

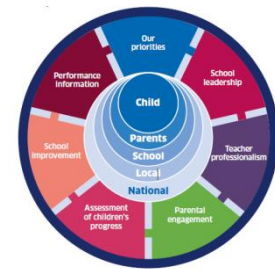
HILTON OF CADBOLL PRIMARY SCHOOL/ ELC STANDARDS AND QUALITY REPORT

2022/23

School: Hilton of Cadboll Primary School

Head Teacher: Ruth Rooney

Date submitted: September 2022



Context of the school:

Hilton of Cadboll Primary School and Nursery is a non-denominational school that sits on the Seaboard peninsula behind the villages of Hilton, Balintore and Shandwick. Pupils also come from outlying areas such as Nigg and Balmuchy. The catchment area is socially diverse – social deprivation is prevalent for a number of our families - 44% of the school roll are in receipt of free school meals and a number of pupils can be faced with various barriers to learning such as additional support needs, living in poverty and English as an Additional Language. The current school role is 118 plus an additional 40 pupils registered in the nursery. There is close liaison between Hilton of Cadboll Primary School and Tain Royal Academy, the school to which the majority of our pupils transfer to for their secondary education. We have excellent transitional arrangements with Tain Royal Academy, helping our pupils to settle and succeed from the onset. For our pupils with Additional Support Needs we have individualised programmes of support to ensure their needs are fully met in S1.

At the beginning of session 2021/2022 the school's roll decreased by 13, however, we remained at 6 classes, 4 of which were composite. Once again, the school was allocated a probationer; we did not retain our probationer from the previous session and did not retain a class teacher who was on a fixed term contract. This session (2022/2023) our school roll is due to decrease to 117 pupils resulting in our classes reducing from 6 classes to 5. Our current probationer's contract will cease at the end of the current session. In addition to this, the class teacher who covers a full-time post on a fixed-term contract will not have their contract extended. This will bring about continued change of teacher(s) for the pupils, parents and staff. The constant change of teacher(s) each year proves challenging when striving for consistency and continuity across teaching and learning for all our pupils.

Our Additional Support Needs Teacher allocation remains at 0.6FTE; we don't have a permanent ASNT in post - the allocation is across the associated school's group, not to the school itself.

Despite the continuous changes in staffing each year, all staff work in partnership to ensure appropriate support continues to meet the needs of all pupils. 24% of pupils have significant additional

support needs; an additional 38% have an additional need; 44% of our pupils are in receipt of free school meals and 2% of pupils have English as an additional language.

The school plays a positive role within the community and there is a strong sense of community pride. Prior to Covid-19, school events were increasingly popular, and support continued to grow. These events have started once again, and we are looking forward to being an integral part of the community once again.

Partnerships are vital to us. A cornerstone of our approach is establishing positive and supportive relationships with parents and we actively encourage parents to participate in their child's education and life of the school. We have an extremely active Parent Council who offer a great amount of support to the school and the pupils. Parental engagement via Seesaw has increased; this enables parents a platform to understand their child/children's learning, engage with pupils' learning experiences and be aware of school matters. In addition to this, the school continues to use Facebook for sharing school information and successes.

Underpinning our vision statement – "Together, everyone achieves more" is our extremely positive and inclusive ethos, providing a very nurturing and supportive environment for all learners. High standards and expectations of learning and teaching, as well as behaviours, are of paramount importance. All learners are encouraged to be engaged and involved in the life of the school. Pupils are actively consulted about their views, their learning targets and any decisions which may affect their lives. Our Primary 6/7 pupils have become RotaKids working with Rotary Club of Tain and Easter Ross. Other pupil committees include Digital Leaders, Anti-Bullying Ambassadors, HoC Talk (pupil newspaper) and House Captains. We actively encourage pupils, staff, and parents to take leadership roles to develop our committees work in the ways they want to.

Opportunities to ensure achievement through a wide range of activities are promoted across the school. We recognise individual achievement by regularly presenting 'Achievement Certificates' at assembly. Out of school events and participation in competitions as well as winning medals/awards are also shared at assemblies, in newsletters, our school newspaper, on our website as well as via Seesaw.

The ethos in the school is extremely positive; children, staff, parents and other stakeholders have all commented on this aspect of the school's work in the past. It was also noted that "there is a strong sense at Hilton of Cadboll Primary School of a school community pulling together to improve outcomes for children through a focused and determined prioritisation of points for action. It is clear that the wider school community see Hilton of Cadboll as a school committed to improving in collaboration with partners".

School Vision, Values and Aims:

Our School aims were reviewed in August 2020 in collaboration with our Primary 7 class.

Vision

“Together, everyone achieves more”

Values

H – helpful

I – independent

L – learning

T – together

O – outdoors

N - nurturing

Aims

Positive

Inclusive

Ambitious

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, like session 20/21, continued in an unusual way, with periods of remote learning for individual pupils and/or whole classes at a time, all affecting our provision. This has affected the way we would normally engage with our school/ELC community about our Standards and Quality Report and School Improvement Plan, and we have had to put the majority of that activity on hold for this session, as we did last session. As a result, we will be developing our documents with less

consultation than is usually the case. We hope to be able to return to fuller consultation in session 22/23.

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 remote learning 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 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 sustain learning in the context of the pandemic and coming out of the pandemic. Our School Improvement Plan for session 2021/22 contained details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although at times that had to happen remotely. Continued periods of remote learning during session 21/22, in response to Covid-19, meant that these projects are still very much our highest priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue. In session 22/23, our main focus will continue to be on three key areas:

- 1) Learning, teaching and assessment
- 2) Health and Wellbeing
- 3) Attainment in numeracy (ASG priority)

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?

Strengths:

- All staff have a clear understanding of the school's improvement journey and identified accurately the next steps for further improvement.
- Both the ELC and school have strengthened approaches to self-evaluation.
- Staff collaborate well to ensure positive approaches to self-evaluation and collaborative planning for implementing improvement and change.
- Parental involvement and engagement with KATs ensure that they are meaningful and enable parents to understand where their child is in their learning journey.
- Staff have a strong commitment to leading change and developing a culture of improvement across the school.
- Staff lead initiatives within and outwith school and share good practice amongst each other.
- All staff have a very good understanding of the social, economic and cultural context in which our pupils and families live.
- Staff use this knowledge (above) to plan to meet the needs of pupils and families.
- Our Principal Teacher, alongside pupils and parents, refreshed the vision, values and aims of the school (August 2020). As a result, these now shape the work and life of the school.
- Staff at all levels engage in a range of professional learning activities linked to school improvement priorities. This is leading to staff developing an understanding of what makes effective learning and teaching.
- Collaborative discussions amongst staff and across the ASG on key issues such as moderation and sharing good practice.
- Staff ensure pupils' learning experience are positive and consistent by sharing good practice.
- Evaluation of attainment data enables staff to identify those at risk of not attaining; staff then engage in dialogue about what measures can be put in place to ensure equity for all.
- Pupils are supported to be more involved in their learning by feeding back to pupils in a variety of ways including learning conversations. This enables the pupils to understand their next steps in their learning.
- Many teaching staff are currently undertaking professional learning i.e. Middle leadership and Into Headship. Those involved actively take part in implementing and monitoring certain aspects of the school's improvement priorities.

Question 2

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

- Working Time Agreement ensures time is ring-fenced for school improvement.
- Quality Assurance calendar.
- School Improvement Plan has clearly defined priorities that focus on actions to improve children's attainment.
- Attainment meeting minutes.
- Attainment data.
- Key Assessment Tasks - evidenced parent and pupil voice.
- CLPL opportunities for staff within and outwith school.
- Professional Review and Development meetings.
- Involvement of staff in leading and participating in moderation and working groups within school and across the ASG.
- Self-evaluation evidence/feedback.

- Pupil focus groups.
- Pupil leadership opportunities.
- Lesson aims and co-construction of what makes a good lesson embedded to ensure pupils take ownership over their own learning; embedded learning conversations.

Question 3

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

- Involve/inform all stakeholders so they have a clear understanding of the school's improvement journey ensuring a clear strategic vision is understood by all.
- Pupil Council more opportunity to be involved in suggested school improvements (suggestion boxes, monthly (afternoon) visit to classes, display board to highlight improvements).
- Consider opportunities where the Parent Council and subgroups can be more fully involved in school improvement driven by the pupils.
- Use 'How Good Is OUR School?' with pupils as a starting point for pupil involvement in gathering parental feedback/surveys.
- Build on and engage staff in professional learning and research to support improvements with a focus on teaching, learning and assessment.
- Continue to develop all children's leadership roles across the school.

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 school closure). **SCHOOL**

satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale. **ELC setting**

satisfactory

QI 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?

Strengths:

- Relationships across the school are caring and positive between staff and children and amongst children.
- Teachers use differentiation well, showing awareness of different levels of individual need within composite classes.
- Teachers use new resources well in technology and educational software to support children's learning. This enables teachers to remove barriers to learning and promote equity for all.
- Teachers are engaging in moderation activities with one another. This has led to a shared, deeper understanding of professional judgements within Curriculum for Excellence levels in literacy and numeracy.
- Pupils have a greater awareness of where they are in their learning. This has led the pupils to assess their own learning and identify their next steps.

- A wide variety of teaching approaches and strategies are employed to get the most from our learners. This ensures that pupils' needs are met through differentiating lessons, making them relevant and meaningful.
- Learners experience activities which are varied, differentiated, active and provide effective support and challenge. This means that teachers and ELC staff are planning experiences that are suited to the current needs of the children as well as building on prior knowledge and skills.
- Progress is measured against success criteria at appropriate points in the lesson using a range of AifL methods and questioning strategies to support the improvement of pupils' learning meaning pupils know their next steps in learning.
- Staff use observation and assessment information to identify development needs of individual learners.
- Key Assessment Tasks (KATs) and learning conversations are used effectively to determine pupil understanding and engage pupils in reflecting on their own progress across Curriculum for Excellence.
- KATs offer a greater opportunity to assess other areas across curriculum through IDL.
- Pupils are now involved in the planning stage of KATs therefore IDLs are more meaningful, relevant and personalised.
- Pupils who require additional support have their needs met very well; barriers to learning removed and/or significantly reduced, ensuring equity for all.
- Staff who use Heinemann Active Maths (HAM) observe it is as having a positive impact on pupil engagement across numeracy therefore pupils making progress in attainment.
- Staff are making good use of the assessments within HAM, comparing pre-assessment and post assessment results to track and monitor progress.
- Class teachers use monitoring and tracking documents to ensure pupils are progressing across the Curriculum to ensure staff plan effectively to meet the needs of all the children.
- Teachers are positive about their approaches to planning and are developing learning.
- Support staff are deployed effectively to assist individual children as well as groups and specific classes enabling pupils to get support to access learning.
- Close working with schools within Tain ASG; a clear focus on the development of one of the core areas of the Curriculum, shaping progression for all pupils as well as sharing standards.

Question 2

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

- Bi-annual Head Teacher observations.
- Frequent communication amongst staff - sharing good practice and strategies.
- Staff very aware of pupils' needs to ensure learning and teaching is differentiated.
- Transition meetings for pupils - ELC to P1; class to class; P7 to S1; all staff aware are of pupils' needs.
- Staff attendance at Child's Plan Meetings.
- Completed All About Me documents for pupils who have ASN.
- Frequent conversations with ASNT.
- Pastoral notes / chronologies.
- Good communication with all parents.
- Skills displayed in classrooms; referred to throughout lessons.
- Recording of learning intentions in some teacher's planners.
- Recording of monitoring and tracking data.
- Pupil Profiles including Key Assessment Tasks.
- Learning conversations with all pupils.
- Assessment information informing teachers of attainment.
- Pupil voice.
- Parental feedback.
- Record of child's plan and intervention meetings with ASNT(s) and PSAs.
- Parents feeding back that they had had enough communication so didn't require a Parent's Evenings.

Question 3

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

- Ensure children are involved in planning learning experiences. Teachers share the purpose of learning with the children and discuss and agree with them how the learning will be successful.
- ELC staff to use and embed Words Up techniques and strategies
- Through continuing use of learning conversations alongside KATs, pupils will become more aware of the skills they are developing and how to improve their work.
- Review, analyse and discuss Scottish National Standardised Assessments to support teacher's professional judgements of children's achievement of Curriculum for Excellence levels as well as identifying next steps in their learning.
- Produce a structured approach to assessment and moderation overview for the session (calendar for the session).

- Create an assessment and moderation policy.
- Develop systems to track learners' progress and achievement in line with National guidance to provide robust evidence of standards of achievement across all curriculum areas.
- Embed Pupil Profiles on Seesaw (August 2022) - buy iPad (Chrometables) for each class and ELC to enable pupils to take ownership of their own learning.
- Staff will use Q cards (all teachers to have a copy and display in classrooms) to enhance learning conversations.
- ELC staff to use and embed Words Up approaches and strategies.
- Maintain outdoor learning opportunities for all

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 school closure). **SCHOOL**

satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale. **ELC setting**

satisfactory

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?

Strengths:

- All staff know their pupils very well and ensure that learning experiences and/or activities are matched to their needs.
- Curriculum rationale is reviewed and updated, reflecting Local and National priorities and/or interests of our pupils, identifying opportunities for personalisation and choice.
- Elaborated curriculums are put into place for school and ELC pupils who have significant and/or complex additional needs, promoting equity and aiming to raise attainment for all young people.
- Approaches to profiling; developing pupils' awareness of themselves as learners and supporting them to recognise the skills for learning, life and work they are developing in school and the ELC to inform the planning of future learning.
- Teaching and ELC staff work well alongside parents/carers, and all relevant partner agencies, to ensure potentially vulnerable pupils are identified and supported appropriately at all stages including transition.
- Pupil Support Assistants and the Additional Support Needs Teacher play a significant role in supporting individuals and groups of children to reach their learning targets.
- Quick identification of those in need of additional support.
- Teachers monitor and track pupils' progress data on a regular basis, allowing interventions to be put in place at the earliest possible time, removing any potential barriers to learning.

Question 2

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

- Working Time Agreement
- Record of meetings (staff meetings, attainment meetings, ASG meetings)
- Skills for Learning, Life and Work, Four contexts for Learning, Responsibility of All areas and success criteria in line with progression frameworks and Benchmarks
- Seemis
- Monitoring and tracking data
- Records of using external experts and agencies
- Chronologies
- Child's Plans including Action Plans
- All About Me documents for pupils
- Parents readily approach staff to discuss concerns and worries

Question 3

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

- Continue to develop our pedagogical knowledge in relation to additional support needs; all staff to attend all relevant/appropriate training.
- Create a robust tracking and monitoring of pupils who have additional support needs (yearly calendar).
- Track pupils' skills and wider achievements in Pupil Profiles (Seesaw).
- Invite further engagement of parents via reporting of pupils' progress; communication between learners, families and school to help build a better understanding of where children are in their learning.
- Use Wellbeing Webs at the beginning of term 1/term 4 to assist with tracking and monitoring of HWB levels. Surveys will also provide evidence for next steps in planning HWB lessons at primary/stage levels as well as highlighting any individual issues.
- Emotional check-ins with all pupils.
- Review SHANARRI planning and interventions.
- Attendance monitoring.

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 school closure). **SCHOOL**

good

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale. **ELC setting**

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?

Strengths:

- Well-established culture of high expectations for all our pupils and aim to raise achievement for all.
- Staff understand their role and responsibility in supporting pupils' literacy, numeracy and health and well-being.
- Effective use of assessment evidence informs teacher judgements; these are used to communicate progress as well as monitor and tracking data.
- Appropriate additional support put in place to remove any barriers to learning and improve outcomes for all pupils.
- Explicit links between skills used in class and tasks completed to skills for learning, life and work.
- KATs indicating pupils' progress and identifying next steps in their own learning; continuous conversations about progress over time; mid-way check through KATs.
- ASNT monitors actions from Child's Plans and discusses with HT and class teacher(s) to ensure meeting needs.
- Close partnership working between HT/ASNT and external agencies to ensure meeting individual and/or family needs.

Question 2

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

- Attainment data
- Tracking and monitoring overviews
- Teachers' assessment data
- Records of meetings regarding attainment / ASN
- Child's Action Plans
- Records of meeting with external

Question 3

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

- Create an assessment and tracking system to ensure that children receive appropriate interventions at the right time to maximise their attainment including best use of our Pupil Equity Funding.
- Head Teacher and other school staff to monitor the learning progress of individual children and groups of children with shared characteristics.
- Staff and EYPs working at Early Level to review Emerging Literacy training termly.
- Analysis of Development Overviews at the end of the session to aid planning and meeting needs of all pupils.
- Continue to ensure all staff engage with professional dialogue to analyse data to improve outcomes for learners.
- In light of SNSA data and other relevant assessments, continue to track attainment over time and reflect on next steps to ensure progress and/or identify support required.
- Continue to look outwards and research approaches used in other schools to lower lateness and absence figures.
- Transition - discussion about data will ensure transition experiences are well planned, meaningful and relevant.
- Empowerment - improvement group (how to improve their learning experiences).
- Tracking curriculum overview to ensure pupils are making progress and identify those who are not.
- Communicate our attainment data with all stakeholders.
- Continue to work with parents to enhance opportunities in skills for learning, life and work.

Our current evaluation of this QI using the <i>How good is our school?</i> (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure). SCHOOL	satisfactory
Our current evaluation of this QI using the <i>How good is our early learning and childcare?</i> six-point scale. ELC setting	satisfactory

KEY THEME QI 2.2 Curriculum	Theme 3 (HGIOS?4) <ul style="list-style-type: none"> • Learning pathways Theme 3 (HGIOELC?) <ul style="list-style-type: none"> • Learning and development pathways
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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?

Strengths:

- Children experience a broad curriculum.
- The curriculum outlines a helpful overview of literacy and numeracy skills, and highlights opportunities to develop higher order thinking skills. This ensures that tasks maximise opportunities to develop literacy and numeracy skills in a progressive way and higher attaining children are appropriately challenged.
- Introduction of planned opportunities for outdoor learning allow children to be creative and reinforce their understanding of learning concepts.
- Collaborative working across the ASG to ensure continuity from P7 to S1.
- Children with identified additional support needs and those who are vulnerable, experience-enhanced transition which helps them to settle well in primary and secondary school and ensures secondary are aware of support/strategies required.
- More focused IDLs through High Quality Assessment.
- Individualised/enhanced curriculum for pupils who have ASN.
- Digital Technologies are used effectively by staff to enhance teaching and learning.
- Taking learning opportunities outside.

Question 2

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

- Vision, Values and Aims displayed and discussed during assemblies
- Assessment data used to identify progressions through the Curriculum
- Forward planning to ensure we are meeting the needs and offering a meaningful curriculum and planned learning experiences
- Staff meeting records
- Skills are evidenced through planning
- Pupil learning conversations and pupils' profiles
- Skills displayed in all classrooms
- Some forward plans evidence outdoor learning
- IDL planning reflects opportunities to apply learning in a variety of different contexts
- Teacher's professional dialogue shows increasing understanding of, and use of digital literacy
- Curriculum
- HQAs

Question 3

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

- Review our curriculum/planning cycle to ensure reflects the context of the school and meets the needs of our learners.
- Increase personalisation and choice within the curriculum through revisiting curriculum overview and pathways if necessary.
- Focus upon benchmarks and the moderation of achievement of a level within literacy and numeracy.
- Use assessment information to inform planning and next steps for each pupil.
- Identify learning pathways based on a dialogue with parents/pupils.
- Continue to develop links with DYW through the ASG project.

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?

Strengths:

- Parent Council meetings are held to discuss school matters and priorities.
- We continue to identify partners within the action plan for future school improvement priorities
- Open afternoons for all parents allow opportunities to build positive relationships.
- Increased opportunity for Stay and Play sessions for all parents of ELC pupils.
- Increased transition activities; termly planner with parent sessions to disseminate relevant information.
- Parental feedback through questionnaires.
- We work well in collaboration with other agencies to identify those at risk and ensure appropriate support in put in place.
- Working alongside the Seaboard Hall broadens the pupils' learning experiences and instils pride in the place they live.
- Active Schools work alongside the school to promote leadership opportunities for pupils.

Question 2

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

- Parent Council meetings notes
- Parental feedback
- Parent's Meetings biannually
- Questionnaires
- Class Termly Overviews show any partner(s) involvement in learning
- Working Time Agreement
- Parent volunteers
- Seesaw
- Observations
- Learning conversations
- Child's plan actions

Question 3

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

- Continue to build on partnership with the Parent Council through regular meetings.
- Continue to seek how to increase our work with a variety of different partnerships.

- Continue to seek ways to receive feedback in relation to parental engagement through questionnaires and surveys.
- Return of face-to-face meetings with parents in school and the ELC.