

**ST FRANCIS PRIMARY SCHOOL
AND NURSERY CLASS**

**Standards and Quality 19/20
Recovery Action plan Autumn
2020/21**

Context of the school:

Our School

St. Francis Primary is a denominational school serving the Slaemuir, Bardrainey, Mid Auchinleck and Park Farm housing estates in Upper Port Glasgow and the Catholic community of Kilmacolm. The current role is 204. We also have 15 children in our 2-3yrs nursery class and 24 children in our 3-5yrs nursery class. We have 11.5 teaching staff including the Head Teacher and Depute Head Teacher. To support learning there were also 3 classroom assistants, 5 ASN assistants, 2 Learning Assistants and 1 Health and Wellbeing Coach, funded through PEF. We have a Depute for the Nursery Class, a Senior Eyeco, 5 Eyecos and 2 Eysas. There is a full time senior clerical assistant, 1 part-time clerical assistant and our janitor.

As a denominational school, St. Francis has very close links with the parish community of St. Francis. Fr Matthew is our Parish Priest. The school community regularly celebrates mass here in the school.

There are 154 children (76%) in SIMD 1 and 2, and 42% pupils in receipt of free school meals.

Vision

Our vision is to create a culture of successful learning and continued faith development, in which everyone is valued and included and feels part of the St. Francis' Family. All members of our school community will actively promote living the Gospel values, to foster an ethos of tolerance and respect.

Through planning high quality teaching and learning opportunities, our children will be encouraged to develop a positive attitude to learning and a willingness to face new challenges, enabling them to achieve and succeed. Partnership working will support us in our aim to enable our children to develop skills for learning, life and work and share their skills and knowledge positively, as active members of their local community in the future.

We aim to:

- provide high quality teaching and learning opportunities to meet the needs of every child, enabling them to develop individual talents and independent learning skills which can be built upon and applied to future learning situations.
- encourage the children to do the best they can, embrace challenge and strive to achieve their potential by being positive and enthusiastic about their school, their learning and themselves, using praise and motivation and celebrating effort and success.

- provide an inclusive, nurturing environment in which the children can develop intellectually, physically, socially, morally and spiritually so that they may play a valuable and responsible part in their school, their families and the community in which they live.
- work in partnership with parents, other educational establishments and community groups whilst promoting positive links with local business as an important part of the learning process.
- make effective use of resources and encourage all staff to develop their talents and interests for their own benefit and the good of the school.
- promote a positive climate for self-evaluation to support school improvement.



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

Review of progress for session Aug 2019- March 2020

School priority 1:	
<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> Assessment of children's progress Teacher professionalism</p>	<p><u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p> <p>Other Drivers HGIOELC? RRS</p> <p><i>Article 28: (Right to education):</i></p>
<p>Strategies (from SIP 2019-20)</p> <ul style="list-style-type: none"> • All teaching staff will engage in Visible Learning provided by Osiris. (Year 3) Embed 8 learning dispositions at all stages. Focus on consistent feedback in all classes. • SEAL strategies and planning will be fully implemented in P.1- P4 • All staff to take part in school, cluster and Authority moderation. • Improve children's and staff digital literacy skills. • Develop Early Years Curriculum • Staff will develop knowledge of Dialogic teaching. • Development of Curriculum Rationale. <p>Progress</p> <ul style="list-style-type: none"> • We completed the Dispositions and are embedding them into the children's learning. Continuing to work on Feedback with all staff and pupils. • All staff have taken part in school and cluster moderation, Authority Moderation with a few having done the Inter Authority. • Attainment Challenge Coaching and Modelling Officers have supported class teachers in the use of SEAL up to Primary 4. • Our Curriculum Rationale has still to be updated. This was discussed as part of the authority review in session 2019-20 and advice sought. • Nursery Curriculum - This continues to be developed. Staff have been using their time effectively by engaging in CPD in relation to, "In the moment planning." Clear evidence of PLP's shows staff have sound knowledge of children's progress. More work needed to embed loose parts play and block play. We have bought resources for this although unable to use just now. Some staff have been on CPD to understand the pedagogy of block play. Further development knowledge of Progression Pathways and link to Realising the Ambition. Closer links between nursery staff and P1 teachers need to be further established. • Due to circumstances the digital knowledge of the children has really been enhanced. The issue is that this has not happened for all learners due to varying access to digital technology at home, so this would need to be a real consideration as remote learning will be very much in the forefront of things as we move forward to blended learning. • Dialogic teaching still has to be addressed <p>Impact</p> <ul style="list-style-type: none"> • Almost all children are able to talk about dispositions and link to the way they learn. • The work done on moderation has given staff an increased awareness of working at a particular level. These activities will continue to be used for planning and assessment purposes. All staff have commented on the 	

benefit of cluster moderation and took away a host of ideas to use at their stage in their own school.

- Most children can talk about the 'most efficient strategy' that they will use. SEAL strategies continue to enhance the mental agility of the children in maths. This is evident in assessment results and in classroom observations.
- All staff have successfully engaged with pupils delivering remote learning using Teams and a wealth of other digital resources. They have not only upskilled themselves in a short period of time but done this remotely with the pupils and parents too.

Next Steps:

- Continue with Visible Learning programme with a focus on Feedback. Continue to embed learner dispositions.
- Develop staff skills in dialogic and reciprocal teaching.
- Continue to develop the Early Years Curriculum with a focus on Health and Wellbeing and link to P1.
- Develop a curriculum rationale.
- Develop Dialogic strategies within the classrooms.
- Further focus on digital literacy skills for both pupils and staff. Use of Click View and further work on Teams.
- Use and implementation of Play for Recovery support from Educational Psychology services.

School priority 2:

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Assessment of children's progress
Parental engagement

Other Drivers

HGIOELC?

1.2 Leadership of learning
1.4 Leadership and management of practitioners

RRS

Article 28: (Right to education):
Article 28: (Right to education):

Developing in Faith

Celebrating and worshipping
Promoting Gospel values

Strategies (from SIP 2019-20)

- Improve staff knowledge in use of data to identify children requiring targeted intervention to raise attainment.
- Staff will plan for assessment, to assess knowledge and plan for next steps in learning.
- Liaise with other agencies to assist in providing a range of events to increase parental engagement in children's learning.

Progress

- Staff have worked more closely with the data, supported by the Senior Leadership Team. They have been given more information about the children and are able to link SIMD to Teacher Profession Judgement's and understand the levels of where children are at. More responsibility has been given to them to look closely at the data and see what it is telling them. They have had to identify target children who require more input to help close the gap. All staff have been able to track pupil's progress with more confidence and therefore are able to identify needs more readily.

- There are a wide variety of assessments used to track pupil progress, however, although assessments are regularly taking place there needs to be more evidence for planning for assessment.
- Planned assessments have provided more structure and guidance in termly planning. Termly Progress Meetings have an increased focus on discussing pupils' progress against levels to ensure that the needs of all pupils are being identified and met.
- There have been many opportunities for parents to be engaged in and be part of the school community. We have worked closely with Active Schools, CLD and Barnardo's to facilitate a choice of activities. Plans to develop this further have come to a halt just now but this is an aspect that would be an action to take forward especially in this climate when we are so dependent on our families for support. There have been many opportunities for parents to come in and spend time with their child in the nursery. The Play and Stay sessions have been very welcome. During lockdown we have continually been in contact with all parents. We have identified needs and tried to address them. For example we have helped with extra food parcels for many families.

Impact

- All staff have been able to track pupil's progress with more confidence and therefore are able to identify needs more readily.
- Teachers are becoming more aware of analysing data and are beginning to use data to enable them to identify those pupils requiring additional support/ challenge.
- Through the use of a variety of assessments almost all teachers are able to clearly identify their next steps in their teaching to ensure progression.
- Some children are more aware of what will make their learning successful and therefore be able to start to identify their next steps. Some have more confidence than others.
- Families feel more welcomed at school. There has been an increase in the number of families taking part in some of the after school activities however, Family Learning numbers are still low. Barnardo's Support Worker has organised Lego and GEM Groups to support children's emotional wellbeing. These groups have enabled children to discuss the importance of positive interactions. Feedback from parents and pupils has been very positive.

Next Steps:

- Continue to focus on developing the use of data to identify target groups.
- Continue to focus on differentiation to ensure support and challenge for all pupils.
- Enhance teacher confidence in planning for assessment.
- HT to reconnect with working party on Parental Engagement to drive forward a stronger parental involvement and engagement in the school.

School priority 3:

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement

Assessment of children's progress

HGIOS?4 QIs

3.2 Raising attainment and achievement

2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion

Other Drivers HGIOELC?

RRS

Article 5 (Parental guidance):

Article 28: (Right to education):

Strategies (from SIP 2019-20)

- Appoint a Health and Wellbeing Coach to provide targeted support at interval, lunch, after-school and during class-time to support pupils' physical and emotional needs.
- Raise staff awareness of mental and social wellbeing and the impact on pupil attainment, achievement and wellbeing.
- Raise staff awareness of attachment and ACEs and the impact on pupil attainment, achievement and wellbeing.
- Further develop Family Learning across the school – within and out with school hours.

Progress

- PATH's has been used throughout the school has been purchased by the Nursery so this will be using this on our return.
- Taryn our Educational Psychologist has presented various health and wellbeing sessions including ACES for all staff including the nursery staff. The CMO has also worked with the support staff on barriers to learning
- Adult mental health– we have communicated regularly and listened to parents at length regarding their concerns and any issues.
- Our Family Support Worker has worked with numerous groups of children in the school. She has also worked very closely with a number of families giving a tremendous level of support.
- The nursery have used Morton football and Yoga to facilitate a variety of health and wellbeing activities.
- Family learning – This has been successful and working with Barnardos and CLD to facilitate. There have been a wide range of activities on offer to try and engage the parents with their children. Just before the end of term it was agreed with Barnardos that we would revisit the Family Learning to see if we could make it more appealing.
- Health and wellbeing coach – This has been another successful year. There are less referrals at break time, a good number of children attending the Breakfast Club, good support for staff during PE and variety of after school activities which have been very well attended .I intend to employ another one if possible through my PEF allocation.

Impact

- Staff are becoming more mindful of the many challenges that children face and are proactive in seeking support. They show a clearer awareness of triggers that affect children's ability to engage successfully in their learning.
- Children are more able to use strategies as they are being supported by ASN staff.
- Nursery children are happy and most are able to engage in the activities. Support is still needed for some.
- Many families have expressed their enjoyment when attending after school clubs. They love coming to the Celebration Café. This is a great opportunity for them to spend time with their child in a relaxed environment.
- Health and Wellbeing Coach - There are less referrals at break time, plenty of children attending the Breakfast Club, good support for staff during PE and variety of after school activities.

Next Steps:

- Children's mental health will be an issue when we return so we will have to think very carefully about what should be put in place to address this. The plan

is to look at the new H and W resource as well as other suitable resources. ICOS information. Also the input of support and resources from the Educational Psychology Service.

- Continue to have a Seasons for Growth group. This will link to the bereavement, change and loss support on offer.
- The proposal of a homework club as part of the Family learning was suggested. A teacher would be asked to attend. We think this may more of an incentive to support parents when doing children's homework.
- Re-establish the link with Parental Working Party Group before Lockdown.
- Health and Wellbeing Coach – The school intend employing another coach using PEF if possible.

School priority 4:

NIF Priority

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

NIF Driver

Assessment of children's progress
Parental engagement

HGIOS?4 QIs

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.2 Curriculum

Other Drivers

HGIOELC?

RRS

Article 28: (Right to education):

Strategies (from SIP 2019-20)

- DYW – Links are made to possible jobs through curricular areas and topics which are taught. World of Work Week has not taken place due to school closure.
- Primary 7 pupils are involved in the set up and managing of the school's Credit Union Bank. They had to apply for a post and be interviewed. They had to consider the reason why they chose that particular post and explain this to others. These pupils then had to train the new recruits from P6.
- SPANISH – This has been taught from P4-P7 by the RCCT teacher and has been done remotely throughout this time.

Progress

- Children show an increased awareness of different types of jobs that are available.
- Pupils from the Credit Union come in and set up on a Friday morning and are taking on more responsibility for the roles they have taken on.
- Children are becoming more confident in their conversational Spanish

Impact

- Some children can speak about their desire to have a certain occupation and why.
- The children involved have continued to take on responsibility for managing money in a business context. They are learning about all aspects of a financial organisation. Why it is important to save and how to promote and market their product ie, a Credit Union Account.
- Most children have more knowledge about Spain itself as well as learning some simple language and they enjoy this.

Next Steps:

- Introduce the progression pathways for Developing Inverclyde's Young Workforce.
- Class teachers to plan for, and implement, learning using skills progression pathways to ensure personal, inter-personal and enterprise skills are developed appropriately across the curriculum.
- Continue to support children in talking about the relevance of their learning and applying their skills in a variety of contexts.
- Continue to focus on Spanish as a third language.

National priority: How we are ensuring Excellence and Equity?

The current school role of St. Francis Primary is 204, with 154 children (76%) in SIMD 1 and 2, and 85 children (42%) of pupils in receipt of free school meals.

Target cohorts have been identified through the use of SIMD, FME, CfE levels, standardised assessments and professional judgement. These children have received additional support through PEF interventions and the local authority Attainment Challenge initiatives. Some of our children have significant emotional/behavioural needs that have caused barriers to learning. Some children have poor attendance and others require additional family support. Measures are put in place to break down these barriers. We have strong links with third party agencies to support our children and their families.

Our rationale for proposals is to continue to develop approaches to raise attainment and reduce the poverty related attainment gap. As a focus school for the Scottish Attainment Challenge since 2015, we have already seen improvements through targeted interventions. Our aim is to build on this through PEF.

PEF has therefore been used to:

- Employ a 1.0fte Teacher for targeted support to reduce the attainment gap in literacy and numeracy.
- Employ an ASN Sports Coach to manage activities in the playground during interval times. To encourage a higher attendance at Breakfast Club. To assist teachers during PE lessons. To provide a variety of after school clubs.
- Employ an ASN Support Assistant to target younger children in SIMD 1&2 to facilitate an environment suited to their needs.

IMPACT

- Continuous monitoring of target groups over 6 weekly periods, ensured children were receiving the input that was necessary. This was in the areas of literacy and numeracy. All teachers have commented on the progress of their children within these groups. Data has shown improvements in most of these children.
- Breakfast Club engagement has been very good despite the payment this year. This has provided a means by which we can support and encourage children coming into school.
- Playground referrals have decreased, therefore children are more settled after break to come in and engage more readily.

- Support during PE lessons has been beneficial to both staff and children. Smaller groups for activities as there are two adults. Knowledge of other types of activities has created an increase in engagement from children and an upskilling in knowledge of staff.
- After school clubs have been very welcomed. There has been a greater choice in these activities with more children attending.

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

- Before the closure of schools, all staff set up Teams for all children on Glow. All staff have been working remotely with all children who are able to engage in this way. There are many who do not have devices or who are struggling with internet connection. Most parents we have spoken to fall into the first category of lack of devices. However there were still some who could not afford the internet costs to use the devices. Learning packs have been created on a regular basis and have been delivered to the homes. Staff are regularly supporting parents if there are any issues with Teams.
- Remote learning – Teams for all classes managed by teachers. Logins and set up for Bug Club, books issued on line by teachers. Logins for Sumdog for numeracy and literacy. A variety of other links to websites, videos by staff. Recently the school signed up for free Month's subscription for Education City. Children have now been given a login for this too.
- Engagement – This has been varied. Those who have more confidence are working really well, others not so but it is being monitored. Many parents have expressed a preference to the hard copy sheets as many do not have printers to print off some of the tasks uploaded onto Teams.
- Nursery children have all been given numerous play packs throughout this time. Regular phone calls have been made to parents of nursery children. Parents have been very pleased with this form of communication. There have been numerous posts on Twitter for parents of nursery children to try different activities. There have been signposts on regarding necessary information. Suggestions have been requested from parents too.
- There have been approximately 12-15 children from St Francis who have been attending the Hub regularly since the opening. This has been a mix of vulnerable children and keyworker's children. They have all presented well and there has been constant communication with the families of the vulnerable children. All parents are pleased that we are contacting them on a regular basis and offering support even if it is just for a chat.
- All children who have been attending the Hub are happy to be there and appear to enjoy it.

Autumn term recovery plan

PRIORITY 1:

<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>
	S	O	N				
Develop staff and pupil knowledge on how to approach blended learning. Metacognition, self-regulated learning for blended learning approach.	*			Head Teacher Teaching staff	Aug/Sept' 2020	EPS	Metacognition, self-regulated learning and self-study skills – EPS
Digital Literacy - Upskill staff on use of Click View as means of blended learning and in class learning.			*	Head Teacher Teaching staff	Aug/Sept' 2020	CMO, Click View Trainers	Webinar/video in-service on use of Click View
Develop a Curriculum Rationale for our school.			*	Staff, parents, pupils, partners	Nov''2020	Liz Sommerville	Ed Scot website, Alison Drever materials HGIOS?4
Develop a knowledge of and create physical distancing activities for outdoor learning. Consider areas that can be used outside.		*		Head Teacher DHT	Oct'2020	Active Schools EPS	On-line resources Input from Active Schools Play for recovery – EPS

PRIORITY 2:

<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>
	S	O	N				
Carry out assessments in literacy and numeracy to assess and confirm where children are in terms of their learning and establish how to proceed.		*		Class Teacher ASL Teacher DHT	Oct '20	CMO	Standardised assessments, teacher assessments, AIFL
Begin to develop knowledge of Realising the Ambition for the Nursery classes. Develop In the Moment Planning.			*	Head Teacher DHT Nursery	Nov '2020	Liaise other nurseries in the cluster.	Realising the Ambition Document Ed Scotland

PRIORITY 3:

<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>
	S	O	N				
Focus on ways to support pupils' mental health as they return to school. This is for the school and Nursery classes.		*		Head Teacher DHT Teaching staff	Oct'2020	EPS	Bereavement, Change and Loss Video and PP ICOS materials PATHs
Ensure the health and wellbeing of staff is continually addressed		*		Head Teacher DHT	Oct '20	EPS	EPS support Bereavement, Change and Loss Policy
Appoint a Health and Wellbeing Sports Coach to work with Breakfast Club pupils, manage interval activities, liaise and support teachers during PE lessons. Create physical distancing activities for outdoor activities.	*			Head Teacher DHT	SEPT '2020	Active Schools	Framework for PE(Inverclyde)

PRIORITY 4:

<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>
	S	O	N				
Application of skills in others contexts. Teacher use of IDL to assess and utilise knowledge of pupils. Teach and consolidate prior learning.		*		Class Teacher	Oct '20		Class novels, variety of topics with links across the curriculum.