

# Education – Improvement Planning Document

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Establishment Name: **St John's Primary School & Nursery Class**



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1. Establishment Vision, Values and Aims
2. 3 Year overview of priorities – based on the National Improvement Framework
3. Action Plan for session 2017-18

Signatures:

Head of Establishment	Mark Coyle	Date	12 June 2017
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Quality Improvement Officer	Gordon Manson	Date	12 June 2017
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## Our Vision, Values and Aims

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**Vision:** Learning together through our faith, hard work and love to go safely on our way

**Values:** Honesty, Respect, Love, Patience, Ambition

**Aims:** Together we will:

- Establish an ethos of honesty in our words and actions
- Respect each other, all faiths and the world around us
- Create a caring and happy environment where we can develop our God given talents
- Demonstrate patience and understanding to all in a supportive way
- Provide opportunities to develop pupils' personalities, talents and physical abilities in a variety of settings allowing them to reach their fullest potential in school and the wider community

## 3 Year Overview of Establishment Priorities

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The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2017-2018

Session 2018-2019

Session 2019-2020

## Overview of rolling three year plan

National Priorities	Session 2017/18	Session 2018/19	Session 2019/20
Improvement in employability skills and sustained positive school leaver destinations for all young people	1a. To ensure that Self-evaluation activities lead to improved outcomes for all b. To improve the Quality of Learning & Teaching throughout the School & Nursery c. To develop leadership at all levels across the school and the nursery	1a. Continue to improve self-evaluation throughout the school and nursery b. Evaluate Quality of Teaching and Learning c. Evaluate the impact of developing Leadership at all levels	1a. Improving the Quality of Learning & Teaching throughout the School & Nursery b. Evaluate Quality of Teaching and Learning c. Evaluate the impact of developing Leadership at all levels
Improvements in attainment, particularly in literacy and numeracy	To develop the Early Level Curriculum with a focus on increasing attainment through purposeful play	To review the updated Early Years Curriculum to identify strengths and areas for further development	To evaluate the early Level Curriculum
Closing the attainment gap between the most and least disadvantaged children	1. Attainment Challenge School 2. Visible Learning Training to impact on improving outcomes for all 3. PEF Support to close the poverty related attainment gap	1. Attainment Challenge School 2. Continued involvement in Visible Learning Training to impact on improving outcomes for all 2. PEF Support to close the poverty related attainment gap	1. Attainment Challenge School 2. Continued involvement in Visible Learning Training to impact on improving outcomes for all 3. PEF Support to close the poverty related attainment gap
Improvement in children and young people's health and wellbeing	1. PEF – Health & Wellbeing Coach 2. Engagement with CLD – family learning 3. Participation in Centenary celebration - Education	1. PEF – Health & Wellbeing Coach – Evaluation and new actions 2. Engagement with CLD – family learning	1. PEF – Health & Wellbeing Coach – Evaluation and new actions 2. Engagement with CLD – Family Learning Review

**Commented [GM1]:** Require section on "Improve pupils' employability skills to help provide positive sustained leaver destinations" You do have this listed in Priority 5 further down the paper.

## Pupil Equity Fund –Session 2017-2018

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### **NIF Priority**

Closing the attainment gap between the most and least disadvantaged children

#### **Context:**

St John's Primary School is a denominational and co-educational School which has a Nursery class attached. The school has recently been refurbished to comply with disability legislation and upgrades include a new Nursery, canteen and MUGA (Multi Use Games Area). The school and nursery serve the lower Port Glasgow area which incorporates Local Authority and Private housing. The school has a newly appointed DHT working closely with the existing HT. Over the past 10 years the school roll has increased from 167 pupils to 230 pupils with an additional 24 morning/24 afternoon pupils in the Nursery.

The school has 9 Classes. The school has a staffing allocation of 12.5 FTE, including a Support for Learning Teacher (0.5) and 7 Support Staff members. The school also has 3 Clerical staff, a Janitor, catering and cleaning staff. The school benefits from music tuition (0.1) and support from an Active Schools Coordinator and a Home link Support Worker

#### **Rationale:**

Our rationale for proposals is to continue to develop approaches to raise attainment and reduce the poverty related attainment gap. Gaps identified relate to poor vocabulary, comprehension and poor mental maths ability, especially in the early level. Mental Health support for pupils relating to poor social skills and building relationships would also be targeted through both Nurture support and Playground support. New resources in literacy and numeracy would enhance and motivate pupils to fully engage with their learning.

The gaps identified will be targeted by improving the quality of learning and teaching through staff participation in Visible Learning training.

- a) A review of Learning & Teaching outlined professional development was required to identify the aspects of teaching and learning that make the most gains. Access Professional Development for staff to improve the quality of Teaching & Learning impacting on pupil progress, especially pupils in the SIMD 1 + 2 bands – Visible Learning Training to provide quality professional development.
- b) Through interrogating Attainment Data, we identified gaps in literacy and numeracy development, especially at Early Level in pupils from SIMD 1 + 2 Bands. Nurture approach to target pupils requiring Mental Health support as identified through the GIRFEC Pathways programme
- c) Observations of play areas identified the need for support for pupils to develop social skills and a healthier more positive playground.
- d) Purchasing of New Resources to support the development of Literacy & Numeracy skills for all pupils but specifically targeted at pupils in the SIMD 1 + 2 Bands

**Aim and Expected Impact:**

The overall aim of the proposal is to improve the quality of learning and teaching impacting positively on pupil progress across Literacy, Numeracy and Health and Wellbeing, with particular emphasis on pupils in SIMD Bands 1 + 2 reducing the poverty related attainment gap.

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend				How will you evidence improvement?																																				
<p><b>1. Proposed interventions</b></p> <p><b><u>A. Visible Learning</u></b> All staff participation in Osiris Training over 3 years – Visible Learning Training. We are keen to develop staff pedagogical expertise and plan to build on our early start to adopting strategies which make learning more visible in the classroom. The whole school Visible Learning programme supplied by Osiris would allow us to work together, as a school team and with our cluster colleagues, evaluating the impact of current approaches and developing new skills. This will allow us to keep our focus on high quality learning and teaching across the school.</p> <p><b>Expected impact</b> 1. Increase in teachers’ participation in quality CPD to develop their practice. 2. Improve use of data to impact on practice</p>		<table border="1"> <thead> <tr> <th data-bbox="801 560 1025 580"></th> <th data-bbox="1025 560 1133 580">Role</th> <th data-bbox="1133 560 1249 580">£</th> <th data-bbox="1249 560 1397 580">FTE/hrs/No</th> </tr> </thead> <tbody> <tr> <td data-bbox="801 580 1025 683">Teaching staff</td> <td data-bbox="1025 580 1133 683">Literacy /Numeracy Support &amp; Nurture Role</td> <td data-bbox="1133 580 1249 683">£40,000 approx</td> <td data-bbox="1249 580 1397 683">1.0</td> </tr> <tr> <td data-bbox="801 683 1025 730">Support staff</td> <td data-bbox="1025 683 1133 730">H &amp; Wb Coach</td> <td data-bbox="1133 683 1249 730">£10,000 approx</td> <td data-bbox="1249 683 1397 730">0.5</td> </tr> <tr> <td data-bbox="801 730 1025 754">Supported study</td> <td data-bbox="1025 730 1133 754"></td> <td data-bbox="1133 730 1249 754"></td> <td data-bbox="1249 730 1397 754"></td> </tr> <tr> <td data-bbox="801 754 1025 778">Lets/transport</td> <td data-bbox="1025 754 1133 778"></td> <td data-bbox="1133 754 1249 778"></td> <td data-bbox="1249 754 1397 778"></td> </tr> <tr> <td data-bbox="801 778 1025 858">Resources</td> <td data-bbox="1025 778 1133 858">Guided Reading Programme</td> <td data-bbox="1133 778 1249 858">£6,000</td> <td data-bbox="1249 778 1397 858"></td> </tr> <tr> <td data-bbox="801 858 1025 1018">Commissioned/purchased services/partners</td> <td data-bbox="1025 858 1133 1018">Osiris – Visible Learning support for all teaching staff and SMT</td> <td data-bbox="1133 858 1249 1018">£6000 per year for 3 years</td> <td data-bbox="1249 858 1397 1018"></td> </tr> <tr> <td data-bbox="801 1018 1025 1042">Other</td> <td data-bbox="1025 1018 1133 1042"></td> <td data-bbox="1133 1018 1249 1042"></td> <td data-bbox="1249 1018 1397 1042"></td> </tr> <tr> <td data-bbox="801 1042 1025 1082">Total</td> <td data-bbox="1025 1042 1133 1082"></td> <td data-bbox="1133 1042 1249 1082">£68,000 approx</td> <td data-bbox="1249 1042 1397 1082"></td> </tr> </tbody> </table>					Role	£	FTE/hrs/No	Teaching staff	Literacy /Numeracy Support & Nurture Role	£40,000 approx	1.0	Support staff	H & Wb Coach	£10,000 approx	0.5	Supported study				Lets/transport				Resources	Guided Reading Programme	£6,000		Commissioned/purchased services/partners	Osiris – Visible Learning support for all teaching staff and SMT	£6000 per year for 3 years		Other				Total		£68,000 approx		<p><b>Impact measures</b> 1-4. Oral feedback, written feedback through training survey, action research projects, practice sharing.</p>
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Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How will you evidence improvement?
<p>3. Increase in awareness of importance of feedback and self-evaluation. 4. Increase in teachers' confidence in delivering a curriculum that meets the needs of all learners.</p>			
<p><b>B. 1 FTE Teacher</b> 1 FTE Teacher to support Literacy/Numeracy Development targeted at pupils in the SIMD 1 + 2 Bands (0.8) and Nurture Support (0.2) To further develop our implementation of targeted interventions to reduce inequity, we would dedicate a member of staff whose focus will be directed to the explicit identification, planning, monitoring and tracking of targeted interventions for identified young people supporting Literacy, Numeracy skills and Nurturing approaches</p>			<p><b>Impact measures</b></p> <ol style="list-style-type: none"> <li>1. Increased engagement in learning.</li> <li>2. Improvements in attainment in literacy and numeracy.</li> <li>3. Increased positive relationships between families and schools and partners.</li> </ol> <p>We will gather</p>



Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How will you evidence improvement?
<p><b>Expected outcomes</b></p> <ol style="list-style-type: none"> <li>1. Increased engagement of young people in their learning.</li> <li>2. Improve attainment in literacy and numeracy.</li> <li>3. Increase positive relationships between families and schools and partners.</li> </ol>			<p>feedback from young people, parents and school staff.</p>
<p><b><u>C. Health &amp; Wellbeing Coach (0.5)</u></b></p> <p>To improve overall wellbeing in children through the targeted use of high quality sports coaching. Support to improve the quality of play within the playground leading to a healthier, happier playground</p> <p><b>Expected outcomes</b></p> <ol style="list-style-type: none"> <li>1. Improved wellbeing in children.</li> <li>2. Improved peer relationships between children.</li> <li>3. Increased self-esteem amongst</li> </ol>			<p><b>Impact measures</b></p> <ol style="list-style-type: none"> <li>1-3. Feedback from children, staff and parents. Baseline and follow-up questionnaires.</li> <li>4. Oral feedback, Collaborative Action Research</li> </ol>

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How will you evidence improvement?
children. 4. Increased participation in active play			
<p><b><u>D. Literacy and Numeracy Resources</u></b> Literacy Resources to support Reading and vocabulary / Numeracy Resources to support SEAL and whole school programme linked to quality assessments ensuring improved professional judgements from Teaching Staff</p> <p><b>Expected Outcomes</b> 1. To increase motivation and engagement of pupils in further developing skills in Literacy and Numeracy through accessing new resources.</p>			<p><b>Impact measures</b> 1. Increased engagement in learning 2. Improvements in attainment in literacy and numeracy.</p>

## Plan –Session 2017-2018

<b>Priority 1</b> Improvement in employability skills and sustained positive school leaver destinations for all young people		
<b>NIF Driver</b> School Improvement School leadership Teacher professionalism	<b>HGIOS?4</b> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.3 Learning, teaching and assessment	<b>Other Drivers</b> <b>HGIOELC?</b> 3.2 Securing Children's progress 1.4 Leadership and management of practitioners <b>RRS</b> Article 28: (Right to education): Article 29 (Goals of education): <b>Developing in Faith</b> Developing as a community of faith and learning

### Expected outcomes for learners which are measurable or observable

- *To ensure that Self-evaluation activities lead to improved outcomes for all*
- *To improve Teaching & Learning across the school and the nursery*
- *To develop leadership at all levels across the school and the nursery*

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Development of updated Vision, Values, Aims that are unique to the school and Nursery	April 2017 – June 2017	<b>Pupil/Parents/Staff/ Partners</b>	HGIOS?4 HGIOELCC Alison Drever (Education Scotland Curriculum Development Officer) Materials

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.2 Development of a clear Curriculum Rationale for St John's Primary School and Nursery Class	April 2017 – June 2017	<b>All Staff/ Pupils/ Parents</b>	Alison Drever (Education Scotland Curriculum Development Officer) Materials NIF Materials
1.3 SMT to provide staff across the school and nursery clear strategic direction, focusing on improving Teaching and Learning	June 2017 August 2017 January 2018 April 2018	<b>SMT</b>	HGIOS?4 HGIOELCC Updated throughout the year to ensure consistency of approach across the school and nursery
1.4 To review the planning processes ensuring clarity of what is to be learned and assessed	June 2017 – June 2018	<b>All Staff</b>	Highland Literacy Toolkit – Pathways Glasgow City – Counting On Toolkit
1.5 To ensure that the language of learning is evident across the school and the nursery	May 2017 – June 2018	<b>All Staff/Pupils/Parents</b>	HGIOS?4 HGIOELCCC
1.6 To strengthen leadership at all levels across the school and the nursery	August 2017 – June 2018	<b>Support from QIO/All staff/Pupils/Parents</b>	HGIOS?4 HGIOELCCC

**Evidence of Impact**

- *Revised Vision statement that genuinely reflects St John's Primary School and Nursery*
- *Values and Aims that underpin the redefined Vision statement reflecting stakeholder ownership leading to sustainable reality – Our stakeholders will promote and enable pupils to develop skills for life and work*
- *A detailed Curriculum Rationale which underpins our key values for learning and the development of the whole child promoting and sustaining an aspirational vision for our curriculum*
- *A clear strategic direction focusing on improving the quality of Teaching and Learning across the school and nursery*
- *Policies which provide clarity of expectations and guidance – Teaching & Learning, AifL, Pupil Engagement*
- *To improve the quality of teaching and learning across the school and the nursery ensuring that all lessons observed are deemed to be at least satisfactory*
- *To observe the use of effective AifL strategies promoting an increase in the use of the language of learning by pupils and staff*
- *To observe a reduction of pupils extracted for support for learning*
- *To ensure teachers' judgements are supported by accurate data analysis and appropriate moderation activities*
- *To provide increased opportunities for Staff to share good practice*
- *To continue to develop leadership across staff and pupils*

<b>Priority 2</b> Closing the attainment gap between the most and least disadvantaged children		
<b>NIF Driver</b> School Improvement School leadership	<b>HGIOS?4</b> 1.1 Self-evaluation for self-improvement 2.2 Curriculum	<b>Other Drivers</b> <b>HGIOELC?</b> 1.3 Leadership of change 1.3 Leadership of change <b>RRS</b> Article 28: (Right to education):  <b>Developing in Faith</b> Developing as a community of faith and learning

**Expected outcomes for learners which are measurable or observable**

- To develop the Early Level Literacy and Numeracy with a focus on increasing attainment through purposeful play*

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
2.1 Develop an effective Early Level Literacy and Numeracy Curriculum	April 2017 – June 2018	<b>SMT/Early Level Staff/QIO</b>	HGIOELCC NIF Support Materials Building the Ambition
2.2 SMT and Early Level Staff to carry out an Audit of the Early Level Literacy and Numeracy Curriculum	August 2017 – October 2018	<b>SMT/Early Level Staff</b>	HGIOELCC NIF Support Materials Building the Ambition

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
2.3 SMT to identify gaps in the curriculum with St John's Pr & Nursery	October 2017		
2.4 SMT to visit other establishments to gather evidence of good practice	April 2017 – May 2017	<b>SMT</b>	Kilmacolm Pr & Nursery
			Whinhill Pr & Nursery
			Lady Alice Pr & Nursery
2.5 SMT to share good practice with Early Level staff	May 2017	<b>SMT/Early Level Staff</b>	
2.6 SMT & Early Level Staff to identify action plan to address the gaps in the Early Level Literacy and Numeracy curriculum with a focus on ensuring seamless transitions	October 2017	<b>SMT/Early Level Staff</b>	
2.7 Early Level Staff to implement Action Plan addressing gaps	October 2017 – June 2018	<b>Early Level Staff</b>	
2.8 SMT to monitor implementation – gathering views from all stakeholders	February 2018 May 2018	<b>SMT/Stakeholders</b>	
2.9 SMT and Early Level Staff to evaluate the impact of the Early Level Literacy and Numeracy programmes identifying strengths and areas for further development	June 2018	<b>SMT/Early Level Staff</b>	

**Evidence of Impact**

- *A relevant and appropriate Early Level Literacy and Numeracy Curriculum which places the needs of the learners at the centre*

**Priority 3** Improvements in attainment, particularly in literacy and numeracy

<p><b>NIF Driver</b> School leadership Teacher professionalism</p>	<p><b>HGIOS?4</b> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.3 Learning, teaching and assessment</p>	<p><b>Other Drivers</b> <b>HGIOELC?</b> 1.4 Leadership and management of practitioners</p> <p><b>RRS</b> Article 28: (Right to education):</p> <p><b>Developing in Faith</b> Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life</p>
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**Expected outcomes for learners which are measurable or observable**

- *Visible Learning Training to improve Teaching and Learning*

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3.1 All Staff to participate in Visible Learning training	August 2017 – June 2018	<b>All Staff/OSIRIS Training</b>	OSIRIS Training Material
3.2 Osiris staff work with Teaching staff to audit practice	August 2017 – June 2018	<b>All Staff/OSIRIS Training</b>	OSIRIS Training Material



Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3.3 Staff to participate in activities to focus on methodologies that make a positive impact on the quality of Learning and Teaching	August 2017 – June 2018	All Staff/OSIRIS Training	OSIRIS Training Material

**Evidence of Impact**

- Staff will gain a deeper understanding of the Visible Learning Programme
- Pupil attainment will increase in Numeracy and Literacy because of improved quality teaching and learning
- Staff will provide effective feedback leading to pupils and staff knowing what their next steps are to improve

**Commented [GM2]:** What about the evidence of increased attainment?

**Priority 4** Improvement in children and young people's health and wellbeing

Commented [GM3]: Wrong heading?

<p><b>NIF Driver</b> Assessment of children's progress</p>	<p><b>HGIOS?4</b> 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships</p>	<p><b>Other Drivers</b> <b>HGIOELC?</b> 1.1 Self-evaluation for self-improvement</p> <p><b>RRS</b> Article 28: (Right to education):</p> <p><b>Developing in Faith</b> Developing as a community of faith and learning</p>
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**Expected outcomes for learners which are measurable or observable**

- To improve overall wellbeing in children through the targeted use of high quality sports coaching. Support to improve the quality of play within the playground leading to a healthier, happier playground*

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
4.1 Identify a specific remit for the role of Health & Wellbeing Coach	June 2017	PEF Finance Officers/SMT	
4.2 Interview for the role of Health & Wellbeing Coach	June 2017	SMT	
4.3 Health and Wellbeing Coach to liaise with SMT to plan interventions for supporting pupils attending the Breakfast Club	August 2017	SMT/H & Wb Coach/Breakfast Club Staff	

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
4.4 Health and Wellbeing Coach to liaise with SMT to plan interventions for supporting pupils in both the Upper and Infant playground – <ul style="list-style-type: none"> <li>• Zoned areas for developing sports skills</li> <li>• Quiet Zones</li> <li>• MUGA Timetable</li> <li>• Plans for Support Staff Training</li> <li>• Liaising with Active Sports Coordinator to implement P7 Sports Leaders Programme</li> </ul>	Termly	<b>All Staff</b>	Playground Games Support Pack
4.5 Health and Wellbeing Coach to evaluate Plans and interventions focusing on improved relationships among pupils	Weekly	<b>H/Wb Coach</b>	
4.6 Health and Wellbeing Coach to liaise with SMT to Support Teaching Staff in delivering quality PE lessons	Monthly	<b>SMT/H &amp; Wb Coach</b>	
4.7 SMT to monitor progress of interventions	Monthly	<b>SMT/H &amp; Wb Coach</b>	

#### Evidence of Impact

- Improved ethos in the playground via reduced referrals
- Increase in active pupils – pupils involved in rotational timetable accessing a variety of sporting activities

<b>Priority 5</b> Improvement in employability skills and sustained positive school leaver destinations for all young people		
<b>NIF Driver</b> Parental engagement	<b>HGIOS?4</b> 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships	<b>Other Drivers</b> <b>HGIOELC?</b> 1.1 Self-evaluation for self-improvement  <b>RRS</b> Article 28: (Right to education):  <b>Developing in Faith</b> Developing as a community of faith and learning

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> <li><i>Increase in quality Parental Engagement in pupils learning</i></li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
5.1 Parental Stocktake complete	August 2017	<b>SMT/Parent Council</b>	SPTC Parental Stocktake Toolkit
5.2 Collation of Parental Stocktake	August 2017	<b>SMT/Parent Council</b>	SPTC Parental Stocktake Toolkit
5.3 Action Plan created targeting identified gaps in engagement <ul style="list-style-type: none"> <li>Family Learning</li> <li>Engagement with Diocesan Centenary Celebrations – Education Scotland Act</li> <li>Active Play with parental support</li> </ul>	September 2017	<b>SMT/Parent Council/Attainment Challenge Family Support Officer/Homelink</b>	SPTC Parental Support Material

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>Update School Policies</li> <li>World of Work Partnership</li> <li>Increase Parental Volunteers</li> </ul>		<b>Support Worker</b>	
5.4 Implementation of Action Plan interventions	September 2017 – June 2018	<b>SMT/Parent Council</b>	
5.5 Evaluation of Action Plan Impact	October 2017 February 2018 May 2018	<b>SMT/Parent Council</b>	
5.6 Identification of strengths and areas for further development	June 2018	<b>SMT/Parent Council</b>	SPTC Parental Stocktake Toolkit

#### Evidence of Impact

- Increased Parental Engagement via Active Learning Sessions and participation in Diocesan Centenary Celebrations
- Positive feedback at evaluation points throughout the year from all stakeholders
- Effective targeting of Families requiring additional support with positive input from Family Support Worker