

Carnegie Primary School



Standards and Quality Report

Session 2019/20

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 633 pupils organised across 23 classes. The Nursery accommodates children aged 3 – 5 and the space is currently used by both Carnegie and Halbeath nursery. The children come from a range of social-economic backgrounds with 13% in SIMD 1 to 3 and 45.9% in SIMD 18 to 20. The school F.M.E. is 14.8%.

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, Community Police Officer and NHS Partners.

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, 3 Deputies, 2 Acting Principal Teachers, 25 teaching staff, 3 clerical staff, 1 janitor, 19 EYOs and 12 PSAs.

Each deputy 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 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, Values and Aims

Vision - Growing Together, Soaring to Success

Values - Respect Kindness Ambition

Aims – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included

Improvement Plan Priorities 19/20

Focus: Learning Provision

Improving Pedagogy in English and Literacy and Maths and Numeracy to raise attainment for all

Focus: Relationships

Improvement Priority: To develop a strong pupil voice and active participation from all stakeholders in the life of the school

Focus: Culture

Improvement Priority: Staff empowered to lead learning and change which improves outcomes for learners

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
- Whole school Practitioner Enquiry was trialled this year

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> <ul style="list-style-type: none"> Rigorous monitoring of pupil progress and pace and challenge of learning using effective assessment approaches leading to improved attainment at all stages Strong links across our Cluster that support moderation of learning and achievement of a level Shared vision, values and aims embedded across the school that are agreed by all pupils, staff, parents and partners All staff empowered to lead learning and change which improves outcomes for learners
<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

The Senior Leadership Team provides strong direction and support for leading change across the school, focused on improving learning outcomes for children and taking into account regional and national priorities. Most staff have a clear sense of direction and focus which is shared consistently across the school. Improvement priorities are shared and agreed by all colleagues leading to improved collegiality. Most staff now have distributed leadership roles and are working collegiately with colleagues to build capacity. Within the school there is a collegiate approach to improving learning, teaching and assessment. All staff are committed to their own professional learning and have worked with the pedagogy team to deepen their understanding of Conceptual Numeracy. This has had a positive impact on attainment which has risen by 6% in this curricular area.

Within the nursery, a range of staff undertake leadership roles to engage the wider community in developing literacy across 0-5 years. Across the school and nursery teachers and early years staff engage with national documents allowing them to evaluate progress and identify areas for improvement.

Staff have a better understanding of the assessment and moderation cycle. They have worked in stages to plan, implement and moderate lessons formally each term. They understand that moderation is not only about the verification of a level but about the process before and after the learning experience. They are becoming more skilled at providing a range of evidence which supports their judgement. The impact of this has been that staff have been able to more accurately track pupil progress within their classes.

At PRD dialogues staff have the opportunity to reflect on their own practice and consider how they can develop as leaders in their classroom. This session staff engaged in the practitioner enquiry process. Feedback from staff suggests they feel confident implementing small tests of well-informed change based on professional research. They now need consider how they measure the impact of any interventions implemented, in order to make this a more robust process.

This session members of the school leadership team worked with all stakeholders to develop a Curriculum

Rationale which reflects the vision and values of our community and fosters a culture of learning. This interactive Curriculum Rationale is a live document capturing school developments and referencing the Four Contexts for Learning. The school values are central to our Curriculum Rationale and embedded in learners experiences leading to consistent expectations across the school.

Appropriate support and challenge is provided for pupils in order for them to continue to make good progress with their learning. Some staff demonstrate high levels of confidence in analysing and interpreting data relating to Base assessments and SNSA. Most staff are becoming increasingly confident in making judgements on pupil progress in line with CfE through moderation exercises and professional dialogue.

Overall, all staff understand that self-evaluation is an integral aspect of our approach to continuous improvement. During the school Learning Partnership visit in March the focus of all classroom observations was to ensure that the language of learning was consistent across all classes and that the four part model approach was in place. The visiting team were able to see improvements in almost all classes. There was clear evidence of the 4 part model being used. Staff continue to use 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 our new school badge. This move to change the badge was a result of feedback from children during 'Pupil Voice' focus groups. The Pupil Council consulted with pupils, parents and staff on ideas for a new school badge and a bridge themed badge was agreed on. This will be launched next session.

Enhanced transition for our nursery pupils is effective and robust, it has resulted in a smoother transition of learning. Our Primary 1 learning environments are organised to enable pupils to choose resources and learning through play. All Primary 1 staff have undertaken extensive training through the Fife Council Promoting Playful Pedagogy programme. Playful Pedagogy is complemented by regular outdoor learning experiences which has led to improvements in resilience, confidence and application of skills

Every pupil in Carnegie has an opportunity to meet with a member of the SLT to engage in a meaningful 1 to 1 learning conversation. Alongside this, focus groups and online surveys are used to ascertain pupil views. Children are keen to lead the learning in their classrooms and lead change across the school. Pupil groups continue to be developed and play an important role in our school. These groups include: Pupil Council, House Captains, Eco Committee, Rights Respecting School Committee, Health and Wellbeing Ambassadors, Sports Ambassadors, Digital Leaders, Junior Librarian and JRSO. Pupils feel that their voice matters and are committed to improving the school using these groups as a vehicle for change.

Next Steps

- Moderation activities at across stages, professional learning and peer observations to support consistency in pace, challenge and differentiation of learning
- Extend new knowledge and experience of practitioner enquiry in individual contexts to more collaborative approaches
- Introduce staff to the new GTCS model of professional learning

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 advantaged children 	<p>School Priorities</p> <ul style="list-style-type: none"> • Pupil Voice which influences our school improvement • Parents engaging meaningfully in their child's learning • Increased participation and engagement for our most vulnerable learners • A shared focus on equity of opportunities and the commitment of all stakeholders to reducing the gap for our most disadvantaged learners
<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.

All staff are aware of key documents and statutory duties in relation to Child Protection. Guidance given from Fife Council is followed and our policies and practices are well grounded in current legislation and a shared understanding of the value of each individual. All staff have positive, genuine relationships with children and are committed to supporting the wellbeing of the pupils in their care

A robust process is in place for identifying our most vulnerable pupils e.g. using SIMD, FSM, ASN data

- Targeted Pupil Equity Fund interventions support inclusion, raises attainment and achievement for pupils
- A programme of family learning is evolving throughout the school with a variety of opportunities for families to engage available.
- School and nursery staff provide strong support in order to meet the needs of our learners and remove barriers to learning
- Formal and informal professional dialogue between staff and support for learning allows practitioners to develop strategies and intervention processes to tackle barriers to learning for pupils

There is a clear plan for the Pupil Equity Fund (PEF). The school prioritises the key drivers contained within the National Improvement Framework alongside a clear focus on pupil wellbeing and raising attainment

Pupil voice is now a part of learning, teaching and assessment approaches and is captured through pupil

surveys, pupil focus groups, pupil decision making groups and learning conversations. Children engage confidently in dialogue about their learning and are more aware of their strengths and their next steps in learning. During pupil learning conversations children report ways in which they are engaged in their learning e.g use of digital technology, relevant and meaningful contexts.

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.

Prior to school closure we had implemented the use of SeeSaw at Primary 1 to 3 and Microsoft Teams at Primary 4 to 7. Staff and pupils both adapted well to this new way of learning and as a result have developed a range of digital skills. It is important now to develop and implement a strategy to improve digital learning across all stages with a focus on pupils leading their own learning.

The forward planning cycle and Pace and Progress meetings with SLT provide a framework that ensures a focus on consistency, progression and improving attainment for individual learners. Teachers have a good understanding of their learner's attainment. Planning and tracking discussions are data driven and have a clear focus on closing the attainment gap and raising expectations for learners. Support for Learning staff liaise closely with class teachers to analyse data and agree and implement appropriate strategies to improve outcomes for learners

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

Next Steps

- Classes engaging fully in an outdoor
- Increase opportunities for meaningful and sustainable family learning opportunities, particularly for our most disadvantaged families
- Continue to develop our approach to Digital Technologies in line with current guidance
- Ensure that aspects of Digital Technology are incorporated into Health and Wellbeing framework, with a particular focus on responsible Internet use and Cyber bullying

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> <ul style="list-style-type: none"> • A shared language of learning across our school • Consistent approaches to learning, teaching and assessment, particularly in relation to quality feedback that enables children to identify their next steps in learning. • Skilled teachers who ensure high quality, relevant learning experience which develop skills for learning, life and work. • Consistent approaches to learning, teaching and assessment across the school
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<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>
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Progress, Impact and Outcomes

Successes and achievements both in and out of school are tracked. The development of our wider achievements tracking tool means we have an effective mechanism in place for recording and planning for successes and achievements. This has resulted in a more targeted and systematic approach to providing pupils with extra-curricular opportunities and community experiences. This helps us to meet the needs of all our pupils but in particular our most vulnerable pupils. Achievements and successes are celebrated on Twitter and at weekly assemblies. During the recent school closure pupils and parents were encouraged to continue to share successes, these were communicated with the whole school community during weekly virtual assemblies. An ethos of achievement has become embedded within the school.

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. The appointment of two Principal Teachers has ensured the continued development of pedagogy to raise attainment and increase staff confidence.

All classes have at least 2 hours of quality PE every week and one of our class teachers, who has taken on a distributed leadership role specifically related to Physical Education, provides additional opportunities both in and out of school

There has been a focus on the Wellbeing Indicators at all stages. These indicators have become our school aims. The development and promotion of our new school aims mean that children can articulate confidently what these mean and how they relate to the UNCRC. Our RRS Ambassadors, which has staff, pupil and parent representation, have worked hard to ensure that the school is an inclusive environment where our core values of Respect, Kindness and Ambition are at the heart of everything we do. There work around this resulted in the

school achieving Bronze Rights Respecting School status. Emotional wellbeing is tracked through the use of 'My Wellbeing' booklets which have been developed for early, first and second level

All staff and partners feel valued and supported. Relationships across the school community 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.

Within our nursery setting family learning helps to build positive relationships with parents and carers. A wide variety of experiences for our families are provided. These include; PEEP, Bookbug, tea-toast and a blether and cuppa chats. Relationships between nursery staff and families are very strong as a result of this.

A range of summative assessments have taken place across the school including school based holistic assessments, Single Word Spelling Tests, Accelerated Reader assessments, numeracy baseline assessments, BASE assessments and Scottish National Standardised Assessments. The tables below shows the percentages of pupils in each banding for SNSA assessments undertaken at P4 and P7.

SNSA Data

Primary 4						
Band	Writing		Reading		Numeracy	
	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
9 and above	9%	8%	14%	10%	5%	8%
8	20%	8%	14%	14%	11%	14%
7	22%	31%	20%	16%	26%	18%
6	18%	20%	15%	25%	24%	29%
5	16%	15%	16%	13%	22%	28%
4 and below	16%	18%	22%	22%	11%	3%

It is important to note that assessments at Primary 4 were undertaken in the week leading up to the national school closures. As a result of this there were a higher than average number of children off that week resulting in a maximum of 80% of pupils being assessed. This makes it difficult to analyse and identify patterns as it does not truly reflect the year group.

Primary 7						
Band	Writing		Reading		Numeracy	
	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
11 and above	7%	6%	4%	17%	14%	10%
10	9%	30%	9%	28%	16%	19%
9	30%	24%	28%	21%	21%	25%
8	33%	24%	21%	15%	33%	22%
7	9%	9%	19%	11%	9%	18%
6 and below	12%	6%	19%	7%	7%	4%

The data above shows that the number of pupils achieving band 9 and above in all three areas increased. The number of children achieved band 8 above rose by 14% in Writing, 25% in Reading and 3% in Numeracy.

Curriculum for Excellence Attainment

The tables below show the percentage of pupils achieving the expected Curriculum for Excellence attainment levels over the last 3 years in listening and talking, reading, writing and numeracy and mathematics.

	Primary 1		
	17/18	18/19	19/20
Listening and Talking	89%	91%	90%
Reading	73%	87%	85%
Writing	84%	88%	81%
Numeracy and Mathematics	87%	87%	90%

	Primary 4		
	17/18	18/19	19/20
Listening and Talking	67%	89%	83%
Reading	58%	81%	81%
Writing	40%	78%	78%
Numeracy and Mathematics	50%	79%	86%

	Primary 7		
	17/18	18/19	19/20
Listening and Talking	94%	90%	93%
Reading	93%	86%	92%
Writing	95%	81%	89%
Numeracy and Mathematics	92%	80%	89%

	Overall		
	17/18	18/19	19/20
Listening and Talking	83%	90%	89%
Reading	75%	85%	86%
Writing	73%	82%	83%
Maths	76%	82%	88%

The table compares attainment data from 2017/18, 2018/19 and this session. Children are making good progress across the CfE levels with some achieving more quickly than the expected level. Analysis and interrogation of the data shows significant progress has been made in attainment in numeracy and mathematics in primary 1, primary 4 and primary 7 with overall attainment in this area rising by 6%. Despite the significant progress made in attainment levels in primary 1, forensic scrutiny of the data highlights the need to put in place specific interventions to support learners in primary 1 in writing where attainment has dropped by 7%. We have therefore identified specific groups of pupils across this year group who require targeted support in writing, this will be implemented next session and continually monitored.

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.
- Development of links with the local community including the voluntary sector, local businesses and partners to enhance the school's place in the community and pupils' sense of identity, focussing on developing skills in relation to DYW
- Focus on improving the quality of teaching and learning in all aspects of Literacy and English through partnership with the Pedagogy Team

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

PEF allocation of £103, 200 was spent on a variety of initiatives/interventions as detailed below.

Intervention/Initiative	Impact to date
<p>Raise attainment and engagement in reading <i>(Literacy and English)</i></p>	<p>A comparison was carried out on reading ages from August 2019 compared to predicted reading ages July 2020. Evidence gathered shows almost all children in P4-7 supported by PEF are on track to reach their predicted reading age with 23% of children are ahead with Reading.</p> <p>Accelerated Reader and Book Bug have allowed teachers to track and monitor progress by setting goals for individual learners including comprehension quizzes and difficulty of reading material to suit learners needs. Results from a recent staff questionnaire suggests that all teachers feel this reading approach has enhanced the quality of teaching and learning experiences compared to a prescribed reading scheme.</p> <p>Teaching staff have reported an 80% increase in motivation levels with 30% reporting a significant increase.</p> <p>Evidence gathered from a pupil questionnaire suggests a higher level of motivated pupils with 97% of pupils who agree they enjoy using AR and 83% of children feel the computer based programs offer enough challenge.</p>
<p>Raise attainment and conceptual understanding in numeracy <i>(Numeracy and Mathematics)</i></p>	<p>All teaching staff have undertaken full training with the Numeracy Pedagogy team on Conceptual Numeracy. The training offered collaborative planning opportunities and collaborative teaching sessions with a planned outcome of making a difference to the teaching and learning opportunities for all pupils.</p> <p>General trends taken from the diagnostic data samples indicate a positive impact on pupils:</p> <ul style="list-style-type: none"> - Increased knowledge in relation to counting across the early years. - Learners benefitted from having access to multiple strategies when solving problems relating to the four operations. - Evidence of an increased knowledge of the structure of number and partitioning skills across all stages. <p>According to pupils, the majority (71%) achieved their goal. Less than half (24%) partially achieved their goal. A few pupils (5%) did not achieve their goals across the engagement.</p> <p>Monitoring of teaching and learning experiences were carried out by Senior Leadership Team. An evaluation of the following objectives were shared with teaching staff prior to monitoring:</p> <ul style="list-style-type: none"> - learning intentions and success criteria were shared effectively in almost all classes - a variety and a range of interactive teaching styles, including use of IT, were observed in some classes. - differentiated tasks across classes met most childrens' needs.

	<p>- resources were used effectively in almost all classes to support Conceptual Understanding.</p> <p>During these lessons, it was observed that some teachers lacked understanding of how to teach operational concepts in a sequenced way.</p>
<p><i>To raise attainment by improving emotional and mental wellbeing of pupils in order to engage in learning and raise attainment (Health and Wellbeing)</i></p>	<p>Carnegie’s school values and newly revised aims, offer a strong rationale to support social and emotional wellbeing. A number of interventions and initiatives have been put in place to support pupils across all stages as well as supporting identified groups of children, especially to support our most vulnerable children. These interventions, led mainly by PSA staff, are all based around nurturing principles and include Kitbag groups, Lego therapy, art resilience, a breakfast club, outdoor learning programme.</p> <p>Observations by staff suggest there is a positive impact on our most vulnerable children. Children shared positive feelings about the group sessions, could share how it helped them and could identify a next step.</p> <p>From a 5 point rating scale within a questionnaire, all children shared a marked improvement in their level of anxiety, change in confidence levels and development of relationships when they were asked to make a comparison before and after the sessions. Some children feel they are still not transferring skills back into the classroom.</p>
<p>Develop capacity of teacher pedagogy through support of Principal Teachers</p>	<p>Teachers’ knowledge and confidence has increased through Professional Learning opportunities. However, staff would benefit from further opportunities to develop their pedagogical teaching skills in practice with support from Principal Teacher of Numeracy and Principal Teacher of Literacy, who have been appointed to raise attainment, and to embed the implementation of Professional Learning offered by Fife’s Pedagogy Team. During school closure, both PT’s have supported teachers to plan high quality learning opportunities for children learning at home. This form of support will continue into next session when learning will return back into the classroom.</p> <p>Unfortunately due to school closure and COVID restrictions, we did not complete the Pedagogy training sessions planned for Workshop for Literacy. This will be carried forward to next session.</p>

What is our capacity for continuous improvement?

The school is well placed to build on the commitment and enthusiasm of staff. The senior leadership team is now well established and there are a number of robust systems in place which 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.

All staff and children have been fully involved in evaluating progress and impact of the School Improvement Plan for session 2019-20 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	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Securing children's progress / Raising attainment and achievement	Good	

School Improvement Priorities 2020-2021

- Supporting strong and resilient relationships for and between children, staff and families
- Building a strong culture of professional learning and pedagogical enquiry
- Developing the identity of our school and building based on our vision, values and aims
- Improved learning and teaching in literacy and embed progress last session in numeracy
- Developing our curriculum pathways in Technologies and IT to ensure high quality experiences for all learners