

**Communities (Education Services)**

**Corsehill Primary School, Kilwinning**

**Improvement Plan 2020-2021**



**Vision, Values and Aims**

To develop a curiosity about our world and enable our children to contribute positively now and in the future.

Our aims for our children

* To enable our children to become ambitious and motivated lifelong learners with a passion to succeed.
* To equip children with well-developed literacy and numeracy skills in order that they can be successful in life.
* To nurture a sense of wellbeing in our children so that they grow into respectful young people able to make sound judgements and choose a healthy lifestyle.

Our aims for our families and the community

* To support and inform our parents so that they can work in partnership to help their child be ambitious and achieve success.
* To be engaged in the life of the school in order that they can contribute to school decision making and our improvement journey.
* To develop partnerships between staff, parents and the wider community which promotes a positive ethos and image.

**Council Priorities:**

The Council strategic priorities for 2019-24 are detailed below:



**National Improvement Framework:**

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

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

**Principles**

* Health & safety – including: ongoing physical distancing; continued need for good hand hygiene and public hygiene; following public health advice; limiting the number of people in confined spaces at the same time; understanding how this virus spreads through institutions and adapting our environments as a result.
* Nurturing approaches – supporting the transition back to school, including support to reconnect
* Wellbeing & resilience – ensuring all in the school community are supported to cope with new contexts and new means of educational delivery
* Equity & fairness – providing an educational experience that is inclusive, particularly given the SIMD profile of North Ayrshire
* Learning – continuing to develop skills and knowledge to maximise attainment and achievement
* Rights of the child – safeguarding the UNCRC right to education
* Collaboration & collegiality – partnership working, openness and transparency to develop trust and confidence in the decision-making process and ensure quality in recovery plans

**Initial Priorities**

Establishments are asked to consider the following elements within their own contexts:

* supporting pupil and staff health and wellbeing
* transitions at all levels
* the impact of COVID-19 in communities
* identifying gaps in learning
* a renewed focus on closing the poverty related attainment gap

**Strategic Plan 2019-20: Corsehill Primary School**

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| **School Priorities** | Prioritise and promote the positive health and wellbeing of pupils, parents/carers and staff in response the impact of COVID-19 in our community. | Develop the skills and confidence of staff, pupils and families in the appropriate and effective use of digital technology in learning, life and work. |
| **High Level Objectives** | 1. We will ensure staff feel safe and secure about a post lockdown return to school. 2. We will ensure that time and space is provided to actively promote staff health and wellbeing. 3. We will further develop targeted approaches that support pupil and staff’s mental health and wellbeing through the application of nurture as a Whole Establishment approach promoting reconnection and recovery. | 1. We will ensure pupils and families are aware of potential dangers from exposure online and ensure they have the correct information to be digitally safe.  2. We will ensure staff, pupils and families have access to digital technology within school and at home.  3. We will up-skill staff, pupils and families to utilise software to support learning in school and at home. |

**Strategic Plan 2020-21: Corsehill Primary School**

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

**Detailed Action Plan 2020-21: Corsehill Primary School**

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| **School Strategic Priority:** | | Prioritise and promote the positive health and wellbeing of pupils, parents/carers and staff in response the impact of COVID-19 in our community. | | | | | **Linked to Directorate Priority: 1** |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| 1. We will ensure staff feel safe and secure about a post lockdown return to school. | QI 2.1-2.4  QI 2.7  QI 3.1  NIF 3 | N | Develop, build and share school COVID plans, arrangements and expectations with staff and pupils in line with Scottish Government guidance on the return to school.  Maintain good public health behaviours in our establishments in line with recovery planning and Scottish Government “FACTS” to reduce the incidence of the virus.  Use corporate signage advice and public health messages to regularly revise procedures with all members of the community.  Plan the collegiate calendar/INSET in collaboration with staff to include dedicated time for staff wellbeing activities, including materials from NNR Module 1 | Aug- Dec 2020 | Staff will feel safer and more confident in their return to work within the school building when following and adhering to policy and guidance  Policies and procedures issued to staff are discussed and agreed at virtual collegiate meetings and evidence that clear and consistent messages are being provided. | Regular discussions held to review procedures with all current paperwork available to all staff on the Onedrive.  Minutes of collegiate meetings on Teams show that time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns.  SLT observations on adherence to COVID arrangements.  Monthly survey shows an increase in understanding/confidence in all staff and supports available to them. (Scale 1 to 5)  Participation rates show that all staff have engaged in planned opportunities to promote wellbeing.  Collegiate/INSET programme shows that a range of staff wellbeing activities opportunities are being provided.  Staff self-evaluation as part of the PRD process demonstrates that all staff feel less anxious and more confident in relation to their own wellbeing. | |
| 2. We will ensure time and space is provided to actively promote staff health and wellbeing. | QI 2.1-  2.4  QI 2.7  QI 3.1  NIF 3 | N | Ensure there are clear channels of communication so that all staff are fully informed of policies, procedures and arrangements during, and post Covid-19 phasing.  All staff will complete the NAC: Nurturing North Ayrshire’s Recovery CLPL programme.  Identify additional evidence-based resources/programmes/activities to use to promote staff wellbeing in a nurturing environment. For example, use of ‘Nurture Group Network Wellbeing Toolkit for professionals’ and GTC materials highlighted in module 1 of NNR Module 1: Hive of wellbeing  ‘Check-in Friday feelings’ sessions between all staff and SLT to promote regular open dialogue. | Aug – Dec 2020 | Staff will feel psychologically safer and confident in their return to duty in schools and establishments when focussing on:   * Impact of Covid-19 on Mental Health and wellbeing * Recognising the importance of our own mental health * Setting up safe spaces/ practices in relation to our new normal. * Supporting transition back to school.   Staff will feel confident about spotting the signs of changed behaviour associated with the Covid-19 crisis in pupils and colleagues and signposting them to help. | Staff evaluations on the use and value of the strategies – drawn from evaluative activity with the NNAR modules. | |
| 3. To further develop targeted approaches that support pupils’ and staff mental health and wellbeing through the application of nurture as a Whole Establishment approach promoting reconnection. | QI 1.4  2.1  3.1  NIF 2/3 | Y | All staff to undertake North Ayrshire Council CLPL in Nurturing North Ayrshire’s Recovery Modules 1,3,7 | August 2020 | They are clear plans and supports in place in place to support pastoral wellbeing of staff.  A focus on Mental health and wellbeing of all supports and promotes wellbeing effectively.  Positive relationships feature highly in our interactions with the whole school community.  Learning and teaching promotes resilience and safeguarding of our pupils.  Pupils, staff and families feel safe.  There is mutual respect based on shared values and expectations.  There is improvement in children and young people’s health and wellbeing. | School recovery plan in place focussing on   * Mental health and wellbeing * Nurturing recovery approach   Outcomes from ‘Friday Feelings Check-in’ form additional points of action in our response to staff need  Analysis of staff/ pupil/ parent needs e.g. through discussions / surveys/ questionnaires/ ASN planning ensures the recovery plan and supports are responsive and supportive of staff / pupil/ community need.  Nurture observation data using materials from Applying Nurture as a whole school process.  Pupil questionnaire analysis (eg based on Icepack/ HGIOURS HWB theme challenge questions and QIF visit 3 focus group questions) will reveal the extent to which our recovery plans have supported and improved HWB of our staff and pupils. | |

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| **School Strategic Priority:** | | Develop the skills and confidence of staff, children and families in the appropriate and effective use of digital technology in learning, life and work. | | | | | **Linked to Directorate Priority: 2** |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| 1. We will ensure pupils’ and families are aware of potential dangers from exposure online and ensure they have the correct information to be digitally safe. | QI 3.3  NIF 3 | Y | Undertake Google’s Be Internet Legends programme to empower pupils in P3-7 to use the internet safely and wisely to allow them to be confident explorers of the online world.  Utilise Classroom Assistant with additional training in online safety to support class teacher with training materials and lessons.  Collate materials from Parent Zone to engage with families enabling them to develop their skills in online safety. | Aug- Dec 2020 | Pupils will feel safer and more confident in using online technology when following guidance on online safety.  Guidance issued to staff, pupils and families is discussed and agreed promote a clear and consistent message across stages.  Families will have increased digital skills and knowledge to support pupils at home safely. | Survey of pupils’ feelings and attitudes towards online safety pre/post intervention  Survey of parents’ concerns and request for additional support with specific aspects of online safety.  Analysis of termly tracking discussions with all class teachers. | |
| 2. We will ensure staff, pupils’ and families have access to digital technology within school and at home. | QI 1.5  QI 2.4  NIF 1/2 | N | Identify what I.T. provisions families have at home and request support from NAC/funding if applicable  Audit I.T. provision within the school and plan effective, equitable delivery across the school.  Identify pupils requiring additional I.T. provision to reduce barriers across the curriculum.  Apply for Tesco Community grant to support the provision of I.T. materials. | Aug- Dec 2020 | 100% of our school families will have a device not including a mobile phone in which to connect to the internet at home.  Pupils will have increased time with I.T. hardware and software available which will be utilised across the curriculum.  Pupils will be more confident at using assisted technology to reduce barriers to learning. | Survey of I.T. within family home.  Analysis of timetable of I.T provision across the school with SLT observations of I.T. use during observed lessons  Minutes from pupil conversations with SLT as part of HGIOURS discussions. | |
| 3. We will up-skill staff, pupils’ and families to utilise software to support learning in school and at home. | QI 2.2  QI 2.5  NIF 1/2 | Y | Establish staff confidence of using a variety of digital software to support learning and teaching.  Plan a collegiate calendar/INSET in collaboration with staff to include CLPL training opportunities.  All staff to undertake relevant Microsoft training to become MIE accredited.  Plan a monthly focus across the whole school for I.T. lessons and support staff to deliver these.  Reviewed and update the I.T. learning pathway.  Staff to create ‘How to…’ video clips showcasing how to access and use online software to support learning at home.  Staff to provide connectivity support to families by offering a physically distanced ‘I.T. support desk’ in the playground during drop off/pick up. | Aug- Dec 2020 | Pupils will have increased opportunities within the classroom to access a range of software to support their learning.  Pupils’ skills will increase due to an increase in designated time each week.  Pupils will be better supported at home by upskilled family members. | Pre and post engagement discussion with pupils from P1-7 to ascertain quantity and quality of access to I.T.  Engagement in online homework/activities will be monitored and analysed monthly.  Participation rates show that families have engaged in planned opportunities to seek support. | |