

## **Parent Council AGM**

### **Headteacher Report: 30<sup>th</sup> March 2021**

This last year has just flown by and it seems not so long ago that we were having our 2020- AGM.

Since then we have had a second lockdown: a second chance to rise to the challenges and pull together as a school community; a second chance to think creatively; a second chance to be reminded of the closeness and commitment we have in our school community.

It is due to the commitment of the whole community, in and out of school, keeping themselves healthy that we have not yet sent a class home to self-isolate. I would like to thank everyone for the part they are playing in this.

I would like to thank Alison Hagen, the Parent Council committee and the wider Parent Council for their unwavering support of the children and their families throughout this challenging time:

- ❖ Consultation around the logistics of keeping everyone safe in school.
- ❖ Supporting families through ongoing communication.
- ❖ Raising funds to support families when no one thought it possible.

I would also like to thank our staff for their ongoing commitment to educate and support our children in different ways, overcoming personal challenges with technology whilst supporting their own families who were struggling, at times needing reminded to look after their own health and wellbeing.

**Our SQIP or Renewal Plans for the academic session 2020-21 had 3 key priorities:**

- ❖ **Health and wellbeing**
- ❖ **Equity and Inclusion**
- ❖ **Teaching and Learning**

#### **Health and wellbeing**

There have been numerous studies conducted over the last year highlighting the impact of COVID on the young and (less young!). Our job as school staff is to celebrate the positive and support pupils to develop the necessary resilience to help deal with difficult situations.

Last year we:

- ❖ Provided staff with appropriate CLPL (Career Long Professional Learning) and provided opportunities for staff to focus on their own Health and wellbeing.
- ❖ Provided staff with CLPL to build on their current knowledge regarding the importance of relationships supporting the children to come back to school.
- ❖ Ensured that whole school nurture principles underpinned our practice and learning environment.
- ❖ Ensured that all learners were supported to develop resilience.

Our survey conducted after the first lockdown highlighted the importance of connecting with each other: pupil- pupil, teacher- pupil, teacher-parent. We worked from this feedback when delivering on-line learning in the second lockdown and increased our live interaction between pupil and teachers/PSAs.

Almost all pupils have returned successfully to school. This has involved significant support at all levels before the return and the weeks after the return. City of Edinburgh Resilience resources have been used in classes and *A Place to Be* resources have been used for whole school assemblies.

### **Next steps**

We will continue to develop our support for pupils and to provide pupils increased opportunities to develop leadership skills in all aspects of school life.

### **Equity and Inclusion**

There is no denying that this last year's changes have had an impact on our pupils' education. A significant number have not made the progress we would normally have wanted. This impact on education is being felt across the country.

#### **We have:**

- ❖ Strategically planned interventions taking account of post-Covid evidence and data gathered for those affected by poverty
- ❖ Increased staff confidence in the use and analysis of data. The introduction of the EDICT platform enables us to track pupil levels across the year and plan appropriate interventions.

Our staff have worked very quickly to assess the children and planned interventions, with the guidance of Mrs Aitken our Support for Learning teacher, planned programmes of work which ensured progression.

We use our PEF funding to enable *Read, Write Inc* and 5 minute SEAL 1-1 and small group teaching. Mrs Aitken leads these interventions and is supported by 2 trained PSAs. During lockdown we were able to have 3 PSAs working with the identified children.

Small assessments have been administered and there is evidence of progress. Across the school there are some signs of an unexpected increase in attainment in around 8% of pupils. The majority have made some/steady progress in some aspects of learning, however our full curriculum has not been taught.

### **Next steps**

We will continue to fund 1.5 PSAs to support pupils. This is in addition to the planned interventions our teachers organise within the classroom.

### **Teaching and learning**

Teaching and learning over the past year has been very different.

In the first lockdown staff digital skills were not strong. We made this a priority when writing our Teaching and Learning Renewal plan.

This year we have:

- ❖ Upskilled teaching staff in digital learning to deliver learning, teaching and assessment via TEAMS.
- ❖ Supported all learners to develop the skills to access learning via digital devices when learning at home.
- ❖ Ensured that all staff are able to plan and deliver high quality learning, teaching and assessment for a blend of face-to-face and remote learning.
- ❖ Provided all teaching staff with increased training in outdoor teaching and learning.

### **Next steps**

We will continue to develop both staff and pupil digital and outdoor learning skills.

We will further embed the *Visible Learning Project* to ensure consistency in learning and teaching of all subjects across the school.

### **Next steps in 2021-2022**

#### **We will further develop:**

- ❖ Health and wellbeing teaching and learning
- ❖ Digital teaching and learning
- ❖ Outdoor teaching and learning
- ❖ Equalities across all aspects of school life

We will continue to develop our Breakfast Club and introduce After-School Club ensuring all families have access to wrap-around care.

We will further develop school PR through the development of our website and twitter.

Katy Westacott

Headteacher

30<sup>th</sup> March 2021