



Renfrewshire Council Children's Services

St Charles' Primary School & Nursery

Improvement Plan

2018-2019

Planning framework

As part of Children's Services, **St Charles' Primary School & Nursery** has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

1. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children's health and wellbeing; and**
4. **improve children and young people's employability skills so that they move into positive and sustained destinations.**

Local Priorities

- **Reshaping our place, our economy and our future;**
- **Building strong, safe and resilient communities;**
- **Tackling inequality, ensuring opportunities for all;**
- **Creating a sustainable Renfrewshire for all.**

Renfrewshire's Education Priorities

Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

- **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
- **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
- **Support self-evaluation and performance improvement throughout our establishments;**
- **Develop high quality leadership for staff at all levels;**
- **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

Pupil Equity Funding

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

The vision of **St Charles' Primary School** is for all to be safe, happy, and confidently engaged as learners in an environment where all individuals are respected; where the message of Christ is central in all that we do; where parents and carers are highly valued as partners and where everyone is motivated and encouraged to do their very best.

In St Charles' Primary School ...

We value **GOD'S LOVE**

We will endeavour to live our lives according to the life & teachings of Jesus Christ.

We will demonstrate our faith in words & actions, through prayer & worship.

We value **INCLUSION**

We will recognise and celebrate our own uniqueness and that of others.

We will encourage everyone to develop in their own individual way.

We value **EACH OTHER**

We will listen to and appreciate the opinions and contributions of others.

We will show consideration and kindness to others, especially those in need.

We value **RESPECT**

We will treat each other, with kindness & courtesy, as we would like to be treated.

We will be mindful of the feelings of others & try to make our school a happy place for all.

We will take care of ourselves, each other, our property & surroundings.

We value **HONESTY**

We will always be truthful & accept ownership of our own words and actions.

We value **HARD WORK**

We will strive enthusiastically to do the best we can in all that we do.

We will take pride in our achievements.

We value **RESPONSIBILITY**

We will be responsible for our own actions and consider the effect of these on others.

We will actively participate in the life of our school, parish, local and wider community.

The aims of **St. Charles' Primary School** are:

- To provide a broad general education that meets the needs, expectations and aspirations of pupils and parents supported by well-trained motivated staff and well organised modern education resources.
- To create a welcoming atmosphere and a positive ethos, allowing all children to be educated according to their needs in a safe, secure, happy and health-promoting environment based on Christ's Gospel values
- To enable learners to realise their full potential through the provision of high quality learning opportunities which encourage independence & co-operation in learning.
- To support children's growth in all aspects of their intellectual, physical, spiritual, social and emotional development affording all children equality of opportunity.
- To ensure all pupils value learning & achievement and are motivated to participate in the wider life of the school community.
- To provide highly effective personalised support for learners to minimise the impact of potential barriers to learning.
- To develop a genuine partnership with parents & other service users where every member of the community holds a deep respect for all others and their personal wellbeing and happiness.
- To ensure the school's approach & commitment to improvement through self-evaluation, and high quality leadership at all levels, maximises pupil attainment & achievement.

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, parents & staff members. We used a variety of methods to illicit the views of those who are involved in the life and work of **St. Charles' Primary School & Nursery Class** such as meetings, questionnaires, carousel activities, a graffiti wall, focus groups, evaluation forms relating to specific aspects of school life, as well as, pupil & professional dialogue meetings.

All staff were involved extensively throughout the year in activities focussed on self-evaluation using the quality indicators contained in *How good is our school?* (fourth edition) & *How good is our early learning and childcare centre?*

Staff have also evaluated practice using quality indicators and standards set out in other self-evaluation documents including, *The Catholic School: Developing in Faith &* and the National Care Standards. Staff are familiar with other research based key documents & national guidance to support their practice such as; *Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families* & *Five to Thrive*.

Regular pupil progress/planning meetings with classteachers and senior managers allowed for further discussion regarding any whole school developments, initiatives and changes detailed within the annual School Improvement Plan (SIP). These meetings provided the opportunity for consideration of change in relation to the positive impact this is having on the individual learner.

Consultation & collaborative working practices are well established within the cluster; with the secondary school and with the other associated primary schools. There are planned opportunities across the year for senior managers to meet and consider developments and there are planned collegiate sessions each year to allow for networking, discussion, moderation and the sharing of methodologies by practitioners.

Relevant aspects of information shared at staffs' annual Professional Review and Development meeting (PR&D) is taken into consideration when formulating this SIP. Professional learning opportunities for all staff continue to be well supported with an appropriate resource allocation.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities eg Active Schools Service, Local Parish including Saint Vincent De Paul Group, School Nursing Service, Educational Psychology Service, Social Work Services & Third Sector partners such as Women & Children 1st, Barnardos & Do-bemindful. We have also involved Community Police & more recently our business partners. We have engaged in a variety of ways eg. surveys, questionnaires, question boxes, graffiti walls and numerous meetings. All information gathered is collated and used to assist us to identify next steps and areas for improvement.

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.

We do this through a planned programme of quality assurance activities, which is devised and agreed by all staff at the beginning of each new session. In 2018/19, as in previous years, this will include some or all of the following monitoring and evaluation strategies:-

- *Pupil attainment tracking (individual & group)*
- *Staff Meetings*
- *SMT/EMT Meetings*
- *Pupil Citizenship Group Meetings*
- *Pupil Assemblies*
- *Pupil Focus Groups*
- *Learning & Teaching Peer Observations (In-School & across Cluster Partner Schools)*
- *Classroom Observations by SMT*
- *Professional Dialogue Meetings with Class Teachers*
- *Sampling pupils work*
- *Individual Pupil Support Plans reviewed and revised as required*
- *Parental, staff and pupils views*
- *Professional Review and Development Process for all staff*
- *Observations/feedback from professional collaborators e.g. Educational Psychologist, Home link Worker, EAL Teacher, Early Years Teacher.*

As well as these strategies attendance tracking, behaviour monitoring, exclusion statistics and parental concerns are all monitored on an ongoing basis. The school's Extended Support Framework provides a forum for partnership working with external partners to facilitate this.

Each year we also complete a Standards & Quality Report and self-evaluation document, which are monitored by Renfrewshire Council Children's Services' staff.

Action Plan

School priority 1: Health and Wellbeing					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1, 2	2.4 3.1	***Raise staff awareness of ACES	Police Scotland/Violence Reduction Unit (Karen McLuskey/James Doherty)	<i>Greater understanding of ACES & Trauma & the effects on pupil wellbeing</i> <i>Increased knowledge & understanding of ACES/effects of trauma resulting in positive changes to practice</i>	<i>SMT/Peer Observations</i> <i>Professional Dialogue/Attainment Tracking Meetings-SMT/Class teachers</i>
1,2,5	2.4 3.1	*Further develop whole school nurturing approach in partnership Educational Psychology Services (RNSA) based on the principle identified & agreed by core group : August 2018 – June 2019	Core Group /DHT(Early Years)/ Ed Psych & pathway schools to support	<i>Common understanding of nurture principles & the development of consistent practice across the school</i>	<i>Evaluation evidence from RNSA</i>
2	2.4 3.1	*Provide staff training to embed and deepen understanding and develop skills in the growth mindset approach	HT/(Trainer -to be identified)	<i>Greater understanding of the purpose & value of Growth Mindset approach & the effects on pupil attainment</i>	<i>Professional Dialogue/Attainment Tracking Meetings-SMT/Class teachers</i>
1,2,5	2.4 3.1	***Participate in Mindfulness training for all staff (Cluster delivery) delivered by Stan Godek (PEF) : In-service Day October 2018	HT St Paul's PS/ (Trainer: Stan Godek)	<i>Consistent approach to mindfulness across all stages of the school</i>	<i>RAFA Model used</i>

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		<p>*Provide all staff training on Mindfulness Practice within the classroom setting provided by Do Be Mindful (PEF) : August 2018 – January 2019</p> <p>*Implement Mindfulness Practice at all stages across the school : January – June 2019</p>	<p>HT/ (Trainer: 'Do Be Mindful')/All staff</p> <p>SMT/All Staff</p>	<p><i>Children are more ready & able to engage with learning</i> <i>Decreased number of interruptions to learning</i></p> <p><i>Improved pupil behaviour & increased engagement as pupils are able to apply skills taught in self-regulation</i></p> <p><i>Improved mental health & wellbeing of children and staff</i></p>	
3	2.7	<p>*Host parent H&WB event(s) to raise awareness of emotional literacy, growth mindset approach & mindfulness practice (PEF) : February 2019</p>	SMT/All Staff	<p><i>Increased partnership working securing positive impacts for learners</i></p> <p><i>Increased parental engagement in children's learning</i></p> <p><i>Parents more empowered to support their child's emotional learning at home & in the community</i></p>	<p><i>Feedback from learners</i> <i>Feedback from staff</i></p> <p><i>Parental evaluations of H&WB event(s)</i></p>
1,2,5	2.4 3.1	<p>Introduce 'Emotionworks' resource & training for key staff across the school.</p> <p>Pilot Emotionworks at all stages</p>	<p>SMT/Support staff/ Inclusion Support Assistant & Trainer</p> <p>SMT/All Staff</p>	<p><i>Increased awareness & understanding of emotional language for pupils & staff</i></p> <p><i>Increased conversations using emotional language to maximise pupil success in accessing the full curriculum</i></p> <p><i>Improved support for pupils identified with specific emotional literacy difficulties</i></p>	<p><i>Scrutiny of</i></p> <ul style="list-style-type: none"> • <i>Exclusion statistics</i> • <i>Classroom behaviour referrals</i> • <i>Playground behaviour referrals</i> <p><i>Feedback from participants & wider staff team</i></p>

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				<p><i>Complimentary & supportive strategy to RNSA implementation across the school</i></p> <p><i>Improved pupil behaviour & increased engagement</i></p>	
1,2	1.4	<p>***Devise a programme of Health & Wellbeing activities for staff (PEF) : September 2018 – June 2019</p>	<p>HT St Charles' PS/ (Various Coaches)</p>	<p><i>Improved mental health & wellbeing of participating staff</i></p> <p><i>Staff feel more supported, valued & empowered to deal with stress & demands of professional role</i></p> <p><i>Improved staff relationships across the cluster</i></p>	<p><i>Staff consultation and questionnaire</i></p>
1	3.1	<p>Engage with Locality Inclusion Support Network (LA Pilot) across Cluster schools & local nurseries LISN</p>	<p>Pupil Support Co-ordinator</p>	<p><i>Sharing of best practice/peer support</i></p> <p><i>Improved partnership working with Ed Psych Services</i></p> <p><i>Increased solution focussed practice to secure best outcomes for learners presenting with additional support needs</i></p>	<p><i>Evaluation of pilot by Ed Psych Services</i></p> <p><i>Feedback for schools & participants</i></p>

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Action Plan

School priority 2: Improve attainment in Literacy					
NIF key driver	HGIOS 4 / HGIOE LC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1,2, 4,5	3.2 2.3 2.4	<p><i>***Establish a Cluster Literacy Champions Network to embed 'The Write Stuff' teaching & assessment approaches for Writing across the school</i></p> <p><i>Further training on "The Write Stuff" with a particular focus on troubleshooting (PEF): October 2018</i></p> <p><i>Further develop cluster peer observation model across partner schools with a continued focus on the development of writing skills to increase shared planning opportunities</i></p>	<p><i>Literacy Champions, St Peter's DHT to facilitate Cluster Network</i></p> <p><i>Trainer: Jane Constadine/CTs</i></p> <p><i>All Teaching Staff</i></p>	<p><i>Improved assessment & planning impacting on attainment levels in writing</i></p> <p><i>Increased confidence and upskilling of staff in the teaching of writing skills</i></p> <p><i>Greater consistency in classroom practice across all (cluster) schools & stages</i></p> <p><i>More robust professional judgements in writing attainment secured resulting directly from increased staff confidence</i></p>	<p><i>Feedback from staff</i> <i>Feedback from Trainer</i></p> <p><i>Attainment Data : TPJ, Standardised Assessment Information</i></p> <p><i>Planned Peer observations</i></p>
1,2,4	2.2 2.3	<p><i>Review approaches to the teaching of spelling & handwriting across the school</i></p> <p><i>Revise school policy relating to learning & teaching of spelling</i></p>	<p><i>SMT/CTs</i></p> <p><i>SMT/Working Group 1</i></p>	<p><i>Revised policies in place to support practice & improve pupil learning opportunities</i></p> <p><i>Increased pupil knowledge, skills & confidence in spelling & handwriting</i></p>	<p><i>Professional Dialogue/Attainment Tracking Meetings - SMT/Class teachers</i></p> <p><i>Feedback from staff</i></p>

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		<p><i>Revise school policy relating to learning & teaching of handwriting</i></p> <p><i>Raise staff awareness of Higher Order Thinking skills & strategies in practice to enhance HOTS</i></p>	<p><i>SMT/Working Group 2</i></p> <p><i>HT</i></p>	<p><i>Increased knowledge & understanding of HOTS resulting in positive changes to practice</i></p>	<p><i>Review of newly implemented policies & practice next session</i></p> <p><i>SMT/Peer Observations</i></p>
6	3.2	<p><i>Continued provision of targeted support for identified (SIMD 1&2) learners in literacy (PEF):September 2018-June 2019</i></p>	<p><i>PEF SfL Teacher</i></p>	<p><i>Identified learners appropriately supported in literacy</i></p> <p><i>Increased pupil confidence in literacy</i></p> <p><i>Improved performance for individual learners in literacy</i></p>	<p><i>Formative assessment information</i></p> <p><i>Scrutiny of data: CTs/PEF SfL</i></p> <p><i>Professional Dialogue/Attainment Tracking Meetings</i></p> <p><i>SMT/Classteachers</i></p>

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School priority 3: Raising attainment in Numeracy					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1,3	3.2 2.4 2.5	<p>*Develop family learning opportunities (FAB CLUB) around Numeracy (PEF): 6 weeks- September & March</p> <p><i>Provide recreational family opportunities to encourage engagement in school life & learning</i></p>	<p><i>FAB Curricular Lead & FAB Volunteers</i></p> <p><i>HT/Inclusion Support Assistant/Staff Volunteers</i></p>	<p><i>Increased confidence of parents to support numeracy learning at home</i></p> <p><i>Stronger home/school links developed with families</i></p>	<p><i>Evaluation of FAB by children, parents & staff participants</i></p> <p><i>Feedback from recreational programme</i></p>
4,5	3.2	<p><i>*Using "Making Maths Count" report transform our school into a maths positive community</i></p>	<p><i>Numeracy Champion</i></p>	<p><i>Increased positive attitudes towards Numeracy and Maths</i></p> <p><i>Increased confidence & skill in pupil ability to problem solve</i></p> <p><i>Involvement in national Maths Week Scotland - 10th-16th September 2018</i></p>	<p><i>Focus groups of learners</i></p> <p><i>CTs observations</i></p> <p><i>No. of learners engaged in event</i></p>
2,4,5	2.2 2.3	<p>***Provide all teaching staff training on Holistic learning & assessment</p> <p><i>Numeracy Champions to support staff in implementation at individual establishment level</i></p>	<p><i>Renfrewshire Numeracy Development Officer/Identified Cluster Numeracy Champions</i></p>	<p><i>Improved support, guidance and modelling for class teachers by school champion</i></p> <p><i>Enhanced planning for assessment</i></p> <p><i>Enhanced staff practice</i></p>	<p><i>Professional Dialogue/Attainment Tracking Meetings - SMT/Class teachers</i></p>

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				<i>Improved attainment in Numeracy</i>	<i>Attainment Data : TPJ, Standardised Assessment Information</i> <i>SMT Observations</i>
1,2,5	2.3 2.7 3.2	*** <i>Implement cluster moderation programme with a focus on Numeracy & Maths led by inter-authority trained school reps (PEF) : September 2018-June 2019</i> *** <i>Cluster Numeracy & Maths moderation/effective feedback event (PEF) : February 2019</i>	<i>Moderation LoLs/ CTs/EY Team</i> <i>Moderation LoLs/ CTs/EY Team</i>	<i>Increased staff confidence & more robust professional judgements in Numeracy attainment</i> <i>Improved understanding of moderation process, the purpose & value.</i>	<i>Collated assessment evidence</i> <i>Peer observations with cluster partner</i> <i>Evaluation of Showcase event/s</i>
6	3.2	<i>Continued provision of targeted support for identified (SIMD 1&2) learners in numeracy (PEF):September 2018-June 2019</i>	<i>PEF SfL Teacher</i>	<i>Identified learners appropriately supported in numeracy</i> <i>Increased pupil confidence in numeracy</i> <i>Improved performance for individual learners in numeracy</i>	<i>Formative assessment information, Scrutiny of data: CTs/PEF SfL Teacher, Professional Dialogue/Attainment Tracking Meetings-SMT/Class teachers</i>

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School priority 4: Developing Leadership capacity					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1,2,5	1.3 1.2	<i>Literacy, Numeracy and Moderation Network Leadership opportunities for practitioners.</i> <i>Review of Citizenship Groups (P2-P7) & role of learners in school business</i>	HT SMT/All Staff	<i>Increased leadership opportunities for staff positively impacting on whole school practices</i> <i>Increased leadership of learning opportunities for children in citizenship groups</i>	<i>Number of opportunities offered/staff involved</i> <i>Feedback from participants – pupils & staff</i>
1,2,3,4	1.3 1.2 1.1 2.6	<i>*P1 & P2 teaching staff to further develop & embed Pedagogy of Play in partnership with Early Years Nursery Team</i> <i>*Revise curricular EARLY level planning to reflect CfE benchmarks in Literacy & Numeracy</i> <i>*Involve all learners in environmental & curricular planning, including opportunities for outdoor learning</i>	DHT/PT/Extended EY Team DHT/PT/Extended EY Team CTs/EY Team	<i>Increased confidence & upskilling of staff- with greater understanding of research based approaches to how young children learn</i> <i>Increased parental knowledge of the value & importance of PLAY in child development</i> <i>Increased pupil involvement in environmental & curricular planning</i> <i>Increased opportunities for parents to share in early learning experiences within the classroom setting</i>	<i>Feedback from partnership working arrangements with Extended EY Team</i> <i>Rigorous self-evaluation activity (HGIOS?4)</i> <i>Curricular planning documentation</i> <i>Parental evaluations of ‘Stay & Play in School’ Information Sessions</i>

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1,4	3.2 2.3 2.4	<i>*Develop outdoor learning to allow children to lead their own learning, access a wider range of opportunities & develop diverse skills across the core curriculum</i>	Curricular Lead & CTs/EY Team	<i>Increased leadership of learning opportunities for children using outdoor spaces</i> <i>Improved differentiation in learning opportunities</i> <i>Increase in staff confidence through modelling by Curricular Lead</i>	<i>Feedback from participants - pupils, staff & parents & from Curricular Lead</i> <i>Professional Dialogue/Attainment Tracking Meetings-SMT/Class teachers</i> <i>SMT/Peer Observations</i> <i>Tracking range & number of outdoor learning opportunities</i>
4	1.1 2.3 3.2	<i>**Consider and improve current approaches to assessing, tracking & profiling learner progress at EARLY level</i> <i>** Develop systems for sharing learners' progress information with parents to maximise engagement</i>	<i>EY Senior/ EY Team</i> <i>EY Senior/ EY Team</i>	<i>More robust evaluations being made detailing progress & planned next steps</i> <i>Improved tracking of children's successes & achievements in nursery & in community</i> <i>Improved parental communication</i>	<i>Feedback from Parents</i> <i>Feedback from EY Staff</i> <i>Planning & Wellbeing Meetings with Snr/DHT/Keyworkers</i> <i>Tracking Meetings with DHT/Snr/ Key workers</i> <i>No. of parents engaging</i>
1, 5	1.1	<i>Self-evaluation reflecting on "Serving the Common Good" strand of Developing in Faith to inform practice at all stages</i>	<i>PT</i>	<i>An inclusive ethos which aims to communicate catholic social teaching promote social justice opportunity</i>	<i>General observations & feedback from service users including learners</i>

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