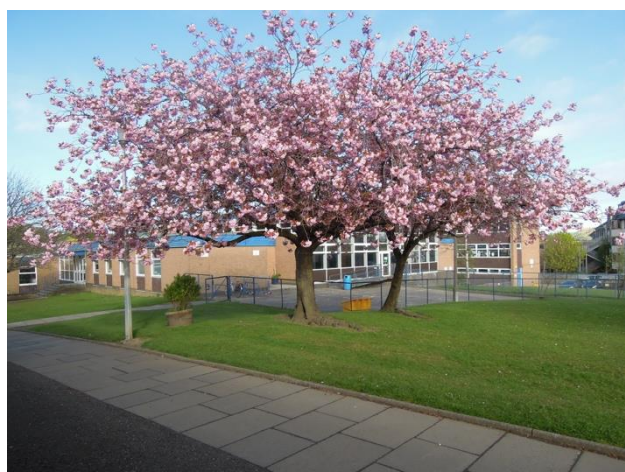


Standards and Quality Report

Davidson's Mains Primary School



Standards and Quality Report for session: 2022-2023



Context Of The School

Davidson's Mains Primary is a non-denominational school situated within the Royal High School catchment area in the north west of Edinburgh. The current school is built on the site of the old village school and is situated in large grounds consisting of grass, woodland and some tarmac areas.

A brand new nursery was opened in August 2018. In the main building there is a large double-sized gym hall, used for lunches, assemblies and PE, a Library, a Nurture space, music room and additional GP space. The current school roll for Primary 1-7 classes is 521 and they are formed into 18 classes.

The Head Teacher has no class commitment. There are currently two Depute Head Teachers, one Principal Teacher, 1.28 FTE Support for Learning Teachers, two specialist PE teachers (shared with Cramond Primary School) and Instrumental Tutors for brass and strings. The Support Staff comprises 16 Pupil Support Assistants, an EYP in Primary 1, a Pupil Support Officer, a Clerical Assistant, an Administrator, a Business Manager and a Service Support Officer. The school has an onsite kitchen, providing nutritious meals for both the school and Cramond Primary School. The session 2022 has seen 2 members of staff on career breaks.

The school and nursery were last inspected by HMIE in March 2019, being graded good for learning, teaching and assessment and raising attainment and achievement (school) and securing children's progress (nursery). The full reports can be downloaded from

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=2324>

At Davidson's Mains our **Vision** is: '**To learn, to believe, to achieve.**'

At the heart of everything are the **Values** we teach and develop: **Honesty, Kindness, Courage and Creativity.**

These are encompassed by our updated **School Aims**:

'We aim to provide a supportive and inclusive environment where everyone celebrates success and inspires each other to achieve their best.'

Q1 1.3 Leadership of Change: developing a shared vision, values and aims relevant to the school and its community; strategic planning for continuous improvement; implementing improvement and change

What have we done?

Developing a shared vision, values and aims relevant to the school and its community

- Embedded the new Vision and Values (Session 2021-22) through community building activities at the start of the session, ongoing focus in class and themed assemblies across the year
- Engaged families and staff in creating a new Aims Statement for the school, based on our Vision and Values: encouraged all in the school community (pupils, staff and families) to vote on a shortlist of three.

Strategic planning for continuous improvement

The post inspection follow through visit in May 2023 shared progress on the following next steps from the HMIE Inspection in May 2019:

- Continuing to improve the consistency of learning, teaching and assessment across the school. This was to include the development of approaches to assessing children's progress in learning
- Developing a whole school system for monitoring and tracking children's progress to ensuring they are appropriately supported and challenged in their learning
- Developing a shared strategy for raising attainment across the school.

Implementing improvement and change

- Working parties established to lead on key aspects of the School Improvement Plan: Pedagogy/Digital, Writing, Equalities, Developing Young Workforce– all created own 'plan on a page' to set outcomes and measure progress
- Pupil Groups supported with the wider life of the school: Pupil Council, Equity Group, Equalities Group, Rights Respecting Schools Group, Health & Wellbeing Group
- Established adult Equity Group, involving staff and parents, to focus on reducing the Cost of the School Day for our families
- Operational calendar of events, quality assurance calendar, Working Time Agreement, collegiate meeting schedule all agreed at outset of year and adapted responsively.

How well are we doing? What's working well for our learners?

- Pedagogy/digital group: planned and led teacher in-house and Learning Community collegiate sessions ('CAT sessions') focussed on Formative Assessment for Learning approaches, including
 - Consulted with teachers on the format for shared classroom practice ('SCP') visits
 - Organised SCP visits within school and to other schools in the Learning Community and across Edinburgh
 - Involved the Head Boy and Head Girl in SCP visits
 - Provided 1:1 feedback following SCP visits, collated feedback from all visits to identify strengths and development needs to inform next steps
- The Pupil Equity Group considered the impact of poverty on families and took the following actions
 - Edinburgh Foodbank and essentials collections (October/December/May)
 - Shoe bank appeal and swap (October)
 - Winter jumper exchange (December)
 - 'Need a coat, take a coat' initiative (October/November) – this included a generous donation of winter jackets from the wider community, organised by a parent

- Spare PE kits for all P1-P7 classes, securing funding from the Parent Staff Association (March)
- Writing to Edinburgh Leisure pools requesting swimming caps and goggles
- The follow through inspection team recognised that the School's strategy for raising attainment was centred on
 - A continued focus on consistent high-quality learning and teaching
 - Teacher empowerment and leadership
 - Whole school attainment and wider achievement monitoring and tracking

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

- Teachers leading improvements to pedagogy, including SCP visits, has engaged and motivated teachers to reflect on and adopt improvements to their practice (thereby having a positive impact on learners). In particular teachers have found SCP visits to be:
 - Constructive rather than judgmental
 - Less pressured than being formally observed
 - Short and focused on the learning methods and children's learning experiences
 - Supportive, having both senior leadership and peers, to get a more balanced perspective
 - Personal and provided helpful feedback that staff could work with, moving forward.
- Attainment data – see under 3.2 below

What are you going to do now? What are your next improvement priorities in this area?

- ***Having established a clear Vision, Values and Aims, work with the whole school community to create an updated Curriculum Rationale for the School***
- ***Continue to develop leadership at all levels. In particular the Learning Community Pedagogy group to lead collaborative work to improve learning and teaching across the Learning Community (focus on differentiation, pace and challenge)***
- Continue to build meaningful, relevant pupil groups to lead on and contribute to the wider life of the school

How would you evaluate this QI using the HGIOS 4?	4
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QI 2.3: Learning, Teaching and Assessment: learning and engagement; quality of teaching; effective use of assessment; planning, tracking & monitoring – including evaluative comment on progress made within the Teachers' Charter

What have we done?

Learning and Engagement

- All pupils across Second Level (P5-7) provided with 1:1 ipads
- Focus on community building and creating a positive, nurturing classroom environment at the outset of the year
- Pupil groups continued to provide input into the wider life of the school
- Bonus ball discussions used to celebrate children's success and gauge pupil feedback on their learning experiences
- Developing an agile learning space in Primary 7

Quality of Teaching

- Learning Community-wide focus on pedagogy (FAFL)
- Training offered to most Pupil Support Assistants in how to support with FAFL strategies in class
- Teachers and Senior Leadership Team carried out joint Shared Classroom Practice visits, providing 1:1 feedback to all participants
- Writing working party led teacher professional development sessions ('CAT') on approaches to engaging, motivating and supporting learners in aspects of writing. Teachers shared impact on their learning and identified next steps for their practice at a follow-up CAT session
- 1 x Support for Learning teacher trained in Fresh Start and Read Write Inc. interventions
- Lesson study lite undertaken by the majority of teachers within their stages during term 2
- P1 EYP appointed
- All teachers have engaged with Edinburgh Learns Teacher Charter training. The majority have now completed all 4 training modules.

Effective use of Assessment

- Assessment Position paper drafted and shared with teaching staff
- Used the Leuven Scale to track pupil engagement as part of attainment/tracking meeting discussions
- Cold writing assessments trialled to assess progress in writing
- New format of Learning Conversation Report introduced to reflect parental feedback from Session 2021/22

Planning, Tracking & Monitoring

- Set out expectations for forward planning and curricular coverage at August In Service/CAT session
- Introduced a wider achievement tracker
- More robust cold writing tracker introduced
- Audit of classroom environment using the CIRCLE document and school created classroom environment essentials list (eg. Visual timetable, class charter etc.)
- Continued to develop staff skills in data analysis, through training and ongoing professional dialogue in stages and at class attainment/tracking meetings
- Refined Curriculum for Excellence tracker to incorporate demographic data about individuals and Leuven Scale monitoring of engagement
- Agreed expectations for the teaching of Handwriting across the school

How well are we doing? What's working well for our learners?

- Almost all teaching staff engaged with Edinburgh Learns 'Using Data' professional learning
- Most teaching staff adapted and adopted approaches to ensure writing lessons were engaging, motivating and challenging children in writing
- Wider achievement tracker used to identify learners not engaging in other activities and target them for opportunities (active schools, craft club, coding club)
- Most staff at Second Level are demonstrating increased confidence in using a wide range of digital skills and techniques to enhance teaching and learning
- The Learning Conversation Report format has allowed for more in depth, personalised jargon-free reporting on each child's learning, progress and next steps. Writing up to 4 reports per week over a 9 week rolling period has allowed the teacher 1:1 time with each learner, so that their voice is an integral part of the learning conversation. Parental feedback has been almost universally positive
- Focus on development of cursive handwriting skills, most notably from Primary 2 to Primary 5. Most parents who provided written feedback at House Coffee mornings commented positively on improvements in their child's handwriting.

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

- Most staff demonstrated increased confidence in intersecting a variety of data when discussing individual learners, leading to better identification of supports and strategies needed
- Anecdotal/observational data at Second Level show that most pupils are demonstrating increasing confidence in a range of IT skills using their ipads
- Analysis of pupils' cold writing assessments, enabled most teachers to plan appropriate interventions to support progress; this has had a positive impact on progress for the majority of learners (shown in attainment tracking, evidence in jotters and feedback from pupils)
- Approximately one third of learners across P4-P7 took part in bonus ball discussions across this session; of these:
 - most identified their writing as something they were most proud of
 - almost half of these were able to explain what they had done to improve their writing
 - a few children talked about how the Zones of Regulation helped them to identify how they were feeling each day and the strategies they could use to feel calm and ready to learn
- Collated feedback from Shared Classroom Practice ('SCP') visits, show the following positives
 - In almost all classes
 - Learners were engaged
 - Talk partners were used effectively
 - Learning intentions were visible
 - Teacher check-ins supported pupils
 - In most classes, there was evidence of
 - Challenge
 - Links made to prior learning and retrieval practice
 - Differentiation (with many good resources and a variety of tasks)
 - Effective questioning
 - In the majority of classes
 - Good examples ('What a good one looks like' or 'WAGOLL') were used as models for pupils
 - Teachers had a 'no hands up' approach to ensure all learners were actively engaged (eg by using lolly sticks)
 - Success criteria were used (in some cases, these were co-constructed with the learners)
 - Pupils were able to explain their learning.

- Additional feedback from SCP visits showed that almost all classes demonstrated positive teacher/pupil relationships, well-established routines, a supportive and welcoming environment and a variety of tasks and opportunities for learners to lead their learning. Displays of learning (eg. floor books and learning walls), visual reminders and supports were noted in most classes
- Jotter monitoring shows that most pupils at Primary 3 to 5 have made improvements to handwriting
- The Authority Post Inspection follow through team, noted the following strengths:
 - Engaged learners
 - Articulate children who were able to talk about their learning
 - Good use of digital technologies at P6 and P7, including as an assessment tool
 - The positive feedback from pupils about the Learning Conversations
 - The P7 agile learning environment and approach.

What are you going to do now? What are your next improvement priorities in this area?

- ***Continue to develop teacher led improvements to pedagogy, through a Learning Community-wide approach, together with in-house focus at CAT sessions, as basis for Shared Classroom Practice and Lesson Study focus – focus on differentiation, pace and challenge (including Play in P1)***
- ***Review Social Studies programme of study and progressions as part of refreshed Curriculum Rationale work, to reflect the Equalities and Learning for Sustainability agenda***
- Update/revise the cold writing assessment trackers to better reflect progress across stages
- Provide training for more PSAs to support pupils with learning in Literacy and Numeracy

How would you evaluate this QI using the HGIOS 4?

4

QI 3.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing, Fulfilment of Statutory Duties, Inclusion and Equality – *Including Leadership for Equity and The Promise*

What have we done?

Wellbeing

- Introduced Zones of Regulation to support children's wellbeing
- Focused on creating positive relationships through our updated Better Relationships, Better Learning, Better Behaviour Policy
- Staff training and professional discussion on relational practice and managing behaviours of concerns with pupils (PSAs and teachers)
- Continued to implement the national Relationships Sexual Health and Parenthood programme, including running a parents' information session
- Encouraged wider participation in the Daily Mile
- Continued to provide Let's Introduce Anxiety Management to identified children

Fulfilment of Statutory Duties

We have continued to review and improve our systems for tracking, sharing and maintaining information about all our young people to ensure effective partnership working and GDPR compliance, to improve outcomes for learners who are currently/previously care experienced (15, including 2 currently Looked After), young carers (1), and living in poverty (30 in Quintile 1) and in receipt of Free School Meals (31).

Inclusion and Equality

Attendance:

- Attendance policy, tracking and monitoring processes embedded
- PSO and DHT led approach to ensure robust tracking and planning of interventions
- Pupils with attendance < 90% robustly tracked (weekly/monthly)
- Worked with Learning Community on Attendance Summary: 'Every Day Counts'
- Individual attendance data summary sent via parentmail to every family at the end of Term 3 (March) and in Term 4 (end of May)
- Detailed attendance summary provided to families of identified pupils (<90%) during Parents' Consultations in March
- Friday afternoon club for pupils who have a pattern of non-attendance on Friday mornings

Children's Rights

Teacher led pupil group continued to raise awareness of Children's Rights, including:

- contributing across the year to our Building Resilience assemblies
- updating the Playground Charter and signs around the School and creating lanyards for Pupil Support Assistants
- conducting an audit and pulling together the submission for the Rights Respecting Schools Award (Bronze level)

How well are we doing? What's working well for our learners?

Attendance

- Individual phonecalls to target families
- Individual attendance summaries
- Supporting individuals who struggle to come into school in the morning, including accompanying one pupil and his parent from home, providing nurture time with a pupil and supporting others during 'smart start' in class

All classes being taught the RSHP programme.

LIAM

- Almost all parents reported a positive and noticeable change in their child's ability to manage their anxiety and to cope in situations where previously they had been struggling. They also reported that the strategies and tools were useful and being used by their child and the family

The Authority Post Inspection Follow through team identified the following strengths in our School:

- the quality of relationships (adults and children)
- the positive ethos
- our approaches to inclusion.

Discover: we have recommended 26 families to the Discover programme since October 2022.

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

Attendance

- Authority wide figures show pupil attendance <85% has declined from 6.1% (32 pupils) in September 2022 to 3.2% (17 pupils) by May 2023
- All primary schools in the Royal High Cluster have met local authority attendance targets, with an average of 4.6% of pupils with attendance below 85%
- Following interventions (phonecalls by DHT/PSO, CPMs, individual attendance summaries) with 11 children, the attendance of 8 (72%) children, has improved
- 20 out of 26 of our PEF cohort who were in our school last session have improved their attendance in school this session:
 - 14 out of the 20 children increased their attendance in the range 1-10%,
 - 6 children's attendance increased by more than 10%
- All the children going to our Friday club have improved their Friday in school attendance.

The School has secured the Rights Respecting Schools Bronze Award.

What are you going to do now? What are your next improvement priorities in this area?

- Continue to embed relational practice within our School
- Track Care Experienced pupils as a separate cohort (from PEF, as currently) to ensure learning needs are fully met and they benefit from wider achievement opportunities
- ***Work with the Learning Community towards the Digital Schools Wellbeing Award***

How would you evaluate this QI using the HGIOS 4?

4

QI 3.2 Raising Attainment and Achievement Attainment in Literacy and Numeracy, Attainment over Time, Overall Quality of Learners' Achievement, Equity for All Learners - Including progress made on Stretch Aims

What have we done?

Attainment in Literacy and Numeracy

- All P1-P7 pupils tracked at an individual level in Literacy, Numeracy, Health & Wellbeing, Curriculum for Excellence Levels across the year
- Cold writing tracking being used across the school
- Data includes tracking of pupils with Additional Support Needs, Care Experienced, those living in areas of deprivation, English as Additional Language pupils, together with individuals known to us
- Termly tracking and attainment meetings with teachers and departmental leads (Senior Leadership Team 'SLT') – data gathered and shared with SfL team
- Regular Support for Learning/SLT meeting to identify learners in need of support (prioritising Literacy support in session 2022/23)
- Parent helpers recruited and provided with training to support reading with individuals and small groups

Attainment over time

- All P1-7 pupil attainment in Literacy, Numeracy, Health & Wellbeing tracked over time – due to the Covid pandemic, no Curriculum for Excellence data or National Standardised data was collected for session 19/20 for the current P4 and P7 classes from which to draw long term comparisons. However, in house tracking for current P4 and P7 pupils from session 2021/2022, shows that P7 and P4 pupils have improved in all areas of literacy (listening & talking, reading, writing) and numeracy.

Overall Quality of learners' achievement

- Wider achievement tracker introduced
- Active Schools Programme fully re-instated following the pandemic
- Lunchtime Coding Club set up for P6 and P7 learners by class teachers
- Lunchtime drama club for P5 pupils
- After school fitness class for P3 and P4-7 pupils run by two class teachers

Equity for all learners

- Stretch aims set for combined P1, P4 and P7 learners. It should be noted that as there is a total of 18 pupils in Quintile 1 (Scottish Index of Multiple Deprivation 1 & 2) compared to 173 pupils in Quintile 5, the validity of this data is not statistically valid
- The Pupil Equity Group have worked to address Cost of the School Day challenges faced by families (see under QI 1.3 above), as have the Parent and Staff Equity Group (see under QI 2.7 below)
- PEF funding has been used for
 - a full-time permanent Pupil Support Officer, whose remit has included promoting attendance, supporting identified children in class and providing 'Let's Introduce Anxiety Management' ('LIAM') to identified children

- to fund a Craft Club in Terms 2 and 3 for PEF pupils not otherwise accessing wider achievement opportunities

How well are we doing? What's working well for our learners?

- The Support for Learning team have used data to plan and deliver in class support and small group interventions in spelling, reading and writing, including the Fresh Start programme (at P5 and P6)
- Class teachers using data from cold writing assessments to inform next steps for individuals, groups and whole class teaching
- Individual class Curriculum for Excellence tracking data shared with teachers as part of transition at start/end of session

Wider Achievement

- 30 children from our equity cohort have attended Active Schools sessions across the school year;
- Craft Club: 14 children from our equity cohort have attended the Craft Club after school across two groups (P5 & P4).

Our Pupil Support Officer has provided support with learning to 21 children from our equity cohort, primarily targeted at reading.

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

Attainment

Levels of attainment in the Broad General Education (Curriculum for Excellence) were achieved as follows:

- By almost all learners in Numeracy and most learners in Literacy in Primary 1
- By most learners in Numeracy and Literacy in Primary 4
- By most learners in Numeracy and Literacy in Primary 7

In terms of National Standardised Assessments, attainment results continue to provide a positive picture:

- In Primary 1 the percentage of learners meeting expected levels or above was
 - 100% in Numeracy
 - 99% in Literacy
- In Primary 4, the percentage of learners meeting expected levels or above was
 - 98% in Numeracy
 - 92% in Writing
 - 90% in Reading
- In Primary 7, the percentage of learners meeting expected levels or above was
 - 97% in Numeracy
 - 95% in Writing
 - 97% in Reading

Anecdotal evidence (observations, feedback), indicate that equity cohort children who have taken part in

- Active Schools opportunities have shown greater levels of engagement and enjoyment in physical activity
- Craft club, have improved their fine motor skills and shown improved social skills when interacting with peers.

What are you going to do now? What are your next improvement priorities in this area?

- Continue to work towards consistency in forward planning, to ensure breadth, coverage, pace and challenge – set out expectations in a Forward Planning position paper
- Finalise assessment position paper
- Ensure tracking and monitoring calendar is more robust, allows time for professional dialogue and input from the team around each child/class (teacher, support for learning, departmental lead) and timetabled opportunities for stage and whole school moderation of standards

How would you evaluate this QI using the HGIOS 4?

4

QI 2.2 Curriculum: Theme 2 Learning Pathways

What have we done?

Developing the Young Workforce (DYW)

This year staff focused on using the language of skills within their classroom practice. This included:

- Training delivered to all staff on work-based skills at an in-service day
- An audit to identify training needs to inform next steps after the in-service day.
- Staff being provided with skills posters to display and use.
- Skills mapping across all stages
- Planning for a focus week in term 4, including identifying contacts and staff creating their own skills profile which was shared with pupils at a launch assembly
- Focus week with sessions involving parents, local community contacts and businesses speaking to classes. This included guest speakers from Skills Development Scotland and Police Scotland.

Equalities focus:

- Surveyed staff to gauge confidence with equalities, focused on anti-racism and decolonising the curriculum
- Staff training on racism, understanding approaches to decolonising the curriculum and critical thinking within an anti-racist lens
- Equalities focus planned and delivered across all stages, using equalities themed books; displays around the school and sharing the learning assembly
- Pupil equalities group planned and led assemblies (anti-bullying/Children's rights, LGBTQ+ history month, black history month, FASD awareness month)
- Interfaith roadshow for Primary 6 and 7

How well are we doing? What's working well for our learners?

- Whole school focus has ensured all children have had a specific equalities learning experience
- Most staff expressed increased confidence in planning and delivering equalities focused learning
- Pupils engaged enthusiastically in inter-faith roadshow
- The Developing Young Workforce week was well received by pupils, staff and parents, especially the coding and skills Scotland sessions. Parents have already offered to share next year, either at a focus week or when relevant to class topics.

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

- A few parents requested books and resources to support recent diagnoses of neurodiversity (following CPM discussion)
- When questioned, the majority of pupils were able to talk about their equalities work
- Pupil Equalities group demonstrated increased confidence sharing knowledge and understanding of equalities matters during the year
- Pupils showcased their learning following the interfaith roadshow – teacher evaluations indicated greater engagement during the sessions
- Following the DYW week, pupils fed back that they enjoyed learning about careers and skills development; pupils also reported that they had been made more aware of the different career options open to them.

What are you going to do now? What are your next improvement priorities in this area?

- ***Update our Curriculum Rationale in consultation with the whole school community to more closely reflect our own context and our commitment to inclusion, equalities, diversity and sustainability***
- ***Revise Social Subjects curriculum and progression to provide our learners with inspiring and motivating discrete subject based and inter-disciplinary learning experiences, enabling them to assume more active roles locally and globally in building a more inclusive, environmentally friendly and sustainable society***
- To facilitate more pupil engagement in DYW by having a pupil voice group involved in the planning of future focus weeks and helping to disseminate information to their classes.

How would you evaluate this QI using the HGIOS 4?	4
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QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)

What have we done?

Parent and Staff Equity group to address the Cost of the School Day. In particular, the group have:

- Created a School Equity Position Statement
- Used the parent network to reach out and offer support to families
- Reviewed and issued a Financial Support leaflet to all families
- Identified approaches to reducing costs on families:
 - Trialled a 'pay what you can' approach to school trips
 - Approved longer instalment payment plan for Benmore residentials – rolled out to current P5 families
 - Worked with the Parent Staff Association ('PSA') to
 - make entry to events by donation rather than charging a fee (school discos, May Fair)
 - move to a 'by donation' for Pre-loved uniform events
 - provided uniform packs for families as required
- Supported foodbank collections
- Proposed the establishment of a School Opportunities Fund (approved by the Parent Council).

Parent & Carer events fully reintroduced post Covid restrictions

- Meet the Teacher
- 3 x Share the Learning events
- 2 x in person Parents' Consultations
- 2 x House Coffee Mornings
- Sports days
- Relationships, Sexual Health and Parenthood drop in session
- Benmore Information Evening.

Weekly update by the Head Teacher to all families.

Twitter used to promote and highlight events.

Parent Council

- Agreed to provide funding to start a school 'Opportunities Fund'
- Have confirmed funding for further ipad purchase in session 2023/24

Parent Staff Association ('PSA') re-established a full calendar of events (Discos, Magic Show, Christmas Stall at the Davidson's Mains Christmas lights, May Fair).

Transition events for new P1 families, include a Parents' Information Session and two 'Pop in and Play' drop-in sessions for all new families and their child.

Parents set up a Library group to tidy and organise the Library on an ongoing basis.

Parent volunteers for trips and in school.

Raising Children with Confidence course ran in Term 4: 4 parents participated.

Reporting format was changed in response to parental feedback and work with a Parents' Group in 2021/22. A new Learning Conversation format was introduced this year. Feedback from almost all parents was positive: it was noted that the learning conversation was more personalised, constructive, celebrated achievement and kept the child at the centre.

How well are we doing? What's working well for our learners?

- Parents are starting to contribute to the School Opportunities Fund through ParentPay (by 31.05.23 at just over £600)
- PSA discos were donation only and no longer ticketed events
- PSA fundraising has subsidised all Primary 1 to 7 classes to attend this year's Imagine Children's Festival
- Regular team of parents carrying out ongoing sorting and tidying of the Library
- Parents attending the Raising Children with Confidence course all reported using some of the strategies they had learned to positive effect with their children.

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

- A few children who would otherwise not attend a ticketed event, attended the discos and May Fair
- Transition events for new families are well attended with the majority of families attending one or more events
- All classes visit the Library at least once per week; the majority of children are regularly borrowing books for pleasure. Pupil Council feedback from classes evidence how much the children value the library
- All parents on the Raising Children with Confidence course fed back that it had benefitted their approach to parenting, leaving them more confident and able to use a wider range of ideas and strategies to support their child.

What are you going to do now? What are your next improvement priorities in this area?

- ***Engage parents in Curriculum Rationale design***
- Build directory of parental skills and volunteers
- Encourage volunteers to work with support for learning team
- Raising Children with Confidence and Raising Teens with Confidence – run more sessions

How would you evaluate this QI using the HGIOS 4?

4