



## ***Driving Equity and Excellence***

### **Improvement Report**

#### **Session 2022-23**

<b>School:</b>	Firpark Primary
<b>Cluster:</b>	Braidhurst
<b>Head Teacher:</b>	Marie Clare Webster
<b>PEF Allocation:</b>	£61,250

## Section 1: Establishment Details

### School Improvement Report

#### Context of the school:

*This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school roll etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.*

Firpark Primary School relocated to a shared campus in Milton St., Motherwell in August 2011 and is co-located with Our Lady of Good Aid Cathedral Primary School and Clydeview Primary School. The school is within walking distance of the main shopping precinct, local amenities and has good public transport links.

The school was purpose built to accommodate pupils with additional support needs. It has excellent access facilities for persons with mobility needs and all the rooms are situated at ground level. Within the school building there are twelve classrooms, a medical room, soft play room, teaching kitchen, swimming pool, physiotherapy room and multi-purpose room. The shared facilities include library, dining room and gym halls. There is access to outdoor playing fields and 12 classes open out to external teaching areas. There is also a courtyard with raised beds and separate play areas. Due to the changing needs of the pupil population and an increased role, the multi-purpose and music rooms have been turned into classrooms.

Firpark is a school for Primary aged children with a wide range of additional support needs. The school serves Bellshill, Shotts, Motherwell and Wishaw districts of North Lanarkshire however some pupils also travel from Coatbridge and Airdrie.

Firpark Primary offers all children an experiential style of learning which enables them to become confident individuals, responsible citizens, effective contributors and successful learners. Mutual respect and support is displayed by all, valuing every individual's contribution and celebrating their success. The aim is to create a warm, welcoming, safe and secure environment where all members of the school and wider community, practice a shared vision in working towards excellence.

The current roll of the school is 124. Staffing is in line with authority guidelines, currently 21.1 full time equivalent teachers including the Shared Head Teacher (0.5 Firpark & 0.5 Clydeview), Depute Head Teacher, two Principal Teachers and 17.4 full time equivalent ASN Assistants. The Health Board provides the visiting services of school nurse, doctor, dentist, hygienists, physiotherapists and occupational therapists. NHS Lanarkshire and NLC Education & Families jointly fund Speech and Language therapy sessions.

The school has previously undertaken a range of very successful joint initiatives with Cathedral Primary and this has continued with the introduction of this year's CaFi Connections. There are also good links with the local community and local businesses.

The school encourages positive links with parents and has a strong Parent Council. The school is an integral part of the community, both educationally and socially.

Firpark Primary was awarded £52,800 from the Pupil Equity Fund in Session 17-18, £61,200 in 18-19, £55,080 in 19-20, £65,789 in 20-21, £68,611 in 21-22 and £61,250 in 22-23. There are 49% pupils in

SIMD 1&2 and 47% of pupils in receipt of a clothing grant and from 22/5/23 all pupils receive free school meals.

From a Senior Leadership perspective, the past school year has continued to be extremely challenging. The DHT as returned from her Acting HT post in Clydeview however the HT now has shared responsibility for Firpark and Clydeview Primaries. A Shared DHT post has been agreed however due to challenges around the new recruitment process this has yet to be advertised. The impact of these factors continue to affect progress in relation to school Improvement Priorities this session as the content and quality of this report will reflect.

**Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)**

SLT track attendance by getting daily updates on those absent. There are key check points added to the Year Planner where any concerns are further examined and parents contacted in order to ascertain if there are any external contributory factors e.g. – poor health, family difficulties etc. CLD Worker supports contact with families and arranges visits as required.

**Details of consultation: Pupils/Parents/carers/staff/stakeholders**

Pupils are consulted through a range of means including weekly Assemblies, Pupil Council, CaFi Council and playtimes where staff are always on hand to offer support and discuss pupil thoughts / feelings.

Parents / carers / stakeholders are represented and consulted as members of the Parent Forum and Parent Council. Information is shared via Class Dojo, Twitter, Groupcall, Parents Night appointments and other NLC channels and working parties

Staff are consulted through annual HGIOS meetings which drive forward Improvement Planning, staff meetings, the SRG and wider NLC conferences / support sessions.

## **Section 2: What progress have you made in closing any poverty related attainment gap?**

### **Equity Plan**

*Please write a brief summary of your approach to ensuring equity and the progress you have made.*

*The following key questions could be considered:*

*Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process?*

Within an ASN setting, closing the attainment gap is different as all the children have a recognised learning disability which impacts on their ability to attain higher academic levels and success. Much of the 'gap' refers to Health and Wellbeing in ASN pupils and how the children can access and interact with their environment.

Pupils access and participate in a wide range of experiences designed to help them develop new and existing skills. The approach used is to target pupils who we know, through partnership working, need support in key areas and work to ensure the identified skills are introduced / embedded using a range of resources / experiences / providers.

The focus tends to be on short / medium term outcomes as the children's ASN can make long term outcomes hard to track and evaluate accurately.

## **Section 3: Summary of Impact of Annual Improvement Plan Priorities**

<b>Cluster Priority(Long Term Outcome):</b> Improved assessment and planning for all children and young people identified within the Braidhurst Cluster who require additional/intensive supports in health and wellbeing by May 2023.	
(Please insert the relevant information below)	
<b>NIF Priority:</b> 3. Improvement in children's and young people's health and wellbeing  5. Improvement in attainment, particularly in literacy	<b>NIF Driver:</b> 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in attainment, particularly in literacy and numeracy.
<b>NLC Priority:</b> 1. Improvement in attainment, particularly literacy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 4. Improved outcomes for vulnerable groups	<b>QI:</b> 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 3.2 Raising Attainment and Achievement
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	
<b>RATIONALE:</b> The central objective is to ensure a consistent and timely response to assessment and planning supports for children, young people and families who require additional or intensive support for health and wellbeing through integrative practice, family support and the third sector. Research has shown a direct correlation between poverty and mental health. 82% of children within the Braidhurst cluster reside in SIMD 1 and 2. Assessment and moderation in writing has been identified as a cluster improvement through analysis of ACEL attainment data.	
<b>OUTCOMES</b>	
<b>EXPECTED IMPACT:</b>	
<p><b>Summary of Progress and Impact:</b> (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?):</p> <p>136 pupils received additional support from the cluster network team. Based on teacher professional judgement 96% reported positive impact and improvement. 94% of pupils receiving support are SIMD 1 - 3. Next steps - Improve planning on the wellbeing app for children and young people receiving cluster support. A breakdown of all supports can be viewed on the cluster dashboard.</p> <p>Assessment and Moderation activities and evaluation process was not robust enough and didn't progress as well as expected. This was due to losing the February inset day. A focussed approach to ensure clear understanding and expectations across cluster is underway for next term to ensure robust data and measurable impact.</p> <p>Community Mental Health and Wellbeing Fund to be used to build capacity at additional level. Mapping exercise of universal offers across schools to support development of additional offer.</p> <p>Family Engagement Support Assistant has been employed to target attendance. Cluster policy and procedures approach to be developed and implemented to track and monitor pupils at risk of poor attendance.</p>	
<b>Next Steps:</b> (What are we going to do now?)	

<p><b>Next steps</b> - Improve planning on the wellbeing app for children and young people receiving cluster support. A breakdown of all supports can be viewed on the cluster dashboard.</p> <p>A focussed approach to ensure clear understanding and expectations across cluster is underway for next term to ensure robust data and measurable impact.</p> <p>Cluster policy and procedures approach to be developed and implemented to track and monitor pupils at risk of poor attendance.</p>	
<p><b>Priority 1 (Long Term Outcome):</b> To enhance and develop the core curriculum provision with specific focus on literacy and numeracy and to ensure robust assessment in both.</p>	
(Please insert the relevant information below)	
<b>NIF Priority: 3/5</b>	<b>NIF Driver: 2/4/5</b>
<b>NLC Priority: 1</b>	<b>QI 2.2/2.3/3.2</b>
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	
<p><b>RATIONALE:</b> In Firpark Primary School the range of needs has diversified over recent years. Through our quality assurance calendar, Forward Plan Dialogues, Tracking documents &amp; previous class observations, it became apparent that development was required to equip staff with the tools for effective assessment at each level. Assessment has been a challenge within the school (and sector) for many years, however it is vital that we source and implement meaningful assessment to inform planning, record achievements, moderate across the school/ sector/ authority to ensure we are able to offer high quality, purposeful learning opportunities.</p>	
<b>OUTCOMES:</b>	
<b>EXPECTED IMPACT:</b>	
<p><b>Summary of Progress and Impact:</b> (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)</p> <p>The Literacy SIP group has worked collaboratively to develop a range of new resources to particularly support, our pre-readers beyond our core programme. These resources have been made into packs to be easily accessible for teaching staff. Copies of the packs have also been made available to staff online via the shared server so staff can easily edit resources to suit the needs of specific learners. It would be beneficial to make more of these resources up for additional book titles to suit a broader range of pupils. The subgroup who were working on the core programme have made good progress developing new PowerPoints and concrete resources suitable for our pupils. There is still a lot of work to do and many more resources to make to fully supplement this programme and run it efficiently. It would be beneficial to have another group working on this again next year.</p>	
<p><b>Next Steps:</b> (What are we going to do now?)</p> <p>Develop resources to include all pupil groups, particularly the most complex learners.</p> <p>Evaluate impact of packs on pupil learning / progress.</p> <p>Ensure appropriate assessment resources available.</p>	
<p><b>Priority 2 (Long Term Outcome):</b> To further develop the understanding of the GIRFEC Pathway and impact while enhancing wellbeing opportunities across the school.</p>	
(Please insert the relevant information below)	
<b>NIF Priority: 1/2</b>	<b>NIF Driver: 1/2/5</b>
<b>NLC Priority: 3/5</b>	<b>QI 1.3/2.7/3.1</b>
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	
<p><b>RATIONALE:</b> Updating of the GIRFEC Pathway and recruitment of new staff prompted a review of the overall standard of understanding across the school. Additionally with the introduction of the Wellbeing App across NLC it was deemed important to target the refresh as a whole school in order to allow for shared knowledge and understanding which will enhance team work for the benefit of the wellbeing of all pupils.</p>	
<b>OUTCOMES:</b>	
<b>EXPECTED IMPACT:</b>	
<p><b>Summary of Progress and Impact:</b> (based on outcomes for learners): (How are you doing? and How do</p>	

<p>you know? What action was taken and what was the impact?)</p> <p>All staff trained in GIRFEC refresh / Pathway.</p> <p>GIRFMe Plans developed to include Learning Plans.</p> <p>Health &amp; Wellbeing Planning developed to increase targeted interventions.</p> <p>Develop staff knowledge of Wellbeing Assessments.</p>	
<p><b>Next Steps:</b> (What are we going to do now?)</p> <p>Implement specific Health &amp; Wellbeing programmes for targeted groups (Seasons for Growth, Emotion Works etc.).</p> <p>Staff / designated PT to begin use of Wellbeing Assessments and planning.</p> <p>Develop Outdoor Learning offer</p> <p>Develop CaFi Connections and introduce Clydeview pupils as appropriate</p>	
<p><b>Priority 3 (Long Term Outcome):</b> Establish and embed a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children.</p>	
(Please insert the relevant information below)	
<b>NIF Priority: 3/4/5</b>	<b>NIF Driver: 2/4/5</b>
<b>NLC Priority: 1/2/4</b>	<b>QI: 1.4/1.5/2.2/2.3/3.3</b>
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	
<p><b>RATIONALE:</b> In recent years, prior to and including lockdown, we have seen a significant increase in the use of digital technology to assist in learning, access to learning and communication. We appreciate that many of our pupils have access to and use digital technology, however we wanted to enhance the use of this within school to have a structured approach to learning, to offer alternative experiences and to offer early employability skills. Through the monitoring calendar and discussions with staff we recognise that there are gaps in the staff skillset and understanding of how to make best use of digital technology for learning and to meet the needs of our pupils. This priority will focus on utilising the resources, upskilling staff, building programmes of work for digital technology that will benefit pupils going forward.</p>	
<b>OUTCOMES:</b>	
<b>EXPECTED IMPACT:</b>	
<p><b>Summary of Progress and Impact:</b> (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)</p> <p>The Digital SIP group have worked collaboratively to identify a more robust approach to Digital Learning and Teaching across the school. A shared space has been identified within the shared server which details planning documents, yearly planner as well as lesson ideas and resources for a wide variety of ages and stages, all of which can be adapted by staff with support of the Digital Champion to suit the needs of our learners at Firpark Primary. Staff have commented that they feel it is easier to have all the resources in a shared space that can be easily accessed. It is hope that with support of a Digital Champion, staff can begin to incorporate these planning tools into their forward planning from August 2023. A range of assistive technology has been identified and is now fully in use to support individual learners in making the curriculum more accessible to them. This includes iPads, laptops. AAC devices, adaptive hardware, and software. On evaluation with both staff and pupils, the benefit of this clear and as such learners can access the curriculum and learning environment fully with such support in place. Staff, SLT and Digital Team should continue to work together to ensure that these adaptations are maintained/changed when necessary. Teaching staff have found it more beneficial to have their own iPad for photos, communication with parents and such like rather than have an iPad assigned to class. As a result, all teaching staff have 1 iPad and an iPad within the class to utilise out with timetabled iPad times. Digital Team have worked collaboratively to develop visual rules to support Digital Citizenship and Online Safety within the school and Room 10 took leadership of an Internet Safety Assembly to promote Safer Internet Day. Parental workshop has been planned to take place during Parents' Night to support families in speaking to their children at home about how to stay safe online. An Internet Safety talk has been arranged for P7 pupils which will take place in the coming weeks to</p>	

reinforce digital safety rules from a different perspective. The Digital Team have identified a wall space at the entrance to the school where they can promote a range of information, CPD opportunities for staff and parents/carers as well as shared good practice in our journey to becoming a Digital School. Resources have been purchased, audited and a shared space for storing has been identified. L Murdoch has met with C Croughan from the Digital Pedagogy team who has supported in the recognition of the next steps for the next school year. A team of 6 pupils from P5/6 have been appointed as Digital Leaders and will undergo some training during the month of June to ensure that they are full prepared for taking on their role as Digital Leader Team in August. C Croughan has advised that the Digital Team should look to proceed to accreditation for Digital Schools Award in August 2023 with the hope that the school will be awarded in October 2023. Due to time constraints and staff absence, L Murdoch, and C Croughan recognised that it has not been possible to implement all CPD workshops as planned alongside the weekly digital learning and teaching lessons for staff and pupils. C Croughan has arranged a CPD Twilight Session for teachers in August 2023 which will support staff in using Digital Resourced across the curriculum. It is hoped that a teacher will be assigned to implement one digital session per class per week and to support staff in planning, implementing, and assessing digital practice in specific skills as well as across the curriculum. It is very clear on evaluation that there have been significant improvements made to the Digital Pedagogy within the school.

**Next Steps:** (What are we going to do now?)

Proceed to Accreditation for Digital Schools Award.

Implement regular digital learning lessons.

Provide inhouse staff CPD (digital) to support digital pedagogy.

## **Section 4: Key strengths/successes linked to Quality Indicators**

(Please note: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered during through ongoing self-evaluation processes, including discussions in attainment trios, please outline briefly key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.) When making specific reference to a NIF driver please highlight this is bold for example: **Teacher Professionalism**: CLPL has impacted positively on staff confidence levels and understanding of best pedagogical practice, in writing. ACEL data (P4 and P7) has increased by 5% and 10 % respectively. (QI: 1.3, 2.3 and 3.2)

## **How good is our leadership and approach to improvement?**

QI 1.3 Leadership of change		
Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.		
NIF Priority: 2/3/5		
NIF Driver: 1/2/4/5		
UNCRC: 28/29		
RECR (if appropriate)		
Linked SIP/PEF Priority:		
How well are you doing? What's working well for your learners?		
<ul style="list-style-type: none"> <li>Use teachers with specialist subjects to plan opportunities for pupils at start of the year.</li> <li>Whole staff HGIOS meetings to reflect on progress.</li> </ul>		

- Improvement calendar.
- Priority development groups.
- Staff have a general understanding of the shared values and vision set for every child.
- Evidence is shared with school community through Class Dojo / Twitter etc.
- School songs/ HT Award/ Star Badge – celebrating successful learning.
- Ongoing reflection - Staff are reflective on their practice.

#### **How do you know? What evidence do you have of positive impact on learners?**

- Forward Plan professional dialogue sessions.
- Staff engagement in CLPL.

#### **What are you going to do now? What are your improvement priorities in this area?**

- Share vision, aims and values with all stakeholders.
- Ensure vision, aims and values are fully embedded across the school.
- Ensure full implementation of continuous improvement calendar.



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

<b>QI 2.3 Learning, teaching and assessment</b>			
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority: 2/3/5			
NIF Driver: 2/4/5			
UNCRC: 28/29			
RECR (if appropriate)			
Linked SIP/PEF Priority:			
<b>How well are you doing? What's working well for your learners?</b>			
<ul style="list-style-type: none"> <li>▪ Very nurturing and positive</li> <li>▪ Learning is accessible (sensory/ total communication)</li> <li>▪ Offer lots of choice</li> <li>▪ Outdoor learning</li> <li>▪ Acknowledge children's achievements</li> <li>▪ Reflective practitioners- Hive Mind</li> <li>▪ Differentiation of tasks- individualised programmes where necessary</li> <li>▪ Adapt teaching styles to suit learner needs</li> <li>▪ Planning docs- easy to navigate and use</li> <li>▪ Assessment through observation</li> <li>▪ Is tracking effective and useful?</li> <li>▪ Forward Plan meetings</li> <li>▪ GLOW- documents uploaded-easily accessible</li> </ul>			
<b>How do you know? What evidence do you have of positive impact on learners?</b>			
<ul style="list-style-type: none"> <li>• Pupil progress – Attainment</li> <li>• Pupil progress – H&amp;W</li> <li>• Staff observations / professional judgement</li> </ul>			
<b>What are you going to do now? What are your improvement priorities in this area?</b>			
<ul style="list-style-type: none"> <li>• Staff development – Play Pedagogy</li> <li>• Digital Curriculum</li> <li>• B-Squared implementation</li> </ul>			

## How good are we at improving outcomes for all our learners?

<b>QI 3.1 Ensuring wellbeing, equality and inclusion</b>		
Wellbeing	Fulfilment of statutory duties	Inclusion and equality
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.		
NIF Priority: 1/2		
NIF Driver: 1/2/3		
UNCRC: 12/13/23/31		
RECR (if appropriate)		
Linked SIP/PEF Priority:		
<b>How well are you doing? What's working well for your learners?</b>		
<ul style="list-style-type: none"> <li>Wellbeing is absolute priority</li> <li>Good communication with parents</li> <li>Children feel safe and secure</li> <li>Good at identifying and responding to individual children's specific needs</li> <li>We are all aware of a SHANARRI and our paperwork reflects that</li> <li>We work well with families offering a range of supports and interventions</li> <li>Close relationship with Community Learning Development Officer</li> <li>We go above and beyond our statutory requirements</li> <li>We are good at including all children</li> </ul>		
<b>How do you know? What evidence do you have of positive impact on learners?</b>		
<ul style="list-style-type: none"> <li>Pupil attainments</li> <li>Pupil achievements</li> <li>Joint working with Cathedral and Clydeview</li> <li>PEF Interventions</li> </ul>		
<b>What are you going to do now? What are your improvement priorities in this area?</b>		
<ul style="list-style-type: none"> <li>Continued work with CLD and CIIL</li> <li>Targeted PEF interventions</li> <li>Targeted P4/5 Counselling</li> </ul>		

## How good are we at improving outcomes for all our learners?

<b>QI 3.2 Raising attainment and achievement</b>			
Attainment in literacy and numeracy	Attainment over time	Overall quality of learners' achievement	Equity for all learners
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority:1/2			
NIF Driver:3/5			
UNCRC:12/28/31			
RECR (if appropriate)			
Linked SIP/PEF Priority:			
<b>How well are you doing? What's working well for your learners?</b>			

- Read, Write, Inc
- SIP Groups
- HT & Star Badge Awards
- Celebrate individual successes- class dojo, visit other teachers
- Celebrate successes out with school
- Reflective practitioners/ professional dialogue regularly
- PEF
- Music
- Support for each other
- Differentiation
- Provide wide range of activities that promote participation

#### How do you know? What evidence do you have of positive impact on learners?

- Robust Self Evaluation
- Parental feedback
- Partnership working

#### What are you going to do now? What are your improvement priorities in this area?

- Implement B-Squared
- Updated assessment resources
- Peer visits / feedback

### Section 5: NIF Quality Indicators: Summary

#### Assigning levels using quality indicators

*School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.*

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	<b>3</b>	
2.3 Learning, teaching and assessment	<b>3</b>	
3.1 Ensuring wellbeing, equity and inclusion	<b>4</b>	
3.2 Raising attainment and achievement	<b>4</b>	

#### Additional Quality Indicator

*It is anticipated that schools will follow the advice of How good is our school? 4<sup>th</sup> edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.*

Quality indicator	Self-evaluation
2.1 Safeguarding and Child Protection	<b>4</b>

**Key priorities for improvement planning next session**

*This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).*

**Priority 1:** To develop a nurturing environment within the school through improved practice and enhanced knowledge and understanding of the Nurture Framework.

**Priority 2:** To develop a Curriculum Rationale through engagement with the Curriculum Content Toolkit – build curricular design to enhance the learning opportunities offered to all learners.

**Priority 3:** To improve the learning and teaching through development of assessment and recording system suitable for all learners with a wider range of needs.

## Appendix

### 6 key drivers in the NIF?

- ✓ School and ELC leadership
- ✓ Teacher and practitioner professionalism
- ✓ Parent/carer involvement and engagement
- ✓ Curriculum and assessment
- ✓ School and ELC improvement
- ✓ Performance information