ST MARK'S PRIMARY SCHOOL

STANDARDS AND QUALITY REPORT

2019-20

Standards and Quality Report 2019-20

Context of the School

St Mark's Primary is a Roman Catholic Primary School which sits within the community of Barrhead and St John's Parish. The school has excellent relationships with the other establishments in the St Luke's Cluster; St Luke's High, St John's Primary, St Thomas' Primary, Arthurlie Family Centre and McCready Family Centre. Most Primary 1 pupils transfer to St Mark's from Arthurlie Family Centre. School staff liaise with Arthurlie Family Centre through Early Years Neighbourhood meetings and plan transition meetings throughout the year. The school is also part of a neighbourhood group consisting of the above partners and all other educational establishments in the Barrhead area. Barrhead is an area of regeneration in a predominately affluent local authority.

The school has excellent links with St John's church. Pupils, staff and parents are well supported by the school chaplain, Father Joe Burke. The school has a very active Parent Partnership, which is supportive of the school. The school benefits from the involvement of a range of partners including the Active Schools Coordinator, an Educational Psychologist, Social Work Department, a Campus Police Officer, a Family First Worker and officers of the Education Department.

Within the school, 36% of pupils live in SIMD (Scottish Index of Multiple Deprivation) 1-3. The Family First Worker, located within the school, works with many families as a link between home and school. 49 of our pupils are identified as having additional support needs. 24% of our pupils receive free school meals. 12% of our pupils have English as an additional language.

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/StMarks/information/school-handbook-2019-2020/

Improvement Plan Priorities 2019/20

In St Mark's, our aim is 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. In order to achieve East Renfrewshire's vision of "Everyone Attaining, Everyone Achieving through Excellent Experiences", we are committed to a cycle of continuous improvement that involves all stakeholders across our school community. In 2019/20, the school priorities were to ensure:

- A shared expectation for standards to be achieved through robust moderation arrangements across the stages and curriculum.
- Learners are meaningfully involved in the life of the school with further opportunities for pupil leadership. Learners are involved in decision making and contribute to improvements in our school.
- Learners confidently help to lead their own learning and review their progress.
- Developing Scotland's Young Workforce national policy is embedded in practice
- 80% of learners achieving expected levels in reading at P1,4,7
- 90% of learners achieving expected levels in talking and listening at P1,4,7
- 80% of learners achieving expected levels in writing at P1,4,7
- Outdoor learning is a regular, progressive curriculum-led experience for all learners
- Playful Pedagogy
- Through the use of nurturing principles most learners are able to achieve their expected CfE levels
- Learning for sustainability is embedded across our curriculum

- Improved learning experiences for all as a result of targeted learning observations based on self-evaluation or school improvement plan
- Pupils are on track with the gradient of learning through robust tracking and monitoring
- Higher levels of parental engagement in their children's learning, attainment and achievement
- Parents are meaningfully engaged in school self-evaluation and contribute to the process of improvement
- The school shares skills knowledge and experiences of children's learning attainment and achievement with parents and carers
- Gospel values promoted through teaching programmes and learning experiences
- Children apply and increase their skills through active participation in their local community
- Increased confidence, knowledge and skills in Digital Literacy

In addition to these priorities, a local authority Review of Effective Transitions also highlighted the following areas for improvement in November 2019:

- The Senior Leadership Team and staff should continue to develop approaches to planning and delivering consistent, high quality learning and teaching which results in improved attainment and learning experiences across the school.
- School leaders should revisit approaches to playful pedagogy in the early stages to ensure that staff have a clear understanding of what they are trying to achieve and that activities are well planned, meaningful and provide high quality, progressive experiences for all learners.
- The school should continue to refine approaches to tracking and monitoring across the school ensuring data and evidence is robust, organised, and accessible to all providing historical context which evidences impact of interventions and leads to further improved outcomes.

Method of Gathering Evidence

A range of evidence has been gathered through self-evaluation to evaluate the work of the school in meeting the priorities outlined above. Self-evaluation frameworks, including HGIOS4? and HGIOURS? have been utilised to support this process.

Evidence sources include:

- Feedback from Review of Effective Transitions
- Monitoring of learning and teaching, achievement and attainment throughout the year through observations (peer, SMT), sampling of work and learner conversations
- Pupil responses to HGIOURS? consultation
- Professional dialogue with staff focusing on planning, tracking, attainment and achievement
- Analysis of attainment data and tracking of pupil progress through CfE levels
- Use of benchmarks to moderate quality of teaching and learning with colleagues across our school, cluster and local authority
- Evaluation of Child Wellbeing Plans and information from inter-agency partners
- Staff self and peer evaluations and departmental discussions
- Moderation at school, cluster, authority and inter-authority levels, ensuring consistency and reliability of assessment
- Surveys and questionnaires carried out with staff, pupils and parents
- Cluster action plans and Standing Committees associated with Literacy and English, Numeracy and Mathematics, Health and Wellbeing, Religious Education in a Roman Catholic school (RERC)
- Focus group discussions with learners, teaching and support staff and parents
- Information from our partners: Cluster Schools and Early Years Establishments, Active Schools, Educational Psychologist, link Social Workers, Children 1st, Family First, Campus Police Officer, School Nurse and Local Parish Priest

How good is our leadership and approach to improvement? (1.1, 1.2, 1.3)
Evaluation: Good

NIF Priority	School Priorities
• Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children and young people's health and wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people	• A shared expectation for standards to be achieved through robust moderation arrangements across the stages and curriculum. • Learners are meaningfully involved in the life of the school with further opportunities for pupil leadership. Learners are involved in decision making and contribute to improvements in our school. • Learners confidently help to lead their own learning and review their progress. • Developing Scotland's Young Workforce national policy is embedded in practice
NIF Driver(s) • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information	**Local Improvement Plan – Expected Outcome / Impact** • A culture of self-evaluation and continuous improvement in all schools • Higher levels of parental engagement in their children's learning and the life of the school. • An increase in the percentage of schools evaluated as "good" or better for leadership of change. • A skilled and confident workforce.

Progress, Impact and Outcomes:

St. Mark's staff are committed to ongoing self-evaluation. This was recognised in this year's Review of Effective Transitions. It is evidenced through their reflective contributions during professional dialogue, collegiate activities and working group discussions. Staff demonstrate adaptability when acting on the results of their evaluations and emerging national guidance. This was apparent in a recent audit exercise in response to the publication of the refreshed narrative for Curriculum for Excellence. The outcomes of this exercise have informed adjustments to the planning process and improved opportunities for more meaningful professional dialogue across stages and departments. Almost all staff (92%) prefer the revised approach to professional dialogue and believe that it provides a renewed focus on the needs of all pupils. This highlights that the school is beginning to address the recommendations from the Review. However, it will be important to build on this progress and review the approach and timing of dialogue to ensure that it foregrounds our curriculum rationale and has a positive impact on the quality of learning and teaching.

All staff are involved in moderation as part of the local authority moderation programme and moderation also takes place within cluster groups. As a result of undertaking leadership roles as moderation facilitators, a few of the teaching staff have improved their practice through professional learning activities and demonstrated increased capacity in leading and facilitating moderation activities with colleagues from across the local authority. Staff evaluations highlighted a need for consistency in the submission of evidence for cross-authority moderation activities to ensure that all teachers are given an opportunity to moderate their work. Most staff agree that they have worked well with stage partners to moderate together in order to arrive at valid and reliable decisions on learners' progress. The school can further improve by strengthening the links between separate stages of the moderation cycle. Time should be protected to allow teachers to regularly use standards within the Experiences and Outcomes and Benchmarks to evaluate and monitor learners' progress, particularly in relation to judgements on achievement of a level and the school/ cluster gradient of learning.

Pupils use a range of formative assessment strategies to evaluate their work. Their views are sought through their involvement in committees and their feedback through HGIOURS?

questionnaires. 96% of pupils feel involved in school and a part of their community. 93% of pupils feel the school listens to their views and takes them into account. 97% of pupils state that they enjoy learning in school, while 96% of pupils say that the feedback they receive helps them to improve their learning. 99% of pupils surveyed said that overall they were happy in school.

Parental views are also sought on a range of issues. 80% of parents feel comfortable approaching the school. This is lower than the three year authority average of 95%. More structured opportunities are required for parents to support improvement by participating in a range of formal and informal activities. Online parental engagement increased significantly during school closure and there was a range of qualitative feedback praising the school's ability to engage and communicate with the children and the wider community. This was recognised by Education Scotland and shared nationally as good practice on their [Digital Learning blog](). The school will aim to build on this progress and create an action plan to achieve 'Family Focused' status.

Staff have undertaken careful analysis of a range of intelligence and data, focusing on patterns and trends of attainment in relation to different equity groups. All staff have a clear understanding of the socio-economic context of the school, including specific needs and barriers to learning of individuals and key groups of children. Future improvement priorities should look to build on this analysis and carefully track the impact of all related interventions on both attainment and pupil wellbeing.

The majority of staff have engaged with national policy on *Developing the Young Workforce (DYW)* and the school has links with some businesses and local community groups. Staff from Money Advice and Rights Team, Co-op, Credit Union and JP Morgan visited the school to work with pupils and develop their understanding of the World of Work. School closure curtailed plans for a World of Work Week in Term 3. Next steps in relation to the DYW agenda should include staff CLPL on the DYW framework and the inclusion of DYW as a standing item on the agenda for professional dialogue meetings.

Next Steps

- Introduce an online tool to carry out a deep audit of focus QIs and support the recording and monitoring of self-evaluation judgements more systematically over the year.
- Review the approach and timing of professional dialogue to ensure that it foregrounds our curriculum rationale and has a positive impact on the quality of learning and teaching.
- Strengthen links between separate stages of the moderation cycle. Protect time to allow teachers to regularly use standards within the Experiences and Outcomes and Benchmarks to evaluate and monitor learners' progress, particularly in relation to judgements on achievement of a level and gradient of learning.
- Create an action plan to achieve 'Family Focused' status.
- Improve data analysis and carefully track the impact of all related interventions on both attainment and pupil wellbeing.
- Staff CLPL on the DYW framework and the inclusion of DYW as a standing item on the agenda for professional dialogue meetings.

How good is the quality of care and education we offer? (2.2, 2.3, 2.4) Evaluation: Good	
NIF Priority • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children and young people's health and wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people	**School Priorities** • 80% of learners achieving expected levels in reading at P1,4,7 • 90% of learners achieving expected levels in talking and listening at P1,4,7 • 80% of learners achieving expected levels in writing at P1,4,7 • To ensure outdoor learning is a regular, progressive curriculum-led experience for all learners • Playful Pedagogy • Through the use of nurturing principles most learners are able to achieve their expected CfE levels • To ensure learning for sustainability is embedded across our curriculum • Improved learning experiences for all as a result of targeted learning observations based on self-evaluation or school improvement plan • Track and monitor pupils progress to ensure they are on track with the gradient of learning • Higher levels of parental engagement in their children's learning, attainment and achievement • Parents are meaningfully engaged in school self-evaluation and contribute to the process of improvement • The school shares skills knowledge and experiences of children's learning attainment and achievement with parents and carers • Gospel values promoted through teaching programmes and learning experiences
NIF Driver(s) • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information	**Local Improvement Plan – Expected Outcome/Impact** • Improved reading, writing and mathematics throughout the years of the broad general education • An improvement in the attainment of disadvantaged children and young people • An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities

Progress, Impact and Outcomes

Planned improvements to the literacy curriculum were delivered through staff CLPL, in service activities and working party development work. Almost all staff report an increased understanding of the literacy framework and were positive about the inclusion of the framework in online forward planning. Further improvements are required in the format and hosting of the plans and a more efficient system will be developed in 2020-21. However, the revised content and progressive, skills-based design has been well received and has given staff confidence in their planned approaches to learning in literacy.

Staff provided positive feedback on the working party input on creating an engaging class library and implemented a number of these suggestions into their classroom practice. Pupils have benefitted from using a wider range of digital texts to boost engagement with reading and, in some

cases, to reduce barriers to learning through accessibility tools. Improved engagement from children was evident in the high levels of pupils independently accessing texts online during the period of school closure. Almost all pupils across the school (91%) engaged with a range of texts and activities related to texts. These included bespoke activities on Google classroom, Literacy Planet and Education City. It will be important to harness this increased pupil capacity during the recovery planning period, while also targeting those pupils who appear to have disengaged from learning. Pupil digital leaders and parents should be consulted as part of a review of the school closure period in order to learn lessons for Phase 2 of Recovery Planning.

Reading Recovery approaches have been further embedded across the school. (*See separate PEF report for specific feedback on targeted Primary 2 pupils who worked with Reading Recovery teacher.*) All staff report that the range of strategies and resources shared through professional learning and collegiate working has impacted on their practice and has helped specific groups of learners in their classes. The majority of teachers have indicated an improved understanding of how to record and track reading fluency in order to improve feedback on reading progress to pupils and parents. The next steps in becoming a Reading Recovery school are to maintain a whole school focus on 'continuous texts' and to introduce a newly piloted 'Daily Literacy Learning' approach in Primary 2. The aim of this approach is to ensure that the gains we have witnessed for targeted pupils can be replicated for all learners.

Feedback on the impact of whole school writing CLPL is positive, with staff highlighting that it has allowed many children to consolidate the fundamentals of structure, while extending vocabulary. Next steps in this area should include revisiting writing planners to establish clear expectations about progression through different genres and strategic approaches to assessment.

Most pupils in 2018-19 at P1, P4 and P7 combined, achieved the expected Curriculum for Excellence levels in reading (81%), talking and listening (89%) and numeracy (82%); the majority of pupils (73%) achieved the expected levels in writing. There is a significant disparity between the attainment of boys and girls (There are 21% less boys achieving expected levels than girls in Reading, 30% less boys achieving expected levels in writing and 17% less boys achieving expected levels than girls in Maths). Next steps should include a specific focus on the engagement and attainment of boys and an exploration of gender balance and equalities, taking cognisance of research on successful interventions from the National Improvement Hub.

Pupils make satisfactory progress in their learning in reading and maths from P3-P7 as measured by standardised assessments. The table below show increases in average maths results at P3, 5 and 7, an increase in reading results at P7, with decreases in reading at P3 and P5. Ongoing work on data analysis, tracking and moderation should aim to better understand this decrease and implement interventions to address the downward trend.

	P3 (P1 baseline result in brackets)	P5 (P3 result in brackets)	P7 (P5 result in brackets)
Reading	91% (93%)	84% (86%)	91% (87%)
Maths	94% (92%)	90% (87%)	89% (86%)

Feedback from the Review of Effective Transitions indicated that overall, learners' experiences across the school were good. In the best examples, there was evidence of a range of learning and teaching approaches and explanations and instructions were clear and relevant. In most lessons observed, learning intentions and success criteria were shared. Almost all children worked well individually and collaborated effectively in pairs and in groups, as appropriate. It was highlighted that some learners would benefit from increased challenge in their learning to ensure that experiences are well matched to their needs and interests. Senior leaders and staff were encouraged to work collaboratively to share best practice in order to achieve greater consistency in terms of children's experiences across the school. Staff acted quickly upon this advice. They devoted time during teacher empowerment in service activities to reflect on the numeracy and

mathematics framework and how consistently it was being implemented across stages and levels. Future peer observation activity linked to professional enquiry provides an opportunity to build on the quality dialogue from this activity and to address attainment gaps as identified above. Staff have also demonstrated an innovative and pro-active approach to collaborative working and sharing of practice through their approach to remote learning. All staff agreed that it had been worthwhile to spend time observing practice across all Google classrooms during the workload/ empowerment in service day. All staff were able to identify good practice in their own and others' classrooms and were also able to identify areas that they would like to include in their practice going forward. Almost all (94%) staff also agreed that video lessons would allow them to support their learners more effectively. Staff were able to identify next steps in collegiate working and professional learning in order to support learners in school and at home in a balanced and sustainable way. These proposals should be considered and, where possible, incorporated into school improvement and recovery planning for 2020-21.

Playful pedagogy was highlighted during the transitions review as an area that required further improvement. Senior leaders were encouraged to revisit approaches to playful pedagogy in the early stages to ensure that staff had a clear understanding of what they were trying to achieve and that activities were well planned, meaningful and provided high quality, progressive experiences for all learners. Subsequent improvements were undertaken and staff were able to identify that they were now working more consistently, using a balance of teacher directed, teacher initiated and child led activities within the classrooms. Teaching staff took on board feedback to ensure experiences were meaningful by delivering a range of provocations based on the children's suggestions and interests. Feedback from the children and parents at stay and play sessions was positive. Close partnership working with ELC and cluster colleagues will be essential to ensure a consistent approach to Early Level as part of the recovery curriculum. Outdoor learning should feature as a key consideration in delivering this curriculum.

All teachers introduced the Global Goals for Sustainable Development to pupils. Resources were collated and the Outdoor Learning committee provided lessons for staff to use. The majority of staff note that there has been an increase in outdoor learning. However, most staff indicate that they would benefit from further CLPL in this area. The Eco committee raised awareness of topical issues, such as climate change. The Rights Respecting Schools committee met throughout the year and pupils delivered lessons to classes and presented at assembly. The Fairtrade committee marked the 20th anniversary of the Fairtrade movement in assemblies and events with cluster schools and the local parish. Pupil engagement in these real world issues increased and children were motivated to learn more about them in interdisciplinary learning, suggesting topics on Australia (in relation to global warming) and Fairtrade (in relation to sustainable and ethical consumption). Displays of learning and assemblies were well received by pupils and parents, and children were able to articulate their growing interest in aspects of learning for sustainability (LfS) during learning conversations. Next steps should include self-evaluation activity using the LfS whole school framework, with particular emphasis on where LfS shapes the curriculum rationale and how it can be embedded as a cross cutting theme through the four contexts for learning.

Next Steps
- Develop revised online forward planning system utilising One Note.
- Pupil digital leaders and parents to be consulted on remote learning.
- Work with Reading Recovery team to introduce 'Daily Literacy Learning' approach in Pri 2.
- Revisit writing planners to establish clear expectations about progression through different genres and strategic approaches to assessment.
- Focus on the engagement and attainment of boys through professional enquiry.
- 'Blended learning' CLPL should feature as part of the school collegiate calendar.
- Continued focus on phonological awareness as an intervention for equity.
- Review playful pedagogy approaches in light of recovery curriculum.
- Undertake formal outdoor learning training with Learning through Landscapes
- Review curriculum rationale in relation to recovery/ learning for sustainability.

How good are we at ensuring the best possible outcomes for all our children / learners? (3.1, 3.2)	
Evaluation: Good	
NIF Priority • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people	**School Priorities** • Children apply and increase their skills through active participation in their local community. • Increased confidence, knowledge and skills in Digital Literacy.
NIF Driver(s) • School leadership • Teacher professionalism • Assessment of children's progress • School improvement • Performance information	**Local Improvement Plan – Expected Outcome/Impact** • An ethos of high expectations and achievements in every school and service • Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential • A culture based on Getting It Right for Every Child • A positive culture of health and wellbeing in every school and service

Progress, Impact and Outcomes

The Review of Effective Transitions recognised that St Mark's has a positive, nurturing ethos based on respect for all. There is a strong sense of community and a commitment to the shared values of love, faith and understanding. The Charter for Catholic Schools is used to underpin improvement work, professional dialogue and training. Staff participate in weekly staff prayers and lead prayer groups for children and families. Class masses were re-introduced, resulting in increased levels of parental attendance and engagement. Upper school pupils have demonstrated faith in action in the work undertaken to achieve the Pope Francis Faith Award. All staff and the local parish priests produced a values-based presentation for the Feast Day of St. Mark, encouraging children and their families to respond. A number of families shared their response and many children were able to articulate how they live out gospel values through everyday actions. The Twitter video that accompanied this presentation received over 1200 views.

In questionnaires, most pupils (85%) reported that the school listens to them and takes their views in to account. The St. Mark's school house system was relaunched, linked to promoting positive behaviour policy, and is being used effectively to celebrate achievements. House Captains and Vice-captains are in place and contribute to school improvement. House committee meeting agenda and action plans demonstrate pupil involvement in decision making and school improvement. Feedback from pupils and parents has been positive. Staff evaluations of SIP priority on pupil leadership suggest that there is further work to be done to find a fair and sustainable approach to genuine participation and empowerment for all pupils.

Ongoing strategies to support pupil wellbeing and attainment are in place. These include creative therapies; a family support worker and Pupil Support Assistants delivering EAL support and Together Better Readers. More detailed information on the success of these initiatives can be found in St Mark's PEF report 2019-20.

In Primary 1 baseline assessments for 2019-20, the average standardised score in literacy was 92 and in numeracy was 97. Trends in girls outperforming boys continued with boys an average of ten points lower than girls in literacy and four points lower in numeracy. Analysis of components of literacy assessments highlights a significant gap between boys' and girls' average scoring in relation to concepts of print and rhyme (17 points and 27 points respectively). Reading Recovery training has addressed some of the approaches that will help to redress the balance. However,

further improvement work must prioritise an enhanced literacy rich environment and everyday activities to raise phonological awareness, with a particular focus on boys' engagement and attainment.

Baseline Assessment	Literacy			Numeracy		
	All	*Boys*	*Girls*	All	*Boys*	*Girls*
2017-18	93	99	93	94	95	93
2018-19	103	103	103	99	97	101
2019-20	92	88	98	97	96	100

The table below shows the percentage of pupils achieving the expected Curriculum for Excellence attainment levels in reading, writing and mathematics over the last three years. There has been an increase in attainment over this period in reading, while talking and listening and mathematic remain the same as the previous year. Writing has fallen and is 7% below the target percentage for 2018-2021.

CfE Attainment	2016-17	2017-18	2018-19	Target 2018-2021
Reading	77%	78%	81%	80%
Writing	78%	80%	73%	80%
Talking and listening	88%	89%	89%	90%
Maths	82%	82%	82%	82%

This year's Scottish National Standardised Assessments (SNSA) for P1, 4 & 7 pupils were unable to take place due to school closure.

There have been no exclusions and one incidence reported of bullying behaviour over this past year. Attendance and punctuality remains a focus and information is given to parents on the importance of good attendance.

	2016-17	2018-19	2019-20	Target 2018-21
Attendance %	94.3%	94.5%	92.7%	95.1%

Staff are involved in a range of clubs with the support of partners such as Active Schools. Most pupils (82%) report that they are involved with activities within and outwith the school. This figure is above the three year authority average of 76%. The school tracks and monitors participation in conjunction with the Active Schools Coordinator and ensures that steps are taken to involve all children in participation in a wide range of activities. As a result, during 2018/19, 64% were physically active through their involvement in school or community based clubs.

Children are aware of the importance of internet safety and are developing skills and confidence in keeping safe online. Pupils make regular use of digital devices to support learning across the curriculum. Digital technology is used across the school to enhance learning. The school achieved the Cyber Resilience Internet Safety Badge from Digital Schools in January 2020. Pupils have demonstrated skills and confidence when using digital technology (particularly GSuite apps) during Remote Learning. Next steps are to ensure that there is clear progression and development of all aspects of Digital Literacy and Computing Science across levels. All staff will revisit ERC's Digital Skills Framework to plan and deliver lessons. Provide regular CLPL on new resources and programs. Ensure that assistive technology is used effectively to support pupils with additional support needs (ASN).

Next Steps

- Review pupil participation across the school to find a fair and sustainable approach and increased empowerment for all pupils.
- Prioritise an enhanced literacy rich environment and everyday activities to raise phonological awareness, with a particular focus on boys' engagement and attainment.

- Ensure that there is clear progression and development of all aspects of digital literacy and computing science across levels.
- All staff revisit ERC's Digital Skills Framework to plan and deliver lessons.
- Ensure that assistive technology is used effectively to support pupils with ASN.

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

Please see separate Pupil Equity Fund report.

What is our capacity for continuous improvement?

The school's capacity for improvement is good. The school is well placed to achieve further improvement with a newly established senior leadership team in place. Staff have high aspirations and are keen to continue collegiate working to drive forward improvements. Pupils and parents are largely positive about their school and are keen to work in partnership. While recovery from school closure presents some challenges, it also provides opportunities to systematically address recommendations from the school inspection action plan and local authority review.

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	Good	
3.2 Securing children's progress / Raising attainment and achievement	Good	

School Recovery/ Improvement Priorities 2020-21

Next Steps

Leadership and Self-Evaluation
- Implementing operational amendments from Phased Recovery Plan
- Staff wellbeing
- Refreshed curriculum rationale
- Revised approaches to online planning
- Children and young people leading learning

Learning, Teaching and Assessment and Parental Engagement
- High quality approaches to learning and teaching
    - Formative Assessment
    - Blended learning
- Literacy:
    - Reading skills 'How to build a reader'
    - Reading Recovery approaches (including Daily Literacy Learning in P2)
- Numeracy:
    - Positive maths mindset
    - Concrete Pictorial Abstract
- Health and Wellbeing
    - Nurturing approaches/ Compassionate connected communities
    - Outdoor Learning

Raising Attainment and Achievement
- Analysis and evaluation of intelligence and data
- Building the capacity and skills of our learners to work independently/ remotely
- Outdoor accreditation and awards