



Sandford Primary School



Standards and Quality Report 2022/2023

Introduction

School Improvement Planning is structured around the **National Improvement Framework (NIF)**. There are **five National Priorities for Scottish Education**:

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

These priorities are upheld with support from **South Lanarkshire Council's priorities for Education**:

- Improving the health and wellbeing to enable children and families to flourish.
- Ensuring inclusion, equity and equality are at the heart of what we do.
- Providing a rich and stimulating curriculum that helps raise standards in literacy and numeracy.
- Supporting children and young people to develop their skills for learning, life and work.
- Empowering learners to shape and influence actions on climate change and sustainability.

Our School's Vision and Values

In August 2022, our school welcomed a new Head Teacher to the school and wider community. In November all staff, groups of pupils and some parents engaged with the National Discussion on Education (the final report on which can be found here <https://www.gov.scot/publications/learners-scotland-matter-national-discussion-education-final-report/>).

By exploring who and what the school was at its 'natural best' we were able to capture our ethos and identify the key values which guide our decision making, leadership, and which will influence the development of our curriculum rationale in the years ahead. Through consultation with teachers, non-teaching staff, parents, carers, and pupils we arrived at the following values statements by June 2023:

- *Wellbeing for learning*
- *Everyone making progress*
- *Be brave in learning*
- *You matter, everyone matters*

At Sandford Primary School, we believe that every child is entitled to healthy and happy childhood experiences. Everyone is valued for their individuality and encouraged to develop their full potential in a stimulating and safe environment. Our pupils will have success for today and be prepared for tomorrow.

The continuation of this journey in 2023-2024 will be to share and promote our values in meaningful and visible ways throughout our school and wider community interactions. We will take opportunities to reflect on our progress and authenticity in upholding these values and ensure that they capture pupil voice and are evident in curricular and school event planning.

A message from our Head Teacher

It is my privilege, upon completion of my first year, to be able to provide you with my first Standards and Quality Report for Sandford Primary, in the hope of many more to come. Sandford Primary School and community extended, and have sustained, the welcoming ethos and spirit for which they are renowned as a small community school. Embracing change is always challenging, especially in the aftermath of so much upheaval and uncertainty during the years disrupted by the Covid-19 pandemic. I am proud to reflect on the progress made in many areas across the school this year through the hard-work, professionalism and kindness of the adults who teach, guide, and support our children and young people. I also commend the effort, attitude, engagement, and sense of fun our children and young people bring to school each day, and of the progress each of them has made in their individual, holistic, learning journey this year.

The report which follows is a selection of highlights which evidence our key strengths and achievements from 2022-2023 and shares our next steps for further development and improvement to be embraced in the year to come.

Ms. Louise Hepburn
Head Teacher

Context of the school:

Sandford Primary is situated approximately 5 miles from Strathaven. The school serves the village of Sandford and surrounding hamlets predominantly, but families from Strathaven also choose to enrol their children at Sandford Primary. It is non-denominational and covers stages from Primary 1 to Primary 7. We sit at the heart of the village and our school is bright and well-resourced; it is an environment conducive to creativity and learning, and we are proud to be custodians of the historical village bell.



In 2022-2023 we had three composite and multi-composite classes serving a total roll of 68 in the configuration P1/2, P3,4,5, and P6/7. Our full-time Principal Teacher teaches 4 days per week and deputises for the shared head teacher. We have a further two full time teaching staff, 0.4 permanent teacher, plus a vacancy of 0.3 FTE and 0.1 FTE additionality for the support of Early Years. This vacancy has been covered by Area Cover allocation for this year to allow the new Head Teacher to appoint by the end of the session.

The Head Teacher has shared responsibility for Sandford and Gilmourton Primary Schools and splits their time between establishments. Teaching staff from both schools liaise frequently on improvement planning and self-evaluation, and visits for pupils to each school have taken place this year for performances, or to support inclusion and transition.

The teaching and learning in classes, one-to-one intervention programmes, playground supervision, additional pastoral care, and administrative duties are undertaken by one full-time Team Leader who is office-based, one part-time and one full-time Pupil Support Assistant. We are fortunate to have a Cook who prepares and serves fresh lunches daily, and a Caretaker with janitorial and cleaning duties on-site early morning and late afternoon.

We work closely with visiting specialists, such as Educational Psychologists, Specialist Support Teachers, the School Nursing Team, Speech and Language Therapists, and peripatetic tutors for music instruction.

We have an extremely active and supportive Parent Council and Parent Forum. This is reflected in the support and attendance we have from parents/carers at events such as fundraising ventures, performances, celebration events, end of term assemblies/services, and through the engagement with online/paper surveys and requests for feedback. The Parent Council also actively seek additional micro-grants from the local community council. We are also well-supported by parent and community volunteers for classroom support, trips and the Bikeability programme.

Sandford Primary is part of the Strathaven Learning Community. As a Learning Community, we have continued to work together to ensure a strong transition programme for Primary 7 pupils. Our pupils have welcomed subject specialists for introductory lessons in Science, Maths, and Geography, taken part in after school sports clubs, and been part of a pilot literacy programme around raising awareness of Racial Discrimination, funded by the Scottish Government. We will continue to work closely with Strathaven Academy as they refresh their own establishment values, and we revisit what these mean to our wider community of schools and within our own context at Sandford Primary.

We enjoy especially strong links with the three other small schools within the Learning Community and have undertaken moderation activities, shared transport costs, planned additional transition trips, and reinstated a joint residential excursion for Primary 6 and Primary 7 pupils to Wiston Lodge this year.

We are also rebuilding key relationships across the wider community, including with our pastoral team from Avendale and Drumclog churches, Strathaven Library, and Active Schools.



School priority 1		
<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> School Improvement</p>	<p><u>HGIOS?4 QIs</u> 2.2 Curriculum</p>	<p><u>SLC Priority</u> Providing a rich and stimulating curriculum that helps raise standards in literacy and numeracy.</p>
<p>Outcome Curriculum Rationale: develop a shared understanding of what we want for our children, and what we are going to do to achieve it.</p> <p>Actions, Progress, and Impact</p> <ul style="list-style-type: none"> Teachers were given time to attend the Scottish Learning Festival Spotlights about the science of reading and play pedagogy. Elements of professional learning have been evident in classrooms since, particularly in support of our Reading Schools journey towards a Core Award. Sharing of good practice took place during regular Stage Meetings. Teachers reviewed sample Curriculum Rationales from other schools (nationally). A bank of 'on a page' overviews which resonate with our context have been saved, and we have now established our values for taking forward into the next phase of developing our Curriculum Rationale. Teachers, pupils, and parents engaged in the National Discussion on Education in Scotland. Collation of views informed our values based on a shared belief of what really matters to us as professionals, learners, and parents and carers for the future of our children's wellbeing, attainment, and achievement. Teachers engaged with data from Scottish Government employment forecasts, the OECD Review 2021 recommendations, and the Refreshed Narrative of a Curriculum for Excellence. Key areas for skills for learning, life, and work as well as the development of character attributes and core knowledge were identified from the likely projections for employment in the local area and South Lanarkshire, as well as nationally. A stream-lined forward planning format for learning, teaching, and assessment, and evaluation was designed and trialled from November 2022. A three-week block of focused teaching and learning aligned with the relevant Experiences, Outcomes and Benchmark statements was followed by a week of assessment and evaluation to inform the next four-week block. Overall, this system of planning reflected better pace, coherence and relevance to evaluations and assessments. Pupil Council was reinstated with aim of using How Good is OUR School for self-evaluation. Pupil voice from this group explored the quality of school meal provision and contributed to the writing of a pupil-friendly acceptable user agreement for ICT. <i>(See also Priority 2 and 3 for improvement and strengths linked to Curriculum.)</i> 		
<p>Next Steps to inform SIP for 2023/2024:</p> <ul style="list-style-type: none"> Embed values throughout school life and use them as the foundation to build a contextually appropriate, stimulating, challenging, and creative curriculum for learners. Develop position statements on Writing and all aspects of HWB in response to improvement work undertaken in 2022/2023, and in consultation with stakeholders for inclusion in the Curriculum Rationale. (Additional curricular areas if possible.) Continue to seek CLPL opportunities for curricular development, particularly within the Learning Community and small schools' network. Introduce and implement the Learning Community work on SLC Skills Framework. Continue with revised planning format in four-week cycles and formalise a connected summative assessment calendar, which includes opportunities for pupil voice and choice, as well as formative assessment and evaluation, and sharing learning with parents and carers in contextually appropriate ways. Continue with Pupil Council representatives from January 2023 until January 2024. Continue engaging with How Good is OUR School? as self-evaluation and to contribute to development of Curriculum Rationale. Establish pupil voice groups for the inclusion of all. Build on staff strengths for introduction of Outdoor Learning and Play-based Learning. 		

School priority 2		
<u>NIF Priority</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Teacher professionalism	<u>HGIOS?4 QIs</u> 2.3 Learning, teaching and assessment	<u>SLC Priority</u> Improving the health and wellbeing to enable children and families to flourish.
<p>Outcome Revise and refresh professional knowledge and skill to deliver and support robust HWB for all children in line with GIRFEC wellbeing indicators, to enable children to flourish.</p> <p>Actions, Progress, and Impact</p> <ul style="list-style-type: none"> • A teacher representative attended the re-launch of the Healthy Schools program and shared information with all teaching staff across partnership schools. • Healthy Schools program established as primary curricular source for teaching and learning for Relationships, Sexual Health, and Parenthood. All teaching staff delivered the relevant stage-aligned materials to each of their cohorts, streamlining for multi-composite classes where appropriate. Approximately 10-12 hours of RSHP learning took place during two blocks where all parents and carers were informed in advance of the content of lessons and directed to the open resource at the Healthy Schools website. Teachers feel much more confident about accessing materials, filtering lessons for contextually appropriate use and delivering the program. • Parent and Carer feedback: <ul style="list-style-type: none"> ○ 88.9% of respondents felt they were given sufficient information in advance of RSHP lessons taking place. ○ 44.4% of families responding accessed the Healthy Schools web resource before or during lessons being taught. ○ 88.9% of families responding say that their child discussed some of their RSHP learning at home during this time. ○ 88.9% of respondents would be interested in attending an information session about the RSHP program in the future. • Leuven Scales for Engagement and Involvement were used by teachers and pupils in October and May to feed into tracking and monitoring discussions. • Boxall Profiling was introduced as a tool with the Principal Teacher undertaking training in its use, and the results used to inform ASP, pastoral support, and intervention planning. • Glasgow Motivation and Wellbeing Profile was proposed as a baseline and then comparative measure for overall learner wellbeing at school. This tool was not implemented during 2022-2023. 		
<p>Next Steps to inform SIP for 2023/2024:</p> <ul style="list-style-type: none"> • Build on coverage of RSHP learning from 2022/2023 to ensure progression and work towards 3-year cycle and strengthen collegiality through small schools' working parties. • Ensure wider HWB contexts from Healthy Schools program are also being covered routinely, explicitly, and in creative ways across the curriculum. • Use professional learning, parent, and learner feedback to include as a position statement in the developing Curriculum Rationale. • Consider hosting an information session for parents and carers before the next block of RSHP learning. • Further work around the consistency of Leuven Scales for Engagement and Involvement and responsiveness to the data is needed to ensure the usefulness of this tool. • Further use of the Boxall Profiling and strategies toolkit are required by way of a coaching in context approach to maximise usefulness. • Set up an efficient system to capture pupil responses to GMWP as a baseline by October 2023, interrogate results and consider changes in response and in consultation with pupil groups. 		

School priority 3		
<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> Assessment of children's progress</p>	<p><u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement</p>	<p><u>SLC Priority</u> Providing a rich and stimulating curriculum that helps raise standards in literacy and numeracy.</p>
<p>Outcome Raise attainment across all stages in Writing; with particular focus and intervention at Primary 4.</p> <p>Actions, Progress, and Impact</p> <ul style="list-style-type: none"> • Baseline pupil perception data was gathered in September 2022 and compared to the repeated survey results in May 2023. Pupils were asked to rate how they felt (confidence/enjoyment) about writing and how good (competence) at reading and writing they thought they were. <ul style="list-style-type: none"> ○ 40% of pupils in the P6 cohort felt more confident in writing by May 2023. ○ 50% of pupils in the P6 cohort felt more competent at writing by May 2023. ○ Most pupils across all stages felt more or equally confident and competent than they had been in September 2022. • In October 2022, teachers compared their own professional judgement around pupil engagement and enjoyment of writing using the Leuven Scale with the perception data from pupils. • We took care over the composition of teaching groups within multi-composite settings to ensure appropriate support and challenge and made good use of team-teaching approaches where possible. • Using summative assessment data from a Writing Benchmark-linked criterion scale which assessed Tools for Writing, teachers could identify which pupils needed targeted support for functional writing, also in relation to their level of motivation and feelings about writing. Small group teaching over three terms resulted in a 30% increase in achievement of first level, compared to projections made in September 2022. • The Writing Benchmark-linked criterion scale was shared across the Small Schools Network within the Learning Community, and along with trio visits to observe practice, was also used as the basis for a programme of moderation activity. • Some staff had undertaken training in Talk 4 Writing in previous sessions. Two teachers attended training courses this session. • These activities, as well as professional reading and stage partner dialogue with colleagues from our partnership school, resulted in a reported increase in familiarity with Benchmarks in Writing, enhanced confidence and value around teacher professional judgement, and greater familiarity with the Talk 4 Writing process, and the belief in its effectiveness to secure progress for learners. • 55% of parents who took part in an end of year survey about School Improvement Priorities reported that they had a sense that their child was experiencing greater enjoyment of writing at school, and 77.8% felt that they had seen evidence of improvement in their child's writing throughout the year. • 100% of parents and carers who contributed to the survey said they would or would maybe attend an information workshop about Talk 4 Writing. 		
<p>Next Steps to inform SIP for 2023/2024:</p> <ul style="list-style-type: none"> ○ Talk 4 Writing will continue to be supported on our maintenance improvement agenda. ○ Training for new staff and opportunities for collegiate planning, assessing, resourcing, and refining the approach in multi-composite classes will be allocated to Collective Activity Time across the partnership in 2023-2024. ○ Mentoring session will be facilitated by the Head Teacher to increase clarity around balancing all aspects of the Literacy curriculum in multi-composite classes to ensure pace and progression. 		

- Further professional observation visits to other schools to see good practice will be supported.
- Teachers will work to build a bank of model texts and planners to share across partnership schools with the aim of creating a three-year stage overview for tracking coverage and future planning.
- Teachers to lead a 'learn along' workshop in Talk 4 Writing process for pupils and their parent/carer.

National priority: How we are ensuring Excellence and Equity?

Strategy

Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken.

Contextual barriers

- Sandford Primary is a small, semi-rural, three-class school with very low Free School Meal entitlement, and most families living in SIMD ≤ 6 .
- Sandford Primary receives a small proportion of Strategic Equity Funding (formerly Pupil Equity Funding).
- Transport and entrance fees for trips, swimming lessons, participation in SLC sports events, visitors to school, and provision/funding of after-school clubs is limited by financial constraints. The Parent Council cover a large percentage of these costs through fundraising activities within the school community, meaning that parents and carers of the families of the school pay for all these experiences by proxy. This presents a challenge to the efficacy and rationalisation of a Cost of the School Day policy in this context.
- Transport is a significant cost and organisational pressure due to the semi-rurality of the school and the centralisation of most sports events in East Kilbride, for example.
- Access to adequate and equitable IT provision for learning to keep pace with the Digital Literacy skills required was insufficient at the beginning of the 2022 session. Strategic and sustainable funding and resourcing is required to be able to match the provision in larger schools. The lack of hardware, such as laptops/Chromebooks, has also hindered consistent and wide-spread access to effective web-based interventions and accessibility tools for those with additional support needs in Literacy. The Parent Council and Head Teacher were committed from early in the year to finding a solution to this issue during the 2022-2023 session.

Key interventions and their impact

- **Chromebook Purchase**
 - By March 2023, the Parent Council had funded 4 Chromebooks, the school used SEF monies to buy 4, and a further 6 were acquired via the scheduled IT refresh by switching PCs for the more versatile functionality of Chromebooks. Having 14 devices has had a significant impact on access to web-based interventions, support via accessibility tools, and allowed for the introduction of digital literacy learning. The greatest measured impact so far has been in the increase in reading and spelling ages for all of the 40% of pupils targeted for intervention, and the engagement with numeracy and maths learning games via Sumdog.
- **Participatory Budgeting**
 - 10% of SEF monies was allocated to the Participatory Budgeting process this year.
 - A consultation exercise which included all pupils, staff, and parents who attended an Open Evening had their say on suggestions for the spend.
 - After a ballot of all stakeholders, a programme of 'Try Something New' workshops were organised. These opportunities were a welcome re-introduction to wider achievement clubs available within our local community, an extension of cultural enrichment, and brought a noted vibrancy into the school following the restrictions from previous sessions.

- Pupils benefitted from and enjoyed sessions in gymnastics, dance, netball, drama, print making, still-life drawing, Messy Church, and the opportunity to try drumming and a showcase performance by the Mugen Taiko group.
- We were hugely appreciative of the community groups who offered us taster workshops for free in return for advertising classes to potential new members.
- We established a strong link with the social enterprise Creative Strathaven and hope to work with them again in future.



- **Supporting Additional Needs and Curricular Interventions**

- Becoming a Reading School
 - Alongside using SEF monies to purchase the recommended Reading Spine at all stages and being awarded £300 from Reading Schools to purchase books to promote wellbeing and dyslexia friendly texts, we also received a £1000 donation to top-up existing stock of novels and purchase new titles in appropriate quantities for the increasing roll of the school. Having finalised the Action Plan for a Core Award with Reading Schools in October 2022, evidence in support of our journey will be submitted in autumn 2023.
- idCloud for spelling and reading.
 - 40% of pupils screened for reading and spelling ages using the idCloud Dyslexia Intervention Programme were identified as having a learning gap of > 6 months. These pupils had regular access to this intervention from September 2022, making on average 11 months progress in spelling and 7 months progress in reading (decoding) by March 2023.
- Catch Up Numeracy
 - 7% of pupils had twice-weekly sessions using Catch-Up Numeracy to close specified gaps in learning and consolidate prior learning. The remaining gap is now \leq 12 months, and learners are working within a group in class, or transitioned to S1 with a more secure foundation in numeracy. Staffing for these sessions was funded via SEF for 3 hours per week.
- Targeted small group teaching.
 - Predominantly targeted at Primary 4 cohort, small group teaching secured achievement of first level for an additional 30% of P4 learners in literacy.
- Sensory Materials
 - A range of sensory equipment was purchased to support learners who benefit from deep pressure activities for regulation throughout the day. Following staff training from the link Occupational Therapist, key children now have access to this provision routinely, and learning time and focus in class has been increased.
- Support for transition
 - 30% of P7 pupils made effective use of the offer of enhanced transition from Strathaven Academy. A 6-week preparing for transition programme was run for all P7 pupils by the Specialist Support Teacher.



- **Restructuring of Planning for HGIOS 2.3 Teaching, Learning and Assessment**
 - *“We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum.”*
 - In December 2022 we piloted a short-term planning model of three weeks teaching and learning followed by one week for assessment, consolidation, and evaluation. Staff agreed that this format was preferable to the termly planning cycle and helped keep a sharp focus on pace, progression, differentiation within multi-composite classes, and responsiveness to learners. The subsequent terms were then set out in 4-week cycles in the same way, along with a draft assessment calendar and key tracking and monitoring processes. This will continue in 2023-2024 with the addition of an annual overview and a process for tracking progress along curriculum pathways, and greater opportunity for pupil contribution to their learning journey.

- **Wider achievement and participation**

- Following a successful in-house Scottish Celebration with poetry recitation, songs, and music, one of our P7 pupils placed second in the P6/7 Instrumental Class of the **Larkhall Burns Club Schools’ Competition**, playing The Skye Boat Song on ‘cello. Progressing to the regional competition in Wishaw, she once again placed second resulting in participation and school representation in the **Scottish National Burns Federation Finals**. Many of our P6/7 learners were commended for their artwork representing an animal in Burns’ poetry. This is the first time the school has participated in this competition.



- 80% of our P6/7 pupils participated in the **East Kilbride and Strathaven Schools Cross Country Competition** hosted by Active Schools.
- A team of P7 pupils participated in the **Netball Fun 5s** programme run by Active Schools. SEF monies were used to widen participation through covering transport costs.



All P5 – P7 pupils are trained in **Bikeability Level 1 and/or 2**. This was only made possible through the dedication of a team of parents once again delivering the training.

- We participated once again in the **JRSO** scheme and hosted a **‘Wear Bright’ Day** in November with a carousel of pupil-led activities and conducted surveys to inform the development of a **Travel Plan** in 2024.



Three Primary 6/7 pupils attended the first South Lanarkshire **Conference of Schools** on Sustainability. After successfully sharing their learning and launching climate awareness pledges, they will continue to inform the pupils voice committee for Sustainability during 2023-24.

- A pupil leadership group to raise awareness of **Dyslexia Friendly Classrooms** also hosted a carousel of activities for all pupils to celebrate World Dyslexia Day. They created a draft series of pledges for the school and classes to commit to and were involved in deciding part of the spend from a Reading Schools Fund award on graphic novels and dyslexia friendly texts.
- We were proud to have two pupils attend the **SLC Achievement Awards** to be recognised for their outstanding progress in learning, overcoming significant personal challenge, and all-round achievement.
- We began to raise awareness and build expectation of partnership working for pupils by each hosting the other for the dress rehearsals of their **Christmas Performance**. Gilmourton Primary came to watch **This Infant Boy** performed by P1-4 children, and thoroughly enjoyed the performance and the opportunity to enjoy playtime in a different environment. This was a useful experience as many children hadn't yet had an opportunity to perform to an audience because of school closures or subsequent restrictions.

- P5 – 7 pupils have also had many opportunities for **instrumental tuition** this year, on cello, guitar, and brass. They enjoyed opportunities to showcase their new skills and talent at school events throughout the year, including at the End of Year Celebration at Avendale Church.



- Transition was hugely supported by all P6 and P7 pupils of the four small schools in the learning community participating in a **two-night residential to Wiston Lodge**. Mixed activity groups helped to build relationships across small cohorts of P7 pupils ahead of their transition to S1 and will have a legacy benefit of next year's P7 cohort having shared this experience with their peers ahead of the programme of transition activities and visits. SEF monies were used to subsidise transport, clothing, and residential costs to varying degrees for some families. All families benefited from a share of a micro-grant secured by the Parent Council from the local community council to subsidise costs.



- We **re-connected with many agencies and partners** this year, including the Children's Librarian, our pastoral team, and enjoyed visits and workshops with from authors, dance tutors, sports leaders, and an historian. The interactive lesson sequence and roadshow of exhibits about **BodyWorks run by Glasgow Science Centre Outreach** was a highly rated experience for P6/7 learners.
- We were warmly welcomed by **Avendale Parish Church** who hosted our End of Year Celebration and Awards Ceremony. As well as generously donating the funds for transport to and from the church, they shared their space with us meaning that all pupils and families could come together in one space to share in our celebration of the year's successes.

Next Steps to inform SIP for 2023/2024:

- Participatory Budgeting exercise to be continued at 10% of SEF allocation.
- Continue to maximise the impact of very limited time from Specialist Support Teacher and use small group teaching where possible to continue to support raising attainment across identified gaps.
- Continue to build a coherent and purposeful, but not time-consuming, process for routine planning for Learning, Teaching and Assessment in the short, medium, and long-term which directly correspond and are responsive to tracking and monitoring data.
- Continue to be active participants in SLC events, Burns Schools' Competition, regional and national competitions, and campaigns. Ensure pupil voice groups run regularly.
- Continue to build positive relationships with Avendale Parish Church and the pastoral team.
- Promote understanding of neurodiversity and additional support needs with pupils and families.
- Re-connect with Active Schools to widen extra-curricular, pupil leadership, and wider achievement offers within school.
- Continue to seek funds from additional sources to support wider participation in SLC and community events by covering transport costs.
- Continue, as far as funding and organisational context makes possible, to facilitate participation in as many sporting, cultural and wider achievement opportunities for children and young people, with a refreshed focus on opportunities for younger learners.

