

**Standards and Quality Report 2018-19**

**School Name: St John’s Primary, Hamilton**

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| Context of the school: |
| St John’s Primary School is situated in Hamilton with a role of 309 children; 45 children are in supported classes and 264 are in mainstream classes. Our catchment area includes 21% of children in SIMD 1 and 2. This is slightly below the Scottish average of 26% of children living in poverty. In 2018-2019 we had 15% of children entitled to a free school meal.  With 15% of our role as ASN children we pride ourselves on the inclusive ethos which permeates all aspects of life in St John’s.  Our vision and values and commitment to equity and equality ensure that all children receive a welcoming, stable and secure learning environment in which to flourish.  Our school aim agreed upon by our Parent Focus Group is;  *Children staff and parents work together to ensure every child reaches their full potential and leaves with a smile due to the experience learning and support they have shared.*  *Our Values are;*  *R-reliable*  *E- enthusiastic*  *S-sharing*  *P-polite*  *E-effective*  *C-caring*  *T- team*  In May 2018 our Pupil Council organised a competition for a new school moto. The unanimous winner was:  *Practise like you’ve never won and perform like you’ve never lost*. This has been adopted by the whole school.  We have an increasing number of children with English as a second language. In session 2018-2019, 12% of our role was made up of children with English as a second or third language. This brings a new dynamic to the school with first hand experiences of lots of cultures and traditions- ranging from Bulgarian to Mandarin. |



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| Review of SIP progress session 2018/2019 |

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| Priority 1:  To further develop a culture of ongoing self-evaluation which leads to strategic improvements through teacher participation in Tapestry. | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | **National Improvement Framework Key Drivers**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information |
| HGIOS 4 QI: 2.3 Learning Teaching and Assessment  1.3 Leadership of change | |
| Progress and Impact:  This target has successfully led to a greater understanding of the wide varieties of approaches and strategies, which are effectively being used to improve attainment.  Almost all staff are more confident in school expectations and there is an effective and consistent approach across the school.  Across the school year, there has been a clear focus on monitoring and evaluating learning and teaching and attainment. From self-evaluation, teachers have effectively planned and implemented improvements for individuals, classes, departments and the whole school.  The systematic use of data has supported the effective analysis of groups of learners to plan successful interventions.  Almost all teachers have developed their understanding of the pedagogy to teach literacy and have begun to use the new methods in their own classes.  19/21 teachers have now engaged in training to increase their knowledge and understanding of how to teach active literacy and all SMT have actively engaged in training over the year.  Active engagement in SLC Tapestry Programme has promoted a culture of self-reflection and promoted professional dialogue and collegiate working to improve outcomes for learners.  Staff worked collaboratively to:   * identify good practice across the school * discuss what made these teaching approaches successful * collate examples of good practice * Implement new policies and SMT monitor impact and changes across classes, stages, and departments through forward plan dialogue meetings, tracking meetings, departmental meetings and CT Evenings.   From the above steps all staff have a shared understanding of expectations and their role in raising attainment for all learners.  Literacy and numeracy results have increased in comparison to previous session’s results, which can be attributed, in part, to the collegiate working of staff.  **Next Steps**:  Staff to further develop teacher understanding of pedagogy and the variety of teaching approaches which can be used to raise attainment and learner engagement through active involvement in the Tapestry Programme | |



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| Priority 2: To continue to foster an encouraging climate where pupil voice and confidence is paramount and further embed a Rights Respecting school ethos. | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | **National Improvement Framework Key Drivers**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information |
| HGIOS 4 QI: 1.1 Self-evaluation for self-improvement.  1.2 Leadership of learning | |
| Progress and Impact:  All staff actively and enthusiastically worked as a team to further develop children, parents and community understanding of Children’s Rights and Global Goals and from a UNICEF inspection the school has been awarded Gold Accreditation from RRSA.  100% of a learner focus group felt that learning about Children’s Rights had increased their knowledge of the world, global issues and how their actions can make a positive impact on their community and beyond.  The RRSA Accreditation Report stated the following:  It was evident that children’s rights are embedded across the school and underpin every facet of school life.  Particular strengths of the school include:  • Children had an excellent knowledge of individual articles and understanding of key rights concepts.  • A particularly impressive example in the Gym Hall Charter.  • Commitment of the SLT and the way that they have facilitated rights connections to so many aspects of school life.  • Excellent global dimension built into learning and carried over into superb campaigning work – there is a real sense of children as activists for social justice.  A large volume of evidence demonstrated the school’s active consideration of pupils’ physical, mental, social and emotional wellbeing. Staff use a recently reviewed Health and Wellbeing planner to ensure that relevant issues are being covered across stages. All have benefitted from nurture training and now utilise these approaches in class, as well as the existence of a dedicated nurture room (Rainbow Room) and sensory space; Ambassadors explained that these spaces were used by many children to ensure they received the support they needed. Children spoke of a wide range of supports available and of a varied selection of extra-curricular clubs and sports in which they could participate, in addition to their two sessions of Physical Education each week. The Sports Committee is actively involved in promoting opportunities and P7 pupils have been trained as sports leaders and will lead younger children in activities.  Next Steps:   * We will explore how the Convention and the language of rights can be used to ensure all school systems come from a common root when revising policies. * Continue to pursue opportunities for significant pupil involvement in whole school improvement, ensure pupils are able to make the connections between their input and the changes, which occur. * To build on the good model of talking teams to further develop child voice across all areas of school life. | |



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| Priority 3: To further develop innovative practices in active learning and outdoor play as part of the Health and Wellbeing and Literacy and Numeracy Programmes of study. | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | **National Improvement Framework Key Drivers**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information |
| HGIOS 4 QI: 3.3 Increasing creativity and employability. | |
| Progress and Impact:  The introduction of Loose Parts Play, Mud Kitchen and active play in the playground has encouraged learners to evaluate risks, take chances, experiment with unfamiliar surroundings and experience new challenges. Staff have supported learners to develop self-confidence and ensured that learners have made links to learning in the classroom. 100% of a learner focus group stated that they enjoyed the new play activities and used skills they had learned in class and at home.  Setting up the Primary 1 classroom to facilitate active learning has increased attainment in literacy and numeracy from previous year.  All staff participated, reflected on own practice and applied principles of nurture in own setting.  The development of Nurturing Approaches across the whole school and a standard language adopted by all staff has provided consistency and a reliable and predictable environment for all learners.  90% of a learner focus group stated that they felt the introduction of a common language allowed them to understand what was happening in the school and that everyone was treated fairly.  Next Steps:   * Further work on supporting children’s individual needs will continue to be developed. * Continue to develop Growth Mindset philosophy and embed this throughout the school * Build on good practice established for outdoor play. | |



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| **Interventions and progress towards closing the poverty-related attainment gap 2018-19** |
| ***Intervention 1***  ***Literacy***  ***To develop a shared and consistent approach to the teaching of literacy through active strategies by increasing the opportunities for active learning across literacy we aim to reduce the poverty related attainment gap by 5% for mainstream-targeted pupils.***  Staff confidence in using active approaches and new resources has increased.  Staff training ongoing with teachers trained in different levels/stages for following session.  Rise in attainment for targeted pupils in reading and spelling.  All targeted pupils increased spelling scores by an average of 6 months. Range of 0.1-1.6 years across the group.  18% of targeted group have now attained age appropriate scores for spelling in June 19 compared to only 5.8% in January 19. An increase in attainment of 12.2% of targeted pupils attaining appropriate CFE levels.  All but 1 pupil increased reading scores by an average of 1 year 3 months. Range of 0.5- 4.4 years across the group. 64% of targeted group have now attained age appropriate scores for reading in June 19 compared to only 14% in January 19. An increase of 50% of targeted pupils attaining appropriate CFE levels.  Gap between 2 categories closed by 1.4% for writing and 0.2% for reading from progress overtime data.  Self-evaluation of reading completed and action points clearly identified for next session. All pupils PM benchmarked or assessed using NGRT to provide baseline to assess further progress in session 19-20. |
| **Intervention 2**  **Health and Wellbeing**  ***To establish a nurturing approach throughout the school and to provide a personalised approach to raising confidence, engagement and wellbeing through the setting up of a nurturing classroom.***  Nurturing approaches adopted in all classrooms.  A consistent language being used in all classrooms to engage and motivate learners.  Due to a refund from previous years PEF money, the nurturing class was extended to include a Tuesday as well as Wednesday, allowing 72 children to benefit from attending over the session.  100% expressed that they felt secure in being able to identify emotions, triggers and could name appropriate ways to respond to different situations.  100% stated that they looked forward to coming to school on their day to attend nurturing classroom.  97% of parents responded to a questionnaire. 93% graded the nurturing approach and attending the nurturing classroom as a highly positive experience for their child.  All children demonstrated a higher awareness of their own emotional wellbeing. (Assessed through teacher observations, dialogue with child and classwork.)  Listening and talking class assessments showed that for the 72 learners there was an increase in their confidence and willingness to engage by 100%.  Of the 72 learners, 12% were in ASN classes and 7% have English as an additional language.  Overall, 74% of learners within the groups have attained the appropriate CFE level for Listening and Talking. |

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| **Intervention 3**  ***Numeracy***  ***To further develop the use of data from Sumdog to support teacher judgements and to increase motivation and engagement across the school for homework clubs and challenges.***  Sumdog consistently used at home and school.  Learners are highly motivated to complete challenges and participate in national competitions.  Staff confident in setting and using data from assessments to improve targeted support for learners.  Class assessment data now included in teacher judgements to provide additional insight into learner’s progress.  4 Afterschool clubs funded through PEF:  74% of pupils in SIMD 1 and 2 attended 1 club.  28% of pupils in SIMD 1 and 2 attended 2 clubs.  11% of pupils in SIMD 1 and 2 attended 3 or more clubs. |

* 1. **Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement – confirmed levels – 3 year trend).**
  2. **Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement – confirmed levels – 3 year trend).**

**1.3 Poverty-related attainment gap data**

The graphs show our whole school poverty-related attainment gap over time. This information is a collation of the % of children who are achieving expected CfE levels at stages P1, P4 and P7 according to teacher professional judgement.This data includes all of our ASN pupils as well as mainstream.

There is steady and increasing progress in **numeracy** with attainment increasing over the three-year period for both SIMD 1 and 2 and SIMD 3-10. In session, 2017-2018 there was a 16.25 % difference between the two categories. Both attainment figures for this session were above SLC average. With continued early intervention and targeted one to one support, we plan to continue to support learners to increase attainment. Over time the gap has closed by 1.8%.

In **writing** there is a significant increase in attainment over the three year period from session 2015-2016 to 2017-2018. In session 2017-2018, there was a gap of 23.59% between SIMD 1 and 2 compared to SIMD 3-10. Learners in SIMD 3-10 performed above SLC average and learners in SIMD 1 and 2 were 3.7% below SLC average. Over time the gap has closed by 1.4%.

In **reading** there is an increase in attainment over the three year period for both categories of learners. In 2017-2018 there was a dip for learners in SIMD 1 and 2 with a gap of 34.15%. Over time, there is an average gap of 28.86% between the two groups. Again, learners in SIMD 3-10 score above SLC average. This is where the smallest increase in closing the gap is at 0.2%.

**Listening and talking** again follows the trend and shows an increase in attainment across the three-year time span. On average, there is a gap of 19.78% when SIMD 1 and 2 and SIMD 3-10 are compared. Over time the gap has closed by 0.3%.

Currently the biggest gaps between SIMD 1and 2 and SIMD 3-10 are within literacy and we plan to address these differences through high quality staff training in active approaches to the teaching of literacy. We plan to adopt a whole school approach to the teaching of reading and writing, with the school enrolling in stage 2 of Active Literacy Pilot with SLC. Our stage-by-stage gap over time data reflects that the biggest gaps will be in Primary 2, 3 and 5 for session 2019-2020 and thus we will focus on these specific stages for next session.

There is a small difference between SIMD 1and 2 and SIMD 3-10 when looking at **attendance** of 3.2 %. We plan to continue to engage positively with parents/carers to provide support in closing this gap. The introduction of a Breakfast club in session 2018-2019 with 48% of attendees in SIMD 1 and 2 has provided a positive start to the day for children.

**Participation and engagement** has increased due to the increased variety and regularity of after school clubs on offer, some funded by PEF.

In session 2018-2019 there were 20 after school clubs on offer to a variety of age groups.

This is an increase of 5 clubs from the previous year.

We also offered 6 different lunchtime clubs to enable pupils who are transported to and from school to participate.

Due to the increase in the number of clubs and also the variety, attendance at after school clubs overall increased by 28% in session 2018-2019 from previous year.

74% of pupils in SIMD 1 and 2 attended 1 club.

28% of pupils in SIMD 1 and 2 attended 2 clubs.

11% of pupils in SIMD 1 and 2 attended 3 or more clubs.

We aim to build on this and offer a range of clubs at times, which suit parents and appeal to pupils.

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| **Achieving Excellence: Overall Progress towards National Improvement Framework Priorities**  **Session 2018-19** |
| **Use all available evidence (including data)**  **Literacy:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Progress** | **satisfactory** | **good** | **very good** | **excellent** | |  |  | **X** |  |  |   **Strengths**   * All staff have engaged in high quality professional learning in literacy. * The school has a consistent approach to the teaching of phonics, spelling and reading which has had a positive impact on literacy attainment. * Almost all learners are meeting appropriate levels and those who are not have Additional Support Plans to meet their individual requirements. * An increase in attainment can be seen in literacy for mainstream learners across a three-year period. * All our ASN learners have made appropriate progress, which is carefully tracked, and parents are fully informed of learning targets through ASPs and dialogue with staff.   **Next steps**   * Active participation in Phase Two of SLC literacy pilot. * Development of a whole school progressive writing programme.   **Numeracy:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Progress** | **satisfactory** | **good** | **very good** | **excellent** | |  |  | **X** |  |  |   **Strengths**   * Data shows that mainstream learners in Primary 1 and Primary 7 have performed above the National and South Lanarkshire average in numeracy. * Our data shows that 72% of mainstream learners in Primary 4 have attained the appropriate level. This is reflected in the number of learners who have support and individual targets set. * Creative and active teaching strategies have increased engagement and motivation across the school, with a learner focus group stating that learner confidence had increased since active strategies were implemented.     **Next steps**   * Continue to further develop creative and active approaches. * Data from 18/19 shows a dip in attainment in the middle of the school and this will be a key priority to be addressed through our Teaching and Learning and Raising Attainment priorities. * To develop more planners and resources for learners who have successfully attained second level numeracy.   **Health and Wellbeing**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Progress** | **satisfactory** | **good** | **very good** | **excellent** | |  |  |  | **X** |  |   **Strengths**   * RRSA Accreditation for Gold in April 2019. * Strong inclusive climate where equity and inclusion are paramount. * All staff engaged in high quality learning development to foster nurturing approaches to learning across the whole school. * Nurturing Classroom operates for 2 days per week, providing reinforcement of resilience and growth mindset teaching. * Pupil voice is a strong feature of the school with every learner engaged in a group working towards improving the experience of living in our community and attending our school.   **Next steps**   * We will explore how the Convention and the language of rights can be used to ensure all school systems come from a common root when revising policies. * Continue to pursue opportunities for significant pupil involvement in whole school improvement, ensure pupils are able to make the connections between their input and the changes, which occur.   **Employability Skills/Positive Destinations**   |  |  |  |  | | --- | --- | --- | --- | | **satisfactory** | **good** | **very good** | **excellent** | |  | **X** |  |  |   **Strengths**   * We have been awarded our Gold award for UNCR and, from this, learners have developed links within the community and across the country. * We have developed and enhanced a consistent programme across our school promoting World of Work, Safety, Community Events and Sporting Events. * We have developed greater opportunities for creativity and play across the school leading to a rise in confidence and engagement. * As part of our Learning Community Improvement Plan we have had a clear focus on transition to support leaners at different phases of their education.   **Next steps**   * We need to continue to build links within our community and further develop learners understanding of skills for learning, life and work across all stages. |



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| **Overall quality of our learners’ achievements**  **Highlights of session 2018-19** |
| The development of skills is essential to learning, helping our children to become  successful learners, confident individuals, responsible citizens and effective contributors. The  skills and attributes which learners develop provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential.  In session 18/19 we provided many opportunities for our learners to learn and develop these lifelong skills. Below are some of the highlights.   |  |  | | --- | --- | | ***Successful learners demonstrate:***   * *enthusiasm and motivation for learning* * *determination to reach high standards of achievement* * *openness to new thinking and ideas* | ***Confident individuals demonstrate:***   * *self-respect* * *a sense of physical, mental and emotional wellbeing* * *secure values and beliefs* | | *Some examples*   * Winning Hamilton Rotary Club School Quiz 2018, Runners up 2019 * Runners up for Hamilton Grammar Maths Challenge 2018, winners 2019 * STEM research through homework tasks * First Minister’s Reading Challenge | *Some examples*   * Participating in research with University of West of Scotland * Annual Nativity in Church * All learners actively participating in pupil voice groups * Sporting teams representing the school at a variety of tournaments throughout the session | | ***Responsible citizens demonstrate:***   * *respect for others* * *commitment to participate responsibly in political, economic, social and cultural life* | ***Effective contributors demonstrate:***   * *an enterprising attitude* * *resilience* * *self-reliance* | | *Some examples*   * Achieving our Gold Award for RRSA * Increase in the variety and uptake of afterschool clubs * Charity events over the year * Visiting senior citizens to sing and entertain * A commitment to reducing the use of plastic in school and in our community * Reverse advent boxes * Buddy programme * Playpals * Office bearers holding a wide range of responsibilities and duties | *Some examples*   * Senior school enterprise to purchase Primary 7 sweatshirts providing equity for all. * Choir performing at music festival * Dance group performing at dance festival * Learners made games for each class for Christmas Fun Day. |  |  | | --- | | **Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.** |  * The development of Pupil Voice Groups and the involvement of all learners was crucial in allowing all learners to have a voice within the school and community. * The involvement of Parents, Carers and community representatives in joining with specific Pupil Voice Groups was a very effective way to share our values and to build on the positive relationships that were already present. * Parent workshops run during Parent’s Evening was an effective way for Parents and Carers to learn more about strategies used in the classroom to support learning. * Use of technology to promote the sharing of current information. As of May 2019 we have 211 users of our school app and 419 followers on Twitter. Our School website has been updated in line with our Communications policy. * Paired reading programme to build confidence with learners and welcome Parents/ Carers to school environment. |

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| **Quality Indicator** | **How are we doing?** | **How do we know?** | **School Self-Evaluation** |
| 1.1  Self-Evaluation for Self-Improvement | Learner participation is a strong feature of our approach to self-evaluation and continuous improvement.  We have a range of stakeholders taking a lead in aspects of our school improvement. | * Pupil voice groups * Steering Groups. * Committees * Leadership roles for stakeholders. | Good |
| 1.3  Leadership of Change | All staff are committed to change to improve outcomes for learners.  All staff are involved in the process of change and in evaluating the impact of improvements.  Practioner enquiry is a feature of approaches to continuous improvement.  Senior leaders create conditions to support creativity, innovation and enquiry.  Senior leaders are part of collegiate working groups across South Lanarkshire to guide and manage the pace of change in a strategic and measured direction. | From the Tapestry groups staff have a clear understanding of our collective strengths and areas for development.  We have created collaborative conditions for staff to learn with and from others through critical enquiry.  The demonstration of the teaching of writing supported change and raised staff confidence in the implementation of active strategies across stages.  During Health and Safety audits it was noted that the school has clear risk assessments and has a systematic approach to monitoring health and safety.  From collegiate working with senior leaders the strategic implementation of learner engagement and evaluation of effectiveness of active literacy was developed and used in School and Learning Community Improvement Plan. | Good |
| 2.3  Learning, teaching and assessment | Almost all staff have consistently high expectations of our learners.  All staff are committed to change which results in improvements for learners.  All staff are involved in the process of change and in evaluating the impact of improvements and the setting of next steps.  Almost all our children have an enthusiastic approach to learning and are provided with appropriate experiences and challenge.  We use a wide range of learning environments and creative approaches to encourage learners to be creative, independent and confident when tackling challenges.  As a result of our development of feedback this session through collegiate working, learners receive high quality feedback focusing on strategies to improve their learning at the best time and way.  Through the development of RRSA programme almost all children have contributed towards building a secure and predictable environment to learn and play.  The introduction of loose parts play has had a significant impact on encouraging learners to take calculated risks, extending their confidence and increasing their wellbeing.  From the introduction of a systematic approach to talking with learners and adopting a consistent language throughout the school learners are able to put incidents into perspective and are starting to resolve conflicts with scaffolding from trained playground peers. | We have high attendance rates across the school.  Almost all learners volunteer for tasks with increased responsibility appropriate to their stage.  All learners are part of a Pupil Voice Group and plan and implement suggestions from learners to improve our learning environment.  Increase in attainment for literacy and numeracy demonstrates that changes in practice and pedagogy are starting to have an impact.  Assessment approaches are matched to learners needs and are effectively used to support clear dialogue about targets.  Clear staged interventions and a systematic approach to record keeping are enabling staff to accurately measure increases in attainment.  Almost all learners are clearly able to discuss their learning; current targets and what they are aiming to move onto. Most are able to provide constructive feedback to peers following structure taught by teachers.  Learner’s achievements in and out of school are celebrated at weekly assemblies and promoted on Twitter for our school community to view and celebrate.  Outside accreditation from RRSA noted that there was a very high level of commitment from staff to continue to improve learning and teaching for all children. | Good |
| 3.1  Ensuring wellbeing, equity and inclusion | Our shared understanding and high value placed upon wellbeing for all children and their families demonstrates that children feel secure and respected. Almost all children can identify a trusted adult to talk to and most parents are confident in the school’s approach to wellbeing.  Staff care deeply about all stakeholders and work hard to ensure that all receive appropriate support in learning and pastoral care.  A key focus of this session has been the inclusion of all learners in pupil voice groups. These have raised learner participation and have demonstrated the value placed upon learner’s thoughts, ideas and feelings. | Inclusive practices ensure that almost all children take part in the day to day life of school.  Timetables are carefully and thoughtfully planned to ensure equity of resources, time and staffing to all learners.  Wellbeing indicators are referred to by staff and learners and are a regular feature of lessons and assemblies.  SSA training and teacher training has had a positive impact supporting learners with additional support needs and this will be further developed next session using PEF funding. | Very Good |
| 3.2 Raising attainment and achievement | St John’s has a key focus on achieving the best possible outcome for all learners.  Almost all mainstream pupils are attaining appropriate levels in literacy and numeracy. Those who are not yet reaching age appropriate levels have an ASP to support their learning and measure increase in attainment. | Literacy and numeracy attainment has increased this session, in part due to consistent staffing and PEF funding.  Teachers are becoming more confident in using literacy and numeracy benchmarks to support teacher judgements.  The implementation of targeted discussions on literacy and numeracy across the session with teachers and SMT has enabled teachers to use data effectively to plan learning and use very creative interventions to increase attainment. | Good |



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| **Overall evaluation of establishment’s capacity for continuous improvement** |
| All practitioners demonstrate commitment to improving their work and have a shared vision for learners in St John’s which underpins all we do.  Training opportunities and robust collegiate work across stages provides a framework for professional dialogue to enhance practice.  There is a clear focus on strategic improvements and self-evaluation, which are carefully planned to enable staff to raise attainment for our learners.  Signed:  Date: |