

School Improvement Plan	St. Andrew's Primary and Early Childhood Centre
Head Teacher	Ann Murray
Date Submitted	Submitted to Head of Education on: 24/6/22
Session (Date when each year is written)	2022 - 2023

School's/Centre's Vision and Values	<p><i>'Inspiring young people to be fully alive'</i></p> <p><i>At Saint Andrew's Primary each child is valued because of their human dignity, uniquely created in the image and likeness of God. Working in partnership with families, the Church and the wider community, our school provides experiences and opportunities to prepare young people to become valued members of a global society.</i></p> <p><i>Like Saint Andrew, our patron and the first disciple of Jesus, we promote Gospel values through our words and actions, guided by The Charter for Catholic Schools in Scotland.</i></p> <p><i>We aim to:</i></p> <ul style="list-style-type: none"> <i>· Develop positive relationships with pupils, families, parish and local communities to enhance the progress of young people.</i> <i>· Provide high quality learning and teaching opportunities to support individuals' needs and motivate pupils to achieve their full potential.</i> <i>· Support pupils' social, spiritual and emotional development, within a nurturing environment, to respect the rights of all, to build resilience, and to enable young people to successfully navigate their path ahead.</i> <p><i>In St Andrew's Early Childhood Centre, we provide stimulating, challenging, relevant and enjoyable experiences. Through their experiences, all of our children will develop skills for life and realise their full potential.</i></p> <p><i>Our aims for all are:</i></p> <ul style="list-style-type: none"> <i>• Provide a welcoming ethos</i> <i>• Foster a love of learning</i> <i>• Provide a nurturing environment</i> <i>• Create a community of friendship based on mutual respect</i>
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In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

Consultation on improvement plan includes the following stakeholders:	Completed
Children and Young People	√
Parent Council and Forum	√
Teachers, practitioners and ALL school/centre staff	√
Volunteers/ Community partners	√
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	√

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan.	√
Takes account of the strategy for parental involvement under section 2 (4A)	√
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	√
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	√
Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified	√

HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	√
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	√

Head Teacher Signature:

Pupil and parental strategic involvement

<i>For session 2022-23, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i>	<i>For session 2022-23, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i>
2 pupils from each class will be elected as Pupil Councillors. The Pupil Council will meet regularly where they will share	There is a very pro-active Parent Council in the school who are consulted on all development in the school and represent the

<p>pupils' views and opinion. Mrs Donnelly (PT) will facilitate the work of the Pupil Council.</p> <p>Pupil Council report back to their class or at assemblies about items raised and discussed.</p> <p>Improvement Planning is shared with all pupils in class/ assembly.</p> <p>Samples of learners' voice will be taken during monitoring.</p> <p>ECC children share their likes and dislikes through responsive floor book planning ideas.</p> <p>2 pupils from each class (P3-P7) will be elected to join the UNCRC Rights Respecting Schools Steering Group led by Mrs Gibb (PT). They will meet monthly to plan for the school, working towards the RRS Silver Award.</p> <p>Primary 7 Playground Champions will be selected to work alongside Mrs Donnelly (PT) and Classroom Assistants to make decisions around the needs of the pupils within the playground and support their peers and younger pupils in playground games and activities.</p>	<p>views of the Parent Forum in a clear and concise manner. There is a Parent Council AGM held in September to afford parents the opportunity to shape the developments of the school and the mission of the Parent Council.</p> <p>Parents and learners involved in the decision making process within ECC.</p> <p>The Fundraising group, which is a subgroup of the Parent Council are engaged in dialogue about how to best spend the money raised through Fundraising activities.</p> <p>The Improvement Plan and information from Parent Information events are shared with the Parent Forum via the school App.</p> <p>Parents' views will be sampled at Parents' Nights and following Parental Engagement Experiences.</p>
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<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>Learners will experience consistent, high quality learning and teaching experiences within a communication friendly environment that supports Literacy and Numeracy learning.</p> <p>Parental partnerships will support learners' progress. As a result, attainment levels will continue to improve in all aspects of Literacy and Numeracy.</p> <table border="1" data-bbox="539 395 1211 635"> <thead> <tr> <th>Literacy</th> <th>Reading</th> <th>Writing</th> <th>Talking/Listening</th> </tr> </thead> <tbody> <tr><td>P1</td><td>95%</td><td>95%</td><td>95%</td></tr> <tr><td>P2</td><td>90%</td><td>90%</td><td>90%</td></tr> <tr><td>P3</td><td>85%</td><td>80%</td><td>90%</td></tr> <tr><td>P4</td><td>85%</td><td>85%</td><td>90%</td></tr> <tr><td>P5</td><td>90%</td><td>85%</td><td>90%</td></tr> <tr><td>P6</td><td>80%</td><td>80%</td><td>90%</td></tr> <tr><td>P7</td><td>75%</td><td>75%</td><td>90%</td></tr> </tbody> </table> <table border="1" data-bbox="539 671 855 986"> <thead> <tr> <th>Numeracy</th> <th></th> </tr> </thead> <tbody> <tr><td>P1</td><td>95%</td></tr> <tr><td>P2</td><td>95%</td></tr> <tr><td>P3</td><td>95%</td></tr> <tr><td>P4</td><td>90%</td></tr> <tr><td>P5</td><td>80%</td></tr> <tr><td>P6</td><td>80%</td></tr> <tr><td>P7</td><td>80%</td></tr> </tbody> </table>	Literacy	Reading	Writing	Talking/Listening	P1	95%	95%	95%	P2	90%	90%	90%	P3	85%	80%	90%	P4	85%	85%	90%	P5	90%	85%	90%	P6	80%	80%	90%	P7	75%	75%	90%	Numeracy		P1	95%	P2	95%	P3	95%	P4	90%	P5	80%	P6	80%	P7	80%	<p>Rationale for improvement priority based on evidence:</p> <p>Due to restrictions over the last few academic sessions, SLT have not been able to carry out classroom observations. Self-evaluation exercises on last sessions SIP indicated staff were confident implementing Literacy and Numeracy programmes. Quality assurance processes would ensure coherent implementation and opportunities for good practice to be shared.</p> <p>Data gathered on Parental Engagement indicates low levels of participation. Research indicates that Parental Engagement is an important contributory factor to increased levels of pupil attainment.</p>
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<p>NIF Priorities Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver Teacher Professionalism Assessment of children's progress Parental engagement</p>	<p>HGIOS/ HGIO ELCC QIs for self-evaluation. A quality framework for daycare of children/childminding and school aged children.</p> <p>1.1 – Nurturing care and support 1.3 – Leadership of change. Play and Learning 1.5 – Management of resources to promote equity 2.3 – Learning, teaching and assessment 2.5 – Family learning 3.1 – Quality assurance and improvement are well led. 3.2 – Raising attainment and achievement 4.1 – Staff skills, knowledge and values</p>																																																

What actions are required to reach the desired outcome?	Who	When
<p>Quality Assurance of Literacy and Numeracy (ECC & PS)</p> <ul style="list-style-type: none"> • Recruitment of PT Literacy Development. • Recruitment of PT Numeracy Development (PEF). • Literacy and Numeracy policies and guidelines will be issued to all members of staff. • Monitoring calendar to be created. • Feedback discussion to be part of termly planning meetings with SLT. • ECC Policy Refresh: Language & Literacy, Numeracy & Mathematic Dev. 	<p>AM</p> <p>KC/ LW SLT SLT & CTs LR ECC Staff</p>	<p>Aug '22 Aug – Jun '23 Aug 22 – June 23</p>
<p>Communication Friendly Environments (ECC & PS)</p> <ul style="list-style-type: none"> • Awareness raising of Communication Friendly Environments – twilight session • Focus 1: Learning Environment <ul style="list-style-type: none"> ○ Self-Evaluation Framework & Accreditation Assessment Tool is used to audit current practice during QA observations ○ Action Plans are developed to support individuals/ stage or departments where appropriate and used in subsequent QA visits/ coaching sessions. ○ Development of policy to include good practice • Focus 2: Adult Interaction Styles <ul style="list-style-type: none"> ○ Self-Evaluation Framework & Accreditation Assessment Tool is used to audit current practice during QA observations ○ Action Plans are developed to support individuals/ stage or departments where appropriate and used in subsequent QA visits/ coaching sessions. ○ Development of policy to include good practice 	<p>CFE Advisor – R Donnelly (Lead) H.M & K.K</p> <p>CTs/ LT/ CFE coach</p> <p>ECC staff/H.M & K.K</p> <p>CTs/ LT/ CFE coach</p>	<p>Aug '22 Aug '22 – Nov '22 Dec '22 – May '24</p>
<p>Learner Journey/ E-Portfolios (ECC & PS)</p> <ul style="list-style-type: none"> • Establish methods for sharing pupil profiles with parents/ carers. • Agree minimum requirements (content/ frequency) for sharing with parents/ carers. • Content to be planned and reviewed at termly LT planning meetings. 	<p>CTs/ LT All ECC staff.</p>	<p>Aug'22</p>
<p>Development of Outdoor Area</p> <ul style="list-style-type: none"> • Early Level (ECC & PS) <ul style="list-style-type: none"> ○ Using 'Play to Learn in East Dunbartonshire Council' Audit Document – Area 4 to analyse current outdoor provision. ○ Explore examples of good practice within East Ayrshire ○ Create action plan/ next steps for implementation based on audit. ○ Floorbook planning to be used to plan and document progress and gather evidence for evaluation. • Second Level (P7) <ul style="list-style-type: none"> ○ Learning through Landscapes Audit and HGIOS Outdoor Learning. 	<p>P1 staff ELCP (G Borland) Emma Williamson (PT.TAP)/Carol Rennie (TAP) SLELCCP ELCCP J.S</p>	<p>Aug 22 – June 23</p>

<ul style="list-style-type: none"> ○ Development of outdoor play and learning area. <p>RRS Silver Award UNCRC Articles 1, 2, 3, 5, 6, 12, 13, 18, 23, 28, 29, 31.</p>	Coach PT P7 Staff B Gibb (PT)	Oct 22 – June 23 Sept '22 – June '23
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<p>Evidence of impact against outcomes for learners.</p> <ul style="list-style-type: none"> • Learner's will continue to make progress as expected, or higher than expected, due to the consistency in approach and high quality play learning and teaching opportunities. (Tracking and Monitoring data supported by a range of evidence to support teacher and practitioner judgements) • The Learning Environment and adult interactions will support all learners to access the full curriculum (QA observations, learner feedback) • Learners will have a good understanding of their progress in learning and next steps supported by parents and school (learner feedback, parent feedback) • The outdoor area will contribute to high quality play and learning and teaching opportunities.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Learners will benefit from increased opportunities from family and community involvement.	Rationale for improvement priority based on evidence Self-evaluation has shown that links within the local community and businesses have not been maintained and there is a need to re-establish connections and build new partnerships.
NIF Priorities Improvement in employability skills and sustained, positive school leaver destinations	NIF Driver Parental engagement School improvement	HGIOS/HGIO ELCC QIs for self-evaluation. A Quality framework for daycare of children. 1.3 Play and learning 2.7 Partnerships 3.3 Creativity and Employment

What actions are required to reach the desired outcome?	Who	When
Develop opportunities for families to contribute to the life of the ECC and school <ul style="list-style-type: none"> • Assess opportunities for parents/ carers/ families to contribute to the life of the centre and school • Identify staff to liaise with parents • Audit parent/ carer/ family interest in participation <ul style="list-style-type: none"> ○ areas of interest ○ length of time able to commit (short/ long term) ○ Resource implications • Implement opportunities • Gather feedback from participants, staff and learners on the benefits of contributions. • ECC to renew vision, values and aims. Aug 22 – June 23 	DHT and ECC staff member L.C ECC Staff Stakeholders	Term 1 Term 2 Term 2 TBC Term 4 Aug 22 – June 23
Develop opportunities for local communities/ businesses to contribute to life of ECC and school <ul style="list-style-type: none"> • Identify member(s) of staff to lead World of Work Week within the ECC and school (ECC and P1 linked together) • Identify suitable time for World of Work Week. Audit of practice across establishment. • Consult with partner agencies regarding opportunities established within East Ayrshire • Seek opportunities with local and national businesses to contribute • Implement opportunities within World of Work Week • Gather feedback from participants, staff and learners on the benefits of contributions. 	B. Gibb (PT) ECC staff member C.M	Term 1 Term 1 & 2 Term 3? Term 3
RRS Silver Award UNCRC Articles – 1, 2, 3, 5, 6, 12, 13, 15, 17, 18, 23, 28, 29.	B Gibb (PT)	Sept '22 – June '23
Evidence of Impact against outcomes for learners. <ul style="list-style-type: none"> • Learners will have benefitted from opportunities that have been supported by families (Learner feedback) 		

- Learners will have an increased understanding of how learning in school and centre links to opportunities in the world of work (Learner feedback)

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>Learners will experience a consistent approach to spiritual, social and emotional development opportunities from all staff.</p> <p>Learners will be equipped with strategies to support spiritual, social and emotional development that promotes Inclusion within the mainstream classroom and playground.</p>	<p>Rationale for improvement priority based on evidence</p> <p>St. Andrew's Primary have been committed to applying the principles of nurture and a relational approach to behaviour management for many years. However, self-evaluation indicates a need to have a more consistent approach from all members of staff to ensure success for all pupils.</p> <p>The PT and DHT of Inclusion have been successful in supporting a number of pupils within a bespoke provision in session 2021/22. Staff have identified the need to work towards ensuring pupils have the skills and support necessary to work successfully within the mainstream classroom and that all staff are equipped with necessary knowledge, skills and resources to support pupils.</p>
<p>NIF Priorities Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver Teacher Professionalism School improvement</p>	<p>HGIOS/HGIO ELCC QIs for self-evaluation. A Quality framework for daycare of children.</p> <p>1.1 – Nurturing care and support 3.1 – Ensuring wellbeing, equality and inclusion 3.2 - Raising attainment and achievement</p>

What actions are required to reach the desired outcome?	Who	When
<p>Development of Inclusion Agenda within the school</p> <ul style="list-style-type: none"> Continue employment of DHT of Inclusion (Term 1) to support staff and pupil development in Inclusion Hub and mainstream classroom to support HWB/Pastoral support throughout the school in Term 1 and to oversee and support PT Inclusion before a rigorous handover. (PEF) Continue employment of PT of Inclusion to run Inclusion Hub and targeted P7 Support, support CA development and development of the Outdoors. Also to support staff development and understanding around the emotional and social wellbeing of pupils, with a particular awareness of the effects of Covid mitigations over the last 2 years, and to ensure the sustainability of inclusion practices within St Andrew's PS. (PEF) 	<p>K.Watt R.Donnely</p>	<p>Aug-Oct 22 Aug 22-June 23</p>
<p>Year 1 of 3 – PATHS programme (PEF collaboration with St Sophia's PS)</p> <ul style="list-style-type: none"> Raise awareness of the PATHS programme rationale and resources through staff training. Implement PATHS approaches and resource following planners in classrooms and throughout the school. Regular evaluation during LT planning meetings as well as engaging in professional dialogue with peers, EAST and Educational Psychologist. Training of CAs and senior pupils to implement playground activities. 	<p>PATHS coach CTs/ KC (PT)/ PATHS coach LT G Lennon (ECC)</p>	<p>Aug In-Service 1 hr per week Monthly</p>

<ul style="list-style-type: none"> Establishment of lunchtime clubs. 		Aug '22 – June '23
<p>RRS Silver Award UNCRC Articles 1, 2, 3, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 23, 24, 25, 27, 28, 29, 30, 31, 39, 42.</p>	B Gibb (PT)	Sept '22 – June '23
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> All learners will be equipped with a shared vocabulary and strategies to talk about social and emotional issues (QA observations, learner feedback) 		

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

<p>Improvement Priority (Expressed as outcomes for learners)</p>	<p>Learners within ECC & Primary 1 will have a variety of child-led, adult-initiated and adult-led opportunities that enhances pupil engagement and provides open ended, play based learning opportunities within a suitable learning environment .</p> <p>Learners will be supported by parents and school through a shared understanding of Health and Wellbeing, Literacy and Numeracy approached. Parents will be able to support their child at home, using the same approaches as school.</p> <p>Learners with poor attendance in session 2021/2022 and subsequent poor attainment will see an increase in attendance and attainment.</p>	<p>Rationale for improvement priority based on evidence</p> <p>Within the context of St. Andrew's, recent restrictions have not permitted the pedagogy within P1 to fully embrace play as outlined in the Scottish Government publication 'Realising the Ambition'. A renewed focus on pedagogical approach at P1 is required to ensure the needs of pupils at this stage are being met.</p> <p>Data gathered from parents during consultation indicates low levels of Parental Engagement. Staff have identified the need to build partnerships and provide experiences that will benefit learners.</p> <p>Analysis of tracking data indicates a strong link between pupils who are not achieving expected levels and poor attendance at school, particularly with pupils within SIMD 1 & 2. Further exploration of causes and interventions are required to see improvement in this area.</p>
<p>NIF Priorities Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver Teacher Professionalism Parental engagement Performance information</p>	<p>HGIOS/HGIO ELCC QIs for self-evaluation. A Quality framework for daycare of children.</p> <p>2.3 – Learning, teaching and assessment 2.5 – Family learning 3.1 – Staff skills, knowledge and values 3.1 – Ensuring wellbeing, equality and inclusion 3.2 - Raising attainment and achievement</p>

What actions are required to reach the desired outcome?	Who	When
<p>Develop Play Pedagogy within P1 Environment and Resources</p> <ul style="list-style-type: none"> Using 'Play to Learn in East Dunbartonshire Council' Audit Document – Area 5 & 6 to analyse current Classroom environment, Materials and resources 	<p>P1 staff ELCCP HT E. Williamson</p>	<p>Aug '22 – Nov '22</p>

<ul style="list-style-type: none"> • Explore examples of good practice within East Ayrshire. • Create action plan/ next steps for implementation based on audit. • Develop the learning environment in line with 'Realising the Ambition - Being Me' Scottish Government document • Re-evaluate using Audit Document <p>Adult- initiated learning</p> <ul style="list-style-type: none"> • Using 'Play to Learn in East Dunbartonshire Council' Audit Document – Area 3 to analyse current Adult- Initiated learning opportunities • Explore examples of good practice within East Ayrshire • Create action plan/next steps for implementation based on audit. • Develop the learning environment in line with 'Realising the Ambition - Being Me' Scottish Government document. <p>Whole School Development</p> <ul style="list-style-type: none"> • PT Literacy and PT Numeracy (PEF) to develop policy and guidelines in these areas. • They will support and engage in quality assurance procedures and ensure consistency of approach across the school. 	<p>KC LW</p>	<p>Dec '22 – May '23</p> <p>Aug '22 – June '23</p>
<p>Increased Parental Engagement Opportunities (ECC and PS)</p> <ul style="list-style-type: none"> • Identify dates for H&WB, Literacy and Numeracy workshops for P1 & ECC parents • Implement workshop with focus on practical ways to support learners • Gather data on Parental Attendance at events and feedback on content of sessions <ul style="list-style-type: none"> • Literacy & Numeracy Newsletters/blog to be produced highlighting opportunities to support Literacy and Numeracy at home. • Plan and implement Maths and Numeracy Challenge morning/ afternoon – parents invited to school to participate in a range of maths activities with their child • Plan and implement Literacy Challenge morning/ afternoon – parents invited to school & ECC to participate in a range of literacy activities with their child. 	<p>ELCP/ H&WB – KW Lit – KC PT Num – LW PT Lead – L.R</p> <p>Lit/ Num Co-ordinators SLP – L.R</p> <p>MNU Co-ordinator/ CTs SLP – L.R</p> <p>Lit Co-ordinator/ CTs SLP – L.R</p>	<p>7th, 14th, 21st Sep</p> <p>Termly</p> <p>Sep' 22 – Nov' 22</p> <p>Jan '23 – Mar ' 23</p>
<p>Improved Attendance</p> <ul style="list-style-type: none"> • Engagement in Parental Engagement Programme with Home Link Team. • 6 week parental engagement programme for parents/carers of P1-P3 pupils. Attendance invitation only to target those with poorest attendance/engagement. Workshops to cover healthy eating, routines/boundaries, physical activity & family literacy. • PTs to participate and support in order to build and maintain relationships with parents. • Identify target group of learners and parents using a range of data including SIMD, Attendance, FSM. 	<p>AM NP (Home Link) KC (Lit PT) LW (Num PT) RD (Inclusion PT)</p>	<p>Oct '22 – Dec '22</p> <p>Further dates established if required.</p>

RRS Silver Award UNCRC Articles 1, 2, 3, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 19, 23, 24, 25, 27, 28, 29, 30, 31, 39.	B Gibb (PT)	Sept '22 – June '23
Evidence of Impact against outcomes for learners <ul style="list-style-type: none"> Learners within PS and ECC will have high levels of engagement (QA, parental feedback, learner voice). 		

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

Summary of Improvement Plan

Raising Attainment, particularly in Literacy and Numeracy	Increased in sustained positive destinations and employability skills
<ul style="list-style-type: none"> • Quality Assurance of Literacy and Numeracy teaching and learning across the school. This includes distribution of policy/guidelines, a rigorous monitoring programme with classroom observations and learner voice. (PT Literacy and PT Numeracy (PEF)). • Communication Friendly Environments to be developed across whole school and ECC. • Learner Journey/E-Portfolios to be established as regular achievement recording tool and to facilitate reporting to learners and parents. • Development of Outdoor Area using the Play to Learn document at Early Level and the Learning through Landscapes Audit at Second Level. 	<ul style="list-style-type: none"> • Increased opportunities for families to contribute to the life of the school and ECC through workshops and other opportunities. • Increased opportunities for the local community to contribute to the life of the school and ECC through World of Work Week. • Across all stages from ECC to P7, all learners will engage with World of Work Week. • Audit partner agencies and local employers to seek opportunities to build partnerships.
Ensuring the health and wellbeing of all young people	Closing the poverty related attainment gap
<ul style="list-style-type: none"> • Development of Inclusion Agenda supported by PT and DHT (PEF) – Inclusion Hub, CA training and development, staff support, and planning for sustainability. • Engaging in PATHS programme (Yr 1 of 3). • Rights Respecting Schools Silver Award. • Implementation of playground activities. • Establishment of lunch time clubs. 	<ul style="list-style-type: none"> • PEF resources used to engage parents and improve the attendance of identified group of pupils through Parental Engagement Programme (Home Link) with an aim to improve attainment. • Develop play pedagogy within Primary 1 using the Learn to Play Audit document, when audit complete create action plan for implementation of development needs. • PT Literacy and PT Numeracy (PEF) to ensure consistency of approach across the whole school. • Engage P1 parents in family learning workshops (H&WB, Literacy and Numeracy). • Engage all school parents in Literacy/Numeracy ‘Challenge’ days.

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