

St John's Primary School



Standards and Quality Report

Session 2020/21

Context of the School

St John's Primary School is a Roman Catholic school situated in Barrhead, East Renfrewshire. The school has an excellent relationship with St Luke's High School, the associated secondary school, and cluster Primary schools, St. Mark's and St Thomas'. Close transition links are also fostered with the early learning and childcare establishments from where our children transfer. Most Primary One children transfer to St John's from Carlibar Nursery and Arthurlie Family Centre.

Vision

In St Luke's Cluster we nurture every child's unique God given talents to enable them to flourish in a climate of high expectations, innovation and creativity.

Values

We value love, faith and understanding.

Aims

To inspire the moral purpose of learning and teaching to;
unleash potential, raise attainment, promote equity and
transform the life chances of each and every learner,
especially those most in need of support.

The school has strong links with St John's church and children, staff and parents are well supported by the school chaplain, Father Joe Balmer, as well as Father Jonathan Whitworth. The school benefits from the involvement of a range of partners such as the Active Schools Coordinator, the Educational Psychologist, Social Work, the Campus Police Officer and link personnel from the Education Department.

The school has a highly active and supportive Parent Council. We place significant value on the contribution parents make to the life of the school and we encourage parents to take part in the many activities and special occasions which take place throughout the school year, for example, open afternoons, curricular meetings, evening workshops, parents' evening and concerts. We pride ourselves on the positive relationships we build with parents which enables us to approach and liaise with those who may otherwise not engage. Initiatives such as 'Read and Relax', Café Kids and a Monday morning Parent/Toddler Group are examples of our success in this area. Parents are also kept informed through the [school website](#) and [twitter](#).

The school also serves as a base for the Outreach team who support children with social, emotional and behavioural needs across the authority. The teaching complement for Outreach is 3 FTE which comprises of 3 permanent teaching staff.

The school role is 246. Within the school 49.59% of children live in areas identified by the Scottish Index of Multiple Deprivation as deciles 1 to 3. 23.17% of pupils who attend St John's are entitled to Free School Meals. 5.28% of pupils have English as an Additional Language.

Teaching allocation this session was 17.69 teaching staff with an additional allocation of 1fte Pupil Equity fund teacher and 0.9 fte recovery teacher. From August to March the school had an allocation of 1.4 fte teaching staff to support the lowest performing 20%. This year we had 2 probationers in our staff team.

Additional information relating to our school, including details on school roll and staffing, can be found in our school handbook - <https://blogs.glowscotland.org.uk/er/public/StJohns/uploads/sites/67/2021/06/02084945/Handbook-2021-22.pdf>

Attendance Data

History and Agreed Target			
2018-2019	2019-2020	2020-2021	Agreed Target
96.2%	95.36%	95.57%	96%

Overall our attendance is good. We continue to monitor attendance and punctuality to support the wellbeing of all pupils. Throughout the period of school closure, we made every effort to ensure pupils were engaged in online learning. Those who struggled to engage were offered support by way of paper learning packs or places in the school hub. The requirement for symptomatic testing has had an impact on attendance, however, we have ensured continuity of learning for those affected through online platforms.

Improvement Plan Priorities 2020/2021

Focus: Leadership and Management

Target: To support the mental, physical and emotional health and wellbeing of all children and staff through the implementation of a robust school recovery plan.

Focus: Learning Provision

Target: To develop increasingly consistent, high quality learning experiences for all our children through implementing assessment and tracking as a key priority in identifying next steps in all children's learning.

Focus: Success and Achievements

Target: To promote the wellbeing of all children and target support at our most disadvantaged children. To support curriculum delivery, using digital technology.

Methods of Gathering Evidence

Evidence sources this year have included, but are not limited to:

- Observation of learners' experiences through peer and Senior Leadership Team (SLT) learning visits
- Learners' evaluations of their learning experiences
- Monitoring of learning and teaching, attainment and achievement throughout the year
- Benchmarking the quality of work with schools in similar contexts
- Surveys carried out with staff, pupils and parents
- Self-evaluation and audit by staff, children and parents of the School Improvement Plan, against HGIOS4 quality indicators
- Focus group discussions
- Information from partners such as educational psychologist, social work, campus police officers, active schools staff and the Quality Improvement Team
- Local/national standardised testing
- Records of CLPL and curriculum development
- Staff analysis of on-going assessment, Baseline Assessments, Scottish National Standardised Assessments and ERC Standardised Tests, recorded termly
- Feedback from parents on jotters and end of year summative reports
- ERC pupil, parent and staff questionnaires
- Pupil voice through involvement in a range of committees and the school house system
- Pupil involvement in the development of pupil-led pedagogy in P6 and P7 – DIY classroom
- Moderation at school, cluster, neighbourhood and authority levels
- Use of national benchmarks during tracking dialogue meetings to help confirm professional judgements
- Celebration of learning through school [website](#) and [twitter](#)
- Child's Wellbeing Plans and information from inter-agency partners
- Parent feedback from curriculum events, learning assemblies and discovery days
- PRD conversations
- Parent Council meeting minutes
- Data on incidents of bullying and racism
- Minutes of whole school, weekly round-up, SLT and PSA meetings
- Pupil, staff and parent questionnaires on aspects of 'Visible Learning'

How good is our leadership and approach to improvement?

(1.1, 1.2, 1.3)

Evaluation: Good

NIF Priorities

- Improvement in attainment, particularly in Literacy and Numeracy
- Closing the attainment gap between the most and least disadvantaged children

School Priorities

- School to recover from Covid-19 closure
- Blended Learning Curriculum- A shared understanding and implementation of what a blended learning model looks like
- Improve the rigour of monitoring by improving the accuracy of teacher judgements
- Ensure PEF Interventions are sustainable over time.
- All staff, children and parents are fully involved in the spiritual life and work of the school

	<ul style="list-style-type: none"> Learners' experiences support them to develop their personalities, talents and spiritual abilities to their potential
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism School Improvement Performance Information 	<p>Local Improvement Plan – Expected Outcome/Impact</p> <ul style="list-style-type: none"> An ethos of high expectations and achievement in our school A culture of self-evaluation and continuous improvement in our school A culture of professional enquiry in our establishment

Self –Evaluation for Self-Improvement

Staff participated in reflective discussions about the impact of the pandemic on children’s learning and this informed their next steps in teaching. Staff also had a very clear focus on health and wellbeing and supporting children’s mental health after the lockdown period. They identified areas of strength and aspects of innovative practice which could be embedded into their pedagogy as we move forward. Overall, all staff understand that self-evaluation is an integral aspect of our approach to continuous improvement. Professional dialogue meetings have selected challenge questions from HGIOS 4 incorporated within them to promote self-evaluation. These questions were adapted to suit the context of remote learning.

Successes and Achievements	
<p>3.1: Improving Wellbeing, Equality and Inclusion 3.1.3: <i>Inclusion and Equality</i></p> <p>How well have the children settled back into school following lockdown? Are there any children you are concerned about following the return to school? Is there any additional support required that you think might be helpful?</p>	<p>3.2: Raising Attainment and Achievement 3.2.1: <i>Attainment in Literacy and Numeracy</i></p> <p>How are you using the results of assessment to effectively meet the needs of the pupils in your class? Please comment on pace and challenge for each group in Literacy and Numeracy with reference to the gradient of learning. Please indicate any pupils who are not on track and how you propose they are supported moving forward.</p>
Learning Provision	
<p>2.4: Personalised Support 2.4.2: <i>Targeted Support</i></p> <p>Comment on identified pupils' progress with their wellbeing plan targets, with particular reference to the strategies listed.</p>	<p>2.3: Learning, Teaching and Assessment 2.3.4: <i>Planning, Tracking and Monitoring</i></p> <p>How on track is forward planning for your class within Literacy and Numeracy in relation to where you would expect them to be at this point in the academic session? Use screen share to talk through your forward plan.</p>
Leadership and Management	
<p>1.2: Leadership of Learning</p> <p>What impact has the pandemic had on your professional development? In what ways have you developed your capacity in addition to upskilling in the effective use of digital technology?</p>	
<p>Thinking ahead to next year, what examples of effective learning and teaching practice could you share with others in order to support school improvement? Are there any particular areas you would like to focus on as part of curriculum development?</p>	

Effective high level collegiate sessions and ongoing staff professional development enabled us to continue to receive and give effective feedback. All teachers continued to explore the elements of effective feedback from John Hattie’s visible learning programme. In addition to the considerable digital CLPL, all staff participated in individual and collective professional learning activities which improve outcomes for learners e.g Playful Pedagogy, Signs of Safety, Seasons for Growth, Numeracy and Literacy CLPL and collaboration with colleagues from within and out-with the cluster. Through professional dialogue and collegiate working and reflection on staff interest through the PRD process we have clearly linked professional learning to our improvement planning targets and our self-evaluation.

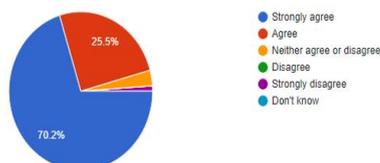
Staff engaged with Education Scotland’s health and wellbeing resources to evaluate their mental well-being and to share solutions and ideas with colleagues to stay safe and well during the pandemic. SLT led staff wellbeing sessions, providing ongoing pastoral support. Click [here](#) to access an example.

The Pupil Equity fund is carefully monitored and there is a clear rationale for each intervention based on a combination of data analysis, FSM entitlement and SIMD and knowledge of families. Creative approaches are adopted (both universal and individual) to meet the needs of children and their families.

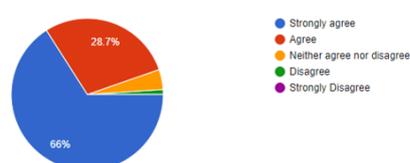
Leadership of Learning

All learners are encouraged to be engaged and involved in the life of the school. Pupils are actively consulted about their views, learning targets and any decisions which may affect their lives. Our pupils have a sense of fairness and equity and a desire to make the world a better place. Despite the restrictions in place pupils successfully worked on pupil groups including the Pupil Council and RRSA this session. Our Primary 7 pupils organised a covid-friendly outdoor fun day for the whole school. Class podcasts were included in weekly online assemblies. Families were engaged in the work of the school through digital technology. Pupil and parent questionnaires were used as part of the school’s ongoing self-evaluation. A sample of questions and responses can be found below:

I have had helpful communication from the school about arrangements for remote learning.
94 responses



We have the appropriate resources and equipment, including technology, to enable my child to access remote learning.
94 responses



We continue to build on our outdoor learning activities. Primary 1 pupils have continued to take part in play-based outdoor

learning opportunities on a daily basis. Classes from Primaries 2 – 7 have also participated in varying amounts of outdoor learning experiences. All staff have been led through CLPL to enhance their awareness of the benefits of Forest School. In order to continue to promote our successful outdoor learning, careful consideration was given as how this could be developed at home. A wide range of outdoor activities including individual, family and community based were shared during school closure and there was a very positive response and participation by a large number of families. [Early](#), [First](#) and [Second Level](#) resources were provided and families engaged really well with these.

A revised assessment framework has been developed, taking account of a range of assessment processes including formative, summative, digital and paper. This is comprehensive and considered alongside supplementary data analysis ensures a robust assessment framework for all children across levels. Teaching staff participated in professional learning sessions on the assessment framework, the ERC tracking tool and the process of arriving at professional judgements. As a result, teachers report increased confidence and improved understanding of assessment design so they are better able to co-create meaningful assessments with their learners.

Leadership of Change

Self- evaluation is understood by all staff as central to improvements and collegiate time is used effectively to engage staff in reflection on their practice. Children are given opportunities to evaluate their work in class and through their involvement in committees.

Our quality assurance mechanism was adapted and staff reported that they found the new arrangements more conducive to reflection and discussion of next steps. Staff are increasingly willing to showcase their lessons and the use of loom encouraged teachers to collaborate and learn from one another.

Digital solutions are effectively used to analyse data and identify trends and support needs. With the support of the DHT, the attainment team use data to analyse children’s progress and to inform next steps. Many class teachers are now independently drawing upon the tools and data independently. These evaluations lead to more effective planning and allocation of resources in meeting the needs of learners and improving outcomes and attainment.

Next Steps

- Upskilling of staff in the use of FileMaker Pro in order to increase awareness of pupil progression across levels
- Teaching staff to record curriculum level predictions in order to ensure appropriate pace and challenge
- Recording of lessons to stimulate professional dialogue

How good is the quality of care and education we offer?

(2.2, 2.3, 2.4)

Evaluation: Good

NIF Priority	School Priorities
<ul style="list-style-type: none"> ▪ Improvement in attainment, particularly in Literacy and Numeracy 	<ul style="list-style-type: none"> ▪ Review use of questioning and providing high quality feedback to learners ▪ Staff should involve children more systematically in identifying strengths and what they need to improve ▪ Provide more opportunities for open-ended learning experiences ▪ Staff should have a shared understanding of assessment descriptors making progress, progressing well and achieved
NIF Driver(s)	Local Improvement Plan – Expected Outcome/Impact
<ul style="list-style-type: none"> ▪ School Leadership ▪ Teacher Professionalism ▪ Parental Engagement ▪ Assessment of Children’s Progress ▪ School Improvement ▪ Performance Information 	<ul style="list-style-type: none"> ▪ An ethos of high expectations and achievement in our school ▪ Higher levels of parental engagement in the life of the school ▪ Higher levels of parental engagement in their children’s learning and in the life of the school. ▪ Learners’ experiences support them to develop their personalities, talents and spiritual abilities to their potential

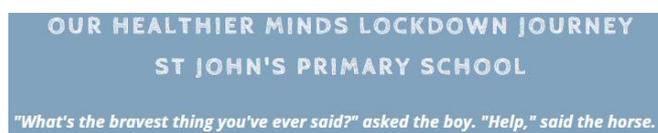
Safeguarding and Child Protection

There are robust procedures in place for tracking pupil attendance and late coming. This session that included tracking and monitoring of online engagement. Families were supported with digital devices wi-fi access, paper packs home visits and attendance at the hub. This ensured that almost all children were fully engaged during the periods of school closure. See breakdown of engagement below.

Lockdown Engagement Record	Literacy and Numeracy			Support	
	Fully Engaged	Partially Engaged	Not Engaged	Digital Devices	Hub Attendance
Primary 1	76%	24%	0%	13	11
Primary 2	89%	7%	4%	8	4
Primary 3	67%	29%	4%	8	3
Primary 4	70%	22%	7%	12	9
Primary 5	33%	55%	12%	13	11
Primary 6	54%	39%	7%	14	18
Primary 7	55%	39%	6%	12	6
Total %	63%	31%	6%	80	62

Regular check-ins with families throughout lockdown ensured that we were able to maintain our engagement with families. Health and wellbeing check-ins were shared with parents and resources provided to support children. Garden visits were undertaken by a number of teachers to support with issues arising. Evaluations indicated that almost all parents were happy with the remote learning opportunities available and that the home learning site developed by our digital co-ordinator and P7 teacher was very helpful for families. In addition many commented on the prompt and helpful responses to any technical issues.

The local authority HealthiER Minds resource was utilised in school to help to build resilience and to provide targeted support where required. The recently introduced health and wellbeing tracking system ensures that targeted interventions can be measured and evaluated. Children are increasingly confident in assessing their own needs and coming up with solutions. Knitting and painting are examples of clubs that have been established as a result of pupil voice. We adapted our approach to tracking pupil wellbeing in response to the pandemic. Click the image below for further supporting detail.



Curriculum

Our interactive [Curriculum Rationale](#) ensures that the whole school community can have a clear understanding of what we are seeking to achieve and how we intend to get there. This is a live document and is updated throughout the session as appropriate.

Through the St John's [Home Learning Site](#), children had a range of opportunities which they could choose from. They were given support and encouragement to pursue their interests through these opportunities.

Skills for learning, life and work are embedded in the curriculum. During lockdown children were able to network with each other virtually through Google Meet sessions. Children have a greater understanding of the application of skills. They are provided with engaging and relevant learning experiences across the school with a range of parents and partners involved in leading the learning. An example of this is through the work of Community Learning and Development who has continued to lead P7 transition sessions outdoors

Learner voice is very positive in St John's. Timetabled learning conversations with SLT and class teachers enable children to reflect and identify how they can participate in shaping school improvements. Learning conversation topics have been revised and are based on themes from Visible Learning; How Good is *OUR* School and incorporate Wellbeing Indicators. All children are involved in weekly class reflections that help to shape assembly podcasts. This also enables them to share and discuss their wider achievements with others. Pupil versions of wellbeing plans and Young Carer statements for identified pupils are further examples of good practice in seeking pupil views. Pupils understand that their views are sought, valued and acted upon and they take pride in their contributions.

Digital technologies are used throughout the school to sustain, enhance and create motivating environments for effective learning. All our ICT resources are maintained and accessible for learners.

Google classroom is accessed and used in school and at home to support home/school links. This has been particularly effective during periods of remote learning. Staff have worked hard to create comprehensive learning programmes for children to complete at home. Twitter is effectively utilised by staff to showcase learning and to communicate relevant updates. This year, our ICT co-ordinator with support from our P7 teacher have provided high quality CLPL sessions ensuring staff have the opportunity to develop their skills and knowledge in: Google Docs, Google Sites, Loom, Thinglink, ScreenCastify, VR headsets, Education City.

Tutorials for parents and pupils on Google Classroom, Seesaw and other online tools were available via the comprehensive school learning site and staff responded promptly to any issues linked to digital access.

Learning Teaching and Assessment

All staff know and respond very well to the individual needs of children and young people and promote and support their wellbeing. Almost all lessons are well differentiated to match the needs of all learners. During planned professional dialogue sessions, SLT gather information from class teachers and analyse this for specific patterns and trends. Support for learning is reviewed accordingly to ensure that support is fluid and responsive to the needs of all children across the school. Learning targets are in place, specific to individual learners' needs and these are reviewed systematically with next steps identified. All pupils with specific needs have a Child's Wellbeing Plan or ASN Summary which records targets and strategies to enable them to fully access the curriculum. Staff are becoming increasingly skilled at creating SMART targets for Child's Wellbeing Plans. Staff are invited to attend Joint Support Meetings where the needs of specific children are discussed. Staff report that their involvement in multi-agency meetings and the planning process helps them to ensure that they Get It Right For Every Child. This session meetings took place virtually via Google Meet or Teams, with many parents reporting they found this a very efficient means of communication.

Pupils report, through learning conversations and online surveys, that due to the positive climate in our school they feel very well supported to do their best. Feedback from 'Meet the Teacher' and Parents' Evenings show that learners and their families feel that they are valued and treated with respect.

Our visible learning journey continued this session with a particular link to 'Effective Feedback.' Whether in class or at home, learning dispositions continued to be referred to and children are encouraged to self-evaluate using tools like 'WAGOLL' and 'The Learning Pit.' Throughout the period of remote learning, Visible Learning remained a focus with one task per day linked to one of the five dispositions: Resilience, Bravery, Curiosity, Independence and Creativity. One disposition was also explored each week during virtual assemblies and our pupils created stories to match the Visible Learning characters.

Staff shared their understanding and implementation of the Four Levels of Feedback (Task, Process, Self-Regulation and Self) at a cluster moderation event in February. They reported increased confidence in assessment and providing effective feedback digitally after this session. As a result our assessment of children's learning and progress is more reliable and robust. All staff continue to engage in a range of effective moderation activities which focus on sharing expectations of high-quality learning and on discussing the standards of pupil work. As a result, teachers have a clearer understanding of pupil progression across Curriculum for Excellence levels. During remote learning, staff met in trios to share best practice and to support each other in employing creative learning and teaching strategies online.

The school recently underwent the reaccreditation assessment to maintain its Gold UNICEF Rights Respecting School status. Rights Respecting values and an understanding of global citizenship and sustainability inform all our practice and permeate throughout the school. The impact of this is the strong culture of respect which is fully embedded within St John's. The ethos and culture of our school reflects a commitment to children's rights, positive relationships, strong values and the importance of pupil voice, as highlighted in the feedback from the UNICEF inspectors in June.

Next Steps

- To reflect on the revised GTCS Standards for Registration and ensure these feature in Quality Assurance procedures moving forward
- To embed Learning for Sustainability across the school, building on existing achievements in this area (eg. RRS, Outdoor Learning)
- To participate in the authority moderation programme 2021-22

How good are we at ensuring the best possible outcomes for all our children/learners?

(3.1, 3.2)

Evaluation: Very Good

NIF Priority	School Priorities
<ul style="list-style-type: none"> ▪ Closing the attainment gap between the most and least disadvantaged children 	<ul style="list-style-type: none"> ▪ Children setting their own targets using HOTS ▪ An increase in range of authors ▪ Improved mental agility
NIF Driver(s)	Local Improvement Plan – Expected Outcome/Impact
<ul style="list-style-type: none"> ▪ School leadership ▪ Teacher professionalism ▪ Assessment of children's progress 	<ul style="list-style-type: none"> ▪ An increase in opportunities for young people to develop knowledge, understanding and the skills for life in a global multicultural society and Scotland's place in it.

Progress, Impact and Outcomes

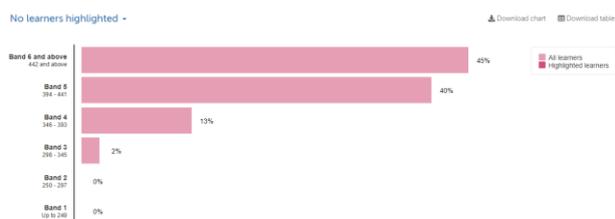
Raising Attainment and Achievement

The table below summarises the overall P3, P5 and P7 performances in standardised tests for the last three years. A robust tracking system ensures continuous progress for learners across the curriculum. There has been a slight increase in standardised test results this session. Staff analysis of these results has informed targets within our School Improvement Plan and we will continue to target specific areas as appropriate.

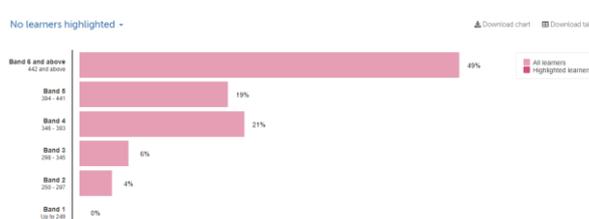
Year	Numeracy			Reading		
	All	Boys	Girls	All	Boys	Girls
2018-19	92	93	91	90	89	91
2019-20	89	89	91	90	88	93
2020-21	91	94	89			

A range of summative assessments have taken place across the school including school based assessments and Scottish National Standardised Assessments. The graphs below shows the percentages of pupils classified in each band within Primaries 1, 4 and 7 for Literacy and Numeracy.

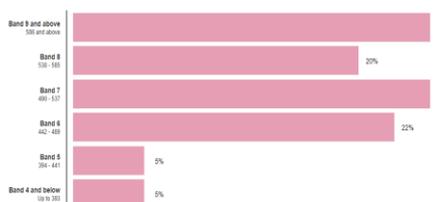
Primary 1 Numeracy



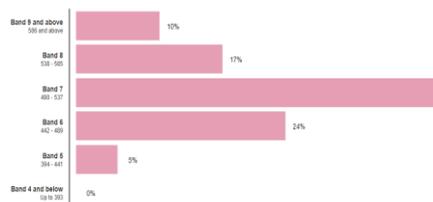
Primary 1 Literacy



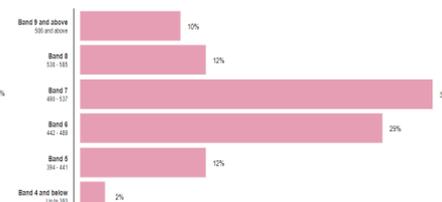
Primary 4 Reading



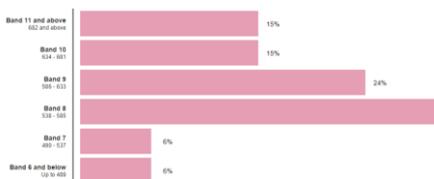
Primary 4 Writing



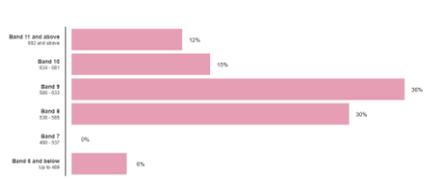
Primary 4 Numeracy



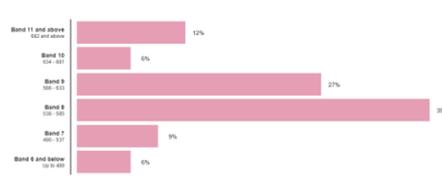
Primary 7 Reading



Primary 7 Writing



Primary 7 Numeracy



The table below shows the percentage of pupils achieving the expected Curriculum for Excellence attainment levels in Reading, Writing and Numeracy over the last 3 years.

	2018-19	2019-20	2020-21
CfE Attainment – Reading	88%		81%
CfE Attainment – Writing	87%		83%
CfE Attainment – Numeracy	83%		88%

Children are familiar with higher order thinking skills and use these to articulate their next steps in writing. Big writing approaches are evident in every classroom and children are familiar with the terms and are keen to gain star writer award.

Children have been encouraged to extend their range of authors through a variety of school and online reading materials. P6

have been studying 'Heartstone', a novel that explores the sensitive topic of racism. During lockdown, Primary 1 and 2 were encourage to access free online reading materials.

We have two staff members trained in Reading Recovery. The impact of this has been highly effective with reading ages increasing with the identified cohort of Primary 2 pupils. There is also a significant impact on the children's self-esteem and confidence. In addition staff have benefitted from CLPL and are now more confident and have a wider range of strategies to support the teaching of reading across the school.

Here is a snapshot of the impact of Reading Recovery in St John's this year. All four pupils are eligible for FSM and pupils 1 and 2 attended the hub to enable them to continue with reading support throughout the course of the pandemic. Pupils 3 and 4 have yet to complete the programme and as a result will continue after the summer break.

Pupil 1	RA Before – 5.04	RA After – 6.10	+18 months
Pupil 2	RA Before – 4.10	RA After – 5.10	+12 months
Pupil 3	RA Before – 5.04	RA After – 6.01	+9 months
Pupil 4	RA Before – 4.10	RA After – 5.07	+9 months

All staff have attended professional learning for the Numeracy Blueprints, which have been implemented across the school. Teachers have begun to incorporate these into lessons on a regular basis and children have already become more confident in using different strategies to support their learning.

Next Steps

- Practitioners use a wider range of assessment approaches which enable learners to work at the correct level of challenge
 - Implement a 1+2 Approach policy where every learner has the opportunity to learn a Modern Language from Primary 1 onwards and
- a second Modern Language (ML) from P5 onwards
- Address gaps, improve skills and raise attainment in Literacy to ensure progression for all learners

Pupil Equity Fund – How are we ensuring Excellence and Equity?

St John's PEF allocation for session 20-21 was £52,800. Our approach to supporting pupil wellbeing was effective, particularly given the fact that we had taken steps to embed an approach within the school pre-pandemic as identified in last year's PEF report. It was encouraging that we were able to adapt our existing tracking approach to suit a different context as ideally this approach should evolve and develop over time. Our commitment to health and wellbeing tracking provided a strong foundation for supporting learners and families appropriately.

In relation to up-skilling this approach, we plan to use one full time teacher to focus on the development of health and wellbeing interventions next session, with a particular focus on tracking those eligible for FSM. We plan to seek parent and pupil voice in relation to the identification of areas that should be targeted, for example, resilience and anxiety. We recognise the importance of ensuring a comprehensive approach to supporting pupil wellbeing and are committed to building on the success to date.

In relation to the data provided in the report, we plan to have a particular focus on the development of reading next year which should hopefully increase the percentage of pupils achieving Early, First and Second Level in Primaries 1, 4 and 7, whilst recognising that it will be different cohorts of children. Part of our work on Together Better Readers and How to Build a Reader will be directed towards the 48% of identified pupils who have not yet met the expected levels.

What is our capacity for continuous improvement?

- Continue to develop technology as a home/school tool for learning.
Further funding from the authority to support the lowest performing 20% and recovery teacher, ensuring the children requiring the most support continue to benefit from additional support with a particular focus on reading and mental maths.
- The Parent Council and the wider Parent Forum continue to be very encouraging of the school and are keen to support the school on its continuing journey of improvement.
- We will create opportunities for the school team to measure the impact of the School Improvement Plan on learners' experiences.
- Due to strong leadership and commitment of all staff, the school is well placed to take forward our priorities for next session.

National Improvement Framework Quality Indicators

Quality Indicator	School Self-Evaluation	Inspection Evaluation
1.3 Leadership of Change	Good	
2.3 Learning, Teaching and Assessment	Good	
3.1 Ensuring Wellbeing, Equity and Inclusion	Very Good	
3.2 Securing Children's Progress/Raising Attainment and Achievement	Good	

School Improvement Priorities 2021-2022

- Renewal and Build Back Better
- Assessment, achievement and moderation
- This is Our Faith: Celebrating and worshipping
- Shared understanding of assessment
- 1 + 2 languages
- Learner Voice
- Outdoor Learning and Sustainability
- Global Citizenship