



## Standards and Quality Report 2017-2018 Improvement Plan 2018-2019

School:

Head Teacher:

**Insert  
school photograph / vision statement / photograph  
montage / website links; blog; twitter**

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**Context of the school:**

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**School vision statement:**

**School values and aims:**

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The school aims were reviewed during session:  
The school aims will be reviewed during session:

## Review of School Improvement Plan Progress 2017-2018

2017-2018 Improvement Priority 1:	
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
HGIOS?4 QIs	
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<p><b>Impact and Evidence:</b></p>	
<p><b>Next Steps</b></p>	



<b>2017-2018 Improvement Priority 2:</b>	
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
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<b>Impact and Evidence:</b>	
<b>Next Steps:</b>	



<b>2017-2018 Improvement Priority 3:</b>	
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1 Improvement in attainment, particularly in literacy and numeracy</li> <li>2 Closing the attainment gap between the most and least disadvantaged children</li> <li>3 Improvement in children and young people's health and wellbeing</li> <li>4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
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<p><b>Impact and Evidence:</b></p>          	
<p><b>Next Steps:</b></p>          	



<b>2017-2018 Improvement Priority 4:</b>	
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership (Leadership – SAC)</li> <li>• Teacher professionalism (Learning and Teaching – SAC)</li> <li>• Parental engagement (Families and Communities - SAC)</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
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<p><b>Impact and Evidence:</b></p>	
<p><b>Next Steps:</b></p>	





<b>Pupil Equity Fund 2017-2018 (Budget £)</b>	
<b>Evaluation of Intervention Impact</b>	
<b>Plan 1:</b>	
<b>Impact and Evidence</b>	
<b>Plan 2:</b>	
<b>Impact and Evidence</b>	
<b>Plan 3:</b>	
<b>Impact and Evidence</b>	
<b>Plan 4:</b>	
<b>Impact and Evidence</b>	

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## Core Quality Indicator Evaluations – School

Quality Indicator	School Self-Evaluation
1.1 Self-evaluation for self-improvement	
1.3 Leadership of change	
2.3 Learning, teaching and assessment	
3.1 Ensuring wellbeing, equity and inclusion	
3.2 Raising attainment and achievement	

## Core Quality Indicator Evaluations – ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.1 Self-evaluation for self-improvement	
1.3 Leadership of change	
2.3 Learning, teaching and assessment	
3.1 Ensuring wellbeing, equity and inclusion	
3.2 Securing Children's Progress	

6	<b>Excellent</b>	<b>outstanding sector leading</b>
5	<b>Very Good</b>	<b>major strengths</b>
4	<b>Good</b>	<b>important strengths with some aspects for improvement</b>
3	<b>Satisfactory</b>	<b>strengths just outweigh weaknesses</b>
2	<b>Weak</b>	<b>important weaknesses</b>
1	<b>Unsatisfactory</b>	<b>major weaknesses</b>



**Capacity for continuous improvement statement**

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# IMPROVEMENT PLAN 2018-2019


Insert School Name



**PART TWO: School Improvement Plan 2018-2019 - Key Priorities informing Improvement Planning (National, Local and Service /School)**

National Priorities	Local Authority Priorities	Agreed service / school priorities
<b>Cross cutting themes</b>	<ul style="list-style-type: none"> <li>Expand Early Learning and Childcare by 2020.</li> <li>Utilise Partnership Forums to address the 4 NIF priorities.</li> <li>Establish Aberdeen as a UNICEF Child Friendly City.</li> <li>Continue to refine approaches to GIRFEC to improve the outcomes of children and young people</li> </ul>	<ul style="list-style-type: none"> <li>Expansion of Early Learning and Childcare</li> <li>Increased collaboration across schools and ASGs</li> <li>Improvement Methodology</li> </ul>
<b>NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy</b>	<ul style="list-style-type: none"> <li>Locality Plans seek to increase attainment of children in Priority Areas on entry to P1.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy</li> <li>Early Years' Literacy</li> <li>Curriculum Design and Rationale (continued)</li> <li>Assessment and moderation</li> </ul>
<b>NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.</b>	<ul style="list-style-type: none"> <li>Close the Gap through effective multi-agency working</li> <li>Increase data literacy at all levels of the system</li> </ul>	<ul style="list-style-type: none"> <li>Closing the Poverty Related Gap – Measures and Outcomes</li> </ul>
<b>NIF Priority 3: Improvement in children and young people's health and wellbeing.</b>	<ul style="list-style-type: none"> <li>Improve mental health services, decrease rates of teenage pregnancy and reduce instances of bullying</li> <li>Increase access to high quality play experiences and effectively utilisation of outdoor space</li> <li>Reduce youth crime</li> <li>Embed UNCRC Rights agenda across the City and increase pupil participation in decision making</li> </ul>	<ul style="list-style-type: none"> <li>Adverse Childhood Experiences</li> </ul>
<b>NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</b>	<ul style="list-style-type: none"> <li>Provide age appropriate employment skills for children and young people in schools</li> <li>Survey aspirations to sharpen our pre and post school supports</li> <li>Expand and improve post school learning and employment opportunities for children and young people</li> </ul>	<ul style="list-style-type: none"> <li>Learner Pathways</li> </ul>



<b>2018-2019 Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy</b>		
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people’s health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children’s progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>	
<p><b>LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:</b></p> <ul style="list-style-type: none"> <li>• Children are safe and responsible</li> <li>• Children are getting the best start in life</li> <li>• Children are respected, included and achieving</li> </ul>		
<p><b>The ICS primary drivers have guided the formation of 4 key priorities for action:</b></p> <ul style="list-style-type: none"> <li>• Closing the Gap</li> <li>• Youth engagement and inclusion</li> <li>• Health and wellbeing</li> <li>• Community safety and environment</li> </ul>		
<b>HGIOS?4 QIs</b>		
<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> </ol>	<ol style="list-style-type: none"> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children’s progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
<b>Curriculum for Excellence – Entitlements for all children and young people</b>		
<ol style="list-style-type: none"> <li>1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.</li> <li>2. Every child and young person is entitled to experience a broad general education.</li> <li>3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.</li> </ol>	<ol style="list-style-type: none"> <li>4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.</li> <li>5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide.</li> <li>6. Every young person is entitled to support in moving into a positive and sustained destination.</li> </ol>	



Improvement Priority 1a: Improvement in attainment - literacy		Expected Outcome(s) for whom, by when, by how much?					
Lead Responsible: Partnership Forum (where appropriate):							
Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self- Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress	
						On Track	
							Behind Schedule
							Not Actioned
Tasks to Achieve Priority 1a		PEF/ SAC	Resource	Who?	By When?		
<b>Monitoring Progress and Evaluating Impact</b>							
<i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>							
Impact and Evidence – Priority 1a							




Improvement Priority 1b: Improvement in attainment - numeracy		Expected Outcome(s) for whom, by when, by how much?						
Lead Responsible:								
Partnership Forum (where appropriate):								
Impact Measures (How will we know?)  Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress		
		Tasks to Achieve Priority 1b	PEF/ SAC	Resource		Who?	By When?	On Track
								Behind Schedule
								Not Actioned
<b>Monitoring Progress and Evaluating Impact</b> <i>(To be completed during the course of the session to inform the audit for SQIIP 2019-2020)</i>								
Impact and Evidence: Priority 1b								





**2018-2019 Improvement Priority 2:  
Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy.**

<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people’s health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children’s progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>	
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<p><b>LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:</b></p> <ul style="list-style-type: none"> <li>• Children are safe and responsible</li> <li>• Children are getting the best start in life</li> <li>• Children are respected, included and achieving</li> </ul>	<p><b>The ICS primary drivers have guided the formation of 4 key priorities for action:</b></p> <ul style="list-style-type: none"> <li>• Closing the Gap</li> <li>• Youth engagement and inclusion</li> <li>• Health and wellbeing</li> <li>• Community safety and environment</li> </ul>
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**HGIOS?4 QIs**

<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> </ol>	<ol style="list-style-type: none"> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children’s progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
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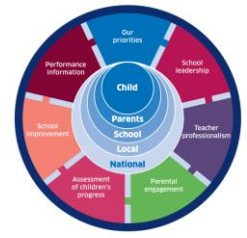
**Curriculum for Excellence – Entitlements for all children and young people**

<ol style="list-style-type: none"> <li>1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.</li> <li>2. Every child and young person is entitled to experience a broad general education.</li> <li>3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain</li> </ol>	<ol style="list-style-type: none"> <li>4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.</li> <li>5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide.</li> </ol>
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Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy		Expected Outcome(s) for whom, by when, by how much?				
Lead Responsible:						
Partnership Forum (where appropriate):						
Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
	Tasks to Achieve Priority 2	PEF/ SAC	Resource	Who?	By When?	
<b>Monitoring Progress and Evaluating Impact</b> <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>						
Impact and Evidence: Priority 2						
qualifications.		6. Every young person is entitled to support in moving into a positive and sustained destination.				



<b>2018-2019 Improvement Priority 3: Improvement in children and young people’s health and wellbeing.</b>		
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Improvement Priority 3: Improvement in children and young people's health and wellbeing		Expected Outcome(s) for whom, by when, by how much?				
Lead Responsible: Partnership Forum (where appropriate):						
Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
	Tasks to Achieve Priority 3	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
<b>Monitoring Progress and Evaluating Impact</b> <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>						
Impact and Evidence: Priority 3						



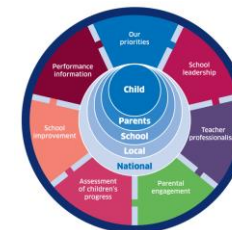
**2018-2019 Improvement Priority 4:  
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**

**NIF Priority**

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people’s health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**NIF Driver**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School Improvement
- Performance Information



**LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:**

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

**The ICS primary drivers have guided the formation of 4 key priorities for action:**

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

**HGIOS?4 QIs**

1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children’s progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

**Curriculum for Excellence – Entitlements for all children and young people**

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.
4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.



Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people		Expected Outcome(s) for whom, by when, by how much?				
Lead Responsible:						
Partnership Forum (where appropriate):						
Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
	Tasks to Achieve Priority 4	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
<b>Monitoring Progress and Evaluating Impact</b> <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>						
Impact and Evidence: Priority 4						



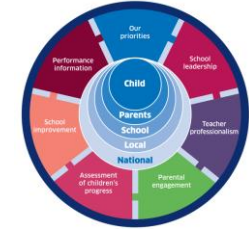
**2018-2019 Improvement Priority 5:**

**NIF Priority**

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people’s health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**NIF Driver**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School Improvement
- Performance Information



**LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:**

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

**The ICS primary drivers have guided the formation of 4 key priorities for action:**

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

**HGIOS?4 QIs**

- |                                               |                                       |                                                |
|-----------------------------------------------|---------------------------------------|------------------------------------------------|
| 1.1 Self-evaluation for self-improvement      | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning                    | 2.2 Curriculum                        | 3.2 Raising attainment and achievement         |
| 1.3 Leadership of change                      | 2.3 Learning, teaching and assessment | 3.2 Securing children’s progress (ELC)         |
| 1.4 Leadership of management and staff        | 2.4 Personalised support              | 3.3 Increasing creativity and employability    |
| 1.5 Management of resources to promote equity | 2.5 Family learning                   |                                                |
|                                               | 2.6 Transitions                       |                                                |
|                                               | 2.7 Partnerships                      |                                                |

**Curriculum for Excellence – Entitlements for all children and young people**

- |                                                                                                                                                            |                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.                                                     | 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.                 |
| 2. Every child and young person is entitled to experience a broad general education.                                                                       | 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. |
| 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. | 6. Every young person is entitled to support in moving into a positive and sustained destination.                                                                                     |



Improvement Priority 5:		Expected Outcome(s) for whom, by when, by how much?					
Lead Responsible: Partnership Forum (where appropriate):							
Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress	
						On Track	
	Tasks to Achieve Priority 5		PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	Behind Schedule
							Not Actioned
<b>Monitoring Progress and Evaluating Impact</b> <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>							
Impact and Evidence: Priority 5							





<b>Pupil Equity Fund Budget Allocation April 2018 - £</b>
<b>Pupil Equity Fund Rationale 2018-2019</b> <b>‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’.</b>
<b>Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)</b>
<b>5 Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation</b>
<b>Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles</b>
<b>Analysis of data indicates</b>
<b>*Identified areas for PEF Funding 2018-19 identified from our self-evaluation:</b>
•
•
•

**\*Please refer to detail of areas identified for Pupil Equity Funding in Improvement Plan Priority 2 - Closing the attainment gap between the most and least disadvantaged children / young people in ???? School / Academy**



<b>QI 1.2 Leadership of Learning 2018-19</b> <b>Professional Engagement and Collegiate Working – Leadership at all Levels</b>	
<b>Whole School Initiatives E.g. Working Group; Pupil Groups; Maintenance Areas</b>	<b>Leader(s) Promoted and Unpromoted Staff</b>

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**Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)**

<b>Participants</b>	<b>Engagement Event</b>	<b>Date</b>
<b>Staff</b>		
<b>Children / Young People</b>		
<b>Parents</b>		
<b>Partners and Volunteers</b>		
<b>Associated School Group</b>		
<b>Partnership Forum Group</b>		

**Date uploaded onto website**

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