

**Ayr Grammar Primary School and
Early Years Centre
Improvement Plan
2024-2026 - Year 2**



Compassion

Respect

Responsibility

Inclusion

Confidence

Vision

We Play, Learn and Grow Together

Values

Confidence, Compassion, Honesty, Inclusion, Respect, Responsibility

Aims

We aim to ensure that each child achieves their full potential by:

- Providing a stimulating and supportive learning environment
- Ensuring a wide range of teaching approaches, which include Active Learning, Collaborative and Cooperative Learning
- Establishing ongoing continuous assessment based on Formative Assessment strategies
- Promoting peer and self-evaluation

We aim to provide a curriculum which meets the needs of all our pupils by:

- Ensuring that our school policies are based on the principles identified in CfE
- Ensuring breadth, depth, personalisation and choice
- Ensuring that the learning and teaching is of the highest quality

We aim to improve learning and teaching experiences by:

- Setting differentiated learning experiences with realistic but challenging targets
- Encouraging pupils to be involved in planning their own learning
- Encouraging teacher/pupil interaction

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- Monitoring and evaluating quality of teaching

We aim to raise the standard of attainment and achievement by:

- Giving all staff the opportunity to attend appropriate Staff Development
- Monitoring attainment and progress
- Ensuring that a quality education, which allows for continual improvement is in place

We aim to promote our pupils' personal development and encourage active citizenship by:

- Recognising the potential contribution that all can make to the success of the school
- Ensuring that relationships based on mutual respect and understanding create a climate where pupils, staff and parents feel valued and proud of their school
- Promoting inclusion, equality and fairness

We aim to encourage partnership with our parents and with the wider community by:

- Improving the fabric and access to the building
- Encouraging participation and partnership from everyone connected with the school
- Striving to achieve an attractive stimulating and safe school environment that is conducive to learning and teaching in the 21st century
- Working enthusiastically with the Parent Council and other stakeholders

We aim to support our pupils by:

- Ensuring that all learners have access to an appropriate curriculum, which takes account of their individual circumstances, aptitudes and abilities
- Promoting an inclusive and welcoming ethos which ensures equality and fairness at all times

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South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

National Improvement Framework Priorities

- Placing the human rights 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 employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

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Priority 1: Improvement in attainment for all learners, through high quality learning, teaching and assessment.

What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?																																													
Pupils are motivated and engaged in their learning through high quality learning and teaching opportunities. Q.I 3.2 Q.I 1.2	Further develop year 1 work with all staff to identify what high quality learning looks like, sounds like and feels like.	P Murphy	August 2025-June 2026	Undertake baseline assessments September 2025, re-assess April 2026. TOTAL number of children in P1, P4, P7 to attain age appropriate CfE levels: <table><tr><td></td><td colspan="2">Reading</td><td colspan="2">Writing</td><td colspan="2">Listening and Talking</td><td colspan="2">Numeracy</td></tr><tr><td></td><td>Predicted</td><td>Actual</td><td>Predicted</td><td>Actual</td><td>Predicted</td><td>Actual</td><td>Predicted</td><td>Actual</td></tr><tr><td>June 2025</td><td>76%</td><td>83%</td><td>70%</td><td>77%</td><td>87%</td><td>90%</td><td>81%</td><td>86%</td></tr><tr><td>June 2026</td><td>78%</td><td></td><td>68%</td><td></td><td>90%</td><td></td><td>82%</td><td></td></tr><tr><td>June 2027</td><td>82%</td><td></td><td>71%</td><td></td><td>93%</td><td></td><td>83%</td><td></td></tr></table>		Reading		Writing		Listening and Talking		Numeracy			Predicted	Actual	Predicted	Actual	Predicted	Actual	Predicted	Actual	June 2025	76%	83%	70%	77%	87%	90%	81%	86%	June 2026	78%		68%		90%		82%		June 2027	82%		71%		93%		83%	
		Reading		Writing		Listening and Talking		Numeracy																																									
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June 2027	82%		71%		93%		83%																																										
Extend, across first level, the current approaches to playbased learning.	C McNeill E McGhee	August 2024-June 2026																																															
Further increase levels of engagement in learning through the use of the outdoors and loose parts.	A Reid S Littlejohn	August 2024-June 2026																																															
Increased attainment in literacy and numeracy for all children and therefore close the attainment gap. Q.I 3.2 Q.I 3.3	With input from the Authority Digital Learning Officer, digital planning will be implemented to ensure consistency, coherence, depth and breadth of learning.	D Campbell	August 2025-June 2026	Reading, writing and maths assessments moderated across all levels. Reading, writing and maths is tracked and discussed at progress meetings. Classroom observations – including pupil views.																																													

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<p>Increased family engagement opportunities to support literacy and numeracy development.</p> <p>Q.I 2.5</p> <p>To improve children's literacy and numeracy skills in the Early Years Centre.</p> <p>Q.I 3.2</p> <p>To give confidence to teachers in understanding the importance of reflecting on and improving pedagogy.</p> <p>Q.I. 1.2</p> <p>Q.I. 2.3</p>	Achieve 'Core' in the Scottish Book Trust Reading Schools programme.	C McNeill G McKnight	August 2024-June 2026	Staged intervention paperwork – action plans are clear and evaluated.
	Work with cluster EY staff to support and extend learning in literacy and numeracy, extending understanding of early level skills development.	A Henderson L Hood E Clark V Harrold	August 2024-June 2026	PL/PRD/PDR records.
	Develop a communication friendly environment in the Primary and extend the work within the EYC.	L McTaggart A Colman	August 2025-June 2026	Pupil questionnaires.
	Continued focus on our practice and pedagogy in relation to writing across the school.	C McNeill Y Buchanan A Wilson E Clark	August 2024-June 2026	Focus group feedback.
	Review curriculum rationale, ensuring it is relevant and takes account of our unique context.	L McTaggart A Henderson	January 2025-December 2026	Attendance monitoring.
				Work scrutiny – pupil work, Learning Journals.
				90% of children in our Early Years Centre achieve 8 or more of their developmental milestones each year.
				Targeted support in the Early Years Centre from PT has a positive impact.
				95% attendance rate in our Primary School.
				90% attendance rate in our Early Years Centre.

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<p>Review aspects of the school and EYC curriculum, to best meet the needs of all our learners.</p> <p>Q.I. 2.2</p> <p>Develop a range of valid, reliable and relevant assessment tools and approaches to support improvement of children and young people's learning.</p> <p>Q.I 3.2</p>	Devise skills progression across the curriculum, exploring good practice examples and effective planning and assessments.	Science-D Campbell PE-J Beattie Numeracy-A Hunter IDL-P Murphy		Parents are more confident and informed of what their child is learning.
	Gaelic development to be extended across the school.	A Jackson	August 2025-June 2026	Tests of change analysis.
	Adaptive Teaching work continued: <ul style="list-style-type: none"> Support non-negotiables within each classroom Create pupil focus group Support use of adaptive technologies 	L Hamilton C Duncan	August 2025-June 2026	Updated policies available.
	Develop the use of pupil curricular ambassadors to drive forward curricular improvements.	L McTaggart	August 2025-June 2026	Scrutiny of transition toolkits.

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	Deepen learning and pedagogical understanding through leadership opportunities; participation in accredited achievement awards; professional learning opportunities; research and professional enquiry.	As per remits	August 2024-June 2026	
	Review with all staff, the school's assessment and moderation strategy to ensure consistency and impact, increasing opportunities for moderation.	P Murphy A Henderson	August 2025-June 2026	
	Work with staff to ensure the outcomes and impact of all initiatives are measurable and can be evidenced.	L McTaggart L Hamilton	August 2024-June 2026	

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	Build on current moderation opportunities and extend to other curricular areas, building staff confidence in use of 4 stages of progress.	P Murphy A Henderson	August 2024-June 2026	
	Engage in professional learning to develop the use of questioning to extend children's learning and provide increased challenge.	A Henderson L Hood	August 2025-June 2026	

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Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment [Educational Services Improvement Plan 2023 - 2026](#)
SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire [South Ayrshire Reads Strategy Document](#)
PHASE 2 SOUTH AYRSHIRE SCHOOLS 2025-2026

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR/School Lead	Completion Date
<p>To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society</p> <p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</p> <p>To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted teaching for children with additional support needs</p>	By June 2025 , ALL Phase 2 schools will have reviewed the role of their reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year.	<p>The aims of South Ayrshire Reads are beginning to embed across Phase 2 School Communities</p> <p>The values, vision and aims of South Ayrshire Reads</p>	<ul style="list-style-type: none"> Role of reading leader discussed at planning meeting. Reading leader workshop dates agreed. Reading Leader meeting dates shared and agreed. RL MS TEAM accessed for updates, relevant information and collaboration. 	SAR PTs	June 2025
	By June 2026 , ALL Phase 2 schools will have participated in at least two reading leader-led workshops within their own setting, supporting the ongoing development of reading practice.		<ul style="list-style-type: none"> All Reading Leaders may attend four half-day sessions (September 2025, November 2025, January 2026, and April 2026) focused on building capacity and providing the knowledge and skills needed to lead impactful reading workshops within their own schools—both with staff and with parents—as part of a wider drive to raise attainment in reading. 	LW C McNeill	June 2026
	By June 2026 , ALL Phase 2 schools will have had the opportunity to engage in collaborative activity—whether through partnership CLPL, as part of the Phase 2 cohort, or via peer school visits—to strengthen collective efficacy and support an outward-looking approach to improvement.		<ul style="list-style-type: none"> Phase 2 collaborative launch – August in-service May 2025 Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. Meeting & discussion with SLT around peer school visits Peer visit pre-workshops/discussion/observation guides 	SAR PTs	June 2026
	By August 2025 Phase 2 schools will identify new or returning staff who require catch-up sessions and will have the opportunity to develop a clear plan, in collaboration with the SAR Team,		<ul style="list-style-type: none"> Phase 2 schools will complete a simple MS Form, identifying new/returning members of staff and their stages Catch-up sessions agreed & planned by SAR Team 	SAR PTs	August 2025

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<p>To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment</p>	ensuring all staff have the necessary knowledge and skills to support reading development effectively.	<p>is consistent and clear to all stakeholders</p>	<ul style="list-style-type: none"> Phase 2 schools to identify existing members of staff to support this through coaching/modelling 		
	By June 2026 ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		<ul style="list-style-type: none"> All CLPL based on Science of Reading, with particular focus on language comprehension whilst embedding previous work on phonics & fluency. 	SAR PTs	June 2026
	By June 2026 ALL Phase 2 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest.		<ul style="list-style-type: none"> Additional sessions—such as Critical Literacy, Disciplinary Literacy, Play-based Literacy, and Debating—will be planned, created, and delivered by the SAR Team to build on and enhance existing knowledge and practice. 	SAR Team	June 2026
	By June 2026 ALL Phase 2 education staff will have had the opportunity to develop their practice in collaboration with the SAR team.		<ul style="list-style-type: none"> Collaborative activities include workshops, professional discussions, coaching sessions, and model video analysis. 	SAR PTs	June 2026
	By June 2026 ALL Phase 2 schools will have had the opportunity to engage with assessment implementation and data analysis		<ul style="list-style-type: none"> Access to CLPL sessions focused on the interpretation, analysis, and evaluation of learner attainment to measure impact and inform next steps. Opportunity to attend workshops and drop-in sessions focused on data literacy. 	HMcb	June 2026
	By June 2026 ALL Phase 2 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities		<ul style="list-style-type: none"> Reading Schools and Reading for Enjoyment CLPL opportunities Communication Friendly Environments Developing Writing through SAR 	JM HMcb SL	June 2026
	By June 2026 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		<ul style="list-style-type: none"> Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop Notification Support for RL from SAR team for workshop and parent events Access to authority SAR family engagement session / resources 	SAR PTs SL C McNeill	June 2026

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Education Services Improvement Plan Priority 1: Raising attainment and achievement in Literacy, closing the poverty related attainment gap.
Education Improvement Plan 2023-2026)

SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire [SAR Strategy 2023-2026](#)

SOUTH AYRSHIRE EARLY YEARS CENTRES
2025-2026

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR/EYC Lead	Completion Date
<p>To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society</p> <p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</p> <p>To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted teaching for children with additional support needs</p>	By June 2025 , ALL Phase 1 & 2 centres will have reviewed the role of their Literacy Lead and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support literacy development over the coming year.	<p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders</p> <p>Collaborative Learning: Practitioners working together to share best practices, refine approaches, and build confidence in delivering high-quality, evidence-based literacy experiences.</p>	<ul style="list-style-type: none"> Role of Literacy Lead reviewed at planning meeting. Literacy lead workshop dates agreed. 	DG MH	June 2025
	By June 2026 , ALL Phase 1 & 2 centres will have had the opportunity to participate in at least two literacy lead-led workshops within their own setting, supporting the ongoing development of literacy practice.		<ul style="list-style-type: none"> All Literacy Leads may attend four sessions (September 2025, November 2025, January 2026, and April 2026) focused on building capacity and providing the knowledge and skills needed to lead impactful literacy workshops within their own centres—both with staff and with parents—as part of a wider drive to raise attainment in literacy. 	DG MH E Clark	June 2026
	By October 2025 , ALL Phase 2 centres will have had the opportunity to engage in collaborative activity with practitioners from other settings to strengthen collective efficacy and support an outward-looking approach to improvement.	<p>By implementing targeted literacy experiences, learners in early years settings will demonstrate increased attainment in literacy, evidenced through:</p> <p>Application: Increased ability to apply early literacy skills (e.g. phonological/phonemic</p>	<ul style="list-style-type: none"> Practitioners from Phase 2 centres will attend two Universal Sessions August 2025 & October 2025. New or returning practitioners from Phase 1 centres will have the opportunity to attend the universal sessions in August 2025 & October 2025 	DG MH	October 2025
	By August 2025 Phase 1 centres will identify new or returning staff who require catch-up sessions and will have the opportunity to develop a clear plan, in collaboration with the SAR Team, ensuring all staff have the necessary knowledge and skills to support reading development effectively.		<ul style="list-style-type: none"> New or returning practitioners from Phase 1 centres will have the opportunity to attend the universal sessions in August 2025 & October 2025 	DG MH	August 2025
	By June 2026 ALL Phase 1 & 2 practitioners will have had the		<ul style="list-style-type: none"> All CLPL workshops are based on the theory and research behind phonological 	DG	June 2026

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<p>To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and reading attainment</p>	<p>opportunity to engage in bespoke high-quality CLPL.</p>	<p>awareness, vocabulary, comprehension) in meaningful contexts.</p>	<p>awareness, vocabulary, and early writing. They will be equipped with a bank of high quality learning experiences which can be easily incorporated into play.</p>	<p>MH</p>	
	<p>By June 2026 ALL Phase 1 & 2 Practitioners will have had the opportunity to develop their practice in collaboration with the SAR team.</p>	<p>Parental Involvement: Strengthened home-learning partnerships, with parents and carers actively supporting early literacy through shared reading, language games, and access to quality literacy resources.</p> <p>Attainment & Progress Tracking: Consistent use of observations, milestone data, and tracking to identify gaps, measure progress, and adapt literacy interventions for maximum impact.</p>	<ul style="list-style-type: none"> o Collaboration activities include; professional discussions; modelling sessions; model videos. 	<p>DG MH</p>	<p>June 2026</p>
	<p>By June 2026 ALL Phase 1 & 2 centres will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities</p>		<ul style="list-style-type: none"> o Reading Schools Accreditation o Communication Friendly Environments 	<p>J.MacKay H. McBlane</p>	<p>June 2026</p>
	<p>By June 2026 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.</p> <p>By June 2026 ALL Phase 1 & 2 practitioners will have participated in regular data review meetings to review observation records, milestone tracking, and literacy assessment data.</p>		<ul style="list-style-type: none"> o Parental workshops & sessions facilitated and supported by SAR team and Literacy Leads o Notification and access to authority SAR family engagement session / resources o Access to authority monitoring and tracking sessions. o Professional discussions o Centre Managers/Senior EYPs 	<p>DG MH E Clark</p> <p>SAC E Clark</p>	<p>June 2026</p>

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Priority 2: Improvement in children's and young people's health and wellbeing

What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
Children are safe, happy and settled at school. Q.I 3.1 Q.I 2.1	Deliver targeted support and interventions for mental and emotional wellbeing e.g. Seasons for Growth.	As per remits	August 2024-June 2026	Wellbeing webs. Primary Tracker/wider achievement tracking.
Identified children who are experiencing low mood and/or anxiety are fully supported. Q.I 3.1 Q.I 2.1	Extend family learning opportunities and parental events within the school and EYC.	P Murphy E Nyokabi	August 2024-June 2026	South Ayrshire's Mental Health and Wellbeing Assessments.
	Increase the range of after school/lunchtime clubs to encourage and increase the involvement of more children e.g. homework club, science.	L Hamilton	August 2024-June 2026	Parental views. Pupil views.
Increased resilience in our children and young people. Q.I 3.1	Attendance at sporting competitions and events, with the support of Active Schools Staff.	L Hamilton	August 2024-June 2026	Staff meetings: check-ins.
	Further develop the outdoor areas in partnership with the local community and parents.	L McTaggart	August 2024-June 2026	SLT observations.
Through increased staff confidence and capacity,	Wider achievement closely monitored to ensure no child is missing out.	L Hamilton D Brooks	August 2025-June 2026	Attendance doesn't fall below 95%.

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<p>children's mental wellbeing is supported.</p> <p>Q.I 1.2</p> <p>Q.I 2.7</p> <p>Increased opportunities and participation in physical activity and sport for all pupils within local and national guidelines.</p> <p>Q.I 3.1</p>	<p>Achieve Dyslexia and Inclusive Practice Award.</p>	<p>K MacDonald</p> <p>K Low</p>	<p>August 2025-June 2026</p>	<p>Number of unauthorised late-comings reduced by 50%.</p> <p>Through staff discussions at planned meetings or PRD/PDR sessions.</p> <p>Every child participating in a wider achievement opportunity.</p> <p>Playground observations.</p> <p>Parent and pupil feedback.</p> <p>Achievement of awards.</p> <p>Children growing and eating own fruit and vegetables.</p>
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Priority 3: Improvement in employability skills and sustained positive school leaver destinations for all young people – Sustainability and Creativity

What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
<p>Develop a whole school and community approach to Learning for Sustainability: global citizenship, sustainable development education, outdoor learning.</p> <p>Q.I 2.2</p> <p>Q.I 1.3</p> <p>Children's rights are recognised and their views and opinions are listened to and acted upon.</p> <p>Q.I 1.2</p> <p>Develop the skills and confidence of staff in the appropriate and effective use of digital technology to support learning and teaching.</p> <p>Q.I 2.3</p>	Further develop opportunities to be creative e.g. sewing.	K McDonald J Smith	August 2024- June 2026	Calendar of events planned.
	Further develop business and community links within the local area.	D Campbell	August 2024- June 2026	PL/PRD/PDR records.
	Achievement of Rights Respecting Schools' Silver Accreditation.	M Robertson R Oliver	August 2025- June 2027	Pupil feedback.
	Ensure children are aware of their role and purpose in taking forward improvements and help them to recognise the important skills they are developing through these activities e.g. House Captain, JRSO.	P Murphy E McCallum D Thomson	August 2024- June 2026	Parental feedback. Wee HGIOS feedback.
	Continue to provide high quality staff professional learning opportunities to increase confidence and skills to support effective digital teaching across all levels e.g. coding, A.I.	D Campbell T Fisher	August 2024- June 2026	Regular appearance in local press, social media, newsletters.
	Build on work already undertaken and achieve the Digital Schools' Award.	D Campbell N Fallan	August 2024- June 2026	Pupils happy to take on leadership roles.
	Develop the Creativity Framework to include meta-skills, detailing progress within a pupil profile.	P Murphy A Henderson	August 2024- June 2026	E-profiles in use throughout the EYC and School

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Implement the creative process to support children to develop inquisitiveness, open-mindedness, imagination and problem-solving skills. Q.I 3.3	Extend use of inter-house projects, linking with the local community.	L McTaggart	August 2024-June 2026	The use of digital supports is greatly increased within the classrooms and EYC.
	Develop Sustainability across the school, led by the Eco Committee.	L Jenkins	August 2025-June 2026	Staff confidence increased.
				Monitor impact of staff development. Twitter and the website updated and more detailed. Achievement of awards. Children make real life links with their learning. Observations by SLT. All pupils involved in performing either in an assembly, a performance or in the choir.

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