



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

Mintlaw Primary School

LAST UPDATED: 13 October 2017

Aberdeenshire Council Education and Children's Services

"Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity;
- to embed the principles of GIRFEC (Getting it Right for Every Child);
- to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework 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 Drivers:

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

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

RESPECT

ENTHUSIASM

ACHIEVEMENT

PRIDE

Vision, Values and Aims

Vision of our School

At Mintlaw Primary School we aim to provide a welcoming and inclusive environment for all pupils, staff, parents and the wider community where we can learn together and achieve our full potential. We encourage an environment of **Respect, Enthusiasm, Achievement and Pride**.

Values of our School

GIRFEC – Getting it Right for Every Child – is embedded in the aims of Mintlaw School. We aim for all our children to be: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

Aims of our School

Successful Learners

We aim to:

- Provide a broad and balanced curriculum which challenges and motivates all our learners to achieve their full potential
- Provide a range of teaching and learning experiences in a creative and innovative environment
- Work in partnership with (all stakeholders?) families and other agencies to ensure that the needs of the children are being met and that they are given the opportunities to develop according to their age and stage

Confident Individuals

We aim to:

- Help our pupils to develop and grow in confidence and self-esteem in a safe, fair and caring environment
- Develop independence through learning skills for work and life
- Encourage our pupils towards an active and healthy life style

Responsible Citizens

We aim to:

- Foster a sense of pride and responsibility in our school and the wider community
- Encourage our pupils to develop respect for themselves and others
- Develop a knowledge and understanding of their world and culture
- Help our pupils to make informed life choices and decisions which will enhance their awareness of the wider world
- Encourage all children to be responsible for themselves and their actions

Effective Contributors

We aim to:

- Provide our learners with varied opportunities to communicate and contribute effectively in different situations
- Help our pupils to think critically and creatively to develop team skills in many contexts
- Provide opportunities to be enterprising and show initiative

Ethos, community links and partnerships

- We pride ourselves on being an open, warm and welcoming school. We play a central role within our community, we organise the Poppy Appeal Collection for the Mintlaw community and the Community Council help with the money counting.
- Mintlaw Primary is committed to working closely with the other primary schools within the Mintlaw CSN and also with the local secondary school, Mintlaw Academy. On leaving Mintlaw Primary, nearly all pupils proceed to Mintlaw Academy. There is a P7/S1 transition programme to support this transfer.
- We have the Enhanced Provision for the Mintlaw Cluster in nursery and mainstream, therefore, inclusion is a key focus as part of our school ethos.
- The school is well supported by the Parent Council, which meets regularly to discuss the ongoing work and life of the school. In addition we have an enthusiastic team of parents who organise and run fundraising events which enables the school to continue to deliver a varied and exciting curriculum. Pupils are also involved in the work of the school and it's improvement through the Pupil Council, House Captains and the Eco-committee and we successfully achieved our third green flag and are working towards our fourth
- We have a hard working RRSA group driving forward our improvements in recognises and respecting the Children's Rights and using the articles to improve learning and teaching.

2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Overview:

(narrative across this theme and various QI's)

As a cluster we are developing a collaborative approach to self-evaluation (QI1.1) and exploring ways of joining together to explore our impact on learners and their experiences. As a school community we have developed a shared vision, values and aims which is embedded in the life of the school. Our team have engaged in professional and collaborate working to work together to make improvements across the cluster, school and thus impacting on the children (QI1.2). We are moving forward with the children leading the learning and tracking our achievements.

Key strengths:

- Shared vision, values and aims
- Close cross-cluster collaborative working
- Strong leadership skills throughout school team

Identified priorities for improvement: (See Action Plans at end of this document)

- Collaborative group work across the cluster to lead and take forward Cluster and school developments.
- Pupils becoming leaders of learning via collaborative self-evaluation process and using Hattie Feedback resource.
- Continue to build on pupils' skills in analysing achievement and impact of achievement using Skills for Work outcomes, links to DYW.

Evaluation of QI 1.3 - Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- Quality Improvement Visits
- School improvement and quality assurance processes
- Feedback from stakeholders

Overall evaluation of level of quality:

The school team are competent at using the improvement cycle constructively and this process of evaluation across all stakeholders, identifying an area for improvement, setting a strategy for improvement and checking the impact of the improvement is well used and well documented as a rolling programme of practical tasks based on real consultation and identification of need.

Level of quality for this QI:

(HGIOS?4 1-6 scale)

4

3. How good is the quality of care and education we offer?

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Overview:

The ethos in our school is reflected by our school vision which reflects Curriculum for Excellence and the SHANNARI indicators. We continue to be very mindful that our pupils will not learn if they are not supported emotionally. We have become far more adept at using data to measure our pupils' learning and to make improvements. Our use of data is an active, practical approach where the data is a tool.

Key strengths:

- All staff are actively and purposefully engaged in delivering a differentiated Curriculum for Excellence through a wide range of learning contexts.
- The learning and school is well supported by our staff team, Parent Council, parents/carers, the local community and wider agency involvement through the GIRFEC process. We have close working relationships with other agencies, e.g. CLD, Social work, Health
- Our Enhanced Provision is particularly effective in supporting our children nurturing their emotional well-being as well as planning to meet individual complex needs. This has been highlighted as good practice with ASN managers

Identified priorities for improvement: (See Action Plans at end of this document)

- Cluster evaluation and moderation
- Specific development of literacy and language skills via emergent literacy and 1+2 languages.
- Continue to develop our use of data effectively

Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

- Self and peer evaluations based on challenge questions
- Cluster collegiate discussions, e.g. regarding assessment of writing
- Quality assurance practices including a QIV

Overall evaluation of level of quality:

During the QIV, consistency of very good learning and teaching across the school was discussed and this year with many new members to our team we strive to achieve this. We need to use our data better and streamline our planning, recording and assessing to reduce paperwork and increase the pace of learning. A working group is looking at this at a cluster level using the Banff planners and St. Ninians Planners.

Level of quality for this QI:

(HGIOS?4 1-6 scale)

- **4/5**

4. How good are we at improving outcomes for all our learners?

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Overview:

We have made steady progress over the past 3 years in our attainment. In literacy and numeracy a high majority of our children are attaining their appropriate levels or above. 86% of our P7s were set in the highest 2 maths sets at Mintlaw Academy in Jan 2017. We are now looking more closely at emergent literacy and partnerships with other agencies to support early years children in speech and language skills, using targeted support and by empowering parents.

Key strengths:

- Well trained and highly effective teachers, PSA team and Early Years team
- Good improvement in attainment, with a focus on closing the gap.
- Supportive colleagues in other agencies keen to help

Identified priorities for improvement: (See Action Plans at end of this document)

- Literacy in the early years
- Overall literacy and mental maths in numeracy
- Focus on skills across the curriculum

Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/evaluation activities undertaken:

- Quality assurance practices and QIV
- Feedback from stakeholders
- Positive and nurturing ethos in the school

Overall evaluation of level of quality:

We work closely with agencies to support families and therefore support our pupils. Our chronologies are carefully kept, monitored and acted upon. We are careful to ensure all pupils have uniform, school materials and to offer support for homework tasks where parental support might be lacking, also we have breakfast and snacks available if needed. We have a nurturing approach for all pupils who require social or emotional support. We also support our children requiring additional motor skill development and access to equine and aquatic therapy. Our staff are very sensitive to the needs of our pupils.

Level of quality for this QI:

(HGIOS?4 1-6 scale)

4/5

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:

- Quality Assurance practices and QIV
- Data – ePips, Incas, Teacher assessments and judgement
- Pupil target setting, evaluation of their learning,
- Professional dialogue and tracking of attainment

Overall evaluation of level of quality:

(brief description)

As mentioned above our attainment is very good and we are making initial steps with achievement to better identify and analyse skills.

Our main focus has to be consistency and pace based on the cluster moderation work and developing the curriculum.

Level of quality for this QI:

(HGIOS?4 1-6 scale)

4

ACTION PLANS: In relation to the priorities listed above from all three areas the following action plans have been confirmed:

	How good is our leadership & approach to improvement?	How good is the quality of care and education we offer?	How good are we at improving outcomes for all our learners?
Action Plan: 1 PUPIL EQUITY FUND: EARLY YEARS PROJECT			
Actions/Roles/Timings	Expected Outcomes/Impact on learners		How will success be measured?
<p>1. TALKBOOST – PSA and P1 teachers in all schools to receive training from Talkboost in how to deliver a 10 week literacy initiative targeting pupils who have language development delay / weaker communication skills</p> <p>PSA to complete an online tracker – traffic lighting (to measure progress for pupils)</p>	<ul style="list-style-type: none"> • Staff trained to deliver a specific literacy intervention (10 weeks) • Targeted children will all develop oral skills/vocabulary and develop crucial skills in speaking and listening. 		<ul style="list-style-type: none"> • On-line tracking tool will create colour coded graphs to show whether pupils are working at/ below/ above expected levels for their age and the level of support required in different areas within literacy • On-line tool will clearly show the areas where gains have been made(end of 10 week block) compared to initial scores.
<p>2. HIGHLAND LITERACY</p> <p>Cluster ambassadors to cascade learning to P1 teacher group through cluster collegiate meetings</p>	<p>Developing emerging literacy P1</p> <p>Improve teachers confidence in identifying areas of needs (Literacy/Communication)</p> <p>Introduce interventions to address the above</p>		<p>Improved literacy skills (targeted children)</p> <p>Teacher evaluations in planning</p>
<p>3. Cognitive Skills in the Early Years</p> <p>EPS will continue to work with EYPs looking at how children learn and focussing on learning how to learn</p> <p>Staff to identify children as 'case studies' to discuss at meetings with EPS / Early Years meetings</p>	<p>Increase staff knowledge of how children learn</p> <p>Improved verbal interactions – questioning, discussing and extending learning</p>		<p>EYPs can talk about children's cognitive skills</p> <p>Observations</p>
<p>4. FAMILY LEARNING</p> <p>Through Boxall screening process, identify children who are at risk of 'missing out' owing to a lack of family engagement</p> <p>School staff will be supported by partners to direct parents/carers to access support/resources</p>	<p>Parents indicate they have been given specific advice and support to help them engage with their child's learning.</p> <p>Parents more aware of and engaged in their child's learning.</p> <p>Greater liaison with staff from partner agencies</p>		<p>Boxall (re-administer) to measure successes for targeted individuals</p> <p>Parents are more involved in aspects of their children's learning</p> <p>Identified children are better prepared to learn</p>
Evidence of progress/comments/identified next steps:			
<p>Date:</p> <p>Date:</p> <p>Date:</p>			

	How good is our leadership & approach to improvement?		How good is the quality of care and education we offer?		How good are we at improving outcomes for all our learners?
Action Plan: 2		PUPIL EQUITY FUND: NUMERACY PROJECT			
Actions/Roles/Timings		Expected Outcomes/Impact on learners		How will success be measured?	
<p>Identification of 0.4 fte PT from Primary or Secondary working across both sectors to facilitate:</p> <ul style="list-style-type: none"> a. Numeracy data for all pupils to be collated (INCAS/MidYis) b. Numeracy data for all FSM to be separately identified c. Data for entire cohort v FSM cohort to be compared for potential anomalies / patterns d. As required / appropriate, enhanced mentoring programme for FSM pupils to be carried out supported by primary / secondary staff e. Raise profile of Numeracy through twilights terms 1/2 session 17/18 and follow up slot at February Inset. f. Sourcing of appropriate Professional Learning for staff g. Evidence of existing strong performance across to be sourced / shared (Westhill? / East Renfrewshire?) h. Liaise with Numeracy Champions / Aberdeenshire Numeracy Team led by Ian Bell (QIM) (Contact Yvonne O'Neill, DHT Ellon Primary) i. Liaise with staff delivering Numeracy in Primary for context j. Early intervention / promotion of Numeracy skills / shared strategic approach to skills delivery across all Cluster schools k. Planned programme of parental engagement to be coordinated (Parents Numeracy event to be planned) l. Numeracy cluster event (possible ideas included: Inter-primary maths competition / fun evening show casing numeracy skills e.g. Countdown) m. Ensure all interventions linked coherently to Numeracy Benchmarks / Frameworks n. Policy statement for future development to be compiled in draft form by end of June 2018 		<ol style="list-style-type: none"> 1. Increased confidence in numeracy skills. 2. Increased staff confidence in teaching numeracy and maths. 3. Cohesive approaches to learning across the cluster, including transitions. 4. Parental engagement raised 5. Staff using frameworks and benchmarks to plan and monitor progress 		<p>National Assessment Scores are raised over the course of several years</p>	
Evidence of progress/comments/identified next steps:					
<p>Date:</p> <p>Date:</p> <p>Date:</p>					

✓	How good is our leadership & approach to improvement?	✓	How good is the quality of care and education we offer?	✓	How good are we at improving outcomes for all our learners?
Action Plan: 3		Self-Evaluation using HGIOS 4 / HGIOELC			
Actions/Roles/Timings		Expected Outcomes/Impact on learners		How will success be measured?	
<ul style="list-style-type: none"> - School level self-evaluation to be carried out in conjunction with cluster schools to allow all to look 'inwards, outwards and forwards ' - Timetabled blocks over the session allow for ALL QI's to be addressed over the session and over a three year cycle all challenge questions will be reflected upon. Opportunities for pupil and parental feedback can be built in to match the areas being evaluated. - Results and developments can be discussed and shared at school and cluster level to enhance the quality of provision and to allow for improved reflection. - As the S-E takes place through the session the SQUIP document can be updated to reflect the results and to make it a more 'working document.' 		<ul style="list-style-type: none"> - Opportunities within school and across cluster for deeper reflection and effective engagement with HGIOS4 and HGIOELC. - Feedback sought from all stakeholders so that the self-evaluation reflects the views of all interested parties within the school. - Collegiate working across the cluster will allow opportunities for sharing good practice and developing self-evaluation within individual schools. Use of the challenge questions and features of good practice will ensure staff focus on the key aspects of each QI. - The SQUIP document will be updated through the session and will become a more reflective and responsive tool in terms of the developments taking place within schools. 		<ul style="list-style-type: none"> - Feedback from cluster staff regarding the self-evaluation process. - Feedback from pupils and parents regarding the self-evaluation process. - The SQUIP document will be reviewed and updated regularly through the session meaning it becomes a more relevant document for staff and stakeholders. Feedback from stakeholders will be sought on the process at the end of the session to allow for any changes to be implemented in the following session. - Staff are more engaged in the self-evaluation process and are more aware of their role in the process of whole school self-evaluation. Feedback in the review process of the SQUIP document will reflect this. Staff views will be sought regarding this. 	
Evidence of progress/comments/identified next steps:					
Date:					
Date:					
Date:					

✓	How good is our leadership & approach to improvement?	✓	How good is the quality of care and education we offer?	✓	How good are we at improving outcomes for all our learners?
Action Plan: 4		GIRFEC: Dyslexia/Pastoral Notes / Child Protection / Chronologies/RRSA			
Actions/Roles/Timings		Expected Outcomes/Impact on learners		How will success be measured?	
<p>Dyslexia:</p> <ul style="list-style-type: none"> - Inservice Day November 2017 – Teachers/PSAs - ‘Addressing Dyslexia Toolkit’ training on ALDO - Allow children with ‘dyslexic tendencies’ to have continued access to the ‘WOW’ boxes in session 17/18 - Accessing support from Irene Taylor for identified pupils where required and to support staff development. - Use of technology to support dyslexia friendly classrooms (ASPECTS) <p>Child protection:</p> <ul style="list-style-type: none"> - Annual update of Child Protection protocols on In-service Day 1. <p>Pastoral Notes / Chronologies:</p> <ul style="list-style-type: none"> - Staff trained to access SEEMIS and the Pastoral Notes unit. <p>RRSA – working group to continue to drive our improvements forward.</p>		<p>Dyslexia</p> <ul style="list-style-type: none"> - Improved skills in screening for an identification of dyslexia. - Improved confidence in using the ‘Dyslexia Toolkit;’ suite of approaches to support pupils. 9Staff meeting for training.) - Early identification of dyslexic tendencies and utilisation of appropriate resources to meet their needs. (WOW Boxes) - The identified ‘Dyslexia Champions’ will continue to meet with Irene Taylor and promote this in school. - Input at a cluster collegiate from ASPECTS staff to highlight technologies to support all and resources available on GLOW. <p>Child Protection:</p> <ul style="list-style-type: none"> - Increased staff awareness of current child protection guidelines and procedures. <p>Pastoral Notes:</p> <ul style="list-style-type: none"> - Staff have knowledge to maintain chronologies <p>RRSA – working towards Level 1, with whole school and community involvement. Celebrating Diversity Day and continue to use articles to enhance the learning and teaching.</p>		<p>Dyslexia:</p> <ul style="list-style-type: none"> - Teacher confidence increased in meeting the needs of children with dyslexic tendencies. - Staff use a wider range of pupil friendly applications to support all pupils in the class. - - - - <p>Child Protection</p> <ul style="list-style-type: none"> - Increased staff confidence and knowledge of what to do in the event of any concerns. <p>Pastoral Notes:</p> <ul style="list-style-type: none"> - Chronologies are completed in SEEMIS by all staff. - Concerns are shared and discussed with SLT when necessary. <p>RRSA – achievement of Level 1</p>	
Evidence of progress/comments/identified next steps:					
Date:					
Date:					
Date:					

	How good is our leadership & approach to improvement?	How good is the quality of care and education we offer?	How good are we at improving outcomes for all our learners?
Action Plan: 5	Raising Attainment and Achievement, Assessment and Moderation		
Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?	
<ul style="list-style-type: none"> •To improve pupil experiences at all levels, from nursery all the way through primary. •To ensure all cluster school staff have a shared understanding and agreement of benchmarks •To use statistical data to inform pupil need •Increased staff confidence in assessment •Review sharing learners' progress and achievement to parents/carers. •Increased parental involvement in their children's learning. •An increased understanding for parents of their child(ren)'s progress and achievement. 	<ul style="list-style-type: none"> • Planned programme of assessment using SNSA and InCAS at different stages over the session. • Analyse and moderate assessment results at school and cluster level. • Use the analysis of the attainment information to improve programmes of work for pupils, identify support needs to raise attainment • Work as a cluster on assessment and moderation activities • Continue to use profiling, use this to share learning across the school, in particular reporting to parents in the Early Years. 	<ul style="list-style-type: none"> • Increased teacher confidence in monitoring impact in classroom practice. • Attainment data and analysis • Classroom tracking and monitoring / QA processes • Stakeholders feedback/evaluations/questionnaires • Evaluate and review progress throughout the year. (including parents and pupils) • Audit parents/carers to gather views and proposals. 	
Evidence of progress/comments/identified next steps:			
Date: Date: Date:			

	How good is our leadership & approach to improvement?	How good is the quality of care and education we offer?	How good are we at improving outcomes for all our learners?
Action Plan: 6	Curriculum Design: Bundling, Rationale, Programmes of Work		
Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?	
<p>Revisit the curriculum structure to increase pace and challenge and reflect the life and context of the village through identified progressions.</p> <ul style="list-style-type: none"> • Simplify the Banff Planners for Literacy, Numeracy and Health & Wellbeing • Develop the Banff Planner to incorporate assessment opportunities and to act as a record of work. • Develop the St. Ninians planners to group Es and Os according to year group for all other subjects. • Consult with all stakeholders regarding the context for the unique features of the school community to be reflected in the curriculum. • Colour code the Es and Os for the following categories: Ethos Es and Os that do not need to be taught, non-negotiable Es and Os that must be taught, progression Es and Os based on the agreed unique community features including Outdoor Learning, digital skills and DYW <ul style="list-style-type: none"> • Add real-life assessment opportunities. • Work collegiately to share good practice and reduce work load but take care to colour code according to individual contexts. 	<ul style="list-style-type: none"> • Improved pace and challenge • Greater relevance to the life of the child • Simpler process of record keep, reducing bureaucracy • Inbuilt assessment creating one document for all aspects. • Learners can transfer skills into real-life contexts and understand how this relates to the world of work. • The school will have an improved shared understanding of IDL. 	<ul style="list-style-type: none"> • Context for learning will reflect the life and context of the school. • Contexts for learning will be shorter and cover Es and Os at an increased pace. • Literacy, Numeracy, Health and Well-Being processes will be simpler. • Positive impact on attainment. • Target setting with pupils will have greater clarity and relevance. • Shared collegiate approach to curriculum design. • Collegiate group able to reflect and adapt the curriculum based on the impact on learners. 	
Evidence of progress/comments/identified next steps:			
Date: Date: Date:			

	How good is our leadership & approach to improvement?	How good is the quality of care and education we offer?	How good are we at improving outcomes for all our learners?
Action Plan: 7	Digital Learning / Technologies		
Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?	
<ol style="list-style-type: none"> 1. Engage with Education Scotland Technology Guidelines 2. Engage with Aberdeenshire Technology Frameworks 3. Embed digital technologies across learning and teaching at all stages 4. Develop digital learning policy and weekly plans reflects use of technologies 5. Have appropriate ICT resources, including hardware, software and infrastructure to support learning environments 6. Use of aspects on glow to support learning (dyslexia) 7. Enhanced parental engagement in using technologies to share the learning (blogs, facebook, twitter) 	<p>Schools will integrate digital technology across the curriculum.</p> <p>Staff will demonstrate a clear understanding of how digital technology can be used to improve learning.</p> <p>Enhanced parental engagement in using technologies to share the learning (blogs, facebook, twitter)</p>	<p>Self-evaluation - beginning of year</p> <p>Focus group discussion (staff, parents, pupils) (Term 1 and 4)</p>	
Evidence of progress/comments/identified next steps:			
<p>Date:</p> <p>Date:</p> <p>Date:</p>			

	How good is our leadership & approach to improvement?		How good is the quality of care and education we offer?		How good are we at improving outcomes for all our learners?
Action Plan: 8	HWB: Sexual Health & Relationships				
Actions/Roles/Timings		Expected Outcomes/Impact on learners		How will success be measured?	
<ol style="list-style-type: none"> 1. Build Links with Amy Clark in her role as Curriculum Development Officer for HWB. 2. Look at what is available on SCARF, as well as in other places (Term 1) 3. Identify a preferred scheme or schemes. (Term 2) 4. Trial Scheme in a school including parents' meeting. (Term 3) 5. Cluster Parents' Evening followed by roll out and evaluation; (Term 4) 		<ol style="list-style-type: none"> 1. New cohesive and comprehensive program running from P1 to P7, one following on from the other. 2. Generic form in New Pupil Starter Pack giving parental permission from P1 to P7 		<ol style="list-style-type: none"> 1. New program in place and all pupils taking part, and all teachers trained and comfortable. 	
Evidence of progress/comments/identified next steps:					
Date: Oct 17	Programs considered				
Date: Dec 17	Preferred scheme and trial school identified				
Date: Feb 18	Trial complete and presentation for teachers and parents ready for Inservice.				
Date: June 18	Collation of evaluation and identification of next steps				

5. What is our capacity for improvement?

(To include comments on:

- Teacher professionalism / opportunities for professional learning
- Leadership at all levels
- Engagement with parents and partners)

6. Record of updating

Date	Amendment made	By who	Comment