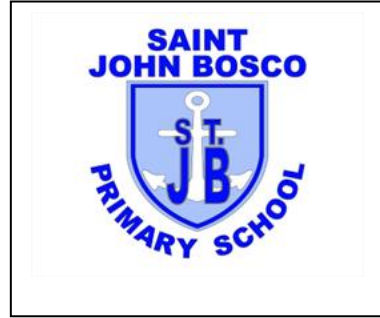


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St John Bosco Primary School

School Improvement Plan

2026/27

Planning framework

As part of Children's Services, St John Bosco Primary School and Early Learning and Childcare Class has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

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

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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Our Vision, Values and Aims

Our Vision

Our vision for St John Bosco Primary School is for everyone to be safe, happy and learning in an environment where each individual is respected and loved for who they are, and where Christ is at the centre of our daily lives.

We are a school that:

- Builds relationships based on love and compassion
- Values families as partners in their child's learning
- Is ambitious for all of our pupils, our school journey can take us anywhere
- Ensures children are stimulated, engaged and challenged
- Is a community of Faith, we **Share Jesus' Beliefs**, and this is reflected in our Values

Our Values

Kindness Inclusion Support Compassion

School Mottos

St John Bosco Primary is known locally by many as 'SJB'. Our pupils, staff and parents have worked to come up with our 4 school mottos which we believe reflects the vision of our school:

School	Sharing	Safety	Striving <i>for</i>
Journey	Jesus	Justice & <i>excellent</i>	Joy &
Begins	Beliefs	Behaviour	Brilliance

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, children and parents/carers. We used a variety of methods of getting the views of those who are involved in the life and work of St John Bosco Primary School, these can be found below.

Throughout session 2025-26 consultation with partners continued. Regular parent council meetings continue in our school, and these are well attended, with our parent council also organising fundraising events throughout the year. Fundraising has supported learning and teaching throughout the school through the purchase of resources. Fundraising has also been used to support families by significantly reducing the cost of our whole school trip. We have also worked with cluster primary schools and our cluster secondary school and our parish communities in Erskine and Bishopton to develop a cohesive approach to developing our school as a faith community.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

Consultation with Staff:

- Regular staff collegiate meetings/curriculum development meetings
- Annual Professional Review and Development meetings for all staff in the school.
- Evaluation of the service using National Improvement Framework, How Good Is Our School (HGIOS)4, Education Scotland briefing notes/sketchpads, Pupil Equity Fund planning.
- Staff consultation activities as part of In-Service and planned collegiate activity.
- Quarterly children's progress/target meetings.
- Collaborative meetings.
- Team Around the Child meetings
- Curriculum leadership roles and remits, all teaching staff are members of working parties focussing on literacy, digital learning and health and wellbeing. There are also targeted leadership roles for staff e.g. Maths Champion, Literacy Champion & Digital leader.

Consultation with Children

- Child/Pupil questionnaires and evaluations.
- Pupil voice groups which meet termly. All children across the school take part in pupil voice groups.
- Weekly assemblies for all children across the school.
- Throughout planning for curricular areas (KWHL, Mind Mapping, Floorbooks, learning task board activities)
- Pupil voice consultations for all Team Around the Child (TAC) meetings in school.
- Pupil learning profiles for all children in primaries 1 -3 in school.
- Digital learning profiles for all children in primaries 4 – 7 in school.

Consultation with Parents

- New Entrant Induction Days.
- Discovery Afternoons in school for parents/carers to visit and join learning activities.
- Family Learning Events for school children and parents/carers.
- Team Around the Child (TAC) meetings.
- Collaborative meetings.
- Parent Council.
- Reporting to Parents, School – Two parents evenings held in school, pupil progress reports sent home each term where children's voice and parent's voice is included, end of session written report for all children in school.
- Questionnaires
- Monthly class sways
- Newsletters

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

Consultation with Partners

- Collaborative meetings
- Team Around the Child (TAC) meetings
- LISN group for Primary School
- Universities and Colleges (Glasgow University, Strathclyde University, University of the West of Scotland, West College)
- Bargarran Primary School – campus partner
- St Anne's Primary School, St Catherine's Primary School, St James' Primary School & Trinity High School – cluster partners
- St Anthony's Primary School, cross-cluster partner
- St. John Bosco Parish Erskine and Our Lady of Lourdes Parish Bishopton– parish priests, Alpha Team and Catholic Erskine.
- Diocesan Team support the development of our school as a Faith Community

All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities.

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:

- Self-evaluation calendar for school which ensures a rigorous monitoring approach.
- Staff meetings, monthly stage meetings and curriculum development meetings.
- Monitoring and tracking for learning, teaching and assessment quarterly (Sept, Oct/Nov, Jan, March)
- Annual target setting for each child to identify and build upon prior levels of attainment. These targets consider the focus of our PEF funding to raise attainment in literacy.
- Termly GIRFEL meetings to monitor impact and/or identify early intervention and personalised support, including the monitoring of attendance, behaviour and support as identified in Child's Planning.
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments (school).
- Analysis of assessment data also considers the effectiveness of interventions linked to our PEF fund, establishing whether key children have made effective progress due to more focussed literacy input from our PEF funded teacher.
- Collegiate and INSET self-evaluation activities using HGIOS4, National Improvement Framework, Education Scotland and our Diocesan Developing in Faith, guidance/publications.
- Review of practices and impact of actions in relation to statutory duties including, but not restricted to, Safeguarding, ASL, Parental Involvement, Equalities Act, and GTCS Professional Standards.
- Monitoring and moderation of standards of pupil/children's work and profiles, displays and evaluations.
- Accessing pupil views within the 4 contexts for learning.
- Consultation with our campus partner school, Bargarran Primary School.
- Consultation with our cluster partner schools, St Anne's Primary School, St Catherine's Primary School, St James' Primary School and Trinity High School and our cross-cluster partner, St Anthony's Primary School
- Liaison with external partners who provide support for children and pupils (E.g., Speech and Language Therapy, Home Link, Occupational therapy, CAMHS etc) to ensure best provision for children.

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

Pupil Equity Funding

Our school receives 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.

Improvement Priority 1 – Improve the use of wellbeing data and targeted approaches to embed a consistent, whole-school focus on emotional wellbeing and resilience.

NIF Priorities

Highlight as appropriate

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Highlight as appropriate

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
We have introduced a new health and wellbeing resource from Playback Learning to improve how we capture, monitor, and respond to children's wellbeing and wider achievements. The Playback Learning resource provides a systematic and inclusive approach through online surveys completed twice per session. This allows for real-time data collection for all children and supports deeper analysis across key indicators, including stage, gender, SIMD, FSM, care-experienced (CG), and other poverty-related attainment measures.	By June 2027 we will have embedded a consistent, reliable, and data-informed approach to monitoring and improving learner's health, wellbeing, and wider achievements. Enhanced ability to track progress over time at individual and group level More targeted interventions to address gaps in attainment and wellbeing Improved outcomes in health, wellbeing, and wider achievements Greater staff confidence in using data to inform planning and practice	All learners will complete surveys twice per session. All staff will access and review survey data. Survey data will form part of tracking meeting conversations. Staff confidence in using the Playback Learning system will increase. This will be measured via online questionnaires for staff. Evidence of progress in wider achievement with targeted learners supported to attend clubs outwith school. Reduction in disparities between identified groups (e.g. SIMD, FSM, gender, CG)	All learners will complete surveys twice per session, September 2027 & May 2028. Teaching staff collegiate session will focus on analysing data and interpreting this effectively. <i>Curriculum development meeting 02.09.26</i> Develop understanding of key indicators (SIMD, FSM, CG, etc.) Teaching staff collegiate session will focus on developing staff knowledge of local authority data dashboard, sharing examples of effective data use and practice, with a focus on developing teaching staff understanding of key poverty related attainment gap indicators (SIMD, FSM, CG, etc.). <i>Curriculum development meeting 02.09.26</i> Data will be reviewed during termly tracking meetings with a focus on closing poverty related attainment gaps for targeted learners as individuals and groups.

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Feedback from learners and parents as well as staff observations indicate that in order to strengthen pupils' social and emotional development, there is a need to place a greater, more consistent emphasis on building resilience across the whole school community. Developing resilience is essential for supporting pupils' wellbeing, enabling them to cope with challenges, manage setbacks, and engage positively with learning. The introduction of the <i>Knowing Me, Knowing You</i> resource provides a structured and cohesive approach to explicitly teaching these skills within the framework of the SHANARRI wellbeing indicators. By embedding its lessons within classroom practice and reinforcing key messages through assemblies, we can ensure a consistent, progressive approach to resilience that is understood and experienced by all pupils. Staff observations, feedback from learners, and parental input through Team Around the Child (TAC) meetings indicate that some pupils experience challenges within the classroom environment. In line with GIRFEC principles, there is a responsibility to ensure inclusive provision that meets the needs of all learners. To address this, a nurture base will be established to provide targeted wellbeing support, enabling identified pupils to regulate, engage more effectively in learning, and ensure full inclusion across the school day.	By June 2027 all learners will experience a consistent and progressive approach to resilience across the school, resulting in improved ability to manage challenges, regulate their emotions, and engage positively with learning, supported by structured teaching through the <i>Knowing Me, Knowing You</i> resource and reinforced through classroom practice and assemblies. By June 2027, as a result of focused lessons and assemblies all learners will have a greater understanding of resilience and the wellbeing indicators. By June 2027 all learners will have a greater understanding of the SHANARRI wellbeing indicators and how these are used to support wellbeing. In June 2026 targeted pupils will work with two Additional Support Needs Assistants (ASNA's) to resource and name their nurture base. By October 2026 all targeted learners will display improved wellbeing within their classroom environment and within the nurture base. By October 2026 all targeted learners will have improved attendance.	Pre and post teaching surveys for all learners will indicate improved resilience and understanding of the wellbeing indicators. Learner surveys in August 2026 and June 2027 will demonstrate improved wellbeing, attendance and focus for targeted learners who attend our nurture base. Throughout session 2026-27 TAC meetings will take place with parents of targeted learners to discuss impact of this intervention. Learners voice and feedback from ASNA's will also form these conversations.	At least one resilience-focused lesson per month using <i>Knowing Me, Knowing You</i> will be delivered to all learners. Assemblies will include a resilience theme at least twice per term. Nurture base will be established for targeted learners to access each afternoon. ASNA's will work with SLT, EP service and targeted learners to resource the nurture base. Timetable of focused nurture activities established. Clear visuals created to support learners. Observations of learners within classroom and nurture base to establish appropriate supports. Support from Educational Psychologist as appropriate throughout session 2026-27.
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	By June 2027 all targeted learners will report improved wellbeing via end of session surveys. By June 2027 almost all children in the target groups will at least remain on track in learning, with some children in the target groups now being able to access and complete learning tasks independently.	September 2026 MIST assessments carried out by PEF teacher in P2 to identify gaps in literacy. Targeted programme of intervention then put in place. November 2026 and March 2027 diagnostic assessments and progress against pathway will indicate improvement in attainment for target children. PEF teacher will work with a targeted group of children to improve attainment in reading and writing.	Educational Psychologist will support ASNA's with any additional training that may be required e.g. Lego Therapy. Targeted small group intervention with PEF funded teacher to close gaps identified in literacy. Within P2 we will target literacy with a focus on phonics, spelling and reading within a small group. Within P3 we will target literacy with a focus on consolidating phonics knowledge and spelling skills. PEF teacher will focus on raising attainment in reading and writing, supporting targeted children to be on track in their learning in reading and writing.
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Improvement Priority 2 – – Ensure that children will experience inclusive learning & supportive relationships which lead to positive life outcomes.
NIF Priorities
Highlight as appropriate

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Highlight as appropriate

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
We recognise, as outlined in The Scottish Government Race Equality Framework for Scotland 2016-30 that, "Scotland has a wonderfully diverse society and we are all, each and every one of us, equal citizens and stakeholders of Scotland. Our vision is that Scotland in 2030 is a Scotland where people are healthier, happier and treated with respect, and where opportunities, wealth and power are spread more equally." Within our school we recognise that all children may not see themselves within our curriculum. Therefore, we recognise the importance of engaging with the Building Racial Literacy programme as a way to ensure that all learners are empowered and recognised within our curriculum.	Enhanced understanding of race and racism amongst pupils and staff. Increased cultural awareness and sensitivity amongst pupils and staff. Integration of diverse perspectives and histories into the curriculum. Increased confidence amongst pupils in discussing issues of race and identity. Increased confidence amongst staff to effectively address issues of race and racism in the classroom/playground. Increased engagement with race-related discussions and a sense of empowerment to act against discrimination would also be positive indicators of the success of the interventions. Greater involvement of parents/carers in discussions and initiatives related to racial literacy. Enhanced support for pupils from diverse racial and ethnic backgrounds.	Pupil surveys pre and post implementation of interventions. The surveys will show measurable growth in pupils' racial literacy, more positive attitudes towards diversity, and an improvement in the overall school climate regarding race and inclusivity. Staff audit, using the NEU Framework for Developing an Anti-racist Approach, pre and post implementation of interventions. Professional development evaluations.	All staff to take part in Professional learning input delivered by HT. Within this training all staff to complete Cultural Competency Tool & NVR Anti-Racism Journey survey. <i>In-service Day 1 - 17.08.26</i> Links to training modules on race and diversity will be shared with all staff. Children's books and media on diversity and inclusion highlighted and shared with learners. Integration of lessons on racial history, diversity, and social justice P5-7 Globetrotting learning experiences will have a focus on diversity and inclusion Focused workshops in all classes and assemblies to educate learners about racism.

Improvement Priority 3 – Embed a coherent whole-school approach to the Metaskills Framework, strengthen learner participation and leadership, and improve timely communication with parents to support learner progress and outcomes.

NIF Priorities

Highlight as appropriate

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Highlight as appropriate

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Education Scotland advice states, "As part of their learner journey, all children and young people are entitled to experience a coherent curriculum from 3-18, in order that they have the opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world." Through staff audit and self-evaluation in our school, we identified the need to commit to and embed the teaching of the meta-skills framework to ensure that learners can recognise, understand and explore skills essential for lifelong learning and work. Through staff audit, pupil learning conversations and Young Leaders of Learning visits we identified the need to ensure that learners can recognise and discuss the opportunities that they have in class to lead their own learning.	By June 2027 almost all teaching staff will have an increased awareness, understanding and confidence in skills development. By June 2027 learners will have an increased ability to identify, talk about and reflect on skills in a variety of contexts. By June 2027 almost all learners will have an increased ability to identify, talk about and reflect on the opportunities that they have to lead their own learning.	All teaching staff to undertake baseline (by Sept) and post (June) survey to evaluate confidence around skills development. All learners will undertake baseline (by Sept) and post (June) survey to identify their understanding, awareness and confidence around skills and application of skills. SLT class learning visits (January – March 2027) will be skills focussed and evidence an increased understanding of learners abilities to reflect on skills using skills-appropriate language. SLT Learning Conversations with P4-7 learners will focus on opportunities for children to lead their own learning.	All staff will receive training to raise awareness and have a shared understanding of key skills developed. In-service Day 3 - 19.10.26 By June 2027 all staff will use skills-based language in pupil displays to ensure clear links are visible between learning, achievements and skills. All classes will adopt a skills-focussed approach to learning and explicitly reflect on skills during introductions, mid-point summative assessment (AifL) and plenaries.

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Our children are currently involved in a variety of evaluative activities in the school including using the HGIOURS document. Class visits and reciprocal visits in session 2026-27 Young Leaders of Learning and teaching staff identified that although learner engagement is high, learners are not always aware when they are leading their own learning. In session 2026-27, the 'Our school and community' theme from HGIOURS will be the focus of the above work following feedback from our recent reciprocal visit which from our partner school, St Anthony's Primary School.	By June 2027 we will have an improved structure for the inclusion of learner voice into our self-evaluation processes. Our Young Leaders will have improved leadership skills and are driving forward improvement in the school through an action plan developed by them Our Young Leaders are confident to share practice in their school and are more familiar with the language and processes of school improvement. Our Young Leaders are excellent role models within our school community due to the range of skills they are developing. Our ongoing relationship with St Anthony's Primary school by August 2027 will allow further sharing of good practice and more collaborative opportunities such as moderation and more YLL opportunities	Local authority staff and learner pre & post YLL programme evaluation will show improvement in pupil leadership skills and use of evaluative language and will also demonstrate an improvement in collaboration and sharing good practice with other schools.	CHILL time- Children Leading Learning will be introduced to all classes. Displays in all classes will also focus on children leading learning and link this to metaskills and skills for lifelong learning and work. SLT, teaching staff and learners to use key questions from How Good is Our School? Pupil version to focus discussions and support learners to identify opportunities to lead their own learning. Continued participation in the Young Leaders of Learning programme. Sharing good practice and visiting our partner school, St Anthony's Primary School. Our YLL Team (comprising 8 Primary 6 learners) will attend Local Authority Young Leader of Learning training in August 2026 along with our partner school St Anthony's Primary School Over a series of 3/4 planning meetings (online and face to face) our YLLs will develop: a focus for the reciprocal visits from theme 2 Our school and community theme in HGIOURS, a set of questions to help them evaluate the focus during the visits and a programme of activity for the visit to each school. (Sept – Nov 2026)
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Through staff audit and feedback from parents, it has been identified that communication around learners' progress is not always timely across the school session. Timely and effective communication is essential in fostering strong partnerships between home and school, supporting parental engagement, and enabling learners to make the best possible progress. Improving the frequency and format of how and when information is shared will ensure that parents are better informed and more able to support their child's learning. This change is therefore necessary to establish clearer, more reliable systems for sharing progress, ensuring that all parents receive relevant information at appropriate points throughout the session.	By June 2027 all learners and parent/carers will have had the opportunity to contribute to interim and end of term reports.	Feedback from parent/carers will indicate that communication has been effective and timely throughout the school session.	Young Leaders of Learning reciprocal visits will take place in January - March 2027 and identify: - strengths of the focus area in each school - areas for development in each school YLL's will produce an action plan to take forward the areas for development within their own school. This will be led by them. (Term 4 2027 onwards) YLL's will contribute their actions to the school improvement plan session 2027-28. Interim reports to be sent to parent/carers two weeks before each parents evening. Week beginning 19.10.26 Week beginning 15.02.27 As well as feedback from class teachers, reports will also include a comment from each learner and a response form for parent/carer to complete which will inform discussion with class teacher at each parents evening, 05.11.26 & 04.03.27. End of session report, June 2027, will provide individual learner and parent/carer with the opportunity to provide feedback on the school session. Ongoing feedback from teaching staff, learners and parents/carers following each round of reporting.
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