



Standards and Quality Report 2020-2021



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 244 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, 6% of our pupils are in SIMD 3 or below and just over 7% claim FME. 13 of our pupils are also Young Carers. Many of our pupils are placing requests, some of whom travel from outwith the town. We have 10 classes at Park, with a few 2-stage composite classes. We also have 5 members of teaching staff who have part time, permanent contracts. Our Pupil Equity Funding (PEF) for session 2020/21 was £25,846 and a further £26,594 has been allocated for 2021/22.

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.

Factors affecting progress: 5 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, once again, we had many staff absences including bereavement and maternity leave (SLT, teaching and ASN staff). This has resulted in some instability in our staff. Our Senior Leadership are all on temporary contracts which have been extended until October 2021. We have had 8 new pupils enrol in our school this session, the majority of whom were placing requests. Many of our classes are close to capacity. Obviously, the second forced closure of schools due to COVID-19 has had a major impact on staff and pupils. Laterally, a number of positive cases in our school has led to classes isolating and reduced staffing.

Review of SIP | Priority 1 - *Increase attainment and close gaps in numeracy*

Progress and Impact:

- All teaching staff used Sumdog diagnostic tools more fully to identify gaps in learning on return to school in August post lockdown 1. This ensured greater awareness of pupil ability and provided a starting point for each pupil. Teachers were then able to tailor learning in numeracy/maths as appropriate.
- All teaching staff have now been trained in using the Maths Mastery Cycle to plan, assess and re-evaluate learning in numeracy/maths. The majority of teachers have been able to use this in conjunction with our Primary Maths for Scotland (PMfS) resources to plug gaps in learning. This approach has been particularly beneficial post-lockdown. At the end of session 2020/21, despite a second lockdown, 73% of our pupils achieved the expected level in Numeracy/Maths.
- Due to overload of assessments at beginning of session and subsequent lockdown, completion of P4 and P7 SNSAs was delayed until May 2021. This provided teachers with evidence to support achievement of a level.
- Inservice training in May focused on planning for a range of evidence in numeracy. All teachers are now more aware of what a range of evidence in numeracy looks like and the need to plan for these assessments to ensure breadth and depth across the curriculum. This will be more evident next session.
- A protocol for home learning in numeracy/maths was agreed and all teachers adhered to this protocol throughout lockdown. This ensured all learners received high quality tasks (quality assured by SLT) and feedback from their teachers.
- Our PEF-funded Childcare and Education Worker has been using Plus 1 and Power of 2 numeracy intervention programme to support individual pupils. Targeted pupils have become more secure in their foundation skills which has helped boost confidence when learning in class. All parents of target group have completed homework tasks with their children to further support this. Teachers of target group have reported that pupils are now more confident when introduced to new number concepts.

Next Steps:

- Update school's benchmark trackers to coincide with PMfS resources and Northern Alliance Numeracy and Mathematics Learning Progressions to ensure tracking of pupil achievement is more accurate and detailed.
- Use of holistic assessments in numeracy/maths to be revised. End of level assessments only, to ascertain application of knowledge and skills. Use PMfS assessment pack to support.
- Greater focus on moderation between stages and level partners to take place regularly (according to Quality Assurance calendar) to moderate planning, assessment and evidence stages of PAM cycle, ensuring eventual achievement of a level judgements are confident and secure.
- Update Progress & Achievement data regularly throughout session using XBRA signposting. Pupil Tracking meetings at beginning of session to also include predictions for end of year, and discussion around support required to ensure further progress.
- Improve technology in school to enhance learning in numeracy/maths. Update smartboard technology for whole class, group and individual teaching. Provide training for staff to ensure high quality teaching and learning using up-to-date software to engage learners.
- Further embed understanding and use of Maths Mastery Cycle to identify gaps in learning. Continue to promote use of PMfS Teacher Guide which points to revisiting specific aspects of the numeracy/maths curriculum to ensure gaps are plugged before progressing further.

Review of SIP | Priority 2 – *Increase attainment and close gaps in literacy*

Progress and Impact:

- Our Primary 1 teachers used the Emerging Literacy Phonological Awareness trackers at the beginning of the session to establish a starting point for P1 pupils, and identify gaps. The data generated showed that Phonological Awareness should become a priority in term 1 as pupils had missed 4 months of nursery. Our Primary 1 teachers focused on teaching the 4 developmental areas of Emerging Literacy from August to October and delayed the teaching of Jolly Phonics. However, both Primary 1 teachers stated that, when pupils started Jolly Phonics in October, they made quicker progress due to in-depth coverage of the key areas in term 1.
- Our use of literacy assessments (Phonological Awareness, Jolly Phonics, Accelerated Reading, Suffolk Reading, and Parallel Spelling) in August across the whole school, provided all teachers with depth of understanding with regard to pupil ability post lockdown. Teachers have been able to group children accordingly and tailor learning to suit individual needs. At the end of session 2020/21, despite a second lockdown, 78% of our pupils achieved the expected level in Reading, 71% achieved the expected level in Writing, and 91% achieved the expected level in Listening and Talking.
- A protocol for home learning in all aspects of literacy/English was agreed and all teachers adhered to this protocol throughout lockdown. This ensured all learners received high quality tasks (quality assured by SLT) and feedback from their teachers.
- All teachers used the Highland Literacy Progression pathways to plan for learning. These pathways supported staff to plan more effectively and provided them with greater clarity of progression through a level.
- Our PEF-funded Childcare and Education Worker has been using the Toe by Toe reading intervention programme to support individual pupils. Through diagnostic assessments, targeted pupils have seen an increase of 2 years or more in their reading age. One pupil's reading age increased by over 3 years since starting the programme and having regular input from our CEW.

Next Steps:

- Due to the success of focusing on Phonological Awareness in the first term of P1, this will continue next session. Our Primary 1 teachers will focus on the 4 developmental areas within Emerging Literacy during term 1 before progressing to Jolly Phonics.
- Phonological Awareness Screening tools to be adapted to provide an intervention tool for P4-7 learners experiencing difficulty with literacy. Seek advice from other schools who have used the Highland Literacy approach across their school.
- Update school's benchmark trackers to coincide with Highland Literacy Progression pathways to ensure tracking of pupil achievement is more accurate and detailed.
- Range of evidence in Listening and Talking discussed at inservice training. Teaching staff to now plan for more specific listening and talking assessments to ensure evidence gathered is measurable.
- Use of holistic assessments in literacy to be revised. End of level assessments only, to ascertain application of knowledge and skills.
- Update Progress & Achievement data regularly throughout session using XBRA signposting. Pupil Tracking meetings at beginning of session to also include predictions for end of year, and discussion around support required to ensure further progress.
- Improve technology in school to enhance learning in literacy/English. Update smartboard technology for whole class, group and individual teaching. Provide training for staff to ensure high quality teaching and learning using up-to-date software to engage learners.

Review of SIP | Priority 3 – *Reconnecting our school community*

Progress and Impact:

- At the beginning of the session, our Vision, Values and Aims were promoted in all of our classes and ELC again. This was used as part of our focus on HWB throughout the year. Our pupils are now more familiar with our VVA and can explain our school’s vision and what our 5 values mean.
- PATHS and Zones of Regulation were used to support pupil wellbeing on return to school and throughout school year. Staff have reported that the majority of children are able to use appropriate language to describe emotions and some strategies to self-regulate.
- Due to a second lockdown, our work with the Children’s University to promote and celebrate wider achievement could not take place until April 2021. In the final term, we rolled out this programme with our Primary 6 year group only. Initial uptake has been successful and the majority of pupils are beginning to complete and record activities outside of school.
- Use of ‘5 most in-demand skills’ has been rolled out across the school. Most teachers are referring to these skills daily as part of learning and children are able to explain what each skill means. P7 pupils have evaluated their ability in each of these skill areas through completion of their Sway profiles for transition to high school and have an understanding of why these skills are required in the workplace.
- Many of our pupils were impacted by the second forced closure of schools, with some pupils struggling to return to school. Appropriate interventions were put in place for children and their families who required additional support with social/emotional wellbeing, including support from outside agencies. Our communication with families increased during the 2nd lockdown. Feedback from our targeted PEF group rated the support given as good or very good.
- Our use of the outdoors has increased greatly this year. Almost all classes now use the outdoors daily. With such extensive grounds at Park, all available areas have been utilised to allow all classes to partake in outdoor learning. Teachers are now more able to plan for outdoor experiences to enhance learning and have seen how it can boost wellbeing in our pupils. Using the Leuven Scales, all teachers noted, in the outdoors, pupils operated on average at level 4 (high) for both wellbeing and involvement.

Next Steps:

- Promote school values further through (virtual) assemblies, and through reward system linked to school’s behaviour policy. All staff to promote school values using consistent approach.
- Work with Children’s University to promote wider achievement will be rolled out to P4-7 next session.
- SDS skills to be further embedded in all classes. P7s to record development of skills in Sway profiles.
- Staff to continue to plan for outdoor experiences to enhance in-class learning. Observations of outdoor lessons will take place.
- Streamline our planning and resources in HWB. ‘Happy Healthy You’ purchased and plan is to use alongside RSHP resources and the Healthy Schools programme to ensure coverage of the HWB curriculum.
- As the 2nd lockdown has taken its toll on our pupils’ emotional wellbeing, we aim to focus on embedding the Nurture Principles next session. Working alongside the PT for Nurture, Ed. Psych and the Principal Teacher for Care Experienced Children to gain bronze level accreditation in Our Children, Their Nurturing Education, and promote greater awareness of and a consistent approach towards supporting children who have experienced trauma and attachment issues.

Review of SIP | Priority 4 – *Ensuring children are ready to succeed*

Progress and Impact:

- Emerging Literacy programme used to assess and evaluate learning and identify next steps. All CEWs now have greater awareness of pupil ability and can plan and deliver a progressive curriculum. On return to ELC, all Pre-5 children were assessed in April'21. Phonological Awareness assessment identified gaps in learning and staff planned focused activities to develop children's understanding. Observations and formative assessment indicate that all children are making progress in these areas. P.A. assessment results and tracking info shared with P1 teachers will support transition in August.
- Benchmark tracking grids used to ensure coverage of Es & Os. CEWs are now able to track individual progress leading to greater awareness of ability. Tracking has highlighted gaps in curricular areas.
- Highland Early Level Literacy/Numeracy and LAD Framework used to plan for progression. DHT involved in pilot project to review LAD Framework. Progressions have been used to track progress and show that almost all children are developing their skills in these areas. Use of LAD Framework has identified pupils requiring additional challenge/support and ensured that staff provide these opportunities. LAD Framework has helped to identify stages of development for children with ASN. Almost all children with ASN have shown progress in achieving Developmental Milestones.
- In August'20, we extended our provision to offer 1140 hours. Attendance of almost all children has been excellent. *Realising the Ambition: Being Me* has been used by CEWs to improve outcomes for children and families through promoting critically reflective practice and self-evaluation.
- DHT/CEWs have promoted wider achievement through Seesaw, newsletters, projects and Circle Time. Families are encouraged to share wider achievements and we have high levels of engagement with all parents. Children share their successes during Circle Time and achievements are displayed. This term's 'SHANARRI Calamari' project has provided valuable opportunities for children to discuss their achievements. The majority of children now recognise success, can confidently share their achievements and can acknowledge those of others.
- We have developed links with ELCs in the local area and are beginning to share practice and develop our use of Highland Literacy trackers. This cluster work will continue to be a focus next session.
- All staff have undertaken additional training to develop their understanding of ASD, Down's Syndrome and hearing loss. All ELC staff now feel more confident in supporting learners with ASN.
- OT provided all ELC staff with training in sensory awareness to support children with ASD. This led to greater understanding of sensory triggers for some children and staff are now more able to anticipate pupil needs. OT also provided further training in Fizzy. Children requiring support with developing their fine and gross motor skills were identified and are now taking part in the programme.
- Down's Syndrome Scotland provided all ELC staff with training in supporting learners with Down's Syndrome in the ELC. This led to greater understanding of needs and staff have identified areas for development within their own practice and ELC environment in order to best cater for these needs.
- Three Assets approach continues to underpin our planning. Over 50% of each session is spent outdoors in the garden or school grounds. ELC staff have linked with parents and local businesses to develop the outdoor space. Lead Practitioner from the EY Team led a series of outdoor learning sessions in our grounds with our children. This provided CEWs with an opportunity to shadow and observe good practice. As a result, all staff now feel more confident in their ability to plan and deliver creative and challenging learning experiences outdoors.

Next Steps:

- Focus on developing Phonological Awareness skills for all Pre-5 children between August-December 2021. In January 2022, Phonological Awareness assessments will be carried out to identify strengths and areas for development. This data will allow DHT/CEWs to provide a targeted approach to teaching and learning between January-June 2022.
- Increase the number of focused 'intentional' learning topics per term in order to promote learning in a wider range of curricular areas.
- Continue to track progress in Literacy and Numeracy and use data to plan for progression.
- DHT to promote and embed the VVA within the ELC.
- Use 'Children's University' model (currently used in the school) to create a simplified 'passport' to encourage and promote the sharing of wider achievement in our ELC.
- Arrange more regular opportunities for cluster working to share practice and discuss progression of pupils attending split placements between settings. Further develop links with Tiree ELC.
- CEWs are currently involved in online training on using the Leuven Scales. Continue next session and introduce the Leuven Scales to our practice.

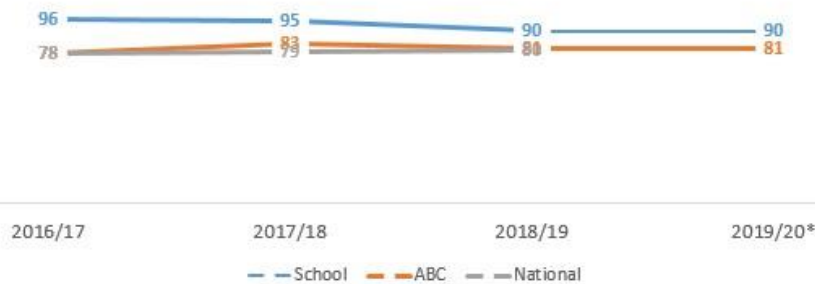
1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2016/17, 2017/18, 2018/19, and 2019/20 (teacher judgement – confirmed levels – 4 year trend).

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

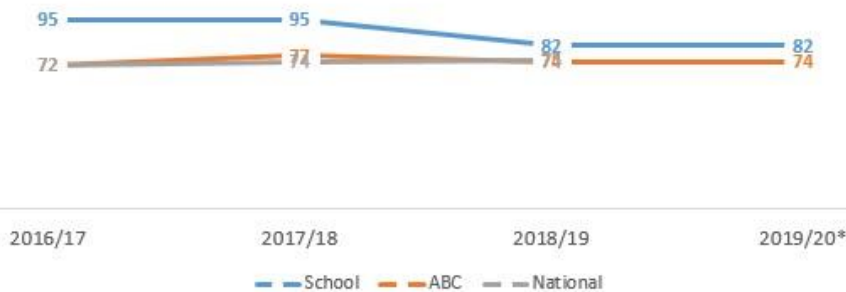
Reading

*Please note 2019/20 data is based on the October 2020 Local Authority Progress and Achievement uplift.



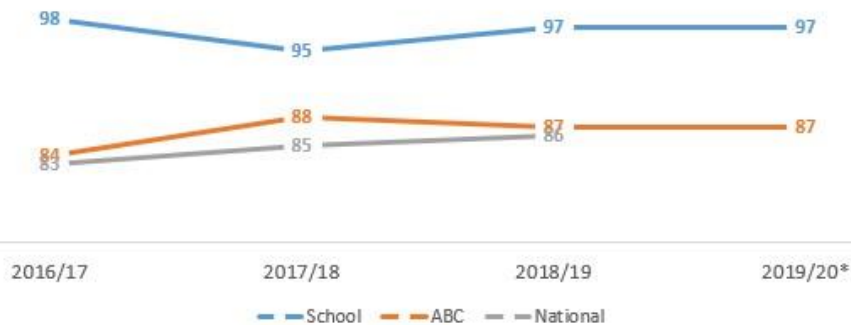
Writing

*Please note 2019/20 data is based on the October 2020 Local Authority Progress and Achievement uplift.



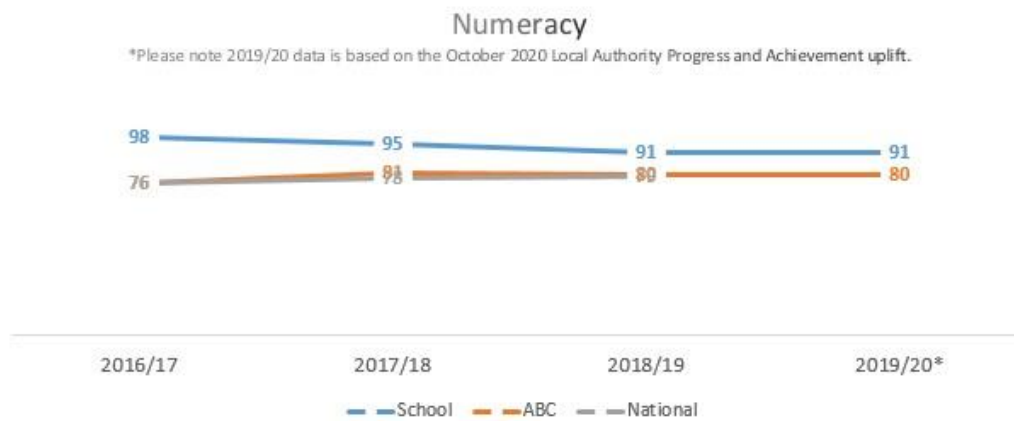
Listening & Talking

*Please note 2019/20 data is based on the October 2020 Local Authority Progress and Achievement uplift.



1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2016/17, 2017/18, 2018/19, and 2019/20 (teacher judgement – confirmed levels – 4 year trend).



Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

* Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020. Please note that the 2019/20 data is based on the October 2020 Local Authority Progress and Achievement uplift and cannot therefore be used to demonstrate school or authority improvement compared with previous years. Care is required when making any comparisons drawing on the 2020 data.

Overall quality of our learners' wider achievements

Highlights of session 2020-21

- Pilot school for Children's University Scotland in Argyll and Bute. Primary 6 pupils enrolled in programme and beginning to record wider achievements.
- Clan elections still able to take place this session. Clan leaders record assembly each week and post link to all classes.
- Class enterprise projects helped to raise school funds.
- School events able to take place in new ways – P1 Nativity, World Book Day, Children in Need, Comic Relief, Christmas Parties, Odd Sock Day, Easter Egg Competition, P3 'Roots of Empathy', Sports Day, P7 Outdoor Week and Leavers' Service.
- Eco Committee currently working towards 9th Eco Flag – extension given until Dec '21.
- P5 and P7 took part in Youth Music Initiative and received Samba tuition.
- P6A and P6B took part in Race for Life (in school grounds) running over 7.5km each to raise money in support of classmate. Over £2000 raised for Cancer Research.

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.

- Increased engagement in home learning activities. 100% of families engaged. Devices given to families who required additional technology. Printouts given to those who required resources. Autonomy over hub provision supported individuals with social and emotional wellbeing.
- Weekly phone calls and regular Google Meets engaged all families during 2nd lockdown. Parents able to contact all class teachers directly via email throughout lockdown and thereafter.
- Child's Planning Meetings able to continue via Skype or Google Meet.
- P1 information evening to support transition via Google Meet and recording sent to all P1 parents.
- Pre- and post-lockdown, weekly information sent to all parents via Xpressions to explain learning taking place in class and provide suggested home learning activities.
- New Sway newsletters sent to all parents of school and ELC each term to provide further information on the learning taking place in school, and the mitigations put in place.
- Website updated and now provides a wealth of information for current and prospective parents.
- Parent Council has reconvened via Google Meet with new members. New Office Bearers elected and they are supporting the school well. AGM event was well-received by all who attended and feedback from parents focused on the clear communication between home and school.

Parents have reported that they feel communication has increased greatly this session and they found staff more approachable due to the number of phone calls during lockdown and at parents' evenings.

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

- New SLT have adapted to new roles. Acting DHTs deputised effectively for Acting HT in her absence.
- Acting DHTs have led staff and learners in their respective remits to ensure improvement. Acting DHTs have also continued to lead Clan Committee and Eco Committee to ensure pupil voice is heard.
- All school staff have completed Trauma Informed Practice Training, with all teaching staff completing Level 2 of training.
- Primary 7 pupils regularly asked for ideas regarding 'usual' school events and how these can be held differently this session. This has led to pupils knowing their opinions are valued and, therefore, wanting to give more suggestions.
- All ELC children and school pupils have continued to lead their learning, once again. Teachers have been adaptive and flexible in approach to tailor learning to suit pupil desire, leading to increased engagement in the classroom.
- Teaching staff continue to be given autonomy over their teaching approach and to encourage pupil autonomy over how they want to learn. Teaching staff are adept at ensuring pupils achieve in line with CfE standards no matter the approach or course of action. This has increased staff confidence, knowing they are valued and their managers have confidence in their abilities.
- Staff PRDs have highlighted a continued willingness to improve practice and undertake own professional learning.
- Parents continue to be recognised as primary educators and are regularly consulted on their child's learning through pupil learning logs.
- Parents have been given the resources required to support their child's learning through lockdown and thereafter e.g. additional devices, practical resources for completion of work, and emotional support.

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

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

PEF funding focused on targeted intervention in Literacy and Numeracy.

Almost all P1-3 pupils in targeted group have made progress with consolidation of phonics skills through use of Code Cracker. Almost all pupils have seen an increase in their Word and Sentence reading ages as identified in Jolly Phonics assessments. Phonological Awareness screening also showed that almost all children have plugged gaps in Phonological Awareness continuum.

All Primary 4-7 pupils in targeted group have seen an increase in their reading ages through use of Toe by Toe reading intervention programme as identified in Accelerated Reading Star tests. All P4-7 pupils' spelling ages have also increased as identified in Parallel Spelling assessments.

Almost all P1-7 pupils in targeted group have made progress with Plus 1 numeracy intervention programme. The majority of targeted pupils have completed the programme and are ready to engage with the next step, Power of 2. All teachers of targeted pupils have reported that pupils are more confident in numeracy lessons in class as a result of consolidated basic number skills.

PEF funding also focused on nurture support.

This has been used flexibly to support all pupils post-lockdown dependent upon pupil need. Parents of children who have received nurture support have reported that they valued input from PEF-funded CEW. Teachers of affected pupils have stated that, due to ongoing nurture support, pupil engagement in class has increased.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6)
<p>1.1 Self-Evaluation for Self-improvement</p>	<p>The school community has a shared understanding of the strengths and improvement needs of the school.</p> <p>There is focused attention on monitoring and evaluating learning and children’s achievements.</p> <p>Staff work effectively as a team to share practice and support each other.</p> <p>Teachers and CEWs use a range of different assessments to measure children’s progress across the curriculum.</p>	<p>SIP priorities displayed in main foyer of school and ELC, and evidence displayed. Parent Council discussions regarding school successes and SIP priorities, and how parents can support improvement plan.</p> <p>Learning evaluated during twice-yearly Pupil Tracking Meetings. Involvement with Children’s University to be rolled out to P4-7 next session.</p> <p>Particularly evident during lockdown. Resources folder created for all staff to access and contribute to, which helped reduce workload.</p> <p>Teachers and CEWs use a range of formative, summative and standardised assessments to gain a depth of understanding of pupil ability. This data is then used to identify next steps and plug gaps.</p>	<p>School: 3 ELC: 4</p>
<p>1.3 Leadership of Change</p>	<p>Staff, parents and pupils are all involved in the creation of our VVA. Learners are supported to understand the school’s vision and values.</p> <p>All staff are committed to change which results in improvements for learners.</p>	<p>VVA embedded further this session and linked to ‘Reconnecting School Community’ SIP priority. Clan Committee have provided ideas to further embed next session.</p> <p>Evidenced through continued willingness to improve practice as highlighted during PRDs. All staff are enthusiastic about change and continue to seek professional learning opportunities to improve.</p>	<p>School: 3 ELC: 3</p>

<p>2.3 Learning, teaching and assessment</p>	<p>Learners' achievements out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work.</p> <p>Learners receive high-quality feedback and understand what they need to do to improve. The majority of pupils can give effective feedback to peers and suggest next steps.</p> <p>Planning is proportionate and manageable and clearly identifies what is to be learned and assessed. Assessment approaches are matched to the learning needs of learners.</p> <p>A body of evidence is used to support assessment judgements and decisions about next steps.</p>	<p>Early stages of this. Primary 6 enrolled in Children's University programme and working towards first accreditation. To include P4-7 next year.</p> <p>Evidenced through observation of class work and comments provided. Observed feedback highlights strengths and areas for improvement. Children are also given specific next steps through learning logs and through regular self and peer evaluation.</p> <p>Planning paperwork has been reduced to ensure manageability. Exemplar planning folder available to support new staff. Planning formats highlight LI and SC and are linked to gaps identified through assessment. Teachers are starting to build confidence in using Maths Mastery Cycle.</p> <p>Developed at inservice training. Changes were made to original body of evidence to ensure higher quality. Teachers are continuing to develop understanding of moderation processes to support professional judgement of achievement of a level.</p>	<p>School: 4 ELC: 3</p>
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<p>All staff promote a climate where children and young people feel safe and secure.</p> <p>All staff are sensitive and responsive to the wellbeing of each child.</p> <p>Staff and children know, understand and use the wellbeing indicators as an integral feature of school life.</p>	<p>As evidenced through our school vision, pupils wanted to ensure Park was a safe, happy and healthy school. On return to school, HWB has been focused on heavily this year. All staff have completed training on Trauma Informed Practice and the majority of staff have completed additional training on supporting children's emotional wellbeing. Additional HWB resources have been purchased to further support pupils.</p> <p>As evidenced through strong partnership with parents and referral to PEF-funded CEW for additional nurture support. Further advice sought from Ed. Psych and ESO where necessary.</p> <p>Previous SHANARRI assemblies, monthly focus on each indicator through Healthy Schools resources, SHANARRI calamari transition project in ELC, wellbeing wheels used by PEF-funded CEW to provide specific support to pupils receiving</p>	<p>School: 4 ELC: 4</p>

	Outdoor spaces are used effectively to promote positive relationships and wellbeing.	nurture input. Greatly increased use of the outdoors this session. Staff observations showed the benefits of outdoor learning on pupil wellbeing. Further embed next session.	
<p>3.2</p> <p>Raising attainment and achievement</p>	<p>Most children are attaining appropriate levels and a few have exceeded these.</p> <p>Attainment levels in literacy and numeracy are a central feature of the school's and ELC's priorities for improvement.</p> <p>Progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages.</p>	<p>As evidenced in our ACEL data. A small percentage of pupils are also working beyond the expected level in reading and numeracy.</p> <p>Improvements in literacy and numeracy to ensure increased attainment are the main focus of our SIP each year.</p> <p>Robust tracking systems in school and ELC – benchmark tracking grids, pupil tracking documents, pupil tracking database and evidence folders all contribute to a holistic view of the child and provide teachers and CEWs with appropriate and accurate data to support further progress.</p>	<p>School: 3</p> <p>ELC: 3</p>