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East Dunbartonshire Council

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Milngavie Primary School



Standards and Quality Report 2021/22

Context of the School

Milngavie Primary School and Early Years Centre (EYC) is situated in a conservation area at the eastern end of the pedestrian precinct in the heart of Milngavie village.

It offers equal opportunities to all. It is a non-denominational, co-educational school, covering stages from ante-pre-school at age 3 to Primary 7.

The school roll this session was 335 divided into 14 classes. Our staffing for the session was set at 18.25 teachers, including a Head Teacher, a Depute Head Teacher, Depute Head of Centre (EYC) and a Principal Teacher, class teachers and a teacher covering our EYC/early level. Our staffing allocation allows us to maintain our specialist science provision. We had a specialist music teacher for part of the session to enhance the curriculum we offer our pupils. This will resume in session 2022-23.

Our support staff consists of 3 classroom assistants, 2.91 Support for Learning Assistants, 2 full and 2 part-time clerical assistants, 2 F/T and 2 P/T cleaners, a Housekeeper, 3 catering staff and a Buildings Manager.

This session the school had 3 Probationers. Although they, too, had disruption in their training, they quickly created excellent teaching and learning environments for their pupils.

At Milngavie Primary School every child matters. This is reflected in our Vision, Values and Aims, which were agreed with staff, pupils and parents.

Vision, Values & Aims

Our School Vision and Curriculum Rationale were refreshed this session to commence in session 2022-23, along with our new class/school Charter. At Milngavie Primary School and EYC we aim to provide education and care of the highest quality which fosters creativity and confidence, develops every child's skills, personality and talents and ensures they can achieve their full potential academically, emotionally and physically in a safe, happy and motivating learning environment which is at the heart of our community.

Our Vision: Working Together, Respecting Others, Reaching our Full Potential

Our Values: Trust, Respect, Resilience, Compassion, Inclusion, Fairness, Equality, Nurture

Our aims:

- To build a caring school ethos based on inclusion, fairness and respect for ourselves and others, promoting the health and wellbeing of the whole school community.
- To provide stimulating, challenging and meaningful learning experiences, meeting the needs and aspirations of all our children enabling them to face the challenges of the future in a digital world.
- To foster interest and enjoyment in learning, motivating children to think creatively and independently to become successful and confident lifelong learners.
- To develop positive, productive partnerships that are valued and recognised by our children, staff, parents and the wider community.
- To encourage responsible attitudes towards the environment and instil an awareness of our role as global citizens

Our Motto: *Fide et fortitudine*

Milngavie Primary provides a curriculum in line with national advice and pupils are encouraged to be active in their learning and to make wise choices which will influence their lives in a positive way and will help shape the society we wish to build for the future. Our Professional Learning programme is key to helping us deliver very high-quality learning and teaching and this will continue to be developed over the coming session as we take part in the Improving our Schools Initiative.

Historically there have been a large number of extra-curricular activities at Milngavie including football, netball, dance, tennis, athletics, chess, basketball, shinty, coding, lego and choir. As we begin to re-establish our networks with community partners, we hope to be back up to full capacity soon. Outdoor learning is a strong feature of our school's provision, so we aim to have a good ratio of both activities indoors and out.

Pupil participation is encouraged through our Pupil Committees ('House Huddles') – Eco, Sports, Diversity, Sustainability, STEM, Ground Force, Enterprise, Creative Arts, Press etc. Pupils vote for House Captains and Vice Captains annually and classes select representatives for our Pupil Council and the School Improvement Committee.

Opportunities for partnership working and parental involvement are available throughout the session. Partnerships are vital to us and we actively encourage parents to participate in their child's education. Other partnerships are forged locally including Cairns Parish Church, Active Schools, local businesses and a range of local clubs. We look

widely for support and help to develop our pupils' learning and provide opportunities for achievement.

According to the Scottish Index of Multiple Deprivation (SIMD), Milngavie Primary is described as an affluent area of predominantly private housing.

Milngavie Primary School was allocated £23,977 Pupil Equity Funding last session. In consultation with stakeholders it was agreed that our Pupil Equity Funding would be used to: develop digital technologies; enhance pupil well-being with additional staff trained to deliver the Seasons programme and Mindfulness training; food technology and enhance Literacy and Numeracy, particularly in relation to our support and challenge groups.

As a school, in partnership with the PTA when appropriate, we work to provide families on Free School Meals with free or reduced cost educational excursions and are happy to support any financial difficulties for any family to try to ensure equity and fairness.

In our school population, 88% identify as white, with 12% coming from other ethnic backgrounds. 12.8% of our pupils speak English as an Additional Language and over half of this number speaking more than 1 language in the home. This session we have had a number of children with no English language skills join our school, including Mandarin, Ukrainian and Turkish speakers – all of whom are flourishing.

Over recent years we have had an increase in the number of adopted, looked after children and others living with loss and the effects of trauma. We consider many factors to ensure we meet the needs of any vulnerable pupils and relationships with our families and knowledge of their circumstances is key to this. We work with a range of partners to offer support, be that through the counselling service, promoting mindfulness, targeted school supports such as Seasons for Growth or working with external agencies such as health and social work.

It is difficult to provide a true picture of our attendance this session due to Covid. At the time of writing, the figure is approximately 95%. This is down on previous years, but accounts for a range of extenuating factors.

Again, this session, the school had no exclusions.

Historically, we have very strong links with parents and the community and have been supported by an exceedingly proactive and enthusiastic Parent Council and PTA. As our community begins to heal, post- covid, we very much hope to re-establish these strong bonds in the coming session.

Most children who enter Primary 1 have previously attended our on-site local authority Early Learning Centre or private pre-5 establishments. We take children from a number of different nurseries. The associated secondary school is Douglas Academy. There is a very good partnership between Milngavie Primary School and Douglas Academy, the school to which the majority of our pupils transfer to for their secondary education. We have excellent transitional arrangements with Douglas Academy, helping our pupils to settle and succeed from the onset. For our pupils with Additional Support Needs we have an individualised programme of support to ensure their needs are fully met in S1.

We work closely with our cluster Primaries and partner Early Learning Centres, alongside Douglas Academy, undertaking partnership working and joint programmes as often as possible. An example is our joint early level woodwork initiative, working with Oakburn EYC.

This session we started discussions about the school's requirements to refurbish the school in a way that provides longevity and sustainability. With the assistance of our school Captains, views were gathered from staff and pupils and subsequently shared with the architects, design team and others who visited our school in May. We hope that the views of parents will soon be gathered. The school is working with the Parent Council to fully engage parents in this process.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Cohesive STE@M programme of events established.	
<p>NIF Priority</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap <p>NIF Driver school improvement parental engagement</p>	<p>HGIOS?4 QIs</p> <p>QI 2.3 Learning, Teaching & Assessment</p> <p>QI 2.7 Partnerships</p>
<p>Progress and Impact:</p> <p>In the years prior to Covid we had established a strong community based approach to STEM engagement with a range of partners, particularly parents. We had hoped to re-establish those links in the last session, as it became apparent how much value was added to the curriculum by our community links and engagement. Restriction have meant that we will now commence this at the start of the new session.</p> <p>Areas where parental/community engagement were not required were all completed in full, with one exception, as outlined below.</p> <p>In relation to the use and the improvement of green space, we have been making excellent use of the resources we have, with outdoor learning being a significant feature of our learning this session. However, as Council have now passed a proposal for Milngavie to undergo refurbishment as part of the Primary School Improvement programme (PSIP), we instead concentrated on consulting with teachers and pupils, led by the school Captains, to establish how we envisage the green space around the school being developed. This information has been shared with EDC and the Parent body.</p> <p>Sustainability and COP 26:</p> <p>Major successes were achieved in this area. Based on our on-going work to integrate and imbed Sustainability into the consciousness of the school over recent years we were highly commended by Education Scotland. We also engaged fully in many COP26 activities, culminating in an outdoor community event which was very well received by parents and the wider community. The feedback we received from parents via email is recorded in our 'comments and complaints' folder, although many more comments were received verbally at the event and in calls to the school office.</p> <p>As a result of the raised profile in this area we now have a Parent Sustainability Group. They have worked with both the school and EDC, highlighting the need for better processes within EDC to support school recycling. They have also held activities such as a Uniform exchange and a plant sale. The school continues to support the Community Orchard programme, with staff attending every Orchard group session this session.</p> <p>Robotics:</p> <p>Having reviewed our yearly planners last session, we were able to determine that an area of the curriculum, robotics within technology, was not covered as consistently as we would like. Using this evidence, we decided to use some of our PEF allocation to invest in 'Marty the Robot'. On making the purchase, staff training followed during our February In-Service, delivered by Robotical. This provided teaching staff with an introduction on how to use the product as well as an opportunity to look at lesson plans and other resources that have been devised to support this. 85% staff have now undertaken training in the use of 'Marty' the Robot.</p> <p>Following on from this a group of staff have started to devise a more cohesive and consistent approach to delivering Marty as part of the wider ICT curriculum. Our ICT Co-ordinator will integrate this into our existing ICT curriculum planner.</p> <p>Food Tech:</p> <p>As with Marty, when reviewing our planning data, we identified that the Experiences and Outcomes associated with food technology were not always being addressed. We reviewed why this may be the case. Feedback from staff suggested that we did not have adequate resources to deliver this aspect of the curriculum successfully. As a consequence, we purchased a range of items to support food technology, allowing us to address the gaps identified.</p>	

Along with a food tech trolley we purchased a range of cooking resources to make curricular delivery more manageable. We have already started to make use of these, engaging with members of the community who have shared their skills and expertise with the pupils. We have promoted this with our families using our Twitter account.

My World of work:

Slowly, we are beginning to rebuild the networks of support we had built up for our science and technology programme, supported by parents, grandparents and a range of community partners. This was a very successful programme which we will re-establish going forward. In our previous Coding Club, uptake for girls dropped to below 30%. As our clubs begin to come back on stream, we will monitor uptake and work to address any gender based concerns that arise. We already have a tracking process in place for school clubs and activities, so gathering evidence from this data will help us to target any interventions that may be required.

Throughout the school we continue to challenge wider societal issues such as Gender bias, science being one such area we have focussed on of late.

Next Steps:

Re-establish our Science programme.

Monitor uptake of school clubs and activities generally, but looking to focus in on issues such as Gender, SIMD, FME, BAME, Young Carers more specifically to try and increase participation from these groups

The Parent Council in partnership with the school will hold an engagement event.

The school will engage in the wider consultation process with the architect and design team, contractors and other associated with the refurbishment programme.

Sustainability lead and Principal Teacher will complete the Eco Green Flag online application.

School priority 2: Leadership across our Community of Learning

<p>NIF Priority • Improvement in attainment, particularly in literacy and numeracy</p> <p>• Closing the attainment gap</p> <p>NIF Driver school leadership</p> <p>teacher professionalism</p>	<p>HGIOS?4 QIs</p> <p>QI 1.2 Leadership of Learning</p> <p>QI 1.3 Leadership of Change</p>
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Progress and Impact:

Consistency: A Curriculum Development Team focussing on Consistency discussed a range of features in relation to delivering a consistent approach across classes throughout the school.

They supported the production of a school position statement to ensure all staff had an awareness of what consistency means for our school and how we apply this to our daily routines.

They influenced other groups such as those looking at mental maths and problem solving. This ensured that the information later shared with staff provided a framework from which all staff worked. We are currently monitoring the impact of this on learners' outcomes. We hope to have more robust data after we have analysed all of our assessments for this session over the summer recess. Analysis of our SNSA results show (undertaken February 2022) that further improvements have been made in Literacy and Numeracy. These improving results are gained amidst a backdrop of disruption that continued throughout most of session 2021-22.

More information on the analysis of our GL Assessments can be found later in the report. We have triangulated our results and can determine that factors such as a consistency of approach and an enhancement of our support and challenge groups has had a positive impact on our on-going improvements, particularly noticeable in writing.

We are already seeing signs that greater consistency and cohesion in key curricular areas is impacting on our children with most children making progress in literacy and numeracy, and almost all of our children in our challenge group making further gains. Parents are seeing the consistency of approach across classes through pupil's learning journals and more co-ordinated partnership working across stages.

Peer Mentoring:

Following on from engagement with Strathclyde University, there was a collegiate agreement amongst teaching staff that classroom monitoring should be replaced with peer mentoring. A range of research was shared and considered before any such decisions were made. Having reviewed the research, we felt that our school was well placed to adopt

a more professionally co-operative model. We had already started a small scale trial of this approach in term 3 of the '21-'22 session, with the aim of making a more robust sessional plan commencing August 2022. This will dovetail nicely, as we have recently found out that we will be taking part in the Improving our Schools (IOS) initiative next session, a whole school initiative to develop sound pedagogical practice.

Learning Journals:

All classes are now using Learning Journals - EYC-P7. Our weekly reports show that whilst they are used significantly less than during lockdown, most parents engage with and access these weekly. This is an example of our drive for consistency across the school. This is one of the vehicles we used, along with Teams, to communicate with parents during periods of lockdown. We have extended the use of learning journals as the main platform of communication between home and school. At the start of each term parents are now advised of the key areas of learning to be undertaken over the following term. During the term staff have uploaded examples of the children's learning. At the end of the term there is a summary of the child's learning with a more detailed summary in term 3. This process will replace the traditional end of session report. Feedback from almost all parents on this new model of working has been extremely positive, so much so that we are now training our senior pupils to upload examples of their own work, which they can show to and discuss with their parents at home. Senior pupils have cascaded this knowledge, and we hope by the end of the session all P4-7 pupils will be able to upload their own work. Almost all staff have found this a much more purposeful way of communicating with parents. To do so effectively, we have discussed the need to set additional time aside in the Working time agreement going forward.

Rights Based Learning:

Much of this sessions work has revolved around awareness raising of the UNCRC. We delivered an information session on this during the August '21 In-Service. Staff felt that this covered all of the pertinent points, so did not take up any of the WOSDEC training that was available. The Scottish Government has advised Local Authorities that we will have access to Rights Respecting Schools (RRS). The Rights Respecting School Award recognises achievement in incorporating the Convention into a school's planning, policies, statements and practice. A Rights Respecting School *teaches child rights and models rights and respect in all its relationships – between teacher/adults and pupils, between adults, and between pupils*. As a school we feel that we espouse the values associated with RRS, but will consider if the award adds any value to the school. As we had not planned for the significant workload associated with the award application process in our Working Time Agreement for next session it is probable that we will review this again next year. In the meantime, the themes and values associated with Rights Respecting Schools will be delivered through our Assembly programme.

Makaton:

7 staff in the school and 87% of staff in the EYC have now been trained on Makaton level 1. 5 staff have been trained to level 2 in the school and one in the EYC with the remaining EYC staff to undertake level 2 training next session. This has been invaluable in helping us to support children with more complex requirements.

Next Steps:

Use the Peer Assessment model to support the delivery of the Improving our Schools project (IOS). This programme will allow all class teachers to review current thinking and practice on pedagogical leadership. This builds on the consistency of approach we have been developing as a school this session.

Analyse the Assessment data over the summer of 2022 to influence where targeted supports should be introduced in session 22-23.

Assembly programme aligned with Right Respecting Schools and UNCRC.

Have all pupils from P3-7 trained to upload examples of their own learning on to their own learning journal page.

EYC staff to undertake level 2 training. Additional staff to undertake basic training.

School priority 3: Continuity

NIF Priority • Improvement in attainment, particularly in literacy and numeracy
Choose an item.
NIF Driver school improvement
Choose an item.

HGIOS?4 QIs

QI 2.2 Curriculum

QI 2.3 Learning, Teaching & Assessment

Progress and Impact:

Writing

Very good progress has been made. After initial training and visits to review resources and the implementation process at a West Lothian school, staff have had dedicated time to apply, review and amend resources. The impact of this was assessed during SLT monitoring and evaluation activities. An SLT statement was compiled and shared with staff showing the positive responses from staff, pupils and parents and the clear improvement observed from a range of sources including classroom observations and jotter monitoring.

Mental Maths & Problem Solving

Strategy papers were produced by the Numeracy co-ordinators for both of these areas and time was set aside during In-Service to disseminate and discuss, so that staff could ensure a consistency of approach.

Next Steps:

Literacy Co-ordinator to be given time to amend resources so we have clearer routines for moderation.

Time allocated on first In-Service of next term to recap and remind staff to be consistent in their application across the school.

Additional resources to support mental maths and problem solving to be purchased.

Progress in National Improvement Framework (NIF) priorities

- *Improvement in attainment, particularly in literacy and numeracy;*
- *Closing the attainment gap between the most and least disadvantaged children and young people;*
- *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 (secondary schools).*

In session 2021-22, Milngavie Primary school continued to work hard to support and challenge our pupils.

We use a broad range of robust assessments that allow us to effectively track and monitor pupil progress. We are able to identify gaps in learning, where there is a need for additional support or challenge and consequently put in place interventions to best meet individual pupil's needs. This information is also used to support teacher's continuous assessment and professional judgements.

Throughout the session we are responsive to pupil's requirements. Therefore, the make-up of the various supports groups change to reflect this.

Some key points:

- SNSA results very good
- Tracking of pupils social and emotional presentation in the early years has allowed us to intervene and reverse the impact of isolation during Covid. Nurturing principles are at the heart of this.
- Our Support Groups....
- Our challenge groups, only running for a proportion of last session, saw almost all of our identified children outperform their previous assessment scores at the end of the session

- The supports we put in place are having a very positive impact. By effectively identifying and responding to the need for supports at the 1st level, we see continued and sustained improvements by the end of the 2nd level.
- Our pupil attainment is significantly higher than the national average.
- More consistent curricular delivery is resulting in more children performing in the higher attainment brackets.
- Supports such as Rapid Readers has.....
- Our Quest Literacy and Numeracy show all of our children are performing in the upper deciles, indicating that our phonics programme and our early numeracy input is highly effective.

Our SNSA results demonstrated that we had maintained very good results when compared to previous years, in spite of the many disruptions to our learning. The one anomaly was that Primary 1 saw fewer children attain the higher bands. (most children achieving the mid-range bands) Considering the reduction in access to the Early Years provision, this is not unexpected. As a school we have worked hard to ensure our P1 cohort has received the nurture and the support they require to make up any minor shortfalls in this area. Our professional judgments over the course of the session show that a number of our more able children are beginning to attain at the levels we would expect.

Again we can clearly see that our P7's continue to attain at and exceed the anticipated milestones. This is a clear indicator that the support and challenge groups, that are a now embedded feature of our school, are having a positive impact on attainment. As children move through their learning pathway, building on the success of targeted interventions, gains are consistently being made. As staffing allows, we hope to intervene at ever earlier points in a pupil's learning journey. This will allow clearer impact from these interventions, therefore showing further improvement in the SNSAs at the P4 stage.

Overall children's attainment in maths and numeracy and English language and literacy is very good. Almost all children achieve appropriate levels in P1.P4 and P7. Year on year our attainment is significantly above the National and EDC averages. Many of our learners at each stage exceed these levels. Our results clearly indicate that from P1 to P7 our attainment continues to improve over time. This is supported by our use of robust assessments supporting professional judgments on progress and attainment at a level.

Analysis from one of our assessments, the single word spelling test highlights two key features:

- that almost all of the children targeted for support, have improved year on year.
- this is an area of the curriculum with a significant gap between those with the highest and lowest age bands recorded. We will discuss with staff the need to consider this for an area to review as part of the Improving our Schools agenda.

With so few pupils in SIMD 1-4 it is not possible to glean any valuable statistical data. Rather we target children from all SIMD bandings and can clearly track them on their learning pathway.

Our pupil's well-being is always high on our agenda. Our evidence shows that our pupils in almost all cases place themselves in the higher ranking of the SHANARRI well-being wheel. For the few who do not, we track and monitor these pupils specifically both in and out of the class setting.

On returning to school after lockdown, some of our younger pupils found it challenging to be away from the home setting. A nurturing and supportive framework was used to meet these individual pupil's needs. These situations were quickly remedied and the pupils are now progressing well.

The Lifelink counselling service worked incredibly well during our pilot period. We hope that, as we are returning to a more familiar routine, this will once again provide our individual pupils with a valuable service. At a group level we commenced a pilot project for our P7's to support transition. We will evaluate the success of this post-delivery and make amendments to further enhance this for next session.

We have successfully introduced LIAM (Let's Introduce Anxiety Management) into the school to support a number of pupils. The cases completed to date have been very successful, with all parents reporting a significant improvement in the home setting. This is supported by the post LIAM assessments. The School Nursing Service is also using this approach to work with targeted pupils. In addition, we now have 3 staff who have participated in Seasons for Growth training, which we hope to start in September '22. This will support those children who have suffered a significant change in circumstances or a loss.

This session we further embedded the new Relationships, Sexual Health and Parenthood (RSHP) education programme. This programme allows us to tackle the issues that are affecting our children's lives. With so much more information available, particularly in mainstream media and on social media, children are exposed so much earlier to messages that require honest, open support, from home and school. We have already found that by addressing the issues that are impacting on how children live in the here and now, that we are reducing pupil anxiety. The science teacher, who leads on this, has a great deal of qualitative data to that effect, e.g. very positive feedback from parents.

The best barometer of how children are feeling is always to visit the school. Prospective parents who have done so have been impressed by the calm, industrious learning environment and the happy, joyful children they encounter.

Attainment and Achievement Data

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	almost all	almost all	almost all
First level by end of P4	almost all	most	almost all	almost all
Second level by end of P7	almost all	almost all	almost all	almost all

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

Science, ICT and Technologies: Tig Tag is a very well used resource and was particularly useful for enhancing the curriculum when visitors and excursions out with school were not possible; Laptops:- Having identified a number of pupils who would benefit from individualised support packages, using a range of diagnostic tools and assessments, these resources were purchased. They will help us to support children with packages like Clicker 8, also purchased with PEF. Sadly, due to supply shortages we have only recently taken delivery of these so we are unable to assess impact at this time; Ipads: - continue to greatly enhance our curriculum e.g. research; Food Technology:- having identified this as a gap in our curricular delivery, this resource has already been of benefit. Examples of the impact on learning can be seen on the learning journals and the school's Twitter page.; Robotics:- Having acquired, trained staff and currently incorporating into our ICT programme, we hope to fully see the benefits of this resource next session.

Literacy: PM writing programme: Our self- evaluation of this shows a very positive impact, with feedback from children being particularly positive.

Dyslexia: Clicker training was provided during In-Service and laptops have now arrived to support the use of this with individual, targeted pupils; Age appropriate reading materials: - as we can see from our results across the board, the impact of our supports on pupils, particularly with those identified as having dyslexia, are impacting positively.

Residential and Outdoor experiences: Auchengillan:- The three staff who attended this event with the children believed it to be the best location and provider they have experienced. The children have written a recount of their experience and shared this with the Primary 6s.

Recovery: Mindfulness:- We were lucky to find an experienced provider, who had extensive knowledge of working with Primary aged pupils and Early Years and Primary staff. The provider trained all Early Years and almost all

teaching staff during In-Service training. 5 staff, to date, have undertaken a more extensive course so that they can lead mindfulness lessons with pupils.

The provider will undertake additional class based work next session. We offered our parents an opportunity to engage in this training, as well as parents from Baldernock. Unfortunately, this event was very poorly attended.

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	not applicable
2.3 Learning, teaching and assessment	Good	not applicable
3.1 Ensuring wellbeing, equity and inclusion	Good	not applicable
3.2 Raising attainment and achievement	Good	not applicable

Summary of School Improvement priorities for Session 2022/23

- 1. Improving our School programme in association with the West Partnership
- 2. Improving our well-being through the Expressive Arts
- 3. Maintenance Agenda: writing; UNCRC

What is our capacity for continuous improvement?

Over the last two years, whilst the learning climate for adults and children was severely hampered, Milngavie Primary did not rest on our laurels. We continued to make improvements to our curriculum, such as writing. We continued to meet in our Curriculum Development Teams to look at how we could improve consistency. We set up a raft of new groups to challenge our more able pupils. We introduced Gaelic into the curriculum for P4 and 5. We won awards and raised funding to support curriculum delivery. These are just some examples of how we continued to push hard to move our school forward. Having done this during one of the most challenging times any education service has endured, we are in no doubt that we can continue to make the necessary changes next year, and beyond, that will ensure ongoing school improvement.

Next session we will again have a dedicated music teacher and we will be looking at how we can further enhance the Expressive Arts, developing yet further our pupil's creative talents and helping to ensure we are committed to investing in our pupils' long term, holistic health and well-being.

We will also take part in the Improving our Schools Initiative, giving teachers time to revisit and refresh their practice, looking at themes from pedagogy to metacognition, from AifL to deep learning. We feel that our school is now well placed to take this forward. We are realistic, however, and appreciate that this initiative will be the main focus of our improvement agenda for the coming two years, as we coordinate our activities around the school refurbishment timeline.