



Saint Thomas' Primary School



Standards and Quality Report 2018-2019

Standards and Quality Report 2017-18**Context of the School**

St Thomas' Primary School is a Roman Catholic school situated in the village of Neilston, East Renfrewshire.

Our refreshed vision is to nurture every child's unique God given talents to enable them to flourish in a climate of high expectations, innovation and creativity

Guided by our school values of love, faith and understanding we aim to:

- Inspire the moral purpose of learning and teaching
- Unleash potential
- Raise attainment
- Promote equity
- Transform the life chances of each and every learner, especially those in most need of support.

There are close links with the associated secondary, St Luke's High School, and the primary schools and early years centre within the cluster, St John's Primary School, St Mark's Primary School and Arthurlie Family Centre. Most Primary 1 pupils transfer to St Thomas' from Madras Family Centre in Neilston. School staff liaise with Madras Family Centre through the Early Years Neighbourhood meetings and planned transition events throughout the year. Open and regular contact exists between Madras Family Centre and the school.

The school has excellent links with St Thomas' church. Pupils, staff and parents are well supported by the school chaplain, Fr Joe Balmer. The Parent Council and Parent Teacher Association are also very supportive of the school.

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Further information can be found on our school website, handbook and twitter.

Improvement Plan Priorities 2018/2019**Leadership and Management**

To improve leadership and approaches to self-evaluation

Learning Provision

To improve the quality of experiences on offer for all learners

Success and Achievements

To improve attainment/achievement/wellbeing outcomes for all learners

Method of Gathering Evidence

A range of evidence has been gathered through rigorous self-evaluation to evaluate the key work of the school in meeting the priorities outlined above. All staff have had an opportunity to become familiar with the increased expectations of illustrations 1.1 (Self-evaluation for self-improvement) and 2.2 (Curriculum) documented in HGIOS 4.

Evidence sources include:

- ERC Standards and Quality report
- peer learning visits
- learners' evaluations of their learning experiences,
- learning visits by members of the Senior Leadership Team
- monitoring of pupil work
- data collated by the Educational Psychologist
- records of PRD meetings and staff CLPL records
- minutes of whole school, weekly round-up, SLT and PSA meetings
- records of in-service programmes
- staff analysis of ongoing assessment, Baseline Assessments and Standardised Tests
- self-evaluation and audit by staff of the School Improvement Plan
- Audits using How Good is our School? 4 and Developing in Faith
- monitoring of the quality of wall displays and sampling of children's work
- dialogues with children during pupil discussion forums, and committees including the Pupil Council
- records of professional dialogue meetings on planning, tracking, learning visits, jotter monitoring and target setting
- minutes of pupil dialogue meetings
- feedback from partner agencies
- evaluations of the in-service programme
- records of cluster moderation meetings
- feedback from parents on blogs, e-portfolios, jotters and reporting
- benchmarking the quality of work with schools of similar characteristics through the use of our tracking database
- moderation at school, cluster, authority and inter-authority/national levels;
- Curriculum for Excellence Assessment Record
- assembly programme notes and records
- Parent Council minutes
- school website
- Education Department Questionnaire
- school twitter account
- Wellbeing Plans and parent/pupil feedback
- data on incidents of bullying behaviour
- parent evaluations of curriculum events, Learning Assemblies and Learning showcases
- parental feedback shared on school website

How good is our leadership and approach to improvement?

(1.1, 1.2, 1.3)

Evaluation: Good

<p>NIF Priority</p> <ul style="list-style-type: none"> 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; and Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>School Priorities</p> <p>To improve leadership and approaches to self-evaluation</p> <ul style="list-style-type: none"> School policies and sharing good practice folders support consistent approaches across the curriculum. Digital approaches are utilised fully to support interrogation of data Teaching staff are confident in the use/analysis of data from a variety of sources
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	<p>Local Improvement Plan – Expected Outcome / Impact</p> <ul style="list-style-type: none"> A culture of Professional enquiry Culture of Self-Evaluation and continuous improvement in all
<p>Progress, Impact and Outcomes</p>	
<p>Staff engaged well with ongoing self-evaluation activities using HIGIOS 4. Staff are able to use HIGIOS 4 to reflect and plan for school improvement. Using the challenge questions and other associated materials staff understand what a 'level 5' illustration looks like. The structure of self-evaluation activities has ensured that a range of approaches and methods of consultation and participation are employed and that these drive continuous improvement. Using a process of self-evaluation staff and pupils have worked to create a good practice guide on the successful ingredients of a high quality lesson.</p>	
<p>Feedback to school staff following the local authority moderation process was very good in terms of quality of evidence submitted. Staff have good understanding of how lessons and assessment meet the required standards. Staff have a strong understanding of what constitutes quality assessment evidence. There is scope for better use of benchmarks to support teacher confidence in overall judgment of a level and planning for assessments in Literacy, Numeracy and across the curriculum.</p>	
<p>Staff have been involved in working collaboratively to evaluate and improve teaching practice across the school. Moderation and self-evaluation opportunities have allowed staff to work across stages and with other schools in the cluster. Two members of staff have used the lesson study model, working with colleagues in cluster schools to improve their approach to self-evaluation for improvement and planning for high quality learning and assessment. This will continue to be a focus for next session.</p>	
<p>Staff are very open to sharing practice. This has been evident in the ways in which staff have taken part in peer observations in maths and collectively discussed strengths and next steps. A more consistent approach to delivering mental maths was evident as a result of peer observations.</p>	
<p>The school is regularly visited by other teachers from a range of schools in the West Partnership. The school continues to be recognised for our approach to delivering high quality learning at Early Level. During a review of Early Level Learning conducted by the authority last session it was highlighted that children at early level were 'engaged, independent and motivated' and that 'the relationships between staff and children were very high quality'. Evidence this session has shown that this continues to be the case. CLPL was delivered to staff on our Early Years approach and there is a collective mind shift underway as to the benefits of our embedded triangulation of Early Years delivery; adult led, adult initiated and child led learning. Two</p>	

members of staff have engaged with professional learning on Playful Pedagogy at Strathclyde University impacting positively on the learning experiences in Primary 1 & 2. There is now scope to use our stronger understanding of "playful" pedagogy and evidence based developmental approaches to evaluate our approach to delivering teaching and learning at each stage.

Through termly professional dialogue sessions with the HT, staff are encouraged to look inward and are becoming increasingly confident in reflecting and identifying their own next steps. Staff have visited other establishments at cluster, authority and regional collaborative level to look outwards, share and improve practice.

Staff use data to good effect to plan for improvements within the classroom. Data is used to plan interventions and targeted work at whole school level. The school is data rich and the head teacher builds this into professional dialogue sessions with teaching staff. Teachers are given attainment targets and are asked to make attainment predictions, reflect on progress and have professional discussions about how to raise attainment and improve outcomes. Our target of 85% for an achievement of a level across P1, 4 and 7 is on track to be achieved this session (2018 /19).

Staff are keen to engage in the data provided from SNSA and Standardised assessments. This information is used to confirm judgements or indeed challenge them. Staff are able to use this information to plan for improvements. Professional dialogue between the HT and teachers assist with analysing the data in depth. This rich information along with wide ranging formative assessment evidence will be passed on to the next class teacher.

One member of staff was part of the School Improvement Partnership Project with two other primary schools. Children from Primary 5 who performed in the lowest 20% in reading were selected to participate in the professional enquiry. Using reciprocal reading and literacy circles, motivation to read significantly increased in the targeted children. Giving children a choice of text to read was also shown to have an impact on reading motivation. This member of staff was able to share the process and findings of the enquiry with the whole school and more staff have used reciprocal reading approaches in lessons as a result.

Through cluster committees, School Improvement Partnerships and having a member of staff undertaking Reading Recovery training, professional networks within and between schools have increased. Reciprocal visits to cluster schools occur regularly which has increased the desire and capacity to improve. The teacher being trained in Reading Recovery has worked collegiately with colleagues from across the local authority using "live lessons" which has helped refine and improve understanding of teaching and learning in reading.

The teacher leading Reading Recovery feels completely upskilled in reading and writing. The teacher has a better understanding of teaching strategies and assessment approaches in reading. There is evidence of this having impact in classrooms. Targeted support for individual learners at primary 2 stage has strengthened this session due to reading recovery. The majority of teachers and all our pupil support assistants have observed the Reading Recovery lessons and are beginning to make use of the teaching strategies. The next steps are to see knowledge and confidence in teaching reading shared across the whole school and more clearly evident and consistent in classroom practice.

A robust evaluation of our planning procedures was undertaken leading to a reduction in bureaucracy, more time for dialogue and for planning high quality learning experiences. Refreshed quality assurance processes were used to ensure progress and high quality rich tasks within the classroom are taking place. Local authority learning pathways have ensured progress, breadth and depth. Progress is closely monitored by the management team.

Transition practices at the end of the school session have been collectively evaluated and improved upon. Staff now receive wider ranging information on every learner in their class with time being allocated at collegiate time for professional discussion and planning for next session. Our transition procedures for Early years and into High school have also been refreshed.

Opportunities have been available for all teaching staff to engage in leadership activities linked to the School Improvement Plan. These activities have focused on leading learning and aspects

of extra-curricular provision. Staff leadership has resulted in some excellent opportunities to learn through the ethos and life of the school e.g. Fratilia Day, World Book Day, STEAM/ ECO day, Health Week, World of Work Week, Maths Week, Mental Health Week. Leadership will continue to be a key part of our working time agreement for next session with more measurable outcomes being agreed with each member of staff at the beginning of each session.

Next Steps

Increased collaborative self-evaluation practices which empower staff to deliver excellence and leadership at all levels

Embed shared vision, values and aims leading to collective high expectations and consistency across the school

Plan for high quality professional learning activities which clearly impact learners in the classroom, increase skills and knowledge of staff and collectively challenge assumptions and beliefs about what works

Embed HIGIOurs into self-evaluation and quality assurance overview for next session

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

(2.2, 2.3, 2.4)

Evaluation: Good

<p>NIF Priority</p> <ul style="list-style-type: none"> 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; and Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>School Priorities</p> <p>To improve the quality of experiences on offer for all learners</p> <ul style="list-style-type: none"> Improved learning experiences for all pupils. All pupils are engaged and active participants in the learning process and have a better understanding of their own learning and how they can improve. Culture further developed where all learners actively seek feedback from staff and peers. All learners have a voice, are authentically listened to and influence change. Curriculum has a clear rationale which ensures progression in learning and is shaped by the shared values of the cluster community. Learners benefit from enhanced experiences to improve attainment and achievement in literacy.
<p>NIF Driver(s)</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance information</p>	<p>Local Improvement Plan – Expected Outcome / Impact</p> <p>LIP-Expected Outcome/Impact</p> <p>Curriculum which enables all children to be successful, confident, responsible and effective, Learners' experiences support them to develop their personalities, talents etc, Improved reading, writing and mathematics attainment, Resources which lead to improvements, Higher levels of parental engagement</p>
<p>Progress, Impact and Outcomes</p> <p>Engaging with Visible Learning has highlighted to practitioners the importance of involving pupils in meaningful discussions about their learning and helping them to identify next steps. Learners are better able to describe what a good learner is. By involving all stakeholders we have agreed upon 5 learning dispositions that will run through the heart of learning in our school and the St Luke's cluster. We will encourage children to develop the dispositions of creativity, resilience, independence, curiosity and bravery during the learning process and we will celebrate successes that are as a result of these.</p> <p>During collegiate time, staff were able to share impactful formative assessment practices. Formative assessment is now becoming embedded across the school. Learners are able to create success criteria linked to the learning focus. Learners are becoming more confident at providing feedback, specifically linked to success criteria. During learning walks there was strong evidence of plenaries being used to reinforce learning, assess progress and to ensure learners are central to learning. In jotters, feedback is consistently linked to success criteria and learning.</p> <p>All our learners are involved in celebrating their achievements through a class assembly, which is well attended by families. We encourage children to share achievements from home and school with us. This is tracked using an achievement database. Achievements in and out of school are shared through our monthly digital newsletter, our popular twitter page and every fortnight at assembly. At the end of the school session we involved our learners and families in a Celebrate Me event where all our learners were awarded for an achievement. Learners understand how achievements help them develop knowledge and skills for learning, work and life.</p>	

Through an improved approach to our school house system every learner has been involved in organising a whole school learning event such as: Road Safety Week, World of Work Week, STEAM/Eco day, Maths week. Using our house system we have supported learners to explore and unpack our school values, engage with learning on children's rights and develop strategies to support mental health.

A wide range of learning experiences has resulted in high levels of pupil enjoyment of school. Digital technology continues to be used well in almost every class. *Wall displays are purposeful and are used to support and share learning in most classes.* Every learner has the opportunity for personalisation and choice. All classes are able to choose their own learning themes. Staff have a sound knowledge of using Inter Disciplinary Learning to develop knowledge and skills across the curriculum. A variety of teaching methods are used across the school to deliver the curriculum. There is evidence of higher order learning activities taking place across the school.

Teachers are encouraged to take the learning outside and into the wider community. This session we have worked with the Neilston Development Trust to improve our outstanding school grounds. Some classes have worked together to build dens in the nearby green space. This session the majority of our pupils have been actively involved in a project involving the wider community. Our choir sang at the local care home, the Mini Vinnie group provided entertainment to older members of the community in the village hall. The school was involved in the village Christmas light switch on.

We enjoy extremely close and supportive links with the parish community and Priest. We regularly attend Mass Celebrations at St Thomas' Church and each stage celebrated a Mass in their own classroom over the course of the session. This has allowed us to develop our understanding of the Gospel values which permeate school life and support our School Values.

Throughout this session staff been involved in professional discussion about the impact of a nurturing approach to school life and learning. One newly recruited member of staff has worked closely with the Educational Psychologist and colleagues across the West Partnership to set up and establish a nurture group for pupils identified using the Boxall assessment. This intervention has made a significant difference to the social and emotional wellbeing of the targeted children. We are now looking to further develop this approach across school life.

In our middle stages there is a calm and purposeful atmosphere to learning. Across the school class novels have been used extremely successfully to engage learners and develop skills in reading. Our primary 6 class have developed their entrepreneurial skills and global citizenship by taking part in the Micro-Tyco training programme and The Circular Economy challenge.

Working with staff across the cluster has allowed teaching staff to investigate, discuss and explore pedagogy. The Cluster Learning Conference has facilitated informed dialogue about teaching and learning. Staff working at Second Level have taken part in workshops focused on the "DIY" classroom. The school will use knowledge gained this year to plan for the highest quality of teaching and learning methods at every stage of delivery. The rationale will be clearly understood and more evident at every stage.

Working alongside a Coaching and Modelling officer from the local authority, Literacy Circles and Reciprocal Reading strategies have been used successfully at Primary 5, 6 and 7 to enhance learning experiences and outcomes in reading. The school will track and monitor these approaches next session.

Some staff have also worked alongside a Coaching and Modelling officer in numeracy from the local authority to enhance knowledge of early arithmetical learning. As a result of this collaborative work the school spent significant money updating resources for developing our approach to arithmetical learning. The teacher who worked alongside the Coaching and Modelling officer reported feeling increased confidence in teaching numeracy.

A maths specialist from St Luke's has visited the school weekly to support learning at Second Level. Through this partnership work, learners have been given opportunities to apply knowledge at Second Level. Learners have been supported to deepen numeracy understanding which

should help them progress well onto Third Level. Solving mathematical worded problems at Primary 6 and 7 has also been a focus of these weekly visits, with reported evidence of improvements.

Our Primary 7 learners have benefited from a cluster refreshed and improved transition process to high school. Some pupils worked alongside Youth Services to gain Hi5 youth award for using their knowledge of digital literacy to create a video of St Luke's High School, which they shared with the rest of the P7 class.

We have worked closely with our cluster colleagues to establish a gradient of learning to ensure the highest of aspirations for each and every learner.

The school has identified writing levels at the Primary 4 cohort to be below our ambitions. The teacher has used The Big Writing approach and worked with colleagues across the cluster to plan for improvements. We will evaluate the impact of this next session.

Targeted support is provided for learners in literacy using Pupil Support Assistants, Lexion Learning Programme, Toe by Toe and 5 minute box. Class teachers, our support for learning teacher and ASN coordinator monitor progress and adapt these supports as required. The school will review our enhanced and targeted support provision next session.

Learning environments are mostly built on positive relationships which lead to high quality learning experiences in almost every class. We have worked alongside our educational psychologist to develop a whole stage intervention for one cohort to improve relationships between all. This has been successful in building and restoring relationships between school and families. Learners within this cohort have benefited from increased confidence and enjoyment of school.

Staff engaged well with school, cluster and authority moderation activities. These activities ensured that teachers have continued to develop collective understanding of standards and expectations within and across levels. The impact of these sessions has been evident through professional dialogue tracking meetings with the Head Teacher and planning for teaching and learning. Teachers are more confident in their judgements about where children are at in their learning and use a range of different assessments to measure children's progress across the curriculum. Staff are beginning to make use of the moderation cycle to develop the ongoing nature of moderating at the planning, teaching and assessment stage. There is capacity to further embed moderation throughout the planning, teaching and assessment cycle.

Next Steps

Consistently high quality learning experiences in numeracy and maths across the school

Consistently high quality learning experiences in talking and listening, writing and reading across the school

Curriculum has a clear, shared and understood rationale shaped by increased professional knowledge and guided by the values of the cluster community.

How good are we at ensuring the best possible outcomes for all our children / learners?	
	(3.1, 3.2)
	Evaluation: Good
NIF Priority <ul style="list-style-type: none"> 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; and Improvement in employability skills and sustained, positive school leaver destinations for all young people 	School Priorities <p>To improve attainment/achievement/wellbeing outcomes for all learners</p> <p>Learners benefit from enhanced experiences to improve attainment and achievement in health and wellbeing.</p> <p>All staff, pupils, parents and partners are fully involved in improving and celebrating the spiritual life of the school.</p> <p>A more consistent approach to building/sustaining positive relationships/behaviour is in place.</p> <p>Children lead House System which is underpinned by school values and links to reviewed policy.</p>
NIF Driver(s) <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance information</p>	Local Improvement Plan – Expected Outcome / Impact <p>Higher levels of parental engagement An ethos of high expectation and achievement, A culture based on GIRFEC, A positive culture in HWB,</p>
Progress, Impact and Outcomes <p>Throughout this session the school has raised pupil and staff awareness of mental health. During a staff in-service we were visited by Mark Breslin from Glasgow University who delivered focused professional learning on challenges our children and young people may be facing and strategies that can be used in schools to support holistic wellbeing. As a result staff agreed a whole school approach to support emotional wellbeing of our learners. All classes now provide children with a morning check-in, take part in the daily-mile and an afternoon 5 minutes for the mind after lunchtime. As a result of this input from Glasgow University, teachers worked across stages to plan and deliver focused learning on mental health. Each teacher completed a flexible interdisciplinary learning planner for this in order of us to measure impact. Staff worked alongside the parent forum to plan and deliver our first and successful Mental Health Week. On the whole awareness has been raised across the school of the importance of mental health and strategies for good mental health. The author of Lucy's Blue Day lead a whole school session educating our learners on thoughts and feelings and encouraging them to open up without fear. We are confident that our children know how to access support and help if they need it. This is something we will continue to build upon next session. Our Parish Priest is keen to support the school at building in meditation into our daily prayer sessions.</p> <p>The school has worked extremely closely with Active Schools to deliver an outstanding range of extra-curricular sport activities. We have worked with Active Schools to provide lunchtime Sports Clubs 3 afternoons per week, targeting children who may benefit from more structure at break time. Our active schools coordinator also targets and works with children in Primary 5 and 6 once per week to improve fitness, self-esteem and to use sport as a vehicle to access the curriculum. Children have been supported in developing skills of team work, resilience, leadership and compromise during these targeted sessions.</p> <p>All stakeholders attend and help our children prepare for the sacraments of the church. Each class hosts a class mass inviting parents and families to celebrate together as a school community. All assemblies help children deepen their spiritual understanding through prayer, hymns, celebration of feast days and readings from the bible. Over the course of this session we have celebrated Catholic Education Week together with our cluster schools, further strengthening partnerships across the cluster community.</p> <p>By providing rich opportunities for play based learning, children in primary 1 and 2 have built extremely positive relationships with their peers. We have observed the skills being transferred into</p>	

our school playground during breaks and lunch. Within each class, teachers have high expectations of pupil behavior which results in purposeful learning environments in almost all classes. The school will engage with East Renfrewshire Inclusion Strategy and revisit Standard Circulars and National Guidance linked to Inclusion and Promoting Positive Relationships and Behaviour.

Attainment

Reading recovery intervention has improved reading ages, self-esteem, confidence and resilience in pupils involved. Children have become problem solvers utilising taught strategies and applying them in different settings.

School data as outlined below, indicates that learners are making progress in literacy and numeracy. Robust tracking of attainment coupled with well-planned interventions ensures improvement for learners across the curriculum. Whilst an attainment gap is evident, this cannot be consistently attributed to poverty related factors.

Standardised Test Scores

The table below summarises the overall P3, P5 and P7 performances in standardised tests for the last three years. Attainment in St Thomas' shows progress toward the East Renfrewshire average of '100' in standardised tests.

Year	Mathematics			Reading		
	All	Boys	Girls	All	Boys	Girls
2016-17	97	100	96	98	98	99
2017-18	93	95	91	97	98	97
2018-19	93	93	94	95	93	96

This information is used to assist us in identifying next steps to meet learners' needs. In-depth analysis of standardised test components has taken place in order to identify areas for focus and improvement and specific support will be provided next session.

Curriculum for Excellence Levels

The table below shows the percentage of pupils achieving the expected Curriculum for Excellence attainment levels in reading, writing and mathematics over the last 3 years in P1, 4 and 7.

	2015-16	2016-17	2017-18	Target 2016-18	Actual 2016-2018
CfE Attainment – Reading	85%	84%	79%	84%	83%
CfE Attainment – Writing	81%	80%	78%	82%	79%
CfE Attainment - Maths	78%	86%	79%	86%	81%

Attainment in terms of CfE levels has dropped over the last 3 years. Through tracking meetings with staff and monitoring of pupil work and learning experiences, it is evident that teachers are becoming more accurate in terms of their professional judgements. The target set for reading by the Education Department was missed by 1%. The target for writing was missed by 2% and the target for maths by 5%. We expect this to improve when results are published for session 2018/19.

Next session the school will focus on embedding the ERC Maths Framework and recommendations from the literacy strategy and refreshed literacy skills pathway into planning for learning, teaching and assessment to support raising attainment.

The school has analysed the performance in 2017-18 and identified areas for improvement in reading, writing and maths.

Systems and approaches to support children with additional support needs have been maintained since last session, however these will be evaluated for effectiveness early in the next session by the Management Team. There are systems in place that ensure information is captured and collated in an organised and structured manner.

Several activities were organised to celebrate the Centenary of state funded Catholic Education in Scotland. Children, staff and parents/carers have been provided with opportunities to take part in and further develop the Faith life of the school and community.

Next Steps

Refreshed guidance on the school's approach to wellbeing and behaviour grounded in current legislation, evidence and children's rights.

Enhanced positive relationships across the school community which are supportive founded on a climate of mutual respect, guided by our school values

All partners proactive in promoting positive relationships in the classroom, playground and whole school community.

Refreshed approach to improving outcomes for children in literacy and numeracy by evaluating and improving enhanced and universal supports

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

PEF allocation of £25,600 was spent on a variety of initiatives/interventions as detailed below. Further detail has been provided in each of the relevant sections above.

Intervention/initiative	Impact to date	Cost
Visible Learning	Baseline assessment and plan created based on research of John Hattie Shared language of learning established Improved feedback to learners	£5000
Acting PT	High level of support provided for children with social and emotional difficulties. Further developed approaches to support Health and Wellbeing.	£15,100
5 minute box (LIT/NUM)	Improvement in basic literacy and numeracy skills of identified children	£500
Additional PSA hours (LIT/NUM)	Targeted support in literacy and numeracy (5 minute box)	£5000

What is our capacity for continuous improvement?

Further funding from the authority to support the lowest performing 20% will be in place from August to March ensuring the pupils requiring the most support continue to benefit. There will be a particular focus on Numeracy and Mathematics and Literacy and English.

Pupil Equity Funding will support interventions for identified pupils in order to raise attainment.

All staff have been fully involved in evaluating the progress and impact of the School Improvement Plan for session 2018/19. Our collegiate time agreement ensures we use our time

effectively to focus on identified priorities of improvement. As Head Teacher, I am committed to ensuring that the recommendations outlined in the 'Tackling Bureaucracy' report are kept to the forefront of our minds at all times and assist us in moving forward. As a staff we are focused on delivering the very best learning experiences for our pupils and through reflection and seeking feedback from learners themselves, we strive to achieve excellence. We have an exciting opportunity next session with 5 new members of staff joining the school.

The Parent Council continue to be very supportive and are committed to supporting the school on its continuous journey of improvement.

Staff for next session are committed and eager to take on leadership roles.

Overall, the school has very strong capacity to improve as outlined above.

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 Improvement Priorities 2019-2020

To improve leadership and approaches to self-evaluation:

Collaborative self-evaluation practices for self-improvement

Empowerment: Collective professional learning which empowers staff to improve outcomes for all

To improve the quality of experiences for all learners:

Highest quality learning and teaching

Enhanced and consistently high quality learning experiences in reading, writing, talking and listening and maths.

Clearly understood curriculum design and rationale throughout the school

To improve outcomes for all learners:

Develop rich evidence based supports to improve the holistic wellbeing of learners and raise attainment

Guidance on supporting positive relationships and behaviour

Improved attainment literacy and maths whilst reducing identified gaps