Context of the school:

Craigbank Primary School is a non-denominational school and is situated in the town of Larkhall in South Lanarkshire. The catchment area for the school is Strutherhill and the surrounding area; this is an area where many families face multiple challenges. The local area is predominately social housing. Access to transport and facilities is good. The new single storey school building and community wing were opened in May 2009 which provides our learners with a bright and modern environment in which they can thrive. The current school roll is 123 over 6 classes. Of our 123 pupils, 37% are in receipt of free school meals and 13% are Gypsy Travellers.

Our school vision is: **Dream, Believe, Achieve.**

Our values are: **Respect, Confidence, Ambition and Compassion** these permeate our curriculum, ethos and relationships with learners, colleagues, parents and partners. We aim to:

- Provide quality learning experiences that ensure every young person reaches their potential.
- Raise our learners’ levels of attainment and achievement particularly in literacy, numeracy and health & wellbeing.
- Ensure that everyone is treated fairly and justly promoting responsibility and respect for human rights.

Our staffing situation has been stable over the past year. However, a couple of longer term teaching and support assistant absences have resulted in promoted staff covering classes and support staff picking up more interventions. Recently, our Head Teacher has been seconded to another school within the authority and our Principal Teacher has taken up the Acting Head Teacher role in the final two months of the session. The school has a Head Teacher, Principal Teacher and 6 class teachers who make up an equivalent of 6.4 FTE. There are 5 school support assistants, a janitor, 3 catering and 3 cleaning staff. Developing strong partnership working is a key feature of our school. We have an enthusiastic and engaged Parent Council who play an integral part of school life and who support the school in many ways including; contributing to improvement planning discussions, fundraising and organising whole school events. We offer a range of different extra-curricular clubs. These include; netball, football, athletics, kindle club, cooking, code club, homework, STEM and reading rock stars. We have developed strong links with community organisations including the Machan Trust who run our breakfast club, lunch club and 324 club. We also collaborate closely with our Home School Partnership service to provide a rolling annual programme of family learning which supports our family’s learning and health and wellbeing. We are part of the Larkhall Learning Community where we have made strong links with local schools and have taken forward joint ventures such as; sharing good practice events, moderation events, and a small schools network. We work very closely with our local nurseries and Larkhall Academy to ensure smooth transitions for our learners.
The National Context for Education

The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government’s vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people’s health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Key drivers of improvement have also been identified, these are:

- School leadership.
- Teacher professionalism.
- Parental engagement.
- Assessment of children’s progress.
- School improvement.
- Performance information.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP.)

Assessment of children’s progress throughout the Broad General Education (to end of S3)

As one of the drivers, our school, alongside all schools in Scotland, has been required to report on Curriculum for Excellence levels for literacy and numeracy achieved by all children at the end of stages P1, P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate. As from session 2016/17 all schools in Scotland will be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

The following table shows benchmarks for children achieving Curriculum for Excellence Levels.
<table>
<thead>
<tr>
<th>Level</th>
<th>Stage covering 3 years approx.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>The pre-school years and P1, or later for some.</td>
</tr>
<tr>
<td>First</td>
<td>To the end of P4, but earlier or later for some.</td>
</tr>
<tr>
<td>Second</td>
<td>To the end of P7, but earlier or later for some.</td>
</tr>
<tr>
<td>Third and Fourth</td>
<td>S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people’s programmes will not include all of the fourth level outcomes.</td>
</tr>
<tr>
<td>Senior phase</td>
<td>S4 to S6, and college or other means of study.</td>
</tr>
</tbody>
</table>

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual targets. Learning progress is not about how fast children move through the levels but about ‘how much’ and ‘how well’ children learn, having depth and breadth of experiences at each level.

Assessment of these levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National “benchmarks” for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.

What follows is our school’s data about achievement of these levels for sessions 15/16 (when data was first collected) and 16/17.
### Attainment data - Attainment of Curriculum for Excellence levels 2015/16 (teacher judgement)

<table>
<thead>
<tr>
<th>School</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening &amp; Talking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P1</td>
<td>P4</td>
<td>P7</td>
</tr>
<tr>
<td></td>
<td>Achieved Early or better</td>
<td>Achieved First or better</td>
<td>Achieved Second or better</td>
</tr>
<tr>
<td>Craigbank Primary</td>
<td>64.7%</td>
<td>76.2%</td>
<td>70.8%</td>
</tr>
<tr>
<td>SLC</td>
<td>80.0%</td>
<td>75.2%</td>
<td>72.3%</td>
</tr>
<tr>
<td>National</td>
<td>80.8%</td>
<td>75.2%</td>
<td>72.3%</td>
</tr>
</tbody>
</table>

### Numeracy

<table>
<thead>
<tr>
<th>School</th>
<th>P1 Achieved Early or better</th>
<th>P4 Achieved First or better</th>
<th>P7 Achieved Second or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craigbank Primary</td>
<td>64.7%</td>
<td>19.1%</td>
<td>33.3%</td>
</tr>
<tr>
<td>SLC</td>
<td>83.0%</td>
<td>71.2%</td>
<td>67.9%</td>
</tr>
<tr>
<td>National</td>
<td>83.9%</td>
<td>73.1%</td>
<td>67.8%</td>
</tr>
</tbody>
</table>

### 1.2 Predicted Attainment 2016/17

#### National Improvement Framework - Attainment of Curriculum for Excellence levels 2016/17

<table>
<thead>
<tr>
<th>School</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening &amp; Talking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P1</td>
<td>P4</td>
<td>P7</td>
</tr>
<tr>
<td></td>
<td>Achieve d Early or better</td>
<td>Achieved First or better</td>
<td>Achieved Second or better</td>
</tr>
<tr>
<td>Craigbank Primary</td>
<td>64.7%</td>
<td>90%</td>
<td>68.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numeracy</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>P1 Achieved Early or better</td>
<td>P4 Achieved First or better</td>
</tr>
<tr>
<td>Craigbank Primary</td>
<td>82.3%</td>
<td>50%</td>
</tr>
</tbody>
</table>

"The writing this year has helped me to plan bigger story structures, I have clearer explanation for what has to be included in the story and I can write more, understand it more and can use a wide variety of words" - P4 Pupil
Achieving Excellence: Overall Progress towards National Improvement Framework Priorities
Session 2016-17

Literacy:

<table>
<thead>
<tr>
<th>Progress</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Strengths:
- Our data along with evidence from learning conversations, work sampling, classroom observations and professional dialogue shows that in 2015/2016 an area of strength for us was our performance in Reading at P4 & P7. Our predicted data sustains and builds upon this performance, particularly at P4.
- Our predicted data along with evidence from learning conversations, work sampling, classroom observations and professional dialogue shows that recent developments and improvements we have taken forward this session, in writing, are beginning to positively impact on attainment at P4 and P7 but significant improvement can be seen at early level.
- Our data shows that the implementation and moderation of planned listening and talking has had a significant impact on the attainment levels at early level and has us a more accurate account of pupil ability in P4 and P7.

Areas for Development:
- Our data from 2015/ 2016 suggests that writing at all levels needed improvement; particularly at P4 and P7. Although predicted data for this session shows that there is a slight improvement for both cohorts in this area, we recognise that there is scope for significant improvement in this area to close the gap between school and SLC/ National averages.
- We recognise a trend across our school that suggests our gypsy and travelling learners are attaining at lower than expected levels compared to school averages and there is clear scope for improvement in this area. This will be an area of continued focus for us next session and key priority for our planned Pupil Equity Fund spend this session.
- Our data from 2015/ 2016 and our predicted attainment data for 2016-2017 suggests there is still work to be done to ensure that the attainment gap closes for our learners who are in receipt of free school meals. This is particularly evident in P1 reading and P4 writing. This will be a key priority and target for our planned spend for our Pupil Equity Fund this session.
Numeracy:

<table>
<thead>
<tr>
<th>Progress</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Strengths:
- Our predicted attainment levels for this session indicate that learners in P1 are performing in line with SLC and national averages.
- Our predicted data along with evidence from learning conversations, work sampling, classroom observations and professional dialogue shows that recent developments and improvements we have taken forward in numeracy are beginning to make some impact at all levels.

Areas for Development
- Our data from 2015/2016 shows that learners’ attainment in numeracy in P1, P4 and P7 are below SLC and national averages. Developments and new approaches introduced this session have already begun to show their impact, however, this will continue to be an area of continued focus for us to allow these approaches to embed and further focus on closing the poverty related attainment gap.
- We do not yet have a three year trend of progress available to be able to properly identify patterns or areas of consistently good practice in this area. The recent implementation of standardised assessments, tracking and monitoring and systematic moderation in this area will continue to be an area of focus for us.
- Our data from 2015/2016 and our predicted attainment data for 2016-2017 suggests there is still work to be done to ensure that the attainment gap closes for our learners who are in receipt of free school meals. This is particularly evident in P1 and P7. This will be a key priority and target for our planned spend for our Pupil Equity Fund this session.

“Maths this year has helped me to learn my times tables and calculations that I couldn’t do before. I used Squigglesworth to split numbers up...oh yeah, it was called partitioning!”  - P5 Pupil

“Maths work has helped us all because the new way of doing calculations has changed our mind-sets”  - P6 Pupil
Health and Wellbeing:

<table>
<thead>
<tr>
<th>Progress</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strengths:

- Data from the recent ‘Realigning Children’s Services’ survey shows that 37% of our pupils in P4 to P7 always feel happy and 58% say they always laugh this is above the local authority average which is 30% and 51% respectively.
- As a school we have a progressive approach to teaching and learning in health and wellbeing which is tracked for cohorts of pupils and reflects a good level of coverage across curriculum organisers at all levels. Our learners report that they feel safe, happy and well supported in school.
- We have created a rolling annual programme to support learners and their families’ social and emotional needs. Three members of staff have now undergone training from psychological services in the delivery of the ‘Give Us A Break’ programme which allows us to provide targeted support to groups of learners who have experienced negative change or loss at second level. Two members of staff are now trained in delivering ‘Staying Strong’ a support programme for groups of parents and carers to support emotional resilience in their children at early and first level. We have worked in close collaboration with our Home School Partnership Service this session to research and devise a bespoke group work programme to support families in managing their child’s wellbeing at times of transition focusing on second level.
- We have recently had a new kitchen area installed in our canteen which has increased our learners’ opportunities to learn about food and take part in practical cookery session. Due to this new resource, we were also able to launch our ‘Feed the Family’ family learning programme as well as pilot our community café which has led to increased engagement from partners and the community. This has also helped to build more positive relationships with parents.
- The implementation of our STAR (Skills, Teamwork and Achievement: Recognised) awards has provided all children with a progressive opportunity to develop and track their wider achievements.

Areas for Development:

- We need to further develop our whole school approach to nurture by ensuring, through monitoring and tracking, that nurture is structured and planned for across the school. To complement this, we need to establish a nurture group for children with emotional and behavioural difficulties or who suffer from attachment difficulties using the CUSTTAD approaches. This will be a key priority for our Pupil Equity Funding spend this year.
- We need to further deepen our learners’ understanding of their own health and wellbeing by building in opportunities for them to self-evaluate against the health and wellbeing indicators and by using them as a guide to make their health and wellbeing targets more specific and personalised.
- We need to embed our rolling family learning programme to ensure continued increased engagement.

“I think the STAR awards motivate us to do more things. For example, some people might not do bike-ability because they don’t have a bike but now they can do the STAR award and do other things that might inspire...”
Employability Skills/Positive Destinations:

<table>
<thead>
<tr>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strengths:
- We have held a very successful ‘World of Work’ week in which local and national businesses including Equi’s, edf and Morgan Stanley as well as parents who work in industry presented to all pupils from P1- P7 about the skills required in the workforce as well as highlighting the various career paths available at their businesses. Our senior school also took part in a workshop run by the University of the West of Scotland which afforded them the opportunity to explore positive destinations.
- All children have engaged in practical cookery sessions which have been delivered in collaboration with Business in the Community Scotland and our Home School partnership service which has given children the opportunity to further develop employability skills.
- The implementation of our STAR (Skills, Teamwork and Achievement: Recognised) awards has provided children with a progressive opportunity to develop and track their achievements and employability skills and have this recognised in a formal way.

Areas for Development:
- We need to audit our current practice in this area by consulting all stakeholders, particularly local businesses, to establish a baseline of what skills are in demand locally.
- We need to implement ‘master classes’ in our senior school to ensure we are providing further opportunities for our pupils to develop a wider range of employability skills.
- We need to develop a robust tracking system for our STAR awards to ensure we monitor how well all pupils are progressing in this area.
We have had a very enjoyable and productive session. With reference to our parent survey (2016-2017), there is evidence to suggest that the school has continued to grow and that our learners and their families are increasingly pleased with the wider work of the school and the impact that this is having on our pupils’ wellbeing. 100% of our parents surveyed are satisfied that the school is doing all it can to involve them in their child’s learning. Children at all stages continue to experience a challenging and inclusive learning environment that promotes resilience, respect and the skills for learning, life and work.

All classes have benefitted from short but intense daily mental agility sessions which have impacted on all pupils’ ability to use more complex mathematical vocabulary as well as increase motivation for learning and engagement levels. All classes have enjoyed the opportunity to lead a community café this session and as part of their learning in this area; the majority of classes took part in practical cookery sessions in the lead up to this. All classes have enjoyed a variety of school trips linked mainly to their interdisciplinary learning contexts. These have included trips to; the Scottish Parliament, Dynamic Earth, the Forth Road Bridge, the Science Centre, Toby Carvery and Calderglen Country Park. Our P4/5 class have thoroughly enjoyed taking part in the ‘Salmon Homecoming’ events which saw them learn to apply a range of skills when monitoring and taking care of their fish eggs before finally releasing them ‘Doon the Braes’. Our P1 pupils, as part of their learning about planting and growing, decided to lead their first ever social enterprise by decorating plant pots, planting a seed and gifting their creation to a member of the community who they thought it would brighten their day. Inspired by current affairs, our P5/6 class set up their very own Craigbank Election. They set up political parties, decided on a manifesto, campaigned to the whole school and even enlisted the expertise of our school janitor to act as presiding officer and set the gym hall up as mock polling station. Every pupil and member of staff exercised their democratic right and voted for their favourite party.

All pupils in the school have been part of a pupil voice group meetings at least fortnightly to evaluate the progress towards various accreditation programmes or to evaluate the work of the school. Our Fairtrade committee have received the ‘fair-aware’ schools award; our rights respecting schools ambassadors have raised money for Yorkhill Children’s Hospital, Water Aid and lead our ‘spotlight on a right’ sessions; our pupil council have led a whole school red nose day event, a great big family bake off for children in need and a ‘Big Me’ day; our safety committee and JRSOs have been doing an excellent job of campaigning in the community for safer roads and have been promoting the safe use of electrical appliances at home within the school; our buddy committee have been working hard evaluating the progress that we’ve made in literacy this session and have been working hard to instil confidence in our P1 pupils; our health committee have had huge success in promoting physical activity and sport across the school and have been awarded the silver Sports Scotland award; our ECO committee have led whole school competitions to design a useful household item from recyclable materials and finally; our web wizards have been further developing their communication skills by ensuring that they keep our school website up to date.
We had a fantastic school show this session where our P1-P3 pupils enjoyed performing ‘Lights, Camel, Action!’ and our P4-P7 pupils put on an excellent production of ‘Alice!’ All pupils were involved in a variety of roles from leading cast, chorus and dancers to prop managers and lighting designers. The children had the opportunity to perform earlier in the year too when the ‘Rookie Rock stars’ worked with the children to prepare a rock concert. We were also lucky enough to be involved in the big stampede event where some of our pupils formed a design team to create Wil. D Hippo who is now in a shop window in Hamilton Town Centre.

We established a robust tracking system this session for our pupils’ engagement and attendance in extra-curricular activities and have involved those children not engaging in any activities in future planning. Almost all staff members, some volunteers from the wider community and our active schools co-ordinator have led a variety of extra-curricular clubs this session which has supported our pupils’ opportunities to develop their skills and attributes in many areas. These clubs include; netball, football, athletics, STEM, coding, homework, kindle, reading rock stars, swords and stories, active sports and bike ability. Our senior school pupils enjoyed celebrating and transforming our reading culture by fully embracing the principles and challenges outlined in the First Minister’s Reading Challenge. Our P5/6 class visited the local library, some of our P6 and P7 pupils worked with a local librarian to create games based on the Spy Quest novels, we had an inspiring visit from the author David Goutcher and our P7s rounded off events by having a big book party. We have continued to celebrate the diversity of language by hosting a Scots assembly after all classes had finished their focused learning in classes in January; some pupils read Scots poetry, art work and songs for the rest of the school. Four pupils went on to represent the school at the Larkhall Burns Competition.

In our relentless commitment to get it right for every child at Craigbank, we continue to be fully committed to ensuring our learners with additional support plans are well supported in a variety of dynamic and holistic ways. Some of our pupils in the senior school have established a gardening group where they have been responsible for sourcing, buying and planting plants and herbs and have mentored our younger pupils to make a small sensory garden. We were delighted to have a member of our support staff trained in the delivery of the ‘Give Us A Break’ programme and saw a hugely positive impact on the six learners who engaged with this programme as they learned how to take a more solution focused approach.

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community.
We have good evidence to suggest that we are successful in engaging with our children, staff, parents and the wider community. With reference to a recent parental questionnaire (2016-2017); 100% agree that the school encourage them to be involved in the life and work of the school and 100% also feel that the school is genuinely part of the community it serves. This session we reviewed our approaches to family learning to ensure that the programmes and events that we are delivering truly meet the needs of our families and a strategic priority for us was to improve our approaches in this area. We surveyed our parent body and used the results of this survey to create a new rolling programme of family learning events which has enabled us to provide bespoke and personalised support at convenient times for our parents. The most successful programme was our newly developed ‘Feed The Family’ events where families learned to prepare a few different meals and take part in practical cookery sessions before enjoying a meal together. This programme allowed us to engage with more hard to reach families and saw more male family members take part in family learning. We have also developed strong links with Business In The Community Scotland and Hamlyns to create the ‘healthy breakfast challenge’ family learning programme. This was aimed at showcasing and making a range of healthy breakfasts using oats before asking families to go on and record their eating habits for 30 days. This was a very well attended programme which engaged families across the school and positively impacted on the food choices our pupils made. We also ran a range of parent workshops for our new P1 pupils called ‘Help Your Child Succeed’; these were less well attended than our other programmes, however, parents who attended gave very good feedback and found the strategies shared to be useful, therefore, moving forward; we need to find ways in which to engage more parents in this programme. We also ran a series of ‘Staying Strong’ workshops in collaboration with our home school partnership service. Although this targeted a very small group of parents over a short space of time; the learning involved in the programme was very intense and in some instances supported attendees in not only developing more positive relationships with the school but in almost all cases a more resilient approach to supporting their child’s wellbeing. Moving forward, we need to develop a more robust and systematic approach to monitoring and tracking engagement in these events and programmes to ensure that we are not only catering for all learners and their families but also targeting our families affected by poverty.

Moving forward, we need to develop a more robust and systematic approach to monitoring and tracking engagement in these events and programmes to ensure that we are not only catering for all learners and their families but also targeting our families affected by poverty. This session also saw us establish our community café which each class has now had a turn at hosting. This has begun to engage members of the community in the life of the school and our continued focus on developing this next session should see engagement in this continue to grow.

Every pupil at Craigbank is a member of a pupil voice group which gives them the opportunity to further develop their independence, leadership skills as well as their skills and attributes. Each pupil voice group is led by a member of teaching staff and the majority of groups have focused on gaining some sort of accreditation this session. Next session we have planned to further embed this approach by ensuring consistency across all groups through a sharing of good practice and standards. Having recently consulted pupils on the improvement priorities for session 17-18; we also recognise the scope for us to formally engage pupils in evaluating school improvement on a more regular and systematic basis throughout the year and we intend to use the pupil voice committees in order to do this on a termly basis next session.

We have a very active and engaged parent council who have been involved in many fundraising events throughout the year. Very recently, we set up a parent focus group in collaboration with the parent council to consult and help lead future improvements relating to the pupil equity fund projects. This was a very fruitful and will be a group that meets regularly over the term to share ideas, evaluate and look for ways to engage the wider parent body in these discussions. During these consultation conversations, it emerged that, while the parent focus group agreed they were aware of school improvement priorities and were kept regularly up to date with them that it was thought the wider parent body were not clear on the priorities. It was agreed, therefore, that the focus group would work closely with the school in the next session to co-create a 'Pupil Equity Fund' and
‘School Improvement’ information sheet and display for the wider parent body.

Our staff team have engaged in a wide range of career long professional learning activities this session which has positively impacted on their practice and on the wider life of the school. Significantly, this session all teaching staff are now part of professional learning trios within the school and regularly undertake trio classroom observations to share good practice and consistency of standards. All staff members have engaged in moderation activities across our learning community and shared new knowledge with the whole team. The majority of staff members have visited other establishments to observe practice and in all cases this has positively contributed to useful professional dialogues across the team which, in turn, has begun to impact practice. All teaching staff are part of a working party which focuses on our strategic priorities; two members of staff are the lead ambassadors for these areas. Next session we will build on the good work in this area by continuing to embed the use of professional learning trios as well as identifying lead ambassadors for all curricular areas.

Our school support assistants continue to play a huge part in the life of our school and have continued to contribute to improvement priorities as well as being key facilitators in engaging with our families. One member of support staff leads annual training for new parent helpers in active learning approaches and continues to mentor these helpers over the course of the year. As a result of this, we have a between 6 and 10 regular parent helpers who lead learning in a consistent manner across our school. Three members of our support staff have also attended training in catch up literacy and maths this session which has seen them play a significant role in raising the attainment and confidence of some of our most vulnerable pupils. One member of support staff has also been engaged in ‘Give Us A Break’ training and along with our Principal Teacher; has successfully led a support programme for our young people. We will continue to build on these developments this year by setting up a coaching and mentoring time for our support assistants.

Cooking with dad was really fun, we made pizza! It was good to learn new recipes and dad could help and we are going to try it at home!” –P4 Pupil

Really enjoyed today’s session and loved seeing my son in his classroom loving learning! -Parent

After doing the course, I have found that I have different techniques on how to help my child grow and better understand him.
-Parent
Review of SIP progress session 2016-2017

Priority 1: To raise attainment in literacy for all learners

National Improvement Framework Key Priorities
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers
- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance information

HGLOS 4 QI: 3.2 Raising Attainment & Achievement/ 2.3 Learning, Teaching & Assessment

Progress and Impact:
- Literacy engagement surveys were completed by all parents, pupils and staff. The results of this survey were then used to inform improvements over the session.
- All P4-P7 pupils engaged in the First Minister’s Reading Challenge which resulted in a marked engagement with a wider range of texts and a particular improvement in boys’ engagement with reading.
- Various clubs were set up to target identified children; a reading challenge group for senior pupils ‘The Reading Rockstars’ was run by one teacher and focused on giving our able readers the skills and confidence to tackle more challenging texts. One class used our kindles as a core resource when teaching a class novel and each child had a turn to take the kindle home. Another teacher led a kindle club for senior pupils and parents which was well attended and feedback suggests that this has had a positive impact on how often the families involved engage with reading at home. As well as this, we have continued to work in collaboration with Larkhall Academy’s Able Readers group which three of our most able readers have attended which has led to an increase in engagement with more challenging texts as well as in their confidence.
- All pupils across the school have been benchmarked using the PM benchmarking kit at least three times this session. This has resulted in teachers, SMT, SSAs and other professionals having a much
broader picture of learner’s reading attainment and as a result a more robust assessment of progress. Another consequence of using the PM benchmarking is that all teachers across the school have used the process of completing these assessments, the results and associated professional dialogue to appropriately amend practice in this area to further meet the needs of their learners. This is most clearly seen in the volume and range of texts that children are experiencing on a weekly basis. All teachers now report that at least two books per week are used as home readers (up from one per week last year) and that teaching and learning in this area is much less resource based as a result.

- Our school lending library has been book banded and all staff (including our SSAs) were involved in colour banding our books. This has enabled us to challenge our most able learners and support our struggling learners as they now choose from a selection of books at that particular colour. The majority of pupils are making more use of the lending library as a result.

- Two members of teaching staff who are on the literacy working party attended SLC training on higher order reading skills. These two members of staff then returned to school and led a CAT session for other members of staff on what they had learned and, importantly, how they had put these skills into practice. As a result, most teachers are now using higher order reading skills on a near daily basis in classes ensuring a much deeper level of understanding for their learners.

- We devised a whole school assessment framework this session which is being used effectively by most class teachers to help inform professional judgment. This has encompassed writing and reading in literacy and ensures a balance of formative and summative assessment is being captured for each child.

- All senior classes are now using novel studies as a core resource to enhance higher order and reciprocal reading strategies. All infant classes are using novel studies once per term. This has facilitated more opportunities for most children to experience and have modelled higher order reading strategies.

- All classes from P1-P3 have implemented the North Lanarkshire phonics approach to spelling. Almost all classes at these stages are using the approach effectively to ensure children use a multi-sensory, synthetic approach to teaching and learning in phonics. Most of the children at these stages are now more confident in breaking and blending words and are able to apply their knowledge of sounds and blends in new contexts.

- All classes across the school have experimented with the North Lanarkshire approach to writing and the majority of classes have begun to use the genre approach to inform pedagogy and learning and teaching approaches. This has begun to have a positive impact on attainment in writing at some stages.

- All SSAs have received training in NLC approaches in active literacy and as a result feel more skilled and confident in supporting groups in this area. All SSAs have also undergone training in catch up literacy which has allowed them to effectively support learners who are not achieving expected levels.

- A literacy coordinator has been identified and has been coached and mentored to effectively lead the literacy working party this session. This has facilitated a meaningful distributive leadership role to positively influence change in the school.

- Significantly, our literacy working party have created a suite of new planners and trackers across early to second level which take account of the newly published benchmarks and that follow a new format which they whole staff agreed on and which focus on increasing pace of learning across the school. This has resulted in all staff in this working party not only having a much deeper professional understanding of the benchmarks but also empowered staff to engage in a wider professional
• Literacy working party have read, researched and devised a new whole school policy/ position
statement for literacy which encapsulates academic literature, relevant policy and what day to day
practice in our school should look like. This has resulted in all staff members refining their ideas of
teaching in literacy and has ensured that we now have a rationale to draw on when creating and
amending our programs of work.
• All staff members have been involved in learning community level moderation in listening and
talking which was a valuable experience in ensuring a consistency of standards across our cluster.
Involvement in these moderation activities has led to a more robust understanding of the
progression and depth in listening and talking and has resulted in most members of staff reflecting
on current practice and in some instances beginning to devise new approaches to assessment.
• All staff members have also been involved in the moderation of reading as part of our small schools
network which has resulted in a more rounded understanding of the types of activities that can be
used to assess children in this area.

**Next Steps:**
• Continue to embed PM benchmarking as core assessment resource in reading. Implement a robust
tracking system to ensure appropriate progress is made.
• Continue to look for ways to celebrate the enjoyment of reading annually. This session this will
involve taking part in the First Minister’s Reading Challenge again.
• Continue to use the analysis of reading attainment results and surveys to establish targeted clubs for
groups of learners. Track progress and impact of these clubs.
• Continue to promote the use of our lending library and look at ways to support pupils visiting the
lending library as often as they need/want to across the week.
• Target interventions in literacy for our learners most affected by poverty and deprivation who are
attaining below expected levels.
• Continue to embed and evaluate our assessment framework to encompass new ‘achievement of a
level’ guidance particularly in relation to holistic assessments.
• Continue to further invest in resources to support the novel study approach across the school.
• Extend the North Lanarkshire phonics approach to spelling to include P4 and continue to embed in
the lower stages focusing on consistency of approaches and assessment.
• Ensure that raising attainment in writing is a high level strategic priority for improvement next
session with a clear focus on consistency of standards and appropriate progression across the
school.
• Continue to find opportunities to include SSAs in school level training and professional dialogue.
• Continue to support literacy coordinator and identify a writing champion through the PRD process.
• Trial, evaluate and embed new literacy planners and trackers across the next session before
amending as and where appropriate.
• Embed, evaluate and review literacy position statement to encompass new improvements and also
ensure recent improvements are having an impact.
• Continue to make time for professional dialogues about progression in listening and talking and look
at devising a genre based approach to listening and talking.
## Priority 2: To raise attainment in numeracy for all learners

### National Improvement Framework Key Priorities
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

### National Improvement Framework Key Drivers
- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance information

### HGIOS 4 QI: 3.2 Raising Attainment & Achievement/ 2.3 Learning, Teaching & Assessment

#### Progress and Impact:
- A comprehensive audit of teaching and learning in numeracy and maths was completed by all teaching staff. This highlighted the need for us as a school to focus on the development of a progressive mental agility program. As a result of these findings, mental agility became a core focus for our maths working party.
- Two members of staff attended training on the five key mental maths strategies which underpin pedagogical knowledge in maths. These members of staff then cascaded this information to their working party and used this knowledge to underpin the newly devised maths planners and trackers.
- All members of teaching and support staff attended formal training and in-house CLPL focusing on the implementation of the BIG maths approach. As a result of this, most classes are now using this pedagogy underpinning this approach to deliver more comprehensive mental agility sessions which has led to not only an increase in attainment levels but has also given the majority of pupils a much wider bank of strategies to use when solving mathematical problems.
- Two members of staff visited another establishment in the authority to observe good practice in mental agility as well as engage in professional dialogue with the SMT in the other school to discuss the most successful way forward when implementing this approach.
- Almost all classes implemented a planned, progressive, daily mental agility session which has resulted in an increase in numeracy attainment results for the majority of our pupils as well as increased engagement in numeracy, particularly at early and first level.
- The numeracy working party have devised progressive planners which focus on the core areas of mental agility and we look forward to piloting the planners next session.
- Significantly, our numeracy working party have created a suite of new planners and trackers across early to second level which take account of the newly published benchmarks and that follow a new format which the whole staff agreed on and which focus on increasing pace of learning across the
school. This has resulted in all staff in this working party not only having a much deeper professional understanding of the benchmarks but also empowered staff to engage in wider professional reading and dialogue.

- As well as developing new planners and trackers in line with the benchmarks our numeracy working party have also developed progressive pathways for each level of the curriculum which builds on pupils’ prior knowledge. These were developed as a result of the numeracy and maths audit which identified a gap in our current programs.
- A numeracy ambassador has been identified and has been coached and mentored to effectively lead the numeracy working party this session. This has facilitated a meaningful distributive leadership role to positively influence change in the school.
- Numeracy working party have read, researched and devised a new whole school policy/position statement for numeracy which encapsulates academic literature, relevant policy and what day to day practice in our school should look like. This has resulted in all staff members refining their ideas of teaching in numeracy and has ensured that we now have a rationale to draw on when creating and amending our programs of work.
- RM Easimaths has been introduced at all stages across the school. The majority of classes are using this bespoke and personalised resource at least once per week and some learners are using this more and more often at home. Feedback from families has been positive and engagement levels, particularly at early level have increased.
- The introduction this session of professional learning trios has given teaching staff the opportunity to share expected standards across the school and two of these visits have focused on maths and numeracy. As a consequence, teaching staff now have a more collegiate approach to planning in maths and numeracy and also have a wider understanding of progression in numeracy.
- Summative maths assessments were introduced this session as part of the implementation of our new assessment framework. These have enabled us to ascertain a maths age for each child in the school as well as inform teacher professional judgment.
- All SSAs have undergone training in catch up numeracy which has allowed them to effectively support learners who are not achieving expected levels.
- Numeracy working party have read, researched and devised a new whole school policy/position statement for numeracy which encapsulates academic literature, relevant policy and what day to day practice in our school should look like. This has resulted in all staff members refining their ideas of teaching in numeracy and has ensured that we now have a rationale to draw on when creating and amending our programs of work.

**Next Steps:**

- Extend the implementation of progressive, daily mental agility sessions across all classes in the school to ensure a coherent approach and consistency of practice.
- Continue to embed approaches to mental agility across all levels of the school and track the impact that this approach is having on attainment over time.
- Continue to look for schools with good practice in this area and create links with these schools to share good practice.
- Extend the good work that we’ve done in moderating literacy across our small schools network this session to focusing on numeracy and maths.
- Embed, review, evaluate and amend accordingly all newly devised planners, pathways and evaluation formats at the end of next session to ensure intended impact in realised.
- Further identify a lead mental agility champion through the PRD process to establish a meaningful distributive leadership role which will positively impact on change.
- Continue to embed and evaluate our assessment framework to encompass new ‘achievement of a level’ guidance particularly in relation to holistic assessments and the SNSA.
- Explore the variety of ways in which to assess maths; moving away from the reliance on a core resource to assess and ensure consistency of standards among all staff members.
- Visual and kinesthetic approaches to be explored as a teaching and learning approach in numeracy to equip teachers and learners with a wider pool of resources and strategies to pull from.

### Priority 3: To promote family learning

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<thead>
<tr>
<th>National Improvement Framework Key Priorities</th>
<th>National Improvement Framework Key Drivers</th>
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<tbody>
<tr>
<td>- Improvement in attainment, particularly in literacy and numeracy;</td>
<td>- School leadership</td>
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<tr>
<td>- Closing the attainment gap between the most and least disadvantaged children;</td>
<td>- Teacher professionalism</td>
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<tr>
<td>- Improvement in children and young people’s health and wellbeing; and</td>
<td>- Parental engagement</td>
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<tr>
<td>- Improvement in employability skills and sustained positive school leaver destinations for all young people.</td>
<td>- Assessment of children’s progress</td>
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| HGIOS 4 QI: 2.5 Family Learning |

**Progress and Impact:**

- All parents and families were consulted through a baseline questionnaire which audited current practice, provided an opportunity to suggest appropriate times for family learning and encouraged stakeholders to provide ideas on ways to move forward or types of programs that would be most useful.
- As a result of the aforementioned consultation process, we worked in collaboration with our home school partnership service to devise a bespoke annual program of family learning ensuring equal balance of opportunity across the school.
- One member of staff attended the family learning conference which provided us with the scope and knowledge to self-reflect on current practice and look outwards.
• Our Principal Teacher worked in close collaboration with our P1 teacher to develop, implement and evaluate a 'help your child succeed' family learning program aimed at the families of our new intake. Although we had a relatively low attendance at this program; the families who did engage with it gave excellent feedback and have since reported back on how strategies learned during these workshops have positively impacted on their ability to support their child’s learning and development.

• We participated in the pilot of the family learning program ‘Staying Strong’. Two members of staff received training in the use of this approach and our Principal Teacher along with our Home School Partnership worker to deliver the six-week program. This engaged four of our families in intense workshops about dealing with negative change and loss. All families involved provided excellent feedback and reported that skills learned during the program positively impacted not only on their interactions with their children but also in their relationships with the school.

• Our Principal Teacher and Home School Partnership worker have worked in close collaboration this session to research, write, devise and resource a new bespoke family learning program in response to a local need highlighted through our baseline questionnaires. This program is based on supporting families in managing adolescent behavior at times of transition. As the program has taken a session to devise and develop; it has not yet been implemented and therefore intended impact is currently unknown.

• One member of teaching staff and one SSA have undergone training in the ‘Give Us A Break’ program which we successfully ran for 7 pupils in our senior school. Attendance at this program resulted in all families who engaged in the program reporting that they now have a more solution focused approaches to their discussions, that their children now feel more confident when discussing problems or areas of conflict and that they now feel better equipped in dealing with issues around loss and change.

• Our Principal Teacher worked in close collaboration with our home school partnership service to devise our ‘feed the family’ family learning program. This focused on developing our families’ attitudes to healthy eating, food preparation and on facilitating family learning in a fun environment. This was a hugely successful program and our most well attended program all session notably engaging more male members of families and some of our harder to reach families. Some pupils and families who took part in this program reported that they had since, as a result of this, engaged in practical cookery at home. Others reported that it gave them a fun and informal opportunity to engage with the school.

• We introduced our community café this session and have seen increased attendance at our café as the session has gone on. Engagement levels suggest that this is a medium in which our families enjoy discussing learning and sharing achievements.

Next Steps:

• Pilot devised program with selected upper school families and track, monitor and evaluate impact on pupil and family health and wellbeing.

• Continue to embed and review rolling program over the course of the year.

• Work in collaboration with all class teachers to devise a ‘Help Your Child Succeed’ workshop for every stage – focus on homework. (As suggested by our PEF focus group).

• Track attendance and engagement in programmes to establish trends in FME, GT etc. then plan to tackle, support and challenge these trends.

• Focus on supporting families to minimise the impact that poverty is having on learning and
- Continue to create and develop strong home-school links which contribute to improving outcomes for learners.

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<tr>
<th>Quality Indicator</th>
<th>Key Strengths</th>
<th>Areas for Development</th>
<th>School Self-Evaluation</th>
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<tbody>
<tr>
<td>1.1 Self-Evaluation for Self-Improvement</td>
<td>Almost all staff actively engaged in self evaluation at school level using HGIOS 4 as a core framework. Parents are consulted at key points in the year. Pupils lead learning walks across the school fortnightly. All staff are involved in sharing good practice events at learning community level. All staff are involved in moderation within the school, small schools network and wider Learning Community. Effective tracking and monitoring of all pupils over time has begun to be embedded and analysis of data to show trends for the past year has been evidenced. Streamlined planners and trackers have been developed by staff group in literacy and numeracy this session. Most staff visit other schools to establish a parental focus group focusing on school improvement and the PEF. Pupil appointed ambassadors for curricular areas to consult on progress made. Show more clearly the impact of partners’ views and create display to show that these are valued. We recognise the need to more effectively analyse data over time. We recognise the need to give time for new streamlined planners to embed and properly measure impact. Implement tracking of star award.</td>
<td>Good</td>
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look for a consistent standard. A few members of staff look at national research as part of university courses. Tracking of wider achievements and involvement in out of class activities has been established this session. All staff engage in professional learning trios which were established this session this ensures that all staff involved are taking part in peer visits and professional dialogue as a result of these visits. All staff engage in PRD linked to GTCS standards. Our Principal teacher is part of the learning community PT/ DHT network. Our Head Teacher is part of the local authority Professional Learning Trios. Our Principal Teacher has undertaken two masters level courses this session; one in inclusion and one in Middle Leadership. Two members of staff have undertaken training in the ‘Give Us A Break’ approach and a further two members of staff have been interviewed and accepted on to training in the CUSTTAD approach next session.

1.3 Leadership of Change

We have a shared ethos of high expectations for all learners and staff. We have a very clear shared vision and values created by pupils. Staff have a very clear understanding of our school demographic and needs as a result of both historical, local knowledge and the beginning to drill down into trends in attainment data. SSAs are also particularly skilled in this area. CLPL audit carried out annually and gaps identified; lots of in-house training planned to plug identified gaps. Nurturing

Promote visions and values through assembly programme to further celebrate achievement.

Continue to review visions, values and aims.

Practitioner Enquiry groups to be established in learning trios focusing on improving attainment in writing.

Tracking and Monitoring meetings to be established next session in addition to planning meetings to ensure attainment is tracked more
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<th>Section</th>
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<tr>
<td><strong>2.3 Learning, teaching and assessment</strong></td>
<td>Almost all learners are engaged in lessons. We have high engagement levels across almost all areas in our lower school and in the majority of areas in our upper school. Most of our pupils are who receive targeted support. Some staff need to further develop skill in differentiating and challenging children. Our community café allows children to contribute to the local community. We have recently devised and implemented an assessment framework. Personal Learning Planning and pupil target setting is embedded across the school and the majority of pupils are engaging in target setting weekly. The majority of teachers are using skilled questioning and some teachers have led training on higher order thinking skills. iPads are used near daily in some classes to support learning as is software to support struggling writers. New planners devised linked to new benchmarks in literacy and numeracy. Digital technologies needs to be more fully embedded to ensure increased engagement and more frequent use of high quality resources. Need to provide more opportunities for choice to be embedded within lessons. Allow time for assessment framework to embed before reviewing to encapsulate current guidance on ‘achievement of a level.’ Nurture and health and wellbeing to be developed further. A more robust approach to target setting and corresponding celebrating achievement of this.</td>
</tr>
<tr>
<td><strong>3.1 Ensuring wellbeing, equity and inclusion</strong></td>
<td>We work in close collaboration with our local RC in order to provide teaching about the sacraments for our RC pupils. Almost all of our pupils feel safe, respected and fully in school life. Our learners are active participants in decisions that affect their learning and wellbeing. We ensure core focus each term on our ‘spotlight on a right’ which allows us to promote the UNCRC in the life of the school. The wellbeing indicators are used as a reference point when discussing children’s wellbeing and progress. Most learners are aware of them and Further develop a progressive approach to using the health and wellbeing indicators to underpin learning in this area of the curriculum. Develop a systematic approach to gathering the views of our partners and act on the feedback given. Further embed rights based learning in all classes and create a framework for this. Further develop the use of the wellbeing indicators in the daily life of the school through staff training,</td>
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can use them to formulate a discussion about their wellbeing although we still have work to do in order to ensure learning in this area is properly progressive. All pupils are involved in one of our pupil voice committees. We have a well-used outdoor learning space ad have worked effectively with partners this session to further explore the outdoor areas in the wider community this session. Our learners from our gypsy and travelling communities are fully included in the life of the school and our curriculum although we have identified the need to close the attainment gap for this particular group of learners. Our STAR award program ensured that our pupils from the most deprived areas and our pupils with additional needs are improving in achievement. WE have also implemented targeted support groups this session for our pupils with additional needs in relation to social skills including; gardening club and friendship group.

| 3.2 Raising attainment and achievement | Over the course of the last session we have raised attainment in reading, writing and numeracy. The majority of our learners are making progress compared to their prior levels of attainment in literacy and numeracy. We have some data to suggest that we have begun to raise attainment for most of our learners over time, however, we need to gather more data overtime to have consistent and robust evidence of this. We have recently devised and begun to implement an assessment framework which is beginning to better support teacher professional judgement. Our STAR award program as well as the robust tracking and monitoring of engagement with extra-curricular | pupil self-evaluation, targeted lessons as well as through a progressive assembly programme. Further develop pupil voice and put mechanisms in place to ensure all children have an opportunity to raise concerns in a variety of ways. Continue to provide targeted support groups to support our learners with additional support needs. Devise a tracking system to monitor engagement with STAR awards. Closely monitor and track attainment and engagement of our learners from gypsy and travelling communities. | Continue to raise attainment in reading, writing and numeracy. Continue to develop tracking systems and ensure analysis of collated data on a systematic basis. Continue to embed, review and amend assessment framework to ensure it is in line with national policies and is effectively impacting on learners' attainment as well as appropriately informing teacher professional judgement. Embed, track and monitor STAR award. Analyse trends in engagement with extra-curricular activities over time. Good |
| clubs both within and outwith schools means we have begun, this session, to gain a wider picture of the quality of our learners’ achievements. | Ensure that our learners who are affected by poverty and deprivation are fully supported to achieve their potential. Children affected by poverty are still disproportionality behind their peers in attainment at some stages and at some levels. This is a key strategic priority for us next year. |
Overall impact of establishment’s actions to improve excellence and equity (PEF)

**Amount allocated:** £50,400

<table>
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<tr>
<th>How are we doing?</th>
<th>How do we know? (Evidence measures of success)</th>
<th>What are we going to do now?</th>
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Although we cannot comment at this stage on the impact of our first PEF spend, we are confident that the plans we have in place will lead to improvement. See the School Improvement Plan for details of our planned projects in this area.

Overall evaluation of establishment’s capacity for continuous improvement

Our school was last inspected in 2012 and was awarded the following;

2.1 Learners’ experiences **satisfactory**
1.1 Improvements in performance **satisfactory**
5.3 Meeting Learning needs **satisfactory**
5.3 The curriculum **satisfactory**
5.9 Improvement through self-evaluation **satisfactory**

We have excellent evidence to suggest that the school has continued to grow over the past five years. All self-generated evaluation activities suggest that we have made improvements in all areas since the inspection in 2012. However, we are very aware that the educational landscape has changed significantly since then and so have standards across the board. Our annual School Improvement Plan has a significant impact on learning and teaching particularly in the areas of literacy, numeracy and health and wellbeing. Almost all teachers are very reflective practitioners and enthusiastically self-evaluate throughout the school session during moderation, SMT class visits, professional learning trio visits, and professional learning trio dialogues. We work closely in partnership with our colleagues in learning community schools and attend sharing good practice events bi-annually with a focus last session on moderating listening and talking while the previous session focused on learning conversations. We also work closely in a small schools network to ensure all teachers have a stage partner in a local school to share standards with – we have worked in groups within this grouping this session to moderate reading and have plans to moderate numeracy in the next session. The HT is involved in HT coaching and mentoring as well as a local authority pilot of professional learning trios. This session the PT has completed a master’s level module focusing on inclusion and is nearing the completion of the post-graduate diploma in middle leadership and management at the end of this session. Parents and the wider community partners are increasingly involved in school self-evaluation and parental views are always valued. Recently, we have established a parent pupil equity fund steering group who have already begun to make valuable contributions and ideas for future improvement. We need to continue to work with our parents, pupils and partners to fully involve them in our self-evaluation processes and to ensure that their contributions are valued and displayed. We need a sharper focus on sharing our improvement priorities with parents and moving forward, require to make this more visual- our Parent Council have already agreed to get together next session to take this forward. We are confident that we have a leadership and staff team who are all committed, reflective practitioners who have the will and ability to take our school on the next step of its improvement journey.

Signed:

**(Acting Head Teacher)**

Date: **26th June 2017**