



Standards and Quality Report 2019-2020



Name of school

Park Primary School

Context of the school

Including some or all of the following:

- *basic school details (roll, class composition etc.)*
- *school vision, value and aims;*
- *local contextual issues;*
- *factors affecting progress (e.g. staffing changes/issues).*

We are a non-denominational school situated in Dunollie estate in Oban with 246 pupils in attendance and a further 18 in our Early Learning Centre. Our school is situated in a catchment area that encompasses both Local Authority Housing and Private Housing. Currently, 20% of our pupils are in SIMD 3 or below and just over 10% claim FME with an additional small percentage (7%) in receipt of clothing grants. 15 of our pupils are also Young Carers. Many of our pupils are placing requests, some of whom travel from outwith the town. Our Pupil Equity Funding (PEF) for session 2019/20 was £24,840 and a further £25,846 has been allocated for 2020/21.

We have 10 classes at Park, with a few 2-stage composite classes. We also have 6 members of teaching staff who have part time, permanent contracts.

Our Vision for Park is to be a happy place, a healthy place, a safe place and a place where children are excited to learn. We encourage our pupils to display our school values of trust, respect, ambition, inclusion and responsibility. We work collaboratively with our pupils, parents, staff and wider community to achieve our aims (please see VVA picture below).

Factors affecting progress: 6 members of teaching staff are on part-time contracts which results in a number of job shares. Pupils with attachment issues or ASD can struggle in job share situations – this is closely looked at when allocating classes. This session we, once again, had many staff absences including maternity leave (teaching and ASN staff). This has resulted in some instability in our staff as supply has been difficult to source and has affected continuity for our pupils. We have, once again, had a number of new pupils enrol in our school, some of which were placing requests. Many of our classes are close to capacity. Obviously, the forced closure of schools due to COVID-19 has had a major impact.



Review of SIP | Priority 1

Progress and Impact:

1) Raise Educational Attainment and Achievement for all

- Numeracy and Maths resources purchased at beginning of session. All classes now using Primary Maths for Scotland resources. These are alligned to CfE Benchmarks and have reduced staff planning time. Content has been difficult for pupils due to increased reading, however, this was an area that staff felt most of our pupils avoided and struggled with so, although this is a challenge, we believe it to be essential. We hope to see the impact of this as we continue to use these materials.
- Numicon Advocacy was looked into and discussed, however, we decided not to progress with this due to added workload for staff.
- Sumdog has continued to be used throughout this session, including with home learning. We also purchased Sumdog Grammar/Spelling to provide additional reinforcement for our pupils. These tools provided teachers with the ability to tailor the programme to their pupils' needs. The impact of these developments will need to be measured next session.
- Jolly Phonics/Grammar/Music continue to provide consistency of approach across the school. Previously we have seen increased attainment in literacy through use of this programme and would expect that to continue, but we will need to measure this next session. The Jolly Grammar programme is now well-embedded within our school.
- Acting DHT and P1 Teacher attended Emerging Literacy Rollout day and subsequent network training sessions. All Primary 1s were assessed using Highland Literacy Phonological Awareness trackers in Oct and Feb, with results compared. All pupils showed improvement in ther phonological ability, and focus groups were created to target pupils needing support with pre-handwriting skills. End of year re-assessment would have taken place to show improvement over the session and SNSA data would hopefully have shown a higher level of achievement in Reading.
- Time was given to teaching staff to familiarise themselves with available apps and select a few to use with pupils to enhance teaching and learning. However, our 'Sharing Good Practice' session did not take place due to school closure.

Next Steps:

- Continue to use Primary Maths for Scotland materials and develop pupils' skills in using the language of numeracy/maths.
- Sumdog will continue to be used next session (with fundraising to support the purchase of Sumdog Grammar/Spelling). Reports available within this tool to be used more regularly to provide evidence of pupil progress. We will plan to use Sumdog more effectively to support Blended Learning.
- Highland Literacy screening tools will be used at beginning of session and throughout Primary 1 to monitor progress. We will use this toolkit to support pupils throughout the school who are experiencing difficulties with Literacy.
- Our Acting DHT, with management of ELC as her remit, will work closely with our own ELC and associated nurseries to ensure Highland Literacy toolkit is being used by all and data is being fed to school on transition of pupils.
- We will reorganise our 'Sharing Good Practice' session once staff have been able to re-familiarise and use educational apps with their classes. We will evaluate the impact of increased use of technologies in the classroom.

Review of SIP | Priority 2

Progress and Impact:

2) Use performance information to secure improvement for children and young people

- All teaching staff attended Cluster training on planning, assessing and moderating Listening and Talking. Teachers now have a greater understanding of planning for and assessing Listening and Talking, but we intended to provide additional in-school training to support professional judgement which was delayed due to school closure.
- The plans to look at engagement across the school were delayed due to the launch of our VVA. The need to embed our VVA took priority and the plan to focus on engagement was put off until the last term. However, due to school closure, this could not take place.
- Acting DHT created Pupil Tracking Database prior to the start of session 19/20. Staff were trained in how to use it and this has successfully provided all teaching staff and SLT with clear, concise, information about every pupil's needs. This information has supported Pupil Tracking meetings which led to targeted interventions for pupils. Last session with the implementation of Pupil Tracking meetings, we saw an increase in the needs of our pupils being met. Although we have been unable to measure the impact of our new database, we would have expected this to only further enhance our knowledge of our pupils and, therefore, their needs being met.

Next Steps:

- Further training to be provided to support professional judgement of achievement of a level within Listening and Talking.
- Clan Committee to lead initiative on engagement, particularly in light of the pandemic, and the possibility of moving to Blended Learning.
- Pupil Tracking meetings will be planned immediately on return to school with SLT, current teacher and previous teacher. This will be important to ensure any pertinent information during lockdown, and prior to this, is shared.
- We plan to focus on securing the health and wellbeing of our pupils on return to school in August. At the beginning of September we will use assessment materials to ascertain the ability levels of pupils. Teaching staff will then use this data to plan interventions to close the attainment gap.

Review of SIP | Priority 3

Progress and Impact:

3) Ensure children have the best start in life and are ready to succeed

- LAD Framework has been used in ELC to track and monitor individuals and plan next steps. This has been very successful with ASN children as it has helped staff to identify stages of development and then address needs accordingly. Almost all children with ASN have shown improvement in their development because of this.
- DHT and CEW attended training on using Emerging Literacy toolkit. This led to practitioners using the toolkit to assess literacy levels of our N4 children, which has provided the school with clear data and next steps prior to transition.
- CEW attended training on 'Learning Language and Loving It' to improve communication and interaction skills for all children. This training was shared with colleagues and planned observations of pupils were to follow. ELC practitioners were engaged in the implementation of this initiative and lead CEW planned to demonstrate how the approach could be used with children. This was interrupted due to school closure.
- In session 18/19 we had noticed that some children in our ELC were not meeting developmental milestones in Listening and Talking. A great deal of work has been carried out this session to improve this area through group activities and free flow play. When reporting on Developmental Milestones in December 2019, we noticed a marked improvement in Listening and Talking with most of our children.
- Early Years' staff have taken part in ongoing training using the 'Adventures with Alice' resource, which encourages communication, creativity, literacy and emotional wellbeing. As a result of this, staff reviewed and evaluated the play experiences currently being offered to children, and adapted them to encourage curiosity and creativity, and enhance engagement. Early Years' staff have now built up a bank of resources to deliver these experiences, and ideas on how to encourage curiosity, creativity and communication have been shared with parents. This initiative has also led to increased attainment in Listening and Talking in our children and has increased the confidence of our Early Years practitioners.
- Jolly Music has continued to be delivered to develop phonological awareness and awareness of rhythm in our ELC. Parental feedback has shown increased engagement in song and rhyme at home. We have also seen increased confidence in our children who regularly take the lead in ELC group sessions.
- Occupational Therapist provided ASN staff in ELC with training in sensory awareness to support pupils with ASD. This led to a greater understanding of sensory triggers for some children and staff were able to purchase specific resources to meet the needs of children and were able to anticipate their triggers.
- The Three Assets approach is now being used to inform planning in the ELC, with a particular focus on outdoor, culture and family learning. Our data shows that our ELC practitioners are meeting the Authority's target of 50% of each session being spent outdoors. This approach has increased engagement in our children who are leading their learning.

Next Steps:

- As we move towards providing 1140 hours, our Childcare and Education Workers will be guided by the Scottish Government's 'Realising the Ambition: Being Me' document, to improve outcomes for children and families. Currently, our CEWs are involved in online discussion forums with other local practitioners and the cluster lead. This will continue next session, and cluster and community partnerships will continue to be encouraged as we take our ELC forward into extended hours.
- With 1140 hours, we will continue to ensure we are maximising the use of our outdoor areas.
- We will encourage cluster working between ELC groups to ensure increased use of Emerging Literacy toolkit and moderation of standards.
- Building on the success of our ELC securing 50% of learning outdoors, we intend to ensure our Primary 1-7 teachers deliver increased outdoor learning experiences when pupils return to school.

Review of SIP | Priority 4

Progress and Impact:

4) Equip young people to secure and sustain positive destinations and achieve success in life

- Pupils used the Wellbeing Wheel once again to self-assess against the SHANARRI indicators. Comparing this session's scores to last session's, we have found the following:

S: 84% of pupils said they felt just as safe or more safe compared to last session.

H: 77% of pupils said they felt just as healthy or more healthy compared to last session.

A: 76% of pupils said they felt they were achieving the same or achieving more compared to last session.

N: 76% of pupils said they felt just as nurtured or more nurtured compared to last session.

A: 85% of pupils said they felt just as active or more active compared to last session.

R: 74% of pupils said they felt just as respected or more respected compared to last session.

R: 78% of pupils said they felt just as responsible or more responsible compared to last session.

I: 75% of pupils said they felt just as included or more included compared to last session.

- Our CEW has continued to provide pastoral support for all pupils when required, and our ICE Group for Literacy and Numeracy. Pupils and staff have found the CEW's role invaluable in dealing with mental and emotional wellbeing.

- PATHS and Zones of Regulation have been used throughout the ELC and school. Additional training was provided for P1-4 staff on the psychology behind PATHS, led by our Educational Psychologist. Pupils now have increased emotional literacy, are beginning to show coping mechanisms and are showing a better understanding of the emotional needs of others.

- Our Acting DHT led cluster training on the use of Sway blogs for P7 profiles. Our Primary 7 teachers attended this training and began the setup of these profiles. However, due to school closure, these were not completed in the final term. The intention to use the associated skills within these Sway blogs across our establishment, once again, did not take place due to school closure.

Next Steps:

- From the data above, we plan to focus on ensuring our pupils feel more respected and included. Respect and Inclusion are 2 of our school values and we had started to embed our values before school closure. We plan to use our values to promote positive behaviour next session.

- We plan to adapt the role of our CEW to a Family Link worker to provide our targeted families with pastoral support and advice, particularly in light of the pandemic.

- Explore opportunities for further staff training with regards to PATHS and ensure consistent approach across all classes and in playground.

- Re-train P7 teachers on use of Sway to replace Learning Logs. Begin this process at beginning of next session. All teaching staff are aware of updated skills language and plan to adopt this language and share with all pupils next session.

Review of SIP | Priority 5

Progress and Impact:

5) Ensure high quality working and community engagement

- Staff were given additional training in the use of Xpressions to provide families with information about their child's learning in class. Instructions were also sent home regularly to remind parents of the need to download the app to get the most up-to-date information about their child. Last session, 57% of our families used the Xpressions app to access weekly/fortnightly information about home learning. This has now risen to 73% of families using the app, with 27% preferring to be contacted via email. During school closure, 96% of our families engaged with our home learning activities via Xpressions/email. 96% of our ELC families have also engaged via Seesaw. The tools we already had in place helped make the transition to home learning much smoother.

- A Family Learning Action Plan was produced for this session, for both the school and the ELC. Almost all targets were achieved. 90% of parents rated our P1 induction afternoons as very good and 10% as good. 75% of parents rated our Open Afternoon to meet P1 staff and tour the school as very good and 25% as good. 96% of our families attended our School Open Afternoons to interact with their child in their learning. A Family Learning Questionnaire was sent to ELC families, but the questionnaire due to be sent to the rest of the school was delayed due to school closure. 100% of ELC families told us the communication through our Seesaw app was very good. Our ELC Family Learning activities (Bookbug, Finger Gym Bags, SHANARRI activities) have been well-received, with 95% of parents stating they were good or very good. We have seen increased engagement with our families during the school year, and continuing through lockdown.

- Our link with the North Argyll Care Home has had a number of setbacks this year due to illness in the care home in December, followed by the COVID-19 outbreak.

Next Steps:

- Due to the success of Seesaw in the ELC, we will change from Xpressions to Seesaw for next session. This had originally been the plan when we first started using Xpressions two years ago, but was delayed due to GDPR compliancy. The Seesaw app would allow for better interaction between home and school.

- Last session, our plan to create home learning tutorials was delayed. However, we hope to create a bank of tutorials for our families to increase engagement with learning at home. This was planned due to lack of space to allow parents to attend family learning events, but in light of the pandemic this will continue to be pertinent as parents will not be able to visit the school.

- Building on this session's progress with family learning, a new Action Plan will be created, focusing more closely on families across the school. We will use the information gathered from our questionnaires to respond to the needs of our parents/carers.

Review of SIP | Priority 6

Progress and Impact:

6) Strengthen Leadership at all levels

- Children were surveyed re. new and old VVA. 92% of our pupils voted for the new VVA format as it was colourful, child-friendly and visually engaging. Parents were then surveyed via Facebook Poll and 97% of our parents voted for our new VVA format also as they believed children would respond more positively to this one. They also were in agreement with the vision and values that the children had created. The chosen format has now been displayed widely throughout the school after our Clan Committee held a launch event. Monthly 'Values' assemblies had taken place and plans were in place to further embed our VVA across the school and ELC until school closure.

- As mentioned, Numicon Advocacy was decided against due to increased staff workload.

- Primary 4 and 7 pupils completed SNSAs in first term and this led to diagnostic results being used to plan for achievement of a level by end of session. All teaching staff were trained in the use of XBRA signposting and these progress levels were included on our Mid-Year reports. Parents were also given clear information on the meaning of XBRA. Acting DHT worked closely with staff to ensure a range of evidence for each child was used holistically to determine progress levels. February's P&A return of results was scrutinised; anomalies were discussed and moderation of pupil evidence was repeated to ensure progress levels were accurate.

Next Steps:

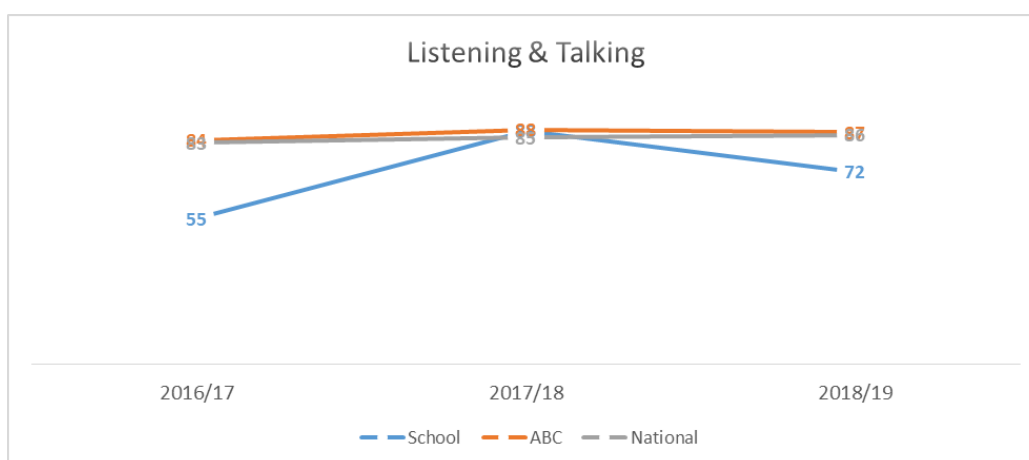
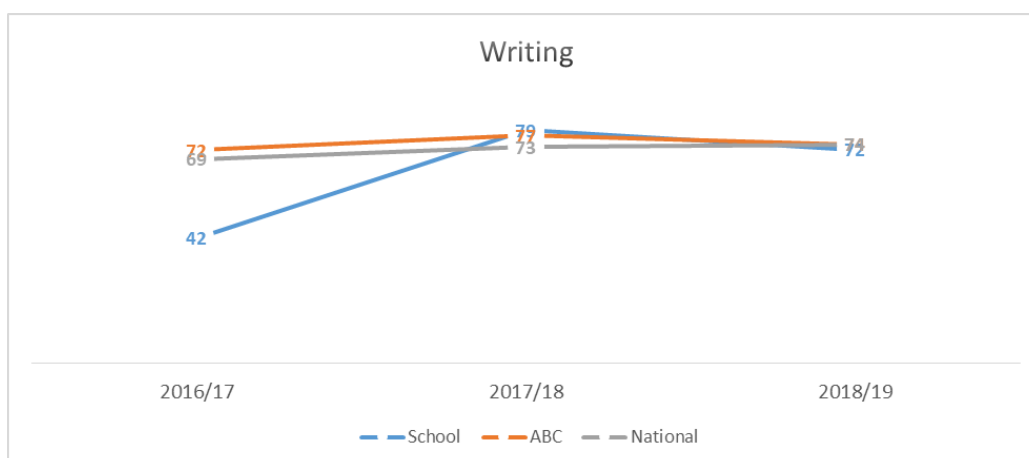
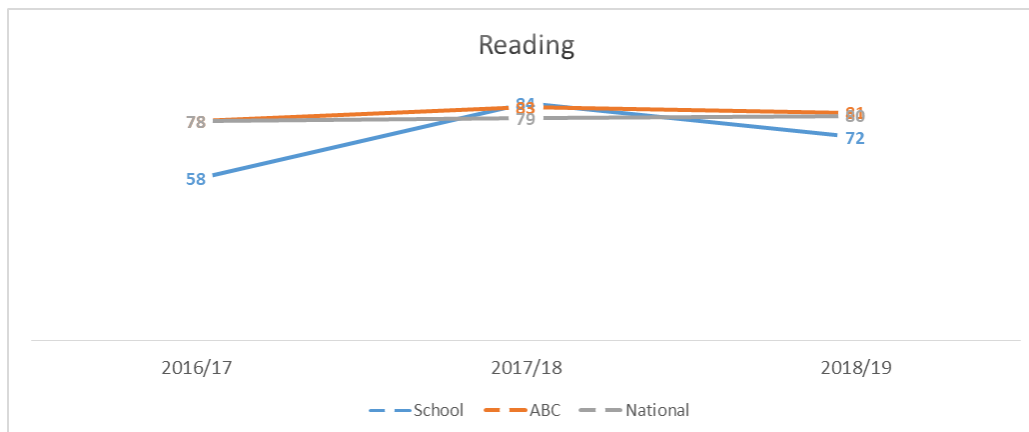
- We plan to continue to embed our VVA across the school, using the ideas supplied by our pupils. 'Values' assemblies will continue when we are able to do so. Our values will also be promoted throughout the school and ELC as part of our Positive Behaviour Policy.

- P4 and P7 SNSAs will be completed in the first term once again to allow for diagnostic information following school closure. Teaching staff will be given additional training in using diagnostic data and XBRA progress levels to increase staff confidence. Additional assessments will take place during the first term to help us build a picture of pupil ability on return to school.

1.1 Attainment Data

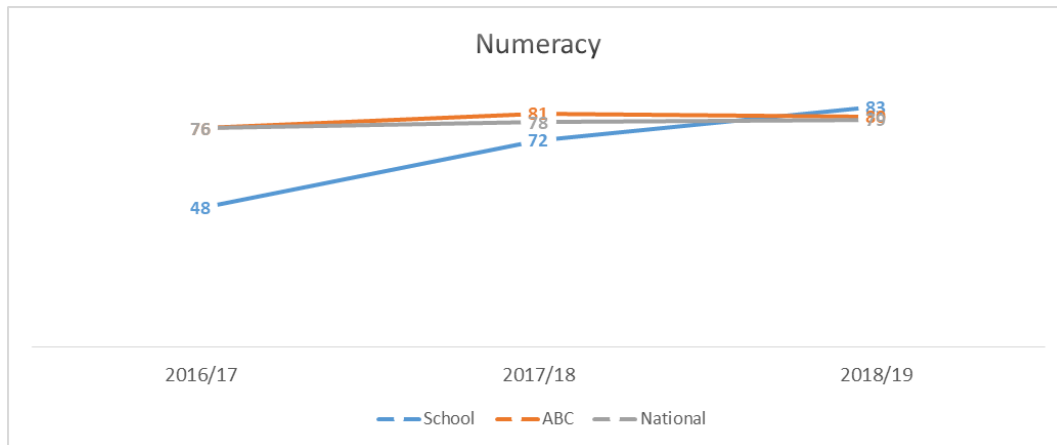
Attainment of Literacy Curriculum for Excellence levels 2016/17, 2017/18 and 2018/19 (teacher judgement – confirmed levels – 3 year trend).

*Example below- school-specific data will be provided in the summer term



1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2016/17, 2017/18 and 2018/19
(teacher judgement – confirmed levels – 3 year trend).



Overall quality of our learners' wider achievements

Highlights of session 2019-20

- One of our Primary 7 teams placed first at this year's Oban High School Mathsfest.
- 7 members of the Eco Group took part in a Global Citizenship Event at OHS.
- Once again, we maintained our status as a Fair Achiever School until 2022.
- Our Primary 7s participated, once again, in our annual Table Tennis Tournament.
- Our P5-7 choir performed for parents and the community at our annual Christmas Service.
- Our ELC pupils performed Halloween songs and rhymes and played games with the residents of North Argyll Care Home.
- Our Primary 4 pupils took part in World Book Day's 'Share a Million Stories' campaign by sharing stories with our Early Level children.
- Our annual Easter Egg Competition took place this year via Facebook with winners receiving e-vouchers for books.
- A celebration was held outdoors for our Primary 7 leavers and year books were created for the first time to present to them.
- Our ELC practitioners drove door-to-door to deliver gifts and scrolls to our ELC leavers.
- Our Primary 7/6 class came 2nd in Argyll and Bute's Sumdog contest during lockdown, and one of our Primary 4 pupils came 4th overall.

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

- As mentioned, 96% of our parents attended School Open Afternoons this session, with 3 classes receiving 100% turnout. We have found the most successful way to engage our families is with pupil-led activities.
- Our Active Schools Coordinator reported that within the OLI cluster our school has the highest percentage of pupils attending our after school clubs. This session, our Primary 6 pupils were trained as Young Leaders by our Active Schools Coordinator to organise and lead their own after school clubs. These clubs targeted our P1-5 pupils as we had identified a gap in provision for these year groups. The Young Leaders led clubs on Active Games, Dance and Tag Rugby. Our Primary 7/6 teacher also set up a new lunchtime club for P1-3 pupils to promote Mindfulness. This is in addition to our regular sporting after school clubs.
- Our Pupil Tracking and Monitoring system has engaged our staff and encouraged collaboration. All staff have responded positively to the new system and regularly monitor targeted interventions for each of their pupils.

Comment on progress made with the following aspects of empowerment:

- curriculum;
- improvement activities;
- parental and community engagement; and pupil participation.

https://education.gov.scot/improvement/learning-resources/an-empowered-system/?dm_i=LQE,6RTY0,WAUPY4,R37A1,1

- Our Clan Committee designed and created our new VVA (both the language used and the visual representation). They also held a whole school launch event and have generated ideas on how to further embed our vision and values across the school and ELC.

- Our Primary 6 pupils recently interviewed virtually for our new Acting Head Teacher. The children created their own questions and provided feedback to the Education Officer who shared their views with the main panel.

- Some of our Primary 5 boys were particularly concerned about the Australian bushfires and its effect on wildlife. They organised a fundraising appeal, both in school and with our families via Facebook, raising £250 for WWF.

Comment on progress made with Pupil Equity Funding, taking account of the five key areas below:

- attendance;
- attainment;
- exclusion;
- engagement;
- participation.

- Through nurture support from our Childcare and Education Worker, alongside our targeted interventions via Pupil Tracking meetings, 65% of our targeted pupils' self esteem scores increased or stayed the same from the previous session (using the Behavioural Indicators of Self Esteem (BIOS) assessment). Our targeted pupils also self-evaluated how nurtured they felt in school. Comparing their scores to last session, 72% of our targeted pupils reported feeling the same or better nurtured in school.

- According to our Progress and Achievement results in February, 56% of our targeted pupils are achieving or exceeding the expected level in Literacy and Numeracy.

- 83% of our targeted pupils participate in lunchtime or after school clubs. We always ensure that priority is given to our targeted pupils. Next session, we plan to increase our extra-curricular activities and will use our CEW as a family link to make parents of targeted pupils aware of these clubs and encourage them to attend.

- Our intention was to use attainment data to show improvement in Literacy and Numeracy for our targeted pupils, but due to school closure, attainment data is unavailable.

- 1% of our targeted pupils' attendance is a cause for concern. This 1% equates to 7 pupils. Of these pupils, 4 have health issues and attend frequent appointments, and we are working closely with the families of the other 3 pupils and have already begun to see slightly improved attendance.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6)
1.1 Self-Evaluation for Self-improvement	<ul style="list-style-type: none"> - Staff, pupils and parents are involved in improving the life and work of the school and ELC. - Across the year, there is focused attention on monitoring and evaluating learning and teaching and children's achievements. - Teachers and Childcare and Education Workers use a range of different assessments to measure children's progress across the curriculum. - Our pupils are engaged in reviewing their own learning. 	<ul style="list-style-type: none"> - All teaching staff and CEWs were consulted on our School Improvement Plan and asked to evaluate priorities. Suggestions were also given re. next steps. Parents and pupils completed online surveys and provided us with appropriate feedback on how we can improve our school. - Regular Pupil Tracking meetings are held with class teachers, where pupil needs are evaluated, interventions are planned and the impact of interventions are reported. Weekly meetings are held with CEWs in ELC to discuss individuals and any concerns. - Class teachers work together to moderate planning of ongoing assessments and periodic holistic assessments. Standardised assessments are also used at beginning and end of each session. ELC staff assess children twice-a-year against Developmental Milestones. - All primary pupils and ELC children evaluate their learning via Learning Logs, focusing specifically on areas of achievement and next steps. 	School: 4 (Good) ELC: 5 (Very Good)

<p>1.3</p> <p>Leadership of Change</p>	<ul style="list-style-type: none"> - Pupils, parents and staff have been involved in the creation of our VVA. - Learners are supported to understand the VVA. - Almost all staff are committed to change which results in improvements for learners. - Almost all staff are involved in the process of change and in evaluating the impact of improvements. 	<ul style="list-style-type: none"> - Pupils created new VVA (both language and visual representation), parents and staff consulted on final design. - Values promoted through monthly assemblies. Clan Committee have generated ideas on how to continue to embed VVA across the school and ELC. - All teaching staff and CEWs show eagerness to plan interventions for all pupils and regularly assess the impact of these interventions. - Through PRD process, almost all practitioners identify and partake in appropriate CPD opportunities, relevant professional reading and additional studies. - Some unpromoted staff lead areas of the curriculum and regularly provide additional in-school training. 	<p>School: 4 (Good)</p> <p>ELC: 4 (Good)</p>
<p>2.3</p> <p>Learning, teaching and assessment</p>	<ul style="list-style-type: none"> - Children play an active role in the school and regularly take on leadership roles, including leading learning. - Most pupils are able to give effective feedback to peers and can suggest next steps. - Planning processes are proportionate and manageable and identify what is to be learned and assessed. 	<ul style="list-style-type: none"> - Pupils take on additional responsibilities within the school e.g. Eco Committee, Clan Committee, Young Leaders, P1 Buddies... Pupils are regularly encouraged to lead their learning within the class and ELC. - In ELC, children are able to talk about their learning. Pupils in school are also able to self-evaluate and give effective feedback to their peers. - Staff work collegiately, using the PAM cycle, to plan learning and assessments. Planning systems are 	<p>School: 5 (very good)</p> <p>ELC: 5 (very good)</p>

	<ul style="list-style-type: none"> - Assessment approaches are matched to pupil learning needs. - A quality body of evidence is used to support assessment judgements and decisions about next steps. - Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all pupils, including the most deprived children and LAC. 	<p>rigorous and robust and all practitioners are aware of the link from planning to assessment to evaluation.</p> <ul style="list-style-type: none"> - Through pupil tracking, all staff are aware of individual pupil needs and plan assessments accordingly. - All practitioners are aware of the specific assessments to include in evidence folders and work collegiately to moderate this range of evidence against the benchmarks, which helps to plan for individual next steps for each child. - Tracking and monitoring systems are embedded within the school and ELC. Regular evaluation of interventions takes place. Our school's Pupil Tracking database gives clear data on progress made by all children, including the most deprived and looked after children. Regular Child's Planning Meetings and LAC Reviews with outside agencies and parents, and regular pupil tracking meetings with class teachers, inform next steps. 	
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> - The whole school community has a shared understanding of wellbeing and the ELC are beginning to promote children's rights more widely. - Staff and children know and use the SHANARRI indicators as an integral feature of school life. 	<ul style="list-style-type: none"> - All classes and ELC partake in activities related to a monthly SHANARRI focus, and provide tasks for home learning. This monthly focus is also promoted in assemblies. The ELC are beginning to use a pictorial version of children's rights in all play areas, led by one of our CEWs. - All pupils self-evaluate their wellbeing using the wellbeing wheel. Scores are compared yearly and our 	School: 4 (good) ELC: 5 (very good)

	<ul style="list-style-type: none"> - All staff take due account of the legislative framework when supporting children with their personal care. - Children are knowledgeable about equalities and inclusion. 	<p>CEW (PEF-funded) uses this data to work more closely with children and address their needs.</p> <ul style="list-style-type: none"> - All children are treated with dignity and privacy when changing, and using the toilet. Children with health issues are given privacy when attending to their needs. Sanitary products are placed in discreet locations according to the wishes of pupils. - Children are able to discuss and celebrate differences. They are able to talk about equality and equity and the meaning of fairness in relation to people's needs. The school and ELC promote a warm, nurturing ethos that includes all pupils, their families and outside partners. Feedback through parental questionnaires has shown that our ethos is an area we excel in. 	
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> - Most children are attaining appropriate levels and a few have exceeded these. - The school's data demonstrates our current learners are making very good progress. - Attainment levels in literacy and numeracy are a central feature of the school's priorities, and in the ELC this is appropriate to their developmental stage. 	<ul style="list-style-type: none"> - According to our February Progress and Achievement results, 64% of our pupils are making progress at the expected level, with a further 19% of pupils exceeding the expected level. Therefore, 83% of our pupils are achieving or exceeding the expected level of progress in Literacy and Numeracy. - Literacy and Numeracy feature heavily in our School and ELC Improvement Plans each year. We use our Progress and Achievement data to ascertain areas of Literacy and Numeracy which require development. 	School: 4 (good) ELC: 5 (very good)

	<p>- Confident teacher and CEW judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.</p>	<p>- Our CEWs have sound knowledge of child development and know each child as an individual and as a learner. This is used to identify needs and build upon their learning. Teachers are regularly supported in using a range of evidence to confidently make judgements on achievement of a level. Teaching staff are beginning to use XBRA signposting more confidently.</p>	
--	---	---	--