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**South Lanarkshire Council**

**Recovery School Improvement Planning August 2021**

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**Black Mount Primary School**

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|  **Improvement Priority 1 - Continuity of Learning** |
| **Quality Indicator**2.2 Curriculum * Rationale and design
* Development of the curriculum
* Learning pathways
* Skills for learning, life and work

2.3 Learning, teaching and assessment * Learning and engagement
* Quality of teaching
* Effective use of assessment
* Planning, tracking and monitoring

3.2 Raising Attainment and Achievement* Attainment in Literacy and Numeracy
* Attainment over time
* Overall quality of learners’ achievements
* Equity for all learners
 | **Recovery Priority** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines. | **School Rationale**This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section. | **Key Recovery Tasks** **(Action Plan)** This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.  | **Desired Outcomes and Measures**This section outlines what the desired impact will be for our children and young people and how it will be measured. |
| **2.2 Curriculum** **Theme 1: Rationale and design**Our curriculum is grounded in our commitment to securing children’s rights and wellbeing. It takes account of learners’ entitlements and the four capacities and reflects the uniqueness of our setting.There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum. We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.Our creative and innovative approaches to curriculum design support positive outcomes for learners.**Theme 2: Development of the curriculum**Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community. **Theme 3: Learning pathways**The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning. All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.**Theme 4: Skills for learning, life and work**All staff and partners provide very good opportunities to develop children and young people’s skills for learning, life and work in motivating contexts for learning. We emphasise enterprise and creativity across all areas of learning. | **Schools should:*** Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21.
* Consider how cross curricular themes can support the delivery of different curricular areas.
* Think creatively, innovatively and “outside the box” to ensure provision of a wide and varied curriculum.
* Ensure all curricular areas are being covered.
* Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (eg. Digital learning, IDL)
* Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors)
* Ensure that identified learning pathways are flexible enough to support all learners – no matter their experience during remote learning or level of engagement over the last session.
* Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period)
* Consider the ways to further develop skills for learning, life and work through a variety of contexts.
 | Our self-evaluation highlights the increase of technology available across the school and the development of both staff and pupils’ digital literacy skills, a review of our curriculum rationale is required to ensure that this is reflected. | Working party consisting of staff, parents and pupils will review the curriculum and ensure that it is fit for purpose. Staff will review how their planning takes account of the four contexts for learning and the cross-cutting themes. To be completed by April 2022.  | **Outcome:** All school stakeholders will have an awareness of the curriculum rationale of Black Mount Primary School and will be able to make connections with the activities undertaken and the how these fit our context. **Measure:** Responses from stakeholder questionnaires.Evidence in planning. |
| **2.3 Learning, teaching and assessment** **Theme 1: Learning and engagement**Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities. Learners’ experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.**Theme 2: Quality of teaching** We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning. **Theme 3: Effective use of assessment** We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.**Theme 4: Planning, tracking and monitoring** As a result of our manageable processes to monitor and evaluate learners’ progress we have clear information on their attainment across all curriculum areas.  | **Schools should:*** Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching.
* Ensure learners’ experiences include appropriate levels of challenge and support, linked to current assessment information.
* Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice.
* Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation.
* Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (eg. LI/SCs, questioning, feedback...)
* Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session.
* Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner.
* Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes.
* Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress.
 | We have observed an increase in pupils’ engagement in all areas of learning through the use of outdoor learning resources.Our self-evaluation have highlighted that whilst our pupils needs are being met and intervention are put in place, we need to ensure that assessments of pupils’ needs is fit for purpose and our record keeping is robust... | Continue to develop the school grounds to enable outdoor learning to be embedded in daily learning activities across the schoolAssessment calendar to be reviewed to ensure most appropriate forms for assessments are being utilised.AiFL strategies to be revisited to establish a consistency of use across the whole school.Tracking and Monitoring processes to be reviewed alongside assessment calendar to ensure cohesion | **Outcome:**Pupils will be engaged in all aspects of learning across the curriculum. They will be aware of their strengths and development needs.**Measure:** Pupils and parent feedback via questionnaire.**Outcome:** Assessment and interventions will inform next steps for pupils’ learning**Measure:** Timely completion of Staged Intervention paperwork and tracking and monitoring leading to more effective monitoring of pupils’ needs |
| **3.2 Raising Attainment and Achievement****Theme 1: Attainment in Literacy and Numeracy**Raise attainment in literacy and numeracy for all learnersLearners make very good progress from their prior levels of attainment in literacy and numeracy.**Theme 2: Attainment over time**Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.**Theme 3: Overall quality of learners’ achievements**Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements. | **Schools Should:*** Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals.
* Provide opportunities for CLPL which supports staff to respond confidently to learners’ needs, intervening timeously.
* Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions.
* Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally.
* Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people.
* Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21 and, where necessary, reignite learner responsibility for their learning and achievement.
 | Our data highlights that through the middle school, the need for confidence and exposure to maths within context. Our reflections of Lockdown, have highlighted that whilst pupils’ tools for writing have continued to progress, the opportunities for writing at length have been less since March 2020. Due to lockdown and the need for pupil bubbles, opportunities for Pupil Voice have been limited.Achievement - review | Develop the use of Number Talks and Verbal reasoning skill across the school in Numeracy and Mathematics.Higher order thinking skills to be made explicit Mathematics and Numeracy.Working Party of teaching staff to review and action how/when/what is taught across the school in writing. A school writing policy to be developed.Re-establish Pupil Voice Groups and Pupil Parliament. As part of this, pupils’ opinions on how we celebrate their achievements in and beyond the school setting will be discussed. | **Outcome**: Pupils will develop a range of strategies to enable them to use their numeracy knowledge in real-life situations and contexts.**Measure:**A percentage increase in Mathematics and Numeracy assessment data.**Outcome:** Pupils will be able to use their tools for writing skills in extended pieces of writing across the curriculum.**Measure:** Pupils will maintain a portfolio of extended pieces of writing in line with the school writing policy.**Outcome:**Pupil Voice will be embedded in the school ethos.**Measure:**Pupil and parent questionnaires. |

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| **Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff** |
| **Quality Indicator****3.1** Ensuring wellbeing, equality and inclusion* Wellbeing
* Fulfilment of Statutory Duties
* Inclusion and Equality
 | **Recovery Priority** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines. | **School Rationale**This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.  | **Key Recovery Tasks** **(Action Plan)** This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.  | **Desired Outcomes and Measures**This section outlines what the desired impact will be for our children and young people and how it will be measured.  |
| **3.1 Ensuring wellbeing, equality and inclusion****Theme 1 Wellbeing** As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people.Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives.**Theme 2: Fulfilment of Statutory Duties** We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.**Theme 3: Inclusion & Equality**All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best. Learners, parents and carers, staff and partners feel that they aretreated with respect and in a fair and just manner. We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers toparticipation and achievement.  | **Schools should:*** Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools.
* Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.

 * Provide opportunities for CLPL which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable.
* Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies.
* Have overt plans in place to support the wellbeing needs of staff and learners.
* Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance.
* Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances.

* Consult with all stakeholders togain an understanding of need based on experience during lockdown.
* Consider the universal Rights of the Child and where the work of the school could be influenced by it.
* Identify opportunities to celebrate diversity.
 | **This column to be filled in by school**  | **This column to be filled in by school**  | **This column to be filled in by school**  |
| Nurture will continue to underpin all school activities going forward, however we need to ensure all new staff, pupils and parents understand the principles of nurture and how this is core to all that we do at Black Mount Primary. We also need to consider ways in which we can inform parents and the wider school community about how nurture and attachment  Our self-evaluation highlights that our school values need to be aligned to the UNCRC and to be revisited with school and wider school community to ensure that these are appropriate to the school community post-pandemic.  Our self-evaluation has highlighted the need for a more robust system of monitoring the wellbeing of our pupils. All teaching staff have received training in Boxall Profiling, however have not been in a position to implement. This will be carried forward to session 2021/2022    Continue to take account of: * National Guidance
* SLC Guidance

 Due to lockdown, opportunities for Pupil Voice have been reduced and when it has been sort it has focused mainly on Covid related activities. .  | Establish working groups of staff, parents and pupils to establish the most appropriate and effective way of communicating this with the whole school community.Boxall Profile to be completed for all pupils P2 – P7 and results will inform where the need for specific interventions may be needed. Leuven Scale of engagement will be used along with GMWP (for pupils)Robust Tracking and Monitoring of HWB, engagement and interventions to be implementedAnnual UpdateAnnual TrainingIndividual PRDRe-establish Pupil Parliament.    Implement a House system to enable Pupil Leadership roles.   | **Outcome:**A nurturing ethos will be apparent in all aspects of school life and all members of the school community will be aware of the links between school values, nurture, attachment and the UNCRC**Measure:**Information gathered from the wider school community in the form of feedback and questionnaires. **Outcome:**Robust Tracking and Monitoring of Pupils’ HWB**Measure:**Pupils will receive the support and interventions they require, with high levels of engagement.**Outcome:**Staff are confident in promoting the HWB of all pupils**Measure:** Pupils feel supported and valued and their engagement in learning is high.**Outcome:**Pupil Voice will be embedded in the school ethos. Pupils will feel valued and supported**Measure:**Pupil and parent questionnaires. |

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| **Improvement Priority 3 - Planning for Equity** |
| **Quality Indicator**1.3 Leadership of Change1.5 Management of Resources to Promote Equity2.4 Personalised Support2.5 Family Learning3.1 Ensuring wellbeing, equality and inclusion3.2 Raising Attainment and Achievement | **Recovery Priority** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines. | **School Rationale**This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section. | **Key Recovery Tasks** **(Action Plan)** This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.  | **Desired Outcomes and Measures**This section outlines what the desired impact will be for our children and young people and how it will be measured.  |
| **Closing the Poverty-related Attainment Gap** |
| **3.1 Ensuring, wellbeing, equality and inclusion****Theme 3: Inclusion and Equality**We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additionalsupport needs.**3.2 Raising Attainment and Achievement****Theme 4: Equity for all learners**We have effective systems in place to promote equity of success and achievement for all our children and young people. We have raised the attainment of all our learners and in particular our most disadvantaged children and young people. **1.3 Leadership of Change****Theme 3: Implementing Improvement and Change**Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.**1.5 Management of Resources to Promote Equity** **Theme 1: Management of finance for learning**We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate. Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.**2.4 Personalised Support****Theme 2: Targeted Support**Our targeted support builds on robust, embedded universal support. Learners’ needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required. Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.**Theme 3: Removal of barriers to learning**Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised. Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.  | **Schools should:**Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:* Learners’ wellbeing (Boxall profile, observations, wellbeing indicators)
* Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA)
* Attendance and Punctuality (in-school at hubs)
* Engagement (Leuven scale, observational data)
* Participation (remote learning participation data)
* Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting.
* Explore evidence-based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap for learners.
* Ensure sound financial management of all sources of funding
* Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches.
* Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced.
* Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances.
 | **This column to be filled in by school** Due to the small number of pupils in the school along with the low percentage of pupils who fall into the category for the ‘Poverty-related Attainment Gap’, all pupils will be with additional needs will be considered within this area.Pupils will be identified using a range of assessment data along with wellbeing and engagement information collected from teachers’ evidence. This will identify pupils who need targeted support. | **This column to be filled in by school** Assessment Date analysed from May assessmentsBoxall Profile to be completed by September weekendStaged interventions to be in place and recorded by October week. | **This column to be filled in by school** **Outcome:** Increase in Literacy and Numeracy attainment and in pupil health and wellbeing.**Measure:** Percentage increase in pupils attaining or exceeding expected levels. |
| **Being a poverty-aware school and reducing/mitigating the Cost of the School Day****Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight in any colour the outcomes, measures, tasks and rationale related to PB in the following section.** |
| **2.5 Family Learning****Theme 2: Early Intervention and Prevention**Our staff are aware of the factors causing child poverty within our community. We work with parents and other agencies to help parents minimise the effect of poverty on our children. Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.  | **Schools should:*** Revisit [Child Poverty Action Group Website](https://cpag.org.uk/cost-of-the-school-day?gclid=EAIaIQobChMI79SKvszE6QIVyrTtCh1m-gmlEAAYASAAEgImRPD_BwE) and other relevant reading.
* Revisit their CoSD Position Statement in relation to:
* Getting dressed for school
* Fun events
* Eating at school
* School trips
* Learning at school
* Travelling to school
* Attitudes
* School clubs
* Travelling to school
* Home-learning
* Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community.
* Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this.
 | CoSD group to be established – links to participatory budgeting. This will identify the 7% allocated spend which will focus on identifying the most appropriate use of this funding. | Parental working group to be set up by September weekend, action plan to be formed by October week. | **Outcome**: Funding Support allocated on a specified need basis.**Measure:** Details of Working group’s rationale for spend. |