

Carnegie Primary School



Standards and Quality Report

Session 2018/19



Context of the School

Carnegie Primary School was established in August 2009 and the school community moved into the new building in August 2011. It is a non-denominational school serving part of the Eastern expansion of Dunfermline and the more established area of Halbeath. Our school caters for the mainstream education of Primary and Nursery children. The school was subsequently extended in 2017 to accommodate a continued increase in roll.

The school currently caters for 576 pupils organised across 21 classes. The Nursery accommodates children aged 3 – 5 and currently has a roll of 147 children with a capacity for 160 children. The children come from a range of social-economic backgrounds with 13% in SIMD 1 and 2 and 58% in SIMD 8 and 9. The school F.M.E. is 15.9%.

The school has undergone significant change in the last year with regard to the leadership team. This has caused some unsettling but with it a readiness and enthusiasm for change as we move forward. We have a very supportive parent body and feedback indicates that they value the care and support their children receive from school staff. The school benefits from the involvement of a range of partners such as the Active Schools Coordinator, Educational Psychologist, Social Work, Campus Police Officer, School Nurse and officers of the Education Department.

The school is fortunate to be set within a large playground and playing field which allows for extensive outdoor experiences and is also located within the city of Dunfermline allowing access to a wide variety of learning opportunities.

The school employs 60 staff which includes a senior leadership made up of a Headteacher and 3 Deputes, 25 teaching staff, 3 clerical staff, 1 janitor, 19 EYOs and 8 PSAs.

Each depute has responsibility for a department within the school in addition to a whole school strategic remit. These roles and responsibilities will be reviewed in the new session to reflect the skills and expertise of the new leadership team. School staff, Active Schools and Community Groups organise a range of extra-curricular clubs during lunchtime and before/after school. These include football, dance, fencing, hockey and a running club. Children have also had increasing opportunities to participate in a range of school sports festivals and educational excursions to further enhance the learning experience.

A Breakfast Club and Out of School Club operates before and after school and during the school holidays. This is accessed by families from Carnegie Primary.

The Parent Council play an active role in the life of the school and organise events through the year to provide a range of opportunities for our pupils. Parents enjoy being involved in the life of the school through shared learning, assemblies and parent workshops. Work continues to identify increased opportunities for family involvement in school and their child's learning.

Carnegie is part of the Woodmill High School cluster group. Close transition links are also fostered with the early learning and childcare establishments from where our children transfer. Most Primary One children transfer to Carnegie Primary from our nursery.

Vision and Values

Growing Together, Soaring to Success

Respect Kindness Ambition

Improvement Plan Priorities 18/19

Focus: Learning Provision

Improvement Priority: Raising attainment in English and Literacy for all

Focus: Learning Provision

Improvement Priority: Raising attainment in Maths and Numeracy for all

Focus: Learning Provision

Improvement Priority: Using assessment effectively to support learning

Method of Gathering Evidence

Evidence sources include:

- Observation of learners' experiences through peer, Senior Leadership Team (SLT) and Learning Partnership visits where the focus is on the experiences of the child
- Records of CLPL, Curriculum Development and staff working groups
- Evaluation of in-service programme
- Assembly programme
- Monitoring of learning and teaching, attainment and achievement throughout the year
- Staff analysis of on-going assessment and Scottish National Standardised Assessments.
- Feedback from parents on end of year summative reports
- Pupil, parent, staff questionnaires
- Self-evaluation and audit by staff, children and parents of the School Improvement Plan
- Learners' evaluations of their learning experiences through pupil learning conversations and committees including the Pupil Council
- Display of pupil voice
- Focus group discussions with parents and partners
- Moderation at school level
- Use of national benchmarks during pace and progress meetings to help confirm professional judgements
- Information from inter-agency partners
- Learning Support plans for specific learners
- Parent feedback from curriculum events and sharing the learning events
- PRD Conversations
- Evaluation of CLPL
- Parent Council Minutes
- Data on incidents of bullying behaviour and racist incidents
- Minutes of whole school and SLT meetings

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 advantaged children 	<p>School Priorities</p> <p>Raising attainment in English and Literacy for all</p> <p>Raising attainment in Maths and Numeracy for all</p> <p>Using assessment effectively to support learning</p>
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Assessment of children's progress School improvement 	<p>Local Improvement Plan – Expected Outcome/ Impact</p> <p>Educational attainment has improved for all learners and the attainment gap has reduced.</p>

Progress, Impact and Outcomes

With a number of significant changes to the leadership team over the last session the priority was to ensure a careful balance of support and challenge for all staff that will lead to leadership at all levels and a collegiate approach to improving learning, teaching and assessment across the school. Most staff have engaged very positively and have now taken on leadership roles and are working collegiately with colleagues to build capacity. The PRD process was an important aspect of this with staff encouraged to consider how that could develop as leaders and contribute effectively to the life and work of the school. Through the PRD process staff now report feeling confident to initiate well-informed change and are committed to collective action in the process of change. All staff have undertaken training related to professional enquiry. They now understand that this process involves undertaking professional research and planning an appropriate intervention as a method of bringing about positive change for their learners.

Previously the school has existed in 3 distinct departments so a significant focus has been to ensure shared standards and expectations across the school and introduce strategic remits for all Depute Head Teachers to further develop consistency. This is progressing well despite changes within the team.

Staff are committed to their own professional learning. All staff have been involved in recent collegiate learning activities including holistic assessment, formative assessment, flexible groupings, Numicon and maths Nursery staff effectively take the lead from the children adjusting planning and learning walls to reflect this responsive approach to the learning.

With support the majority of staff are becoming more skilled in data analysis. During pace and progress meetings they have used data gained from the SNSA and other in-school summative assessments to reflect on learner progress and monitor and track all learners. As a result staff report increased confidence in teacher judgements and their ability to identify trends and patterns across levels.

Overall, all staff understand that self-evaluation is an integral aspect of our approach to continuous improvement. The Learning Partnerships engaged all staff in extensive self-evaluation and professional with a particular focus on our newly introduced four part model and language of learning. Following this work staff demonstrated a commitment to ensuring consistency and this will continue to be a focus next session. Staff have used HGIOS 4 documentation to engage in professional reflection, discussion and action which has helped our school to move forward.

Staff, pupils and parents were involved in the creation of the new simplified school values. These are displayed in school and are discussed in class and at weekly assemblies. As a result of the collaborative activities the school and community have ownership of the revised school values. Pupils, parents and staff been involved in

the development of this and will continue to contribute to its ongoing creation and review.

Within the nursery setting a robust transition programme has been developed to support pupils moving from nursery to primary 1. The impact of an increased number of visits to school has resulted in increased levels of pupil confidence and less anxiety around starting school

Pupils in Carnegie have many meaningful opportunities to engage in evaluation of their learning through 1 to 1 learning conversations with teachers and members of the SLT, online surveys and focus groups. A range of strategies are in place to support learners to take responsibility for their own learning and for leading change across the school. This was evidenced through the establishment of a number of pupil groups including an Eco Committee, Rights Respecting School Committee, Health and Wellbeing Ambassadors, Digital Leaders and Pupil Council. Pupils have reported feeling empowered by the creation of these groups.

Next Steps

- All staff to engage fully in the evaluation of teaching and learning, school improvement priorities and expected outcomes demonstrating a shared and consistent understanding of school improvement and their role within it.
- Staff to plan and moderate learning and teaching across all stages and departments. This will be focussed on progressions in learning, expectations of children and teaching approaches to help to continue to increase expectations and ensure continuity across the school.
- Moderation activities at cluster level, professional learning and peer observations to support consistency in pace, challenge and differentiation of learning
- Develop leadership of learning roles for pupils Identify additional opportunities to involve learners in school evaluation, auditing practice and target setting in all areas of learning

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

(2.2, 2.3, 2.4)

Evaluation: Satisfactory

<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 advantaged children 	<p>School Priorities</p> <p>Raising attainment in English and Literacy for all</p> <p>Raising attainment in Maths and Numeracy for all</p>
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Assessment of children’s progress • School improvement 	<p>Local Improvement Plan – Expected Outcome / Impact</p> <p>More children are ready to learn when they start school, particularly children living in poverty.</p> <p>Educational attainment has improved for all learners and the attainment gap has reduced.</p> <p>The wellbeing of children and young people is well supported, particularly the most vulnerable.</p> <p>Everyone has opportunities to participate in social, health, leisure, cultural, learning and enjoyment activities.</p>

Progress, Impact and Outcomes

Supportive and nurturing relationships exist between the children and the staff and both visitors and parents have fed back positively about the ethos of the school. This is due to our clear vision, values and aims. Restorative approaches and a commitment to developing nurturing environments is evident in most classrooms and in the school generally.

Safeguarding and Child Protection procedures are in line with Fife Policy and all staff demonstrate a strong commitment to the care and safety of their pupils. Staff are responsive to the circumstances of at risk children, looked after children and children living in poverty. This data is used to inform teacher planning and give these pupils additional opportunities. In specific cases alternative learning pathways are offered. All children with a disability, health issue or social and emotional needs benefit from high-quality targeted support. Through our strong team approach most staff feel empowered to take positive and proactive steps to ensure that barriers to learning are minimised. As a result of more rigorous data analysis, staff are beginning to demonstrate a much deeper understanding of the needs of their children, particularly in relation to SIMD/FME.

Our children continue to have many opportunities to discuss their learning with their class teacher who knows them well, helping them to set appropriate next steps. Timetabled learning conversations with SLT enable children to reflect and identify how they can participate in shaping school improvements. A weekly pupil voice group has been established for pupils from P4 to P7 where themes from How Good is OUR School? are used for discussion and action planning. These processes helps our learners to understand that their views are sought, valued and acted upon. Evidence from pupil voice groups suggests that pupil feel that the adults within the school know them well and recognise their wider successes. Children report both formally and informally that due to the positive climate in our school they feel very well supported to do their best. All children feel that they would be able to approach their teacher with a worry or concern. Parents feel that they can approach the school and their concerns will be addressed. We benefit greatly from the support parents provide at events throughout the year. Feedback from events such as parents’ evenings and sharing the learning sessions show that learners and their families feel that they are valued and treated with respect.

Pupil groups can articulate where they are in their learning and have indicated that they are involved in planning next steps in their learning. They feel that they receive useful feedback and have responded positively

to the introduction of learning logs to support learning conversations.

This session there has been a significant focus on improving the learning environment and improvements are ongoing to enhance the quality of learning and teaching for all. The focus is now on ensuring consistency across all classes in the school with the introduction of the four part learning model and learner conversations framework. Staff demonstrated a commitment to improving consistency of pace and challenge through moderation dialogues, Learning Partnership activities relating to differentiation and increased peer learning. This will be an area for development in the coming session.

All staff have begun to engage in moderation activities which focus on sharing expectations of high-quality learning and on discussing the standards of children's work. As a result teachers have a clearer understanding of children's progression within Curriculum for Excellence levels. As a result our assessment of children's learning and progress is reliable and robust.

Last session work was started on developing our school's vision and values with pupils identifying the school's core values. This will continue to be developed and reviewed in the coming session with a particular focus on developing our curriculum rationale.

Children have opportunities to take part in a variety of music, art and drama activities. All classes have been involved in a school presentation throughout the school year and have had access to a specialist music teacher. This has a positive impact on pupil confidence and feedback from parents has been positive.

Learning approaches within the nursery setting are firmly based on play and active learning. SLT learning visits show evidence of high quality play experiences where children can talk confidently about their learning.

Across the nursery and the school educational excursions have been planned to allow children to apply and explore their learning within new environments which has taken the learning beyond the nursery/school setting. The visits have allowed for the application of learning within these settings.

One teacher has led on the development of Outdoor Learning. He has facilitated learning experiences for primary 6 pupils which allowed them to achieve the Discovery level John Muir Award. Pre and post analysis from pupils has shown an increase in engagement and enthusiasm in outdoor learning and in exploring the local community.

A Literacy and English working party developed and updated policies, taking into the Workshop for Literacy approach. Staff shared good practice in writing and worked collegiately to develop a policy to support the teaching of writing. As a result teachers reported a greater understanding of writing skills across levels and are becoming more confident in their judgements.

Staff have engaged and applied the Numeracy and Mathematics benchmarks when planning, assessing and moderating learner progress. They report increased confidence of their judgements as a result. Pupils in Primary 6 took part in the Deputy First Minister's Holiday Maths challenges this helped to raise the profile and appeal of Numeracy and Mathematics.

The majority of staff are becoming more confident in making sound professional assessment judgments based on a wide range of evidence. They are beginning to use the national benchmarks in Literacy & English and Numeracy & Mathematics to discuss and confirm professional judgments

Whilst teacher confidence has increased, staff would benefit from further opportunities to enhance their skills in interrogating data to identify trends and patterns across levels in order to continue to raise attainment, specifically when looking at data and trends gathered from the SNSA at Primary 1, Primary 4 and Primary 7.

There is now a more rigorous system for planning, tracking and monitoring of support in place to ensure that all learners can access their learning and that teachers can access the staff development they need to implement the support required.

Members of the SLT have worked with staff to agree on and develop effective curricular learning pathways based on experiences and outcomes and the design principles. These pathways support learners to build on their prior learning and experiences and ensure progression on to the next stage.

All staff know and respond very well to the individual needs of children and young people and promote and support their wellbeing. The majority of lessons are well differentiated to match the needs of all learners. During pace and progress professional dialogues 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, based on learner progress. All pupils with specific needs have learning support plan which records targets and strategies to enable them to fully access the curriculum.

Our Pupils Support Assistants have a range of skills and expertise. They have received training on Clicker 7 and Numicon which has allowed them to support and enhance pupil experiences.

Cluster working has continued to be a strength. P7 children were involved in a variety of transitions days and staff from Woodmill have regularly visited pupils throughout the session. Targeted pupils have been involved in a number of extended transition programmes including a 'Olympus' a sports based programme which gave vulnerable pupils the opportunity to build relationships with key staff over a number of weeks. Staff at Woodmill High School reported that this was a very positive experience for pupils who reported lower levels of anxiety around their transition.

Partnerships with our Active Schools Coordinator, Campus Police Officer and Social Work enable us to support our learners' health and wellbeing, equality and inclusion.

Next Steps

- Develop our use of benchmarks to support learning, teaching and assessment of literacy, numeracy and Health and Wellbeing
- Improved consistency of learning and teaching approaches to support pupils readiness to learn through a focus on nurturing relationships
- Development of an outdoor programme to support learning outdoors (particularly literacy, numeracy and HWB) and outdoor learning (particularly science, technology and social subjects)
- Increase opportunities for meaningful and sustainable family learning opportunities, particularly for our most disadvantaged families
- Increased use of ICT, GLOW and Seesaw to communicate and support learning and teaching at all stages
- To ensure that literacy and numeracy experiences are firmly embedded in children's play both indoors and outdoors through the implementation of playful pedagogy

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

(3.1, 3.2)

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 advantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained positive school leaver destinations 	<p>School Priorities</p> <p>Raising attainment in English and Literacy for all</p> <p>Raising attainment in Maths and Numeracy for all</p> <p>Using assessment effectively to support learning</p>
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Assessment of children's progress • School improvement • Performance information 	<p>Local Improvement Plan – Expected Outcome / Impact</p> <p>Educational attainment has improved for all learners and the attainment gap has reduced.</p> <p>The wellbeing of children and young people is well supported, particularly the most vulnerable.</p> <p>Everyone has opportunities to participate in social, health, leisure, cultural, learning and enjoyment activities.</p> <p>We have established models of community involvement and support</p>

Progress, Impact and Outcomes

There is now an emerging ethos of achievement in the school with children receiving increased opportunities to achieve in a variety of curriculum based and community related activities. Successes are celebrated at weekly assemblies and displayed within the school. This promotes an ethos of achievement across the school. Whilst achievements are celebrated within school a more robust framework to recognise and celebrate children's achievements both in and out with school is a priority for next session. There is a need to track this more rigorously in a way that ensures it supports planned opportunities for all children. This will be developed by pupils, parents and staff to ensure an effective mechanism is in place for recording and planning for successes and achievements.

A clear rationale and strategy has been used in relation to Pupil Equity Funding to provide activities, interventions or resources to support learners affected by poverty. A number of pupils have taken part in the Fighting Chances, a judo intervention which focuses on developing self-confidence and endurance, pupils have reported that this intervention has helped them to regulate their emotions. Specific children in Primary 7 were identified as learners who may have socio-economic factors which could prevent them from attending college or university. These pupils took part in the St Andrew's University First Chances programme where they had opportunities to develop their skills, motivation and self-esteem in order to achieve their full potential as they progress through their education. Pupil feedback from this programme has been very positive and class teachers report that children within the cohort have been able to identify long term goals as a result.

All classes have at least 2 hours of quality PE every week and the Principal Teacher who has a specific remit for

Health and Wellbeing provides additional opportunities both in and out of school. After school and lunchtime clubs have been extended to include many new areas of the curriculum in response to pupil feedback. These clubs have given pupils the opportunity to learn new skills for learning, life and work. Clubs include coding, reading, drama, games, football, dance, fencing, hockey and a running club.

There has been a focus on the Wellbeing Indicators at all stages and children can articulate confidently what these mean and how they relate to the UNCRC. The development of our core values has also helped to provide a consistency to standards and expectations across the school which pupils are responding positively to - this has had a positive impact on ensuring wellbeing, equality and inclusion. The school is committed to achieving its Rights Respecting School status through the RRS committee which has staff, pupil and parent representation.

Rights respecting values and an understanding of global citizenship and sustainability inform all practice. The impact of this is an improved knowledge of global issues. The ethos and culture of our school reflects a commitment to children’s rights and positive relationships. Overall, learners are successful, confident, exercise responsibility and contribute effectively to the life of the school in order to make Carnegie best place it can be.

All staff and partners feel valued and supported. Relationships across the school community and cluster are very positive and supportive, founded on shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. Effective buddying systems continue to support pupils in the playground.

Family learning is a key feature of our nursery. It provides a wide variety of experiences for our families, including; PEEP, Bookbug, tea-toast and a blether and cuppa chats. As a result of these initiatives relationships between nursery staff and family continue to strengthen.

A range of summative assessments have taken place across the school including school based holistic assessments and Scottish National Standardised Assessments. The tables below shows the percentages of pupils in each banding for SNSA assessments undertaken at P1, P4 and P7.

Primary 1		
<i>Band</i>	<i>Literacy</i>	<i>Numeracy</i>
6 and above	11%	32%
5	16%	19%
4	39%	25%
3	32%	18%
5	2%	4%
4 and below	0%	2%

Primary 4			
<i>Band</i>	<i>Writing</i>	<i>Reading</i>	<i>Numeracy</i>
9 and above	9%	14%	5%
8	20%	14%	11%
7	22%	20%	26%
6	18%	15%	24%
5	16%	16%	22%
4 and below	16%	22%	11%

Primary 7			
Band	Writing	Reading	Numeracy
11 and above	7%	4%	14%
10	9%	9%	16%
9	30%	28%	21%
8	33%	21%	33
7	9%	19%	9%
6 and below	12%	19%	7%

The table below shows the percentage of pupils achieving the expected Curriculum for Excellence attainment levels over time in listening and talking, reading, writing and mathematics this session.

	Primary 1		Primary 4		Primary 7		Overall	
	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
Listening and Talking	89%	91%	67%	89%	94%	90%	83%	90%
Reading	73%	87%	58%	81%	93%	86%	75%	85%
Writing	84%	88%	40%	78%	95%	81%	73%	82%
Maths	87%	87%	50%	79%	92%	80%	76%	82%

The table compares attainment data from 2017/18 with data from this session. This year's overall attainment levels have increased in all areas. Analysis and interrogation of the data shows significant progress has been made in attainment in reading in primary 1 and in all 4 keys areas in primary 4. Despite the significant progress made in attainment levels in primary 4, forensic scrutiny of the data highlights the need to put in place specific interventions to support learners in primary 4. We have therefore identified specific groups of pupils who require targeted support in writing and maths, this will be implemented next session and continually monitored.

Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school and the wider community as global citizens. All children have been involved in fundraising events for various charities. This helped further develop our existing Global Citizenship programme.

Next Steps

- Improved analysis of data particularly in relation to identified groups towards closing the attainment gap and ensuring equity of opportunity for all children.
- Building on last sessions work to raise awareness and understanding of Wellbeing Indicators at school level, there will be a focus on children's personal understanding of where they are and what their next steps should be.
- The development of a rigorous framework for monitoring pupils successes across the school to support planned interventions
- Use the Pupil Equity Fund to target support specific children in relation to numeracy and literacy
- Improve the ability of pupils to be able to articulate the language of learning and to enable them to make reflective comments on their skills for learning, life and work

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

PEF allocation of £110, 400 was spent on a variety of initiatives/interventions as detailed below.

Intervention/Initiative	Impact to date
<p>Raise attainment and in engagement in reading <i>(Literacy and English)</i></p>	<p>Accelerated Reader has been purchased and will be rolled out at the start of next session. This intervention will benefit pupils from primary 4 to primary 7 who will have daily opportunities to read texts which are suitably challenging.</p> <p>The IDL Literacy programme has been purchased. Targeted pupils access the programme a minimum of 3 times a week, this had a positive impact on their confidence and teachers have reported a decrease in anxiety when tackling literacy based tasks within the classroom.</p>
<p>Raise in numeracy <i>(Numeracy and Mathematics)</i></p>	<p>All teaching staff have undertaken initial training with the Numeracy Pedagogy team on Maths Talk, Flexible Groups and aspects of conceptual numeracy.</p> <p>All staff have undertaken training on Numicon</p> <p>The IDL Numeracy programme has been purchased. Targeted pupils access the programme a minimum of 3 times a week, this had a positive impact on their confidence and teachers have reported increased pupil confidence when taking part in numeracy based learning experiences.</p>
<p>Improve the readiness to learn and level of engagement in learning for pupils <i>(Health and Wellbeing)</i></p>	<p>A number of interventions and initiatives have been put in place to support pupils across all stages. These intervention are all based around nurturing principles and include: Kitbag groups, a Breakfast club, lunchtime clubs and a bespoke outdoor learning programme.</p> <p>Across the school a restorative approaches have been used to resolve conflict and build relationships. Children have daily opportunities to take part in differentiated learning experiences.</p> <p>A time out space has been created to support children who have difficulty with self-regulation.</p> <p>The impact these interventions and strategies has been that pupils are able to access learning more readily, incidents of challenging behaviour have also decreased over time.</p>
<p>Develop capacity of Pupil Support Assistants <i>(Career-long Professional Learning)</i></p>	<p>A programme of training has been implemented for specific PSA staff in a number of different areas to support our most vulnerable pupils. Within the school we have PSA staff who are trained to facilitate Kitbag groups and Lego therapy. Through these intervention groups pupils have shown an ability to discuss their feelings articulately and agree strategies to help manage their emotions both inside the classroom and in the playground.</p>

What is our capacity for continuous improvement?

The school is well placed to build on the commitment and enthusiasm of staff. A new leadership team and the development of robust systems will support rigorous self-evaluation.

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

Further funding from the government through the Pupil Equity Fund will ensure pupils requiring the most support continue to benefit from a range of interventions.

Engagement with the Fife's pedagogy team and a commitment to continued professional learning will further build capacity across the school.

Having an additional probationer teacher this session will allow existing staff to further develop outdoor learning and aspects of Health and Wellbeing.

All staff and children have been fully involved in evaluating progress and impact of the School Improvement Plan for session 2018-19 and are committed to the continuous improvement of the school.

Leadership at all levels is encouraged and supported within a collegiate environment.

National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Good	
2.3 Learning, teaching and assessment	Satisfactory	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Securing children's progress / Raising attainment and achievement	Satisfactory	

School Improvement Priorities 2019-2020

- To further develop nurturing relationships across the school community
- To develop a curriculum rationale which reflects the vision and values of our community and fosters a culture of learning
- To ensure continuity and progression in learning is consistent at all stages and in particular at transition points