

Establishment Context

This is the establishment report for St Andrew's Primary School and Early Childhood Centre.

St Andrew's Primary School and Early Childhood Centre forms part of the St Joseph's Campus on Grassyards Road, Kilmarnock, sharing the facilities with St Joseph's Academy. The campus caters for learners from 3-18 years old. The building was opened in April 2008. The ECC has a large playroom, 2 'quiet' rooms and an enclosed outdoor space. The school has 14 classrooms, Library and ICT area, two GP rooms and a Gym Hall. The Assembly Hall, Drama Studio, Street Area (lunches) and 3G pitch are shared with St Joseph's Academy. We were unable to access the shared indoor facilities until April of this session, due to Covid-19 restrictions.

The catchment for the establishment is wide and diverse, including most of the Kilmarnock area, apart from; Longpark, Altonhill, Onthank and Southcraigs. The school role for the session 2021/22 was 374 with 101 in receipt of free school meals. The role in the ECC was 64 full day places (9.15am – 3.15pm).

A fourteen class structure was in place comprising of Primary 1B, Primary 1S, Primary 2P, Primary 2/3, Primary 3V, Primary 3/4, Primary 4A, Primary 4/5, Primary 5R, Primary 5/6, Primary 6B, Primary 6/7, Primary 7L and Primary 7R.

Core staffing of 17.2 was enhanced using PEF, NQTs and Covid Recovery, taking total staffing to 21.2. This enabled us to have smaller class sizes as well as an inclusion base allowing us to facilitate our school priority of raising attainment in Literacy and Numeracy.

In the ECC we have 8 x FTE, 2 x 20 hour staff members and 1 additional support assistant.

St Andrew's ECC forms part of the St Joseph's Campus on Grassyards Road, sharing the facilities with St Joseph's Academy and Primary. All classrooms and the ECC are equipped with technology to enhance the quality of learning and teaching.

In session 2021/22 the overall attendance rate of the school was 90%.

There were 0 exclusions this session.

Our aim in the school and ECC is to provide a broad, progressive and coherent education which caters for the whole child, in an environment which is secure, caring and nurturing. St Andrew's is a denominational school, the largest in the Diocese of Galloway and our philosophy is underpinned by the Catholic faith and based on living and bearing witness to the Gospel Values in our daily lives. Our Catholic ethos is in line with the Charter for Catholic Schools in Scotland; in St Andrew's we aim to develop 'as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship and through service to the common good.' This complements the work we do to develop as a Rights Respecting School which we link closely to our Gospel values.

As a school we serve 3 parish communities in the Kilmarnock area: St Matthew's, St Joseph's and St Paul's. We have strong links with St Matthew's and St Joseph's attending masses and celebrations within the churches. Fr Stephen McGrattan and Fr Martin Chambers are regular visitors in the school to celebrate mass, support sacramental preparation and offer pastoral support to staff and pupils.

The ethos in St Andrew's is inclusive and permeates all that we do. We try to honour the life, dignity and voice of each person, made in the image of God' (Charter for Catholic Schools) in all of our interactions. This is reflected in the nurturing approaches being

developed as we work towards becoming a Nurturing School. Almost all visitors to the school comment on the warm, welcoming ethos they feel within the school.

One of our main priorities within the school was to close the attainment gap between the most and least disadvantaged children through the development of an 'inclusion base'. St Andrew's has self funded its own nurture provision since session 2012/13. Details are provided later in the report.

The other main priorities within the school were raising attainment in Literacy and Numeracy. Session 2021/22 was our third year participating in SAC Literacy.

St Andrew's Early Childhood Centre is the only ECC within our education group. We aim to provide a welcoming and nurturing environment which promotes a community of respect and friendship. We provide a curriculum of learning that is responsive to our children's interests and values their existing knowledge and experiences. Staff strive to provide quality and meaningful experiences in spaces that provoke imagination, creativity and engagement.

To facilitate the running of the centre we have a leadership structure of a Head Teacher and a Senior Lead Early Learning and Childcare Practitioner.

Over the past year staff have worked hard to fully implement the guidance and ethos of Education Scotland's Realising the Ambition: being me, recognising and promoting the value of children's learning and development through play. Staff have continually adapted to the change and challenges brought on by the Covid pandemic.

Moving forward our centre priorities are improving attainment in literacy and numeracy through increased parental engagement and developing the outdoor space, and

Establishment Vision, Values and Aims

During this session, as a result of self-evaluation in the previous session, it was identified that the Vision, Values and Aims of the school no longer fit with current education philosophy. For this reason, we went through a process of reviewing our Vision, Values and Aims with all stakeholders. Below are our new Vision, Values and Aims.

'Inspiring young people to be fully alive'

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.

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.

We aim to:

- Develop positive relationships with pupils, families, parish and local communities to enhance the progress of young people.*
- Provide high quality learning and teaching opportunities to support individuals' needs and motivate pupils to achieve their full potential.*
- 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.*

These new Vision, Values and Aims will be launched with all of the St Andrew's Primary community at the beginning of the 2022/23 session.

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 like and realise their full potential.

Our aims for all are:

- Provide a welcoming ethos*
- Foster a love of learning*
- Provide a nurturing environment*

Create a community of friendship based on mutual respect.

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>To continue to raise levels of attainment across all aspects of Literacy and Numeracy</p> <p><i>Target for Improved Outcomes by Stage</i></p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th></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" style="margin: 10px auto;"> <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>		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>While the data indicates that many of our interventions are having a positive effect, given the disruption to learning in recent years, we recognise the need to remain focussed on raising attainment to ensure positive outcomes for all pupils.</p> <p>Through self-evaluation, it has been identified the need to develop more rigorous assessment as part of the learning, teaching and assessment cycle and to facilitate more robust moderation opportunities to inform teacher judgements.</p> <p>Remote learning opportunities has highlighted the need to engage more fully with parents and families to contribute towards improvement in literacy attainment.</p> <p>We will continue to engage with the East Ayrshire Scottish Attainment Challenge (SAC) team and implement resources produced to support Literacy and Numeracy. Data indicates improvement at all stages as a result of implementing pedagogical approaches promoted by the SAC team. SLT will engage will Attainment Advisor to scrutinise attainment and improvement agenda.</p> <p>As we continue to reflect upon learning and teaching opportunities, self-evaluation has highlighted the need to provide and enhance outdoor learning experiences.</p>
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<p>NIF Priorities</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver</p> <p>Assessment of children's progress</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.3 – Leadership of change 1.5 – Management of resources to promote equity 2.3 – Learning, teaching and assessment 2.5 – Family learning 3.2 – Raising attainment and achievement</p>																																																
<p>Progress and Impact</p>	<p>Due to ongoing mitigation factors we were unable to carry out classroom observations to ascertain the consistency of approach to the implementation of the Active Literacy Programme and the new Numeracy pathway. However, as part of our monitoring</p>																																																	

calendar, regular planning meetings were held, supported by a member of the SLT who would lead professional discussions around the expectations of implementation, pace and consistency.

Data Session 2021/22				
	Reading	Writing	Talking & Listening	Numeracy
P1	91%	91%	91%	91%
P4	81%	74%	89%	80%
P7	57%	54%	83%	69%

During these monthly stage planning meetings with SLT, staff focussed on the Moderation Cycle produced by Education Scotland. Barriers to learning including SIMD, attendance and ASN featured as part of these discussions and as a result, analysis of data would suggest that there has been an improvement in attainment at most levels. Data shows significant improvement in Primary 1 and Primary 4, with less improvement in Primary 7 with reading and writing. In Numeracy data shows an improvement at Primary 1, Primary 4 and Primary 7, with significant improvement at Primary 4 and Primary 7 from the previous session.

Due to high numbers of staff absence the work required to develop an Assessment Policy was not completed.

Due to ongoing mitigations and high staff absence, opportunities for parental engagement were limited and not all of the actions planned were carried out.

Engagement in the National Numeracy Project was led by Laura Williamson, numeracy lead. She attended the training sessions provided by National Numeracy and worked to overcome the barriers to parental engagement. All classes participated in the Family Maths scrapbook activities and was been high. Weekly scrapbook stars were celebrated on social media and the school website.

Support from the EAC SAC Team was provided by Gillian Borland (ELCP), June Watt (ELCP), Craig McAllister (Teacher) and Sandra Droy (AIM).

GB and JW worked closely with pupils working at Early Level in Primary 1 and Primary 2 and supported the staff to implement the ALP within a play pedagogy. Support from CM was targeted at staff and pupils in Primary 7. He was able to continue the development work that he had picked back up in the 2020/21 session. SD worked closely with staff and pupils in Primary 3 supporting the implementation and use of assessment materials used by the SAC Literacy team. She also supported the implementation of ALP. Unfortunately, due to the number of high tariff pupils requiring support, and high numbers of staff absence, Sandra was unable to progress any work with our CAs.

	<p>Primary 1, 4 and 7 worked collaboratively with Carolyn McFarlane, LOST, to gain an awareness of learning opportunities in the outdoors. A number of other stages also sought and successfully used opportunities for outdoor learning within our large campus. Resources were organised and stored in an accessible manner by PT Lesley Reid in order that all classes can access.</p>
<p>Next Steps</p>	<p>Updated Literacy and Numeracy policies and guidelines will be issued to all members of staff.</p> <p>Monitoring calendar to be revisited to ensure policy and guidelines are being followed.</p> <p>Awareness raising of Communication Friendly Environments. Focus on Learning Environment and Adult Interaction Styles.</p> <p>Establish methods for sharing pupil profiles with parents/ carers through Learning Journal and E-Portfolios, agree minimum requirements (content/ frequency) for sharing with parents/ carers, content to be planned and reviewed at termly LT planning meetings.</p> <p>Using 'Play to Learn in East Dunbartonshire Council' Audit Document – Area 4 to analyse current outdoor provision and develop the outdoor area at Early Level.</p> <p>At Second Level, using the Learning through Landscapes Audit and HGIOS Outdoor Learning to develop outdoor opportunities and space. (LOST C McFarlane).</p>

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p> <p><u>ECC</u></p>	<p>Learners will be engaged in quality learning experiences that responds and addressed the needs and interests, raising engagement and as a result, attainment.</p>	<p>Rationale for improvement priority based on evidence:</p> <p>“A balance of responsive planning and intentional planning is essential in providing suitable experiences that connect with and extend children’s interests and motivations”</p> <p>Realising the ambition: Being Me National practice guidance for early years in Scotland.</p>
<p>NIF Priorities</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver</p> <p>Assessment of children’s progress</p>	<p>HGIOS/ HGIOSELCC QI’s for self-evaluation</p> <p>3.2 Securing Children’s Progress</p> <p>2.2 Curriculum</p> <p>1.3 Leadership for Change</p>
<p>Progress and Impact</p>	<p>Responsive and intentional planning is now fully embedded into the practice of the centre. Current planning ratio is approximately 80% responsive planning and 20% intentional with staff facilitating play and learning in their allocated area for the extended four week period. Responsive planning is fully informed through both child and area observations, which are reviewed and consolidated through weekly professional dialogue. A child centred approach to planning now creates a playful learning environment where young people are keen to engage, and which connects their existing knowledge and motivates them to explore and challenge their skills.</p> <p>The later introduction of trackers to reflect guidance contained within Realising the Ambition: Being Me (Education Scotland) has further enhanced practitioner knowledge and practice around learning through play. Information contained within the trackers is used to inform intentional planning and is reflected within the children’s goals. Information gathered within the trackers is now used to highlight areas for targeted support, providing the children with detailed and individual experiences that promote their learning and development. Trackers will continue to be developed. Due to ongoing covid restrictions work around community engagement was put on hold.</p>	
<p>Next Steps</p>	<p>Consultation and feedback to be gathered from parents and early level staff within the primary.</p> <p>Community engagement activities to be re-established.</p> <p>Policy Refresh: Language & Literacy, Numeracy & Mathematic Dev.</p>	

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>The ethos of the school creates an environment where all children are supported to fulfil our vision and aims through a shared set of values.</p> <p>Pupils are able to reflect upon their learning and set achievable targets.</p> <p>Pupils are supported through increased levels of parental involvement/ engagement / empowerment within the school.</p>	<p>Rationale for improvement priority based on evidence:</p> <p>During self-evaluation in the previous session, it was identified that the Vision, Values and Aims of the school no longer fit with current education philosophy. It has been 7 years since this has been revised and a there has been a large turnover of staff at all levels, resulting in very little awareness and ownership.</p> <p>Through monitoring, it was identified there was a lack of consistency and accountability in Personal Learning Plans. Clarity of purpose and use is required.</p> <p>The recent mitigating factors has led to a reduction in contact throughout the year with parents. It has long been identified as a challenge to engage all parents effectively due to the geographical and social-economic variants within our school.</p>
<p>NIF Priorities</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver</p> <p>Parental engagement</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.3 – Leadership of change</p> <p>2.5 – Family Learning</p> <p>3.1 – Ensuring wellbeing, equality and inclusion</p>
<p>Progress and Impact</p>	<p>Led by E Hastings, DHT, the Vision, Values and Aims of the school were reviewed and recreated alongside staff, pupils, parents and the school chaplain, Fr Stephen McGrattan. Due to the impact of absence on the school these were not launched on the planned date of St Andrew's Day (30th Nov), but will be introduced to all in the new session.</p> <p>All class teachers in P1-3 began to use Learning Journals for regular reporting to parents. Most parents and pupils engaged with this programme. Primary 4-7 continued the use of E-portfolios, however plans for awareness raising sessions with parents were unable to take place due to continued Covid mitigation factors.</p>	

	<p>Plans to increase parental engagement and involvement throughout the school in Term 3 and 4 were not able to be actioned due to the ongoing Covid mitigations and the SAC/Homelink team being unable to work alongside the school within the timescale previously planned.</p>
Next Steps	<p>Introduce new Vision, Values and Aims to all stakeholders.</p> <p>Continue the use of Learning Journals and E-portfolios to encourage target setting for pupils and allow increased engagement with parents and carers.</p> <p>Engage with SAC/Home Link team to launch the Parental Empowerment Project.</p> <p>PATHS programme (Year 1 of 3) - raise awareness of the PATHS programme rationale and resources, implement PATHS resource following planners, regular evaluation during LT planning meetings, make use of PATHS Coach support.</p>

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>All pupils will have access to a safe, nurturing and consistent environment that is conducive to maximising learning and teaching opportunities.</p> <p>Pupils with SEBD needs will be supported to maintain their inclusion within a mainstream classroom with relevant strategies in place.</p>	<p>Rationale for improvement priority based on evidence</p> <p>Over the last 2 years, due to the disruption of schooling and impact of the Covid-19 pandemic, there has been a noticeable increase in low level and significant incidents of disruptive behaviours within the class. There are a significant number of pupils who are unable to self-regulate their emotions. This has had a negative impact on learning experiences and opportunities for all learners.</p> <p>In order to support pupils with significant SEBD needs and to maximise the time spent on learning in all environments we will establish an 'inclusion base' with the intention of providing individuals and groups of pupils opportunities to develop their skills and strategies that will help them within the mainstream classroom.</p>
<p>NIF Priorities</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver</p> <p>Assessment of children's progress</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p>
<p>Progress and Impact</p>	<p>This session there have been 18, Primary 3 – Primary 7 pupils who have received support from R Watson (PT Inclusion) in the form of an inclusion group or lunch time club within the 'inclusion base'.</p> <p>In addition to this, 3 Primary 1 pupils have attended one afternoon for 1.5 hours for a Nurture/Choosing input to build socialisation skills and behaviour guidance.</p> <p>Of the 18 pupils who receive regular, targeted support, almost all have demonstrated overall improvement when assessed by the Boxall Profile. 4 of these showed significant improvement and 8, general improvement.</p> <p>Few profiles showed no change – one of these is highly affected by poor attendance, one child has remained level and is moving on to a specialist provision for secondary education, and the last has a number of ongoing support requirements and is under ongoing assessment by Educational Psychology.</p> <p>Few profiles demonstrated a regression in pupil development, however changes in family circumstances and major traumatic experiences explain why this is the case for these pupils.</p>	

Next Steps	<p>PT Inclusion: Run Inclusion Hub, support all staff to implement the Nurture Principles & build quality relationships within their classes, addressing training needs of Classroom Assistants and quality assurance of HWB practise across the school.</p> <p>DHT Inclusion and Attainment to have strategic overview of Inclusion Hub, supporting PT Inclusion in their role.</p> <p>Classroom Assistant support targeted appropriately to support all children to achieve.</p> <p>Develop Play Pedagogy within P1 - use 'Play to Learn in East Dunbartonshire Council' Audit Document – Area 5 & 6, to analyse current classroom environment, materials and resources, explore examples of good practice within East Ayrshire, create action plan/ next steps for implementation.</p> <p>Use 'Play to Learn in East Dunbartonshire Council' Audit Document – Area 3, to analyse current Adult-Initiated learning opportunities.</p> <p>Increased Parental Engagement Opportunities through workshops, newsletters and 'Challenge Mornings/Afternoons'.</p>

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p> <p><u>ECC</u></p>	<p>Learners will have equity in experiences regardless of family or community circumstances</p>	<p>Rationale for improvement priority based on evidence</p> <p>‘The largest influence on children in the early years are their parents, with the wider community often paying a significant role’ (The Early Years Framework, Part 2, 2008)</p> <p>By opening up our learning environment to include the local community our children will be able to access a diverse range of experiences and events.</p>
<p>NIF Priorities</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver</p> <p>Assessment of children’s progress</p>	<p>HGIOS/ HGIOSELCC QI’s for self-evaluation</p> <p>2.5 Family Learning</p> <p>2.7 Partnerships</p> <p>3.3 Developing creativity and skills for lifelong learning</p>
<p>Progress and Impact</p>	<p>Due to ongoing mitigations around Covid the ECC were unable to implement any improvements around community and family engagement.</p> <p>In response to the mitigations and the restrictions that they placed, there were increased telephone calls to report to parents and an increase in update photos and information on the ECC blog. Each term individual photos were sent home to parents.</p> <p>In June, when mitigations were lifted, the ECC attended an event at the Dick Institute, allowing them to restart their journey to becoming part of the wider community.</p> <p>Further improvements around community and family engagement will be reinstated within the current terms improvement planning.</p>	
<p>Next Steps</p>	<p>Identify dates for H&WB, Literacy and Numeracy workshops for ECC parents.</p>	

	Plan and implement Literacy Challenge morning/ afternoon – parents invited to ECC to participate in a range of literacy activities with their child.
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<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p>Pupils have experience a range of opportunities and experiences that promote awareness and skills for lifelong learning.</p>	<p>Rationale for improvement priority based on evidence</p> <p>During the whole school evaluation process, the effect of the pandemic on opportunities to improve employability skills was noted. With continued mitigation factors in place there remains a limited number of opportunities available.</p> <p>In order to reintroduce some activities we will look to engage with our LOST colleagues to create a focus on those activities that can be re-established outdoors.</p>
<p>NIF Priorities</p> <p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver</p> <p>School improvement</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>3.3 Creativity and Employability</p>
<p>Progress and Impact</p>	<p>Due to ongoing Covid mitigations and the impact of staff absence within the school some of the actions in this priority were not established.</p> <p>A range of outdoor learning experiences took place for Primary 1, 4 and 7, led by C McFarlane (LOST).</p> <p>Primary 6/7, 7L and 7R participated in the John Muir Award.</p> <p>Due to high numbers of both pupil and staff absence and a strong requirement to plug the gaps in Literacy and Numeracy, Primary 1 and 4 were unable to complete the RSPB Wild Challenge and Heritage Hero Award.</p>	
<p>Next Steps</p>	<p>Develop opportunities for families/local communities/ businesses to contribute to life of ECC and school.</p> <p>Assess and implement opportunities for parents/carers/families to contribute to the life of the centre and school.</p> <p>B Gibb to complete application for RRS Silver award.</p> <p>World of Work week to be introduced in both school and ECC - Consult with partner agencies regarding opportunities established within East Ayrshire, seek opportunities with local and national businesses to contribute.</p> <p>ECC to renew vision, values and aims (Aug '22 – June '23).</p>	

Pupil Equity Fund: Aims and Impact	
Development of 'The Umbrella Room', a base to support pupils with SEBD needs. – DHT Lead, PT Implement.	As documented above, the 'Umbrella Room' has provided an opportunity for a number of pupils within St Andrew's to succeed & achieve where they were unlikely to have before. Exclusion rate – 0. PEF Funded DHT was required to assist in day to day running of the school while HT was absent.
Increase support for pupils through recruitment of 2 x classroom assistants.	Attainment has improved as documented above. Pupils with significant needs were able to be supported to remain in a mainstream setting.
Reduction in class size through recruitment of 1 x class teacher.	Attainment has improved as documented above. Pupils with significant needs were able to be supported to remain in a mainstream setting.

Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators	
Quality Indicator 1.3 Leadership of Change	4
Quality Indicator 2.3 Learning, Teaching and Assessment	3
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	4
Quality Indicator 3.2 Securing Children's Progress	3

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	3
Quality Indicator 2.3 Learning, Teaching and Assessment	3
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	4
Quality Indicator 3.2 Raising Attainment and Achievement	3

Establishment Capacity for Improvement
<p>As an establishment we use self-evaluation in a structured and consistent way, taking into consideration the priorities outlined in the National Improvement Framework. As a staff body we are able to act upon identified areas for improvement.</p> <p>As a SAC Numeracy school and a SAC Literacy school, we continue to show our commitment to develop both staff skills and pupil attainment, working closely alongside our ELCP.</p> <p>By developing our tracking and monitoring programme to include more focused use of benchmarks, we are continually driving forward our attainment agenda in line with the NIF.</p> <p>Through our Establishment Improvement Plan we can also illustrate our commitment to continued improvement, our priorities for this year are:</p> <ul style="list-style-type: none"> • To ensure that learners will experience consistent, high quality learning and teaching experiences within a communication friendly environment that supports Literacy and Numeracy learning. • That parental partnerships will support learners' progress. As a result, attainment levels will continue to improve in all aspects of Literacy and Numeracy. • To support learners to experience a consistent approach to spiritual (Primary), social and emotional development opportunities from all staff and equip them with strategies to support spiritual, social and emotional development that promotes inclusion within the mainstream classroom and playground. • To ensure that 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>In addition to the above, the ECC will review their Vision, Values and Aims.</p>