The School in Context

The Catchment Area

The school and nursery attract pupils from all parts of Hawick and outlying areas but the catchment area runs from Wilton Hill in the east to Wilton Dean in the west, from the river in the south to Silverbuthall Road and Branxholme Road in the north.

Children with Additional Support Needs and those attending the Autistic Spectrum Unit come from Teviot and Liddesdale and Cheviot Localities.

School Accommodation

As you can see from the diagram below we are fortunate in the layout of the school as it allows the learning environments to be extended outwith the classrooms into the much used Learning Zones. These areas include computers, smartboards and space for drama, group work, etc. We also have a hall, swimming pool, non-fiction library, computer suite, music room/general purpose rooms, learning support base, soft therapy room, sensory room, life skills kitchen and resource room.

Plan of Wilton Primary School

Improvements to the Buildings or Facilities

We have made the following improvements to the buildings and facilities:
Roofing was replaced in the early years’ department of the school.
Work was carried out to improve the toilets.
The cloakrooms outside the hall were remodelled to safely store the dining tables.
A smartboard was moved from the new P1/4 class to the second GP room.
We have continued to develop a new School Library.
The rotting access ramps to the Spectrum Unit was replaced.
The front of the Nursery and After School Club was painted with a large mural by a local artist.
The sensory garden has had a new pathway installed to allow better access for children with mobility challenges.
The gardening club have continued to improve the grounds around the school.
The playground project has progressed with the installation of a stage and a log traverse.
Trophy cabinets have been relocated in the early years’ area to ensure they are more visible.
The first stage department have developed their learning zone to allow greater opportunities for play based learning.
The second GP Room was developed as a French learning room.
Committees have been allocated display areas for their work.
The tuck shop has been improved following advice from the Health Inspector during HMIe visit.
Enhanced learning classes have been provided by the Nursery Nurse (deprivation funded) for targeted pupils from lowest 20%.

School Roll, Class Organization and Staffing
In session 2013-2014 we had two nursery classes (morning and afternoon), 8 mainstream classes and 3 additional support needs classes.

Management Team

<table>
<thead>
<tr>
<th>Acting Head Teacher</th>
<th>Zena Richardson</th>
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<tbody>
<tr>
<td>Acting Depute Head</td>
<td>Caroline Fairbairn</td>
</tr>
<tr>
<td>Principal Teacher</td>
<td>Sandra Inglis</td>
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<tr>
<td>Principal Teacher (ASN)</td>
<td>Rhian Duncan</td>
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Nursery Team

<table>
<thead>
<tr>
<th>Nursery Teacher</th>
<th>Claire Whitelaw</th>
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<tr>
<td>Nursery Nurse</td>
<td>Alison Fox</td>
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<tr>
<td>Nursery Nurse</td>
<td>Trish Malcolm</td>
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<tr>
<td>Wraparound ACCW</td>
<td>Nicola Scott</td>
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<tr>
<td>Wraparound ACCW Supply</td>
<td>Lynn Ramage</td>
</tr>
<tr>
<td>ANA support</td>
<td>Kath Gullan</td>
</tr>
<tr>
<td>ANA support Supply</td>
<td>Julie Forrest</td>
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<tr>
<td>Classroom Assistant (RCCT)</td>
<td>Sue Hamilton</td>
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</tbody>
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Mainstream Team

<table>
<thead>
<tr>
<th>Primary 1</th>
<th>24 Kerry Cumming (covering for Jeanette Clay)</th>
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<tr>
<td>Primary 2</td>
<td>25 Nicola Charters</td>
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<td>Primary 3</td>
<td>24 Jo Young</td>
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<td>Primary 4</td>
<td>29 Helen Drummond</td>
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<td>Primary 5</td>
<td>26 Angie Webber</td>
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<tr>
<td>Primary 5/6</td>
<td>23 Lauren Prentice</td>
</tr>
<tr>
<td>Primary 6/7</td>
<td>24 Sandra Anderson</td>
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<tr>
<td>Primary 7</td>
<td>28 Sandra Inglis &amp; Alan Jermieson</td>
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Additional Needs Assistants (Mainstream)

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<tr>
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<td>28</td>
<td>Sandra Inglis &amp; Alan Jermieson</td>
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</tbody>
</table>
We started the session with a full complement of staff.

Claire Turnbull, Head Teacher, left for maternity leave in September 2013.

Zena Richardson, Depute Head Teacher became Acting Head Teacher.

Caroline Fairbairn became Acting Depute Head.

Sandra Inglis was on long term sick leave until October 2013. During this time, 4 members of teaching staff took on leadership roles for specific aspects of the SIP.

Simon Corbett was not on the staff team this year as he took a year’s career break.

We had an NQT, Lauren Prentice, to work with the P5/6 class in Simon’s absence.

Nicola Charters took on the role of NQT Mentor and therefore had an additional 0.1 out of class.
Caroline Fairbairn covered the NQT 0.2 time out as well as the Mentor 0.1 time out.

All teachers had 45 minutes of non-contact time delivered by Caroline Fairbairn delivering whole school assembly on a Tuesday afternoon. This allowed all staff to be free to allow consultations and collegiate working.

Jeanette Clay left in January 2014 on long term sick leave. The P1 class was then covered briefly by Alan Jermieson and then by Kerry Cumming on a full time basis. Helen Drummond then took on P4 on a full time basis as well.

From April 2014, Sandra Inglis increased her working week to 5 days to allow greater continuity for the P7s.

Sandra Inglis’ PT day out was covered by Allan Jermieson on a temporary contract.

Lynn Rammage covered Wraparound on a supply basis for the majority of the year and then left on maternity leave in May 2014.

Mrs Mckenzie, our Nursery Nurse funded by Deprivation money, has been on maternity leave all year and has been covered 0.7 by Trish Malcolm.

Louise Darcy left in April 2014 to take up a secondment opportunity at Burnfoot Primary School for 3 months.

Claire Brownlee now has a permanent teaching post at Burnfoot Primary School. Sandra Brady replaced Claire on a temporary basis to the end of the school year. This post has now been made permanent for Sandra Brady.

Grants or Additional Funding Secured by the School

- We received £3,000 Community Award from the Bank of Scotland for our playground and sensory garden.
- Deprivation funding of £ was allocated to Wilton.

Creative and Innovative Practice

- A new 'Committee System' was implemented to ensure all pupils belonged to a Committee within the school which was responsible for consulting, making decisions and implementing improvements in key areas of school life. This was praised by HMIe and reported as a strength of the school. Other schools have visited Wilton to see how the system works. The system has been evaluated and improvements will be implemented next year.
- Community Cafes – all pupils, including ASN classes and nursery, host a community café which is advertised on the local radio and attended by parents, friends and local community.
- Champions in Schools – this initiative was organized and led by our Active Schools Coordinator, Paul Scott who selected Wilton as the school from this Learning Community to participate in this initiative. Our Champion in School was Libby Clegg, Paralympic Athlete. Libby discussed goal setting, positive attitudes and resilience with the P7 pupils. A small group of P7 pupils then represented the school at a Showcase in Galashiels in May 2014.
- Archaeology Scotland – Rhona McMarrows worked with the P6/7 and P7 classes with a focus on local history and teambuilding.
- Heritage Heroes – Shaureen Lammie and her team worked with all classes with the exception of P7, on a project focused on Hawick’s heritage.
- Dalguise – P7s took part in this residential for 3 days to develop self-esteem, resilience, team building and problem solving skills.
- Army Cadet Camp – 5 P7 boys participated in this outreach residential during the Easter break which focused on developing their self-esteem and preparing them for transition to High School.
- Vision 2014 & The Big Return – all pupils across our Learning Community took part in a walk to Hornshole to commemorate the 500th anniversary of the Battle of Hornshole. The P5/6 and P6/7 classes worked with the Youth Music Initiative to create songs which they then performed at The Big Return gathering. 6 P6 pupils attended a dance workshop at the Heart of Hawick to create and then lead the Hawick-a. All pupils learned the Hawick-a and the Call & Response – created for The Big Return. This has been performed at Hornshole, the unveiling of the new monument in Hawick, the 1514 concert and will be performed at the Queen’s Baton Relay parade.
- 1514 Concert – P7 class represented Wilton at this concert in May 2014.
- Burns Competition – all pupils across the school learned a Scottish/Burns poem which they then performed in class. The winners then performed in front of the whole school and went forward for the Burns Federation local and national competitions. Euan Welsh, P7, won 3rd place in his age
Heart of Hawick Book Awards – the P6 and P7 pupils read the books which were selected as part of this initiative. 2 pupils participated in an animation workshop and this was presented at the Heart of Hawick Book Awards ceremony which was attended by 12 of our pupils as well as others from the learning community. Niamh Scott (P7) read an extract from one of the books at the Ceremony.

Impact Art – worked with P4 class to contribute to the Stonefield Regeneration Project

Ruffled Feathers Puppet Company – worked with P5 class to create puppets for use in their production of The Enchanted Whistle which they performed at the Hawick Reivers’ Festival in March 2014.

Common Riding – all P6 and P7 pupils have participated in the Common Riding art competition and P7s have participated in the essay competition.

Queen’s Baton Relay Parade – a selection of our P5-7 pupils participated in an art workshop to create head dresses for this parade. They also performed the Hawick-a for the media to launch the Queen’s Baton Relay Parade in Hawick. All pupils benefited from a performance/workshop with Kakatsitsi, a drumming and dance band from Africa, which is performing at the Queen’s Baton Relay. 16 flag bearers and 6 Hawick-a dancers from Wilton will participate in the Parade in 18 June 2014.

Parent Council

The Parent Council met regularly throughout the year with a large increase in the number of parents in attendance. We began with a Chairperson, Vice, Treasurer and Clerk, however the Vice, Treasurer and Clerk have given notice of resignation. No replacements have been found as yet.

Parent participation has been extensive, as well as fundraising, they have been instrumental in organising children and costumes for events such as The Christmas Parade, The Big Return and the Queen’s Baton Relay Parade.

The Parent Council were also very supportive during our HMIe inspection.

A number of fundraising events were organised with the money raised going towards the next phase of our playground project. Money was also given to reduce the cost of trips for pupils throughout the session and also to provide covers for our new reading scheme.

There was a high level of support from parents at the events which were organised by the Parent Council.

Significant Factors which have influenced the capacity for improvement

The leadership of significant aspects of the SIP by 4 members of staff ensured that we could take improvements forward at a greater pace and with greater opportunities for sustaining these improvements:

- Curriculum Framework: Sandra Anderson
- Early Years: Claire Whitelaw until December then Caroline Fairbairn
- Louise Darcy: Professional Update and GIRFEC
- Jo Young: Behaviour Policy and Respectful Relationships agenda

Claire Whitelaw, Helen Drummond and Angie Webber continued to lead the school’s Teacher Learning Community as part of the Tapestry initiative to develop AiFL strategies. This has positively influenced our capacity to improve in respect of formative assessment strategies and with regard to planning for relevant and valid assessment evidence within teaching and learning opportunities.

Caroline Fairbairn joined our team prior to Claire Turnbull leaving for maternity leave. This allowed an effective transition for Zena Richardson into the Acting Head Teacher post, and also allowed Zena to be non-teaching for that transition period.

The availability of supply staff has significantly curtailed the opportunities for the Acting Depute Headteacher to give the necessarily amount of time to developments, it has also reduced collegiate time for staff and has had a detrimental impact on timetabling at times. The teaching team have dealt with this very flexibly but the impact has been significant.

The HMIe inspection in March has given significant direction for future developments as well as giving us greater confidence in our current developments, particularly with regard to the Curriculum and pupil participation.

Staff have been trained to use RIVO framework which has meant greater information available to

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Quality Improvement Framework  Scottish Borders Council  Education and Lifelong Learning
support improvement decisions.
- Reporting using SEEMIS is now fully in place and staff are more confident using this system. This has led to the developments across the Learning Community with regard to reporting.
- Staff are now using the new SBLearn e-learning system to update their practice and knowledge.
- PRD Online is being used effectively and all appropriate staff are using this with confidence. PRDs are up to date.

Summary of consultations with parents and children and young people about our strengths and areas for improvement.
- Pupil Committees – regular meetings provided opportunities for consultation, feedback and improvements.
- Pupil Surveys – as required for specific purposes (e.g. playground project) and in February as part of self-evaluation process.
- Parent Surveys – as required for specific purposes (e.g. playground project) and in February as part of self-evaluation process.
- HMIE surveys to staff, pupils and parents
- Nursery questionnaires to parents
- Pupil survey monkey for behaviour policy development
- Parent consultation around new behaviour policy
- Pupils, staff and parents consulted about the new reading scheme

EVALUATION OF PROGRESS

Question 1: HOW WELL DO CHILDREN LEARN AND ACHIEVE?

QI 1.1 Improvements in Performance

Overall we have evaluated ourselves as good.

SIP Actions from Session 2013/14 including impact and evidence.
- Regular sharing of the SIP and school’s vision for improvement has led to greater collegiality and understanding of direction for improvement across the staff. This is evidenced by the work of the working parties, self-evaluation against HGIOS, increased professional dialogue, relevance of CPD undertaken by staff and increased staff engagement in improvement activities.
- Regular SMT meetings, shared vision, collegiate approach to leadership and management has strengthened the school team and feedback from staff and HMIE inspection shows that the contribution of the SMT is valued.
- A clear Framework for Learning from Early to Second Level has been developed and implemented. This ensures a balanced, coherent curriculum with opportunities for choice and creativity on the part of pupils and staff. It ensures a strategic, balanced approach to assessment across the 3 levels at Primary school. Expectations in terms of inter-disciplinary learning are clear and shared consistently across the school. This is evidenced by written feedback following monitoring of planning, classroom observations and discussions during Teacher Learning Community meetings.
- Development of AifL strategies has impacted positively on the ability of children to self and peer assess their work more effectively and more often. This is evidenced in observations pupils’ own work and in planning for self/peer assessment.
- Breadth, Challenge and Application shown much more clearly, as evidenced in assessment plans, which has improved reporting of learners’ progress as well as learners’ own awareness of their next steps.
Greater consistency in monitoring planning has ensured assessment within teaching and learning is appropriate, focused and clear which leads to greater clarity around learners’ progress. This is evidenced in planning folders and in the SEEMIS reports.

Writing moderation within departments and benchmarking within mathematics has given all teaching staff a clearer understanding of progress of learners. Evidenced in moderation, benchmarking and tracking paperwork as well as next steps in learning informing planning.

Enterprise, residentialis, committees and wider achievements show that our pupils are achieving in a wide range of activities and this work is recognised and celebrated on a weekly basis.

Next Steps

- Continue to develop the Framework for Learning to include strategies for tracking progression and attainment in literacy, mathematics and health and wellbeing.
- Develop a clear understanding of the skills progressions across curricular areas to enable effective tracking and assessment of these skills.
- Develop strategies for collecting relevant evidence to inform assessment.
- Develop shared understanding of links within IDL to Higher Order Thinking Skills for all teachers.
- Improve the effectiveness of recording wider achievement (review achievement folders) and progress across the 4 capacities.

QI 2.1 Learner’s Experiences

Overall we have evaluated ourselves as good.

SIP Actions from Session 2013/14 including impact and evidence.

- Development and successful implementation of the new Behaviour Policy has led to improved ethos within the school and the individual classrooms. This is evidenced by a reduction in the severity and number of disciplinary issues. In addition, there is a consistency of approach to behaviour management across the school. Parents have a clear understanding of our approach to behaviour management and have indicated their full support. Pupils have been fully involved in creating the new policy. This has had a positive impact on pupils’ readiness to learn and therefore on their attainment. Feedback from HMie commented positively on the behaviour of all our pupils across the school. Visitors and partners within and outwith the school also comment positively about our pupils’ behaviour.

- We have developed a new Respectful Relationships Policy which includes our own Ethos Statement. This has become part of our behaviour policy and is shared across the school. All staff have undertaken CPD in order to develop their understanding of the Respectful Relationships Policy. This has impacted positively on the way we engage with pupils – consistent approach, consistent use of appropriate language, consistent structures and expectations across the school. This is evidenced by the positive ethos in the school and positive relationships between staff and pupils. Parents will readily seek help from members of staff and are engaging more appropriately with the school. Pupils are confident and)

- Community Café – every child has had the opportunity to host a coffee morning for family, friends and members of the community. This has impacted positively on our relationship with the community as evidenced by the increase in numbers of people that attend the cafes and the amount of funds raised from them. We have had positive feedback from parents, members of the community and HMie about the Cafes.

- Committees – pupils are involved in discussions and making decisions more frequently around school life and their learning. This has impacted on learning experiences by increasing opportunities to work with partners, improving decision making and problem solving skills and increasing pupil confidence and sense of being valued within the school community. This is evidenced by the work carried out by the committees, media articles involving committee activities and feedback from HMie.

- Achievement wall, achievement assembly and relocation of trophy cabinets has raised the profile of wider achievement and pupil, staff and parents have fed back that this has had a
positive impact on pupils’ self-esteem and sense of feeling valued by the school. This is also
evidenced by an increase in information from parents regarding their children’s achievements
outwith school.

Next Steps

- Develop Personal Learning Plans to improve the quality and regularity of feedback between
  teachers, pupils and parents.
- Develop strategies for sharing aspects of Teaching and Learning with parents – focused on
  numeracy, literacy and health and wellbeing.
- Continue to work with Committee System, taking forward the recommendations as agreed in
  recent staff evaluation.
- Embed Respectful Relationships Policy and share more widely across school community.

Question 2: HOW WELL DOES THE SCHOOL SUPPORT CHILDREN TO DEVELOP AND
LEARN?

QI 5.1 The Curriculum

Overall we have evaluated ourselves as good.

SIP Actions from Session 2013/14 including impact and evidence.

- New Curriculum Framework gives clear guidance for teachers’ planning and allows
  opportunities for taking account of local circumstances (e.g. see work for Vision 2014), as well
  as opportunities to refresh the curriculum on a regular basis. Framework also leaves scope for
  departmental teams and individual teachers to introduce innovative and creative learning
  experiences for pupils. Evidence of effective curriculum framework is shown in feedback from
  staff in self-evaluation and also HMie following inspection; Acting Head Teacher invited to
  share thinking at national level.
- Teachers make lessons enjoyable, stimulating and relevant to the Experiences and Outcomes.
  This is evidenced in monitoring of plans, observations of teachers and in self-evaluation notes.
- Our curriculum promotes wider achievement to enable learners to grow as citizens. This is
  evidenced in planning of learning experiences such as those outlined on page 5 (Creative and
  Innovative Practice) and in media reports, achievement profiles and our newsletters.
- Our PT, Sandra Inglis, has participated in The Numeracy Group for the Learning Community to
  develop a greater understanding of how pupils of different abilities learn and how to ensure
  assessment approaches are appropriate. This has informed improvements to curricular
  transition from P7 to S1. This work received positive feedback from HMie during inspection
  and will be continued by the Learning Community next year. This action research has also
  impacted on the practice of all teachers involved, having further positive impacts on pupils’
  learning – clarity of intentions, reliability and validity of assessment approaches. This is all
  evidenced in the Numeracy Group’s planning and evaluations.
- Better Movers Better Thinkers – all teaching staff undertook CPD in order to improve their
  knowledge and understanding of the PE curriculum and raise the quality of the second hour of
  PE to be delivered. Our PE PCST delivered in school additional training for staff for a 4 week
  block per member of staff. This is evidenced in plans and the impact has been to increase
  staff confidence in delivering PE as well as their understanding of how to plan and assess this
  area. HMie highlighted in their feedback that the pupils at Wilton receive 2 hours of high
  quality PE each week.

Next Steps

- Develop mathematics curriculum, including implementation of Big Maths, to improve planning
  process, develop strategies for tracking progression and attainment, for recording observations
  for assessment and for improving pupils’ mathematical problem solving skills across the
  school.
- Through development of Personal Learning Planning, improve pace and challenge across the
  curriculum for all pupils and develop a system for recording achievement and progress in
developing pupils’ capacities as successful learners, confident individuals, responsible citizens and effective contributors.

- Develop shared understanding of outdoor learning curriculum across the school and implement improvements.
- Early Years curriculum requires development focusing on play based learning, including outdoor learning.
- Develop effective, flexible and creative approach to how the curriculum is planned and delivered in the short and medium term.
- Greater involvement of parents in the development of the curriculum.

QI 5.3 Meeting Learning Needs
Overall we have evaluated ourselves as good.

SIP Actions from Session 2013/14 including impact and evidence.
- We have updated our behaviour policy and implemented the Respectful Relationships Policy. See 2.1 for impact and evidence.
- All appropriate staff have completed GIRFEC, Respectful Relationships, Equality and Diversity and Data Protection training. This can be evidenced through CPD Online Learning Logs.
- Our approach to Support for Learning has been audited and improvements identified – see next steps below. Impact will be evidenced in next session.
- We have continued to develop a coordinated and unified approach to identifying concerns, assessing needs and agreeing actions and outcomes based on the wellbeing indicators. We are using the GIRFEC paperwork consistently.
- Staff are using GIRFEC language when engaging in professional dialogue around a child. This is evidenced in MAC minutes and reports and has a positive impact in terms of shared understanding with outside agencies and each other.
- Lowest 20% pupils in literacy, numeracy and health and wellbeing were identified and received additional input in the form of ‘enhanced learning’ sessions. This had the impact of raising attainment in literacy among most pupils who participated. This is evidenced by screening test results and analysis.

Next Steps
- Further develop systems and processes for a coordinated and unified approach to identifying concerns, assessing needs and agreeing actions and outcomes based on the wellbeing indicators. We must ensure effective and consistent record keeping in relation to support for learning, working with other agencies, MAC system etc. This must be in line with GIRFEC.
- Finalise and evaluate Teaching & Learning Policy
- Finalise and evaluate Support for Learning Policy
- Minimise extraction from class and increase support for learning opportunities within the class setting.

Question 3: HOW WELL DOES THE SCHOOL IMPROVE THE QUALITY OF ITS WORK?

QI 5.9 Self Evaluation
Overall we have evaluated ourselves as satisfactory.

SIP Actions from Session 2013/14 including impact and evidence
- Self-evaluation against SIP actions has been held regularly and changes made as a result of these discussions. For example, the committee system was evaluated and improved. This had the impact of raising support, value of and commitment to the committee system.
- Maths benchmarking – following initial trial period, this was evaluated and it was felt that it was overly bureaucratic, lacked depth and clarity. Improvements were made which have decreased paperwork and focused teaching, learning and assessment.
- Writing moderation has successfully continued this year and has had a positive impact on our
understanding of learners’ progress and next steps. This has improved reporting and transition information and also clarified progress in learning for the pupils. This is evidenced by moderation paperwork and literacy assessment portfolios.

- All teaching staff are fully trained in using CPD and PRD online. They have completed training relating to the Professional Update and this has led to a greater awareness of the importance of maintaining a professional learning log and the value of PRD. This has increased the level of reflection by staff on how CPD impacts on practice. There has been a greater willingness to evaluate impact of CPD on learners.

**Next Steps**

- Ensure Nursery Team self-evaluates against Child at the Centre regularly. This must inform ongoing improvements.
- Implement effective systems for gathering the views of parents, learners and partners about the quality of our work. This will include pupils’ personal learning planning, strategically planning the involvement of stakeholders linked to the SIP.
- Ensure full ANA involvement in self-evaluation.
- Continue to provide in-house CPD opportunities for individual self-evaluation and maintenance of professional learning log online.
- Engage regularly with parents with regard to improvements and curriculum.
- Establish mechanism for sharing CPD and Good Practice with colleagues, encouraging professional dialogue.
- Undertake moderation and quality assurance across the learning community.

**Any other continuing improvements which have not be commented upon in the previous sections.**

- Further investigate plans for integrating nursery into the main school building as part of an Early Years Setting.
- School Website will continue to be developed.
- Plan focus weeks at the start of session, e.g. Health, Finance, Science, Enterprise, Literacy, Art.
- Tackling Bureaucracy