Cornhill School

Standards, Quality & Improvement Plan

and

School Recovery Plan

2020-21

Strive for Excellence

National Improvement Framework Priorities	Local Outcome Improvement Plan (LOIP) Stretch Outcomes
• Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people's health & wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people	• 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. • 25% fewer young people (under 18) charged with an offence by 2026.
School Improvement Priorities 2019 – 2020	School Improvement Priorities 2020-2021
• **Priority 1:** Improvement in the quality of learning and teaching • **Priority 2:** Improvement in quality of attainment/tracking data. • **Priority 3:** Improved attendance, behaviour and engagement with school for target group • **Priority 4:** Improvement in attainment for target groups	• **Priority 1:** Deliver school COVID-19 recovery • **Priority 2:** Continue to develop learning, teaching, assessment and tracking approaches, in order to improve attainment and achieve excellence and equity • **Priority 3:** Develop approaches to supporting wellbeing, equality and inclusion in order to improve outcomes for children

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Cornhill School Values and Aims:

- We will work to provide a welcoming, positive, **inclusive** learning environment where everyone feels **safe**, happy, **nurtured** and listened to; where pupils are challenged and supported to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

- We will provide a balanced, stimulating and flexible curriculum that creates opportunities for each individual to **achieve** their full potential.

- We promote the highest standards of behaviour throughout the school, encouraging positive choices and **respect**.

- We will involve our pupils in decision making, encouraging them to take **responsibility** and regularly celebrating their achievements and success.

- We will consistently support our staff in further learning opportunities; creating a friendly, committed team who communicate well and evaluate and reflect upon their practice.

- We encourage **healthy**, **active** lifestyle choices, promoting enjoyment, happiness and wellbeing.

- We will work in partnership with families, the wider school community and other agencies to enrich our learners' experiences and equip them with the skills and enthusiasm for life-long learning.

The school aims were reviewed: February 2017

The school aims will be reviewed during session: 2020/21

Cornhill Learners are –

Respectful, Focused, Resilient, Self-motivated and Inquisitive

Context of the school:

Cornhill Primary School has a roll of 394, with a further 120 place Nursery. The school is 70 years old and is situated in the North West of Aberdeen and provides for children from a large geographical catchment, the majority of which is local authority housing. There is a 19% uptake of free school meals from P4-7 and 24% of the school population live out with the catchment area and attend under the Parent's Charter Legislation. 30% of pupils are in SIMD 1 + 2 with 53% in SIMD 3 and 4. The equivalent of 70 pupils have been allocated funds via the Pupil Equity Fund.

There are 99 pupils in the school with English as an Additional Language, with a strong Nepalese community within the local area; this has been attributed to the close proximity of Aberdeen Royal Infirmary. There are also a number of pupils with a Polish or Indian background although there are over 20 languages spoken in school. Cornhill Primary is part of the St Machar Associated Schools Group in line with local authority zoning guidelines.

The school is led by the Head Teacher, Mark Evans, the equivalent of two Depute Head Teachers (one post is a job-share) and a Principal Teacher who manages the nursery. There are 15 classes (including 2 composite classes) and three 20 place morning and afternoon nursery sessions. The school roll increased for 6 years and has now stabilised. There are 18 permanent members of teaching staff including a full-time PE teacher and part-time Music teacher, 2 permanent Senior Early Years Practitioners, 4 permanent Early Years Practitioners and 5 permanent Pupil Support Assistants (PSAs). The school is also staffed by 6 fixed term PSAs. The school currently has 2 probationer teachers. The school receives 0.4FTE teaching support a week from the English as an Additional Language (EAL) Service as well as additional PSA support. Musical instruction, for a variety of musical instruments, is provided by 4 music instructors.

Cornhill School has an active and supportive Parent Council and the school works with a broad range of partners and agencies, both local authority and private, to enhance learning opportunities for our pupils.

2.3 Learning, Teaching and Assessment	How well are we doing? What's working well for our learners	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	Self-evaluation Summary		**QI Evaluation - 3**
Learning and engagement **Quality of teaching** **Effective use of assessment** **Planning, tracking and monitoring**	Increased use of peer and self-assessment, differentiation and challenge across all classes through Visible Learning focus. Visible Learning training and skills development ongoing and becoming embedded in all practice.	QA feedback to all teachers (Observations, discussions with staff, Learning Walks, focus groups with children)	Continue to embed Visible Learning strategies/ethos. Continued embedding of ACC Learning, Teaching & Assessment Framework
	Emerging Literacy and Play-Based Approach established in P1-2. Reading Wise tool piloted in infant stages.	Classroom observations and CfE results	Continue to expand Emerging Literacy and the play-based approach (where possible) further up the school. Roll Reading Wise out to include the upper stages.
	Pupil involvement in topics – KWUL or similar. In the Moment Planning, Focus Child and Learning Journeys in Nursery. Learning shared to peers in a variety of ways such as IDL, assemblies, displays that are updated regularly, and BLOG. Pupil choice in level of follow up task to encourage pace and challenge in most classes.	TLC discussion, observations, focus groups, committee feedback, Pupil Council, all classes sign up to assembly	Revisit where and how staff are using pupil involvement (TLC meetings /staff development)
	LI and SC used by all and increased pupil involvement as you go up the school. SC challenges in most classes to push high expectations/ownership.	Observations, Learning Walks, Moderation feedback (inc. Jotter Sampling with shared expectations)	Continue in line with Visible Learning training and develop a consistent approach to product and process SC. Link contexts to CfE Es & Os more explicitly to ensure learning is clear. Enterprising approach – CPD TBA – Increase staff confidence in supporting and developing leadership opportunities for learners.
	Pupil decision-making and leadership (skills development) in Committees, Houses, JASS awards, Pupil Council, pupil voice, Buddies, etc.	Observations, Committee minutes, Children's feedback	Monitor and review
	Opportunities for children to share their learning with parents via BLOG, IDL, Snapshot jotters, etc. and Wider World Achievements in school.	Parental feedback (surveys/ discussions)	Survey staff, parents and pupils at end of session
	Homework revisited and refined with all staff offering core tasks and optional tasks for those wishing to extend.	Parental feedback, pupil engagement	
			Increased pupil-led training of ICT e.g. Read&Write and Google Suite –all children now logged in to G-Classrooms and familiar with G-

	Technology used regularly across all stages. Continual investment made into equipment, software and skills. Increased confidence in use of digital technologies with the steep learning curve of Distance Learning.	Classroom observations. Equipment timetabled and in high demand. Parental and pupil survey feedback	Meets –ensure this is maintained and built upon e.g. through Homework and classwork Consistent outdoor learning for all with middle and upper stage classes using the outdoor spaces more regularly
	Increased use of outdoor education particularly through the pre-school and infant stages and through initiatives such as Adventure Aberdeen and Mudpies.	SHANARRI pupil-assessment	Continue to build partnership working and monitor impact
	Regular use of a variety of outside agencies to support learning such as SHMU, Youth Work team, Adventure Aberdeen, Mudpies, Music Therapy, SSPCA, SAMs, Therapet, RADS, Barnardo's and so on.	SHANARRI baselines/follow up and other agency assessment tools. Teacher feedback	Peer evaluation/ observations to be included in QA calendar
	Increasingly established and fine-tuned QA processes including effective TLC with high levels of engagement. Learning Walks and Jotter moderation begun with a view to embedding in cycles of reflection and action.	TLC learning conversations and feedback. QA calendar	Fully establish the use of Learning Walks and moderation in reflective cycles
	Well-established/understood, consistent positive behaviour strategies are in place with regular discussions as to their effectiveness.	Classroom observations, feedback from children, shared understanding discussed, discussions with parents, reduced 'reflection times'	Review at end of session
	Clear school aims and learner attributes underpinning practice and ethos in school	School aims established and newly-established learner attributes embedded in classes, on displays, in assemblies, and used in the wording of yellow (praise) slips. All policies and general paperwork such as newsletter san staff minutes. Observations and TLC feedback	Revisit school aims in line with Visible Learning approach. Learning, Teaching & Assessment Framework Policy established, though now superseded by the recent ACC version
	AifL strategies used in some classes including higher order questioning	Class observations	AifL strategies used meaningfully in all classes through TLC and Visible Learning (planned for and used consistently and purposefully). Develop higher order questioning skills to ensure consistency
	Continued development of effective use of ELR/ SfL /Sensory room along with established use of IEPS to plan and track. Increased PSA time and more focused timetabling to support a wider range of pupils and acute needs	IEP progress, increased staffing, higher number of children receiving regular support. CfE tracking. Timetables regularly revisited (twice-termly PSA meetings) with a focus on training needs and sharing good practice	Monitor and review

Summative and formative data such as SNSA, INCAS, Spelling/Reading tests, HWB webs used increasingly well to inform planning and is embedded in Tracking meeting discussions	Range of assessment date including; SNSA, INCAS (financial commitment), Benchmarks, CfE figures (rising trends).	Ongoing monitoring through QA process
Use of Benchmarks in all classes to plan, assess and support professional judgement with increased confidence in their use	PAT meeting discussions	Ongoing monitoring through QA process. Ensure benchmarks are used consistently across all curricular areas
All staff participate in moderation activities within school and across the ASG in Literacy and Numeracy to support teacher judgement and confidence	Staff Development sessions, ASG meetings, professional dialogue	Continue to develop collaborative approaches to planning across stages, school and ASG
All teachers provide termly plans maintained with a consistent expectation of contents	Regular PAT meetings, stage partner planning, staff agreement as to standard aspects included, planning wall in HT office, Sharing Wall at staff room.	Ongoing monitoring through QA process
All teachers are part of teacher –led Working Parties to review and improve key curricular areas	Increased staff confidence in planning across curriculum with consistency in approach. QA processes.	Use of Curricular Progressions

Cornhill School QI 2.3 Final Report 23.1.2020 ACC Visit

What is our current evaluation of this QI?		Unsatisfactory /Weak / Satisfactory / Good / Very Good / Excellent	
How well are we doing? **What's working well for our learners?**		**How do we know?** **What evidence do we have of positive impact on learners?**	**What are we going to do now?** **What are our improvement priorities in this area?**
Learning and Engagement			
A positive ethos prevails in all classes and in all areas of the school. Relationships between staff and learners are respectful in all classes. Learners are proud to be part of Cornhill School and make reference regularly to Cornhill's learning attributes		Classroom observations, learning conversations, learning walks	Revisit vision, values and aims in line with Visible Learning approach
There is evidence of peer and self-assessment in the majority of classes Differentiation is evident in the minority of classes Learners' experiences are not paced appropriately to match learner's needs in the majority of classes		Classroom observations, jotters, learning conversations, class displays	Continue development of LTA framework to embed consistent standards across all classes
The developing use of Emerging Literacy and play-based approach in almost all P.1 – P.2 classes is having an impact on attainment		Classroom observations, CfE predictions	Link contexts to CfE Experiences and Outcomes to ensure the learning is explicit Extend Emerging Literacy to all stages
In almost all classes, learning is shared with peers in a variety of ways All parents have the opportunity to access IDL through assemblies, open afternoons and class blogs ILD and In the Moment planning is used effectively in Nursery to support learning This has led to increased engagement in learning for the learners and families		TLC discussions, focus groups, observations, parental feedback	Revisit where and how staff are using pupil involvement
All learners in P.1 – P.7 are involved in decision-making and leadership groups within school. Learners in the ELC settings routinely lead learning		Minutes, observations and learners' feedback	To increase staff confidence in supporting and developing leadership opportunities for learners in classes and across the school
Technology is used regularly in all classes to develop digital skills		Classroom observations, pupil dialogue, Digital Committee	Use technology more effectively to support learners across the curriculum and provide opportunities for pupil-led learning in digital technology
For all target groups, increased use of outdoor education, through Adventure Aberdeen and Mudpies, has had a positive impact on engagement and exclusion		SHANARRI assessments, observations, exclusion data	Consistent approaches to outdoor learning for all stages.
Regular use of a variety of outside agencies is addressing issues around anti-social behaviour, learner confidence and self-esteem		SHANARRI, partner agency assessment tools	Continue to build partnership working and monitor impact
Quality of Teaching			

LI and SC used by all, with increased learner involvement in the creation of SC in middle and upper stages. This results in pupils having a clearer understanding of the learning	Class observations, jotter sampling, forward planning, learning conversations	Develop a consistent approach to product and process SC in order to improve learning
Regular and planned QA approaches have resulted in higher levels of engagement in professional dialogue and improved learning and teaching	QA calendar, staff meetings, TLCs, learning conversations, feedback, working groups	Further develop peer observation and evaluation, learning walks and moderation in reflective cycles
Learners are observed closely to inform appropriate and well-timed interventions, such as, Enhanced Learning Room, SfL and Sensory Room in order to meet individual needs	IEP progress, staffing, greater number of learners receiving regular support, CfE tracking	Monitor and review
Higher order questioning is evident in a few classes, where it is used to challenge and extend learners' thinking	Class observations	Develop higher order questioning skills of staff to ensure consistency of approach across the school
Effective Use of Assessment		
AifL strategies are used in the majority of classes to identify and inform next steps	Class observations	AifL strategies require to be planned for and used consistently and purposefully across the school
All staff participate in moderation activities within school and across the ASG, in Literacy and Numeracy, in order to support teacher judgement and confidence	Staff development sessions, ASG meetings, professional dialogue	Continue to develop collaborative approaches to planning across stages, school and ASG to further increase staff confidence
Planning, Tracking and Monitoring		
Summative and formative data, e.g. SNSA, InCAS, spelling/ reading test results, HWB webs are used increasingly well to inform planning and is embedded in tracking meeting discussions	Range of assessment data	Ongoing monitoring through QA process
All teachers use benchmarks to plan, assess and support professional judgement with increasing confidence	Staff development sessions, professional dialogue	Ongoing monitoring through QA process Develop approaches to ensure learners are fully involved in planning learning Ensure benchmarks are used consistently across all curricular areas
Almost all teachers use school formats to plan appropriately to meet the needs of all learners across the curriculum	Plans, professional dialogue	Ongoing monitoring and review of processes

Who was involved in this process?	Staff	Learners	Parents/Carers	Communities	Other

3.1 Ensuring wellbeing, equality and inclusion	How well are we doing? What's working well for our learners	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	Self-evaluation Summary		**QI Evaluation - 4**
Wellbeing **Fulfilment of statutory duties** **Inclusion and equality**	**Universal supports:** SHANARRI Wellbeing tracking tool used from P2-7 with P1s being introduced to the concept/terminology. Pastoral care is core to the ethos throughout school; pastoral notes on Seemis are kept as accurate records. Quality PE lessons from specialist and supporting advice to teachers. Toothbrushing in Early Years classes. Pupil voice expressed through Houses, Committees and Focus groups. Opportunities for leadership, responsibility, citizenship offered through Prefects, Buddies, House Captains. Extra curricular activities, e.g. Netball Club, Homework Club, SAMS, RADS and Active Schools. Healthy Tuck shop providing affordable, healthy snacks. RSHP programme becoming embedded in classroom practice. RADS programme fully embedded in school and expanding. **Targeted supports:** Support for Learning team providing a range of supports. LAC children's needs considered on an individual basis and supports provided as required, including liaison with Social Work services, parents/foster carers Liaison with outside agencies including Social Work, Children's Reporter. Liaison with and input from other services including Speech & Language, Educational Psychology, CAMHS, School Nurse, Home/School Liaison Officer.	Review of the SHANARRI wheel reflects individual's wellbeing ratings Observations inc from ACC and staff feedback Visits from SMILE give positive feedback. Observations plus positive feedback from children and carers. Displays in school. Systems established and ongoing Class observations. Pupil, staff and parental feedback. Observations. Attainment recorded through termly tracking. Nurturing approach is lessening incidents of distress Multi Agency Meetings. Improved outcomes for vulnerable pupils.	Review to check all are using the tool and implementing interventions where indicated by particular scores. Continue to share good practice. Plan for Focus groups to be formalised to capture more pupil feedback RSHP programme to be reviewed and evaluated. Continue to develop and expand programmes delivered in school and the playground. Systems and format of provision to be reviewed. Continue to develop relationships.

Adventure Aberdeen and Mudpies offering activities to individuals and small groups to provide alternative curriculum and work on target areas. Barnardo's worker employed through PEF funding to support pupils and families with additional support needs. Motor skills groups delivered by PE specialist. Music Therapy for individual children with a range of additional needs.	Reduction in incidents of unwanted behaviour in school. Improvement in wellbeing indicator scores.	Impact of interventions to continue to be evaluated in terms of improvement in wellbeing/lessening of incidents
Enhanced transitions at start/end of sessions for those with additional needs.	Smooth transitions, children feeling more confident with change	Nursery to P1 and P7 to S1 transition processes to be reviewed and adapted as needed.
Staffing: All staff PVG checked and have appropriate registrations, GTCS, SSSC etc. Child Protection delivered annually.	Staff records	
Nursery staff and some PSAs have Food Hygiene certificates. Nursery staff and PSAs have First Aid certificates Some PSAs trained in Moving & Handling.	Certificates and records in school	Provide training as needed.
Staff work closely to meet children's needs, including detailed handover at end of session.	Class observations, meetings with staff and staff/parental feedback.	Continue to provide and review interventions.
Incident forms completed and recorded on Seemis as required.	Incident forms, Seemis records.	Continue to review practice and discuss with staff.
Teacher voice heard through regular staff meetings and briefings, working groups and TLCs (Teaching & Learning Community meetings). PSA meetings twice a term as a minimum. Nursery team meet weekly.	Minutes of meetings.	
PRD/CRD annual reviews for all.	Completed meetings.	PR&D meetings to be in the yearly calendar

This conversation will take place face to face with either the QIM or QIO this session for the school and will review arrangements for meeting the needs of vulnerable learners and the extent to which the school complies with statutory duties.

School: Cornhill

Date: 07.10.2019

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?
	Child Protection and Safeguarding	
Policies and Procedures	<mark>Check</mark> • Staff Child Protection training documented with a system in place for new staff • Staff have been trained on cumulative neglect • Audit of staff confidence? • GDPR / Acceptable Use Policy staff / CP Training is recorded and all staff have signed they have attended • Staff Induction – Child Protection is part of induction for new staff and a record of training is kept • Photos of Child Protection Coordinator and Deputising Managers are in place across the school • Overview for visitors on Child Protection is shared and signed as read • Photos of pupils on appropriate devices – stored securely / not on staff mobile phones. • CP Policy – clear guidelines re- procedure in policy re-SEEMiS and CP reporting paper document in Appendix	• Up to date CP and Safeguarding policies are in place. Signed copy kept. New starts ASG process in place. DHT responsibility for this. • Has audited previously but not this year. Because CP is bread and butter and staff are very competent as they use most days. • CN- HT has an awareness but no formal training. SLT to arrange training. • GDPR- all staff need to be trained and signed. • AUICT- not signed this year and need to sign again. • Staff Handbook- CP referenced in this. • Posters in place but need photos. • CP for visitors- in process of doing this and this will be actioned asap. SHT has this in hand. • HT to reinforce to staff re photos on personal phones. • ACC policy is used. Appendix 3 is in policy. Information (referenced) put into SEEMiS too.

Attendance	• Tracking of attendance and lateness in partnership with HLSO ensures support is identified for children and families??? • Lates – tracking / impact • Procedure shared with parents? • Attendance procedures in place with a % marker	• HSLO- once a term at least. • Attendance is not an issue at Cornhill. ACC policy has been looked at. HSLO goes through lates and attendance and take action- ATT letters used. • ACC leaflet to be shared with parents. • Lates letter format used in school. • Example of attendance now at Children's Hearing level. • 90% and then below 85% procedures are put in place. • Same families are working with the school- SW involvement and behaviour. • ¼ school EAL- holidays.
Security	• All staff wear badges?; visitors – procedures are followed; policy followed???	• All staff wear visitor badges- new office refurbishment which has had an instant impact.
Fire Procedures	• Fire Evacuation Records – • Term 1 Fire Evacuation???	• HT and janitor • Fire drill carried out this term.
First Aid	• Appropriate number of staff trained – school and nursery? • Register of staff training to identify renewal dates?	• Appropriate number trained. • First aid register – list kept when and who is trained and when they need refreshed.
Medication	<mark>Check the following</mark> • Up to date register? • Regular check of register • Regular check of documentation • Regular check of medicines and dates • Staff training – signed and dated (Epi Pen Training) • Supply staff informed of medication • Medication on school trips • Storage of medication – original packaging (2 or more for a pupil – separate containers) • Pupils have access to medication (asthma inhalers) • Medication only accessible to those intended. • Epi Pens? • Collected at the end of each term	• Up to date Administration of medications policy in place. ACC policy used. • Medication is stored in a locked cupboard in the office. Fridge in staffroom for medicines- not locked. • Medications are managed by PSA staff – 4 have a role for this. • Medication counter signed by 2 people. • Epi Pen training has been carried out – 1 child with Epi pen- kept in class/medical room. • Medical needs are shared as and when appropriate. • Asthma- children have inhalers with them (up the school). Further down the school- CT manages this. • Parents collect medication it is not sent home with pupils.

	• Witnessed by a second adult (if possible)	
Substance Misuse	Policy known?	• Yes but requires updating.
Exclusions – Trend		• Exclusion rates- 3 left in P7. 3 children now account for exclusions.
Part-Time Timetables	check	• 1 on PTT and this is being steadily increased – school are working with SEIIT. School are confident that by 20th November she will be in FT. New PSA will be appointed.
Child Protection Register		• 4 children on this. HT feels that these are on the increase.
LAC	? CSP offered and recorded	• 2 LAC children have not been offered CSP – they will be and it will be minuted whether or not required.
Young Carers	0?	• None
Children Missing from Education	1 and responded to within 1 day	• None- HT has dealt with this issue and worked alongside HSLO and worked through the policy.
Accidents and Near Misses - Trend	18-19 Accidents – 0 Near Misses - 0	• Check YourHR as this isn't the case. • HT has logged more. HT also keeps his own log of incidents.
Complaints	0	• Complaints folder kept with actions.
Standards and Quality and Improvement Plan		
QI 3.1 Grade – School 3 Nursery 3	Plans include: • See actions	
Curriculum Pathways / Diversity		
	• Check curriculum / programme / diversity • Library and Class Library Resources • Check diversity / gender bias	• Planning is across the curriculum- plan is to engage with ACC frameworks. Some staff do engage however not all hence this is a priority. • A high number of EAL lends itself to diversity. • Not involved in RRSA at present. • No library – check individual class resources for diversity/gender bias.
Communication		
Twitter Follows policy – no children's names School Account monitors activity? Who is permitted to tweet?	• Twitter - Minimum expectation for each class? • Facebook: provides essential information for parents and carers. Good quality.	• Twitter – when blogs are put up on the website they are directly posted on Twitter. HT needs to quality assure these.

	• Feedback from parents on communication?	• No Facebook. • Parent audit to be carried out re what types of communication they prefer. • Website: requires essential information; up to date; Handbook, policies etc
Behaviour / Anti-Bullying		
	Policies	Rights and Responsibilities policy – promotes positive behaviour, is restorative based and clearly details the steps taken when incidents occur.
ASN		
	Procedures in place to identify and track targeted interventions	• ASN is managed between HT and DHT- children are identified (data, tracking meetings) , team of 3 provide a range of supports- SfL, nurture etc. interventions are tracked through the use of IEPs and these are reviewed. Parental involvement features heavily.
SEEMiS – Pastoral Notes, Bullying Application; IEPs and Child's Plans		
Pastoral Notes and Wellbeing Module	Recorded Centrally?	PN- all teachers, SLT and Nursery Seniors
SEEMiS Bullying Application		Application not used. HT has an alleged bullying log- still questions around what constitutes bullying. This is discussed at SLT level when an incident occurs.
IEPs - 7.7 %		Own paper based IEPs- SEEMiS not used
Child's Plans - 3.8%		Child's Plans- used however extremely complicated to use. Issues around getting plans from other agencies.

High Level Plan

Year 1 - 2020/21

As we return to school buildings there will be significant focus on ensuring the wellbeing of staff, children and families is carefully considered.

1. Physical Return to School buildings.

2. Improving and developing our approaches to Learning, Teaching & Assessment - QI 2.3.

3. Supporting the Wellbeing of all - QI 3.1.

Year 2 - 2021/22

1. Workforce Planning in response to DSM Guidance.

2. Continued focus on QIs 2.3 and 3.1.

3. Focus on QIs 1.3 and 3.2, as well as QI 2.2.

4. Planning extended use of the physical buildings to aid nursery expansion.

Year 3 - 2022/23

1. Review focus on core QIs.

2. Review strategies for delivering QIs 1.2, 2.1, 2.7 and 3.3.

Pupil Equity Funding - Summary of Proposed Spend

Funding Allocation	£84,456	Carry forward from previous year	£0.00	Total		£84,456
Non-Staff Intervention/Resource	Cost	**Staffing Including Partner Providers**	FTE	Cost		
ReadingWise Programme To improve reading attainment.	£3,200	**Barnardo's Northern Star Worker** To provide pupil and family support.	N/A	£45,000		
Additional Chromebooks and trolleys To further support digital inclusion.	£10,411	**Mudpies** (when allowed within COVID guidance) To support vulnerable pupils.	N/A	£2,400		
InCAS and LASS Assessments To provide consistent summative data to support targeted interventions.	£2,750	**SHMU** (when allowed within COVID guidance) To support literacy in the upper stages.	N/A	£1,200		
Poverty Proofing Allowance To provide ad hoc support/resources to vulnerable pupils.	£2,000	**Active Schools** (when allowed within COVID guidance) To provide coaches for extra-curricular activities.	N/A	£500		
		Supply Teachers/PSAs To provide enhanced support for targeted pupils.	N/A	£16,995		
						Total
Non-Staff Total 2020/21	£18,361	**Staff Total 2020/21**	N/A	£66,095		£84,456

Cornhill School Return Plan – August 2020

Last updated 17/8/20

Contents:

- **Section 1 – Key principles**
- **Section 2 – Hygiene and health and safety practice**
- **Section 3 – Practical measures to reduce the likelihood of infection in school**

Section 1 - Key principles

The Local Delivery Phasing Plan (LDPP) that was emailed to parents previously, incorporates the principles and expectations set out in national guidance and details a direction of travel for schools in order to realise equity and constancy wherever possible. The approaches agreed in the LDPP has guided the development of this School Return Plan for Cornhill School, which will act as part of the School Improvement Plan for the coming session.

The School Return Plan will reflect the key principles as set out in the LDPP and in national guidance:

- Implementation will take full account of scientific and medical advice that it is safe to proceed
- The wellbeing of all pupils and staff will be carefully considered when determining the approach to reopening school buildings
- Risk assessments will be used to support planning and ensure that health and safety legislation and guidance is fully adhered to
- Public health measures will be taken fully into account
- Planning will build on the experience of delivering Hub and Emergency Childcare provision
- Planning will enable movement up and down the phases of the Route map
- Clear and effective communication with all stakeholders will be paramount

What will this mean for Early Learning and Childcare (ELC)?

The use of outdoor space will play a key part in how we deliver ELC in Cornhill School's Nursery and P1.

Children will enter the Early Learning and Childcare setting directly and not through another part of the school. The organisation of drop off and pick up will need to be carefully coordinated to maintain social distancing when parents are on site. This will be arranged at setting level to take account of individual circumstances and has been shared with parents.

There is now no requirement for children in ELC settings to socially distance from each other although adults in the setting will adhere to the 2m social distancing guidance where possible. Different nursery classes within Cornhill School will be kept separate whenever possible to reduce the risk of transmission. Time has been incorporated to ensure strict hygiene practices are maintained in line with government guidance. Resources have been carefully selected to make sure they can be easily cleaned or each individual nursery class has its own set of resources.

We will continue to adhere to ELC guidance as it is updated.

What will this mean for primary schools?

Whilst there is not now a requirement for children in primary school to socially distance, we still have a number of measures in place to reduce interactions between adults and children and between groups of children to reduce risk.

It is proposed that all year groups in primary school return full time from Monday 17th August 2020.

Movement through the school will be limited and most children will spend most of their time in the one classroom.

Avoiding physical / social contact within the playground

No use of fixed outdoor equipment will be permitted at this time. A limited supply of playground equipment will be available and will be sanitised after each play session and risk assessed appropriately. It is possible that the playground can be accessed by the general public but the current protocols in place to prevent this during times that children are using it will continue to be adhered to.

Lunchtimes (and breaktimes if necessary) will be staggered to reduce the number of children accessing shared spaces at one time with the clear message to pupils that they should only be interacting and playing with children in their own class for the time being.

Ventilation in buildings and the use of outdoor space

Staff will be asked to ensure good ventilation by keeping windows open and, where possible, not closing the doors of small rooms (unless these are fire doors). Children, young people and staff will spend more time outdoors, with weather appropriate clothing, staff keeping at least two metres from pupils where possible.

Effective outdoor learning will be delivered across subject areas using our playground, school garden and field. Care will be taken to ensure that outdoor contexts for learning are fully accessible.

Management of symptomatic building occupants

If a child or young person attends the setting with symptoms of cough and/or high temperature, they should go home immediately. If a child / young person is waiting to be collected by their parent or carer, they should be isolated in a private well-ventilated room/area (our Support for Learning Room) and avoid touching surfaces. The symptomatic pupil will be given a mask to wear for their journey home. Scottish Government Test and Protect procedures will be followed. The manager will then contact Facilities and ensure appropriate cleaning takes place. Please keep up to date with current guidelines: https://www.hps.scot.nhs.uk/web-resources-container/COVID-19-guidance-for-non-healthcare-settings/

Section 2 – Hygiene and health and safety practice

Cleaning routine

Toilets and washrooms will be cleaned daily by cleaning staff to maintain high standards of cleanliness, using methods and cleaning products in keeping with national guidance (COVID-19-decontamination-in-non-healthcare-settings). Additional sanitisation of taps and flush handles will be undertaken by janitorial services on a regular basis during the school day.

All other areas will be cleaned by cleaning staff before the start of every day, paying special attention to door handles, table/counter tops, bannisters, and other areas touched regularly by staff and children, with additional cleaning during the day.

Particular consideration will be required when children and young people will require access to sensory spaces to ensure that an appropriate cleaning routine is in place between uses. Cleaning arrangements will be considered on a school by school basis as part of the risk assessment process.

It may not be possible to ensure adequate cleaning of some facilities / areas of the school, in which case these facilities will be put out of use. Pupils will be asked to bring their own filled water bottle to school. Water fountains will not be available to use but taps in classrooms can be used and sanitised afterwards.

Sanitising wipes will be provided to school staff to clean telephones, laptops/desktop computers and associated peripherals and any other items which may be used by more than one individual, so that these items can be effectively sanitised between uses.

Where there has been a COVID-19 case, the cleaning regime will be in accordance with strict rules outlined in COVID-19-decontamination-in-non-healthcare-settings.

The Isolation Room and Infant First Aid Room (beside P1 door) will require special attention for cleaning (see Section 3 below for more information on Isolation Spaces).

Use of Learning Resources

School staff will be given sanitising wipes and 'let-dry' sanitiser spray to undertake cleaning of resources, toys and any other items which may be used by more than one individual, so that these items can be effectively sanitised between uses. Some resources, such as fabric resources which cannot be easily cleaned between uses, will not be used for in school learning. Resources which are not being used will be removed from class bases to aid this process. Staff will be guided to carefully consider an appropriate provision of resources for 'in school' learning.

Books and related resources within class libraries will be made available to individual pupils for their sole personal use. Once finished the books will be 'quarantined' for 72 hours in line with national library guidance before being re-issued.

Resources will be wiped/cleaned on an ongoing basis by the staff in each room.

Hand washing

Health Protection Scotland advise that soap and water should be used for hand washing where this is available. Alcohol based hand gels / sanitiser will be used where there is no access to soap and water. Stocks of soap will be checked, and replenished, before the start of every day by facilities staff.

Hand sanitiser will be available at each usable entrance point to the building. Stocks will be checked every day and replenished as required. The Janitor will manage the stock of sanitiser and liaise with the school's PPE Co-ordinator.

Pupils can use the hand sanitiser or wash their hands in the classroom sink immediately upon entry to the class.

Children, young people and staff will be reminded to wash their hands with soap and water for at least 20 seconds, or use an alcohol hand sanitiser, when entering the building, before eating or handling food, after blowing their nose, sneezing or coughing, after going to the toilet, when changing classroom and prior to entering school transport. Children, young people and staff will be reminded to avoid touching their eyes, nose or mouth, especially with unwashed hands. Several posters have been displayed around the school, as well as in every classroom, to remind everyone of the need for regular handwashing and the correct way to do this.

Children, young people and staff will be reminded to cover their nose and mouth when coughing or sneezing with disposable tissues and dispose of them in the nearest waste bin after use and wash hands. Tissues will be available in each classroom, and pupils should be reminded to use the crook of their elbow if no tissue is immediately available. There is a bin in every room for the safe disposal of used tissues.

Access to Toilets

The relaxation of physical distancing guidance for primary school children enable pupil toilets to be managed more easily although pupil numbers will be limited with pupils from different classes discouraged from using the toilets at the same time.

It is recognised that staff toilets can be limited in some school buildings. The small staff toilets in the infant and senior corridors will be limited to single user only, using a visual mechanism to show when the toilet area is occupied. The larger staff toilet area beside the staffroom will be limited to 3 users at any one time.

Section 3 – Practical measures to reduce the likelihood of infection in our school

How will we increase separation?

All corridors are to be kept clear to allow safe distancing whilst staff and pupils are walking through the school. As mentioned above, the SfL Room near the office has been identified as an Isolation Room for any pupils or staff who develop symptoms, whilst they wait to return home. The Isolation Room will be well-ventilated at all times and will not be used for any other purpose, as it will require to be intensively cleaned after being used by any symptomatic individuals.

The sharing of resources between children and young people during a learning activity will be avoided, in order to limit the potential for transmission with each child keeping all their resources in a separate tray. Peg areas will be spaced out (including the use of Room 14) to reduce pupil interaction from different classes. The bringing of personal belongings including pencil cases and toys is discouraged and the school will provide pupils with the resources they need. Only resources and equipment that can be easily cleaned will be used, with other resources removed from classes and stored.

At Cornhill, we are fortunate to have a good availability of outdoor space, including our playground, garden and field. We aim to make daily use of these areas to promote outdoor learning across all areas of the curriculum. This will include nurturing activities and Physical Education (PE). The wearing of school uniform is encouraged and children should wear a fresh set of clothes each day to reduce the risks of transmission. In anticipation of being outdoors more frequently, children should come to school with an appropriate jacket, footwear etc. Children will not be expected to change their shoes when entering the school for the time being. On the days that children have PE (class teachers will inform pupils of this), they should come appropriately dressed for an outdoor PE session.

Our main entrance vestibule has a limit of one person at this time. During Phases 1-3, parents/carers will be **unable** to access this area unless by prior arrangement and will be informed of this. Enquiries should be made either by phone or email.

How will we decrease interaction?

A 'keep left' rule will be maintained for pupils and staff moving around the school to ensure physical distancing of staff and pupils.

Start and finish times remain at 9am and 3pm but now 5 entrances/exits will be used:

Class	Entrance/Exit Door
P1s and P1/2	Entrance nearest Nursery playground in infant playground
P2 and P2/3	Other entrance in infant playground (nearer senior playground)
P7s	Gym Hall door
P3s and P4s	Entrance near climbing frame in senior playground
P5s and P6s	Field entrance door

Parents and carers are prohibited from entering the school grounds including the car park. The only exceptions being for parents/carers taking their child to nursery, parents of new children to the school to have an initial outdoor meeting and, with prior arrangement, parents of pupils with additional support needs. The school will adopt an agreed protocol for drop off and pick up.

Parents and carers should make use of locations nearby that can be used to support a Park and Stride approach to limit traffic near the school. As mentioned, restrictions will be put on entering the school car park with only parents of children with additional support needs who had previous arrangements will be permitted access to ensure that groups do not congregate. The school reception area will not be accessible to parents and carers during Phases 1-3 of the return with all enquires made either by phone or email – 01224 483234 or cornhillprimary@aberdeencity.gov.uk . Signage on the front door of the school will indicate this.

Playgrounds will only be accessed by children for the purpose of attending in-school learning and only an emergency will trigger a need for anyone else to be on site so that carefully calculated capacities can be maintained. Access to the building will be strictly controlled.

Groups of primary children will be taught by a limited number of staff and staff (including service providers) will only be able to work at one school to reduce the risk of transmission.

In some circumstances (including where the staff/pupil 2m rule will be difficult to apply or when adults are working closely with a pupil for more than 10 minutes) a risk mitigation approach will be followed in keeping with Scottish Government guidance including the use of PPE where necessary. This may apply for some very young groups of learners, for some with additional support needs and in some practical subjects subject to risk assessment.

Where children attend childcare within school, movement between areas and groups will be risk assessed and managed to limit contact as much as possible.

Large group activities, for example assemblies, will not take place as we limit the size of groups in one space at this time. Singing, any activity that promotes voice projection and the playing of wind or brass instruments is not allowed. National guidance on sport and SERC guidance will be followed.

Dining arrangements

All children will be asked to bring a packed lunch for their re-introduction day (week beginning 10th August). For the weeks beginning 17th and 24th August initially, children should have a packed lunch. Those pupils in P1 to P3 and those in receipt of Free School Meals will have a packed lunch provided for them by the school kitchen should they require it. Children will be asked to take any uneaten food / waste wrappers etc home with them, to help reduce the risk of infection spread.

Children will eat lunch in their classrooms initially for the first 3 weeks of term, this reduces groups of children mixing. Lunch breaks will be staggered for different classes which will enable smaller groups to access the playground at one time and smaller numbers of staff to access staffrooms as well.

All pupils must remain on site for lunch in order to limit their contact with others out with the school. These arrangements will be reviewed as restrictions are reviewed.

Early Years dining will be within the setting area to ensure that children can remain within the space. It is expected that due to the reduced numbers of children attending, the organisation of space will accommodate a rolling snack. The social distance practice within the kitchens will also need to be considered. Specific risk assessment on kitchens will be required.

Evacuation procedures

Evacuation routes remain the same although muster points have been spaced further apart to reduce the interaction between groups. Evacuation arrangements for children with complex needs or disabilities have been reviewed with refreshed Personal Evacuation Plans in place.

Orientation

The Senior Leadership Team will brief staff on circulation patterns and revised school layouts to ensure that all staff are aware of new restrictions. All children will be advised of arrangements prior to their return and arrangements will be discussed/demonstrated in depth during the pupils' re-introduction day.

School transport

Children will be encouraged to avoid travelling to school on either public or school transport with walking being promoted where safe to do so. Where walking is not appropriate and where parents/carers transport by private car, careful consideration should be given to travel plans to maximise 'Park and Stride' to minimise the vehicular activity around the school gates.

Transport providers will be required to adhere to Transport Scotland's Guidance for Transport Operators. Children will be advised to follow safer travel guidance, which would include the wearing of face coverings, where deemed appropriate, except for very young children or those with particular conditions.

In situations where children become symptomatic of COVID-19 'in-school', parents/carers will be required to provide transport home. Transport providers will not be able to transport symptomatic children.

Managing Visitors / Managing Reception

External visitors to the school building will generally not be permitted. The only exceptions to this will be for:

- Local authority officers required to visit the school to provide essential support to pupils or staff (by pre-arranged appointment only)
- Contractors required to access the main building or grounds to undertake essential planned maintenance or repairs (by pre-arranged appointment only)

- Contractors working on a closed construction site within the school building or grounds, where appropriate measures have been taken to entirely separate the construction site and contractor personnel from the rest of the school, and the work has been approved to go ahead by Corporate Landlord officers
- Any other visitors required to enter the building for emergency purposes, including emergency repairs

Parents will not be permitted to visit school to speak to teachers about their children. Where parents require to contact a teacher, they should make contact initially by email or phone, and by booking an appointment (if necessary) in advance.

If a visitor has an appointment to access the building, they will be asked first to confirm that they are not displaying any COVID-19 symptoms. Those displaying symptoms will not be permitted access.

Where possible visitors permitted access, will remain within the reception area of the school and speak with the relevant member(s) of staff via the Reception desk window / hatch.

The name and contact telephone numbers of all visitors entering the building will be recorded, along with the date and times of their attendance, in order to support the national Test and Protect Strategy. The School Office will maintain a diary of appointments for parents speaking to staff.

Action Plan 2
QI 2.3 Learning, Teaching & Assessment

QI 2.3 Learning, Teaching & Assessment				RAG
Improvement Outcomes What do we hope to achieve?	**Measures of Success** How will we know this has been achieved? *What evidence will we have?*	**Actions Required** What do we need to do?	**Timescales**	**Resources** Who and what is required? (including cost/fund)	
Learners are ready to learn and feel supported to do so.	Engagement in learning activities will be positive. Positive interaction with all school members.	• Increase focus on Health & Wellbeing throughout planning and delivery, particularly in first term back. • Develop programmes of work that support resilience building and mindfulness opportunities. • Enhanced staff focus on pastoral care of pupils.	Ongoing	School staff.	
Achieve continuity in the learning experience for all learners on return to school.	Take a detailed checklist of actions associated with a phased return.	• Phased Return Plan based on the advice provided by the national Education Recovery Groups. • Continue to develop digital learning resources as these will be required in any blended learning phased return	Aug 2020 On-going	SMT Teaching staff.	
Increased staff confidence and ability to provide consistently high quality LI, SC and feedback to pupils.	Classroom observations. Evidence of learner engagement/feedback. Staff feedback.	• Continued work of Visible Learning working group shared with staff. • Develop support materials for learners and staff. • Provide guidance/feedback opportunities for staff and for engaging in moderation.	Ongoing Mar 2021 Ongoing	School staff. Visible Learning support team – already paid for.	
Learners are increasingly engaged and confident in online learning.	Classroom observations/plans. Pupil focus group feedback. Levels of engagement with homework.	• Issue Advice Note to learners and parents on how to access Google classrooms and the monitoring procedures in place. • Include the tracking of learner engagement within the school Quality Improvement Framework. • Further training on Read&Write functions on technologies.	May 2020 Termly Dec 2020	School staff.	
Embedding of quality Emerging Literacy good practice in P1 and P2, and introduced to P3.	Classroom observations. Staff feedback.	• Monitor and share good practice in school. • Provide opportunities for staff to research, try out and discuss Emerging Literacy approaches.	Ongoing Ongoing	School staff.	
Revisit school aims in line with learner characteristics developed through Visible Learning approach.	School aims adapted/revised.	• Consultation with staff, pupils and parents. • Use consultation evidence to revisit school aims. • Widely share revised school aims.	Mar 2021	School staff.	

3.1 Ensuring Wellbeing, Equality and inclusion					RAG
Improvement Outcomes What do we hope to achieve?	**Measures of Success** How will we know this has been achieved? *What evidence will we have?*	**Actions Required** What do we need to do?	**Timescales**	**Resources** Who and what is required? (including cost/fund)	
Ensure our school community has a shared understanding of wellbeing needs.	Staff and learners will demonstrate a good understanding of the wellbeing indicators through our wellbeing assessment tool and use these to reflect on their own wellbeing. Almost all pupils will be supported to focus on specific targets for improvement in relation to wellbeing. All planned H&WB will reflect learners' wellbeing needs.	• Pupils will reflect on their own wellbeing using the wellbeing assessment tool. Pupils will be supported to set achievable targets to improve their wellbeing. School staff to consider the impact of lockdown when supporting pupils to achieve HWB targets. • SMT and staff will highlight the Wellbeing Indicators regularly. • Pupil Voice opportunities will also have a focus on Wellbeing.	Ongoing	School staff.	
Relationships across the school community are strong and supportive.	Social connections and interactions are positive. Learners and staff request support if and when required.	• Plan time for readjustment to in school learning. • Plan regular 'check ins' with learners, staff and parents. • Ensure communications are clear, concise and regular.	From June	School staff.	
All children and young people access a responsive health and wellbeing curriculum.	Post Covid-19 need is reflected in the H&W programmes delivered to children and young people.	• Review current programmes and resources to support the health & wellbeing curriculum. • Scope how best to build space into the curriculum to enable a focus on wellbeing and give time to process recent events.	Ongoing	School staff.	
Improve the effectiveness of supports for children and young people with a range of additional support needs.	95% of children and young people with identified mental health needs receive a universal, targeted or specialist interventions within 2 weeks. 80% of children with IEPs or Child's Plans are meeting their targets.	• Consider roles and remits of staff in supporting wellbeing to promote greater consistency. • Review the roles within SfL team to meet academic and social/mental health needs of pupils. • Fully consider the ongoing and improved use of digital technologies to support children, families and staff	From June	SMT. SfL team.	
Maintain level of safety felt by children and young people.	90% of pupils say they feel safe when completing Wellbeing assessments. 95% of non-attendance are dealt with as per agreed procedure	• Refresh Safeguarding Policy in line with ACC updated guidance to support consistent practice and understanding • Share and implement non- attendance procedure and link to children Missing in Education protocol.	Following completion of ACC guidance	SMT	
Citywide school compliance with H&S issues	Data provided by internal/external audits	• Develop clear risk assessments to support all phases of return to school buildings and ensure consistent health and safety practices	Ongoing	School staff.	
Consistent approach to RHSP programme delivery.	Classroom observations. Staff feedback.	• Review RHSP programme in consultation with staff.	June 2021	School staff.	