



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Communities and Education Directorate

Annick Primary School and Early Years Class

Improvement Plan 2022-2023



Vision, Values and Aims

As part of our 2021-22 School Improvement Plan we revisited our vision, values and aims with all in our school community. Pupils co-wrote the aims, House Captains distilled information from pupils and parents to choose our values. Staff worked with the Professional Leadership team to create a visions which were voted on by pupils and parents.

Vision

We are learning, caring and working together to ensure that every member of the school community is included, respected and provided with the necessary tools to create a positive future for all.

Values

Safe

Kind

Respect

Aims

Safe

- We will provide a safe and secure school whilst maintaining an open relationship with parents and the community
- We want everyone to have a trusted adult to talk to when they need to.
- We want a safe environment for us to learn and achieve in.

Kind

- We promise to look after each other and ensure everyone is included.
- We will listen to our friends and respect them if they do not want to talk to us.
- We will ensure that everyone in Annick Primary School and Early Years feels supported.

Respect

- We believe in and include everyone in the life of the school.
- We stand up for each other and we are loyal towards each other.

NORTH AYRSHIRE COUNCIL

EDUCATION SERVICE IMPROVEMENT PLAN SUMMARY 2022-23

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead. A full version of the service improvement plan will be published on the Council website.



Strategic Plan 2022-23: Annick Primary School and Early Years Class

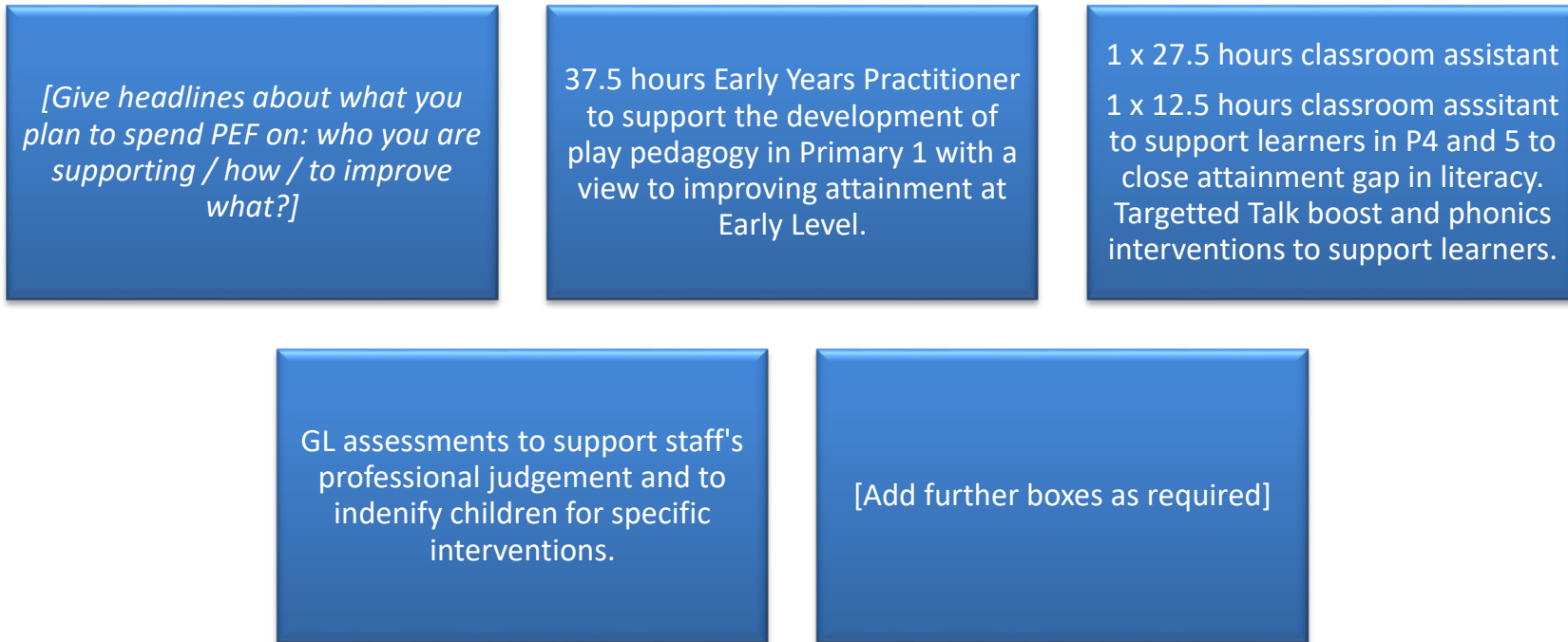
<p>Establishment Priorities</p> <p><i>The establishment priorities are likely to be the same as the service / NIF priorities.</i></p>	<p>School and Early Years</p> <p>Improving attainment in reading and writing through moderation and data to inform interventions.</p>	<p>School Priority</p> <p>Developing a play pedagogy in Primary 1 and beyond to support all our learners and to limit the attainment gap at Early Level.</p>	<p>School and Early Years</p> <p>Collaboratively create a progression of engineering skills to improve destinations for all learners from Early Years to P7.</p>	<p>School Priority</p> <p>Work with whole school community to develop pupil voice</p>	<p>School Priority</p> <p>Review of school's Respect Me policy linking inclusive approaches and engaging with school community.</p>
<p>Thematic areas</p> <p><i>The thematic areas are fairly broad headings under the school priorities to group together a range of improvement actions you plan to undertake. It is not necessary for establishments to select the same thematic areas as the service improvement plan.</i></p>	<ul style="list-style-type: none"> • Quality learning and teaching (2.2, 2.3, 2.5) • Children and young people leading change (1.2) • Teacher professional learning to develop new approaches to reading and its link to writing. (1.2) • Raising attainment through moderation, data and teacher professional judgement. (3.2) 	<ul style="list-style-type: none"> • Quality learning and teaching (2.3, 2.6, 3.2) • Teacher professional learning (1.2) • Liaise with Early Years colleagues around quality environments, observations of children's learning. • Link with Cluster to create 	<ul style="list-style-type: none"> • Staff professional learning (1.2) • Curricular development including DYW links and developing existing learning experiences (2.2, 2.3, 3.3) • Exploring gender unbalance in Engineering and wider STEM subjects (3.1) • Develop partnerships with a range of partners in industry (2.7) • Whole school progression from Early Years to Primary 7. 	<ul style="list-style-type: none"> • Development of pupils' self-evaluation approaches. (1.1) • Improved evidence gathering to support assessment of learning. • Pupils involvement in decision making in the school (3.1) • Engage with wider school community to support learning (2.5, 3.1) 	<ul style="list-style-type: none"> • Working with Use of Respect Me self-evaluation toolkit (1.1) • Explore Inclusion and Diversity by completing the 'Journey' and creating an action plan. • Continue to build on Rights Respecting School Silver Award to ensure rights are considered.

Strategic Plan 2022-23: Annick Primary School and Early Years Class

<p>Establishment Priorities</p> <p><i>The establishment priorities are likely to be the same as the service / NIF priorities.</i></p>	<p>Early Years Priority</p> <p>To develop the outdoor learning environment to support our learners to apply a range of skills literacy, numeracy and health and wellbeing skills.</p>	<p>Early Years Priority</p> <p>Raise attainment in literacy and numeracy through use of milestone data</p>	<p>Early Years Priority</p> <p>To develop parental engagement in the life of the Early Years to improve learners progress.</p>
<p>Thematic areas</p> <p><i>The thematic areas are fairly broad headings under the school priorities to group together a range of improvement actions you plan to undertake. It is not necessary for establishments to select the same thematic areas as the service improvement plan.</i></p>	<p>Supporting our learners mental health and wellbeing and equity of experiences. (3.1)</p> <p>Developing literacy and numeracy skills. (3.2)</p> <p>Developing quality outdoor environment (2.3)</p> <p>Children’s leadership of learning (1.2)</p>	<ul style="list-style-type: none"> • Quality learning, teaching and assessment • Raising attainment and achievement • Closing attainment gap for disadvantaged children. • Data to identify specific interventions 	<ul style="list-style-type: none"> • Maximising parental involvement in their child’s learning. • Parents are fully informed about learners progress. • Engaging families in learning • Early intervention and prevention • Quality of family learning programmes

Strategic Plan 2022-23: Annick Primary School and Early Years Class

Here is an overview of how we intend to use our **Pupil Equity Funding** to support improvement:



Detailed Action Plan 2022-23: Annick Primary School and Early Years

Establishment Strategic Priority:		<ul style="list-style-type: none"> Improving attainment in reading and writing through moderation and data to inform interventions. 				Linked to Service Priority: 1
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>
<p><i>Taken from strategic plan on page 4</i></p> <p>CAN WE LINK OUTDOORS TO THIS?</p> <p>Quality learning and teaching Children and young people leading change Teacher professional learning to develop new approaches to reading and its link to writing. Raising attainment through moderation, data and teacher</p>	<p><i>Pick the <u>key</u> indicator(s) on which you are focusing</i></p> <p>RRS</p> <p>2.2, 2.3, 2.5</p> <p>1.2</p> <p>3.2</p>	<p><i>Ensure all your proposed PEF spend is included within the detailed action plan.</i></p> <p>Yes</p>	<p><i>What will we do? How will we deliver this?</i></p> <p><i>Ensure you include high level details of PEF spend as appropriate, including targeted groups</i></p> <ul style="list-style-type: none"> Reading intervention groups – supported by PEF CAs and EEL(PM benchmark tool, Phonological screening tool boost reading) PLA intervention – Phonological Awareness at Early, 1st and 2nd level to support identified pupils with a range of phonological awareness skills. Teacher professional learning – investigate different approaches to reading. Approaches to link reading and writing skills to support children’s understanding Whole school book banding By Term 3 a whole school reading culture, development of library 	<p><i>Timescale could be month or term.</i></p> <p><i>Assigned to roles rather than actual names is preferable</i></p> <p>Planning cycles DHT/ CT/ PEF CA/ LST/ EEL PEF CA + PLA By Dec 22</p> <p>Inservice day 2 HT/PT Planning cycle 2 HT/PT Term 1</p>	<p><i>What will be better for the children and young people?</i></p> <p><i>Focus on learning, achievement and wellbeing</i></p> <p>Improved outcomes in reading and writing skills. Children increasingly confident in applying key skills.</p> <p>Learners will be able to apply key skills taught in reading to their writing to help understanding.</p> <p>CA trained to support learners reading and writing skills. CT will have a better understanding of barriers to children’s learning.</p> <p>Learners will develop enjoyment for reading and increase stamina for reading.</p> <p>Increased involvement in planning learning, teaching, and assessment</p>	<p><i>Measures of success? How will we know? What specific evidence will we gather to show the impact of every improvement activity?</i></p> <p><i>Remember to triangulate: use data, observation and stakeholder views</i></p> <p>Use of NGRT assessments pre and post intervention.</p> <p>Staff self-evaluations and reflections on professional readings.</p> <p>Pre and post intervention data will demonstrate impact.</p> <p>Pre and post practitioner evaluation will demonstrate:</p> <ul style="list-style-type: none"> Increased practitioner confidence in sharing practice and moderation Improved practitioner confidence in planning High Quality Assessments

<p>professional judgement.</p>			<p>and reading nooks throughout the school</p> <ul style="list-style-type: none"> • By September 2022 two nominated Moderation Leads (MLs) will be identified and given time to plan and lead moderation activities within (the establishment) during collegiate sessions for session 2022-23. • By February 2023 MLs will have led bespoke professional learning in relation to moderation, learning, teaching, and assessment including High Quality Assessments • By April/May 2023 all practitioners will have engaged in a series of moderation activities across stages and with other practitioners (school/cluster) 	<p>April/May 2023 PT</p> <p>Sept 22 HT</p> <p>February 2023 MLs</p> <p>April/May MLs and HT</p>	<p>Improved quality of advice and feedback to learners about the quality of their work and what they can do to make it better.</p> <p>Use of a variety of assessment approaches will allow learners to demonstrate their knowledge, understanding, skills, attributes, and capabilities in different contexts across the curriculum</p>	<p>· Improved practitioner confidence in robust accurate teacher professional judgements</p>
--------------------------------	--	--	--	---	---	--

Detailed Action Plan 2022-23: Annick Primary School and Early Years Class

Establishment Strategic Priority:		Developing a play pedagogy in Primary 1 and beyond to support all our learners and to limit the attainment gap at Early Level.				Linked to Service Priority: 2
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>
<p><i>Taken from strategic plan on page 4</i></p> <p>OUTDOOR LEARNING????</p> <p>USE OF DATA???</p> <p>Quality learning and teaching Teacher professional learning Liaise with Early Years colleagues around quality environments, observations of childrens learning.</p>	<p><i>Pick the <u>key</u> indicator(s) on which you are focusing</i></p> <p>2.3, 2.6, 3.2</p> <p>1.2</p>	<p><i>Ensure all your proposed PEF spend is included within the detailed action plan.</i></p>	<p><i>What will we do? How will we deliver this?</i></p> <p><i>Ensure you include high level details of PEF spend as appropriate, including targeted groups</i></p> <ul style="list-style-type: none"> • Use of data – milestones/Woodlands benchmarks to inform planning?? • Teacher professional learning - PLA and SWEIC training • PEF EYP to support outdoor learning and play across three classrooms. • Teacher professional learning around supporting quality observations • Progression in play in P2-4 • 	<p><i>Timescale could be month or term.</i></p> <p><i>Assigned to roles rather than actual names is preferable</i></p> <p>Ongoing DHT/PT June 2023 CT/ EYP PT/EYP</p> <p>DHT</p> <p>DHT</p>	<p><i>What will be better for the children and young people?</i></p> <p><i>Focus on learning, achievement and wellbeing</i></p> <p>Learners will be learning at own pace. Increase in differentiation for learners across P1</p>	<p><i>Measures of success? How will we know? What specific evidence will we gather to show the impact of every improvement activity?</i></p> <p><i>Remember to triangulate: use data, observation and stakeholder views</i></p> <p>Pre and post evaluations from PLA and SWEIC Data gathered over time including SNSA and professional judgement.</p>

Detailed Action Plan 2022-23: Annick Primary School and Early Years

Establishment Strategic Priority:		Collaboratively create a progression of engineering skills to improve destinations for all learners from Early Years to P7				Linked to Service Priority: 3
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>
<p><i>Taken from strategic plan on page 4</i></p> <p>Staff professional learning</p> <p>Curricular development including DYW links and developing existing learning experiences</p> <p>Exploring gender imbalance in Engineering and wider STEM subjects</p> <p>Develop partnerships with a range of partners in industry</p>	<p><i>Pick the <u>key</u> indicator(s) on which you are focusing</i></p> <p>1.2</p> <p>2.2, 2.3, 3.3</p> <p>3.1</p> <p>2.7</p>	<p><i>Ensure all your proposed PEF spend is included within the detailed action plan.</i></p>	<p><i>What will we do? How will we deliver this?</i></p> <p><i>Ensure you include high level details of PEF spend as appropriate, including targeted groups</i></p> <ul style="list-style-type: none"> Professional learning – work with STEM team to develop staff understanding and confidence around engineering and design processes. Link with PT for SSERC progression. STEM team will support DYW links with industry with a focus on specific challenges New STEM ambassadors will be trained by FLT and work with existing ambassadors to develop pupil voice. Working with Education Scotland to develop Gender Equity in STEM subjects. Working parties will develop progression of Engineering skills 	<p><i>Timescale could be month or term.</i></p> <p><i>Assigned to roles rather than actual names is preferable</i></p> <p>Inservice day 1 and 3</p> <p>STEM team/ PT</p> <p>Term 3</p> <p>FLT</p> <p>June 2023</p> <p>CT</p> <p>By June 2023</p> <p>CT/ PT/ DHT</p>	<p><i>What will be better for the children and young people?</i></p> <p><i>Focus on learning, achievement and wellbeing</i></p> <p>Learners will be able to apply learning to STEM subjects.</p> <p>Learners will be involved with design process</p> <p>Learners will develop a progressive range of skills building on knowledge across levels.</p> <p>Girls will be given opportunities to explore STEM as potential careers.</p>	<p><i>Measures of success? How will we know? What specific evidence will we gather to show the impact of every improvement activity?</i></p> <p><i>Remember to triangulate: use data, observation and stakeholder views</i></p> <p>Pre and Post questionnaires to measure staff confidence and understanding.</p> <p>Qualitative data gathered from pupil voice and observations.</p>

Whole school progression from Early Years to Primary 7.	3.2		and the use of STEM challenges to support existing IDL topics.			
---	-----	--	--	--	--	--

Detailed Action Plan 2022-23: Annick Primary School and Early Years

Establishment Strategic Priority:		Work with whole school community to develop pupil voice				Linked to Service Priority: 4 and 5
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>
<p><i>Taken from strategic plan on page 4</i></p> <p>Development of pupils' self-evaluation approaches.</p> <p>Improved evidence gathering to support assessment of learning.</p> <p>Pupils involvement in decision making in the school</p> <p>Engage with wider school community to support learning</p>	<p><i>Pick the <u>key</u> indicator(s) on which you are focusing</i></p> <p>(1.1)</p> <p>2.3</p> <p>3.1</p> <p>2.5, 3.1</p>	<p><i>Ensure all your proposed PEF spend is included within the detailed action plan.</i></p> <p>Yes</p>	<p><i>What will we do? How will we deliver this?</i></p> <p><i>Ensure you include high level details of PEF spend as appropriate, including targeted groups</i></p> <ul style="list-style-type: none"> A range of committees will be created to support key areas e.g. Eco Committee, Active Agents, Rights Respecting Schools and also groups linked to SIP priorities Class councils will be established across First and Second Level to allow all pupils to have a say in committees, reps will feed back to committee Staff will work with Education Leadership Team to develop a shared staff understanding of what we mean by pupil voice, what evidence we want to gather and how it is meaningful for our learners House Captains will explore use of HGIOURS for children to be 	<p><i>Timescale could be month or term.</i></p> <p><i>Assigned to roles rather than actual names is preferable</i></p> <p>CT with responsibility DHT/PT? HT</p>	<p><i>What will be better for the children and young people?</i></p> <p><i>Focus on learning, achievement and wellbeing</i></p> <p>Children involved in School Improvement Plan to help develop ownership of school development.</p> <p>Children will be able to talk about their learning and decide what work evidences their learning.</p>	<p><i>Measures of success? How will we know? What specific evidence will we gather to show the impact of every improvement activity?</i></p> <p><i>Remember to triangulate: use data, observation and stakeholder views</i></p> <p>Staff evaluation</p> <p>Pupil voice in a range of school activities.</p> <p>Pupil questionnaires to demonstrate understanding.</p> <p>School evaluation of 4 key quality indicators will include pupil voice</p>

			involved in termly self-evaluation of 4 key quality indicators.			
--	--	--	---	--	--	--

Detailed Action Plan 2022-23: Annick Primary School and Early Years Class

Establishment Strategic Priority:		Review of school's Respect Me policy linking inclusive approaches and engaging with school community.				Linked to Service Priority: 4 and 5
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>
<p><i>Taken from strategic plan on page 4</i></p> <p>Working with Use of Respect Me self-evaluation toolkit Explore Inclusion and Diversity by completing the 'Journey' and creating an action plan. Continue to build on Rights Respecting School Silver Award to ensure rights are considered.</p>	<p><i>Pick the <u>key</u> indicator(s) on which you are focusing</i></p> <p>(1.1)</p> <p>3.1</p> <p>2.7</p>	<p><i>Ensure all your proposed PEF spend is included within the detailed action plan.</i></p>	<p><i>What will we do? How will we deliver this?</i></p> <p><i>Ensure you include high level details of PEF spend as appropriate, including targeted groups</i></p> <ul style="list-style-type: none"> • Respect Me self-evaluation toolkit • Inclusive education – Journey stage 1 staff to complete online module and training on inclusion. Action plan will be created. • Develop restorative approaches and review reflection sheets. • Parental involvement in working party 	<p><i>Timescale could be month or term.</i></p> <p><i>Assigned to roles rather than actual names is preferable</i></p> <p>CT</p>	<p><i>What will be better for the children and young people?</i></p> <p><i>Focus on learning, achievement and wellbeing</i></p> <p>Children will develop understanding of inclusion.</p>	<p><i>Measures of success? How will we know? What specific evidence will we gather to show the impact of every improvement activity?</i></p> <p><i>Remember to triangulate: use data, observation and stakeholder views</i></p> <p>Staff questionnaires to demonstrate increased understanding and confidence</p>

Detailed Action Plan 2022-23: Annick Primary School and Early Years

Establishment Strategic Priority:		To develop the outdoor learning environment to support our learners to apply a range of skills literacy, numeracy and health and wellbeing skills.				Linked to Service Priority: 2 and 4
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>
<p><i>Taken from strategic plan on page 4</i></p> <p>Supporting our learners mental health and wellbeing and equity of experiences.</p> <p>Developing literacy and numeracy skills.</p> <p>Developing quality outdoor environment</p> <p>Children's leadership of learning</p>	<p><i>Pick the <u>key</u> indicator(s) on which you are focusing</i></p> <p>3.1</p> <p>3.2</p> <p>2.3</p> <p>1.2</p>	<p><i>Ensure all your proposed PEF spend is included within the detailed action plan.</i></p>	<p><i>What will we do? How will we deliver this?</i></p> <p><i>Ensure you include high level details of PEF spend as appropriate, including targeted groups</i></p> <p>Early – Embrace a Forest School mindset considering 8 key areas.</p> <p>Developing school garden to allow children to grow a range of produce.</p> <p>Staff professional learning supported by Quality Improvement Team and online resource.</p>	<p><i>Timescale could be month or term.</i></p> <p><i>Assigned to roles rather than actual names is preferable</i></p>	<p><i>What will be better for the children and young people?</i></p> <p><i>Focus on learning, achievement and wellbeing</i></p> <p>Children in the Early Years will explore the 8 key areas of forest schools- heating and cooking, shelter, independent access, growing and planting, washing and drying clothes, exploring a variety of surfaces and gradients to develop their understanding of the world around them.</p> <p>Pupils will develop both curricular and soft skills (Skills 4.0) required for STEM pathways and careers.</p>	<p><i>Measures of success? How will we know? What specific evidence will we gather to show the impact of every improvement activity?</i></p> <p><i>Remember to triangulate: use data, observation and stakeholder views</i></p> <p>Pre and post intervention data measuring staff confidence.</p> <p>Planning for outdoor area will include literacy and numeracy activities.</p>

Detailed Action Plan 2022-23: Annick Primary School and Early Years

Establishment Strategic Priority:		<ul style="list-style-type: none"> Raising attainment using milestone data 					Linked to Service Priority: <i>[insert relevant number(s) 1-5]</i>
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>	
<p><i>Taken from strategic plan on page 4</i></p> <p>Quality learning, teaching and assessment</p> <p>Raising attainment and achievement</p> <p>Closing attainment gap for disadvantaged children.</p> <p>Data to identify specific interventions</p>	<p><i>Pick the <u>key</u> indicator(s) on which you are focusing</i></p> <p>2.3</p> <p>3.2</p> <p>3.1</p>	<p><i>Ensure all your proposed PEF spend is included within the detailed action plan.</i></p>	<p><i>What will we do? How will we deliver this?</i></p> <p><i>Ensure you include high level details of PEF spend as appropriate, including targeted groups</i></p> <p>Phonological awareness screener and I Can Toolkit to support learners.</p> <p>Gather milestone data on a monthly basis to target gaps' via specific literacy or numeracy interventions for EEL.</p> <p>Explore approaches in other establishments for examples of good practice in the gathering of data to support numeracy outcomes.</p> <p>Identifying milestones showing strengths/ weaknesses through milestone data gathered via Learning Journal. Staff use this to inform planning.</p>	<p><i>Timescale could be month or term.</i></p> <p><i>Assigned to roles rather than actual names is preferable</i></p>	<p><i>What will be better for the children and young people?</i></p> <p><i>Focus on learning, achievement and wellbeing</i></p> <p>Increase in children's understanding. Children will develop literacy and numeracy skills.</p>	<p><i>Measures of success? How will we know? What specific evidence will we gather to show the impact of every improvement activity?</i></p> <p><i>Remember to triangulate: use data, observation and stakeholder views</i></p> <p>Year on year milestone data. Monthly milestone evaluations EEL planning and Chatterbox champion planning</p>	

Detailed Action Plan 2022-23: Annick Primary School and Early Years Class

Establishment Strategic Priority:		To develop parental engagement in the life of the Early Years to improve learners progress.					Linked to Service Priority: 5
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>	
<p><i>Taken from strategic plan on page 4</i></p> <p>Maximising parental involvement in their child's learning. Parents are fully informed about learners progress. Engaging families in learning Early intervention and prevention</p>	<p><i>Pick the <u>key</u> indicator(s) on which you are focusing</i></p> <p>2.5 2.7</p>	<p><i>Ensure all your proposed PEF spend is included within the detailed action plan.</i></p>	<p><i>What will we do? How will we deliver this?</i></p> <p><i>Ensure you include high level details of PEF spend as appropriate, including targeted groups</i></p> <ul style="list-style-type: none"> • Early years evaluation of 2.5 family learning and 2.7 partnerships to inform next steps • EEL home learning tasks to support bundles in room • PEEPS • Stay and Play • Chatterbox groups • Staff training parents in specific approaches? • Parental understanding of PLPs – staff develop key questions to help meaningful dialogue. 	<p><i>Timescale could be month or term.</i></p> <p><i>Assigned to roles rather than actual names is preferable</i></p> <p>Whole staff Inservice day 1</p>	<p><i>What will be better for the children and young people?</i></p> <p><i>Focus on learning, achievement and wellbeing</i></p> <p>Learners will benefit from increased parental understanding of Early Level</p> <p>Learners will benefit from early interventions and increased working together with parents and partners.</p>	<p><i>Measures of success? How will we know? What specific evidence will we gather to show the impact of every improvement activity?</i></p> <p><i>Remember to triangulate: use data, observation and stakeholder views</i></p> <p>Parental questionnaires Staff evaluations Increase engagement in learning journals Registers for PEEP groups – pre and post interventions.</p>	

Quality of family learning programmes						
---------------------------------------	--	--	--	--	--	--