



**New Pitsligo & St. John's School  
Standards & Quality Report  
2017-2018  
&  
School Improvement Planning  
2018-2019**

## *School*

We are pleased to present both our Standards and Quality Report for Session 2017–2018 and our School Improvement plan for the current session 2018 -2019. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in New Pitsligo & St. John's school. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

**How are we doing?**

**How do we know?**

**What are we going to do now?**

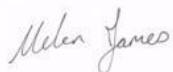
**Looking inwards** to analyse our work

**Looking outwards** to find out more about what is working well for others locally and nationally

**Looking forwards** to gauge what continuous improvement might look like in the longer term

At New Pitsligo & St. John's School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.



Head Teacher

## **The School and its context**

*Our vision is to ensure all our pupils are safe, healthy, achieving, nurtured, active, respected, responsible and included, so that each individual can be fulfilled and reach their potential within a supportive and proactive community.*

## **Values that underpin our work**

**Supportive    Hardworking    Respectful    Responsible**

## **What do we aim to achieve for our children/pupils**

We aim

- to involve pupils, their parents and the wider community in the learning process
- to monitor and record the progress of the individual child in order to support that child's learning
- to provide and maintain suitable resources to enable the efficient delivery of the curriculum
- to create a well disciplined and happy atmosphere of warmth, caring and friendliness where the individual is valued and our achievements are something to be proud of
- to encourage good home school relationships and community links
- to provide the necessary organisation and leadership to identify targets for continuous improvement
- to equip pupils with foundation skills, attitudes and expectations necessary to prosper in 'a changing society' and to encourage creativity and ambition
- to prepare pupils for responsible citizenship by promoting the development of values, beliefs and attitudes compatible with living in an inclusive and multicultural world
- to value and support all pupils and ensure their access to a curriculum appropriate to their needs
- to promote the best levels of learning and teaching experiences which promote good learning, good behaviour, self-discipline and respect for self, others and the environment
- to have a positive and proactive impact on our community

## **Context**

Our school serves the village of New Pitsligo situated in the countryside near Fraserburgh. We are part of the Mintlaw Cluster. The village is a vibrant place to live with a successful community council and community run initiatives including a community café, the Visual Arts weekend and the Flower Show. The village is also very isolated due to lack of transport and there are very few local businesses. Our community sits in SIMD 5 but naturally there are huge local variations in this. We work closely with the Education Psychologist, Strichen Social work, Health and CLD to support our pupils and their families. Our recently completed new early years setting will allow us to welcome two years olds into nursery and has freed up space for some of our Pupil Equity fund to create a community learning hub allowing professionals to lead training and group work to better support our families. 15% of our PEF will also go towards a cluster early years project based around Talk Boost to assist targeted pupils to better develop communication skills and vocabulary and to work with parents to nurture these skills. 10% will go towards a cluster project to identify and share best practice in numeracy and 10% to Health and Wellbeing with a specific focus on mental health.

Our school is really well supported by parents and the wider community and we all enjoy a collegiate atmosphere of support and kindness. Our very settled team is highly invested in the life of the school and our pupils are leaders in school and in our wider community. Attainment has risen consistently in recent years, particularly in numeracy and we are building in careers and business partnerships to further encourage our pupils to be aspirational.

## Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2017-2018.

<b>Priorities</b> PUPIL EQUITY FUND: EARLY YEARS PROJECT PUPIL EQUITY FUND: NUMERACY PROJECT Raising Attainment and Achievement, Assessment and Moderation Curriculum Design: Bundling, Rationale, Programmes of Work HWB: Sexual Health & Relationships Pupil Equity Fund – Community Learning Hub 1+2 Languages	
<b>Progress</b>	<p><b>PUPIL EQUITY FUND: EARLY YEARS PROJECT</b> P1 staff trained in Talkboost and on a cluster group to support this. Due to illness this was not fully embedded. Emergent Literacy fully embedded in nursery and P1 with impact measured and support training ongoing.</p> <p><b>PUPIL EQUITY FUND: NUMERACY PROJECT</b> Numeracy support teacher appointed and leading developments in the cluster. Also numeracy champions who shared mastery in maths techniques which we have taken on as a school.</p> <p><b>Raising Attainment and Achievement, Assessment and Moderation</b> Cluster moderation slightly hampered by lack of detail in SNSA results, however good cluster communication regarding levels and sharing of good practice. Data carefully tracked and professional dialogue embedded regarding best use of data.</p> <p><b>Curriculum Design: Bundling, Rationale, Programmes of Work</b> New curriculum in place, no longer using bundling. Allows better use of progressions and sits well with benchmarks.</p> <p><b>HWB: Sexual Health &amp; Relationships</b> Using the CORAM materials in the main for this and have trialled them this term with good feedback.</p> <p><b>Pupil Equity Fund – Community Learning Hub</b> Although the building work delayed us actually being able to create the physical hub the partnership work began anyway and we now have messy twos, PPP parenting classes and baby massage in school.</p> <p><b>1+2 Languages</b> The hub bid has been rewritten and submitted to Strathclyde University. The basics of the hub are now in place and the project is being led by Miss Stevenson. French as part of day to day activities is embedded. Mandarin was taught in p4-7 by the Hanban Mandarin teacher and rolled out by teachers at other times, e.g. Chinese New Year.</p>

<p>Impact</p>	<p><b>PUPIL EQUITY FUND: EARLY YEARS PROJECT</b> Emergent Literacy has shown improvement across the early years in literacy skills. There were some concerns raised by parents regarding the time it took to receive reading books but further parental input helped with understanding. Individuals throughout the school have also benefitted as the whole PSA team are trained and have used it with targeted pupils showing 100% improvement in literacy skills.</p> <p><b>PUPIL EQUITY FUND: NUMERACY PROJECT</b> Early stages of this project but the mastery in maths has begun in p4 and is showing signs of being effective.</p> <p><b>Raising Attainment and Achievement, Assessment and Moderation</b> Attainment remains good in school and staff are all involved in this process. Identification of specific needs and short but effective inputs from trained PSAs has been very effective.</p> <p><b>Curriculum Design: Bundling, Rationale, Programmes of Work</b> We will better know the impact next year once this new format has been piloted. The anticipated impact is a more cohesive progression.</p> <p><b>HWB: Sexual Health &amp; Relationships</b> Initial feedback has been positive and the materials are far more relevant than the previous Living and growing materials.</p> <p><b>Pupil Equity Fund – Community Learning Hub</b> Parents of pre-school children are now engaging with the school community.</p> <p><b>1+2 Languages</b> Languages are being embraced by pupils and there is a rise in confidence to teach languages from the teaching team.</p>
<p>Next steps</p>	<p><b>PUPIL EQUITY FUND: EARLY YEARS PROJECT</b> Update training for p1 staff and training for Early Years Practitioners in Talkboost. Emergent literacy will continue with the same methods for measuring impact.</p> <p><b>PUPIL EQUITY FUND: NUMERACY PROJECT</b> Mastery in maths will be picked up by the whole team for targeted pupils.</p> <p><b>Raising Attainment and Achievement, Assessment and Moderation</b> SNSA analysis will become more sophisticated and become a tool for underpinning aspects of professional judgement. We will continue to track for targeted groups in school and plan for individual progress.</p> <p><b>Curriculum Design: Bundling, Rationale, Programmes of Work</b> Pilot in 2018-19 and review.</p> <p><b>HWB: Sexual Health &amp; Relationships</b></p>

The cluster group are further improving this package as well as making development in wellbeing. We have bought into the GL Health and Wellbeing assessments to make comparisons across the cluster and the UK.

**Pupil Equity Fund – Community Learning Hub**

The hub will now come into place with a separate door for the public to enter it. Further engagement will be encouraged including with adult services, ed psych team and benefits agencies.

**1+2 Languages**

The mandarin hub will be fully developed and rolled out to all schools in Aberdeenshire remotely.

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

Relevant NIF priority: All

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

**Level of quality for core QI: 4**

(HGIOS?4 1-6 scale)

### **Overview:**

(narrative across this theme and various QI's)

#### **1.3 Key strengths:**

- Staff take a leadership role in school and in cluster improvement groups.
- The curriculum developments were led by teaching staff supported by the Head Teacher.
- Professional learning is planned in PRD and PPP processes and planned for individual targets and development.
- Professional dialogue for planning and attainment is embedded in the QA calendar.
- The teaching and early years team have carefully planned cluster collegiate time.
- The strategic use of the varied skills on the team to develop the school was praised by Education Scotland.
- The central aim of improving learning is now key to any professional dialogue and underpins the shared ethos of the school.
- Learners are part of the improvement process in school and are able to engage in dialogue about their learning.
- Strategic decisions are carefully guided and planned.

#### **Identified priorities for improvement:**

- More distributive leadership to pupils via house challenges
- Further develop leadership in DYW and sustainability.
- Look at SCEL opportunities for other staff. (one has completed)
- Development capacity of teacher to lead on Mandarin Hub.



### **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

**Level of quality for core QI: 4**

(HGIOS?4 1-6 scale)

#### **Overview:**

#### **2.3 Key strengths:**

- The school has a nurturing approach which is underpinned by training for the whole team from the ed psych service. This is recognised as the ethos of the school and reflected in pupil and parent feedback.
- Achievements are celebrated on the achievements wall and link to skills for life and work. An annual audit is completed to ensure all pupils have wider learning opportunities.
- Feedback to learners is improving and also being sought more strategically from learners.
- Feedback between peers is good.
- Planning, assessment and tracking for moderation are manageable and used as processes for impact.
- Child protection protocols and training are carefully and fully followed.
- Health and wellbeing is a key priority and pupils are empowered to talk about their feelings and emotions.
- A community hub is being developed to empower parents to seek training and to better understand the learning process and their role as key partners.

#### **Identified priorities for improvement:**

- Refresh nurturing schools training.
- Explore further development to social stories with coaching training.
- Analyse and respond to data from GL wellbeing.

#### **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

**Level of quality for core QI: 4**  
(HGIOS?4 1-6 scale)

##### **Overview:**

##### **1.1 Key strengths:**

- Self-evaluation is an integral part of all decisions in our school life.
- The school community is aware of the strengths and future developments of the school and are part of the process of identifying these.
- Professional learning is linked to self and school improvement and GTCS standards.
- A robust framework for assessment is in place to measure pupil progress and moderate against benchmarks.
- Pupils are becoming increasingly skilled in reviewing their own learning and giving feedback.
- Parents are encouraged to attend open events and participate in reviewing the learning in school.
- Progress is tracked at key stages in the academic year and for target groups.
- Assessment data is carefully analysed and used to make decisions about next steps.
- Assessment data in school shows good levels of attainment in literacy and numeracy with most pupils on or above average.

##### **Identified priorities for improvement:**

- Further develop staff sharing good practice and ethos of support and challenge.
- Involve more stakeholders in improvement process.

## Evaluation of QI [3.2 Raising attainment and achievement](#)

**Level of quality for core QI:**  
(HGIOS?4 1-6 scale)

**Sources of evidence/ evaluation activities undertaken:**  
As per QA calendar

### **Key strengths:**

- Most children are on or exceeding expectations.
- Attainment in literacy and numeracy is going up, particularly in early level where emergent literacy has had a positive impact.
- Robust tracking is in place and this is used appropriately to maintain progress with pace and challenge.
- Teacher judgements are made confidently through good use of benchmarks and moderation.
- Children engage well in learning and can give real insight into improvements.
- Attendance levels are consistently high.
- The school has an ethos of ambition.

### **Identified priorities for improvement:**

- Further opportunities to achieve in the wider community. E.g. through volunteering.
- Further embed feedback based on John Hattie approach
- Grow level of detail in impact analysis for PEF.

## **1. Data and analysis**

Last year, via ePips we were able to establish that pupils in the early years were below average and we were managing to bring up their results as they moved up the school. It was, therefore an early intervention that was clearly required at nursery level and also with family learning. While we are currently in the SNSA window for P1 and therefore don't have comparable data, returning to the boxhall profiles and use of formative assessment suggests that the interventions are displaying a positive impact. Data for the small groups in p4,5 and 6 who have had emergent literacy input shows improvement in all pupils December to March. We will complete a baseline assessment of pupils entering P1 to measure the impact of the nursery interventions.

Clearly this process needs to be repeated for targeted children and families.

## **2. Proposed interventions**

Continue Talk Boost in p1 (part of Mintlaw Literacy PEF Plan)

Train 2 nursery staff in early Talk Boost (part of Mintlaw Literacy PEF Plan)

Continue emergent literacy (part of Mintlaw Literacy PEF Plan)

Continue to develop the community hub for family learning.

Continue to work in partnership with social work, health and CLD for the hub.

Grow links with the local library

Employ a project manager for the community learning hub.

Mintlaw Cluster Maths project (see cluster pef plan)

Mintlaw Cluster health and wellbeing project (see cluster pef plan)

## **3. Impact Measurement**

The following groups will be targeted in the interventions and SNSA Tags, emergent literacy assessments and Boxhall profiling will be used as a measure:

Looked After Children

English as an additional language

Social work involvement

Pupils from families identified by key professionals

#### 4. Planned Expenditure

	Details	FTE/Hours/ No.	Cost 2018/19
Teaching staff			
Support staff	Community Hub Support Worker, seconded 3 x 5hrs per week PSA contracts	0.6fte of 36.25hrs 5 per week	12434.13 5504.85
Supported study			
Transport			
Lets			
Resources/Equipment/ Materials	Ongoing resources for community hub as required, e.g. furniture, cooking equipment.		3061.02
Commissioned/purchased services/partners			
Other	Mintlaw Cluster Maths project		3000
	Mintlaw Cluster Wellbeing Project		3000
	Mint;aw Cluster Literacy project		3000
Total			30000

## **Capacity for improvement**

School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

National Improvement Framework Priorities		HGIOS and ELCC		
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance</p>		<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>		
Improvement Priority	Actions	Outcomes for learners	Impact Measurement	PEF
Priority 1 LITERACY	Emerging Literacy – attach SIP as appropriate (see email 11.06.18)	Children at New Pitsligo School will Pupils in P1 will follow the emerging literacy programme – this will enhance their phonological awareness, concepts of print, comprehension skills, oral language and provide a solid base of knowledge	Evidence of impact: ‘Value added’ can be measured using available screening tools; P4 SNSA results; CfE data	See Cluster Literacy Plan
	Repeat Talkboost prog and introduce to eligible 3 and 4	Develop skills in using narrative, story-telling, communicating	Baseline and end results, CfE data	

	<p>years olds in nursery; training for all EYPs</p> <p>Develop parent workshop (Little Learners) with EYPs, EPS, NHS, re. emerging literacy</p>	<p>Creating a learning environment at home with parents feeling empowered to support children's learning</p>	<p>Feedback from parents, evaluations of workshops, evidence of increased engagement with learning at home</p>	
<p>Priority 2 NUMERACY</p>	<ul style="list-style-type: none"> <li>• All standardised assessment data to be collated and analysed according to targeted groups and P6-S2 cohort.</li> <li>• Provide enhanced mentoring where necessary.</li> <li>• Enhance parental engagement with numeracy through sharing of resources and teaching strategies.</li> <li>• Cluster twilights on Numeracy and awareness raising to ensure consistency across whole school.</li> <li>• Explore existing good practice from other areas, use frameworks and create policy</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Receive targeted support based on evidence gathered.</li> <li>• Benefit from enhanced parental understanding of teaching strategies and shared approaches.</li> <li>• Experience a consistent and moderated experience of numeracy throughout the school.</li> </ul>	<p>Evidence of impact:</p> <ul style="list-style-type: none"> <li>• P6 – S2 pupils to be surveyed at beginning and end of session to measure confidence in Numeracy</li> <li>• Parents to be surveyed May 2019 to gauge “confidence” in supporting P6-S2 youngsters across Maths / Numeracy</li> <li>• Attendance at Parental event.</li> <li>• Incas / SNSA data across Mintlaw Primary schools (individually and collectively) / Midyis/SNSA data across Mintlaw Academy to demonstrate improvement May - September 2019</li> </ul>	<p>See Cluster Numeracy Plan.</p>



	statement in conjunction with cluster champions.			
Priority 3 HEALTH & WELL BEING	<ul style="list-style-type: none"> <li>• To enrol all the cluster schools into the GL PASS (Pupil Attitude to Self and School) testing. Test at the start of the year having tagged free school dinner pupils and other relevant groups such as LAC and EAL children.</li> <li>• Once standardised results have been compared, schools to put into place various different interventions either individually or across the cluster.</li> <li>• Source appropriate providers for identified interventions, these could range from, but not exclusively; <ul style="list-style-type: none"> <li>• Seasons for growth</li> <li>• Challenge events</li> <li>• Growth Mindset</li> <li>• Mindfulness</li> <li>• Nurture</li> <li>• Trips</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use results of PASS to identify appropriate interventions for individuals or groups of pupil – tag pupils on the GL site</li> <li>• Identified pupils will benefit from appropriate interventions either within their school or in a group from across the cluster</li> <li>• Pupils will experience a cohesive programme from P1 – P7</li> </ul>	Evidence of impact. <ul style="list-style-type: none"> <li>• Re-test pupils using GL PASS during term 4 or as required to assess the impact of different interventions</li> <li>• Feedback from pupils, providers and school staff on individual interventions</li> </ul>	See Cluster Health & Wellbeing Plan.

	<ul style="list-style-type: none"> <li>• Additional Residential also possible Experiences</li> <li>• Climbing Wall</li> <li>• Child and Adolescent Mental Health Services</li> </ul> <p>Sexual Health and Relationships</p> <ul style="list-style-type: none"> <li>• SCARF identified as base scheme, this has gaps which need to be filled – identify these and source materials to supplement</li> <li>• Trial Scheme in a school including parents’ meeting</li> <li>• Draft parents letter to be included in enrolment pack (also possible note for individual staff to send home when tricky subjects are about to be addressed)</li> <li>• Formulate whole cluster policy</li> </ul>		<ul style="list-style-type: none"> <li>• Feedback from staff on the appropriateness of new scheme</li> </ul>	
<p>Priority 4 DIGITAL LEARNING &amp; THE EFFECTIVE USE OF TECHNOLOGY</p>	<ul style="list-style-type: none"> <li>• Engage with Education Scotland Technology Guidelines and embed digital technologies across L &amp; T at all stages and</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will make use of a range of digital technologies across the curriculum to support their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning conversations with pupils will reflect how confident they feel in the use of digital technologies.</li> </ul>	

	<p>across all areas with in CfE.</p> <ul style="list-style-type: none"> <li>• ICT refresh of equipment and implementation of the 'New School Solution' to update hardware and equipment to support the learning environment. Appropriate training for staff to ensure the new tools can be used effectively.</li> <li>• As a cluster work through the 'Safe 360 Scotland' Self-Evaluation tool to ensure that technology can be used to enrich learning and teaching across all areas of CfE.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and pupils will make use of new digital tools, e.g. Office 365, with confidence to support and extend their learning.</li> <li>• Pupils will be able to access and use digital tools and resources safely in a protected and supported environment.</li> <li>• Pupils will be aware of and understand the need for being safe online and will be able to access the internet confidently.</li> <li>• Schools will be able to work towards pupils 'Bringing their own device' (BYOD) to school to enhance their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of what pupils have produced.</li> <li>• Staff and pupils can confidently access and use digital technologies independently.</li> <li>• Schools have an updated e-safety policy that is understood and used by pupils, parents and staff.</li> <li>• Schools will be able to investigate the possible introduction of 'BYOD' in their school if they meet all the requirements.</li> </ul>	
<p>Priority 5 ADDITIONAL SUPPORT NEEDS</p>	<p>Dyslexia:</p> <ul style="list-style-type: none"> <li>• Staff to continue to access training eg 'Addressing Dyslexia Toolkit' training on ALDO to continue professional development.</li> <li>• Accessing support from Irene Taylor and Dyslexia Champions for identified pupils where</li> </ul>	<p>Dyslexia</p> <ul style="list-style-type: none"> <li>• Early identification of dyslexic tendencies and utilisation of appropriate resources to meet their needs. (WOW Boxes)</li> <li>• Children more confident accessing their learning with reduced barriers.</li> </ul>	<p>Dyslexia:</p> <ul style="list-style-type: none"> <li>• Teacher confidence and understanding increased in meeting the needs of children with dyslexic tendencies.</li> <li>• Children with dyslexia and tendencies accessing their learning with increased confidence and improvement in attainment.</li> </ul>	

	<p>required and to support staff development.</p> <ul style="list-style-type: none"><li>• Use of technology to support dyslexia friendly classrooms</li></ul> <p>ASD:</p> <ul style="list-style-type: none"><li>• Staff to develop strategies to support children with ASD, introduction to the resources purchased at cluster level.</li></ul>	<ul style="list-style-type: none"><li>• Children are supported in appropriate ways, sensitive to their needs, this will have a positive impact on their access to their learning.</li></ul>	<ul style="list-style-type: none"><li>• Increased engagement in learning and thus an improvement in attainment.</li></ul>	
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## ***Wider Achievements***

Several pupils in school have received awards for volunteering from Aberdeenshire Voluntary Services.

We have won Buchan Beginning to Bloom four times and continue to have a thriving eco-committee supported by the community.

We take part in a number of community events during the year including New Pitsligo Arts, New Pitsligo Garden Show and New deer Show.

Our committees continue to make huge impacts on the life of the school, these include our bloggers, health committee and eco.

## ***Memories are made of this:***

We are particularly proud of our school shows. Over the years we have had many memorable performances including Annie and Charlie and the Chocolate Factory. We deliberately design the weeks before Christmas to be memory making and a highlight is always performing our mini-nativity at the donkey sanctuary.

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## ***Wider Community Links***

We are supported hugely by the community in our many projects, including working alongside our committees, the Four Cs Business Group assisting with our playground development and this year buying the eco-committee a sewing machine and the local churches who support us in our learning and our celebrations.

The local library is a vital partner in our progress and we have supported their creation of a Saturday Lego club. Together we are making sure all pupils have a library card.

We host baby massage, messy twos and PPP parenting groups in school as part of our wider work with the community. We also have close links with the local twos group who come to nursery for planned sessions as part of the transition process.