from parents and LA, Recovery Curriculum guidance to establish clear model.				HT DHT	June – Aug 2020		Remote Learning plan template Staff meeting – face to face and virtually 24.6.20
Establish timetable / approach to teachers' management of blended learning model.				HT DHT	June – Aug 2020		
Identify review/ feedback process to ensure remote learning approach effective .				HT DHT	Aug-Sept 2020		
Maintain and develop existing tracking of pupil engagement in remote learning alongside response policy where engagement is low.				HT DHT PT/ Blended model lead	Aug 2020		
Carry out IT / digital literacy skills audit with staff, taking account of recent skills development.				DHT	June – Aug 2020		Survey monkey/ Microsoft forms
Create CPL programme to support staff skills development including training from ClickView. Identify 2 digital champions to lead and deliver.				HT Digital Champions (TBI)	By Sept 2020	Digital Literacy CMO	Clickview licence (AC purchase)
Create communications strategy for parents to support delivery of approach.				HT PT/ Blended model lead Family Support Worker	By Sept 2020		Existing methods
Consider development of skills programme to support pupils to access learning at home – refer to metacognitive guidance.				HT PT/ Blended model lead	By Sept 2020	Ed Psych	
Complete and review LA audit of family access needs – identify target families to support and track engagement.				HT	By Aug 2020	Digital Literacy CMO Clickview	
Link to LA project to provide devices and connectivity – identify those with remaining access challenges.				HT	From June 2020	LA Lead	

Identify staff to support with access / technology if engagement is low.			HT Family Support Worker PT/ Blended model lead	From Aug 2020		
Implement and continue with tracking of engagement.			HT PT/ Blended model lead Family Support Worker	From Aug 2020		

**PRIORITY 3: Develop learning and teaching pedagogy to raise attainment in literacy.**

<b><u>Tasks / action</u></b>	<b><u>RAG of progress</u></b>			<b><u>Who is responsible?</u></b>	<b><u>Timescales</u></b>	<b><u>Partners / LA Links</u></b>	<b><u>Resources / CLPL</u></b>
	<b><u>S</u></b>	<b><u>O</u></b>	<b><u>N</u></b>				
Reflect on existing Attainment Challenge literacy offer and staff literacy audit from June 2020 to create a CPL programme (including differentiation) to support staff skills in the delivery of literacy.				HT DHT	June – Aug 2020	CMOs	Remote Learning plan template Staff meeting – face to face and virtually 24.6.20
Establish a baseline of learners' attainment in reading, writing and talking and listening using benchmarks and Inverclyde Progression Pathways.				DHT	By September 2020		
Maintain and develop existing tracking of pupil attainment in literacy alongside planned interventions where attainment is low.				DHT	Aug – Dec 2020		
Identify review/ feedback process to ensure remote learning approach effective				HT DHT	Aug-Sept 2020		