



STRUTHERS PRIMARY SCHOOL & EARLY YEARS CENTRE

SCHOOL IMPROVEMENT PLAN

.....
SESSION 2025-26

STRUTHERS PRIMARY SCHOOL & EARLY YEARS CENTRE



Flourish



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Belong

SOUTH AYRSHIRE VISION

South Ayrshire Council Plan 2023/28

Our Purpose, Vision and Values



Our Purpose

To Serve South Ayrshire

Our Vision

To Make a Difference Every Day

Our Values

Respectful, Positive, Supportive, Proud and Ambitious

LOCAL AND NATIONAL DRIVERS

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



LOCAL AND NATIONAL DRIVERS

OUR VISION, VALUES AND AIMS

OUR VISION



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OUR VALUES

RESPECT RESPONSIBILITY INCLUSION HONESTY KINDNESS

OUR AIMS

EXCELLENCE AND EQUITY

To provide an inspiring learning environment with high quality experiences to improve the standard of achievement and attainment within the school.

To ensure that every child feels valued and supported and has equal opportunities within the school.

To assist pupil's personal and social development

PARTNERSHIP WORKING

To promote an effective partnership linking school, home and community.

SCHOOL LEADERSHIP AND IMPROVEMENT

To provide a quality educational service, taking full account of National and Local Priorities and implementing them effectively.

To ensure our children are equipped with the skills they need to become successful learners, confident individuals, effective contributors and responsible citizens.



STRATEGIC DRIVER DIAGRAM SESSION 2024-2025

RATIONALE FOR OUR SCHOOL IMPROVEMENT PRIORITIES: SCHOOL AS A LEARNING ORGANISATION DIMENSIONS (SALO)

This session, our approach to school improvement will be centred on the OECD report, "What Makes the School a Learning Organisation?" We will undertake a range of professional reading and reflection which will focus on unpacking the 'Seven Dimensions' and their 'elements' as outlined in the OECD working paper. Establishing the school as a learning organisation will help to support and guide the school community as we strive to maintain our vision for change and improve outcomes for our children. We will continue to focus on high standards of attainment and achievement whilst working to close identified gaps and address trends and patterns in attainment data. We will continue to foster strong relationships with our full school community, to ensure we fulfil our school vision, values and aims and allow all children to celebrate successes and reach their potential. Our areas of development link to identified local and national priorities and have been identified through self-evaluation and consultation with staff, pupils and parents as well as through analysis of attainment and achievement data.

- Developing and communicating a shared vision that places the learning and wellbeing of all children at its centre
- Creating and sustaining high-quality continuous professional learning opportunities for all staff
- Promoting a culture of teamwork, collaboration, and collective professional responsibility
- Fostering a culture of inquiry, innovation, and reflective practice across the school
- Establishing robust systems for capturing, sharing, and applying professional knowledge and learning
- Actively engaging with the wider educational community to learn from external research, partnerships, and best practice
- Modelling and building capacity in learning leadership at all levels of the organisation



Marr Cluster Improvement Priorities 2025-26



Cluster Improvement Priority		Rationale for Improvement Priority based on evidence			
To further embed cluster improvements in literacy and numeracy through effective moderation practices and shared professional learning. Our staff team has a shared understanding of The Promise and what we each can do to support our Care Experienced children and young people.		Our cluster approaches to improving practice in assessment and teaching of literacy has led to strong cluster working and shared professional learning to improve literacy outcomes. This model should be replicated with a focus on improving numeracy. Data (GL and professional judgement) highlights a need to improve young people's mental agility, mathematical reasoning and understanding of number. To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population (Principles and Practice in Numeracy and Maths). The Promise is a national and local drive to improve the educational outcomes of care experienced children and young. Delivering The Promise award programme will help to address the key priorities of the Promise – to reduce the stigma that many <u>care</u> experienced people feel by promoting consistency of messaging around The Promise and the use of non-stigmatised language.			
SAC Priority	NIF Priority	NIF Driver	HGios? 4		
Closing the attainment gap between the most and least disadvantaged children Improvement in achievement, particularly in literacy and numeracy	1, 2, 4, 5	School and ELC Leadership Teacher and practitioner professionalism Curriculum and assessment School and ELC Improvement	1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3		
What actions are required to reach desired outcome?		Who	When	Resources	Outcome Measures
Promote the Marr Cluster vision across the school and wider community to ensure unity of approach and develop approaches to celebrating success underpinned by values and rights.		All	August 2025	Marr Vision for Learning SAC Vision for Learning Promotional Posters RRS Resources	All children and young people feel a sense of belonging to the Marr cluster. Their success and achievements are celebrated through our values and commitment to children's rights.
Cluster literacy group to develop resources to exemplify early, first and second level writing. Marr English staff to lead reading lessons within P7 classes focused on the Locate, <u>Translate</u> approach to improve understanding and evaluating. Teachers will deliver these in 4 week blocks each Wednesday afternoon. Muirhead Primary to lead pilot in model schools in reading.		G Sargent Cluster PTs South Ayrshire Reads link C Mair	Aug - May Aug - June	2 Development Days Timetabled sessions	Students will be able to identify key vocabulary or phrases within a text ("locate") and accurately explain their meaning in context using their own words ("translate"). This will support deeper understanding of the text, improve vocabulary acquisition, and enhance their ability to infer meaning from context. By practicing this strategy, students will develop stronger independent reading comprehension skills and become more confident in tackling unfamiliar or complex texts.

Engage with parents and carers to explore themes for family learning sessions. Identify preferred formats. Use feedback to plan school and cluster family learning events.	L Clark G Hobson	End September	MS Forms Development time	Parents and carers are supported to identify themes to enhance their child's learning at home, leading to improvements in literacy, numeracy and health and wellbeing.
Further develop our use of adaptive teaching strategies (including manipulatives) to support conceptual understanding within numeracy across the curriculum.	P Crossan Cluster Numeracy Leads	September to November 2025	Development time	Children and young people are benefitting from increased knowledge, <u>confidence</u> and skills in the use of manipulatives.
Evaluate and enhance the Science transition project (pilot May 2025). Focus on Learning for Sustainability theme and Problem Solving (meta skill).	A McIntyre	Feb – May 26	R&A Funding	
Data / Profiling learning See GS and DA	G Sargent D Alford	June – Sept25 Nov 25 Jan Twilight		
Continue to embed the Family First model. Cluster strategic planning to use additional budget (£30,000) and additional staffing (0.5fte) to support Family First interventions. Explore enhanced transition models. (to support ongoing improvements in attendance and engagement and to support effective transition)	G Hobson Cluster HTs F Young D Alford Primary PEF Leads L McCartney	August 2025 – June 2026	Educational Psychologist Welfare Officer Support and Development Worker Cluster Resources Learning and Inclusion Teacher, Support and Development worker, <u>TyF</u> Meetings	To target and improve attendance and engagement of children and young people with attendance below 80%. Reduction in referrals and exclusions.

Update on Progress

Key Dates		Additional Inputs
Digital Strategy (SAC Twilight)	Monday 15 th September	Sports Transition Basketball (March) Football (April) Netball (January) Athletics (November) Rugby (May)
New S1 Family Learning Week	Monday 15 th September	
P7 Walk about	<u>Friday 24th</u> October	
Cluster P7 Debate	Friday 7 th November 9.30 – 11.30am	
Non-Violent Resistance (SAC Twilight)	Tuesday 11 th November	
P7 Parent Welcome Evening	Tuesday 18 th November	
Cluster Priorities (SAC Twilight)	Wednesday 14 th January	
P7 Rotary Quiz	Friday 6 th March 9.15am on Teams	STEM Leaders



STRUTHERS NUMERACY PRIORITY 2025-2026

South Ayrshire Service Plan Priority: 1. Closing the poverty-related attainment gap by improving attainment in numeracy		NIF PRIORITY 4, 5, 6	NIF DRIVER - School and ELC Leadership - Teacher and practitioner professionalism - Curriculum and assessment - School and ELC Improvement	HGIOELC and HGIOS4 1.2 2.2 2.3 2.4 2.5 2.6 3.1 3.2						
Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment										
Strategic Plan Priority 1: To raise attainment in numeracy and close the attainment gap between the most and least disadvantaged children and young people. To ensure effective pedagogy is consistent across the school: high quality learning, teaching and assessment										
Strategic Aim		Actions		Intended Impact		Resources		Leadership		Completion Date
To provide consistent high-quality learning experiences across Numeracy and Maths, using data to inform improvement planning and interventions to support improvements in attainment.	Strengthen parental engagement in numeracy by hosting maths workshops to promote CPA strategies and develop a mathematical mindset.		Confidence, attainment and engagement improvement across all levels: 92% children to attain age appropriate CfE levels. This is currently 88% - Gap between our most and least disadvantaged children and young people reduces to 2% - this is currently 5% - CPA approaches are embedded across all stages - Learning links to children's lives, interests & culture, allowing children to make connections and apply their learning within real-life contexts		Numeracy Development Officer and Numeracy Lead		Mr Kerr and Mr Morrow		September 2025	
	Staff to engage in professional development: Looking In, Looking Out and Looking Forward - Peer sharing good practice - Staff to link with other professionals across South Ayrshire - HGIOS – looking forward				Supply staff and SLT provide cover		Mr Kerr, Mrs Nelson and SLT		September 2025	
To lead the successful implementation of the new school framework, driving improvement in line with local and national educational priorities.	By September 2025, apply for a Maths Week Scotland grant to deliver an outdoor, collaborative maths project using 3D modelling and arrays, enabling learners to explore geometry and number patterns in real-world contexts.				Grant funded Reflex Maths for 1 year Times table Rockstars		Full staff i		September 2025	
	Set up Reflex accounts for all pupils to support the development of number fluency and mental agility through personalised, adaptive practice.									
To develop confident, flexible and fluent learners in number and mental agility across all stages, ensuring pupils are equipped with the skills and strategies to apply their understanding efficiently in a range of real-life and problem-solving contexts.	Provide staff with training and support to embed the ruse of CPA resources effectively across the school.				New frameworks: Struthers, South-Ayrshire and National		Mr Kerr		November 2025	
	Evaluate current provision and source appropriate resources to strengthen pupil-focused intervention strategies.				Catch-up resources Personalised support packs with tracking for each individual pupil		Mrs Nelson		November 2025	
	By May 2026, all pupils will engage in a range of Developing the Young Workforce (DYW) experiences throughout the school year, including:				Links established between and Struthers and Marr College		Mr Kerr,and Marr		March 2026	

	• STEAM Week • Finance Fortnight • World of Work activities				
	By April 2026, promote outdoor learning in numeracy by involving learners in designing and building benches, a science lab, mud kitchen, and loose parts play area, using real-life maths skills such as measurement, number patterns, and data handling to create meaningful, hands-on learning experiences.		• Donations and budget for purchasing resources	Fundraising Committee, Mr Kerr and Mrs Yost	April 2026
	To enhance meta-skills across the whole school, with particular focus on problem-solving		• Meta-skills framework	Mrs Yost	September 2026
	Struthers Standards for Success to be created collaboratively, highlighting the basic requirements for learning and teaching of Numeracy and Maths.		• Struthers Standards for Success and updated curricular framework	Mr Kerr	October 2025

Self-management

Focusing 	Integrity 
Adapting 	Initiative 

Social intelligence

Communicating 	Feeling 
Collaborating 	Leading 

Innovation

Curiosity 	Creativity 
Sense-making 	Critical thinking 



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STRUTHERS LITERACY PRIORITY 2025-2026

South Ayrshire Service Plan Priority: 1. Closing the poverty-related attainment gap by improving attainment in literacy		NIF PRIORITY 4, 5, 6	NIF DRIVER - School and ELC Leadership - Teacher and practitioner professionalism - Curriculum and assessment - School and ELC Improvement	HGIOELC and HGIOS4 1.1, 2.2, 2.3, 3.2	
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					
SAR Strategic Aim	Actions	Intended Impact	Resources	Leadership	Completion Date
<i>To build 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</i> <i>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</i> <i>To promote the implementation of an excellent reading curriculum which prioritises best practice, challenge and adapted</i>	Identify a working party to facilitate and lead reading development across the school.	Confidence, attainment and engagement improvement across all levels: Reading: 92% children to attain age appropriate CfE levels. This is currently 88% Writing: 90% children to attain age appropriate CfE levels. This is currently 86% - Gap between our most and least disadvantaged children and young people reduces - To reduce children who are significantly below average from 24% in P4 – p7 to 12% in Dibels Oral Reading Assessment - Phonics Screener: Primary 2 to attain	Protected time with working party.	SAR Lead	September 2025
	To establish a pupil working party that compliments our existing Literacy Ambassadors.		- Established meeting agenda. - Pupil badges to show commitment to the role.	SAR Lead	September 2025
	Continue to work with SAR and Dundonald colleagues to share good practice through peer learning visits and professional discussions and CLPL sessions throughout the year.		- 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. - Collaborative activities include workshops, professional discussions, coaching sessions, and model video analysis.	SAR Lead SLT Partnership School SAR PTs	June 2026
	Continue to embed the Struthers Phonics Progression alongside the reading and phonics policy.		- Phonics Progression for Primary 1 – 7. - Phonics and Reading Policies shared with all staff.	SAR Lead SLT	August 2025
	Source appropriate short novels from P3 -4 to enhance home/school learning experiences.		SAR lending Library to be established and enrolled.	SAR PT's	December 2025
	Policies for phonics/reading, writing, handwriting and listening and talking to ensure there is consistent best practice across the school.		Literacy policies shared with all staff.	SAR Lead	August 2025

teaching for children with additional support needs <i>To gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and attainment</i>	Continue to offer opportunities for staff to look in, out and forward, using specific targets literacy.	national average of 88% - currently P2 sit at 44.6% Primary 3 results indicate currently 76.6% - national benchmark of 69%,	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 PT's	June 2026
	Provide opportunities for parents to reflect on the impact of SAR.		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.	SAR Lead	June 2026
	Plan and deliver opportunities for parental engagement, with a focus on reading and writing.				
	Self-evaluate our Gold Reading Schools accreditation to ensure we continue to maintain a love for reading across the school and reduce the attainment gap in reading.		- Reading Schools Action Plans. - Literacy Working Party and Reading Ambassador protected time.	Literacy Working Party	June 2026
	Teachers to engage with implementation of relevant assessments and data analysis to inform planning and next steps.		- 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.	SAR Lead Holly McBlane	June 2026
	To use our Cluster exemplars, guiding an expected standard for each level.		Marr Cluster Literacy department to liaise and work closely with primary schools.	Literacy Working Party	June 2026
	To raise standards of Handwriting – source appropriate resources and approaches.		Introduce and embed PenPals resources and scope and sequence from Primary 1 - 7.	Literacy Working Party	June 2026



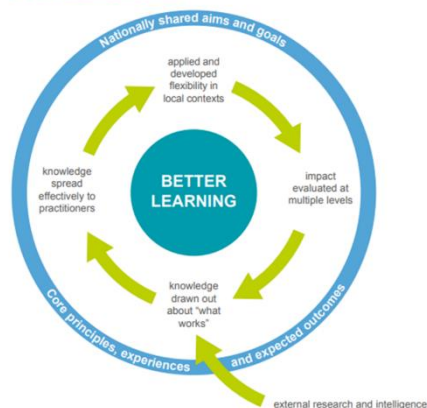
STRUTHERS HEALTH AND WELLBEING PRIORITY 2025-2026



South Ayrshire Service Plan Priority: Early Years/Primary		NIF PRIORITY	NIF DRIVER	HGIOELC and HGIOS4	
- Outstanding universal provision - Tackling Inequalities - Love and support for our care experienced young people and young carers - Good physical and mental wellbeing - Promoting children's rights		1, 2, 3, 4, 5, 6	- School and ELC leadership - Teacher and practitioner professionalism - Parental engagement - Assessment of children's progress - School and ELC improvement	1.3, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2	
Strategic Plan Priority 3: To ensure accessibility for all children to join clubs, sports and extra-curriculum opportunities: - minimizing the gap between the most and least disadvantaged children and young people - promoting children's rights - inclusion					
Strategic Aim	Actions	Intended Impact	Resources	Leadership	Completion Date
To create a nurturing, inclusive, and supportive school environment where all children develop the knowledge, skills, and resilience needed to thrive physically, emotionally, and socially. To improve and sustain high levels of pupil attendance by fostering a positive school culture, early identification of barriers, and strong partnerships with families and external agencies: increase attendance of all pupils from 95% to above 96%. PEF children to increase from 91.28% to 94%	- Both pupil and staff mental health policy to be refreshed and embedded across the whole school - Mrs McFadyen to consult with staff, parents, pupils and other professional bodies	- To empower staff with the confidence and tools to recognise, respond to, and support mental health needs effectively. - To improve pupil wellbeing, engagement, and readiness to learn, by fostering a safe and nurturing environment. - To reduce stigma around mental health and promote open, respectful dialogue throughout the school community. - To strengthen early intervention and support systems, leading to more positive outcomes for individuals experiencing mental health challenges.	Mrs McFadyen given developmental time each week	Mrs McFadyen and all staff	November 2025
	Say It Out Loud accreditation to be secured – level 2	- To enhance staff confidence and competence in delivering inclusive education and responding to pupil needs with empathy and understanding. - To achieve recognition through Level 2 accreditation, validating the school's progress in fostering a respectful and inclusive learning community	- NHS link – Karen Lee - Mrs McFadyen	Mrs McFadyen, all staff and Karen Lee	April 2026
	- High-quality learning and teaching of HWB, using Meta-skills Framework - Staff training: - Meta-skills - LIAM - RISE - Treehouse - CPI	- To develop confident, reflective learners who can transfer skills across subjects and real-life contexts. - To equip pupils with essential life skills such as critical thinking, adaptability, resilience, and effective communication. - To foster greater independence and self-awareness, enabling pupils to take ownership of their learning and personal development. - To prepare pupils for future learning, employment, and life, by embedding meta-skills across the curriculum and promoting a growth mindset. - To enhance collaboration and problem-solving abilities, encouraging learners to work effectively with others and approach challenges creatively. - Planning will reflect the needs identified within the RISE trackers for each class	- Planned staff meetings to support CLPL: - Meta-skills Development Framework - LIAM – NHS partners - RISE – CLPL - CPI – Nurture Team	All staff	August 2025

	- Refresh ambassadors within pupil group - Recruit parental engagement within our Mental Health Ambassador group	- To strengthen pupil leadership in mental health, ensuring representation across stages and sectors. - To increase parental involvement and shared ownership of the school's mental health approach, strengthening home-school relationships in order to improve pupil attendance and engagement by addressing wellbeing barriers through early intervention and targeted support. - To enhance whole-school understanding and visibility of mental health initiatives through pupil and parent-led advocacy, events, and awareness activities.	Designated time for meeting	Mrs McFadyen	October 2025
	Skills-based PE planners to be implemented in-line with the new Scottish Framework.	Skills-based planners should ensure that learning and teaching are aligned with the new Scottish Framework, promoting a progressive, competency-focused approach to physical education that supports pupil development and ensures curriculum consistency across the whole school.	Scottish Framework	All staff	October 2025
	Share wider achievements with our wider community on a safe platform.	Foster stronger community connections and encourage volunteering to enhance the range and quality of opportunities available to our learners	Development time	Amanda Pickard/ Mrs Love	October 2025
	To widen leadership opportunities linked to HWB that helps make our targets sustainable.	Empowering pupils and staff to drive sustained improvement and take shared ownership of long-term wellbeing outcomes.	Rights Time	All staff	October 2025

Fig. 1: The virtuous cycle of improvement





BUDGET/RESOURCES SESSION 2025-2026

PUPIL EQUITY FUNDING - £30,240			
- To improve the health and well-being of learners through the use of nurturing approaches - To increase attainment within literacy and numeracy. - To improve attendance of pupils eligible for PEF through effective family and parental engagement.	PT promoted element only 6,570	Support Assistants 22,554	Training budget - £1,116

SCHOOL BUDGET		
LITERACY	NUMERACY	OTHER AREAS
- Writing training opportunities identified - P3/4 reading books refreshed	- CPA approach and resources funded to embed good practice - Staff and family training with cluster	Nurture, Attachment & CLPL

RIGHTS RESPECTING SCHOOLS LINKS

UNCRC ARTICLES	UNCRC ARTICLES	UNCRC ARTICLES
Article 3 Adults must do what's best for me Article 6 I should be supported to live and grow. Article 12 I have the right to be listened to and taken seriously. Article 13 I have the right to find out and share information. Article 15 I have the right to meet with friends and to join groups.	Article 19 I have the right to be protected from being hurt or badly treated. Article 23 If I have a disability, I have the right to special care and education. Article 28 I have the right to an education. 	Article 29 I have the right to an education which develops my personality, respect for others' rights and the environment. Article 31 I have a right to relax and play. Article 39 I have the right to help if I have been hurt, neglected or badly treated. Article 41 Where our country treats us better than the U.N. does we should keep up the good work! Article 42 Everyone should know about the UNCRC



WORKING GROUPS/STAFF LEADERSHIP 2025-2026

RAISING ATTAINMENT

	STAFF LEADERSHIP	
WRITING	RACHEL PATERSON	
READING	RACHEL PATERSON	
NUMERACY	ELLIOT KERR	

HGIOS QUESTION	QUALITY INDICATOR	NIF DRIVERS
- To what extent are all staff involved in leading learning across and beyond our school? - How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? - To what extent do we critically engage with research, policy sources and developments in learning and teaching? - To what extent do we support children and young people to take responsibility for their own learning and progress? - What strategies are we using to develop resilience and confidence in our learners to lead their own and others learning?	2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	- School and ELC Leadership - Teacher and practitioner professionalism - Curriculum and assessment - School and ELC Improvement - Performance Information



HEALTH AND WELLBEING

	STAFF LEADERSHIP	
EXCELLENCE AND EQUITY	MELISSA DEVLIN	
MENTAL HEALTH AND WELLBEING ADVOCATE	LAUREN MCFADYEN	
NURTURE	MELISSA DEVLIN	
ATTENDANCE AND ENGAGEMENT	DARREN HANIFORD	
PHYSICAL EDUCATION	STUART CAIRNS	
UNCRC	LAURA MUIR	

HGIOS QUESTION	QUALITY INDICATOR	NIF
- How well do all staff understand their role and responsibility in supporting learners' health and wellbeing? - How well do children and young people show consideration for others and demonstrate positive behaviour and relationships? - How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future? - How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice? - How well do we know the steps we have taken have improved outcomes for children?	2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	School and ELC Leadership Teacher and practitioner professionalism Parent/ carer involvement and engagement



WORKING GROUPS – POLICY AND SELF-EVALUATION

	STAFF LEADERSHIP
HGIOS	LAURA CLARK, HANNAH MCELNEA, MELISSA DEVLIN, DARREN HANIFORD, AND ELLIOT KERR

HGIOS QUESTION	QUALITY INDICATOR	NIF
- How well have we identified our whole-school, departmental and individual strengths and areas for improvement through self-evaluation? - How well do we involve all stakeholders in self-evaluation and planning for improvement? - How effective are we at ensuring an inward, outward and forward focus in our evaluation and improvement activities? - How well is evidence from self-evaluation being used to drive forward change? - How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning?	1.1 Self-evaluation for improvement 1.3 Leadership of change 2.7 Partnerships	School and ELC Leadership Teacher and practitioner professionalism Parent/ carer involvement and engagement Curriculum and assessment School and ELC Improvement Performance Information

