

Renfrewshire Council Children's Services

2016 standards and quality report and 2016 – 2019 Establishment Improvement Plan

Publication certificate

Name of establishment: **Heriot Primary School**

Please tick (✓) where appropriate

	Yes	No
1. Our standards and quality report:		
follows the service's guidance on the completion of standards and quality; and	✓	
identifies areas for development (which are detailed in your improvement plan)	✓	
2. The plan addresses how we will work towards achieving national and Council priorities, as well as those of our school community		
Do the actions within our establishment improvement plan work towards achieving excellence and equity for all learners?	✓	
Does our plan set out what data we will begin to collect to identify the gaps in attainment?	✓	
Does our plan address the four priorities of: <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people's health and wellbeing; and • Improvement in employability skills and sustained, positive school leaver destinations for all young people? 	✓	
Do our actions contribute to improvement across the key drivers in the national improvement framework (school leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement and performance information)?	✓	
3. The following stakeholders have been consulted the development of our plan and how they can contribute to the achievement of our priorities:		
Parent council and / or parent forum	✓	
Staff	✓	
Learners	✓	
Other partners, for example, the educational psychology service	✓	
4. Equalities and human rights impact assessment column has been ticked	✓	
5. A summary of our improvement plan has been produced for parents	✓	

Further discussion of the improvement plan will take place with your link education officer early in school session 2016/17. Please indicate in the box overleaf if there are any specific aspects of your improvement plan or standards and quality report you would like to discuss with your link education officer.

Areas for discussion with link education officer:

**Signature of
head
teacher/head
of centre:**

H. Paterson

Date :

19 August 2016

Once completed, please return to your link education officer by 31 August 2016.



Renfrewshire Council Children's Services

Heriot Primary School

Improvement plan

2016-2019

Vision

Renfrewshire's Council Plan and Community Plan sets out a vision for Renfrewshire, identifying the challenges and opportunities and provides a framework for improving outcomes for the citizens of Renfrewshire.

From this, Children's Services has developed an action plan setting out how it intends to achieve the outcomes identified in the Council and Community Plan.

As part of Children's Services, Heriot Primary School has developed this establishment improvement plan which provides a framework for how we intend to continue our work towards achieving better outcomes for those associated with our school community.

In both the national and local context, tackling poverty, getting it right for every child, closing the poverty attainment gap and providing our learners for life beyond school are the focus for education and responding to these priorities will be a central aspect for Heriot Primary School.

The priorities within this plan set out how we will improve our school and work towards achieving the vision for our school and for Renfrewshire.



Our Vision and Aims

Our vision – A school where everyone's learning!

Our aims at Heriot Primary School are:

1. Curriculum

To provide for each child a broad and balanced curriculum in line with national and council guidelines with structured and progressive programmes in all curricular areas.

2. Attainment

To enable all pupils to achieve their potential by maintaining and developing strategies which raise attainment.

3. Learning and Teaching

To provide a high quality of teaching which uses a variety of approaches, builds on previous experience, involves parents and motivates children to take responsibility for their own learning.

4. Support for pupils

To provide support for pupils so that they respect and care for themselves and others as they develop. This will involve their personal, social, emotional, physical, intellectual, aesthetic, moral and spiritual development.

5. Ethos

To create a sense of identity and pride in the school by fostering caring partnerships among staff, pupils, parents, the community and other services. These partnerships should aim to create an effective and inclusive educational environment, a calm, self-disciplined atmosphere with high standards of pupil behaviour and responsible attitudes to learning.

6. Resources

To provide a happy, stimulating and safe environment with good use of well trained staff, and high quality and well-organised resources.

7. Management, leadership and quality assurance

To manage the school effectively through policies, strategies and systems for planning, implementing and developing the curriculum and other areas of school life. To evaluate the work of the school in all areas through effective monitoring, using information gained to progress future development.

Who did we consult?

In developing this plan, we sought the views of staff, pupils and parents at Heriot Primary School.

All staff are regularly consulted on the operation of the school. This takes place through regular staff meetings, in service days, collegiate activities and through engagement in work focusing on HGIOS and CATC. In addition, teaching and support staff participate in the annual staff review and development process reflecting on both the quality of service provided and their contribution to it.

Children's views are sought through general class discussion, questionnaires and a 'Big Thinking Day.' In addition, views of the children are used to influence the planning of learning. The Pupil Council meets regularly and is used as a vehicle to raise issues and implement change. The Eco Committee also contribute their views on how we should take forward environmental issues within the school. In the main foyer area there are post boxes which allow children to make comments, suggestions and raise matters directly. Next session pupil focus groups will be established to ensure greater consultation with pupils on specific aspects of school improvement.

The Head Teacher operates an open door policy for parents. Parents' views are sought through informal discussion at school events, an annual general questionnaire and questionnaires targeted at specific activities.

Members of the Senior Management Team attend the Parent Council where issues of general interest are raised and discussed. Children are involved in commenting on their annual report. Parents are also encouraged to comment on the child's report card.

The opinions of other services supporting the work of the school are also sought through discussion and questionnaires. We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

The school is sensitive to the views of the community and responds quickly to any concerns raised.

How we will know if we are achieving our aims?

We will monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan. The management team, consisting of the Head Teacher, Depute Head Teacher and Principal Teacher are responsible for the overall monitoring of the work of the school. The remit of the HT covers responsibility for the whole school. Our DHT is delegated responsibility for P4-7 and our PT the nursery class and P1.

Evidence will continue to be gathered on the progress of pupils and the operation of the school. A variety of data is gathered i.e. spelling ages, reading levels and GL assessment results to track children's progress. The HT, DHT and PT meet with staff to discuss pupil progress and to ensure children are being supported and challenged appropriately. The Senior Management Team meet regularly to review the progress of children across the school and, where appropriate, contact parents to discuss concerns.

Staff at each stage will meet together with their departmental line manager once a term at a tracking and monitoring meeting to discuss their class plans, learning and teaching, the pace of work, supports for learning, use of classroom assistants and any concerns that they may have about pupils' progress, behaviour, homework, attendance and pastoral issues. Staff will also complete a weekly monitoring form to be sent to their line manager in order to highlight any immediate concerns that they have regarding individual pupils. Parents are again contacted should there be any particular issue or good news to celebrate.

The management team also agree a focus for monitoring classroom practice with staff and set up a number of planned observations in addition to informal visits. Teachers are provided with written and verbal feedback. Teachers and Nursery Officers take part in planned observations of one another working with children. When possible, professional learning visits to other establishments will be arranged.

Staff are now directly involved in monitoring children's progress across the school and across the cluster, this is achieved through stage and cluster meetings where children's work is examined and the standard moderated. All staff are encouraged to engage in self evaluation and evaluate the learning experiences of the pupils.

Each year we also complete a standards and quality report which is monitored by our link education officer within headquarters.

Action Plan



Council Priority: Raising Attainment and Closing the Attainment Gap

National Priority: Raising Attainment in Literacy

Key Improvement Driver	Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required	Expected impact (on learners; staff; families etc)
			16/17	17/18	18/19			
<p>Raise attainment in Literacy</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>Key Priorities in Literacy:</p> <ul style="list-style-type: none"> Implement the recommendations of Renfrewshire's Tackling Poverty Commission: <ul style="list-style-type: none"> Use all available poverty data and develop professional expertise in addressing the attainment gap in schools Deliver tailored interventions in schools to address the gap, with specific focus on literacy skills and parental involvement Implement evidence-based approaches to the teaching of reading as highlighted within the Primary Literacy Coaching Programme Develop a knowledge-rich, literacy-rich curriculum providing high quality literacy experiences across all curricular areas Create a new Early Years Library (Nursery to P.4) and improve class libraries Appoint Literacy Champion 	<p>HT</p> <p>DHT</p> <p>PT</p> <p>CT's (including Literacy Champion Susan Milne)</p> <p>SMT/CT/CA</p> <p>HT/CT (Susan)</p>	√	√	√	<p>Training and guidance provided by University of Strathclyde</p> <p>School and central budgets</p> <p>In-service/ collegiate time</p> <p>Data: - SIMD - GL Assessments - teacher professional judgement - school assessment, monitoring and tracking data</p>	N	<p>Pupils</p> <ul style="list-style-type: none"> will be exposed to more challenging texts will have improved vocabulary/writing outcomes will demonstrate increased engagement, practice, attainment, confidence, equity and funds of knowledge will have increased enjoyment, satisfaction, excitement, and relevance through their education, with stronger connections to homes and communities <p>Staff</p> <ul style="list-style-type: none"> will extend their range of formal and informal reading strategies will have an evidence-base to track pupil progress, to reflect on teaching and curriculum balance will be able to demonstrate increased equity of provision through an evidence-based intervention will be more confident about responsive comprehension teaching will create a literacy curriculum that is joined-up, works across subjects, connects to home and community lives - this will build cultural capital and develop a language for all pupils <p>Families</p> <ul style="list-style-type: none"> will benefit from using 'Pause, Prompt, Praise' will be more involved in their child's learning will be able to use debriefing strategies more effectively will have more enriched and more relaxed conversations about reading with each other, their children and school staff

Action Plan

Council Priority: Raising Attainment and Closing the Attainment Gap

National Priority: Raising Attainment in Numeracy and Mathematics

Key Improvement Driver	Task(s)	Responsibility	Timescale			Resources	Is an EHRI A required (Y/N)	Expected impact (on learners; staff; families etc)
			16/17	17/18	18/19			
<p>Raise attainment in Numeracy and Mathematics by up-skilling staff and sharing and implementing best practice</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>Continuation of Numeracy Champion Initiative</p> <p>Local Authority Numeracy and Mathematics Guidance documents on progression implemented by schools as and where appropriate</p>	<p>Numeracy Development Officer in partnership with Numeracy Champions and establishment leaders</p>	√			<p>Renfrewshire Council Numeracy and Mathematics Guidance documents for Third and Fourth Level (adapted where necessary):</p> <ul style="list-style-type: none"> ➤ Pathways ➤ Support and Guidance documents ➤ End of Pathway Assessments <p>Support via nominated Numeracy Champions</p>		<p>Consistency of standards across local authority</p> <p>Improved understanding of skill development across all experiences and outcomes in Numeracy and Mathematics</p> <p>Transition process from Nursery to P1 and P7 to S1 aided by agreed standards in Numeracy and Mathematics</p>
	<p>Launch of Vocabulary Guide and Vocabulary mats</p>	<p>Numeracy Development Officers with dissemination via Champions</p>	√			<p>Vocabulary guide for Early to Fourth Level with Vocabulary Mats as visual aid for Early to Second Level</p>		<p>Consistency of appropriate vocabulary used across local authority to aid transition</p>
	<p>Production of ' Number Talks' film clips to exemplify good practice shared with all schools</p>	<p>Numeracy Development Officer with selected practitioners</p>	√			<p>Local Authority Videographer to assist production of clips</p>		<p>Exemplification of best practice in Number Talks to support staff in approach. Impact of best practice is that it will increase confidence in promotion of approach in bid to improve mental agility</p>

	<p>Numeracy Champion nominated or continues to represent establishment in initiative to disseminate training via Numeracy Hub Champion for Education Scotland (Lynne Scarff)</p> <p>Numeracy Champions to meet for training five times across academic year (twice in term one and term 2 and once in term 3)</p> <p>Numeracy Champion Training sessions on:</p> <p>Assessment via Significant aspects of learning Numeracy IDL approaches Mental Agility and 'Number Talks' CPD sessions of Areas of Least Confidence</p> <p>After each Numeracy Champion Training session, Numeracy Champions deliver session back at school level. Number of hours allocated should be at least one hour in each term.</p> <p>Stages of Early Arithmetic Learning (SEAL) training to be delivered to two representatives from each 18 Primary Schools involved in first round of training. Schools were identified via Numeracy Champion involvement</p>	<p>Establishment HT</p> <p>Numeracy Development Officer and Numeracy Champions</p> <p>Numeracy Development Officer with Numeracy Champions</p> <p>Numeracy Champions and establishment leaders</p> <p>Numeracy Development Officer, Stephen Watters (GCC) and 36 teachers</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>			<p>Resources and information from Education Scotland via Numeracy Hub Champion and Virtual Numeracy Hub</p> <p>Training materials provided by Numeracy Development Officer and Virtual Numeracy Hub</p> <p>Training materials from relevant sessions</p> <p>SEAL planners and training materials</p>	<p>Numeracy Champion will be trained to deliver sessions on best practice</p> <p>Numeracy Champions equipped with relevant knowledge and training materials to then disseminate best practice and developments within own establishments</p> <p>Numeracy Champions equipped with relevant knowledge and training materials to then disseminate best practice and developments within own establishments</p> <p>Increase in awareness, knowledge and skills in each area of development. This should impact on pedagogy over time and impact positively on achievement, attainment and confidence.</p> <p>Staff in 36 staff across 18 schools will be training to use SEAL approach. Micro steps in teaching Numeracy and Mathematics provides a more thorough exploration of the developmental stages in a child's number sense</p>
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Action Plan

Council Priority: Raising Attainment and Closing the Attainment Gap

National Priority: Raising Attainment and Improving Children’s Health and Wellbeing

Key Improvement Driver	Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
			16/17	17/18	18/19			
<p>Nurture Pathfinder</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children’s Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>May 2016 – Completion of readiness checklist</p> <p>20 June 2016 – Nurture EP’s meeting with HT to outline Nurturing Relationships approach.</p> <p>23 June 2016 - Introduction to and overview of the Nurturing Relationships approach to all staff.</p> <p>12 August 2016 – Introductory training session for all staff within schools participating during session 2016/2017. (Johnstone Town Hall, 9 – 12.15pm)</p> <p>August 2016 - Implementation group to be created. Meeting dates – 24 August, 8 November, 7 February and 25 April. Implementation group will also meet without EP as often as is felt required. One principle to focus on, and work on, to be shared with EPS. Action Plan to be created by end of August and shared with Amy Nolan (Educational Psychologist)</p> <p>Tuesday 6 September 2016 - Twilight training on selected principle will be delivered to all staff.</p>	HT/EPS	√			<p>School and EPS staff</p> <p>Staff from participating schools</p> <p>In-service/collegiate time</p> <p>Data:</p> <ul style="list-style-type: none"> - SIMD - GL Assessments - teacher professional judgement - school assessment, monitoring and tracking data 	N	<p>Shared understanding of Attachment Theory, Child Development and the 6 Nurture Principles.</p> <p>Nurturing Practice further developed across the school and nursery:</p> <ul style="list-style-type: none"> * Attachment informed practice * Relationship focused: Emotional experience is significantly affected by the quality of relationships The relationship itself has the impact - not particular strategies * How we feel affects how we learn is central to the ethos of the school * Balances support for children with expectation change is possible * The nurture principles embedded
		EP	√					
		HT	√					
		EPS	√					
		Members of core group inc. SMT EP	√					
		EPS	√					

	<p>September - Participation consent forms will be sent out.</p>	<p>EP – Amy Nolan</p>	<p>✓</p>		<p>Consent forms</p>	<p>Parents/carers fully informed</p>
	<p>Thursday 25 May (In-service) All participating schools will come together again.</p>	<p>EPS</p>	<p>✓</p>		<p>EPS time</p>	<p>Staff will have the opportunity to share good practice</p>
	<p>Tracking attainment of literacy and numeracy over 2 years – 2016/2017 – P.2, P.4 and P.5 2017/2018 – P.3, P.5 and P.6 (same children)</p>	<p>SMT CT's EP – Amy Nolan</p>	<p>✓</p>	<p>✓</p>		<p>Learner progress rigorously monitored and tracked</p>
	<p>Strengths and Difficulties questionnaire – parents and CT's to complete for all children at selected stages (start and end of year)</p>	<p>CT's Parents</p>	<p>✓</p>	<p>✓</p>	<p>Strengths and difficulties questionnaires</p>	<p>Information gathered will be used to inform planning and practice</p>
	<p>Assessment data to be gathered - GL Assessment data (Literacy and Numeracy), Big Writing scores and CfE data from stages involved.</p>	<p>DHT</p>	<p>✓</p>	<p>✓</p>		<p>Learner progress advanced through use of nurturing practice approach</p>
	<p>School Improvement Plan 2016-2017 to be shared with EP (Amy Nolan)</p>	<p>HT</p>	<p>✓</p>		<p>Copy of SIP 2016-2017 and 2017-2018</p>	<p>Clear next steps identified</p>
	<p>May 2017 - Evaluation of programme so far and planning for next steps</p>	<p>Core Implementation Team</p>	<p>✓</p>		<p>Evaluation record</p>	<p>Nurturing practice embedded across the school and nursery</p>
	<p>School Improvement Plan 2017-2018 to include next steps</p>	<p>HT</p>		<p>✓</p>		

Action Plan



Council Priority: Raising Attainment Closing the Attainment Gap

National Priority: Raising Attainment and Closing the Attainment Gap

Key Improvement Driver	Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
			16/17	17/18	18/19			
School Leadership	<p>Curriculum</p> <ul style="list-style-type: none"> *Complete rationale for curriculum redesign *Learner and parent consultation *Finalise curriculum overviews and progression grids 	HT SMT DHT/All staff	√			SMT time Collegiate Time Parent responses	N	Staff, parents and learners can be confident that our curriculum will provide challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance for our learners.
Teacher Professionalism	<p>Planning</p> <ul style="list-style-type: none"> *New weekly forward planning sheets and termly overviews to be created following staff consultation 	SMT	√			Draft paperwork		Changes made will ensure an integrated approach to planning learning, teaching and assessment.
Parental Engagement	<ul style="list-style-type: none"> *Input to staff on new planners with example completed by SMT *Reference folders to be created for all staff 	HT DHT				School & central budgets		Staff now assessing progress and achievement in significant aspects of learning in each curriculum area.
Assessment of Children's Progress	<p>Tracking and Assessment</p> <ul style="list-style-type: none"> *Termly tracking and monitoring meetings changed to reflect new planning formats *New style of assessment folders will give staff greater flexibility in terms of data collection and collation of evidence *Stage tracking sheets will be adapted to include GL assessments 	SMT	√	√		Clerical & support staff time		Shorter term planning will be more responsive to our learners needs.
School Improvement	<ul style="list-style-type: none"> *Quality assurance of learner progress data through school, cluster and inter authority working. 	CT's/NO's DHT				Cluster schools		Staff will have a shared understanding of standards therefore their judgements will be more consistent, comparable and reliable.
Performance Information		SMT All staff Cluster HT rep.	√			Reps. from Glasgow, Inverclyde, Renfrewshire and East Renfrewshire		

Action Plan



Council Priority: Raising Attainment, Closing the Attainment Gap

National Priority: Raising Attainment, Improving Children’s Health and Wellbeing and Improving employability skills

Key Improvement Driver	Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
			16/17	17/18	18/19			
School Leadership	Leadership Visible Learning - May 2016 – HT to attend Visible Learning training day delivered by Inverclyde Council	HT	√			Inverclyde Council	N	Teaching staff will become better evaluators of their own teaching and be more aware of the impact they have had on learners
School Improvement	June 2016 – Raise awareness of Visible Learning with all staff (inc. 8 Mindframes) Throughout session staff and children will engage in Visible Learning. Key focus areas:	HT	√			Collegiate Time		Know thy impact! – Staff will use a variety of strategies to measure their impact
Teacher Professionalism	<ul style="list-style-type: none"> * Share prior knowledge * Set clear learning intentions * Provide challenging success criteria * Understand that challenge can lead to deep learning * Know what to do when they don’t know what to do! (stuck strategies) * Use a range of learning strategies * Know when progress is being made (or not) * Provide feedback (to one another) * See mistakes as learning opportunities * Have a common language of learning * Demonstrate a Growth Mindset ** * Grow their brains! <p>** building on the work undertaken last session on Growth Mindsets to ensure consistency in language used across the school.</p>	SMT All staff	√	√	√	SMT School displays Focus Groups		Staff will use the ‘8 Mindframes’ to shape their practice Staff will use learning strategies that promote a growth mindset Our learners will be aware of the importance of each of our focus areas By focusing on the interventions which we know have the greatest impact on learning, the rate of progress will increase for learners.

Action Plan



Council Priority: Raising Attainment, Closing the Attainment Gap

National Priority: Raising Attainment, Improving Children’s Health and Wellbeing and Improving employability skills

Key Improvement Driver	Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
			16/17	17/18	18/19			
School Leadership	<p>Leadership</p> <p>7 Habits of Effective Leadership - June 2016 - Launch at whole school assembly August 2016 - Raise awareness with parents</p>	HT	√			Staff Newsletters Website Assemblies HT Awards Displays	N	Our children will be taught leadership and life skills to create a culture of empowerment based on the idea that every child can be a leader
School Improvement	<p>Throughout this session: * HT Awards linked to 7 habits * Create displays around school and in classes</p>	HT						Children will have increased opportunities to take on leadership roles within the school
Teacher Professionalism	<p>* Provide increased leadership opportunities for children across the school</p> <p>Oct. 2016 Leadership Talk – All staff will attend a talk about leadership delivered by Sir John Jones</p>	All staff	√	√	√	Inservice day (14 October)		Staff will be inspired by his knowledge, passion and enthusiasm
	<p>Career Progression</p> <p>June 2016 – Staff to complete 5 year plan. PRD meetings to focus on staffs strengths and link to areas of school improvement.</p> <p>Throughout session – * Increased leadership opportunities for staff * Aspiring PT programme</p>	CT’s	√	√	√	5 year plans		Staff encouraged and supported in their career development
		DHT	√	√	√	PRD Meetings		Skills and strengths of staff used to drive forward school improvement
		SMT	√	√	√	Aspiring PT programme		Raised awareness, with interested staff, of leadership and management skills and the role of a PT
		Interested CT’s	√	√	√			

Action Plan



Council Priority: Closing the Attainment Gap, Reducing Poverty and Early Intervention

National Priority: Raising Attainment and Improving Children’s Health and Wellbeing

Key Improvement Driver	Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
			16/17	17/18	18/19			
Parental Engagement School Leadership School Improvement	<p>Develop Family Learning opportunities (3 activities)</p> <p>Basic cooking group (with Families First)</p> <ul style="list-style-type: none"> * Food for Thought funding application * Identification, ordering and organisation of resources required * Staffing identified to run groups * Invitations sent out to join group * Delivery of sessions (6 per block) * Evaluation <p>Bedtime Story group (with Families First)</p> <ul style="list-style-type: none"> * Identification of staff to run group * Invitations sent out to join group * Delivery of sessions (TBC) * Evaluation <p>Triple F! – Fun family fitness (Active Schools)</p> <ul style="list-style-type: none"> * Liaise with Robert Agnew re. staffing, numbers and resources * Letters out to parents/carers * Delivery of sessions (10 in first block) * Evaluation <p>Targeted parents/carers will be encouraged to attend family learning sessions led by Families First</p>	HT PT Families First PT Families First HT Robert Agnew + 1 coach (Active Schools)	✓ ✓ ✓			School and Families First staff and budget New cooking equipment and utensils SMT/FF time Questionnaires Early years Library School and Families First staff and budget Questionnaires PE Hall Active Schools staff SMT time Questionnaires	N	<p>We hope our Family Learning activities will –</p> <ul style="list-style-type: none"> * Promote the family as a learning environment, * Build on home culture and experience * Encourage participatory learning * Promote family relationships as supporting well-being and readiness to learn * Promote a culture of aspirations in adults and children * Provide opportunities to build confidence, try out new skills and ideas. <p>Our partnerships with Families First and Active Schools will be strengthened by working together on these new initiatives</p>

