 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

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**LAST UPDATED: 22nd August 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](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS4 -[https://www.educationscotland.gov.uk/Images/HGIOS4August2016\_tcm4- 870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-%20%20870533.pdf)

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| 1. Context of the School   * The positive **ethos** in the school isthe foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our pupils. Children’s opinions and ideas are listened to and valued, and through our Rights Respecting Pupil Council, Healthy Safe Kidz and Foveran ECO Warriors working parties, children are encouraged to be involved in developing the work of the school and thus having a positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims. * At Foveran School our **overarching aim** is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become Responsible, Respectful and Independent young people. Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become:   **Responsible Citizens**  - Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world  - Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others  **Effective Contributors**  - Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings  - Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others  **Successful Learners**  - Providing quality learning experiences which inspire and motivate our young people to become successful learners  - Encouraging all to reach their full potential through stimulating and independent learning  **Confident Individuals**  - Providing a safe, secure and supportive environment where children feel confident to tackle new challenge  - Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing   * Analysis of the **SIMD data** shows that no child at Foveran Primary School lives in an area of deprivation (quintiles 1,2 and 3); all of children are in quintiles 4&5. Although Foveran Primary School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be. * The use of the **PEF** will be targetted towards increasing the range of resources within the Cluster that support initial reading and to compliment this staff training opportunities will be extended. The school has a clear commitment to excellence and equity and values the learning of all children. * **Strengths of the school include:**   **High quality, active learning experiences**  At Foveran School, children behave well and work hard. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences on offer.  **High levels of performance**  Children are making very strong progress in their learning across all curricular areas.  **The inclusive and nurturing ethos**  Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Children are patient, caring and very good at including one another, reflecting the nurturing approach of all adults in the school. The school has a very inclusive culture. It is clearly understood that it is everyone’s right to feel safe, valued and included.  **The quality of support provided**  Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children’s learning carefully across all areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met.  **The engagement of all staff, pupils and partners in improving the school.**  Staff, pupils and parents at Foveran School demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL to enhance their own practice and maximise impact for learners. |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement |
| Overview:   * The school engages in a rigorous self-evaluation process involving all stakeholders, encouraging pupils to take responsibility for decision making and school improvement. There is great commitment to improvement and to the school values. * Staff have been committed to taking lead roles in school improvement initiatives such as inter-disciplinary learning, 1+2 and developing numicon to benefit outcomes for all our young people. All staff at are reflective and ambitious to improve the school. They know what they need to do to improve the school because they are continuously evaluating the quality of their work and the impact of changes. Parents feel that staff are approachable feel confident to express their feelings and to voice their opinion in staff and school development. * Pupil voice is a strong feature of the school’s approaches to self-evaluation. Children give their views about the school as part of committees and take responsibility for improving aspects. * HGIOS4 has been introduced and relevant Quality Indicators used to inform monitoring and evaluations. * Focused monitoring of plans and classroom practice and feedback designed to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities. * Engagement with all stakeholders through a range of evaluation methods e.g. open afternoon; comments, compliments concerns slip, etc. * Staff engage with professional learning/CPL opportunities through Aberdeenshire events. Leadership roles are encouraged and taken on by a range of staff e.g. outdoor learning; numeracy development; pupil voice groups. Professional Review and Development (PRD) procedure will be implemented as per GTC guidance and time allocated for staff to update and review professional learning. * All stakeholders are involved in reviewing and evaluating our strategic plan. * Children and young people are confidently engaged in reviewing their own learning and the work of the school through Pupil Voice Groups, PLPs etc.   **Key strengths:**   * The improvements in performance made by the school based on effective self-evaluation. * The focus in the school on its own vision values and commitment to learning. * The effectiveness of professional learning programmes that support all staff and increase outcomes for learners.   Identified priorities for improvement:   * Use of HGIOS 4 Challenge questions to provide more systematic, focused reflection and stimulate improvements for learners. * Enhance approaches to engage staff in professional dialogue and enquiry using up to date literature to maximise impact on all learners. * Further develop staff confidence in using a wide range of assessment data, to inform planning, target support and ensure challenge. |

In relation to the priorities listed above the following action plans have been confirmed:

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| Action plans | Expected Outcomes/Impact on learners | How will success be measured? | |
| Develop a shared vision, values and aim relevant to the school and its community   1. Develop an updated shared vision, values and aims relevant to Foveran School | 1. Shared educational values and professional standards 2. High expectations of learners 3. Increased ownership by stakeholders of vision statement | - Foveran School Vision that takes account of our stakeholders. Vision will be widely known.  - By June 2018 all learners, staff and parents will be engaged in aspects of school improvement-planning  - ‘You said – We Did’ display board  - Our school values are known by all stakeholders  - Our school aims are widely known. | |
| Strategic Planning for Continuous Improvement   1. Research [‘Learning for Sustainability’](http://www.gtcs.org.uk/LearningforSustainability/lfs-what-is-lfs.aspx) and create a specific school policy toward curriculum planning. | 1. Increased awareness of sustainable learning and related policy aims. | - ‘Learning for Sustainability’ Policy  - Policy driven aims and objectives identified and ready to be actioned for 2018-19  - Easily implemented actions to be achieved.  - Current unrecognised ‘Learning for Sustainability’ practice identified, celebrated and recognised with stakeholders. | |
| Implementing improvement change   1. Critical/Creative thinking development 2. CLPL opportunities in practitioner enquiry and creative approaches 3. Evaluate impact | 1. Specific critical and creative thinking tasks for all stakeholders to enhance receptive attitudes and varied approaches to teaching pedagogy. 2. Staff will have focused targets to enhance professionally that should impact learners in professional specific ways. 3. With stakeholders knowing the impact any change has had further actions can be identified or actions celebrated. | - [Critical thinking tasks](https://globaldigitalcitizen.org/10-great-critical-thinking-activities-that-engage-your-students) undertaken with stakeholders.  - [Creative thinking tasks](http://99u.com/articles/7160/test-your-creativity-5-classic-creative-challenges) undertaken with stakeholders.  - Staff training documented with impact measured.  - clear and concise evaluation of impact changes has had | |
| Evidence of progress/ comments/ identified next steps:  Date:  Date:  Date: | | | |
| Evaluation of QI 1.3- Leadership Of Change:  Sources of evidence/evaluation activities undertaken:  - Self-Evaluation at school level using HGIOS 4 QI’s  - Discussions with staff at PRD  - Observations of lessons by SLT to ascertain embedding of revised approaches to supporting learning  - Evaluation activity on leadership at all levels  - School Improvement Plan  - PRD records  - Feedback from parent council discussions  - Parent evaluations at Open Afternoon  Overall evaluation of level of quality :   * School improvement takes place in the context of the school’s values and vision * The selection of school improvement priorities is made taking in to account the local capacity to accommodate change * All staff are involved in regular evaluation of the school improvement plan through open dialogue and peer work. Leadership roles are taken by colleagues at all levels. * Collegiate meetings start with a review of SIP progress. This helps with continual identification of strengths and areas of development. The information generated at these sessions is used to create a clear rational for future improvements. More focus on the HGIOS 4 challenge questions relating to leadership QI’s will be encouraged next session. * Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents. Developing a more robust understanding of assessment data would further support this work. * Staff, pupils and parent views and ideas are sought when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change. * All staff are committed to CPL and continually reflect on and develop practice to ensure best possible outcome for all learners. * Overall , the changes pursued by the school are having a positive impact on young people   Level of quality for this QI: 4 Good | | | |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement ,Assessment of children’s progress |
| Overview:   * All staff show commitment to the development and wellbeing of learners as individuals. * Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies. * Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practise. * Aberdeenshire Frameworks have been introduced and used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners. There is however an identified need to further revise and redesign aspects of the curriculum. * Transitions are mainly well-supported but curriculum transition with the local secondary school needs to be more effective. * Outdoor learning experiences have been incorporated in to the planning of the school activties and children benefit from a wide and varied curriculum and learning experiences. * Children are becoming more responsible at making decisions regarding their learning and there are more opportunities for children be independent learners. * Positive engagement with parents encorages them to take an interest in their child’s learning. * ICT is used widely across the curriculum to support teaching and learning experiences and as part of homework. * Aberdeenshire tracking fromats are in place and staff are becoming more confident in making judgements about children’s progress within a level Teachers track children’s achievement carefully. They use group work and personalised tasks to give children appropriate support or challenge   Key strengths:   * The very positive relationships in the school based on shared vision and values and a respect for learning. * The high quality of personalised support based on application of clear information about learners and their needs. * The positive impact of engaging with parents as learners.   Identified priorities for improvement:   * Review, evaluate and revise of current curriculum model. * Increase consistency in integrating assessment in children’s learning. * Extend capacity to support family learning. |

In relation to the priorities listed above the following action plans have been confirmed:

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| Action plans | Expected Outcomes/Impact on learners | How will success be measured? | |
| Learning and Engagement   1. Review, evaluate and revise current curriculum model (framework) 2. Make lessons more active 3. Increase use of technology 4. Ensure Learning Intentions & Success Criteria are being used 5. Make learning relevant to career skills | * A revised curriculum to meet the needs of all learners * Improved curricular transition and progression P7-S2 * Increased pace of learning and raised standards in literacy and particularly numeracy * Increased confidence in using and applying technology * Pupils knowing about specific skills/knowledge required for careers. | - HT liaison with QIO, Cluster HT’s and DHT curriculum at Ellon Academy will support plan for revisions by June 2018  - Consultation with learners and their parents re the curriculum will support shared understanding of emerging changes  - Following discussion with all staff revisions to curriculum drafted and shared by HT by September 2017  - May 2018 revised curriculum model/framework published  - Implementation of revised curriculum June 2018  - Evaluation of revisions to be completed within 2 years to ascertain impact on learners | |
| Quality of Teaching   1. Increase consistency of integrating assessment in children’s learning 2. Creative teaching approaches in numicon, active literacy and outdoor learning to be implemented 3. Digital technology to be enhanced through a project on ‘coding’ 4. Visible Learning staff development programme to be available with strategies implemented where possible or planned for. | 1. Teaching staff to have the school vision and values central to lesson construction. 2. Pupils to be more engaged in number work, literacy and IDL learning though outdoor learning. 3. Pupils to feel confident about basic coding and using technology around that. 4. Pupils will know the thinking process they need to go through in order to promote success. | - Class teachers to lead revisions to classroom practice and to liaise with Tapestry contacts in secondary school by June 2018  - HT to confirm model of effective T&M and Aberdeenshire/ national expectations on reporting by June 2018  - December 2017 , plan re T&M changes agreed and in June 2018 implemented  - Annual review and analysis of data will then indicate level of progress of learner and inform on appropriate interventions to take to further raise attainment. | |
| Effective Use of Assessment   1. Effective implementation of Scottish National Standardised Assessments to Foveran Sch. 2. Revisit Aifl strategies and their use within the classroom 3. National benchmarks to be included and referred to 4. Moderation events between schools | 1. Improved data on children’s progress used consistently to advise on next steps in learning 2. Varied teacher led assessment strategies evident to inform learning and teaching. 3. Benchmarks used to moderate work 4. Increased attainment at all levels as shown in PIPS/INCAS | Annual statistical data analysis  Pupils aware of various Aifl strategies and evidenced in classrooms  Tracking of pupils is clear and concise  Moderation events between schools and colleagues | |
| Planning, Tracking and Monitoring   1. Class plans to be refined with benchmarks, cutting bureaucracy, and user friendly. 2. Tracking of pupils to be improved | 1. Improved morale, efficient use of planning time, improved confidence and increased job satisfaction 2. SMT and class teachers confident in knowing pupils have the correct pace and challenge in their learning. | Increased accountability of curriculum planning ensuring breadth, pace and challenge.  Increased attainment from focus on individual pupil performance over time evidence in Pupil tracking folder. | |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | | |
| Evaluation of QI 2.3-Learning, Teaching and Assessment:  Sources of evidence/ evaluation activities undertaken:  ***-*** HT and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response.  - Learning visits by HT.  - Pupil sampling and learning conversations with young people /Staff, pupil and parent discussion groups.  - Collegiate professional dialogue focused on learning in literacy and numeracy.  - Evidence of outdoor learning in planning.  - Parent questionnaire feedback.  - Cluster / peer school moderation.  - Evidence from QI visit/ liaison with QIO.  Overall evaluation of level of quality :   * The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. * Learners’ achievements in and out of school are recognised regularly at our celebration assemblies and shared with pupils, parents and the wider community through our achievements wall and regular newsletters/website updates. * Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. This could be enhanced further by encouraging pupils to take more responsibility for their own learning and providing greater opportunities for the application of skills across the curriculum and beyond. Younger children would benefit from more opportunities to follow their own interests and learn through discovery and enquiry, supported by adults asking open questions. * Staff continue to share learning intentions and success criteria with children but could enhance this further by involving pupils more in the planning and evaluation of these. * Teachers track children’s achievement carefully across all curricular areas, constantly assessing whether children are making progress and provide appropriate support and challenge. Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Greater consistency is needed in use of data to confirm next steps in learning. * Forward planning continues to be updated in an attempt to tackle bureaucracy and reflect Significant Aspects of Learning and benchmarks identified in Aberdeenshire’s Progression Frameworks. This requires further review and development.   Level of quality for this QI: 4 Good | | | |

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

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Overview:   * Children at Foveran Primary School are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided. * The school is applying its PEF to support equity of outcome for learners who have fallen behind with reading expectations in first years of primary school. * All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children. * The school is fully committed to the fulfilment of its statutory duties but accepts that there is still work to do regarding all aspects of the Equality Act. * Children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. Additionally the use of digital contexts for learning and a focus on creatvity allows children to develop a wide range of skills and attributes. * Standardised data is used effectively to track progress and identify areas requiring targetted support. Analysis of such data shows that children at all stages are attaining more highly than expected in literacy and in line with progression expectations in numeracy. * The school is adopting a dyslexia and autism friendly approach.   Key strengths:   * A rights and values-based approach to all aspects of school-life supports all learners feeling valued and cared for. * The increasingly positive levels of attainment in P5 and P7. * The confidence and wellbeing of children across all years.   Identified priorities for improvement:   * To raise further levels of attainment in numeracy and literacy, especially in P5 and P7. * To extend the schools commitment to the promotion of diversity. * To develop a cohesive strategic plan for wellbeing across all aspects of school-life. |

In relation to the priorities listed above the following action plans have been confirmed:

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| Action plans | Expected Outcomes/Impact on learners | How will success be measured? |
| Fulfilment of Statutory Duties   1. To increase awareness of what our [statutory duties](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/Legislation) are and how well we know them. | An ability to list easily the statutory duties of staff as professionals and reflect on any areas that need to be addressed including;   * CLD (Scotland) Regulations 2013 * Child Protection * Equality Act (2010) * GTC Standards * Education Act (1980) * UNCRC * Standards in Scotland’s Schools, etc. Act 2000 * Children and Young People (Scotland) Act 2014 | An up-to-date folder with all the pertinent acts included for easy access to any professional.  Increased awareness of the act titles.  A poster for each act with the main aims/actions highlighted in a highly visible area of the school. |
| Attainment in Literacy and Numeracy   1. Using data and professional judgements prove that all pupils have made very good progress from their prior levels of attainment in literacy and numeracy. | * Increased confidence and morale in teaching at Foveran School in literacy and maths. * From this increasing detailed analysis more focus and emphasis will be placed on specific areas of literacy and numeracy to improve on. | Professional attainment discussions with staff to ascertain areas of concern and appropriate actions to improve attainment.  Tracking data will monitor improvements in attainment. |
| Attainment over Time   1. To develop a cohesive tracking document to monitor, celebrate and prove that attainment is increasing over time. | * Increased accountability of pupil attainment over time. * Increased attainment over time * Increased confidence in reporting on attainment over time. * Early intervention on emerging trends that are not desirable | Longitudinal document exemplifying improvements over time. |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |
| Evaluation of QI 3.1- Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/ evaluation activities undertaken:  - Positive behaviour evident in and around school/community and confirmed with analysis of referrals.  - Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations.  - School being awarded 2nd Eco green flag status.  - Foveran School being awarded Level 2 Status from United Nations Rights Respecting Schools Award  - Raised attainment by learners in all SIMD deciles evident in standardised assessments.  - Positive views reflected by pupils and parents on their education and desire to learn at Foveran School.  - Cluster/peer/ QIO-led moderation exercises.  - Analysis of attendance , LAC , exclusion and lateness data shows appropriate levels of commitment and participation regardless of background  - Scrutiny/analysis of Child Protection procedures.  Overall evaluation of level of quality :   * Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and the obligations of being a Rights Respecting School. * All pupils know about child protection and wellbeing issues through awareness raising through assemblies and aspects of the curriculum. Pupils and staff frequently self-refer and seek advice, clarity and support on these issues. * All staff are able to access information about how to support learners through communications from Pupil Support Staff, through MAAPM’s and IEP’s. * Analysis of collated data on attendance, lateness and exclusion shows that children attend, participate and thrive in the school environment. * At times of challenge and difficulty the school deploys other professionals to access support from other agencies. * We regularly highlight “A Right of the Week” from the UNCRC through assembles, pupil voice and through posters in school, this in turn challenges discrimination, and intolerance. A more developed approach to diversity is however required. * Each pupil is an individual with individual needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through pupil voice, review meetings, MAAPM’s, etc. * We endeavour to comply with our statutory requirements and the associated codes of practice. Our staff take account of legislative frameworks relating to equality and inclusion. There is further work to be done in promoting diversity and accommodating all aspects of equalities legislation. * There is a need to further develop approaches to ensure equity of outcome for all learners.   Level of quality for this QI: 4 Good  Evaluation of QI 3.2- Raising Attainment and Achievement:  Sources of evidence/ evaluation activities undertaken:   * Analysis of standardised assessments to ascertain progress in literacy and numeracy * Analysis of opportunities for wider achievements for pupils * Feedback from QIO regarding overall school performance * Feedback from parents regarding progress of individual children   Overall evaluation of level of quality :   * Attainment in the school is improving. This is the case for all abilities and both female and male. * The local Cluster are moving forward with moderation training in literacy this session, this will need to be embedded then in future extended to numeracy. * A tracking system has been in place but a more robust system is being developed. * Almost all pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made in literacy but less consistently in numeracy. * Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter and website. * Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all. * The outdoor environment could be further utilised to enhance pupils learning experiences. * The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans in place to address these. * Across the school pupils are encouraged to take responsibility but there is room to further extend the range of leadership opportunities. * A ‘Numicon’ approach is being introduced to improve children’s mental calculation skills. Thus far impact is limited however. * More frequent opportunities are being created for children to select from their knowledge the appropriate operation to solve challenging and unfamiliar problems. * To develop a robust but succinct format of recording plans and assessment and showing that assessment is at the heart of further development and planning, linking it to Aberdeenshire/National Frameworks to ensure quality, pace and challenge. * There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom.   Level of quality for this QI: 4 Good | | | | |
| 5. What is our capacity for improvement?   * The overall capacity for improvement at Foveran School is very good. This is based on the following aspects within the school:   - High levels of commitment and leadership by all staff  - Young people in the school who show a respect for and commitment to learning  - The positive ethos in the school underpinned by shared vision and values  - A high quality programme of professional learning that supports all staff and leads to improvements for learners  - Productive partnerships with parents , other schools and services and a range of contacts in the local community  - Positive feedback about the school from QIO, parents and learners themselves that gives confidence in what we do   * Aspects that could impact adversely on the capacity for further improvement include:   - Intermittent supply staff availability  - Changing population of the school has introduced uncertainty around class composition  - Technology barriers including access to particular apps and capacity of school technology  - Budgetary constraints regarding extending availability of differentiated resources | | | | |

6. Record of updating

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