

Education – Improvement Planning Document

Establishment Name: St Michael's Primary

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Signatures:

Head of Establishment	C Wallace	Date	August 2021
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Education Officer	Adam Stephenson	Date	August 2021
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Our Vision, Values and Aims

Our Vision, Values and Aims

Our Vision

At St Michael's Primary School, as a community of faith and learning, we aspire:

Through a nurturing approach and high quality learning and teaching, to provide our pupils with the knowledge, skills and attributes they need for learning, life and work; to develop each person's unique, God-given talents, ensuring that every child exceeds what they believe their potential to be.

Our Values

The school community has identified the following values which reflect the important principles on which we base all our decisions: Respect, Honesty, Ambition, Compassion and Learning.

Our Aims

It is the aim of everyone in St Michael's to ensure that:

- There is a welcoming atmosphere fostering a commitment to a sense of identity and pride in the school
- A strong partnership with parents exists and that we strive to keep parents fully informed and involved in their child's education
- Every child's needs are met – intellectual, physical, spiritual, social and emotional, through teaching and learning experiences of the highest standard
- All staff are committed to their ongoing professional development and there is a strong commitment to teamwork amongst staff
- As a Catholic school, Gospel Values permeate throughout all of school life and spiritual formation develops in partnership with the home and parish
- Respect for each other, co-operation, self-discipline and positive attitudes are encouraged
- We reach out to develop links with our local community and other agencies and establishments

3 Year Overview of Establishment Priorities

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 2021-2022

Session 2022-2023

Session 2023-2024

Overview of rolling three year plan

National Priorities	Session 2021-22	Session 2022-23	Session 2023-24
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Visible Learning • Dialogic Teaching • Moderation of writing • Talk 4 Writing • New tracking system to ensure pace and challenge • Co-operative Learning • Focus on IDL in 6 weekly planning • Play pedagogy • Parental engagement strategy 	<ul style="list-style-type: none"> • Visible Learning • Dialogic Teaching • Moderation • Co-operative Learning • Play Pedagogy • Parental engagement strategy 	<ul style="list-style-type: none"> • Visible Learning • Dialogic Teaching • Co-operative Learning • Play Pedagogy • Moderation • Parental engagement strategy
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • Rigorous data analysis • Differentiated planning addressing poverty related attainment gap • New tracking system leading to understanding of achievement of a level • Understanding of achievement of a Level • Numeracy interventions • Writing interventions • Parental engagement strategy 	<ul style="list-style-type: none"> • Rigorous data analysis • Differentiated planning addressing poverty related attainment gap • Numeracy interventions • Writing interventions • Reading interventions • Parental engagement strategy 	<ul style="list-style-type: none"> • Rigorous data analysis • Differentiated planning addressing poverty related attainment gap • Numeracy interventions • Writing interventions • Reading interventions • Parental engagement strategy

<p>Improvement in children and young people's health and wellbeing</p>	<ul style="list-style-type: none"> • Play Pedagogy • PAtHS • Positive Behaviour approaches • Restorative conversations • Developing in Faith – Serving the Common Good Laudato Si' • RRS Silver Award 	<ul style="list-style-type: none"> • Play Pedagogy • PAtHS • Positive Behaviour approaches • Restorative conversations • Outdoor learning • Developing as a community of faith and learning • RRS Gold Award 	<ul style="list-style-type: none"> • Play Pedagogy • PAtHS • Positive Behaviour approaches • Restorative conversations • Outdoor learning • Promoting Gospel Values
<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<ul style="list-style-type: none"> • Digital Literacy • STEM • Employability Skills – Dynamic Youth Award and John Muir Award 	<ul style="list-style-type: none"> • Digital Literacy • STEM • Employability Skills – SVQ accredited courses for senior pupils • Building effective relationships with business partners 	<ul style="list-style-type: none"> • Digital Literacy • STEM • Employability Skills – SVQ accredited courses for senior pupils • Building effective relationships with business partners

Pupil Equity Fund –Session 2020-2021

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

St. Michael's has a school roll of 179, with 68% of children living in SIMD Bands 1 and 2, and 29% pupils receiving free school meals.

Although achievement of a level has yet to be validated for session 2020-21, our in school data tells us the following about our over all achievement of a level:

CfE Level	Subject	Number of pupils in class achieving expected Level	Percentage of pupils achieving expected Level
P1 - Early+	Listening and Talking	17	94.4%
	Reading	17	94.4%
	Writing	17	88.9%
	Numeracy	17	88.9%
P4 - Level1+	Listening and Talking	17	81.0%
	Reading	15	71.4%
	Writing	14	66.7%
	Numeracy	15	71.4%
P7 - Level 2+	Listening and Talking	22	84.6%
	Reading	21	80.8%
	Writing	21	80.8%
	Numeracy	18	69.2%

Based on teacher professional judgements in June 2021 and comparing results of pupils in SIMD Bands 1 and 2 with SIMD Bands 3-10 the following gaps were identified:

CfE Level	Subject	Number of pupils residing in SIMD Bands 1 and 2 achieving expected Level	Percentage of pupils residing in SIMD Bands 1 and 2 achieving expected Level	Number of pupils residing in SIMD Bands 3-10 achieving expected Level	Percentage of pupils residing in SIMD Bands 3-10 achieving expected Level	Attainment Gap
P1 - Early+	Listening and Talking	12	92.3%	5	100.0%	-7.7%
	Reading	12	92.3%	5	100.0%	-7.7%
	Writing	11	84.6%	5	100.0%	-15.4%
	Numeracy	11	84.6%	5	100.0%	-15.4%
P4 - Level1+	Listening and Talking	12	85.7%	5	71.4%	14.3%
	Reading	11	78.6%	4	57.1%	21.4%
	Writing	10	71.4%	4	57.1%	14.3%
	Numeracy	12	85.7%	3	42.9%	42.9%
P7 - Level 2+	Listening and Talking	13	81.3%	9	90.0%	-8.8%
	Reading	13	81.3%	8	80.0%	1.3%
	Writing	13	81.3%	8	80.0%	1.3%
	Numeracy	12	75.0%	6	60.0%	15.0%

Despite the challenges faced by two lockdowns, the children at these stages have continued to make positive progress. Targeted interventions put in place following both lockdowns have been effective. However, on analysis of attainment data across all other stages of the school it is evident that some pupils have been more significantly affected and our PEF and Recovery interventions for Session 21/22 will address this. Attainment in writing and numeracy has been impacted more than reading and listening and talking.

Target cohorts have been identified across the school through analysis of a range of data: SIMD, FME, CfE levels, attendance, teacher professional judgement and standardised assessments.

Primary PEF Bid 2021

PEF spend available £	119,154	PEF spend 2021/22 planned £	105,002	Difference £14,152
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Rationale

- At the end of session 20/21 it was evident that our attainment in Primaries 3, 5 and 6 was particularly low. Specific interventions would be required to raise attainment and close the gap in key areas of Literacy, Numeracy and Health and Wellbeing.
- Our attainment data from April 21 to June 21 highlighted the success of play as an intervention for our Primary 3 learners. As a result, we will make further use of play as an intervention but it will be extended to include Primaries 1 to 4.
- Analysis of attendance information has highlighted that a core group of pupils are still below the desired attendance rate. This needs to improve for pupils to gain any benefit from any of our planned interventions in Literacy, Numeracy and Health and Wellbeing.

Project / Priority (Details of what you are doing and who you are targeting with additional intervention) (Outcomes)	Timescale	Details of spend (Intervention)	How will you evidence improvement? (Measures)
Increase attendance of an identified group of learners by 10% or beyond	Monitored daily	<ul style="list-style-type: none"> • Additional clerical hours to allow rigorous monitoring of attendance • Immediate calls to families when no notification for absence is reported • SMT alerted and calls made when data flags initial concern • Partnership working with other agencies when required • Focus on attendance at TAC meetings • Children to be welcomed by class teacher on returning to school after absence <p>Cost £2,849</p>	<ul style="list-style-type: none"> • Weekly attendance data indicates improvement • Partners report barriers preventing attendance are mitigated

<p>Increase readiness to learn through the introduction of play pedagogy in P1 –P3</p>	<p>June 2022</p>	<ul style="list-style-type: none"> • Additional teaching hours to support professional learning, planning, research, peer visits, class based observations and facilitation of learning • Small group interventions to be planned based on assessment data 	<ul style="list-style-type: none"> • Leuvens scale results indicate wellbeing and engagement/participation levels of at least 4 • Glasgow Wellbeing Toolkit indicates that pupils have increasingly positive perceptions of school • Observational data and summative assessments show pupils are progressing at a steady rate
<p>Increase attainment in Writing</p> <ul style="list-style-type: none"> • in Primary 7 to at least 70% 	<p>June 2022</p>	<ul style="list-style-type: none"> • Small group teaching to provide indepth feedback using a co-operative learning and co-operative teaching model – enhanced PSA hours to support this intervention • Teachers support pupil to set measurable learning targets • The development of metacognition and self regulation strategies • 1:1 teacher input on individualised learning pathways 	<ul style="list-style-type: none"> • Regular check of intervention records shows pupils are progressing at a steady rate • Assessment data (cold/hot/independent application of learning in writing) shows that pupils are meeting or exceeding targets on a three weekly cycle • Analysis of data indicates progress when compared with initial baseline assessments • Jotter sampling demonstrates an increase in targets being met or exceeded • Learners demonstrate independent numeracy skill application in new and unfamiliar contexts • Assessment data indicates that children are secure in their understanding of

<p>Increase attainment in Reading</p> <ul style="list-style-type: none"> • in Primary 6 to at least 70% 		<ul style="list-style-type: none"> • Small group teaching to provide indepth feedback using a co-operative learning and co-operative teaching model - enhanced PSA hours to support this intervention • Teachers support pupil to set measurable learning targets • The development of metacognition and self regulation strategies • 1:1 teacher input on individualised learning pathways 	<p>number processes and can articulate their thought processes</p> <ul style="list-style-type: none"> • Observation of good working rapport, well established communication and shared expectations among all staff • Consistent language of learning used across all groups
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<p>Increase attainment in Numeracy</p> <ul style="list-style-type: none"> • in Primary 6 to at least 70% • in Primary 7 to at least 75% 	<p>June 2022</p>	<ul style="list-style-type: none"> • Small group teaching to provide in depth feedback supporting pupils to improve their mental agility - enhanced PSA hours to support this intervention • Explicit teaching of number strategies through use of Number Talks • Intensive support to address gaps for identified learners enabling them to engage with next steps in their learning • The development of metacognition and self regulation strategies • 1:1 teacher input on individualised learning pathways
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<p>Increase the engagement levels of an identified group of learners in Primary 6</p>	<p>June 2022</p>	<ul style="list-style-type: none"> To develop positive peer relationships through outdoor learning experiences and participation in the John Muir Award 	<ul style="list-style-type: none"> Leuvens scale results indicate wellbeing and engagement/participation levels of at least 4 Glasgow Wellbeing Toolkit indicates that pupils have more positive perceptions of school Reduction in referrals to SMT regarding challenges in the classroom and in the playground Increase in attainment in literacy and numeracy
<p>Increase the engagement levels of an identified group of learners in Primary 7</p>	<p>June 2022</p>	<ul style="list-style-type: none"> To develop positive peer relationships through outdoor learning experiences and participation in the Dynamic Youth Award <p>Cost £60,544 (for all of the teacher led interventions above)</p> <p>Cost £10,526 (enhancement of PSA hours to support increased attainment in reading and writing)</p>	<ul style="list-style-type: none"> Leuvens scale results indicate wellbeing and engagement/participation levels of at least 4 Glasgow Wellbeing Toolkit indicates that pupils have more positive perceptions of school Reduction in referrals to SMT regarding challenges in the classroom and in the playground Increase in attainment in literacy and numeracy

<p>Increase in confidence of staff working co-operatively that will impact on learners receiving recovery supports to reduce the poverty related attainment gap</p>		<ul style="list-style-type: none"> • DHT to support at planning meetings • DHT to mentor Pupil Support Assistants within their new role, increasing their confidence in supporting learning 	<ul style="list-style-type: none"> • Increase in number of Pupil Support Assistants who are supporting children in their learning • Pre and post training questionnaires indicate increased confidence in supporting learning • Pupil Support Assistants engage with teaching staff to review and plan learning
<p>Increase in identified learners ability to self-regulate</p>		<ul style="list-style-type: none"> • 6 weekly review and update of Crisis Curve Management Plan with child and TAC contributors • Increase the capacity of staff through analysis of escalators that lead to dysregulation <p>Cost £30,784 (0.4FTE and 0.2FTE teacher hours combined to enable DHT to facilitate this intervention and the one listed above)</p>	<ul style="list-style-type: none"> • Identified learners able to communicate more effectively their escalators and de-escalators • Pre and post training questionnaires indicate increased confidence in Pupil Support Assistants in supporting pupils through periods of dysregulation • Increase in well regulated learners with motivation and improved readiness to learn • Reduction in referrals to SMT
	<p>Total underspend from c/f from 2020/21 plus PSA Journal to school budget</p>	<p>£28,579</p> <p>£3,219</p>	

	2021/22 PEF allocation	£75,962	
	Plus 15% in 2021/22	£11,394	
	Total PEF Budget available in 2021/22	£119,154	
	Total cost of 2021/22 PEF plan (including admin fee of £299)	£105,002	

Plan –Session 2021-2022

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Teacher professionalism Performance information	HGIOS?4 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment	Other Drivers RRS Article 28: (Right to education): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Improved attainment for pupils through effective learning and teaching in literacy and numeracy • Improved attainment through parental engagement in learning • Increased opportunities to engage with a wide range of Experiences and Outcomes

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Continued focus on Dialogic Teaching as as foundation of effective teaching and learning.	August 2021	Chartered Teacher and Literacy CMO to lead All staff involved	All staff will revisit on the In Service day in August and bespoke CLPL opportunities will follow depending on needs of staff. Feedback will be sought from staff throughout the session.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.2 Moderation of teaching and learning in writing at school, cluster level and local authority level	October 2021	Class teachers Cluster colleagues	Revisit Talk for Writing principles and refine programme currently in use Peer observations to be facilitated for those unfamiliar with programme Training to be sourced/offered for those who require it
1.3 Introduction and use of new tracking system to monitor pupil progress and plan for interventions leading to universal understanding of achievement across a Level.	Introduce in August 2021 and use throughout the session	Class teachers SMT	Access to online spreadsheets for collation of data
1.4 Introduce co-operative learning at all stages of the school	By the end of Term 1	Class teacher Co-operative learning specialist	Professional learning events to be arranged for staff
1.5 Revisit Talk for Writing framework and adapt to create bespoke programme to meet our learners' needs	June 2022	Class teachers	Collegiate sessions Peer visits
1.6 Renewed focus on six weekly planning in literacy and numeracy with explicit links to other curricular areas facilitating IDL and ensuring pupils have a broad range of learning experiences	Staff to meet 6 weekly	Class teachers	Collegiate planning sessions
1.7 Development of play pedagogy at P1-P4	June 2022	Class teachers Pupil Support Assistants SMT CMOs Educational Psychologist	Professional learning led by Educational Psychology Access to local authority Play Strategy and support from Play CMO Access to Education Scotland resources

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.8 Parental engagement strategies piloted at Primary 1 and Primary 4	Ongoing	P1 and P4 teachers P1 and P4 parents Recovery and PEF teachers CLD Barnardo's Family Support Worker	West Partnership Parental Engagement Toolkit

Expected outcomes for learners which are measurable or observable

- Our data shows improvements in attainment in reading, writing, talking/listening and numeracy/maths
- Professional dialogue about children's progress
- All pupils observed to be having a consistent learning experience through formal and informal class visits
- All staff observed using dialogic teaching pedagogy
- All pupils observed using Co-operative Learning techniques
- Parents of learners in target groups will be able to use appropriate strategies to support learning
- Trackers demonstrate progress
- Minutes of collegiate sessions
- Sampling of pupils' work
- Consistent use of Language of Learning evident in Learning Conversations

Priority 2 Closing the attainment gap between the most and least disadvantaged children

<p>NIF Driver Parental engagement Assessment of children's progress Performance information</p>	<p>HGIOS?4 3.2 Raising attainment and achievement 2.5 Family learning 2.4 Personalised support 2.7 Partnerships</p>	<p>Other Drivers</p> <p>RRS Article 28: (Right to education): Article 29 (Goals of education):</p> <p>Developing in Faith 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

- Improved attainment for pupils living in SIMD Bands 1 and 2 in literacy and numeracy
- Identified groups of children with historically low attendance will benefit from additional interventions as attendance improves

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
2.1 Staff will engage in rigorous interrogation of data to track and monitor progress ensuring that differentiated planning addresses any identified poverty related attainment gaps	Ongoing	Class teachers SMT Attainment Advisor	Staff to attend professional learning session led by Attainment Advisor
2.2 Introduction and use of new tracking system to monitor pupil progress and plan for interventions leading to universal understanding of achievement across a Level	Introduce in August 2021 and use throughout the session	Class teachers SMT	New tracking profiles to be shared with staff

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
2.3 Increase attainment levels in Primary 4 in <ul style="list-style-type: none"> • Reading to at least 66% (when compared with P3 data from June 2021) • Writing to at least 64% (when compared with P3 data from June 2021) • Numeracy to at least 70% (when compared with P3 data from June 2021) 	To begin in August	Class teacher Recovery teacher Support for Learning teacher Recovery Associate Coaching and Modelling Officers	Regular meetings with SMT, Educational Psychologist and Recovery Associate to review progress Access to relevant CLPL
2.4 Targeted interventions in Reading and Numeracy in Primary 6	To begin in August	Class teacher PEF teacher Support for Learning teacher	Regular meetings with SMT to review progress Access to relevant CLPL
2.5 Targeted interventions in Writing and Numeracy in Primary 7	To begin in August	Class teacher PEF teacher Support for Learning teacher	Regular meetings with SMT to review progress Access to relevant CLPL
2.6 Targeted interventions lead to improvement in attendance of identified learners	Ongoing	PEF admin assistant Class teachers SMT Parents Barnardos Social Work	Research into successful strategies in other authorities/countries to promote good attendance

Evidence of Impact

- Our data shows improvements in attainment in reading, writing, listening/talking and numeracy. Comparisons of attainment over time will indicate an upward trend. SNSA, SEAL assessments, Staging Posts, Reciprocal Reading assessments, SWST, phonics and Talk 4 Writing assessments will evidence this.
- Staff feedback on learners' progress
- Tracking systems will provide evidence of progress
- Learners will be able to discuss their learning targets, their progress and next steps

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver Assessment of children's progress Teacher professionalism Parental engagement	HGIOS?4 3.2 Raising attainment and achievement 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support	Other Drivers RRS Article 28: (Right to education): Article 12 (Respect for the views of the child): Developing in Faith Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life

Expected outcomes for learners which are measurable or observable

- Improvements in wellbeing and learning in Primaries 1 to 4
- Emotional Literacy leads to settled learning and playground experiences
- Learners display a readiness to learn
- Learners demonstrate positive attitudes towards caring for their environment
- Learners can articulate the language of Rights and demonstrate respect for the Rights of others

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3.1 Development of play pedagogy at P1-P4 leading to improved social and emotional skills enabling learners to form and sustain positive relationships in the classroom and playground	June 2022	Class teachers Pupil Support Assistants SMT CMOs Educational Psychologist	Professional learning led by Educational Psychology Access to local authority Play Strategy and support from Play CMO Access to Education Scotland resources
3.2 Whole school focus on PAtHS	Ongoing	Class teachers Educational Psychology	PAtHS resources accessible to all classes Professional learning to be provided for staff who have not participated previously

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3.3 To further develop our values based approach to establishing positive relationships within the school and playground settings	October 2021	All staff Nurture CMO	Collegiate sessions with all staff to <ul style="list-style-type: none"> • establish “relentless routines” and reach agreement regarding language to be used • establish appropriate consequences/sanctions when pupils are not responding to prompts/reminders regarding expectations
3.4 To revisit restorative conversations	December 2021	All staff Educational Psychology	Professional learning session for all staff
3.5 Whole school to engage in Laudato Si’ programme	June 2022	All staff	Overview of programme to be shared early in the new session sharing links with “Serving the Common Good” Resources from manual to be given to all classes Focus on COP26 event (1-12 November)
3.6 To work towards achieving Rights Respecting School Gold Award	Silver Rights Award refreshed by June 2022	Whole school community Children’s Rights Officer	Meeting for SMT, project lead and CRO Access to UNICEF materials

Evidence of Impact

- Our data shows improvements in attainment in reading, writing, talking/listening and numeracy/maths
- Professional dialogue about children’s progress
- Referrals to SMT regarding behaviour have been reduced
- Learners take on leadership roles within the school building and grounds, demonstrating care and responsibility for their environment

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver Parental engagement Assessment of children's progress Performance information	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	Other Drivers RRS Article 28: (Right to education): Article 12 (Respect for the views of the child): Developing in Faith Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Opportunities for pupils to engage in enterprise skills across the curriculum • Pupils make connections between skills being developed now and their place in the future • Pupils are aware of how to keep safe online

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
4.1 To further develop staff and pupil digital literacy skills to support effective learning both at school and home	Ongoing	All staff Digital Literacy Champion Digital Literacy CMO	Digital Schools Award audit to be undertaken and action plan set to achieve accreditation
4.2 To create a whole school digital learning policy which includes the use of digital technology within play pedagogy including internet safety	December 2021	All staff Pupils Parents Digital Champion	Audit of stakeholders Education Scotland resources West Partnership support

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
4.3 Engage in cluster STEM project	Ongoing	All staff School STEM Ambassador Cluster colleagues	Cluster plan Access to relevant CLPL opportunities
4.4 Senior pupils (P7) to engage in Dynamic Youth Award	June 2022	PEF teacher CLD worker	Access to Award programme
4.5 Senior pupils (P6) to engage in John Muir Award	June 2022	PEF teacher Barnardo's worker	Access to Award programme
4.6 Further development of the 1+2 programme	Ongoing	All staff	Staff to engage in professional learning required to assist them with delivery of the programme

Evidence of Impact

- Learning opportunities ensure a progression of personal development, inter-personal and enterprise skills in pupils
- STEM is evident in IDL at all stages with pupils making connections between subject areas, transferring skills as appropriate
- All classes have engaged in partnerships which have enhance pupils' learning experiences
- Leuvens Scale and Glasgow Wellbeing Toolkit show positive gains for identified learners
- 1+2 permeates the school day and is observable in daily class interactions

