Auchengray Primary School serves the rural communities of Auchengray, Woolfords, Tarbrax and the surrounding areas. The school consists of a single multi-composite class, which for most of the year has been full at 19 pupils, with pupils at every stage, however 3 pupils moved out of the area during May 2019. Strong links continue to be developed within the local community, the Auchengray Church Centre, the WAT Group and WATIF. These community groups are very supportive of the school, both financially and in terms of activity within the school community.

The school is part of Biggar Learning Community and has strong links with all associated primary schools. The learning community works closely on priorities identified in its own community improvement plan. There is a full transition programme which all associated primaries participate in and the many wider achievement opportunities provided throughout the year allow our children to form strong links with children from other establishments.

As part of the School Improvement agenda, the school’s values, vision and aims have been revisited this session, these have been shared with the wider school community and can be seen below.

**Values**

We *value*;

Nurture, Community, Creativity, Achievement, Respect.

These values underpin everything we do within the school and wider community.

**Vision**

Our *vision* is to provide all our pupils with education and care of the highest quality, which fosters confidence; cultivates personality and talents, and develops skills for learning, life and work, ensuring they achieve their full potential in a safe, happy and motivating learning environment which is at the heart of our community.

**Aim**

We *aim* to have the highest quality teaching in order to promote the most effective learning in the core skills of Literacy, Numeracy and Health and Wellbeing. We strive to ensure pupils are provided with stimulating opportunities and experiences to support their understanding of the world around them. We will endeavour to fully develop the key
personal qualities of resilience, perseverance and a positive attitude to learning within all pupils whilst building the future generations of our community.
The National Context for Education

The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government’s vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

- 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
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Key drivers of improvement have also been identified, these are:

- School leadership.
- Teacher professionalism.
- Parental engagement.
- Assessment of children’s progress.
- School improvement.
- Performance information.

South Lanarkshire Council’s overall vision is to “improve the quality of life of everyone in South Lanarkshire Council.”

Education Resources’ key purpose is to:

“Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities”

The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP.)
Assessment of children’s progress throughout the Broad General Education (to end of S3)

As one of the drivers, our school, alongside all schools in Scotland, has been required to report on Curriculum for Excellence levels for literacy and numeracy achieved by all children at the end of stages P1, P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate. As from session 2016/17 all schools in Scotland will be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

The following table shows benchmarks for children achieving Curriculum for Excellence Levels.

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage covering 3 years approx.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>The pre-school years and P1, or later for some.</td>
</tr>
<tr>
<td>First</td>
<td>To the end of P4, but earlier or later for some.</td>
</tr>
<tr>
<td>Second</td>
<td>To the end of P7, but earlier or later for some.</td>
</tr>
<tr>
<td><strong>Third and Fourth</strong></td>
<td>S1 to S3, but earlier for some.</td>
</tr>
<tr>
<td></td>
<td>The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.</td>
</tr>
<tr>
<td></td>
<td>The fourth level experiences and outcomes are intended to provide possibilities for choice and young people’s programmes will not include all of the fourth level outcomes.</td>
</tr>
<tr>
<td>Senior phase</td>
<td>S4 to S6, and college or other means of study.</td>
</tr>
</tbody>
</table>

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual targets. Learning progress is not about how fast children move through the levels but about ‘how much’ and ‘how well’ children learn, having depth and breadth of experiences at each level.

Assessment of these levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National “benchmarks” for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.
Priority 1: - Raising Attainment

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
2.3 – Learning, Teaching and Assessment
3.2 – Raising Attainment and Achievement

Progress and Impact:
Values, Vision and Aims of the school have been revisited and agreed with pupils, staff and parents. Visible Learning Strategies have been investigated with effective teaching and learning discussed with pupils and staff. These have been shared with parents however greater parental engagement with these need to be addressed. Learning intentions and success criteria are used throughout the curriculum and pupils are being guided through co-creating success criteria. Pupils are starting to link learning to skills development, this will be continued next session. Skills diaries are completed weekly by pupils and sent home with opportunities for parental comments, with limited success.

Next Steps:
In order to establish the Values, Vision and Aims as being integral to the school and wider school community we will continue to develop engagement opportunities with them through newsletters and with our partners within the wider community. Parental engagement in effective learning and teaching will be addressed through monthly newsletters, parent council meetings and school curricular activities. During teacher/pupil discussions there will be a greater focus on skills development. Parental engagement with skills diaries/learning journals will be tracked and steps taken to improve engagement.
Priority 2: - Digital Literacy

<table>
<thead>
<tr>
<th>National Improvement Framework Key Priorities</th>
<th>National Improvement Framework Key Drivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Improvement in attainment, particularly in literacy and numeracy;</td>
<td>• School leadership</td>
</tr>
<tr>
<td>• Closing the attainment gap between the most and least disadvantaged children;</td>
<td>• Teacher professionalism</td>
</tr>
<tr>
<td>• Improvement in children and young people’s health and wellbeing; and</td>
<td>• Parental engagement</td>
</tr>
<tr>
<td>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</td>
<td>• Assessment of children’s progress</td>
</tr>
<tr>
<td></td>
<td>• School improvement</td>
</tr>
<tr>
<td></td>
<td>• Performance information</td>
</tr>
</tbody>
</table>

**HGIOS 4 QI:**

1.2 – Leadership for Learning  
2.2 – Curriculum  
2.3 – Learning, Teaching and Assessment  
3.2 – Raising attainment and Achievement  
3.3 – Increasing creativity and employability

**Progress and Impact:**

All staff familiarised themselves with the relevant documentation with regards to digital literacy, including Scottish Government Enhancing Learning and Teaching Through the use of Digital Technology, SLC’s policy on Digital Literacy, revised CfE Experiences and Outcomes and Benchmarks. Audit of staff’s competencies with regards to digital technologies’ and of school resources. SLC’s digital learning planners are being used to ensure a balanced coverage of E&O’s. Digital literacy can be seen being used in almost all lessons, however due to time constraints and resources this does not apply to every child, every lesson. However over the course of the day, all pupils use digital literacy in learning activities at some point.

**Next Steps:**

Work will continue on this improvement priority next session with the creation of a Digital Learning Charter and working towards achieving the Digital Schools Award. Ensure all teaching staff are confident in the use of a range of digital technologies to support and enhance learning experiences.
Achieving Excellence: Overall Progress towards National Improvement Framework Priorities
Session 2018-19

Use all available evidence (including data)

**Literacy:**

<table>
<thead>
<tr>
<th>Progress</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strengths
- The majority of pupils are making good progress.
- Single Word Reading, Single Word Spelling and New Salford Sentence Reading summative tests show that 69% of learners in P2-P7 are reading at or above their chronological age with 63% of learners spelling at or above their chronological age. This assessment data is consistent with Teachers’ Professional Judgement of attainment.
- Assessment processes indicate gaps and enables areas of targeted teaching and interventions to be put in place.

Next steps
- Continue developing a consistent Writing programme of work
- Develop a consistent Talking and Listening programme of work
- Continue to develop the use of digital technology to support and extend work in literacy.

**Numeracy:**

<table>
<thead>
<tr>
<th>Progress</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strengths
- Most pupils are making good progress.
- A variety of Numeracy summative assessments indicate 81% of P2 through to P7 pupils are on track to achieve or exceed their CfE milestone. This assessment data is consistent with Teachers’ Professional Judgement of attainment.
- Work within the BLC ensures a consistency of numeracy standards across the learning community.

Next steps
- Ensure pupils’ application of numeracy skills in real-life contexts
- Continue to develop the use of digital technology to support and extend work in numeracy

**Health and Wellbeing**

<table>
<thead>
<tr>
<th>Progress</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strengths
- All children are becoming more aware of all of the health and wellbeing indicators and are able to recognise and share their understanding of their health and wellbeing under each indicator.
- Celebration of wider achievement

Next steps
- Embed the wellbeing indicators into the life of the school
- Develop opportunities to celebrate wider achievement within the whole school and community environment

**Employability Skills/Positive Destinations**

<table>
<thead>
<tr>
<th>Progress</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strengths

E:\2019-2020\SQR & SIP\Auchengray\SQR Auchengray 2018 - 2019 Parents.docx 7
- Enterprising approach to the curriculum
- Pupils leading learning
- Development of My World of Work profiles with P7 in conjunction with Biggar High School
- Partnership with WATIF? Providing opportunities for skills development in real life situations for P5 – 7 pupils

Next steps
- Develop wider links with the residents of the community and investigate positive destinations available within it
- Ensure pupils’ understanding of their personal skills development journey
Overall quality of our learners’ achievements
Highlights of session 2018-19

We had a very busy and productive session with pupils at all stages receiving a broad, balanced and well-planned curriculum in line with Curriculum for Excellence. It has been full of many experiences and achievements that we have enjoyed sharing with all of our stakeholders through our website, newsletter, local newspaper along with SLC’s Education newsletter.

Some positives of our school in the words of our pupils.

Children from Primary 5 to 7 are volunteering at the Tarbrax Community Café as part of Developing the Young Workforce.

Some things our parents say we are good at:-

Instilling a sense of responsibility and pride in themselves, others, their school and their community.

Delivery of the curriculum in an imaginative way, balancing theory and practical elements.

Treating all children as individuals and targeting their learning appropriately to their specific needs.
Our Christmas Carol Service involved all the children in the school.

Tree planting was a community effort with pupils, families and members of the community taking part.

We entertained the community at our Scottish Afternoon with Scottish songs and poems.

One of our Primary 4 pupils came 3rd in the Cross Country.
- JRSO officer (P6) organises competitions and activities
- Highly recommended certificates from the South Lanarkshire Road Safety calendar competition
- Stable Trail and Reflection Morning organised by the Auchengray Church Centre and school Minister
- Charitable collection for Edinburgh Aid and Clydesdale Food Bank

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.

Our families receive regular newsletters outlining events and activities taking place in the school. The parents have been consulted about their preference for communication avenues from the school and we have started emailing correspondence etc. to some of the parents. Parents had expressed concerns at the lack of updates on the school website, this has been addressed and it is now updated on a regularly basis. We have introduced a school app which has a 100% take-up and has proved successful.

We have hosted many activities across the school year in order to engage our learners, staff, parents and the wider community. School performances in school hall and at the Auchengray Church Centre are always well attended by parents and the wider school community. Articles about the work of the school are regularly published in the Tarbrax, Woolfords and Auchengray newsletter, along with the local press. This ensures that the school is at the heart of the community within the area.

The staff and children in the schools across the Biggar Learning community work closely together; staff link up in planned in-service days, moderation sessions and TLC groups. This is very beneficial for sharing good practice and innovation especially in the small school setting. Pupils from feeder primaries come together for curricular/sporting/social events which aids transition to High School.

We will continue to take every opportunity to engage our parents and wider school community in the coming year.

We took part in Red Nose Day and Children in Need Day
<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>How are we doing?</th>
<th>How do we know?</th>
<th>School Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Self-Evaluation for Self-Improvement</td>
<td><strong>Collaborative Approach to self-evaluation</strong>&lt;br&gt;We take a collaborative approach to self-evaluation and all staff are involved. It is an on-going feature and integral to school life.&lt;br&gt;&lt;br&gt;Pupil participation in self-evaluation is developing well however this needs to be more structured and less ad-hoc.&lt;br&gt;&lt;br&gt;Parents are consulted with regards to the improvement agenda, however we need to develop ways to ensure a deeper engagement by parents.&lt;br&gt;&lt;br&gt;<strong>Analysis and evaluation of intelligence and data</strong>&lt;br&gt;Variety of assessments in use to measure progress. Regular discussions take place with regards to data and impact, however this needs to be formalised and better recorded.&lt;br&gt;&lt;br&gt;Regular teacher pupil conversations take place with a view to target setting and pupils reviewing their own learning.&lt;br&gt;&lt;br&gt;Frequent discussion takes place between CT and SSA in relation to observations and evaluations on individuals and groups.&lt;br&gt;&lt;br&gt;<strong>Ensuring impact on learners’ successes and achievements</strong>&lt;br&gt;All self-evaluation activity is based around improving outcomes for learners.&lt;br&gt;&lt;br&gt;Staff engage in opportunities to develop professionally by looking outward.&lt;br&gt;&lt;br&gt;Pupils are becoming more confident in identifying their next steps in learning.&lt;br&gt;&lt;br&gt;Moderation has taken place across the BLC, although this needs to become a regular feature across the school year.</td>
<td><strong>A Quality Assurance calendar is in place and helps supports and embed the self-evaluation process. Activities to support self-evaluation are integrated into CAT activities. A 3 yearly cycle of self-evaluation of all HGIOS 4 QI.</strong>&lt;br&gt;&lt;br&gt;Pupils’ 2 Stars &amp; A Wish. Pupils’ evaluation of School improvement priorities.&lt;br&gt;&lt;br&gt;Termly reporting to the Parent Council. Termly update of improvement priorities in newsletter. Parental 2 Stars and A Wish Assessment calendar in place, along with termly recording of professional judgement.&lt;br&gt;&lt;br&gt;Tracking and Monitoring&lt;br&gt;&lt;br&gt;Pupils’ Skills Diaries. Star of the week Details of discussions recorded and teaching and learning activities adapted in light of these.&lt;br&gt;&lt;br&gt;A range of assessment evidence is available and informs next steps for teaching and learning activities. Ongoing formative assessment informs teaching on a daily/weekly basis with teaching and learning activities adjusted accordingly. Summative assessments confirms teacher’s professional judgement and highlights gaps in pupils’ core knowledge.&lt;br&gt;&lt;br&gt;Peer visits&lt;br&gt;&lt;br&gt;Moderation feedback</td>
<td>Good</td>
</tr>
</tbody>
</table>
### 1.3 Leadership of Change

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

High expectations of all pupils and staff are a key feature and the vision, values and aims of the school reflects this.

All staff are clear on the vision, values and aims of the school. Pupils have been integral in establishing these. Parents and stakeholders were consulted.

Profile of school is being raised through a variety of community activities.

Staff and pupils throughout the school have been actively involved in promoting leadership at all levels.

**Strategic planning for continuous improvement**

All staff are committed to ensuring the best possible outcomes for pupils.

All staff are developing a deeper critical understanding of the strengths and development needs of the school taking into account the social, economic and cultural contexts of the local community.

Learning experiences and activities are planned to ensure positive outcomes for learners.

**Implementing improvement and change**

The school takes a strategic view of planning improvements with staff at all levels involved.

Pupils’ are engaged in the improvement agenda and in the setting of annual improvement priorities and in reviewing them.

Vision, Values and Aims of the school revisited and rewritten during the session with input from staff, pupils and parents.

Involvement with ACC/WATIF?/WAT Group highlights the school within the local community.

School houses and team time activities promote leadership across the school.

The ethos of the school and the Values, Vision and Aims reflect this.

Almost all staff live in and around the community which provides an indepth understanding of its context.

Regular self-evaluation opportunities – incorporated into CAT calendar

Planning folders

SIP and SQR

LC SIP

3-yearly strategic planning cycle for school improvement

Staff PRD processes linked to school improvement priorities as well as individual development needs.

---

### 2.3 Learning, teaching and assessment

**Learning and Engagement**

Pupil involvement across the school and through Team and House activities has enabled pupils to develop their leadership of learning and resulting in a wider contribution to the school.

High expectations shared across the whole school community

Pupils’ views sought (KWL type activities) for topic development.

Vision, Values and Aims

Digital technologies

Outdoor learning

Specialised teacher support

Good
### Quality of teaching
A variety of teaching and learning strategies are employed across the curriculum.

### Effective use of assessment
An Assessment calendar is in place identifying a range of assessment activities.
Reliable assessment evidence collected across a range of activities and is used to inform next steps

### Planning, tracking and monitoring
A Quality management calendar is in place.
SLC's tracking and monitoring system is used, along with individuals’ attainment and achievement files to record attainment across the school as well as to highlight areas of support for learners’.

### Wellbeing
Almost all parents report that we promote a climate where our children feel safe and secure.
Staff know the children very well and are responsive to their needs.
Pupils report that they feel listened to and their opinions are valued in school.
Pupil assemblies have centred around the wellbeing indicators and all children are able to describe the influencing factors of each of the wellbeing indicators.

### Fulfilment of statutory duties
All staff are confident about legislation regarding wellbeing and Child Protection.
Staff work effectively with outside agencies.

### Inclusion and equality
All our pupils are included and actively supported in being involved in the life of the school, regardless of their level of ability, race or gender.

### 3.1 Ensuring wellbeing, equity and inclusion

<table>
<thead>
<tr>
<th>Tracking and monitoring</th>
<th>Quality of teaching</th>
<th>Effective use of assessment</th>
<th>Planning, tracking and monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking and monitoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills Diaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment jotters</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wellbeing indicator wheels</th>
<th>Pupil and parent/carer questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes of meetings</td>
<td></td>
</tr>
<tr>
<td>Annual Checklist and information update along with code of conduct completed annually with all staff</td>
<td></td>
</tr>
<tr>
<td>CP update annually. Sensitive information recorded in chronology/pastoral notes as appropriate.</td>
<td></td>
</tr>
<tr>
<td>Staged Intervention records</td>
<td></td>
</tr>
<tr>
<td>ASP (as and when required)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking and monitoring</td>
</tr>
</tbody>
</table>

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Learners explore diversity and multi-faith issues, challenging racism and religious intolerance.

<table>
<thead>
<tr>
<th>3.2 Raising attainment and achievement</th>
<th>Attainment in literacy and numeracy</th>
<th>Awesome Auchengray Achievers Wall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data demonstrates that the majority of learners are making good progress.</td>
<td>Literacy and numeracy attainment levels are central to school improvement priorities.</td>
<td>Skills Diaries</td>
</tr>
<tr>
<td>Pupils across all stages who are not making the expected level of progress have been identified and targeted support has been put in place to raise attainment.</td>
<td></td>
<td>Star of the Week</td>
</tr>
<tr>
<td><strong>Attainment over time</strong></td>
<td><strong>Attainment in literacy and numeracy has improved over time.</strong></td>
<td>Celebrating success during assemblies/whole class get-togethers</td>
</tr>
<tr>
<td>Teaching staff identify pupil progress through the use of formative and summative assessment along with professional judgements.</td>
<td>Almost all learners make progress over time and a few make very good progress from their prior levels of attainment.</td>
<td>Website, newsletters, use of social media, local press</td>
</tr>
<tr>
<td>Almost all learners make progress over time and a few make very good progress from their prior levels of attainment.</td>
<td>Staff are beginning to use the benchmarks as the main tool to ascertain progress across a level.</td>
<td>Tracking and monitoring processes</td>
</tr>
<tr>
<td><strong>Overall quality of learners’ achievement</strong></td>
<td><strong>Staff are confident in their professional judgements about how well children are learning and progressing.</strong></td>
<td>Engagement with learning</td>
</tr>
<tr>
<td>Staff are confident in their professional judgements about how well children are learning and progressing.</td>
<td><strong>Equity for all learners</strong></td>
<td>Feedback from moderation events</td>
</tr>
<tr>
<td><strong>Moderation activities within the establishment and with other schools in the learning community has allowed staff to become more confident of what is expected at each level in the assessment of reading.</strong></td>
<td><strong>Use of a participation tracking sheet to monitor wider participation and achievement.</strong></td>
<td>Use of social media to promote our whole school and individual achievements.</td>
</tr>
<tr>
<td><strong>Responsive planning</strong></td>
<td><strong>Assessment jotters</strong></td>
<td>Good</td>
</tr>
<tr>
<td><strong>Assessment jotters</strong></td>
<td><strong>Tasks boards and class roles</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Monthly challenges</strong></td>
<td><strong>Use of a participation tracking sheet to monitor wider participation and achievement.</strong></td>
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<td></td>
</tr>
</tbody>
</table>

Awesome Auchengray Achievers Wall
Skills Diaries
Star of the Week
Celebrating success during assemblies/whole class get-togethers
Website, newsletters, use of social media, local press
Tracking and monitoring processes
Engagement with learning
Feedback from moderation events
Use of social media to promote our whole school and individual achievements.
Use of a participation tracking sheet to monitor wider participation and achievement.
Responsive planning
Assessment jotters
Tasks boards and class roles
Monthly challenges
Overall evaluation of establishment’s capacity for continuous improvement

The priorities for improvement identified within the school’s improvement plan this session are based on a range of self-evaluation activities and focused clearly on raising attainment and improving learning experiences. With the commitment of staff, a supportive team and an understanding of the importance of continuous improvement to ensure improved outcomes for learners, I believe that we have the ability and the drive to take the school forward and provide an education of the highest quality for all of our pupils.

Signed:  

Date:  30th July 2019