



SCHOOL STANDARDS AND QUALITY REPORT 2020/21



Standards and Quality Report

School/ELC Setting: Beauly Nursery & Primary

Head Teacher: Tracey Fraser-Lee

Date submitted: 10/06/2022



Context of the school:

Beauly Primary currently has 123 pupils from P1-P7, and 28 children enrolled for our Nursery. Our school is quite unique and spread out over different buildings. It is set in the heart of the village of Beauly. Our pupils mainly live in the village itself with a few transported from the countryside around us and a small number of placing requests. There is a mix of council and private housing in the village.

There are 6 composite in school. These are planned as P1/2, P2/3, P3/4, P4/5, P6 and P7, for session 2022-23. Our nursery offers each child 30 Government Funded hours per week and is open from 8.45am – 3.15pm Monday to Thursday and from 8.45am – 12.45pm on a Friday.

There is a whole new school planned for session 2024-25.

We have a Principal Teacher who has management time and an Additional Support Needs Teacher who works in our school one day per week. Staffing is fairly settled and we have several PSA's who support our pupils in class. The school and nursery were inspected by Education Scotland in May 2019. Our associated secondary school is Charleston Academy, Inverness, which is approximately 12 miles away.

School Vision, Values and Aims:

The School and Nursery have the same V,V & A.

Our values were agreed during lockdown in 2020 when pupils, parents, staff and partners voted on these.

Our four values are Respect, Kindness, Teamwork and Fun.

Our Vision Statement is Work Together, Learn Together, Achieve Together.

This was agreed by pupils, parents, staff and stakeholders in Term 4, 2020/21.

Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:

- Teachers, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Session 21/22 has been extremely unusual, dealing with the ongoing pressures of COVID 19. There has been a high level of pupil and staff absence as a result. We have had a year of disrupted learning across all stages of school. We would usually engage with our school community regarding our Standards and Quality Report and School Improvement Plan but we have had to put most of this activity on hold for this session. As a result, we will be developing our documents with less consultation than is usually the case.

Our overall evaluation of the school's capacity for continuous improvement (including ELC setting):

Our capacity for continuous improvement, like that of every school/ELC setting in the country, has been affected by the periods of high absence in staff and pupils and other disruption caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made. Much of our work in session 22/23 will be to continue to rebuild our capacity for improvement and to make sure that we recover fully from the disruption caused by Covid-19.

Review of School Improvement Work against the National Improvement Framework Priorities

What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:

In the past year we have mainly worked on improvement projects designed to help us to address the priorities listed above. Our School Improvement Plan for session 2021/22 contains details of what we planned to do. This included the way that we used resources such as the Pupil Equity Fund to close the deprivation-linked attainment gap. Our plans were severely hindered, due in the main to both pupil and staff absences. The intention was to employ staff to support various projects, throughout the school, but, staff needed to be used to enable the school and nursery to remain open. We have been unable to complete or evaluate the effectiveness of these projects in terms of outcomes for the community.

In session 22/23, our focus will be on three key areas. These have come in part as a result of limited action on previous year's improvement plan and also in response to the ongoing issues caused by covid 19:

1. Assessment and moderation across school from Nursery to P7
2. Develop teaching, assessment and moderation approaches in writing from early to second level.
3. Develop the use of IT in the Nursery setting

Q1 1.3

Leadership of change

Themes (HGIOS?4)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Themes (HGIOELC?)

- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the impact of pupil and staff absence it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Leadership of Change".
- Teaching Staff and EYPs involved in audits and HGIOS & HGIOELC SE activity to inform practice
- Professional dialogue related to SE is now an integral part of collegiate time in both school and nursery and findings are used to inform and improve future practice
- Parents and Pupils are involved in the Self Evaluation process- although this has been limited over the precious session
- Distributed leadership is encouraged across school and nursery and most staff take responsibility for aspects of the curriculum
- Some opportunities for pupils' leadership within the school
- Outdoor learning now forms part of the curriculum at all stages
- Staff make some use of the local environment/area in their teaching
- Digital learning is now an integral part of teaching and learning at all stages of school from P1-P7

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- All staff involved in collegiate activity to support school improvement, in line with HC and SG
- PRDs completed by Teachers, PSAs and EYPs
- SE calendar – followed as much as possible (impacted due to Covid and Lockdown)
- Pupil Council work from HGIOURS
- Pupil Council, Eco Work, RRS
- Garden area, school grounds, bike ability, John Muir Award (JMA P7)
- Focus on developing skills for life, learning and work in line with DYW
- Classes take responsibility for developing aspects for curriculum eg. Eco Group, SNAG, Fair Trade, RRS

Question 3

What could we do now? What actions would move us forward?

- This year we are going to continue to focus on recovery from the periods of high staff and pupil absence and will carry forward incomplete projects from our 2021/22 Improvement Plan
- We will improve the learning and teaching of writing across all stages from Nursery to P7
- IT will be developed in the Nursery
- Assessment and moderation will be a focus across school
- Re- establish links with community groups
- Re-start efforts to develop links with the local community
- Rights Respecting Schools will have a larger focus as we move towards our Silver Award

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

good

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

good

Q1 2.3

Learning, teaching and assessment

Themes (HGIOS?4)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Themes (HGIOELC?)

- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of interrupted learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning, teaching and assessment".
- Pupils are generally motivated in their learning, understand the purpose and can reflect on it.
- There is a happy and respectful learning environment in school and pupils enjoy their learning experiences
- Achievements are celebrated regularly and pupils are encouraged to share success from both in and out of school, including academic and other achievements.
- Teachers plan appropriate experiences to match the needs of the pupils
- Pupils engaged in a variety of class, group and individual learning experiences and learning intentions are shared
- Teacher feedback is used effectively to inform some next steps and questioning is used effectively to direct pupil learning and check understanding
- Variety of assessment – both informative and summative – information feeds into next steps and interventions if required for pupils alongside Teacher judgement.
- Benchmarks are included on curriculum pathways and staff use these to aid planning and assessment
- Pupils able to effectively assess own learning against agreed criteria
- Teachers plan across the curriculum for long and short term to ensure a range of experiences to suit learners.
- Pupils are involved in suggesting what they would like to learn in some IDL work and prior learning is taken into account
- Teachers identify where groups of pupils and individuals are at within a level for all areas of maths and literacy to aid learning, teaching and assessment
- Pupils from P1-P7 much more confident in using digital technology – more unofficial leaders/supporters in each class

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Children engaged in learning
- Children are able to talk about learning and relevance to real life
- Children involved in setting targets in nursery and school
- Differentiation evident in lessons
- All pupils from P1-P7 involved in developing aspects of the curriculum for school
- Opportunities to share success established in school life – Best Beauty Bairns, Achievement Tree, Lexia Certificates, school/class blogs, Pupil Profiles, Cup of Kindness, Assemblies, Cup of Tea with Mrs Fraser-Lee
- Trackers for academic and personal achievement in place from P1-P7
- Staff identify class and individual needs of pupils and discuss termly with HT- this forms the input of the work by PEF PSA and Teacher time
- PEF PSA and Teacher time used to focus on the teaching and support in literacy, numeracy and HWB to try to ‘close the gap’
- Staff plan and deliver agreed curriculum pathways – evident in planning folders – show where children are at within a level and against benchmarks
- Use of digital technology throughout the curriculum
- Evidence of thoughts on learning from pupils, staff and parents in profiles
- Developmental overviews for all nursery children show where children are at in learning
- Pupil profiles for all children from Nursery to P7
- Google classrooms set up for all the classes P1-P7
- Nursery google classroom, blog and FB page set up for parents

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Continue use of google classrooms for homework and aspects of class work
- Develop use of IT in nursery
- Use of PEF PSA or Teacher time as intended – if staff absence rate reduces and remains stable

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

good

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

good

QI 3.1

Ensuring wellbeing, equality and inclusion

Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Themes (HGIOELC)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in “Ensuring wellbeing, equality and inclusion”.
- Children feel safe and cared for at nursery and school
- Positive relationships across nursery and school
- Nursery and school are inclusive and strive to provide a positive experience for all by working with partner agencies in line with Highland Practice Model
- Behaviour issues are dealt with consistently across school and much more restoratively now
- Behaviour issues/class management consistently refer to Vision and Values
- Inclusive environment where respect is key
- In process of putting Equalities and Diversity Policy into practice
- Outdoor learning now part of curriculum at all levels and is linked to various curricular areas
- Much of the nursery sessions are spent outdoors
- School staff work hard to ensure children's needs are met and they are supported in their learning so everyone can access the curriculum
- CP meetings take place regularly and staff work effectively with other agencies to provide support
- PEF used to support emotional wellbeing of targeted children and provide experiences for building skills and relationships between staff and pupils
- PEF money used to run Art Club which promotes HWB of targeted pupils
- Playground Charter now in place, developed by Pupil Council during session 21/22

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Ethos of school
- Older pupils supportive of younger pupils
- Pupils able to state 4 core values
- Displays in classes of Values – teachers/staff refer to these in incidents
- Positive relationships highlighted during Ed. Scot Inspection May 2019
- Pupils aware of SHANARRI indicators
- Positive relationships with partner agencies, eg. Social Work, Ed Psych, SaLT, PMHW, Childsmile, HV, School Nurse
- Staff all trained in Child Protection
- All nursery staff completed relevant training, eg. First Aid, Food Hygiene
- P7 Buddies for P1, P6 Buddies for Nursery
- Equality and Diversity training carried out for all staff
- Use of outdoors in learning for all children
- All staff provide differentiated curriculums to address children's needs
- Elaborated curriculum for individuals to gain key life skills – pupils supported in and out of the classroom
- Professional dialogue ongoing between HT and class teachers (and all staff) but termly formal meetings too
- Children's views included in CPs
- Form 1s in place for some, CPs and ASN records regularly updated
- Input from SaLT, Ed Psych, HV and PMHW
- Staff aware of needs in classes and also of children at risk of not achieving due to social and emotional factors – interventions and support in place
- PEF PSA and Teacher time used for targeted pupils on literacy, numeracy and HWB
- PEF used to employ PSA in nurturing role to build relationships with targeted pupils – provide one to one support, run art club, Foodie Fridays
- PEF used to support friendship building for targeted pupils
- Playground Charter displayed in playground

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Embed RRS through HWB Curriculum – follow planning for each level
- RRS – P7 class to work on developing this across the school
- Continue to embed V,V & A in all aspects of school life
- Embed SHANARRI through HWB planning and teaching
- Embed Emotion Works to support mental health and wellbeing at all stages of the school from Nursery to P7
- Embed Playground Charter and revisit during session 22/23
- Try to ensure PEF PSA and Teaching time is used for what was intended and not for covering staff absences

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good

Q1 3.2

Raising attainment and achievement/ Ensuring children's progress

Themes (HGIOS?4)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Raising attainment and achievement/ensuring children's progress".
- Reading – teacher judgement shows that almost all P1, most P4 pupils and the majority of P7 pupils are reaching appropriate CfE levels
- Writing – teacher judgement shows that almost all P1, most P4 and the majority of P7 pupils are reaching appropriate CfE levels
- Listening & Talking – teacher judgement shows that almost all P1, most P4 and the majority of P7 pupils are reaching appropriate CfE levels
- Maths – teacher judgement shows that most P1 and P4 pupils and the majority of P7 pupils are reaching appropriate CfE levels
- Staff engaging with benchmarks to assess where children are at in their learning, and are becoming much more confident at this
- Emerging literacy and Words up strategies implemented to support language development in Nursery and early stages
- Range of activities to support literacy and numeracy available in nursery each day
- Academic and personal achievement trackers in place to track pupil progress over time
- Termly planning and progress meetings between class teachers and HT
- Fortnightly nursery team meetings, which includes discussion about progress
- Evidence of pupil progress in literacy, numeracy & HWB over time in Pupil Profiles from N-P7
- Smooth transition between classes/settings and staff are knowledgeable about pupils
- Pupils with ASN provided with support so they can achieve at own level and at key transition points
- PSAs used to target support with children, in particular Level 3 and 4 needs
- PEF PSA and teacher hours used to support targeted groups to close gaps in learning
- Attendance figures generally very good but one or two issues being addressed by HT
- Pupils actively encouraged to share achievements within and outwith school
- Pupils talk about their learning and express views and opinions freely
- Exclusion rates very low – continuity and stability for pupils and staff
- Phonological Awareness Tracker highlighting areas to develop in P1

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Teacher judgement of CfE levels state that majority of pupils are at appropriate CfE levels throughout school
- Previous and current SNSA and InCas data
- Professional dialogue between teachers and support staff about pupils' work
- Reading books and record organized in levels, eg. First*, First**
- Toe by Toe (reading) and Vernon (spelling) standardised assessments used at start of school session with P3-7 to provide baseline information
- Planning frameworks used for planning are broken down within levels, eg. First*, First**, and include benchmarks
- Cold writing tasks are used to assess writing 3 times per year – moderated in school

- Writing rubrics introduced this session to assess pupils' writing levels – moderation between class teachers
- Assessment model used to support staff when gathering assessment information and making judgement on pupils' levels
- Words up and Emerging Literacy strategies and tools used in nursery and early primary stages
- P1 teacher works alongside Nursery to support targeted children as required
- Phonological Awareness Tracker used in Nursery and P1, by P1 teachers
- Trackers updated regularly so any needs or gaps identified and responded to
- Pupils grouped according to levels for literacy and numeracy – regular focused discussion about this between teachers & HT
- Developmental overviews and Pupil profiles used to track progress in nursery
- Nursery to P1 transition well-structured and embedded in practice – happens throughout the year
- Ongoing dialogue between staff ensures teachers are kept up to date with pupils and their learning
- Transition to Charleston in place – involves primaries, DHT, ASN staff and Guidance staff from Charleston
- Child plans are up to date and enhanced transition is in place if need be
- Open days and Share a Session in Nursery are used as opportunity to share Pupil Profiles
- HT makes contact with parents of children with attendance/lateness issues
- Low exclusion rate
- All pupils from P1-7 involved in leadership activities through class focus, eg RRS, ECO Group, Fair Trade

Question 3

What could we do now? What actions would move us forward?

- This year we are going to continue to focus on recovery from the impact of Covid, with a continued focus across school on literacy, numeracy and HWB
- School Improvement plan will also focus on moderation and assessment across school from Nursery to P7, as well as developing IT in the nursery
- Curriculum to be heavily weighted towards Literacy and Maths to ensure appropriate CfE Levels are met at the expected times by pupils
- Nursery to P1 Transition to be ongoing throughout the year and strive to enable P1 staff to visit Nursery more frequently
- Moderation between stage partners ongoing throughout year, as well as across ASG
- PEF money to be spent on interventions to support pupils 'closing the gap' in attainment, mainly on staffing resource
- P1 staff to continue to use Phonological Awareness Tracker with Nursery and P1 children and revisit over time
- Moderation at ASG level – focus on Place Value aspect of number
- Interrogation of data required to continue to be developed – HT – Staff, Staff – Staff
- Use of summative assessment, baseline assessment and teacher judgement to form basis of regular discussion between staff
- Re-establish links to some local business/groups

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good

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good

KEY THEME

from QI 2.2

Curriculum

Theme 3 (HGIOS?4)

- Learning pathways

Theme 3 (HGIOELC?)

- Learning and development pathways

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning pathways".
- Progressive pathways in place for all areas of Literacy, Mathematics, RME, Expressive Arts from early to second level
- Highland Curriculum Overview being implemented to ensure balance, progression and breadth
- Pupils follow a curriculum which is well balanced and provides progression
- Staff building confidence in assessing where a learner is within a level
- Learning within nursery is child led and centred around play of the children's choice
- Play pedagogy has high profile in P1 and now in P2/3
- Nursery staff have effective understanding of children's development and use this to plan appropriate learning experiences
- Nursery staff use and consider appropriate documents to plan progressive learning experiences across the curriculum
- Nursery staff starting to familiarise themselves with the new Quality Framework
- Learning experiences are tailored to the interests and needs of the children in Nursery
- Nursery using a more responsive planning approach
- Outdoor learning now part of all pupils learning experiences across the curriculum from nursery to p7

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Staff using progression planners for planning, recording and assessing learning and teaching
- Benchmarks included in progressions with stages within a level identified
- Pupils have opportunity to have their voices heard when planning topics
- Floor books and mind maps an integral part of the Nursery Planning process to ensure children's voices heard – also started learning pages daily in nursery to be responsive to children's interests
- Group and individual needs identified and strategies implemented from nursery to P7
- P1 teachers involved in Nursery and support children as and when needed
- All pupils able to access curriculum – some pupils require additional support or an individualised curriculum
- Teachers more confident in stating where pupils are within a level for all curricular areas
- Teachers more confident at judging when children have achieved a level as a result of moderation in school and focus on Benchmarks
- Pupils grouped accordingly for Literacy and Numeracy
- Trackers – academic and non-academic are used to track pupil progress from all stages from P1-P7
- Developmental overviews are used to keep track of children's progress in nursery
- Some evidence of progression in nursery pupil profiles in literacy and numeracy areas
- Staff planning for and pupils engaged in regular and frequent outdoor learning sessions across various curricular areas

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from covid and have a large focus on the areas of literacy, numeracy and health and Wellbeing
- Areas of development in SIP are moderation and assessment across all areas
- Development of Talk for Writing strategies across school from nursery to P7
- Look at planning a progressive framework for teaching writing experiences from Nursery to P7
- Re-establish links within the community to support the school's evolving curriculum
- Curriculum rationale to be revisited and updated
- Staff to ensure pace and challenge is appropriate for all pupils including more able students
- Moderation within school and across ASG to further build teacher confidence in assessing where pupils are within a level
- ASG focus on Place Value in maths as focus on moderation with colleagues
- ASG to pull together framework for teaching of Place Value from Early to Second Level
- Regular learning conversations with pupils to ensure their voice is heard and relevant targets are set – record in profiles
- Nursery to look at including digital technologies in every day practice
- Nursery to further develop natural objects and loose parts in indoor and outdoor environment
- Play to continue to be a focus in P2/3 in order to develop further

KEY THEME

from QI 2.7

Partnerships

Theme 3 (HGIOS?4)

- Impact on learners (focus on parental engagement)

Theme 3 (HGIOELC?)

- Impact on children and families (focus on parental engagement)

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Partnerships – parental engagement".
- Active and supportive Parent Council who engage with aspects of Self Evaluation
- Open door policy with approachable staff
- School encourages parents to give feedback on aspects of nursery and school improvement
- School and nursery encourage parents to actively engage in their children's learning
- School works effectively with various partners to support pupils and individual needs
- Parental views sought on aspects of school

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Parent council view and support is sought on school issues
- Lots of parents attend Parent Council Meetings now
- Staff approachable and available to meet with parents
- Parents evenings, blog, twitter and Facebook
- Open day, sports day, Gaelic Café, school picnic
- Pupil Profiles are shared with families
- Productive relationships with various partners, such as Educational Psychologist, Practice Lead, Children's Services Worker, Diabetes Nurse, Speech and Language Therapist, Health Visitor, School Nurse
- Informal chats with parents
- Discussions during parents' evenings and child's plans meetings

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from covid and have a continued focus on literacy, numeracy and HWB
- Continue to develop SE with Parent Council as part of ongoing school improvement
- Continue to develop opportunities to collect parental feedback with a focus on school improvement in nursery and school
- Improve frequency of opportunity for parents to provide feedback in pupil profiles
- Continue to develop and sustain effective relationships with school partners to benefit our pupils and any individual needs
- Continue to gather views of parents through formal and informal methods, and act on these if appropriate, in both the school and nursery setting
- Re-establish class assemblies as opportunity to share learning with parents