



Linnvale Primary
School and ELCC
Standards and
Quality Report

2017 / 2018



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About our School: Vision, Values and Aims

At Linnvale, our curriculum is inclusive, and designed to meet the needs of all learners at the appropriate level of challenge. Learning for sustainability, nurture and the attributes of the four capacities underpin aspects of our work at Linnvale.

At Linnvale, our aims are:

- To encourage a caring and respectful attitude towards ourselves, each other and the environment, within our school community.
- To encourage everyone in our school community to be ambitious, forward thinking and to be the best they can be. (Article 29)
- To develop the resilience of our pupils.
- To foster enquiring, curious and creative minds in our pupils.
- To develop the four capacities (Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals) in all our pupils.

About our School: Context

Linnvale Primary is situated in the heart of the Clydebank community and it serves the needs of the Linnvale and Drumry areas. The school was opened in September 1953. In August 2015 Linnvale ELCC came under the leadership of the Head Teacher. The current school role is 201 and the nursery is registered for 40 children in the morning and 30 in the afternoon. Our school and nursery has a diverse community with a significant number of our pupils having English as an additional language, with first languages including Polish, Arabic, Kurdish and Bulgarian. In December 2015 the first group of Syrian Refugee children joined our school and we now have over 30 Syrian children in the school and nursery, accounting for over 10% of the roll. The majority of our pupils live in postcodes that fall in SIMD deciles 1 to 3, with less than 20% of our pupils living in postcodes falling with deciles 4 - 6 and none of our pupils living in addresses falling into SIMD deciles 7 to 10. In April 2017 we were awarded £94000 from the Scottish Government's Pupil Equity Fund (PEF) and we were awarded a further £98400 in April 2018.

Linnvale has held a Green Flag since 2011, and we are a Rights Respecting School. In session 2017/18 we were awarded a Digital Schools Award and won the 'Most Improved School' at the 2017/18 WDC School Games, as well as the Silver Award for Medium sized schools . We are a welcoming, nurturing school, with positive relationships between pupils, staff and parents.

What evidence have we used to evaluate our work?

At Linnvale we rely on a range of evidence to evaluate the quality of our work. This includes:

- Data from standardised assessments, including GL and Single Word Spelling Test
- Data gathered from observations, forward plans, pupil work
- Self evaluation data using HGIOS? 4 and HGIOELC?
- Focus groups
- Parental and pupil questionnaires

What were our priorities for session 2017/18?

Priority	Source	Description	Desired outcome
1	Linnvale and LLC	Raising Attainment and Achievement in Literacy	• Raised attainment in reading - improved methodology and new strategy. • Raised attainment in writing - moderation across LLC, improved methodology. • Increased vocabulary in early years.
2	WDC and Linnvale	Raising Attainment and Achievement in Numeracy/Maths.	• Raised attainment in numeracy/maths - improved methodology and new strategy. • Various interventions improving outcomes for targeted pupils.
3	Linnvale	Health and wellbeing	• Pupils supported to improve their wellbeing and fully ready to learn through increased nurture opportunities. • Staff awareness of Solihull approach impacting on parental engagement. • Increased involvement in decision making in school for pupils through increased opportunity for pupil voice.
4	Linnvale	Parental Engagement and Involvement	• Increased involvement and engagement of parents, having a positive impact on pupils.
5	Linnvale (ELCC)	Building the Ambition	• Improved outcomes for pupils in the ELCC as a result of positive interactions and quality of learning environment and learning experiences.

School Priority 1:

School Priority 1: Raising Attainment and Achievement in Literacy	
NIF Priority: Improvement in attainment, particularly in literacy and numeracy.	HGIOS?4 QIs 2.2 Curriculum 2.3 Learning, teaching and assessment 2.5 Family learning 3.2 Raising attainment and achievement.
NIF Driver: School Improvement, Assessment of children's progress, Parental engagement.	
Progress and Impact: - A new approach to guided reading was introduced this session, with increased focus on differentiation in reading lessons. All pupils were assessed in term 1 using the Oxford Reading Criteria, and were then grouped and placed on reading work with an appropriate level of challenge. Almost all children have made good progress as indicated by the criterion scale, and P7 GL results demonstrated a 9% increase in pupils reaching stanine 5 or above. P5 and 6 levels of attainment remained the same, and there was a dip at primary 4, which correlates with the high percentage of pupils with additional support needs on staged intervention at this stage. - There was a significant improvement in parental engagement at P1, with most pupils having a parent or representative attend at least one parent workshop or milk and story event. - All teachers participated in a LLC writing moderation, which has helped to create a greater understanding of shared standards, resulting in a more consistent approach to the marking and identification in next steps for pupils. Teachers also participated in peer observations of writing lessons, identifying challenges and areas for improvement. As a result, most pupils have made some progress from their prior levels of attainment in writing, with a few pupils making very good progress. - Assessment and evaluation from Educational Psychology continues to demonstrate increased vocabulary in pupils in Early Years through the use of 'Word Aware', with some early suggestion that this methodology is particularly effective with pupils living in SIMD decile 1 and 2 areas.	
Next Steps: - Continue to focus on the pedagogy of reading, ensuring teachers have a clear focus on the skills that improve pupils reading through in-service and clear focus on assessment and moderation. - Work on reading moderation at LLC level, to ensure equity of experience for pupils across the LLC. - Continue to focus on the moderation of writing in school, including opportunities for teachers to work together on delivery. - Continue to offer parental engagement opportunities for parents - devise opportunities to engage parents of older children to increase their knowledge of how best to support their children in their learning. - Increase the use of 'Word Aware' in the nursery, both as a universal methodology, but also with targeted groups.	

School Priority 2:

School Priority 2: Raising Attainment and Achievement in Numeracy and Maths	
NIF Priority: Improvement in attainment, particularly in literacy and numeracy.	HGIOS?4 QIs 2.2 Curriculum 2.3 Learning, teaching and assessment 2.5 Family learning 3.2 Raising attainment and achievement.
NIF Driver: School Improvement, Assessment of children’s progress, Parental engagement.	
Progress and Impact: - Teachers are becoming increasingly familiar with the WDC progression pathways, leading to greater ability to target set and discuss pupil progress through a level. - All staff have undertaken SEAL training, which has led to a greater understanding of the developmental stages in arithmetical learning. - Primary 1 teachers are using SEAL methodology consistently to teach pupils arithmetic. - All pupils in target SEAL groups have made some progress, with almost half of pupils making very good progress, which is evidenced in SEAL assessments. 2 parental engagement session - ‘Coffee Cake and Counting’ were held. The sessions reached 16 parents, although not everyone attended both sessions. All parents responded positively to the sessions, with parents stating that they found the sessions useful in helping them to support their children. - The early years teacher has made a good start at introducing SEAL methodologies in the nursery, providing structured opportunities for nursery pupils to develop arithmetical learning.	
Next Steps: - All teachers will use WDC progression pathways to plan learning and teaching in maths and to ensure appropriate pace of learning in maths. - Continue to focus closely on pupil progress through a level at target setting meetings, encouraging teachers to set more challenging targets for pupils to ensure appropriate pace of learning. - Primary 2 teachers will build on the P1 SEAL learning. - Build on the (limited) success of Coffee, Cake and Counting by providing more parental engagement opportunities throughout the session. - Continue to provide additional support in maths through SEAL groups, but also introduce ‘outdoor maths’ sessions to provide opportunities for practical application of maths skills. - Early years practitioners will develop opportunities for using SEAL in the nursery, including through the development of the learning environments both indoors and out.	

School Priority 3:

School Priority 3: Improving Health and Wellbeing	
NIF Priority: Improvement in children's and young people's health and wellbeing.	HGIOS?4 QIs 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement
NIF Driver: Assessment of children's progress	
Progress and Impact: This session, due to PEF funding, we were able to run three separate nurture groups and friendship groups for P5 and P6 pupils. Boxall profiles were completed for all pupils at the beginning and end of the year. In P1/2: • All pupils made some positive progress throughout the school session. • All pupils made progress in their communication skills and almost all improved in their conversation turn taking. • Most children made progress in their ability to remain calm when feeling angry and in their attention and listening skills. In P3/4: • All pupils made some positive progress, with most pupils making significant progress over a range of areas. • All pupils made improvements in the 'organisation of experience' and most pupils improved in the 'internalisation of controls' section. • All pupils also showed some improvement in their ability to express their feelings and in their behaviour and listening skills. In P6/7: • Most pupils made good progress towards their targets over the year, with half making significant improvement over the year. • All pupils were able to express their emotions and demonstrated positive behaviour while in the group. Class teachers reported increased engagement in class from more than half of the pupils. Pupil involvement in committees was very good - the Eco Committee were instrumental in the green flag being renewed, the sports committee have applied for the Silver schools sports award. The Pupil Council have organised various charity events throughout the session and the House Captains and Vice Captains have organised a variety of sporting events and competitions throughout the year. These various responsibilities have helped pupils to develop their confidence and aspects of citizenship.	
Next Steps: • Continue with programme of nurture groups, with the addition of more opportunities for forest schools to develop the principles of nurture outdoors. • Introduce counselling for pupils who are experiencing significant wellbeing challenges, delivered through 'The Spark'.	

School Priority 4:

School Priority 4: Parental engagement and involvement	
NIF Priority: Closing the attainment gap between the most and least disadvantaged children	HGIOS?4 QIs 2.5 Family learning 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement
NIF Driver: Parental engagement	
Progress and Impact: • This session, due to PEF funding, we employed a pupil and family support worker (PFSW). She has successfully worked with identified families throughout the year to establish positive patterns of attendance and timekeeping. Almost all of the families that she has worked with have gone on to maintain good timekeeping and attendance. • We have run two Incredible Years groups this session with our outreach worker. These groups have led to increased involvement with parents, and many have gone on to attend the Early Child Development group, leading to recognised qualifications. One parent from this year's cohort has gone on to secure a place at college and others have shown greater engagement with the school and increased involvement in their children's learning. • Our 'Family Steps' group was a great success. All the families involved reported greater confidence in supporting their child's reading and enjoyment in doing so. This led to us running a 'Fit Families' group in partnership with Working 4U, which supported HWB outcomes in both fitness and healthy eating on a budget. • Class blogs and school facebook page are now well established means of communicating with parents. • In the nursery, children's folios are now actively shared with parents once per term, although further work is required on the content of folios.	
Next Steps: • Continue with targeted effort to improve patterns of attendance and timekeeping. • Run a second year of 'Family Steps' and provide further workshop opportunities like Coffee, Cake and Counting to help parents support the learning of their children. • Focus on improving the quality of information about learning provided in children's folios in the nursery.	

School Priority 5:

School Priority 5: Building the ambition	
NIF Priority: Improvement in attainment, particularly in literacy and numeracy	HGIOS?4 QIs 1.2 Leadership of learning 2.2 Curriculum
NIF Driver: Teacher professionalism, School Improvement	3.2 Raising attainment and achievement
Progress and Impact: • Most staff are now more familiar with the key messages of 'Building the Ambition' although further support is required to ensure that improvements are successfully implemented and maintained. • The indoor learning environment has shown slight improvement, however the outdoor area is not used effectively and pupils are not experiencing challenging and exciting learning here. Consultation has taken place with pupils and parents, so plans are now in place for the new session. • There has been a slight increase in parental engagement with folios and folios are more regularly reviewed, however the standard of learning observations needs to be worked on, to ensure a clear focus on outcomes for the children and personal progress.	
Next Steps: • Develop a collegiate standard for quality observations of children's learning experiences. • Develop the learning environment (both inside and out) to be motivating and promote curiosity. • Continue to focus on the development of the curriculum, increasing knowledge and improving practice in the use of SEAL, Word Aware and Reciprocal Reading in order to ensure equity of experience for children. • Participate in LLC moderation activities to improve equity of experience for pupils across the learning community. • Continue to focus on the relevance and quality of folios, ensuring they are shared regularly with parents.	

What is our capacity for continuous improvement?

At Linnvale we are continuously striving to improve the standard of education that we provide, with the aim of raising attainment and achievement and improving life chances for our pupils. Reflection on our practice is informed by documents such as HGIOS 4/HGIO ELC and the relevant codes of practice from the GTCS and SSSC.

This session a WDC improvement visit identified the following strengths in the school:

- Approaches to health and wellbeing and supporting pupils
- Positive relationships

They identified the need for improvement in the following areas:

- Developing consistent approaches to learning and teaching to ensure equity of experience
- Appropriate pace and challenge in all lessons
- Review the curriculum

The Care Inspectorate visited the nursery in June this year. While they were able to identify some improvements from their visit last session, they identified the need for improvement in the following areas:

- The quality of observations of learning
- Indoor/outdoor play, with particular reference to freeflow and the quality of the learning environment and opportunities for learning
- The quality of folios and the information within them.

1.3 - Leadership of Change

Quality Indicator 1.3 - Leadership of Change		Level:	Nursery 3 School 4
Theme:	School Evaluation		
Developing a shared vision, values and aims relevant to the school and its community	- Almost all staff have a clear understanding of our core purpose at Linnvale and are able to articulate this. However, we now need to re-formalise this into a shared vision, values and aims involving stakeholders. - The school is a rights respecting school and this contributes to the ethos and informs the positive behaviour policy. Children are aware of their rights and what these mean. They are also aware of the four capacities and how these relate to their achievements. Weekly assemblies help to reinforce the school ethos. As a result, almost all our pupils are well behaved and respectful of themselves, each other, of staff and their environment. - All staff are aware of the socio-economic profile of the school and are committed to creating positive outcomes for our children, with a focus on closing the poverty related attainment gap. SIMD information is discussed at target setting meetings to help ensure we are targeting support effectively.		
Strategic planning for continuous improvement	- The school improvement plan informs improvements in school and in the nursery that in turn improves outcomes for our learners. Project outcomes are measured at regular intervals to measure impact. - This session the pace of change in the school has been fast, with a clear focus on raising attainment and achievement, with the introduction of new approaches to teaching reading and new progression pathways in maths. Expectations were outlined in the school Raising Attainment Strategy, giving clear direction, and ensuring greater equity of experience for pupils. - Pace of change in the nursery needs to increase to ensure the quality of experiences that our children should be learning through.		
Implementing improvement and change	- All staff show a clear commitment to implementing school improvements, demonstrated by their participation in working parties, collegiate meetings and a continuing commitment to the 'Teacher Learning Community' model. - Most staff take on roles of responsibility for curricular initiatives, ensuring 'roots up' implementation.		
Next Steps	- Revisit the shared vision, values and aims with staff, pupils and parents, ensuring the vision is ambitious. - Through collegiate activity, ensure all teachers and early years practitioners become involved in professional enquiry/collaborative action research. - Use assessment and moderation plan to ensure robust evaluation processes are in place throughout the year. - Plan collegiate calendar for the early years, ensuring a strategic, measurable approach to improvements.		

2.3 - Learning, Teaching and Assessment

Quality Indicator 2.3 - Learning, Teaching and Assessment		Level:	Nursery 3 School 3
Theme:	School Evaluation		
Learning and engagement	- Throughout the school, most pupils are motivated and engaged in their learning in most lessons, enjoying a balance of active, collaborative and individual work. Almost all children feel safe and nurtured in school, and know that their efforts are valued. This is evidenced in children's SHANARRI self evaluations and reflections on their learning. - Learning intentions and success criteria are shared by all teachers in almost all lessons. We will revisit how focused on the learning these are through collegiates next session. - This session the school was awarded the Digital Schools Award, recognising the opportunities pupils have to support their learning through technology. - All pupils have the opportunity to engage in a range of opportunities that contribute to the wider life of the school. Most recently all pupils were involved with 'Rookie Rockstars', learning new songs, leading to a whole school performance. Across the session most pupils are involved in a range of charity events and events in the community.		
Quality of Teaching	- In most lessons, teachers give clear explanations and instructions and share learning intentions and success criteria with pupils. This is less so in the nursery, where there should be a clearer focus on the intended learning. - Most lessons allow some opportunity for pupils to explore their ideas through higher order thinking at some point, although more opportunities should be provided for this. - Teachers have a sound, holistic knowledge of their pupils which is demonstrated in tracking meetings. They identify pupils who are experiencing difficulties and, in consultation with the pupil support co-ordinator if required, ensure that appropriate interventions are in place to support future learning. Systems for this are in place in the nursery and early years practitioners are becoming more skilled at using them. - Teachers regularly reflect on the quality of learning and teaching and this is recorded in forward plan evaluations and informs future practice. Observations and reflections in the nursery need to be more outcome focused.		
Effective use of assessment	- Use of the WDC writing criteria has been moderated closely this year, both by the leadership team and by teachers through peer visits and participation in the LLC moderation activities. This has been effective in ensuring greater equity of experience for pupils. - Assessment is identified at the planning stage of topics and regular 'round up' assessments in maths and spelling/phonics are used to identify gaps in learning and next steps.		

	Standardised assessments are used annually to formally measure pupil progress and along with teacher observations are used to inform groupings and plan next steps.
Planning, tracking and monitoring	- Teachers and early years practitioners are aware of any barriers to learning that exist for the pupils, including an awareness of the effects of poverty on attainment. - Tracking meetings are focused on individual progress and appropriate support and challenge to ensure all pupils are making appropriate progress. These involve the class teacher, pupil support co-ordinator (DHT) and HT in the school, and early years officer, early years teacher and depute head of centre in the ELCC. - A robust monitoring, tracking and assessment calendar is in place and should be followed as a priority.
Next Steps	- Provide more opportunities for children to take responsibility for their own learning, through self-evaluation and target setting. - Provide more opportunities in the ELCC for children to develop independence, creativity and decision making. - Continue to plan opportunities for moderation of learning and teaching throughout the year both in and across establishments. - Ensure that moderation calendar is followed with no interruption. - Continue to focus on the quality of interactions to extend pupils thinking skills - Strive for 5. - Develop the use of the outdoors as an environment for learning. - Continue to focus on equity of experience for pupils throughout the ELCC and school through collegiate planning, peer observations, SLT observations and visits to other establishments.

3.1 - Ensuring wellbeing, equality and inclusion

Quality Indicator 3.1 - Ensuring wellbeing, equality and inclusion		Level:	Nursery 4 School 5
Theme:	School Evaluation		
Wellbeing	• All staff across the school and ELCC have a very good understanding of GIRFEC and the wellbeing of our pupils is at the heart of all we do. • The school was visited this session by representatives from Education Scotland to record examples of good practice in nurture and trauma informed practice, to be included in training materials • The positive ethos in the school is often commented on by visitors - relationships are very positive, and our children indicate they feel safe, respected and nurtured in school through SHANARRI self evaluations. SHANARRI displays in the foyer further promote understanding of the indicators. • We effectively promote a sense of community in Linnvale through our house system and at assemblies, where the successes of pupils are celebrated weekly. • The daily mile continues to be a means of promoting active lifestyles, while continuing to provide a valuable opportunity for teachers to have informal 'chats' with pupils, allowing pupils to share any worries or concerns. • This session, through PEF funding, we have been able to provide exciting outdoor learning opportunities for all our pupils, which has had a positive impact on their confidence and self esteem. This was particularly true for the P7 residential trip to Auchengillan, where almost all pupils were reported to demonstrate growth mindset in their attitude to completing tasks. • We work effectively with a range of partners to promote wellbeing, including Active Schools, Educational Psychology and Pupil and Family Support.		
Fulfilment of statutory duties	• All staff have a good understanding of their statutory duties and their relevant codes of conduct (GTCS and SSSC). • Every class has a Class Charter incorporating Articles from the United Nations Convention on the Rights of the Child, and reference to this is made in many school policies. Each year starts with a focus on the Rights of the Child and the Rights are reflected in many displays around the school and ELCC. • A refresher is provided for staff during every August in-service of Child Protection responsibilities, Health and Safety (including fire procedures) and how to raise concerns.		
Inclusion and equality	• Inclusion and equality are promoted at Linnvale effectively through the ethos and life of the school. We have effective staged intervention to support pupils, both academically and for wellbeing.		

	• We promote wellbeing through universal programmes such as our health and wellbeing programme, Roots of Empathy and PATHS, and also through targeted interventions such as Seasons for Growth, Fun Friends and Nurture. • This session we have had increased nurture provision through a PEF funded teacher which has been very effective in supporting some of our most vulnerable pupils to have more confidence in their abilities. • We have continued to welcome a small number of Syrian refugee children this session, ensuring the children have been provided with effective support to allow them to settle well in school. Existing Syrian pupils have been instrumental in welcoming new pupils and supporting them with school routines. Additional support for the school, particular for literacy work has been through successful bids to Central Support Services. SEAL interventions have been used effectively to target arithmetical development. • Our PEF funded PFSW has been very effective in increasing good patterns of attendance and timekeeping for a few pupils who have struggled with this in the past. She has also been successful in building positive relationships with some vulnerable parents and has helped them to access other services such as CAMHS. She has also helped facilitate an Incredible Years Group and helped organise parents and encourage them to attend an Early Child Development course, all of which has helped to promote inclusion for some of our 'harder to reach' pupil and their families. In the ELCC, this work has been supported by our outreach worker, who has also had a positive impact on encouraging parents to stay involved. She was instrumental in helping one family to be discharged from social work.
Next Steps	• Further develop the outdoor area to promote wellbeing across the school and ELCC. • Continue to seek opportunities to promote inclusion and equality through partnership working, e.g. through 'The Spark' counselling services and 'Rookie Rockstars' music lessons.

3.2 - Raising Attainment and Achievement

Quality Indicator 3.2 - Raising Attainment and Achievement		Level:	Nursery 3 School 3
Theme:	School Evaluation		
Attainment in Literacy and Numeracy	- Most pupils are making steady progress from their prior levels of attainment. This is evident in the GL assessment results and in the tracking of standardised assessments and through the WDC literacy and numeracy tracking tools in the Early Years. However, a significant number of pupils are not attaining appropriate levels, and there are many interventions in place to improve these levels, including additional support from teachers and LAs and alternative programmes of study. - Introduction of the new approach to reading and the assessment of progress has allowed teachers to target planning in groups to specific skills that pupils are finding difficult. Most pupils have made good progress this session, with a few children making very good progress in reading. - A more rigorous approach to the teaching, assessment and moderation in writing has, again, made a positive impact on pupil attainment. It was particularly useful for staff to observe peers teaching writing. It was also useful for staff to be involved in the LLC moderation of writing, which highlighted for a few teachers that there was disparity in their judgements of writing standards. - All pupils who have been involved in SEAL intervention groups have made some progress, with most pupils making very good progress, although this is still to be reflected in some standardised assessments.		
Attainment over time	- Staff continue to gain confidence in making professional judgements about pupil progress, which is evident in tracking meeting discussions. Staff are confident in identifying pupils who are making slow progress and providing appropriate support, however greater challenge continues to be required to ensure pace is sufficiently challenging. - There is a robust system of tracking in place throughout the ELCC and school. Information is extracted from this and discussed at tracking meetings.		
Overall quality of learners' achievement	Our learners continue to have a variety of opportunities across the school year, which we have been able to add to as a result of PEF funding. Almost all P7s attended the residential trip to Auchengillan (a small minority did not attend for personal reasons), which was a huge improvement on previous years, where, in some years only half the pupils attended. We were awarded 'Most Improved School' at the WDC games awards, due to our participation in sporting events and the number of clubs that pupils attend in school, and were also awarded the Silver Award for Medium Schools. We also had Rookie Rockstars workshops and a performance, visits to the Science Centre and various class		

	assemblies. • Our careers focus this session provided pupils the opportunity to experience the world of work and experience achievement in 'real life' jobs, as well as introducing pupils to new ambitions. Our partnership with the West of Scotland College meant almost all of our pupils visited the Clydebank Campus this year, introducing them to the further education. Most of these visits had a STEM focus, and this work has been included in a good practice example on the Education Scotland website. • A robust tracking of attendance and latecoming and various interventions has significantly improved attendance and latecoming for a few of our pupils. We will continue to build on this good practice next session.
Equity for all learners	• Attainment data is analysed to examine trends in attainment for all pupils, taking into account SIMD information, although over 80% of our pupils reside in postcodes that fall into SIMD deciles 1 to 3 so we are focused on raising attainment for all. • Attendance at out of school clubs is monitored and tracked alongside SIMD information to ensure participation for all. • Evidence from data gathered by Psychological Services suggests that 'Word Aware' may be helping to narrow the vocabulary gap for some pupils living in SIMD 1-3 postcodes. • PEF money has allowed us to facilitate a 'Family Steps' club, based on the 'FAST' model, to promote literacy and parental involvement. This club was a great success with all parents involving providing positive feedback. Next session we will take a more targeted approach to family steps, to further promote the narrowing of the poverty related attainment gap.
Next Steps	• Continue to support staff in the use of the tracking system. • Continue to implement various PEF plans to promote raising attainment and achievement and narrow the poverty related attainment gap.

Next Steps: Priorities for session 2018/19

Priority	Source	Description	Desired outcome
1	Linnvale/ LLC/WDC/ National	Raise attainment and achievement, through improving leadership of processes that support and challenge our learners	• Raised attainment in literacy, numeracy and maths, with improved learning and teaching and equity of experience for all pupils. • Continued focus on wellbeing ensuring equitable learning experiences for all pupils.
2	Linnvale/ WDC/ National	Improve our curriculum to incorporate skills progression and skills for learning, life and work.	• Refreshed curriculum refocused on progression of skills and inspiring motivating and challenging learning experiences for all learners. • Greater access to purposeful outdoor learning for all pupils. • Greater opportunity for creativity across the curriculum for all pupils.
3	Linnvale/ WDC/ National	Improve learning, teaching and assessment	• A clear focus on the quality of learning and teaching, with shared expectations and standards understood by all practitioners, resulting in equity of experience for all learners.
4	LLC	Raising Attainment in Reading (linked to priority 1)	• Raised attainment in reading with greater equity of experience for all pupils in the LLC, leading to smoother transitions between establishments.