**Halfmerke Primary School**

**Standards & Quality Report 2024/25**

**A logo of a tree with colorful leaves and text

AI-generated content may be incorrect.**

Halfmerke Primary is situated in the East Mains Area of East Kilbride and is within easy access of The Village and the Town Centre. The school enjoys excellent facilities in a fabulous building, which opened in February 2017. Our large campus is home to Halfmerke Primary, West Mains School and Halfmerke Community Nursery. The three schools work together in an inclusive setting.

The ethos of inclusion lies at the heart of our schools, and we promote positive relationships across the three establishments encouraging all pupils to respect themselves and others. Halfmerke Primary and West Mains School work together to promote inclusion between pupils and staff.

Halfmerke Primary is a non-denominational school providing education for boys and girls of primary school age. In August 2024 our school roll was 213, with pupils coming from a wide and diverse catchment area. We have eight classes from P1- P7. Our staffing compliment is 10.7 teaching staff, which includes the Head Teacher and a Principal Teacher. In addition, we have a support team of 7 people working full or part time to support the learning of our pupils. Janitorial, catering and cleaning staff, working across the three establishments, complete our team.

We aim to ensure that every child has a broad and general education with literacy, numeracy and health and wellbeing at the centre of our curriculum. We value meaningful learning for all our pupils and our aim is that every child is supported to reach their potential both in their academic learning and wellbeing by providing them with a range of activities and opportunities in all curricular areas.

You will find us in a fantastic, award-winning building designed to enhance our ethos of inclusion. Inside is bright and inviting with break out areas for the children to work in small groups or independently. We are also fortunate to enjoy extensive grounds, which are utilised for learning opportunities as well as for play. Our learners have supervised access to the local community and the town centre, allowing us to access the central library and swimming pool.

Halfmerke Primary is committed to working with families and work closely with our Parent Council who support us in school improvements and fundraising. We are committed to raising attainment of all learners and have focus on raising attainment in literacy and numeracy as well as promoting and supporting wellbeing for all. We endeavour to fully support pupils through early indication and ensuring appropriate interventions are in place.

**Highlights of 2024/25**

* Pupil leadership groups established for Literacy, Numeracy, HWB, Digital, STEM, Curriculum & JRSO
* Our YLOL group received training from the CQIS team and worked collegiately with Maxwellton PS to review the learning and teaching in Writing across our LC.
* P6 & P7 pupils learned about food technology from Chef Robert during their 4-week programme of Kids Kitchen.
* We worked in partnership with families to deliver our You + Me Programme. Attending our 6-week block, supported our families to develop essential skills to help support our children at home in Mathematics.
* Our Pupil Leadership groups planned and presented at our family workshops in Literacy, Numeracy and HWB.
* Families of pupils who attend our rainbow Room were invited along to our Nurture Café which ran 3 times over the session.
* Our Musical Theatre Afterschool club worked hard to plan and present our school show, Shrek.
* Pupils in P4 – 7 were invited to participate in SLC events in Football, Netball, Athletics and Dance.
* Partnership working with our wider community. Pupils attended taster sessions in Cricket, Tennis, Rugby and Handball.
* Our P6 Euro Quiz team attended the SLC heats at Newton Farm Primary School.
* Room 8 had a successful outdoor learning experience on their residential trip to Robinwood.
* Almost all our families attended our STEM Day. Sharing our learning experiences in STEM.
* Two P5 pupils attended the Knex challenge and are now SLC champions.
* Our STEM Leaders led our STEM Engineering club, and they attended the SLC STEM Engineering challenge day.
* Our Literacy Pupil Leaders are continuing our Reading Schools journey. They worked collaboratively with our family volunteers to plan, purchase and develop our existing Library space using our Participatory Budget.
* One of our P7’s was invited along to the Scottish Parliament to participate in the national final of the VoiceBox Joke telling competition run by RCSLT.
* Halfmerke Havers, our monthly coffee and catch up with families, has been a success with families attending to discuss school matters and find out more about the life of our school.

**“Working and learning together to achieve excellence”**

**Respect Honesty Trying our Best Friendship Inclusion**

Improvement Planning and Standards and Quality Reporting for 2024/2025

Strategic Priority 1 - To further embed high quality learning and teaching in STEM priorities across the school: play-based, Interdisciplinary, and real-life and to incorporate skills-based learning.

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| **NIF Priority (select from drop down menus)**  Improvement in skills and sustained, positive school-leaver destinations for all young people  **NIF Driver**  Teacher and practitioner professionalism  Curriculum and assessment | **SLC Priority (select from drop down menus)**  **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**  **Support children and young people to develop their skills for learning, life and work** | **SLC Stretch Aims**  **ACEL Primary – Literacy – P1, P4 & P7 combined**  **ACEL Primary – Numeracy – P1, P4 & P7 combined** | **HGIOS?4 QIs (select from drop down menus)**  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement  **HGIOELC QIs (select from drop down menus)**  Choose an item.  Choose an item.  Choose an item. | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity** | **Measures** | | **School Lead** |
| Following our involvement in SSERC PCP, staff should continue to embed science/STEM in their curriculum planning, using SLC progression planners and SLC Science Skills Framework.  STEM Mentor to continue this lead into next session and provide further training opportunities and support.  Pupil ambassadors will be nominated to ensure pupil voice.  Further parental involvement in STEM/science is necessary for increase community involvement and support for pupils.  Further development of resources is necessary to enhance high quality learning & teaching.  SLC Skills Framework will be used to create links between skills development and STEM. | By June 2025 STEM will be further embedded in curriculum practice. All staff will use SLC Science Skills Framework as a planning tool.  All classes will participate in high quality STEM lessons.  By June 2025, all staff will have accessed opportunities for high-quality, professional learning in STEM, supported by SSERC and Science Mentor.  Self-Evaluation will indicate increased confidence in teaching high quality learning & teaching. 75% of teachers.  By October 2025 Pupil Ambassadors will be established. Regular meetings will be established with the STEM Mentor to incorporate Pupil Voice.  By June 2025 parents/carers will have a greater understanding in STEM. 25% of parents/carers.  By January 2025 all STEM resources will be in central storage. Further resources will be purchased to enhance learning & teaching.  By December 2024 all staff will receive training on SLC skills framework. From Dec – June 2025 all classes to be using SLC skills visuals with pupils during STEM lessons. | A STEM Mentor to support the implementation of STEM.  Pupil Ambassadors identified.  CLPL opportunities for staff planned by STEM Mentor and SLT.  Collaborative working and professional learning opportunities for all staff.  Current resources to be stored in a central location. Further resources purchased.  Opportunities for family consultation and information sharing on STEM development.  Opportunities created for parents and the community to support the development of STEM through planned events.  Pupil Voice and leadership opportunities. | STEM Mentor action plan and self-evaluation.  Teachers’ self-evaluation  SLT class visits  Forward Plans  Family consultation  Evaluation of STEM events | | *STEM Mentor* |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda** | |
| Staff consultation indicates that STEM is embedded in their curriculum practice, forms part of their termly planning and assessment.  Our STEM Mentor has undergone further training/workshops and cascaded down to staff, all staff reporting increased confidence in teaching high quality STEM lessons at all stages.  Regular meetings with STEM Pupil Leadership Group led to increased pupil voice in the planning and teaching of STEM to best suit pupil choice.  Verbal feedback from our families has indicated that opportunities for parent/carer involvement in STEM has resulted in an increased understanding of STEM. Over 90% attendance at our STEM event.  The purchase of ClickView/access to school SharePoint as a resource has led to increased confidence in facilitating resources for STEM learning. This has also minimised teacher workload in planning for lessons.  All resources in a central storage, easily accessible for all staff.  Lisa Hendry delivered training for all staff in using the SLC Skills Framework. Initial feedback indicates a greater understanding of the framework and increased confidence in using the framework across all stages.  QA activities and observations including dialogue both with staff and pupils indicate better understanding/inquiry/problem solving from pupils as a result of STEM learning. | | | | Link STEM learning to SLC Skills Framework with an increased focus on Inquiry based Learning to explore a more Interdisciplinary approach.  The SLC Skills Framework: Supporting Skills Development has been designed to consider  skills which are not curriculum area or subject specific and contribute to the holistic  development of learners.  Staff have indicated a need for reviewing our curriculum with a focus on IDL/skills-based learning. | |

Improvement Planning and Standards and Quality Reporting for 2024/2025

Stategic Priority 2 - To increase attainment in literacy and numeracy using Explicitly Teaching Writing Pedagogy and by further embedding Maths recovery Approaches.

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| **NIF Priority (select from drop down menus)**  Improvement in attainment, particularly in literacy and numeracy.  **NIF Driver**  Curriculum and assessment  Choose an item. | **SLC Priority (select from drop down menus)**  **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**  Choose an item. | **SLC Stretch Aims**  **ACEL Primary – Literacy – P1, P4 & P7 combined**  **ACEL Primary – Numeracy – P1, P4 & P7 combined** | **HGIOS?4 QIs (select from drop down menus)**  2.2 Curriculum  2.3 Learning, teaching and assessment  2.5 Family learning  **HGIOELC QIs (select from drop down menus)**  Choose an item.  Choose an item.  Choose an item. | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity** | **Measures** | | **School Lead** |
| Staff feedback and analysis of data has indicated that further work is required on developing our approach to writing.  A more consistent approach to learning & teaching in writing is required, and it is necessary for all staff to receive further professional learning to ensure this consistency.  Following a SLC Literacy event Stephen Graham has visited the school to model the Explicitly Teaching Writing approach. Staff will attend online workshops next session to further develop this approach.  One staff member will attend Maths Recovery Trainee Teachers cohort this session. Part of this role will be to further train staff in maths recovery approaches and for this to be utilised as part of our intervention’s toolkit.  You+Me sessions will continue and be led by the Equity Lead and Maths Recovery Lead next session. | By June 2025 data will indicate an increase of 5% in attainment in writing across the school.  By January 2025 all staff will have attended Stephen Graham online PL sessions, and all staff will indicate an increased confidence in using this approach.  By June 2025 all pupils will be exposed to Explicitly Teaching Writing approach at all stages.  All staff will plan and implement high quality learning and teaching in writing using this consistent approach from P2 – P7.  Maths Recovery lead will attend PL sessions to become Maths Recovery Trainer.  All staff to gain an increased knowledge and understanding of using the maths recovery approach. 75% of teachers.  Staff will use maths recovery approaches to raise attainment for targeted learners.  By June 2025 attainment data will indicate an increase of 4% of targeted learners in maths.  Parents/carers will demonstrate an increased confidence in supporting their child with maths at home. Targeted group of parents. | All staff to attend Professional Learning sessions led by Stephen Graham.  Leadership Team to analyse writing data to identify gains.  Staff to plan and implement high quality writing sessions using explicitly teaching writing approach.  Pupil Literacy Ambassadors identified.  Explicitly Teaching Writing information sessions for families.  Maths Recovery Lead to continue with training for all staff to support CTs in the delivery of the approach.  Two further class teachers to attend Maths Recovery PL.  Analysis of data to identify targeted learners.  Maths Recovery approach to be implemented with identified learners across the school  Equity and Maths Recovery Lead to plan for two blocks of six sessions of the You+Me project with identified families from P2 – P7. | SLT and peer classroom visits  Forward plans  Pupil surveys  Staff surveys  Parent/carers surveys  Teachers’ self-evaluation  Teachers’ observations/professional judgements  ACEL data for Writing and Numeracy | | *Literacy Coordinator/Equity Lead*  *Maths Recovery Lead* |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda** | |
| All staff attended CLPL sessions delivered by Stephen Graham and report increased confidence in using the Explicit Writing approach.  QA activity has indicated high quality L&T in this approach across all stages.  ACEL data indicates a decrease in attainment in writing. Analysis of comparable data indicates our results are not reflective of the progress which has been made in writing but due to the cohorts of pupils involved. Intervention results indicate some increase in spelling across all stages.  Pupil focus groups feedback is positive, indicating an improved confidence in writing ability.  Maths Recovery trainer is halfway through her accreditation.  MR trainer delivered CLPL to all staff on each in service. Staff report an increased knowledge in the MR approach, and this has given opportunities to explore approaches to deliver MR in their classroom practice.  All staff indicate growing confident in using MR approaches for learners in their classroom.  ACEL data indicates an increase in attainment of 0.3% in Numeracy. Again, analysis of comparable data indicates our results are not reflective of the progress which has been made in writing but due to the cohorts of pupils involved.  You + ME session delivered for families, 6 x weekly, feedback indicates parents have an increased confidence in supporting their children at home. | | | | Writing attainment data highlights the need to focus on continuing to improve writing levels for learners through high quality learning, teaching and assessment approaches developed through the professional learning materials Explicitly Teaching Writing.   * Explicit writing info sessions for families to be held * PM Resources to be used. * Success Criteria for each text type. * Peer visits to continue to share best practice. * Further SG training for all staff. * Possible planning in Aug e.g. Rolling programme.   Numeracy and Mathematics attainment data highlights the need to focus on continuing to improve progress and attainment levels in numeracy and mathematics for learners through high quality learning, teaching and assessment approaches developed through the Maths Recovery approach.   * Staff to use MR approaches for targeted learners to raise attainment. * MR Teacher to assist CTs with assessment/targeted intervention advice and support. | |

Improvement Planning and Standards and Quality Reporting for 2024/2025

Strategic Priority 3 - To explore the Refreshed Narrative and the SLC Curriculum Hub to review our curriculum, and to include Rights Based Learning, Sustainability & Equalities, and work collaboratively to refresh our Curriculum Rationale and explore Curriculum Mapping.

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| **NIF Priority (select from drop down menus)**  Improvement in attainment, particularly in literacy and numeracy.  **NIF Driver**  Curriculum and assessment  Choose an item. | **SLC Priority (select from drop down menus)**  **Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**  Choose an item. | **SLC Stretch Aims**  **ACEL Primary – Literacy – P1, P4 & P7 combined**  **ACEL Primary – Numeracy – P1, P4 & P7 combined** | **HGIOS?4 QIs (select from drop down menus)**  2.2 Curriculum  2.3 Learning, teaching and assessment  Choose an item.  **HGIOELC QIs (select from drop down menus)**  Choose an item.  Choose an item.  Choose an item. | | |
| **Rationale for strategic priority** | **Outcome (Intended impact)** | **Operational activity** | **Measures** | | **School Lead** |
| The Curriculum landscape in Scotland is shifting since the release of the Refreshed Narrative and various influential reports which put forward several recommendations. We are required to redesign, refocus and de-clutter our curriculum with consideration given to our school context and priorities.  United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024 comes into effect in July.  We need to ensure that our school meets the legislation and is working towards a better understanding of all aspects of Rights, Equalities and Sustainability. | By the end of June 2025, we will have a refreshed curriculum rationale.  By the end of June 2025, almost all of our school community (pupils & parents) will have a greater understanding of our school curriculum.  By the end of June 2025, we will be confident that almost all of our school community (parents, pupils and staff) are aware of the UNCRC and the fact that our children have Rights that are Universal, Inalienable, Indivisible and Interdependent. | All staff will engage in PL using SLC Curriculum Hub.  All staff will work collaboratively to consider the design of our curriculum to suit our context.  All staff will participate in PL with Leigh Miller from CQIS.  Parents will be invited to participate in a curriculum working group.  Pupil Curriculum Ambassadors will be identified.  One staff member to engage in IOC  Training will be completed by the head teacher through CQIS and Education Scotland  HT to cascade the training to all staff.  Children will be introduced to the UNCRC through assemblies and through PSD.  Parents will be invited to a presentation on UNCRC as a Curriculum Evening and be sent information through the usual channels.  All teachers will complete an audit using the GTC standards.  We will agree on a calendar of ‘Right of the Month’ as a vehicle to teach our children and parents the Articles of the UNCRC. | Staff surveys will indicate a greater understanding of curriculum design.  Staff will demonstrate an increased confidence in curriculum design to suit our context.  Forward planning will indicate consideration has been given to curriculum mapping.  Refreshed curriculum rationale to suit our context.  The language of Rights will begin to be used in our school.  Class charters will be visible in all classes and children will be able to speak about their meaning.  Pre and post questionnaires by staff and parents will show an increase in understanding and confidence.  Almost all of our school community will be able to speak about the fact that the children have rights and that these rights are not related to responsibilities and cannot be removed. | | *SLT* |
| **Progress and Impact** | | | | **Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda** | |
| Leigh Miller delivered training for all staff on Curriculum Design. Feedback was positive with an increased enthusiasm and motivation to explore our curriculum offer.  Staff worked collaboratively to explore,   * What makes us unique? * What are our curriculum drivers?   This has informed ongoing work on refreshing our Curriculum Rationale.  Despite our work to encourage stakeholders to become involved in this priority, a very low number responded, making it difficult to analyse parental views.  Pupil focus group showcased work on the curriculum design process at parents’ night. Feedback did indicate a growing understanding but with only a low minority. | | | | Staff have indicated a need for reviewing our curriculum with a focus on IDL/skills-based learning.  Curriculum rationale not yet complete from session 2024/25. This will be continued into this session with a link to Inquiry Based Learning.  School community to have greater understanding of school curriculum. Opportunities for more parental engagement to be explored. | |

PEF Improvement Planning and Standards and Quality Reporting for 2024/25

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| **SLC Stretch Aims**  **ACEL Primary – Literacy – P1, P4 & P7 combined**  **ACEL Primary – Numeracy – P1, P4 & P7 combined**  Choose an item. | | | | | | | |
| **Rationale for PEF / PB Spend** | **Allocation of PEF / PB spend** | **Outcome (Intended impact)** | | **Operational activity** | **Measures** | **Mid year review**  **RAG** | **End of year review**  **RAG** |
| It would be recommended that of the children already assessed, seven children continue to receive regular nurture provision next year. Provision should be a mixture of one-to-one sessions, building relationships and developing skills followed by small group opportunities to facilitate application of skills learned.  It may also be beneficial for the Nurture Practitioner to support children in class to ensure consistency in approaches used across the school.  There are other children who have been assessed and were in receipt of weekly nurture sessions through outdoor learning or games-based sessions who would benefit from a different type of provision which facilitates development of strategies related to diagnosed conditions. | * *See staffing allocation* | By June 2025, a 25% increase of targeted children making progress in Boxall Targets.  By June 2025, an increase in pupil engagement (targeted learners) with learning and social interactions.  By June 2025, all pupils targeted for Nurture interventions will have improved wellbeing; their barriers to learning will have reduced and they will be sustaining longer periods of time in their mainstream class. | | Nurture Groups established.  Planned nurture interventions using the SLC Nurture toolkit.  All staff attend training by Susan Tullet on Restorative Conversations.  AIP/HWB Pupils Ambassadors identified.  Nurture Practitioner to attend AIP Networks. | Boxall Profiling  Analysis of results from GMWP  Analysis of ACEL Data |  |  |
| PT to remain non class committed as Equity Lead. This will facilitate Maths Recovery, Catch Up Literacy Intervention, You+Me programme, Learning Support for targeted groups of learners at First Level.  Analysis of data indicates progress in IDL, 5 Min Box, Nessy interventions. It is recommended that these will be continued.  As Equity Lead the PT will use analysis of data from formal and informal assessments to close the poverty related attainment gap. | Staffing = £48,652  IDL = £200  Nessy = £500 | By June 2025, almost all pupils receiving Maths Recovery Intervention will be achieving within their expected age-range for Numeracy and Mathematics, with the Gap improving for the remaining pupils.  By June 2025, NGST results will identify 50% of targeted learners will collectively close the gap between their spelling age and chronological age.  P1/4/7 combined Numeracy data to improve by 2% and gap to improve by 5%.  P1/4/7 combined Literacy data to improve by 2% and gap to improve by 4%. | | Equity & Maths Recovery Lead to engage in this approach with a group of targeted learners.  Equity & Maths Recovery Lead to engage in You+Me sessions (2 x 6 week blocks) with targeted families.  Targeted groups of learners identified to engage in 5 min box, IDL and Nessy Interventions.  Equity Lead to collate and analyse results from ongoing and standardised assessments. | Ongoing assessments from interventions  Analysis of standardised assessments  Analysis of ACEL data  Observations  Staff, pupil and parents’ questionnaires. |  |  |
| Following a SLC Literacy event Stephen Graham has visited the school to model the Explicitly Teaching Writing approach. Staff will attend online workshops next session to further develop this approach. | Staff PL = £4500 | By June 2025 all pupils will be exposed to Explicitly Teaching Writing approach at all stages.  All staff will plan and implement high quality learning and teaching in writing using this consistent approach from P2 – P7. | | All staff to attend Professional Learning sessions led by Stephen Graham.  Leadership Team to analyse writing data to identify gains.  Staff to plan and implement high quality writing sessions using explicitly teaching writing approach.  Pupil Literacy Ambassadors identified.  Explicitly Teaching Writing information sessions for families. | SLT and peer classroom visits  Forward plans  Pupil surveys  Staff surveys  Parent/carers surveys  Teachers’ self-evaluation  Teachers’ observations/professional judgements  ACEL data for Writing and Numeracy |  |  |
| PB Consultation still ongoing – will be linked one of our three priorities,  Curriculum  STEM  Raising Attainment in Literacy & Numeracy | 5% of £66,150 = £3,307.50 |  | |  |  |  |  |
| CoSD | TBC |  | |  |  |  |  |
| Materials & Apparatus to support Nurture & raising attainment in Literacy & Numeracy | TBC |  | |  |  |  |  |
|  | TOTAL SPEND (incl carry forward) £79,506.22 |  | |  |  |  |  |
| ***Progress and Impact*** | | | **Next Step(s) and rationale to inform PEF spend session 2025/2026.** | | | | |
| Our nurture provision, The Rainbow Room, operated, three days of the week through the session. Further resources and Boxall Profiling helped to facilitate this provision.  In this academic year 12 children have been assessed termly. Most children accessing nurture groups were finding it difficult to focus and engage in class or were unable to regulate their emotions. Children were assessed to determine barriers and allocated a set number of hours to visit our nurture classroom according to needs. Experiences varied from one hour a week to two mornings a week.  In August 2024 our focus for development across all groups was to address elements of underdeveloped behaviour and self-limiting attitudes. Most children were impulse driven, finding it difficult to reflect on and monitor their own behaviour appropriately. Their personal organisational skills, sense of self and ability to engage with others was limited. These skills are usually developed through healthy attachment in their early formative years but for them, had been hindered.  *“However, because the behaviours described are normal at an early level, there is potential for attachment and growth if appropriate relationships and experiences are provided.” Boxall Profile*  The remaining children accessing groups showed similar challenges but were formally diagnosed with additional needs.  This year we have fostered strong connections with the children, providing a sense of security and trust. The comparative report between August 2024 and June 2025 shows positive results. A 17% decrease in children with high levels of developmental difficulty and a 41% increase in children with no apparent developmental difficulty. Diagnostically there has been a 25% decrease of high-level difficulties and a 33% increase of those experiencing no apparent difficulty. Many children have reduced their time in the nurture classroom accordingly.  Targeted groups of learners were identified for IDL and Nessy Interventions.  PT planned and delivered interventions with P2 Cohort in Literacy. 10 out of 12 pupils had increased attainment in spelling and reading as evidenced in baseline assessment and standardised tests.  NGST results indicate that all targeted learners have made improvements in spelling, closing the gap between their spelling age and chronological age.  Of the 39 children on IDL intervention, data indicates that all children have made progress in reading and spelling, with almost all children matching or with some exceeding their reading age with chronological age.  Of the 19 children targeted for 5 Minute Box intervention, almost all children have shown progress in both reading and spelling, gauged by both NGRT and IDL results. 82% have shown an increase in spelling, data from NGST results.  One further member of Support Staff now fully trained in Catch Up Literacy. This will be implemented with targeted learners in the next session to improve attainment in reading.  All staff are now showing increasing confidence in using a range of approaches in writing to reach all children.  Improvements in reading/library provision -results overall show improvement in reading of all targeted children. | | | Next session we will provide continued targeted support to those still experiencing high levels of difficulty both developmentally and diagnostically and maintain weekly sessions for those who have made progress, using the Boxall profile termly to assess development.  Implementation of Literacy and Numeracy Intervention to remain the same as progress has been indicated.  PB has yet to be confirmed. | | | | |