

SCHOOL NAME

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

Context of the school:

Our School

- Our school is a non-denominational primary school situated in the south west of Greenock
- Our current role is 346 and we currently have 14 classes.
- Our Nursery has 95 children on its roll
- Our associated secondary school is Inverclyde Academy

Vision

At Aileymill, we believe that all our pupils will be LEARNING TO LEARN, LEARNING TO CARE and that a drive for excellence and equity will be underpin all our actions. We seek for all our pupils to become LITERATE, NUMERATE, COMPASSIONATE individuals.

Our core values are

- Respect
- Ambition
- Honesty
- Caring
- Responsibility
- Tolerance

Aims

To actively develop our children's skills and knowledge, developing their understanding of what successful learning looks like and how to develop this as a skill to enable them to become successful, lifelong learners.

To ensure that all our pupils have responsibility for their own learning; in partnership with their teacher, support staff, parents and carers

To afford our pupils with as wide a range of experiences as possible in order to develop an awareness of their place in their community and develop as responsible citizens.

To develop, in our pupils, the social skills and understanding of their roles and responsibilities within the school and its wider community, in order for them to develop as effective contributors

Review of progress for session Aug 2019- March 2020

School priority 1: Improvements in attainment, particularly in literacy and numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism	<u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum Other Drivers HGIOELC? RRS <i>Article 28: (Right to education):</i>
Strategies	
<ol style="list-style-type: none"> 1.1 Develop a shared understanding of what pedagogy looks like at Aileymill; what a good Aileymill lesson looks like (WAGALL!!), across the curriculum 1.2 Refine class evaluations to reflect new pedagogy with a focus on differentiation 1.3 Refine Literacy policy to reflect the inclusion of handwriting and the new writing policy, then ensure all staff following policy 1.4 Refine Numeracy policy to reflect the roll out and adaptation of SEAL in the upper stages and to include the use of Number Talks, then ensure all staff following policy 1.5 Ensure staff confidence in the use of SNSA data to inform TPJ, to determine the success of PEF interventions and to define gaps 1.6 Continue to provide targeted Support for Learning across P1 – P7 1.7 Nursery to introduce Electronic Profile Tracking at ante-pre school 1.8 Word Aware intervention at Early level including Nursery 1.9 Introduce a play based approach to SEAL in the nursery linked to Numeracy Home link Bags 	
Progress	
<ol style="list-style-type: none"> 1.1 Staff (having engaged in a variety of CPD sessions including on dialogic teaching) worked collegiately to produce a WAGALL which will be translated into poster form 1.2 Only one visit had taken place prior to lockdown 1.3 All necessary information has been gathered, we have sought to engage with the wider Authority through the Attainment Challenge to focus direction. Policy not yet refined or finalised 1.4 Information has been gathered both formally and informally, policy not yet written 1.5 All staff have engaged in training 1.6 Support for Learning in literacy has been facilitated by a team of staff including class teachers, ASN staff and our PEF funded EYECO. 118 pupils have engaged with this support across P1- P7, their progress is tracked termly and used to inform future planning 1.7 Due to shortcomings in Wi-Fi (despite paying over £15K to have this enhanced) we have been unable to proceed with this 1.8 All relevant staff have undertaken training, all staff working with Att.Ch and Speech&Lang. Team to develop practice. 1.9 This intervention is complete 	

Impact

- 1.1 We have created a shared understanding of what an Aileymill lesson should look like and this is underpinning Learning and Teaching across the school. Scheduled class visits would have focussed on assessing the impact of this in practice
- 1.2 Staff awareness of differentiation raised, a number of staff have attended authority training, quality of practice not yet evaluated
- 1.3 All staff fully engaged in the process, teaching and learning not impacted as the policy is still a work in progress
- 1.4 Policy is not yet written so no impact as yet
- 1.5 As SNSAs were incomplete at shutdown we have not evaluated their use as a tool to inform TJPs
- 1.6 Final evaluation has not taken place. Data collected up to the point of lockdown indicates that 70% of pupils receiving SfL had made progress in Literacy
- 1.7 None as unable to implement
- 1.8 Word Aware is evident in the nursery and is changing the quality of staff interactions with children to develop language e.g. word of the week
- 1.9 SEAL is embedded across the nursery and all children are learning through its concepts, Home link bags have been created and are being used to engage parents in SEAL at home

Next Steps: Our priority for Aug –Dec 2020 will be to continue our focus on Literacy, Numeracy and HWB, continuing to identify and target gaps in learning whilst adapting our curriculum and environment to meet the needs of government requirements regarding health and safety relating to COVID 19.

School priority 2: Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
Teacher professionalism

HGIOS?4 QIs

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

Other Drivers

HGIOELC?

RRS

Article 28: (Right to education):

Strategies

- 1.1 New Admin staff member to prioritise monitoring of attendance, continued focus on Aileymill Attends, strict adherence to Authority attendance policy
- 1.2 Continue to offer a broad range of support to targeted families, including Family Home Learning P1 – P7
- 1.3 FAMILIES CONNECT project run in conjunction with CLD
- 1.4 Begin VLOGGING monthly on Twitter and FB, create comic book versions of the S&Q and SIP and distribute to all families
- 1.5 Early phasing of 1140 hours in Nursery

Progress

1.1 Admin staff member appointed and in post. Daily repeated calls made to all absentees, authority policy strictly adhered to, school display of attendance figures updated monthly

1.2 Targeted support has been offered through our Support for Learning Team (as detailed in priority 1), through Family Home Learning, in conjunction with Barnardo's Family Home Learning was re-evaluated in January 2019. It was felt that a greater emphasis needed to be placed on actively involving parents at P1-P3, as an increasing number of parents were viewing the service as an after school club, rather than a collaborative event. Since then 15 sets of parents have been supported to engage with their children on a weekly basis. P4-P7 is now co-run by parents and staff and attendance is generally for pupils although parents are welcome.

1.3 This project had only just got underway in our nursery after a number of false starts in the school due to changes in CLD staffing

1.4 Monthly VLOGS were made with each stage detailing successful learning on films which were shared on all platforms, the preparatory work for comic book versions of our SIP/S&Q was just being finalised at lockdown. This work was considerably behind schedule as a result of difficulties in pinning down our provider

1.5 Early phasing complete, 75 children were attending full time on the 1140hour model

Impact

1.1 Very clear understanding of which families we are not reaching, we had reached zero TBCs at lockdown which means that every family is engaging with the school when there is absence. Attendance at lockdown was averaging 92.5% which is still below the Authority average

1.2 We were in the process of further evaluation of this intervention, in conjunction with Barnardo's as numbers, particularly at P4-7 have been dropping. We were seeking to re-invigorate our model of delivery

1.3 None

1.4 Feedback from families was overwhelmingly positive, the monthly vlogs were viewed on Facebook by over a third of our families, comments were hugely positive, families gained an insight into the learning of their children

1.5 Children in front of qualified childcare for 6 hours, pace of the day allowed for deeper exploration and learning to take place. Children developed independent skills through having lunch in nursery, the development in this was evident, and parents were afforded greater flexibility to take on work. Vulnerable children benefitted from the secure base provided for an extended period of time

Next Steps: Current understanding is that lockdown will have considerably widened the Attainment Gap. It will not be possible to offer home learning, attendance will, initially, be voluntary but it will be crucial to engage families with their children's learning to ensure that the gap does not widen even further through the period of blended learning. We will continue to work creatively with our partners to target support to those most disadvantaged, continue to evaluate our blended offer to understand how best to capture progress and ensure best use of available resources. When lockdown is completely over, the nursery will run completely on the 1140 hour model

School priority 3: Improvement in children and young people's health and wellbeing

<p>NIF Driver School Improvement Teacher professionalism</p> <p>HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support</p>	<p>Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners</p> <p>RRS Article 28: (Right to education): Article 28: (Right to education):</p>
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<p>Strategies</p> <ol style="list-style-type: none"> 1.1 Continue to work with provider to deliver high quality therapeutic intervention to targeted pupils 1.2 Continue to develop our GIRFEC pathway, tweaking paperwork to ensure effectively targeted interventions and to avoid unnecessary bureaucracy 1.3 Work with Local Authority to become an Autism Friendly School and Nursery 1.4 Introduce the SEE ME programme at Second Level to raise awareness of children’s mental health 1.5 Continue with PATHS programme, ensuring that the ethos of PATHS is embedded in the daily routines of the Nursery for all new staff 1.6 Introduce Fruit and Vegetable garden in the Nursery to develop knowledge and understanding of Farm to Fork to encourage healthier eating choices <p>Progress</p> <ol style="list-style-type: none"> 1.1 One to one play therapy is now an embedded part of the HWB offer at Aileymill, children are referred by families or staff members, there is triage by the SLT and Nurture staff and targeted pupils are offered an hour a week personalised play therapy, this has continued throughout lockdown and currently 13 children are receiving support 1.2 GIRFEC paperwork has been reviewed, a chronology of interventions is held for each child on the EU pathway. The paperwork from referral, through triage, to identification of intervention by SLT/Nurture teacher and subsequent tracking and evaluation of interventions is clearly understood by all staff. Parents are kept informed throughout and play an active role in the evaluative process 1.3 Initial assessment completed in partnership with ICOS team, all staff (teaching, support and nursery) completed training with ICOS, ASD family support group meeting monthly, staff working party created and meeting monthly, all ASD friendly labelling (created by parent group) complete and in place, visual timetables in use in every class, each classroom supplied with a safe zone (tent etc.), our ASD children have worked with the local community centre to advise on the setting up of a group there 1.4 Begun in September but very little achieved due to relocation of key staff member 1.5 PATHS is now embedded throughout the Nursery and school 1.6 This was begun prior to lockdown, all children took part in preparing the raised beds

Impact

1.1 Data collected indicates that 100% of pupils (as assessed through Strengths and Difficulties questionnaires completed by staff, families and the children themselves) have shown an improvement in engagement with school, social skills and appropriate behaviour

1.2 All parties have a clear understanding of GIRFEC within Aileymill. Efficient protocol ensures prompt, appropriate, effective interventions, parents understand how to seek support for their children

1.3 ASD pupils are welcomed and well supported in Aileymill. Staff have a very good understanding of appropriate strategies and interventions, incidences of 'meltdown' are now rarities and can be swiftly and calmly resolved. We would have hoped to receive accreditation in this session

1.4 None

1.5 Pupils' emotional literacy is evident in conversation, e.g. when engaging in restorative conversations, they are more readily able to empathise with others' feelings, pupils understand the importance of celebrating others attributes and the Paths pupil of the week is well received by pupils and parents (we share on social media) alike

1.6 Very limited, due to lockdown

Next Steps: Procurement law permitting, we would see that in these highly charged times the need for a bespoke service working to improve the mental health of our pupils will be crucial. We will continue to develop our offer to all children on the ASD spectrum who will find the change in school routine highly challenging. Nurture staff are developing social stories for this. We recognise that there will be a need to support children and families through the loss and change caused by the Coronavirus epidemic and are well placed to do so. Nurture teacher will provide training at the end of this session on the 6 principles read through the lens of COVID

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

NIF Driver

School Improvement
Teacher professionalism
Parental engagement

HGIOS?4

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
1.3 Leadership of change
2.7 Partnerships

Other Drivers**HGIOELC?**

1.2 Leadership of learning
1.4 Leadership and management of practitioners

RRS

Article 28: (Right to education):

Article 28: (Right to education):

Strategies

1.1 Embed Aileymill Language of Learning P1- P7
1.2 Continue to develop Family Learning Courses in conjunction with Partners
1.3 Nursery to work in conjunction with CLD to develop a range of cookery projects with parents

Progress

1.1 Language of Learning complete covering Early (from Nursery) to Second Level, ALL staff aware of LOL, ALMOST ALL staff using the LOL daily, MOST children able to articulate at least some of the appropriate LOL for their stage, posters for each class not yet created

1.2 Limited progress due to repeated changing of CLD staff, most recent appointment had plans in place for a variety of courses, prior to lockdown, including Family Sports Tea

1.3 Due to CLD staffing issues this did not take place

Impact

1.1 We have not yet evaluated this but given the research had anticipated that attainment would have improved

1.2 None

1.3 None

Next Steps: In light of restrictions around Learning and Teaching next session due to COVID19 visible learning will be of vital importance. We will ensure that all staff remain up to date with best practice. There will be no scope in the initial period for other projects

National priority: How we are ensuring Excellence and Equity?

Both PIPS and SEEMIS data confirm that across the school Aileymill attains in line with, or above our cohort of comparator schools. With over 75% of our pupils falling into SIMD 1 and 2 and 98% up to 3 and 4, our attainment gap sits not within our school but between our school and schools in more affluent parts of the Authority and country. With more than a third of our pupils having been identified as requiring support to achieve in line with their peers, it is vital that we continue with, and build on, the targeted interventions which have been previously funded by PEF and which our data confirms is having a positive impact on attainment across Literacy, Numeracy and HWB.

PEF has therefore been used to:

Further consolidation of our SfL team including a 0.6 EYECO to work exclusively with P1 and P2 to identify gaps and support use of SEAL and NL Active Literacy. The use of an EYECO will ensure continuity of support as she cannot be used to cover classes. 1FTE Class teacher will build on the work already embedded in developing a coordinated response to SfL needs within Aileymill. We are currently supporting 15 pupils with Dyslexia are in the process of assessing a further 9. 124 pupils now receive regular support for learning and their progress is closely monitored.

In all our GIRFEC and SfL teams support 125 children on EU, 8 on Collaborative, 19 on EC. Within this we support 14 pupils with dyslexia, 20 with ASD and 3 with ADHD.

Mind Mosaic has supported 17 children since August through highly personalised programmes of therapy. Staff training has been provided across the school and the MM team are always available to consult. We wish to continue this work, the impact of which is carefully monitored and both quantitative and qualitative data collected termly.

Accelerated Reading affords a termly formative assessment and is a crucial part of our Reading Policy. Our SIP states a long term aim of 85% of our pupils making a year for a year progress in reading. AR is an essential tool with which to work towards this aim. This year's data to date shows a 22% rise (Oct – Feb) in the number of pupils making appropriate progress.

Two PTs have been afforded an extra 0.2 out of class, one is PT Attainment and one PT HWB, both plan and track interventions as detailed above. In particular our

PT Attainment provides invaluable data at pupil, class and whole school level which is used to inform both micro and macro planning.

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

Aileymill responded to the COVID crisis with characteristic commitment to our families and local community. Many support staff and teachers worked throughout the lockdown period in a variety of roles from working in the hubs, being retrained as carers, delivering food parcels and delivering medication. I am incredibly proud of their contribution to south west Greenock's community response. We ensured welfare of staff through a combination of daily WhatsApp check-ins (all staff) and phone calls where circumstances dictated the need. Our remote learning offer was well coordinated and adhered to a consistent approach across the whole school. Learning was sent out on TEAMS on a Monday and every class teacher engaged daily with pupils who availed themselves of this opportunity. There was a weekly focus e.g. World Of Work Week which was introduced via video on social media by the HT on a Sunday and was reflected on by the DHT on a Friday. Paper packs were emailed to HT, who then organised Admin staff to attend school to print out packs. Packs for every pupil in the school were available fortnightly and the content exactly mirrored that which was being distributed through TEAMS. Nursery staff created one Wellbeing Activity pack and posted activities weekly on social media, there was a high level of engagement from families with the nursery. Staff completed a weekly return tracking engagement through all online platforms but despite our best efforts uptake was disappointing, roughly averaging across the school at less than 50%. It should be noted that those classes where the CT had really 'put themselves out there' in terms of social media, consistently had the highest levels of engagement and there is important learning there for us going forward into the next phase of blended learning. Feedback shows that 64% of families engaged through a mixture of online learning and paper learning from the distributed packs. The HT/DHT videos were also used to reassure families that there was to be no stress attached to the remote learning and to confirm the continued availability of the SLT through two work mobiles which were purchased at the outset. Parents have made regular contact with SLT, seeking support or clarification and this has been provided. Welfare calls were made to all vulnerable families by SLT and Nurture staff, every week and every family in the school received a call from either HT or DHT. Class teachers are in the process of contacting children throughout June.

PARENT VIEW

We sought feedback from our parents and at the time of writing had received 109 responses, feedback was overwhelmingly positive, as the attached spreadsheet attests. This feedback has been used to inform our recovery planning. A number of examples are below:

"dealing with the unknown, the messages online have been great and not putting parents under pressure to keep up with all learning as for some kids the stress of change was bad enough so I feel the school handled it great with care and compassion"

"Excellent communication. Videos from head and depute and daily communications from class teachers. Lots of ideas and Aileymill hug was amazing. I feel like the teachers genuinely care for our kids."

"The level of care and devotion shown by Mrs Miller and Mrs Ferrier has been astounding and individually contacting each family to see how the land lies was spectacular. Also, the office staff have been constantly accessible, even though we have not had to use them, we know they are there. And lastly, *'s teacher Mrs Bell has been great in engaging the children in out of the ordinary learning and allowing them some freedom to help them settle into a new way to learn, but also continuing to set appropriate work to allow * to continue to thrive."

"Great communication through teams, phone call etc. Clear guidance and easy to access work plans for the week."

"The main strength for sure has been the communication between the school & parents/carers. The school hasn't left anyone feeling unsure about anything that has happened or is to happen next by using various methods to keep you up to date. Staff members are easily contacted for any concerns you might have & any concerns were dealt with straight away."

Autumn term recovery plan Parent feedback clearly highlighted the following priorities which have underpinned our planning: safety, communication, emotional wellbeing, balancing school and home learning

PRIORITY 1:

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
1. Ensure all staff and children practised in SD/hygiene protocol				SLT	Aug 2020		Risk assessment, protocol
2. All staff trained in the COVID informed view of Nurture principles				Nurture Teacher	June 2020		
3. Modify Aileymill curriculum to reflect blended learning model and establish agreed delivery methods across the school and nursery				SLT/All teaching/nursery and support staff	By Aug 2020		
4. Ensure continued levels of home/school communication via all available platforms				SLT/Teaching staff	Continuous		
5. Develop manageable tracking of engagement with home learning				SLT	June 2020		
6. Refresh visible learning/aifl strategies compatible with socially distanced education				SLT	June 2020		
7. Create training to allow staff to utilise CLickView				SLT/Digital Champion	By Aug 2020	Digital Literacy CMO	Click view license
8. Link to authority project to support families with IT access				Digital champion	From Aug 2020		