Allan's Primary School
SCHOOL RECOVERY & IMPROVEMENT PLAN

## Year 2020-21

OUR VALUES

RESPECT
COURAGE
INTEGRITY
ENDEAVOUR
LOVE

Stirling Council

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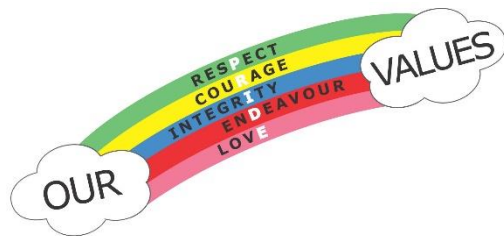
Vision, Values and Aims

In Allan's Primary School, we strive to be a vibrant learning community which prides itself on continuous improvement offering very good quality of learning and teaching, consistent across the whole school. We create stimulating learning environments 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
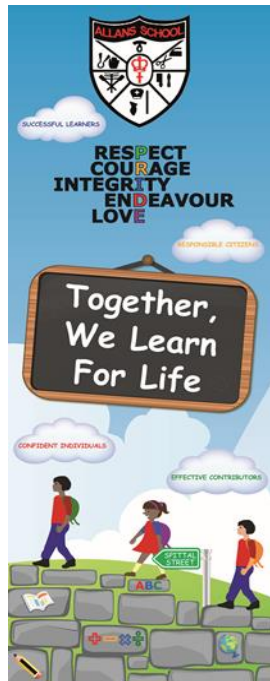
'Together, we learn for life'

'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*

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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.

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 have 33% of our learner population requiring additional support in their learning using our Staged Intervention process.

- Allan's Primary historically has many children with English as a Second Language (EAL), Session 2019-20 sees the school start the year with around 24 children with EAL.
- The school has a broad range of socio-economic factors which are taken into consideration by staff as they plan their teaching and learning experiences and aim to meet the needs of **all** our children
- Our attendance sits at the Authority average of 95.1% and we monitor attendance and late coming on a monthly basis.

COVID-19 & School Priorities

Last session, the nation was hit with the pandemic, COVID-19 where schools across Britain were forced to close to control the spread of this devastating virus. We are delighted that it has been announced that our school will open in August 2020 therefore our priorities for this session will focus heavily on a School Recovery Plan to ensure that we continue to develop our children's health & wellbeing, literacy and numeracy skills and with strong emphasis on bridging the attainment gap through effective use of our Pupil Equity Funding. We will also be anchoring school developments for this session firmly in the philosophies of the National Improvement Priorities (NIF), Regional Improvement Collaborative (RIC) priorities, Stirling Council's Children Services Plan Outcomes, Closing the Attainment Gap, How Good Is Our School 4 (HGIOS4), Curriculum for Excellence (CfE); Assessment is For Learning (AifL), Nurturing Principles and the refreshed CfE narrative. We will also continue to promote multi-agency working to ensure positive outcomes for our children

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 ourmain 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.

Consultations Prior to COVID-19

Our whole school community **IS** integral to the school improvement planning process and many consultations occurred throughout session 2019/20 to identify our priorities for session 2020/21. Our School Improvement Plan has priority areas for development from teaching and support staff, Parent Council, Allan's community and our Pupil Parliament. We are aligning our Improvement Plan with our attached nursery, Baker Street.

The school and Baker Street Nursery continue to be under shared headship which has enabled several reciprocal benefits to all our stakeholders. We have a non-class committed Depute Headteacher and two Principal Teachers who are able to lead improvements within the school. Throughout this session, the school, nursery and its community have engaged in various self-evaluations from full scale evaluation, evaluations during community events and regular "Question of the Month" which have enabled us to identify where we are and where we need to go next. This extensive evaluation evidence was analysed, prioritised and developed into the improvement plan for this year, with suggested areas of consideration for moving forward in future years.

Staff used the Quality Indicators from HGIOS4 & HGIOELC to evaluate strengths and areas for development based around current progress and thinking about current National initiatives. This involved the following steps:
- Prioritising the QIs using a pyramid structure from those they felt needed to be a focus in the coming year to those they felt we had developed and improved over the last 3 years
- Taking a closer look at the 2 Quality Indicators - 2.3 Learning, Teaching & Assessment and 3.2 Raising Attainment QI, using the features of highly effective practice to evaluate whether within this QI this was a strength, an area for development or an area we were cruising in and evaluating them using red, amber and green scale
- Commenting on those felt needed development specifically stating what we require to focus on
- Our Parent Council and Community Group play a vital role in our School Improvement journey and have priorities within the SIP. They have evaluated their practice and identified impact of their priorities.
- Our Pupil Parliament used How Good is OUR School focusing on Relationships and Learning & Teaching.   The Parliament use a question of the month approach to ask children across the school about feeling safe, learning and teaching opportunities, values and pupil voice. 57% of our children felt that pupil voice was strong in the school however they felt that this could be improved by increasing pupil steering groups and making their opinions have more of an impact. To assist with this, our school was also identified as a pilot school for Leaders in Learning Programme however this was cancelled due

to COVID-19. It is hoped that we will be able to participate in this programme when we return to the new normal however we will be focusing heavily on increasing pupil voice and our Pupil Parliament will set out their action plan as part of this Recovery Plan when we return in August 2020

- Our parents were asked a series of questions via a questionnaire, question of the month and questions posed at community events. The results have been analysed and compared against the priorities identified by staff and children. Our Question of the Month is always featured in monthly newsletter highlighting the response from the question and our next steps we plan to take as result of the feedback. We have asked questions on leadership, learning and teaching, community involvement, health and wellbeing, communication and raising attainment. Data from the national Parental Involvement and Engagement Census had a positive uptake and identified that 80-90% felt that our school staff are approachable and 60-80% felt their views were helped decide priorities in the school improvement plan. Feedback highlighted very positive statements about what the school does well, particularly around leadership, ethos, communication, learning and teaching programmes and community. In 2019/20, It was identified however that we need to create more opportunities for outdoor learning, re-evaluate our Snapshot jotters and continue to improve our reading resources and as a result, we developed outdoor learning in P1 & P3, introduced our new Seesaw profiling system instead of Snapshot jotters and invested in new reading resources to improve attainment and engagement.   Questionnaires on transition, reading, anti-bullying and various learning together sessions have been implemented throughout this session which highlighted many positives on what we are doing well and gave us areas for development.

SUCCESSES and ACHIEVEMENTS
During session 2019/20, we achieved the following:
- Digital School Award
- Gold Sports Award
- Finalist of Education Awards 2020 for Developing the Young Workforce category
- Sharing our Makerspace philosophy at Scottish Learning Festival

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OUR SPECIFIC TARGETS AND HOW THEY ADDRESS SCHOOL, LOCAL AND NATIONAL PRIORITIES

AIMS/QI'S		PRIORITY 1 H&W	PRIORITY 2 LITERACY	TARGET 3 L&T ASSESSMENT	TARGET 4 DIGITAL
INTEGRATED CHILDREN'S SERVICES PLAN OUTCOMES					
• The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.		■	■	■	■
• All children thrive as a result of nurturing relationships and stable environments in their own school and community.		■	■	■	■
• Children, young people and their families are respected as equal partners in decision making and planning.		■	■	■	■
• Children's and young people are mentally and emotionally healthy.		■			
NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES					
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					■
HOW GOOD IS OUR SCHOOL 4 – QUALITY INDICATORS					
LEADERSHIP AND MANAGEMENT How good is our leadership and approach to improvement?	1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	■	■	■	■
LEARNING PROVISION How good is the quality of the care and education we offer?	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	■	■	■	■
SUCCESSES AND ACHIEVEMENTS How good are we at ensuring the best possible outcomes for all our learners?	3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	■	■	■	■
REGIONAL IMPROVEMENT COLLABORATIVE					
• Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all			■	■	■
• Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion		■			
• Provide professional learning that helps drive forward collaborative leadership at all levels		■	■	■	■
• Ensure performance information and improvement approaches support raising attainment for all		■	■	■	■

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Allan's Primary School   **Current Year Strategic Plan**

<table>
<tr><td colspan="2" align="center">**SCHOOL IMPROVEMENT TARGETS**</td></tr>
<tr><td colspan="2">**NATIONAL IMPROVEMENT FRAMEWORK**   **KEY DRIVERS**
These drivers feature across all of our Improvement Targets:</td></tr>
<tr><td>• School leadership
• Teacher professionalism
• Parental engagement</td><td>• Assessment of children's progress
• School improvement
• Performance information</td></tr>
</table>

3.1 - ENSURING WELLBEING, EQUALITY AND INCLUSION – NURSERY & SCHOOL FOCUS
IMPROVING CHILDREN'S HEALTH & WELLBEING

- To ensure children's health and wellbeing are at the heart of everything by embedding our 3cs principles – Calmness, Connection and Cohension 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 host nurture groups within the school to support children's wellbeing and to improve their readiness to learn
- To continue using therapeutic approaches for mental health & wellbeing using Drawing & Talking programme, Lego therapy and Play therapy
- To use Forest School approaches with targeted groups to enhance health & wellbeing
- To appoint a mental health first aider for staff

2.2 – CURRICULUM & 3.2 RAISING ATTAINMENT AND ACHIEVEMENT - *SCHOOL FOCUS*
RAISING ATTAINMENT IN LITERACY

- To improve and raise attainment of children in literacy across the school by embedding Active Literacy approach and introducing Talk 4 Writing programme
- To develop and improve pedagogy; the teaching of reading and writing
- To embed new literacy approach by high emphasis on methodology through Quality Improvement focus throughout the session, class obs, jotter sampling, moderation mates, etc
- To track individual, group, class and whole school reading and writing attainment

2.5 – FAMILY LEARNING
 Literacy
- To engage families in learning how to support reading and writing at home through Learning Together using Flipped Classrooms

SCHOOL PRIORITY 2 – 2.3 – LEARNING, TEACHING & ASSESSMENT & 3.2 RAISING ATTAINMENT AND ACHIEVEMENT
2.3 **– LEARNING, TEACHING AND ASSESSMENT & 3.2 RAISING ATTAINMENT** (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

2.5 – FAMILY LEARNING
- Enabling and building on parents' and carers' role in supporting children ensuring that they know the rhythm of the week, the intention of the learning and how they can support learning

TARGET 5 3.3 CREATIVITY AND EMPLOYABILILTY

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Improvement in employability skills and sustained, positive school-leaver destinations for all young people (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
- To upskill our teams to deliver creative and innovative learning experiences for our children to develop their 21st century skills
- To continue to develop a coherent play strategy across the nursery and school through embedding play-based learning approach in P1 -3 and outdoor learning activities for all classes

Annual High Level Improvement Plan
Session 2020-21

Priority 1 - 3.1 - ENSURING WELLBEING, EQUALITY AND INCLUSION – NURSERY & SCHOOL FOCUS
IMPROVING CHILDREN'S HEALTH & WELLBEING
• To ensure children's health and wellbeing are at the heart of everything by embedding our 3cs principles – Calmness, Connection and Cohesion during 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 host nurture groups within the school to support children's wellbeing and to improve their readiness to learn
• To continue using therapeutic approaches for mental health & wellbeing using Drawing & Talking programme, Lego therapy and Play therapy
• To use Forest School approaches with targeted groups to enhance health & wellbeing
• To appoint a mental health first aider for staff

Outcomes for Learners
- Children will feel calm, connected and cohesion within the school and whilst at home by re-establishing relationships, teachers adopting 10 School Habits and nurture principles
- All members of the school and nursery community will feel a sense of belonging and will use the language of nurture
- Targeted support will be provided for children who require extra support to self-regulate and/or make sense of trauma
- Children's attainment will improve due to nurture approaches and therapeutic measure

Key Actions	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
• Establish Transition Working Group during school closure to agree a philosophy for school return	SLT & Transition Working Group	May 2020 – September 2020		• Working group will produce a cohesive protocol to ensure our community returns to school with reduced anxiety
• Transition group will gauge children's, staff and parents' opinions and anxieties through compiling a questionnaire	Transition Working Group	June 2020		• Results from community questionnaires will be used to inform next steps
• Results will be shared and actions points identified and implemented for our return	Transition Working Group	June 2020		• All staff will have increased knowledge of the principles of nurture and will be able to apply them throughout the school day.
• Creative transition activities and enhanced transitions will be implemented before school holidays	Transition Working Group	June 2020		• All parents will have increased knowledge of the principles of nurture.
• Staff members to be trained as Nurture Ambassadors, (date).	T Downs, A Angus, N Primrose, M Pridden, C James	August 2020 onwards		• Children, staff and parents use the language of nurture
• Staff and pupils work with Educational Psychology Service to complete a Nurture implementation Plan.	Whole staff team	Ongoing		• Nurture principles evident in planning of learning environment and transition arrangements.
• Implement various audits to gauge current nurture approaches in school	SLT	Ongoing		• Targeted intervention evaluated using improvement science methodology.
• Identified measures will be used to keep track of progress - individual pupil HWB measures,	SLT	Ongoing		• Nurture Ambassadors cascade information and lead in developing Nurture implementation plan.

staff attitude, environment audit, parent questionnaires, attainment			

Improvement Priority 2 – WHOLE SCHOOL
2.3 – LEARNING, TEACHING & ASSESSMENT & 3.2 RAISING ATTAINMENT AND ACHIEVEMENT
- **To raise attainment in literacy – reading and writing**

Outcomes for Learners
2.**3 – LEARNING, TEACHING AND ASSESSMENT & 3.2 RAISING ATTAINMENT**
RAISING ATTAINMENT IN LITERACY
- To improve and raise attainment of children in literacy across the school by embedding Active Literacy approach and introducing Talk 4 Writing programme
- To develop and improve pedagogy; the teaching of reading and writing
- To embed new literacy approach by high emphasis on methodology through Quality Improvement focus throughout the session, class obs, jotter sampling, moderation mates, etc
- To track individual, group, class and whole school reading and writing attainment
- To inform parents on how they can support their child in improving reading and writing

Key Actions	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
READING • To re-introduce Active Literacy Skills to staff team to enable to re-familiarise themselves with the rationale • To introduce children in phased approach to each Active Literacy skill • Audit current reading resources and purchase new reading books • Implement approach throughout the session • Measure the impact by using data from reading moderation, YARC assessments and SNSA results WRITING • Audit staff knowledge and skills in teaching writing • Identify needs and gaps • Continue to adopt writing assessment protocol each term • Staff to undertake Talk 4 Writing training in Nov/Feb • Adopt new philosophy in terms 3 & 4 • Moderate writing throughout session • Track writing attainment and identify supports for specific children	S Toole Staff team S Toole Staff team CT and L Howland L Howland A Angus/T Downs A Angus/T Downs A Angus/T Downs CT & L Howland	August 2020 Term 1 September 2020 Ongoing Ongoing Term 2/3 Term 2/3 Term 2/3 Ongoing Nov, Feb & May		• staff confidence will increase during implementation measuring pre and post • children will apply their skills in across the curriculum and this is be evident in moderation processes • increased attainment in children who were borderline – tracking individual children • audit staff confidence pre and post implementation • children across the school will use common language and skills in new writing methodology to ensure consistency • literacy policy developed across the school • writing data shows an increase to "most children achieving expected levels"

• Analyse data to identify next steps	Staff Team	May 2021		

Future Plans

Improvement Priority 3 – WHOLE SCHOOL
SCHOOL PRIORITY 2 – 2.3 – LEARNING, TEACHING & ASSESSMENT & 3.2 RAISING ATTAINMENT AND ACHIEVEMENT
2.4 – LEARNING, TEACHING AND ASSESSMENT & 3.2 RAISING ATTAINMENT (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

2.5 – FAMILY LEARNING
- Enabling and building on parents' and carers' role in supporting children ensuring that they know the rhythm of the week, the intention of the learning and how they can support learning

Outcomes for Learners
- children will experience high quality blended learning
- children will have choice about what they learn and will co-construct learning intentions/success criteria
- children will progress and attain by increasing their independence and readiness for learning

Key Actions	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
• Staff will collaboratively devise a protocol for blended learning for early, first and second level • Agreed protocol will be from 12 August 2020 • Regular discussions and adaptations will be made as blended learning progresses • Agree expectations between and across staff teams as to how documenting and recording progress will be adapted and developed to meet current demands • Agreed range of formative and summative assessment strategies to build up an accurate picture of strengths, gaps and areas for further development will be devised • Develop and establish online moderation and planning between and across practitioner teams	SLT SLT SLT SLT	June & August 2020 August 2020 Ongoing Ongoing Ongoing		• Comprehensive, progressive protocol providing consistency across the school will be devised • Protocol will be fluid and responsive • staff will evidence progress in learning through moderation • tracking of children's progress will be continued through online impact meetings • most children will make significant progress during current demands

Future Plans

ET 4   3.3 CREATIVITY AND EMPLOYABILITY
Improvement in employability skills and sustained, positive school-leaver destinations for all young people (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
- To upskill our teams to deliver creative and innovative learning experiences for our children to develop their 21st century skills
- To continue to develop a coherent play strategy across the nursery and school through embedding play-based learning approach in P1 -3 and outdoor learning activities for all classes

OUTCOMES FOR LEARNERS
- **All children in P5 -7 will have access to digital platforms to enable them to participate in high quality blended learning**
- **All children will be competent digital users and will use the platform to develop our 5 Cs – 21st century skills**
- **All children will be exposed to a variety of stimulating, progressive apps to enable them to develop their independence in accessing learning**
- **Al children will develop their 5 Cs through thoughtful, child-centred provocations in play and outdoor learning**

Key Actions	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact

• ensure all children will have access to digital platform and wifi facilities	L Howland & T Downs	August 2020		Increased our digital engagement with our school community from 85% to 100%
• Implement Council's digital strategy to ensure equity and excellence	L Howland & T Downs	Ongoing		Children will be digitally competent
• Continue to develop digital skills in all learners and staff through Digi Know sessions at each staff meeting	T Downs	Ongoing		
• Continue to operate Digi Heroes club to ensure a progressive framework	T Downs	Ongoing		
• Play-based learning to promote 5 Cs in P1 – 3	A Craig, K Gilmartin	Ongoing		Children will transition into P1 – 3 in August smoothly without stress using play-based approach
• Creative use of the outside space to promote out door learning by continuation of loose part play in playground	K Gilmartin	ongoing		Playground conflicts will reduce and collaboration between learners will increase

Future Plans

Improvement Priority 5 – PARENT COUNCL
3.1 ENSURING WELLBEING, INCLUSION & EQUITY – to ensure school community transition back to school after COVID-19 withot stress
- CHILDREN AND FAMILIES WILL FEEL A SENSE OF BELONGING TO OUR SCHOOL
- FAMILIES ACROSS ALL DECILES WILL ENGAGE IN THE LIFE OF THE SCHOOL

Outcomes for Learners
- Almost all the children and their parents will transition back to school with stress by concise information sharing.
- Children and families will benefit from creative community events under COVID-19 events
- Children and families voices will feed into devised policies within this session
- Children who require financial support will receive donations, etc from APC

Key Actions	Priority Leader	Milestone Dates	PEF	Evaluation/ Analysis of Progress and Impact
• Parent council to devise a support group for parents to discuss any COVID-19 related matter	APC	Term 1		
• Parent Council to devise creative community events under current circumstances	APC	ONGOING		
• Parent Council to support equity across the school by funding key projects for learners	APC	TERM 1		
• Parent Council to represent school community on strategy groups formulated in school for school improvement	APC	ONGOING		
FUTURE PLANS				

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