



Renfrewshire Council Children's Services

St David's Primary School

Improvement Plan

2022-2023

Planning framework

As part of Children's Services, St David's Primary School 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. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

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.

Renfrewshire's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our
place, our
economy, our
future

Building strong,
safe and resilient
communities

Tackling inequality,
ensuring
opportunities for all

Creating a
sustainable
Renfrewshire for all

Working together
to improve
outcomes

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Develop high quality
learning and teaching that
leads to improved levels of
attainment and
achievement in all of our
establishments

Reduce inequalities and
deliver improved health and
wellbeing outcomes for
children and young people

Develop high quality
leadership to promote
empowerment at all levels

Improve employability skills
and support all of our
young people to enter
positive and sustained
destinations

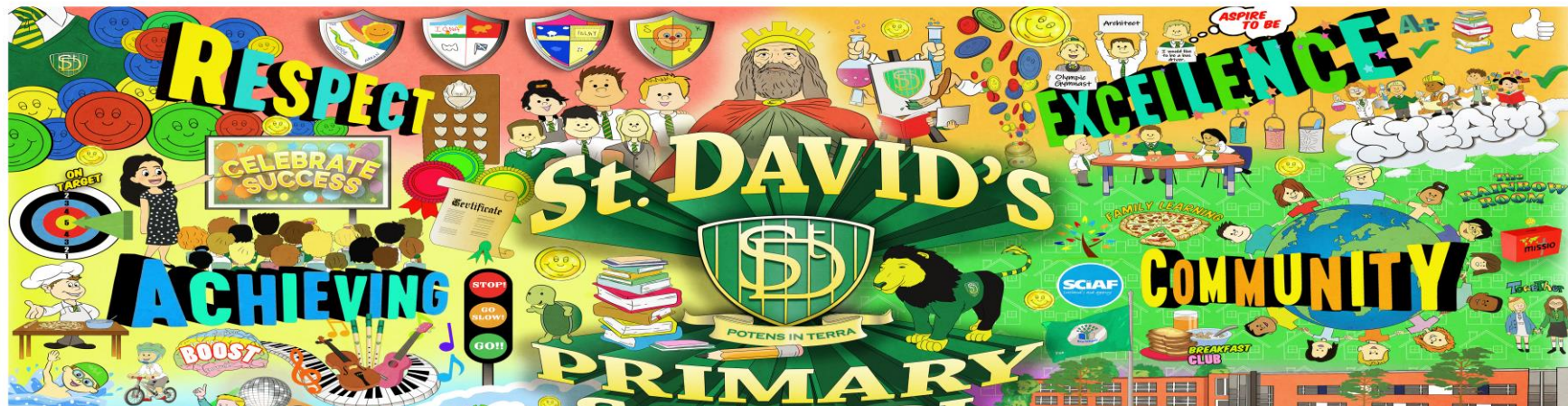
Our Vision, Values and Aims

Improving the education and life chances of our children by working together

Respect **E**xcellence **A**chieving **C**ommunity **H**appiness **F**aith

REACH**ing with **Faith

St David's PS is an ambitious learning community, which is inclusive of all our partners, primarily pupils, parents and staff. Our child-centred approach ensures that each child aspires to success, plays an active part in their own learning and that their views are sought and valued. Excellence is the standard we aim for in everything we undertake. To achieve this, all who identify with our school community have a part to play in contributing to our overall success. St David's is committed to raising expectations, attainment, and achievement by delivering a curriculum that is creative, challenges pupils and develops transferable skills. In so doing, we instil confidence, motivation and enthusiasm for lifelong learning whilst fostering the Gospel Values of the Catholic Church.



Who did we consult?

To identify our priorities for improvement, we sought the views of all stakeholders including staff, pupils, parents and partners. We used a variety of methods of getting the views of those who are involved in the life and work of St David's PS such as parent, pupil and staff surveys, collegiate and INSET sessions, informal and formal feedback throughout the session.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities, including;

- Educational Psychologist
- RNRA Team
- Barnardos
- Place 2 Be
- Active Schools
- Adult Learning and Literacy Team

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 measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Planned Quality Assurance Calendar of Monitoring and Evaluation
- Professional dialogue with a focus on attainment, support and health & wellbeing
- SLT monitoring class work and focus groups with pupils, including sampling work
- Peer / Self assessments
- Learning visits to classes by SLT and Peers
- Focus groups with children
- Staff/pupil/parent questionnaires and routine feedback influences practice
- ASN Overview tracker

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Improvement Priority 1 Improvement in consistency of nurture across the school to improve social, emotional and mental wellbeing.

HGIOS/HGIOELC Qis QIs 1.3 2.3 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for 	School Leadership Teacher Professionalism Parental Engagement	NIF Drivers Assessment of Children's progress School Improvement Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<ul style="list-style-type: none"> Data from Staff Nurture Questionnaire indicated that all staff identified Health & Wellbeing as a priority to be taken forward. Supporting staff, pupils and families to have a better understanding of wellbeing and nurture and developing a consistent approach are priorities. Data from Family Questionnaires (May 2022) show that there is a need for consistent nurture practice. Almost all parents identified increased parental engagement as a priority for wellbeing. There is a need for explicit teaching of social and emotional skills within the classrooms according to the stage and developmental needs of the children and young people Staff recognise that children and young people need opportunities to practice the 	<ul style="list-style-type: none"> The RNRA Core Group will support staff to have a consistent approach to communication that promotes nurturing and positive relationships by June 2023. Pupils will adopt RNRA agreed language and 85% of pupils will have a good understanding of the nurture message. Staff will support all children to understand and express emotions through explicit teaching of emotional literacy. This will lead to <ul style="list-style-type: none"> Positive improvements in classroom practices Positive improvements in attitudes and beliefs Positive improvements in the learning outcomes of pupils Positive outcomes when dealing with distressed behaviour Most children in Primary 4-7 will have an understanding of nurture practices in school. 80% of all parents and carers will have an understanding of 	<ul style="list-style-type: none"> RNRA Action plan using PDSA (Plan, Do, Study, Act Framework) Accreditation Awards – Attained Ruby Feedback from 50% of parents will indicate that they're aware of the RNRA approach and how to mirror this at home Family Nurture Questionnaire analysis will show 50% of parents have a good understanding of nurture language used at school Monitoring pupil experiences during SLT show me the learning visits (termly), pupil focus groups (monthly) and Golden ticket tea parties (monthly). Quantitative data from Headstrongminds Questionnaire will indicate an increase in pupil wellbeing and will be used as a baseline to identify future gaps. Pupil focus groups will feed back on nurture interventions. Sept 2022/ Jan 2023/ Apr 2023/June 2023 Self- evaluation data will show an increase in wellbeing. 	<ul style="list-style-type: none"> The long- term plan is to implement 2 Nurture principles each year over the next 3 years. Work will continue our first nurture principle; Language is a vital means of communication. The nurture core group will steer this work. When the first nurture principle is embedded. We will evaluate with staff, pupils and parents and agree on the second nurture principle to be tackled. Principle will be embedded across the school, led by the Nurture Core group. Support from agencies will reinforce nurture messages. (Place 2 Be, HL, ORBIS) (PEF £5000). GMWP survey will be administered P1-7 (September 2022) as a baseline. Actions will be addressed. Survey baseline GMWP will show gaps and actions required. Class teachers are trained to analyse data. Actions will be revisited.

(PEF) denotes interventions/activities funded through Pupil Equity Funding

<p>skills needed for self-awareness, self-management, social awareness and relationship management and that they need to support children to develop these skills.</p> <ul style="list-style-type: none"> • Data gathered from Glasgow Motivation and Wellbeing Profile (GMWP) for pupils in P1-P7 indicated the following areas requiring improvement: • I am good at working with others 64% • People listen to me in school 63% • I would complain if I felt picked on by anyone in school 67% • I can stand up for myself in school 65% • Other pupils look out for me in school / make sure I am feeling ok 76% • I feel safe in school 76% • I feel good about myself in school 74%. • Attendance across the school shows an average of 88%. It will be a priority to increase attendance. 	<p>nurture practices in school through participation in school nurture activities, led by Core Group, ELCO (PEF £24,000) and ASC (PEF £17,100).</p> <ul style="list-style-type: none"> • RNRA Jade Accreditation has been awarded June 2022. Nurture core group will steer the school towards the Ruby Accreditation for June 2023. 	<ul style="list-style-type: none"> • Feedback from Place 2 Be and Home Link will show improvements in wellbeing for targeted individuals • Family views will be gathered from Place 2 Be PIPT training. • GMWP pupil surveys September 2022 and May 2023 will indicate a baseline and improvements made through interventions. • Feedback from teachers and support staff – collegiate sessions, questionnaires. • Pupil Support Plans and Support Meeting Data. 	<ul style="list-style-type: none"> • Headstrongminds feedback (June 22) will be actioned. (PEF £2,500) • Parents will be included through Coffee & Chat Sessions, Family Zumba, and other initiatives led by ASC. This will improve family/school communication and parental support in our mental health initiatives. (PEF ASC £17,100). • Family Learning Events focussed on RNRA & NVR led by Core group, ASC and ELCO. • Place 2 Be Service will work with individual pupils, small groups joint campus, class workshops and with family PIPT Sessions. (PEF £5000). • Paths will be developed across the school to support nurture. • Identified children will check in with staff through the school day in nurture spaces, to support attendance in class. • Place 2 Be counsellor will target children with low attendance and support them with 1-1 Time to Talk. • 6 Nurture Core Group meetings 2022 – 2023. • TAC Meetings for individual pupils. • PPM Meetings staff, discussions GIRFEC, Wellbeing webs and support plans.
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Improvement Priority 2 Raise attainment in Literacy with a priority focus on Writing			
HGIOS/HGIOELC Qis 1.2, 1.3, 2.2, 2.3, 3.2	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for	School Leadership Teacher Professionalism Parental Engagement	NIF Drivers Assessment of Children's progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>CfE data demonstrates that as a school, writing is the main area for improvement and the biggest dip in attainment appears in P1 and P5.</p> <p>Most children in P2 & P7 are attaining national standards in writing.</p> <p>Just over half of children across P4 and P6 are attaining national standards at expected levels in writing.</p> <p>June data for 21/22 pupils attaining expected level – P1 – 57% P2 – 81% P3 – 70% P4 – 62% P5 – 50% P6 – 66%</p> <p>P7 – 78% Teacher feedback and tracking meetings/data show</p>	<p>By June 2023, attainment of SIMD 1 and 2 children (Pr2-7) in writing improves by 10% and by June 2024 improves by a further 7%.</p> <p>By Jan 2023, almost all teachers are more confident and skilled in the learning and teaching of writing. Almost all support staff are more confident and skilled in providing in-class support to the identified group.</p> <p>In Aug 23 improvements across year groups will be;</p> <p>P2 – 57% - 78% P3 – 81% - 92% P4 – 70% – 82% P5 – 62% - 75% P6 – 50% - 70% P7 – 66% - 72%</p> <p>By June 2023 –</p>	<ul style="list-style-type: none"> Pre/ post teacher judgement data Writing assessment scores Pre/ post pupil surveys/learning conversations Standardised assessment data including SNSA/ACEL at P4 and P7 Class formative assessment Levels of staff engagement with CLPL Literacy working group minutes Pre/post evaluations on staff confidence and understanding PPM Meetings with staff Attendance data IDL P1-7 progress and tracking results for spelling Pupils' work – writing jotters, Assessment jotters, spelling jotters, handwriting jotters, Magpie Journals P4-7 Pupil Support Plans Targeted interventions data/evidence of work Show me the learning SLT pupil focus groups Moderation with Cochrane Castle – joint writing projects Moderation of writing planning NGST across the school 	<p>Calendar of writing CLPL sessions finalised by Sep 2022 and delivered throughout the session.</p> <p>Provide professional learning for all teaching and support staff (Talk for Writing) in Oct '22 (cohort 1)</p> <p>Calendar of writing CLPL (in-service, collegiate activities, professional reading and working parties) will be finalised by Sep '22 and implemented throughout the session.</p> <p>Moderation of writing will take place as a joint campus and as a cluster.</p> <p>Creation of an operational plan, by October '22, for implementation of the Talk for Writing approach.</p> <p>Audit resources for writing (P1 and P5) by Dec '22. Identify and purchase/create resources required.</p> <p>ELCO (PEF funded- £24,000) will engage with target families in lower school to build relationships, encourage parental</p>

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<p>the need to develop teacher confidence and skills in making robust teacher judgements of achievement of a level in writing.</p> <p>Evidence of pupils' work shows that there is a need to develop and improve the quality handwriting and spelling across the school. Written work needs improvement across the school.</p> <p>Attendance across the school is 88%.</p>	<p>The school will have a Writing Policy that provides clear guidelines on the learning, teaching and assessment of writing including spelling and handwriting.</p> <p>There will be clear target setting for pupil personal writing targets across the school. Teachers will have an agreed understanding of assessment benchmarks/milestones to inform teacher judgement of attainment in writing at each level/pathway.</p> <p>Teachers' confidence in tracking and assessing pupil attainment in writing in relation to agreed benchmarks/milestones for each level/pathway will improve.</p> <p>Attendance across the school will increase to 93% by June 2023 and to 95% by June 2024.</p>	<p>Glasgow Motivation Wellbeing Survey Tool will identify pupils with underlying worries. Focus groups with SLT will support. (October 2022)</p>	<p>engagement in writing and in supporting writing at school and at home. The Writing Policy will ensure there is consistently high quality learning & teaching of writing across the school aligned to the Writing Policy. All teachers will have an improved understanding of assessment benchmarks to inform teacher judgement of writing attainment. Almost all pupils will have an understanding of next steps in writing.</p> <p>CLPL – Talk for Writing – led by Talk for Writing Lead, collegiate calendar</p> <p>Literacy Working Party to lead Writing Policy Development</p> <ul style="list-style-type: none"> • Introduce and implement a Spelling Programme after research. Link to Talk for Writing. • Provide Family Learning sessions to develop parental understanding, skills and confidence in supporting spelling at home • Regular learning and teaching of handwriting across all stages using Nelson handwriting programme • Parents of children with low attendance will be encouraged to attend parent groups run by our Active Schools Coach and Adult Services. Better relationships with the school will encourage parents to improve attendance. Pupils will benefit from better school/family
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<p>CLUSTER- Raising attainment in writing Our cluster data taken from the Data Dashboard and averaging attainment across the cluster primaries for March 2022 indicates our attainment level of 59% is below the attainment level of the authority of 67%. We recognise that we need to provide strong curricular focus for our pupils to re-establish work routines and close the attainment gap. We also recognise the need to moderate and share standards in our school community to keep aspirations and expectations high for all learners.</p>	<p>CLUSTER - Raising attainment in Writing <u>Learners:</u></p> <ul style="list-style-type: none"> • Will benefit from accurate professional judgements of progress in writing, leading to improved feedback and appropriate support and challenge • Those at key transition stages will benefit from more robust assessment information being shared with receiving staff/depts <p><u>Staff:</u></p> <ul style="list-style-type: none"> • Will benefit from increased confidence in assessing writing due to participation in the moderation process • High quality assessment processes will enable staff to make more accurate judgements of pupil progress • Professional judgements will show greater consistency due the increased professional dialogue • A shared standard of expectations, progression and learning will 	<p>CLUSTER - Raising attainment in Writing We will measure the impact of this improvement objective by:</p> <p>Seeking out attitudinal trends by collecting staff views in pre and post moderation questionnaires</p> <p>Scrutinising moderation templates to ensure high expectations, a shared standard and effective use of feedback</p> <p>Engaging in regular professional dialogue around a shared purpose</p> <p>Scrutinising attainment data for writing at school and cluster level</p> <p>Identifying set children (a sample from each school) whose work will be put forward for moderation across the session so that improvements in attainment due to moderation protocols e.g effective feedback can be measured more precisely</p>	<p>communications through workshops and will be encouraged to attend school. (PEF ASC £17,100).</p> <ul style="list-style-type: none"> • Place 2 Be counselling service will engage with identified pupils with low attendance as a priority. (PEF £5000). <p>CLUSTER - Raising attainment in Writing Meet to moderate writing twice per year- first date early November, second date Early May. Overall cluster attainment will increase to 67% by June 2023.</p> <p>Focus on the key transition point of Primary/Secondary with a focus on 'critical essay' writing as the second piece to be moderated at the P7 stage</p> <p><u>To manage this process and achieve this outcome we will:</u></p> <p>Appoint a moderation staff lead for each curricular level: early, first, second and third, across the BGE, for the cluster- they will make use of the new cluster teams page to meet on a regular basis to develop the moderation calendar and organise the moderation programme this session</p>
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	<p>increase staff aspiration for learners' achievements</p> <ul style="list-style-type: none"> Cluster relationships will benefit from sharing good practice amongst colleagues <p><u>Families:</u></p> <ul style="list-style-type: none"> Will benefit from better, more informed judgements of pupil progress in reporting standards of writing 		<p>Appoint a lead in each school, at each level, as a single point of contact for moderation purposes- they will make use of the new cluster teams page to meet regularly with the Cluster leads to plan moderation exercises within their own level, collate writing pieces and organise in readiness for moderation purposes</p>
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Improvement Priority 3 Raising Attainment – Reading			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
1.3 2.3 2.5 3.2	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for 		School Leadership Teacher Professionalism Parental Engagement Assessment of Children's progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Most children in P2, 3 & 7 are attaining national standards in reading.</p> <p>Just over half of children in P1 are attaining national standards in reading.</p> <p>April data for 21/22 shows – P1 – 57% P2 – 72% P3 – 70% P4 – 68% P5 – 60% P6 – 72% P7 – 77%</p> <p>Feedback from staff indicates a need for a whole school approach to 'Dive into Reading' approaches to ensure consistency in learning, teaching and assessment. The impact of improvements has been recognised. There is a need to</p>	<p>By June 2023 –</p> <p>Most children in P1 – 3 will attain national standards in reading.</p> <p>Most children in P4 – 7 will attain national standards in reading.</p> <p>In Aug 23 improvements across year groups will be;</p> <p>P2 – 57 – 78% P3 – 72 - 83% P4 – 70 – 82% P5 – 68 – 75% P6 – 60 - 80% P7 – 72 – 88%</p> <p>By June 2023 –</p> <p>The school will have a Reading Policy that provides clear guidelines on the learning, teaching and assessment of Reading. This will lead to consistent, high quality approaches to learning, teaching and assessment of reading which will be implemented across all stages.</p>	<ul style="list-style-type: none"> Pupils' work – Literacy jotters Pupil tracking P1-7 through PPM Meetings Pupil Support Plans Monitoring of pupil experiences – learning visits Show me the learning SLT with pupil focus groups Professional dialogue/feedback at internal moderation sessions Professional dialogue and feedback at Literacy Group meetings NGRT across the school Moderation with Cochrane Castle Primary. Teacher swap story telling sessions/peer class visits. IDL will support pupils P1-7 with reading and spelling. Progress tracked. 	<ul style="list-style-type: none"> Calendar of Reading CPL sessions finalised by Sep 2022 and delivered throughout the session. Collegiate Session to discuss Reading Policy including expectations of learning, teaching & assessment – collegiate calendar/WTA Literacy leader video storytelling to support pupil homework through Seesaw Continue accreditation work towards achieving the Reading Schools Award Internal Moderation of reading – collegiate calendar/WTA ELCO to lead Book Bug sessions and family bedtime stories for P1& P2 children PT/ELCO/Literacy Lead to host Active Reading/Phonics Family Learning sessions for new P1 parents Staff to work together to host family learning to replace Pizza Reading sessions. (WTA)

(PEF) denotes interventions/activities funded through Pupil Equity Funding

<p>further embed this approach consistently.</p> <p>Attainment data and children's work in reading show that there is a need for a more structured and consistent approach to learning, teaching and assessment of written comprehension and other reading skills.</p> <p>Pupils cultural capital needs extended through a variety of resources and projects. Visits to Johnstone Library by all classes were enjoyed this year. This will be extended to increase pupils knowledge and understanding of the world around them.</p>	<p>Almost all children will engage in regular reading for pleasure through ERIC Time every Wednesday and during regular visits to the school library.</p> <p>All teachers will have an improved understanding of assessment benchmarks/milestones to inform teacher judgement of reading attainment.</p> <p>Teachers' confidence in tracking and assessing pupil attainment in reading in relation to agreed benchmarks/milestones for each level/pathway will improve.</p>		<ul style="list-style-type: none"> • Literacy leader to continue book banding and organisation of reading resources implemented by teacher leaving for a new post. • Home learning consistent across the school using Big Cat, easy read, challenge and reading for enjoyment texts. • Active Schools Coach and our Non Contact Teacher will support P1-P7 with outdoor learning linked to writing. (PEF £17,100).
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Cluster Improvement Priority: Provide all children with high-quality STEM opportunities - SSERC Primary Cluster Programme			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
QI 2.3 QI 2.2 QI 1.2 QI 3.3	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all YP 		School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention/ Action
<p>Research sources have noted that STEM is an area in which primary teachers often lack confidence and expertise. These sources highlight the need for a focus on improving the confidence and competence of early years and primary practitioners to effectively teach STEM education and provide learners with the STEM skills and knowledge they require throughout their lives.</p> <p>At St David's PS, teaching staff indicated that there is a need to develop knowledge and skills in the area of STEM</p> <p>We recognise how STEM opportunities can increase children's motivation and engagement in learning. A recent introduction of borrowed STEM resources in Primary 5-7 resulted in</p>	<p>By June 2023, all participants in the SSERC Primary Cluster Programme will have:</p> <ul style="list-style-type: none"> Improved their confidence and expertise in STEM related subjects Widened their portfolio of learning and teaching approaches Developed mentoring skills and reflective practice Improvements in numeracy attainment across the school <p>Almost all children will have improved confidence and increased knowledge and skills through participation in STEM activities by June 2023</p> <p>All teaching staff will have increased confidence, knowledge and skills from STEM CLPL with cluster colleagues by December 2022.</p>	<ul style="list-style-type: none"> Pre and post participant surveys will show where gains have been made in confidence Evaluations of cluster CLPL event will show satisfaction levels and identify next steps Pre and post learning conversations between STEM Mentors and children will indicate if STEM opportunities have increased. 	<p>Provide all children with high-quality STEM opportunities - SSERC Primary Cluster Programme:</p> <ul style="list-style-type: none"> Identify a school STEM Mentor for each cluster primary school and a Cluster HT Rep. Each STEM Mentor will participate in a: <ul style="list-style-type: none"> ➤ 2-day residential in September ➤ 2-day residential in March ➤ Showcase day in June Invite SSERC representative to Cluster Head Teacher Meeting (September 2022) STEM Mentors will meet twice per term as part of the programme and will organise a 2x 2hr cluster CLPL sessions in St Benedict's High School in September/October 2023. (4.5 hrs from WTA 2023-24) STEM Mentors will identify a leader to arrange meeting dates, record tasks on an action plan and ensure agreed tasks are completed etc. Cluster HT rep to link with above group and other cluster HTs Identify a secondary link who will attend above meetings. STEM Mentors will continue to meet to share good practice and agree next steps for session 2023-24.

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<p>very high levels of engagement being observed by all class teachers, SLT and EM and learning conversations with children indicated high levels of enjoyment.</p>			<ul style="list-style-type: none">• STEM Mentors to work with teaching staff in their own school to use the Science Lesson cards developed by RAiSE Development Officers and piloted in OLOP.
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