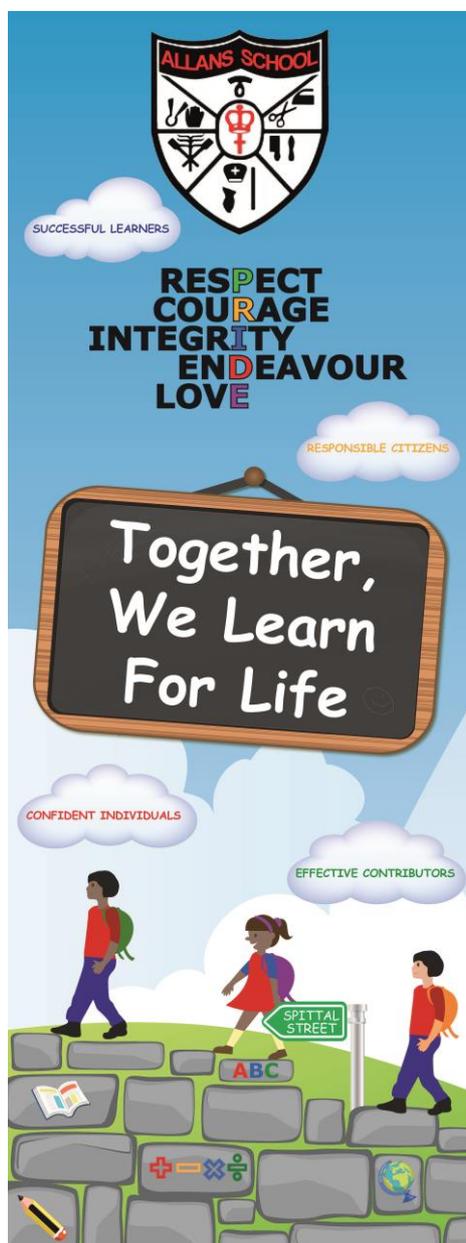


Allan's Primary School Standards & Quality Report



2019/20

Context

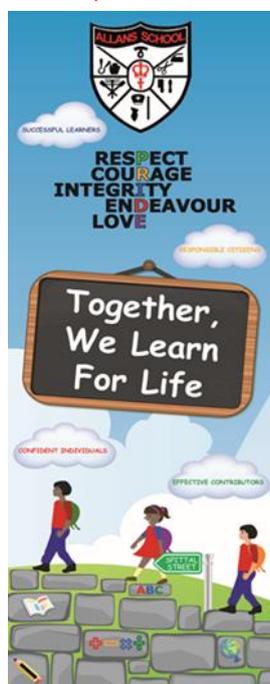
Our School Community

Allan's Primary School is situated in the heart of the city of Stirling and has a diverse catchment area as well as 40% placing requests from outwith. In BRIEFING NOTE: Scottish Index of Multiple Deprivation (SIMD) 2012: Results for Stirling Council Area, it was stated that one of the zones within the catchment area moved deeper into the most deprived 5%. In session 2019-2020, the school roll was 143 where the school supports 42% of children from families living within Deciles 1 – 4 and 47% living in families from Deciles 8 – 10. In session 2019-20, the school remains with a polarisation of deciles; a wide gap in terms of children's starting points.

We strive to support the whole school community through putting GIRFEC at the heart of everything we do. This is reflected in our staged intervention data which supports our 33% learners who have different and individual requirements, e.g. English as a Second Language (EAL), Dyslexia, Dyscalculia, Autism, ADHD and social and emotional needs.

We are anchoring school developments firmly in the philosophies of the National Improvement Priorities (NIP), Regional Improvement Collaborative, Closing the Attainment Gap, How Good Is Our School 4 (HGIOS4), Journey to Excellence, Curriculum for Excellence (CfE); Assessment is For Learning (AifL), Nurturing Principles, and Respect Me (Scotland's anti-bullying guidance).

Vision, Values and Aims



In Allan's Primary School, we strive to become a learning community which prides itself on continuous improvement, with a very good quality of learning and teaching, consistent across the whole school. We offer a learning environment in which children are encouraged to be successful learners, effective contributors, confident individuals and responsible citizens. We firmly believe that this can be best achieved through partnership working and we have established a learning culture in which children help shape their learning and celebrate success. Through a thorough self-evaluation and consultation process we have developed and agreed our vision, values and aims with and for the whole of our community.

Vision

- ❖ 'Together, we learn for life'
- ❖ 'Together'— represents our whole community, everyone involved in the life and work of Allan's Primary and beyond.
- ❖ 'Learn'— represents the knowledge, skills and attitudes we all foster and promote and the connections we make in learning in a variety of contexts.
- ❖ 'Life'— represents the fact that we aim to offer experiences which will give children skills for learning, skills for life and skills for work. Aiming to develop successful learners, confident individuals, responsible citizens and effective contributors to the world of tomorrow.

Values

Allan's Primary School community has agreed to uphold our key values of:

- ❖ RESPECT : To be considerate of ourselves, others and our environment
- ❖ COURAGE: To face challenges with confidence and self-belief
- ❖ INTEGRITY: To be honest in your intentions
- ❖ ENDEAVOUR: To be all you can be
- ❖ LOVE: To feel and act sincerely

Our Curriculum Rationale

Our school community worked together to develop, promote and sustain an aspirational vision which reflects the uniqueness of our context, demonstrates a strong commitment to raising attainment in maths and literacy and secures our children's rights and wellbeing. Our curriculum rationale below highlights our value driven vision for every single child and member of our school community.



Our School & Nursery Community during COVID-19

Before closure of our school and nursery, we were already in the position of offering a home learning platform through our use of Google Classrooms for P4 -7 and the introduction of Seesaw – a pupil profiling app. We also devised a home learning protocol which was developed and enhanced during school closure. 85% of our children actively engaged in our digital platforms throughout school closure. If families did not have a device, we supplied Chrome Books and iPads to our children to enable them to access our online learning. Throughout the period, we also provided a variety of home learning packs to ensure that learning was maintained. Many of our staff volunteered in hubs or in the delivering of school meals. We viewed the delivery of school meals as an essential priority as it enabled us to keep in contact with our families and be responsive to the needs of our families. Our staff team and community also organised Bags of Love, Pamper Packs and Family Bags to gift to children and families in our community which was much appreciated by everyone who received one. Our team also contacted children and families by

telephoning ensuring that our families knew where we were and that we would do whatever it took to support them.

During term 4, a whole host of activities were planned and implemented to ensure that our community felt connected by fortnightly assemblies, P1 transition newsletters and virtual tours and Family Time Sessions, Virtual Stay at Home Sports Week, Giving Thanks Assembly, whole school transition videos, P7 Leavers' Celebration and End of Year Summer Church Service and throughout this, daily contact with each child's class teacher through Seesaw or Google Classrooms. In term 4, a Transition Working Group was also established to ensure that everyone's transition back to school was values driven and put our children and families at the heart of our decision making which enabled us to devise and embed our 3 Cs Transition Principles – Calmness (self-regulation), Connected (relationships) and Cohesion (shared vision and values) which would underpin our practice. Questionnaires were distributed to children, parents and staff about our return to school and were asked to share their concerns or anxieties about coming back to school. This information was vital in guiding us in our next steps in transitioning back to school. Feedback from the questionnaire highlighted possible outdoor meeting of new teacher for children and parents and possible viewing of the children's new classroom. Before the end of term, we invited all our children safely back to the school playground to say goodbye to their old class teacher and say hello to their new teacher. This was such a memorable day that it was reported in Sunday Times Newspaper on 28 June 2020 by Mr Neil Oliver who said "I watch a playground full of families and teachers demonstrating love for one another". We also hosted a transition week for our children where our new class teachers implemented the home learning for the week and posted a variety of videos from a tour of the children's new classroom to getting to know me sessions. Our survey also indicated that 66.6% of our parents were not worried about their child returning to school and nursery in August 2020 and 33.3% believing that our main focus should be on emotional wellbeing and 29.2% on ensuring continued progress in literacy and numeracy. Our SIP priorities for this session highlight our school community requirements. Throughout lockdown we tried extremely hard to keep connected to our community which is reflected in our parents' responses as 95.8% believed that we, as a school, connected very well with our community – "my children's teachers have done an amazing job. We all feel so lucky to part of Allan's school. The assemblies were great! Sports Day Week was good. P5 virtual classroom was fantastic with lots of great ideas and space for personal interactions!" When we asked our children to complete their return to school/nursery questionnaire, 51 out of the 66 (77%) children who responded in P1-P6 said they were either happy or very happy about coming back to school in August 2020. Some of children highlighted that they were feeling worried about the changes we need to take however one child stated since lockdown "I have learned to be more independent". All our consultations with staff, community members and children have accurately informed us of our priorities for our School Recovery and Improvement Plan for session 2020/21.

Review of Progress 2019-20

School Priority 1 : Raising Attainment in Literacy and Language

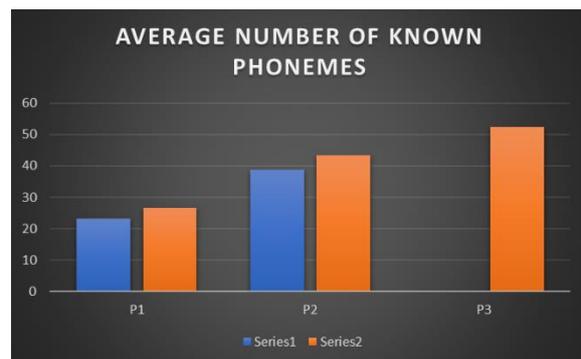
NIF Priority : Improvement in attainment, particularly in literacy and numeracy.

HGIOS?4 QIs : 3.2 Raising attainment and achievement

NIF Driver : Assessment of children's progress

Progress and Impact

RWI approach – Through ongoing collaboration between our early years staff, support for learning staff, SLT and our volunteers we have now fully implemented and embedded RWI within our P1, P2 and P3 classes. Training sessions for new teaching staff, support staff and volunteers were carried out by our experienced principal teacher which enabled a shared understanding of how to deliver the RWI programme consistently. The preparation and organisation of the extensive RWI resources has also been ongoing which has had a positive effect on staff confidence and implementation of the programme. Tracking of attainment was carried out August and January which highlighted that that by January 2020 almost all our children all the required phonemes; on average, they knew 52.5 phonemes out of a possible 60.



Next steps- further investment through the purchase of the RWI non-fiction resources. New early staff to receive RWI training through RIC together with ongoing mentor support from existing early years staff. Consideration of how we adapt the delivery of RWI to take account of the need for a blended learning approach.

P4-P7 Reading and Writing – develop and improve pedagogy of teaching reading, develop consistency across P3-P7

Active Literacy- Following a series of collegiate sessions, all staff were instrumental in the decision-making process to adopt a novel study approach for the teaching of reading from P4-P7 at Allan's called Active Literacy. This novel study approach has provided a consistent, progressive framework through which to teach the core reading strategies of Prior Knowledge, Metalinguistics, Visualisation, Inference, Main Ideas and Summarising. The early stages of the implementation plan have provided opportunities for children to work collaboratively with each other and their teachers in analysing and investigating a variety of newly purchased texts. It has been a priority to ensure that these new high-quality novels provided elements of both motivation and challenge for all our learners. In February 2020 all staff received training on the Active Literacy approach and together devised an implementation plan for the remainder of the session which incorporated moderation visits from SLT and further collegiate opportunities to evaluate progress. Due to Covid- 19 school closures, the implementation plan has not been fully completed this



session, but staff will have the opportunity to work together to devise an updated action plan which will incorporate a blended learning approach to teach reading between home and school.

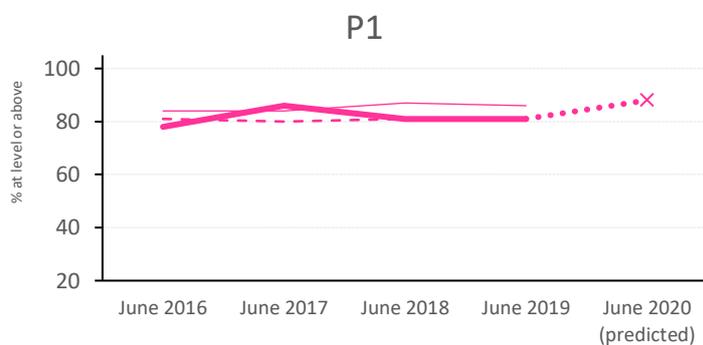
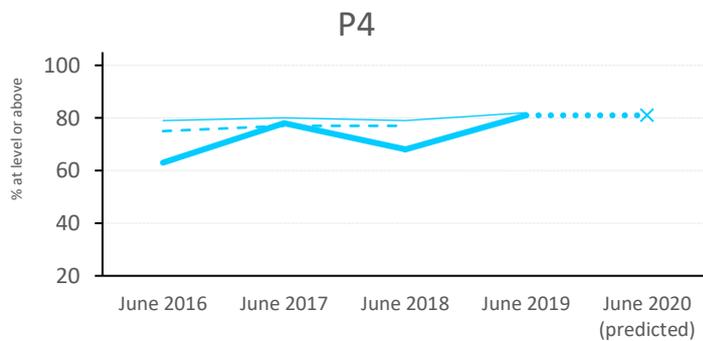
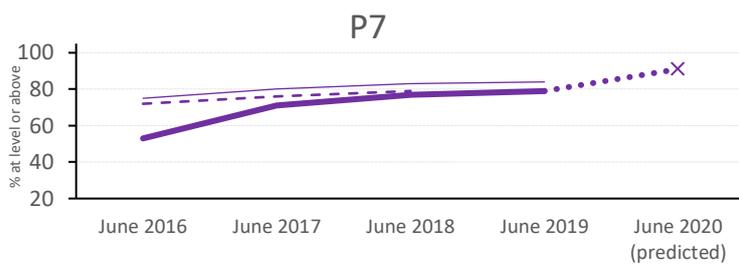
Reading for enjoyment homework was trialed in term 1 for P3-P7. Early indications support current research re the effectiveness of incorporating reading for enjoyment as part of the development of a positive reading culture with most of the feedback in September 19 from children and parents being both positive and constructive, *“my child has enjoyed this reading homework and it has helped them to become self-competitive to read as many books as possible!”* *“I think it’s important for them to answer comprehension questions as well”*. In addressing some concerns regarding the continued development of children’s comprehension skills, an online reading comprehension tool, Oxford Reading Buddy, was introduced for reading homework in terms 2 and 3. Feedback from the children, staff and parents has been mixed with the greatest impact on reading engagement and comprehension development seen amongst children working within First level e.g. in Primary 2 - 100% of children have reached a reading level in line with expectations. Using this online reading system was an excellent reading platform during lockdown for almost all our children.

Reluctant Readers in P5 and P6- through existing tracking and monitoring procedures we had already identified some reluctant readers in P5 and P6 who would benefit from targeted intervention. Through collaboration with FVWL RIC a group of parent volunteers and support staff received training in the Scotland Reads programme. The implementation of the paired reading programme was at its early stages prior to school closures however, early indications were that positive reading relationships had already been established between support staff, parent volunteers and the small group of identified children. Resources had been organised and welcoming reading areas created as part of the reading engagement process. This will be continued to be developed next session.

Scottish Book Trust Reading Schools Award- This session we have been a pilot school for the Reading Schools Award which recognises and rewards schools for building and sustaining a whole school reading culture. The programme is designed to be Easy, Valuable, Empowering and Prestigious and it has enabled us to use a progressive pathway to create a detailed action plan which is linked directly to HGIOS4. We have confidently predicted that we will achieve at least Bronze level this session based on our existing reading routines, environment and reading culture. At the start of the pilot 15% of our surveyed children enjoyed reading “a bit”, 43% of children enjoyed reading “quite a lot” with the remaining 42% enjoying reading “very much”. One of the success of the programme has been the enthusiasm of our Reading Leader group. *“when the reading leaders' group was announced, I put my hand up straight away. I love helping others to fill in their reading passports and I love wearing my reading badge.”* (P4 child). We have worked collaboratively with Stirling Central Library and the children have led reading assemblies and our First Minister’s Reading Challenge. They have been instrumental in choosing new novels for the school and have helped organise another successful family Book Breakfast. Due to school closures, planned events for term 4 did not take place with the accreditation deadline for submission of reading evidence being postponed until December 2020.

Reading Attainment

Our reading attainment has improved significantly this session and we hope this will continue to be sustained next session. Almost all our children in P7 were on track or above expected levels and most of children in P1 and P4 were above on track expected levels. The graph overleaf demonstrates the steady progress we are making in our reading attainment journey.



Next year we hope that our reading attainment will continue to increase through continuous embedding of RWI together with the re-introduction of Active Literacy approach in P4-P7 based on a shared understanding of pedagogy and methodology of teaching reading and phonics. The introduction of the Talk 4 Writing programme will commence following staff training in Nov/Feb.

Children's attainment in literacy will continue to be monitored through class visits, evaluation of teachers' plans, jotter sampling and ongoing staff evaluations/moderation mates. Individual, group and class tracking and monitoring will continue to identify any required interventions.

Action points include:

- to re-introduce Active Literacy skills to staff team to enable re-familiarisation of the rationale
- to introduce children in phased approach to each Active Literacy Skill
- to audit current reading resources and purchase new reading books
- to measure the impact by using the data from reading moderation, YARC and SNSA assessments

School Priority 2 :2.3 Learning, Teaching & Assessment 3.2 Raising attainment & Achievement

NIF Priority : Improvement in attainment,

HGIOS?4 QIs : 3.2 Raising attainment and achievement 2.3 Learning, Teaching & Assessment

NIF Driver : Assessment of children’s progress

Progress and Impact

- To ensure consistency in effective strategies across the school
- To ensure that assessment and reporting processes are manageable and are highly effective in identifying children’s next steps
- To develop whole school tracking system which is used effectively to secure improved outcomes for ALL children
- To empower children to demonstrate their learning using a profiling tool

During last session we developed a cohesive assessment protocol to ensure there was consistency in assessment practices within the school. We also planned two moderation sessions with our colleagues at Braehead Primary School however we were only able to facilitate one session due to school closure. The aim of moderating across two school was to ensure that there was rigorous and robust moderation across the levels in both settings. At our first moderation session, staff felt reassured that the work they were submitting for moderation was at the correct level and their knowledge of the child’s capabilities and evidence produced demonstrable assessment. One member stated “I was reassured and it confirmed the high standards I expect from my learners. Throughout session 2019-20, we worked closely with Stirling Council to produce an effective tracking and monitoring system which would effectively secure improved outcomes for all our children, including the most deprived. The system that has been created enables us to track each individual pupil’s progress over time, gives us up-to-date tracking on class attainment, gender, free school meals, English as an Additional Language and Staged Intervention. This tracking system was only developed at the beginning of term 2 therefore we are looking forward to further embedding this system next session.

To enable us to profile our children’s learning and snap shot learning “in the moment”, we introduced a whole school and nursery profiling system called Seesaw. This was piloted in the terms 1 &2 by our P1 teacher and our P1 parents. We received 100% uptake on the system and 81% of our parents strongly agreed that the platform gave them an effective insight into their child’s learning. This was then rolled out to the rest of the school and nursery in January 2020. By the time we went into lockdown, all children had Seesaw accounts however most children (85%) used this platform to engage in remote learning throughout school closure. Many parents commented on how they felt connected to the school and valued the daily input from their class teacher and high quality feedback.



Our next steps will focus on blended learning:

- To use direct contact time to build and strengthen relationships, maximise teaching time, check progress and set next steps by developing consistent whole school/nursery approach
- To devise assessment approaches that will allow our learners to demonstrate their skills, knowledge and understanding, connecting learning that takes place both in school and away from school.
- To develop assessment protocol across staff teams as to how documenting and recording progress will be adapted and developed to meet current demands.

- To ensure that assessment and reporting processes are manageable and are highly effective in identifying children's next steps in learning and improvements in learning and teaching

School Priority 3 : To Improve Children's Wellbeing

NIF Priority : Improving Children's Wellbeing

HGIOS?4 QIs : 3.1 Ensuring Wellbeing, inclusion and Equity

NIF Driver : Assessment of children's progress

3.2 Raising attainment and achievement

Progress and Impact

- To improve our learners' health & wellbeing through implementation of iHeart and growth mindset champion scheme
- To ensure that our staff team's health wellbeing needs are being met through all staff participating in the Flourishing Teams programme
- To implement new national guidance on Relationships, Sexual Health and Parenting through effective consultation with school community
- To devise new, innovative anti-bullying policy #Respectme to include in updated positive behaviour policy

iHeart for P6&P7 and Staff

The aim of the iheart programme is to educate pupils about their innate resilience and wellbeing. Unfortunately, due to COVID 19, the programme was not completed and the pupils missed 2 sessions. However, having provided pupils from P7 with the understanding about their innate resilience and wellbeing, responses from the pupils indicated that the programme had a positive impact. A summary of comments from pupils who have taken part in the programme illustrate an encouraging depth of learning of the curriculum's progressive Key Learning Objectives over the course of the eight sessions delivered and that changes in behaviours will take/have taken place. Pupils commented "That it would be good to learn more about thought and anxiety and not worry about getting cyber bullied" One pupil said "I have learned how to be confident in myself and thatt nobody can take away my wellbeing"

Due to Covid-19 and school closure unfortunately the following was unable to be carried out;

1. "Questions asked following the IHEART Programme" (Pupils would have been asked to answer a short series of questions in order to gain evidence with regard to the following:
2. Perceived changes in behaviour, outlook and feeling of wellbeing
3. Reasons for these changes
4. Programme enjoyment and recommendation to other sport team members)

Staff iHeart

The Flourishing Teams Programme was created in a bid to tackle the growing health and wellbeing issues faced by educators. The programme was designed as a proactive and sustainable approach which focused on how to reduce stress for the long-term and offered a fresh take on how to build

resilience, deal with pupil issues and effectively manage the various challenges faced by staff. Key Objectives:

1. Manage feelings of stress, overwhelm and emotional exhaustion
2. Navigate personal and professional challenges with more confidence, wellbeing and resilience
3. Deal effectively with the many demands asked of them
4. Handle difficult situations with more ease
5. Access more peace of mind and clarity at work and home

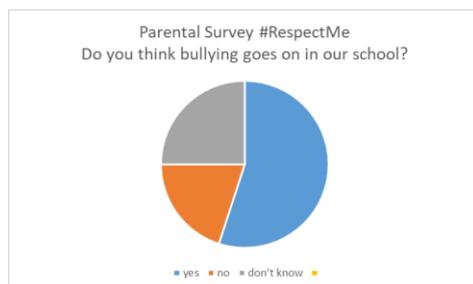
Qualitative feedback was collected from staff at the end of the in-service days and CAT sessions. The comments clearly illustrate the impact of the programme on staff. 'This has helped me reflect on a challenging situation just now' 'Experienced a few light bulb moments' 'I like the message as this is very pertinent to me at the moment – thank you' 'I like the idea of different realities and how this can help us to develop more healthy relationships' 'It's a powerful message of recognising thoughts and how they have caused our feelings'. 80% of staff would recommend this programme to others.

We had set a target of improvement of children's emotional wellbeing by 30%, unfortunately, due to school closure we were unable to capture this data however the qualitative data from both P7 and staff indicates an improvement. In term 4, p6 children were due to receive the iheart training so we were unable to capture any data.

Relationships, Sexual Health & Parenting (RSHP)

In December 2019, we formed a working group to analyse the new guidelines and tailor it to the needs of our community. This working group comprised of parents and the headteacher. Our plans for implementation were due to start in March 2020 however this has been delayed due to COVID-19. In February we held a Learning Together Session with parents and we outlined our proposed plans. Feedback from the event highlighted that 75% of or parents felt more informed of the programme however we, as a community, still feel that we need to discuss certain aspects of the programme in more detailed before we launch it in session 2020-21. When it is safe to do, the working group will re-group to finalise how RSHP will look in Allan's and Baker Street Nursery.

Anti-bullying Policy



During session 2019-20, we established a working group which comprised of children, parents, teachers and our Children's Rights Officer. We used the guidance from Respect Me – Scotland's Anti-bullying Service and had visit from a lead officer to discuss anti-bullying during our Makerspace/Anti-bullying Week. The group distributed a questionnaire to gauge how parents felt about bullying. The majority of our parents believe that

bullying does go in the school as they aware of what constitutes bullying however they believe that "working together, bringing together and listening" are the heart of preventing bullying in

our setting. One comment stated that our “value based school with high expectation and respectful culture for all” prevents it most cases. Our work on Anti-bullying has been used at national level on #Respect Me website as model of excellent practice. We are the only primary school included in Supporter Stories and Change Starts with Us programme.

School Priority 4 : Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Priority : Improvement in employability skills NIF DRIVER: Assessment of children’s progress & Teacher Professionalism	HGIOS?4 QIs : 3.3 Creativity and Employability
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Progress and Impact:

Following a successful validation visit, the school was awarded Digital Schools Award, recognising the effective use of technologies used throughout the school to enhance and extend learning and teaching across the curriculum. The assessor commented that *“There was evidence of a range of digital technologies being used across the school, and it was being used very effectively. I felt children had a very sound understanding of the tools they were using and knew how they could apply these in different ways. I felt there was a strong foundation being built up from the early years and I have no doubt this was due to the meticulous planning and CPD package drawn up to suit the needs of the staff team and also the willingness of the staff team to learn from and support colleagues.”*



All children have had opportunities to extend digital learning through the continued use of Google Classrooms from P4-7, which has also been used in most of the upper classes as a platform for homework. The introduction of SeeSaw as an online journal has developed most learners’ digital skills across the schools and has been a pivotal tool for communication and sharing of activities/feedback during home learning. 85% of our children have actively engaged in our online platform however some more consistent than others.

Whole-school Makerspace week took place in November which consistently incorporated an anti-bullying focus, challenging learners to design something which would help someone experiencing bullying. Almost all learners from P1-7 engaged positively with this and were able to articulate how this helped to develop their 5Cs. The Primary 6 class engaged in a Makerspace project of their own and designed and created ‘Finger Gym’ boards for the Primary 1s, which gave a real sense of purpose and meaning to the task. Some staff still felt they needed support to implement their own Makerspace projects, and so a second whole-school Makerspace Week was planned for April, but did not take place due to COVID-19.

Our very strong partnership with the catchment High School, who have also adopted the 5Cs and a more creative approach to curriculum, has ensured that our learners transitioning from P7 to S1 have a solid grounding in their understanding and capabilities within these skills, and their aptitude and capabilities within Design Thinking have been highly commended by our Secondary colleagues.

Our approach was also adopted by a council-run Ready for Work group, targeting disengaged teenagers by challenging them to use the Design Thinking philosophy to renovate and improve our school playground facilities. Additionally, we are supporting other schools to develop their understanding of the 5Cs through Makerspace Philosophy by co-delivering a series of practical CLCPL workshops within the authority.

Skills progressions for each of the 5Cs have been developed, with specific Success Criteria for these across each class stage, which staff can use to explicitly discuss and teach the skills. Each year group has been given a pack with visual displays of each of the criteria in child-friendly wording, which will allow learners to use shared language to identify, discuss and reflect on their developing skills. This will be implemented and evaluated at the beginning of next session, as this was planned to launch in Term 4 of 2020.

Following a successful application, we were delighted to be shortlisted for an Education Scotland Award for Creativity and Skills Development, recognising the impact of the development of our 5Cs through Makerspace philosophy.



Next steps

- To further embed of 5 Cs in our practice
- To continue Makerspace weeks within school

School Priority 5 : To equip our learners to live in 21st century world by developing their confidence and competence in using digital technologies and increase their capacities as responsible digital citizens

NIF Priority : Improvement in employability skills

HGIOS?4 QIs : 3.3 Creativity and Employability
Raising attainment and achievement

Progress and Impact

Ongoing consultation with parents, children and staff has ensured thorough self-evaluation of the growing confidence in, and use of, digital technologies in the school. We were awarded our Digital Schools Award in June 2019 and have been identified as a mentor school. Throughout this session, all staff report and demonstrate growing confidence in using a variety of technologies to extend and enhance learning opportunities. The 5 Criteria for the Digital School’s Award has been used to ensure self-evaluation has been robust and improvements have been systematic. A thorough Digital Learning Policy has been devised, outlining the rationale behind Digital Learning at Allan’s , our Vision, our 3 Year Plan, as well as methodologies used. Alongside this, staff have been introduced to SLC Progression Pathways and next steps would be to embed these within regular forward planning to ensure learning in Technologies is progressive. In consultation with parents and learners, an Acceptable Use Policy has been devised, and agreed upon by all learners, and formed the basis of our Safer Internet Focus Week. This is based on Google’s ‘Be Internet Awesome’ resource, and has proved successful in ensuring shared understanding of safe protocol. All staff have greater understanding of a variety of Apps and programs and are making more confident and ambitious use of these to support learning and teaching across curricular areas. These include Kahoot, Chatterpix, Skitch, iMovie and Book Creator. Weekly ‘Digi Know’ input into staff meetings has ensured that developing capacity with staff has been consistent and supportive.

All learners engaged well with a 'Masterclass' from iPad expert Steve Bunce who introduced coding with Spheros in P7 and creating Digital Books in P1-6. Many children can now regularly create their own digital books to share their learning in an engaging and meaningful way. P2, 5, 6 and 7 are now using Google Classroom for learners to access homework, which has raised engagement and increased the range of tasks accessible. Primary 7 demonstrated sound understanding and strong confidence in using the classroom, producing their own 'How To' Youtube Tutorials to support parents, other learners and staff across the school. P3-4 Coding Club has been established, and is attended by 11 learners. This has raised the profile of and improved their skills in block coding.

Next Steps - we must develop staff confidence in ensuring coding skills are taught progressively as part of regular learning and teaching. Our Digital Heroes Pupil Leadership Group have continued to promote and lead developments in Digital Learning, and have produced a comprehensive guide to Glow Apps and Tiles to support teachers in utilising these in their classroom. They have also established a monthly Digital Newsletter to increase the profile of Digital Learning within our Parent Community. Additionally, they have introduced a 'Digital Ambassador' award, which focuses on recognising learners displaying positive attitudes towards and making good progress in digital learning. Following consultation, it has been agreed that the school website should be an informative, up-to-date source of static information for the school community and prospective parents. Twitter is used by almost all staff as a valuable and dynamic platform to share learning with the wider community. Hashtags have been used to ensure Tweets are well organised, and provide a means of collecting evidence of learning across specific curricular areas, such as PE, Creative Learning and French.

Key priorities for improvement planning for session 2020-21

As you will appreciate, session 2020/21 will see us back to school living with COVID-19 and we will need to be responsive and innovative to ensure school recovery and improvement, therefore our priorities are as follows:

- To ensure children's health and wellbeing are at the heart of everything by embedding our 3cs principles – Calmness, Connection and Cohesion in our transition back to school after COVID-19
- To adopt Nurturing Schools Principles by developing a whole school and nursery coherent nurturing approaches by effective staff development, family learning sessions, pupil participation
- To improve and raise attainment of children in literacy across the school by embedding Active Literacy approach and introducing Talk 4 Writing programme
- To use direct contact time to build and strengthen relationships, maximise teaching time, check progress and set next steps by developing consistent whole school/nursery approach
- To devise assessment approaches that will allow our learners to demonstrate their skills, knowledge and understanding, connecting learning that takes place both in school and away from school (blended learning)
- To ensure that all children have access to digital hardware through Stirling Council's Digital Roll Out Programme
- To continue to develop our online platforms to enable all our children to experience high quality blended learning

What is our capacity for continuous improvement?

The shared headship enabled us to capacity build for school improvement by extending our leadership team. We have 2 principal teachers who lead on school improvement priorities and our DHT who is non-class committed. This has enabled significant school improvement in all school priorities areas. We also hope to see the formal amalgamation of Baker Street Nursery and Allan's Primary School in August 2020 which bring new horizons in collaborative working.

We also have various platforms to analyse our school context and data. The data will inform us accurately and, as a result, realistic and purposeful targets will be identified and implemented which will enable us to really drill down on our attainment and achievement across the school. Our Pupil Equity Funding has also allowed us to improve areas in literacy, maths and health and wellbeing and this will continue in session 2020/21 with extra focus on health and wellbeing and school recovery.

We also have a highly committed community who are extremely loyal and dedicated to the school and will go the extra mile to improve every aspect of our school and we thank them all wholeheartedly!



Progress and Impact of Pupil Equity Funding 2019-20

Allan's Primary School received £18,200 of Pupil Equity Funding through the Scottish Attainment Fund in 2019-20 to reduce the poverty-related attainment gap. Following data analysis and consultation with our school community, we focused on the following priorities:

- Improving social and emotional wellbeing
- Raising attainment in literacy & numeracy

The following report highlights the Pupil Equity Funding Plan targets which were developed in June 2019 after extensive contextual analysis and are illustrated in PEF Plan 2019-20

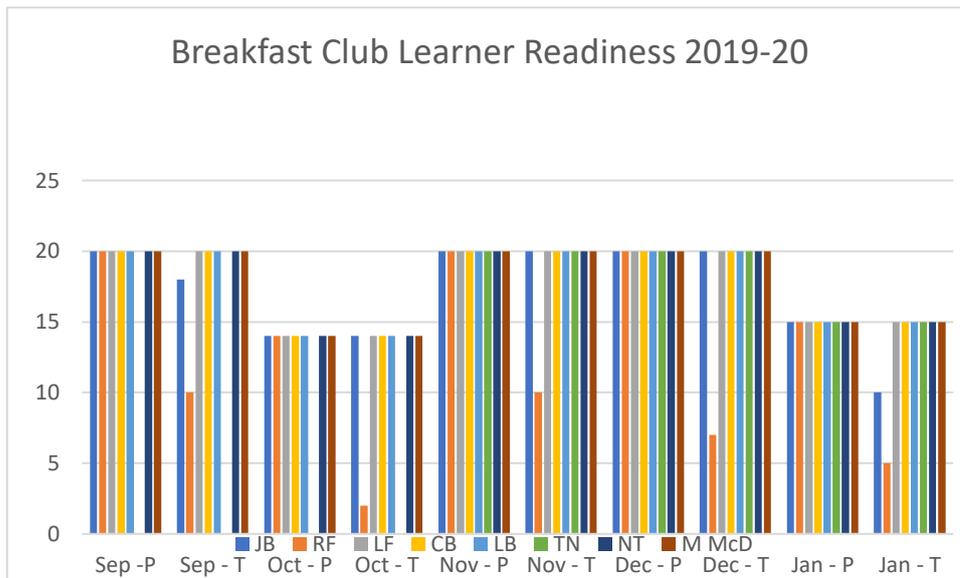
Improving Social and Emotional Wellbeing

Target 1 – Breakfast Club

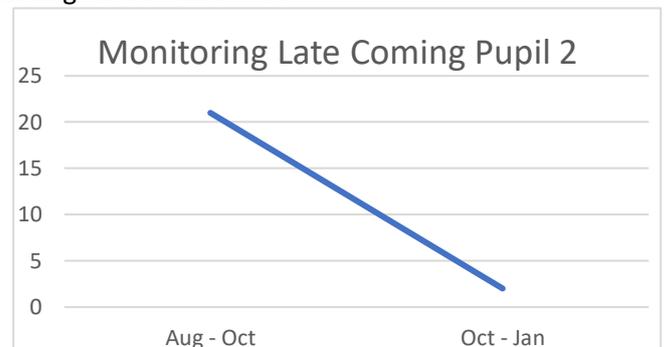
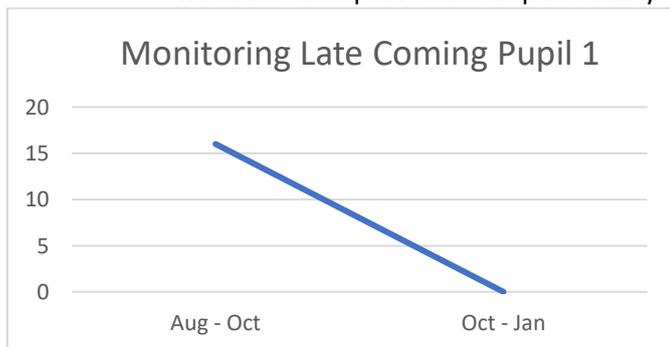
- To improve children's health and wellbeing by increasing children's readiness to learn through providing free breakfast for children living in deciles 1 – 4
- Providing a safe, nurturing space for vulnerable children to further develop trusting relationships and improve punctuality

We have been running our Breakfast Club since autumn 2017 and have used our Pupil Equity Fund to start and maintain it throughout the last two sessions. Breakfast Club is having a positive impact on children's health & wellbeing and learner readiness. Using our breakfast learner readiness check-in,

results are showing that children in deciles 1 – 3 believe that they are ready to learn. This is reinforced by teachers who also indicate that the children are focussed and ready to learn.



Breakfast Club is also having a positive impact on punctuality. The graphs below demonstrate two learners improvement in punctuality since attending the breakfast club



Target 2 - Building children's and staff resilience and wellbeing

- To build learner agency and empowerment through introduction of iHeart programme to P6&P7 classes
- To develop teacher agency and resilience in participating Flourishing Team pilot (both teaching & support staff)

The aim of the iheart programme is to educate pupils about their innate resilience and wellbeing. Unfortunately, due to COVID 19, the programme was not completed and the pupils missed 2 sessions. However, having provided pupils from P7 with the understanding about their innate resilience and wellbeing, responses from the pupils indicated that the programme had a positive impact. A summary of comments from pupils who have taken part in the programme illustrate an encouraging depth of learning of the curriculum's progressive Key Learning Objectives over the course of the eight sessions delivered and that changes in behaviours will take/have taken place. Pupils commented "That it would be good to learn more about thought and anxiety and not worry about getting cyber bullied" One pupil said "I have learned how to be confident in myself and that nobody can take away my wellbeing"

Due to Covid-19 and school closure unfortunately the following was unable to be carried out; "Questions asked following the IHEART Programme" (Pupils would have been asked to answer a short series of questions in order to gain evidence with regard to the following:

5. Perceived changes in behaviour, outlook and feeling of wellbeing
6. Reasons for these changes
7. Programme enjoyment and recommendation to other sport team members

Staff iHeart

The Flourishing Teams Programme was created in a bid to tackle the growing health and wellbeing issues faced by educators. The programme was designed as a proactive and sustainable approach which focused on how to reduce stress for the long-term and offered a fresh take on how to build resilience, deal with pupil issues and effectively manage the various challenges faced by staff. Key Objectives:

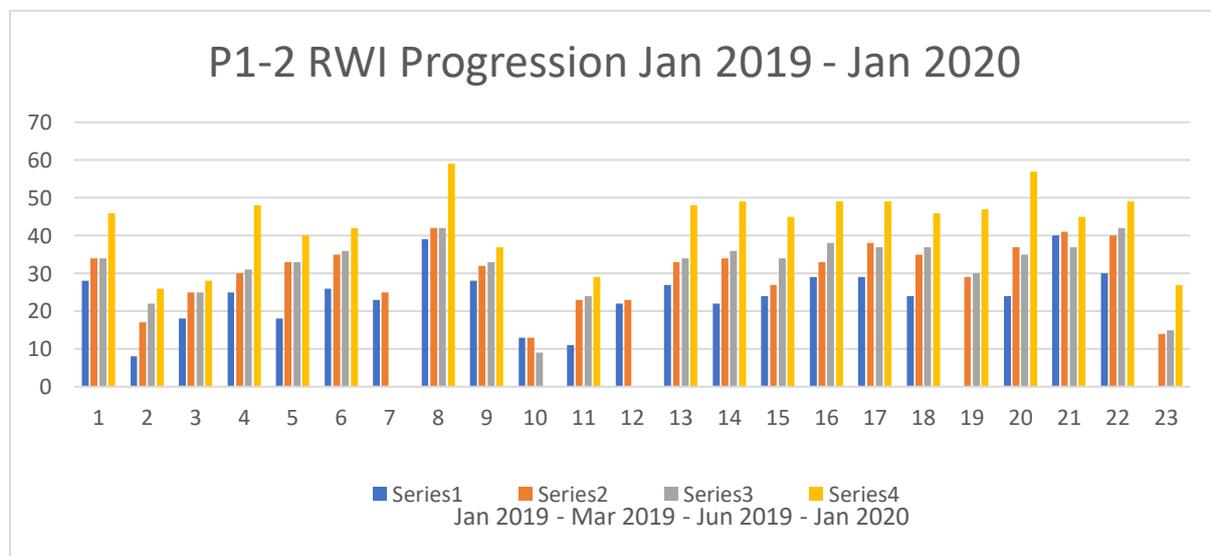
1. Manage feelings of stress, overwhelm and emotional exhaustion
2. Navigate personal and professional challenges with more confidence, wellbeing and resilience
3. Deal effectively with the many demands asked of them
4. Handle difficult situations with more ease
5. Access more peace of mind and clarity at work and home

Qualitative feedback was collected from staff at the end of the in-service days and CAT sessions. The comments clearly illustrate the impact of the programme on staff. 'This has helped me reflect on a challenging situation just now' 'Experienced a few light bulb moments' 'I like the message as this is very pertinent to me at the moment – thank you' 'I like the idea of different realities and how this can help us to develop more healthy relationships' 'It's a powerful message of recognising thoughts and how they have caused our feelings'. 80% of staff would recommend this programme to others. We had set a target of improvement of children's emotional wellbeing by 30%, unfortunately, due to school closure we were unable to capture this data however the qualitative data from both P7 and staff indicates an improvement. In term 4, p6 children were due to receive the iheart training so we were unable to capture any data.

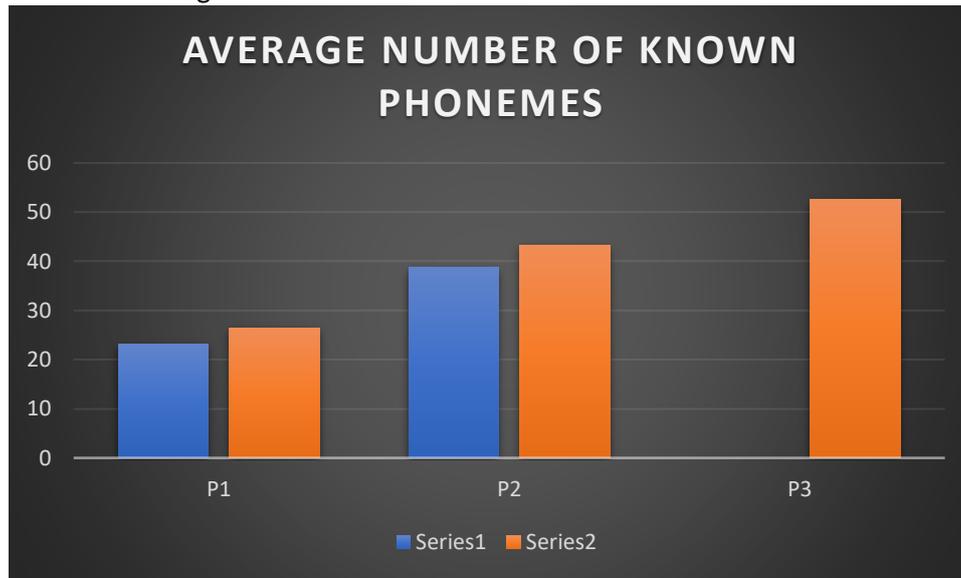
Target 3 - Attainment in Literacy

- By June 2020, 85% of children in P1-3 are on track to achieve the appropriate level in literacy progression pathways.

Since the introduction of Read, Write Inc approach which was purchased through PEF in 2018-19, our children have continued to make significant progress in their phoneme knowledge and their ability to read unfamiliar text and write independently. The graph below illustrates the progress over time of our children in P1 to P2.



Further analysis of the data demonstrates that the children from P1 – P3 by the time they reach end of term 2 in their P3 year, on average our children know 52 phonemes out of 58 which is 89% of successful sound knowledge.



Analysing the data from tracking and monitoring meetings illustrates 89% of our children on track to achieve expected level therefore we met our target.

- By June 2020, 80% of the targeted groups in P4 – P7 will have increased by at least two levels in the Freshstart programme

Instead of using our Freshstart programme, we implemented two different intervention packages in P4 and P7 to ensure that our children achieved expected levels with almost all our children (91%) attaining expected levels in reading in P7 and most of our learners in P4 attain expected levels. We purchased using our PEF Read, Write Inc resources for children in P3 or P4 who require reinforcement of phonemes.

Target 4 – increased attainment in reluctant boy readers

- By June 2020 target group of boys (P5 & P6) will have improved their reading motivation and will be on track to achieve expected CfE levels.

Our support staff and volunteers were trained in a paired reading intervention called Scotland Reads in February through our Regional Improvement Collaborative (RIC). We purchased high-interest books to use during the programme. Unfortunately, it had just got underway before school closure therefore it is our intention to continue with this approach when we return as we believe that we will be able to implement this intervention with physical distancing restrictions. Nevertheless, the target group of boys' engagement in learning was measured throughout the year by tracking their engagement in Metafit intervention with Active Stirling. Active Stirling implemented twice weekly Metafit sessions to the group of boys and their learner readiness was tracked before activity, during and ability to focus after the activity. 66% of the boys' readiness to learn and engagement improved throughout the intervention. The group looked forward to activities and one learner stated "I really like doing all the exercises as it helps me to focus when I get back to class. I seem to learn better".

Target 5 - Continuation of raising attainment in numeracy through implementation of Big Maths approach

- By June 2020, 87% of our learners will be on track to achieve appropriate levels in numeracy progression pathways

In session 2017/18, we introduced a new maths approach called BIG MATHS. This year our PEF budget funded the annual subscription. We are continuing to see a significant improvement in our numeracy attainment with throughout the school. Analysis of our ACEL attainment data demonstrates that 91% of our P7 learners achieved expected levels or above. This was confirmed through moderation and SNSA results. It is hoped that when we return to some kind of normality, our Support for Learning teacher will be trained in Maths Recovery which will support our children and their numeracy attainment who require extra input to make significant progress.