



Falkirk Council
Children's Services

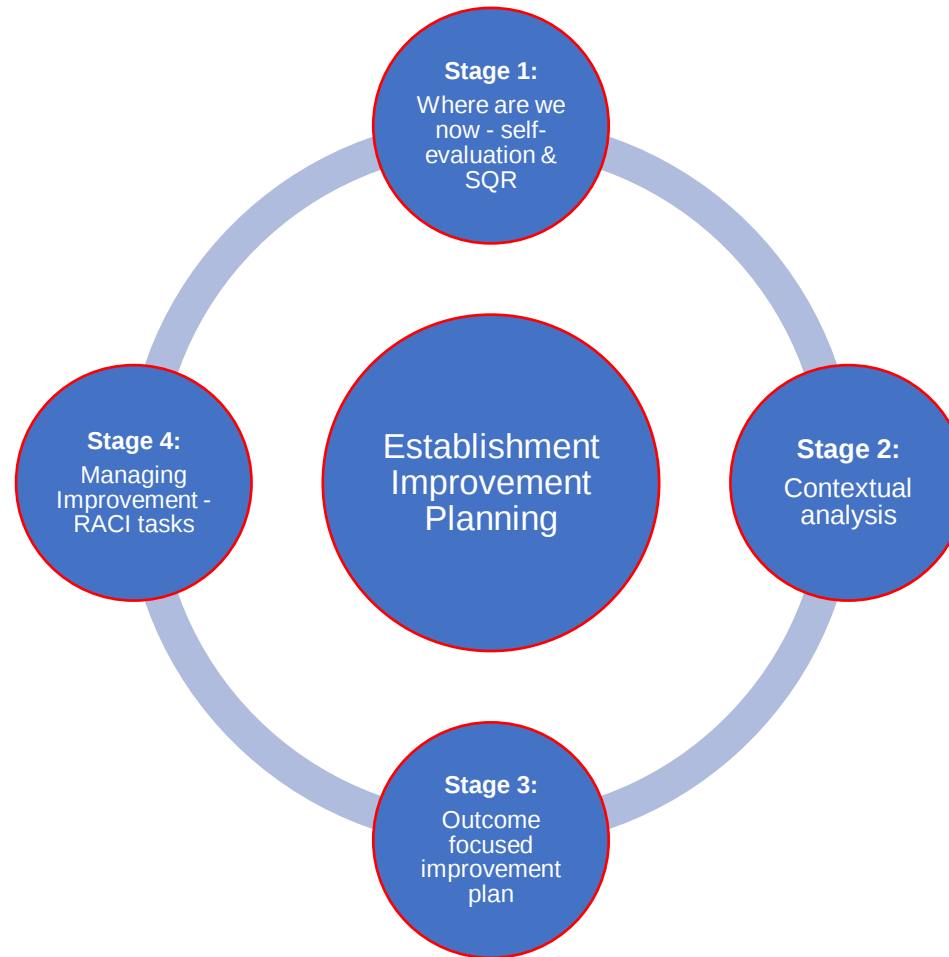
Establishment Name:

Moray Primary School



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

National Expectations



Community – Demographic, geographical & economic influences

Grangemouth has a population of 16,240 & is situated in the Falkirk Council Area. The town lies centrally with access to the The Kelpies, local parks with Zetl& Park seeing a regeneration just this year. A sports stadium & fitness complex with swimming pool are within the town.

Grangemouth is a large town with a busy port & strong links to the petrochemical industry. These industries historically employed many of the residents of Grangemouth but the last 30 years has seen the migration of the workforce to other areas within Falkirk & beyond leading to the economic downturn of the Grangemouth community.

77% of housing in Grangemouth, of which 51.5% are flats, lie within A & B of the Council Tax B&ing.

The average weekly household income is lower than the overall average across Falkirk Council. 16.2% of children live in low income families with 25% of children living in poverty.

Free Meal Entitlement (FME) is 19% & we have a high percentage of 'working poor' families.

These families are directed via our Inclusion worker to the support of Kersiebank Project, Go Youth Trust.

Attendance & Exclusion

Moray P.S. has a roll of 276. Moray has a mixed catchment area which the SIMD profile clearly shows:

SIMD profile by stage (no of pupils)	P1	P2	P3	P4	P5	P6	P7
1 (most deprived)	5	8	4	2	3	5	6
2	0	1	1	3	0	2	2
3	9	14	8	7	11	13	6
4	3	2	4	3	3	1	2
5	5	9	7	10	9	9	11
6	0	0	1	0	1	0	1
7	0	1	0	2	0	0	0
8	6	4	4	7	5	3	7
9	5	1	3	2	3	3	3
10 (least deprived)	8	2	3	6	4	3	1
not known	0	0	0	0	0	0	1

SIMD 1-3 39% SIMD 4-7 29% SIMD 8-10 30%

Attendance

	16/17	17/18	18/19	19/20	20/21
School	94.9	94.3	94.3	94.0	94.3
Neighbourhood	94.6	94.2	94.4	93.9	94.8
Falkirk	94.7	94.4	94.4	93.9	95.0

Pupil attendance is good & matches both the authority & neighbourhood average of 94.0-95.0%.

On average there are around 5 incidents of late arrivals per day. These pupils are supported individually by our Inclusion Worker.

Progress & Attainment

Teacher Judgement of CfE Level at June 2022 Ahead, On Track, Concern, Action

Writing June 2022

P1 P4 P7
76% 51% 50%

Reading June 2022

P1 P4 P7
73% 56% 56%

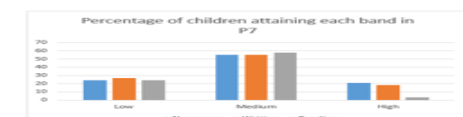
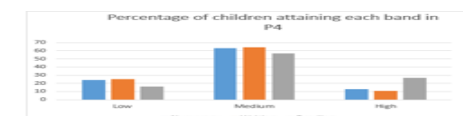
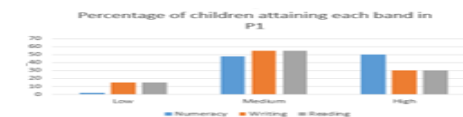
L&T June 2022

P1 P4 P7
98% 79% 69%

Numeracy June 2022

P1 P4 P7
90% 59% 53%

SNSA data from session 2018/19 & 2021/22

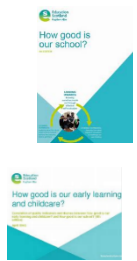


- Our attainment from teacher judgement this session 2021-22 indicates that the majority of children are not attaining expected levels in literacy and numeracy, particularly within first and second level.

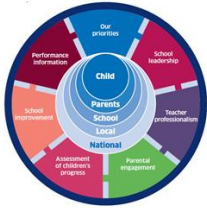
- Children have a convincing beginning at early level, but this seems to retreat as pupils go into first level and move through the school.
- With regards to PEF our identified gap is the attainment of children living in SIMD 1 and 2 in comparison to those in SIMD 9-10, particularly in first and second level literacy. We aim to close this gap through our identified interventions.

Moray PS	Reading June 2022			Writing June 2022			L&T June 2022			Numeracy June 2022		
	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
Schools												
All Pupils	73%	56%	56%	76%	51%	50%	98%	75%	69%	90%	59%	53%
SIMD 1 & 2	75%	0%	43%	75%	0%	43%	100%	33%	71%	100%	0%	57%
SIMD 9 & 10	77%	75%	100%	85%	75%	75%	100%	100%	100%	92%	75%	100%
GAP Q5 - Q1	2%	75%	57%	10%	75%	32%	0%	67%	29%	-8%	75%	43%
Num pupils in Q1	4 pupils	3 pupils	7 pupils									
Num pupils in Q5	13 pupils	8 pupils	4 pupils									

- Focus this session around teaching, learning and assessment processes was highlighted as good practice by the local authority. Self-evaluation from staff highlighted the adaptations made to the format of pupil progress meetings and quality assurance as having positive impact on their practice and professional reflection of teaching and learning.
- Staff are beginning to develop their confidence around professional judgements, however attainment data and qualitative feedback from staff draw attention to a need for greater work in moderation of the achievement of a CfE level and a requirement for more robust assessments to support teachers in making accurate judgements around children's attainment, focussing action around what children need to move their learning forward.
- Targeted interventions are examined regularly but greater attention is needed on measuring the impact of such interventions and supports.
- Within writing **all** levels fall below the expected attainment with no improvement in attainment in writing at any juncture.
- We aim to tackle these identified areas for improvement in attainment through our outlined school improvement aims for session 2022-23.

Priority Area: Learning, Teaching & Assessment	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership & Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes & Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners Quality provision Leadership & workforce development 
What informs this priority? Feedback from local authority Evaluation Support visit around HGIOS Q.I 3.2 highlighted positive practice in - ✓ Using self-evaluation to identify relevant improvement priorities to support staff to develop confidence in assigning CfE levels. ✓ Staff showing improved confidence in identifying where children are in their learning & what experiences will continue to improve outcomes for all. Staff self-evaluation – ✓ Use of the Progression Pathways & benchmarks allow for the creation of meaningful assessments which are relevant to the E's & O's. ✓ Use of the Progression Pathways & benchmarks are supporting teacher's judgments. ✓ CfE tracking tool allows a clear indication in one place of pupils' progress & highlights those who are concern, action clearly. ✓ Quality Assurance & Pupil Progress Meeting dialogue has generated meaningful & focussed dialogue which supports teacher judgement. Next steps – ✓ Staff to continue to develop their understanding of progression, senior leaders should support the development of pedagogy in literacy & numeracy to ensure that experiences meet the needs of the children in Moray. ✓ Staff & senior leader should continue to make more effective use of all available data to help identify appropriate interventions which happen at a class level. ✓ Staff make appropriate use of progression pathways & benchmarks to provide relevant learning experiences but further work to continue & increased opportunities in collegiate moderation of evidence to confirm/support teacher judgement. ✓ Continue with targeted interventions around action, concern pupils by enhancing the time allocation for SfLT & building in senior leadership time for pupil targeted groups in literacy & numeracy.			
What do you aim to achieve?	How will you achieve this priority?	Timescales & responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
Staff have a clear understanding of the Learning, Teaching & Assessment Cycle. (Moderation Cycle) Staff will have continued confidence in using the Progression Pathways & Benchmarks to assess pupils' progress & meet the needs of learner's. Moderation as an integral part of school collegiate calendar. Appropriate assessment data will be collected, analysed & recorded regularly using the CfE tracking tool. To identify progress & next steps in planning & teaching & targeting support to meet learners needs.	➤ Moderation cycle linked to the school calendar & S.I.P aims – reflective questions at each stage of the cycle. ➤ Continue to use progression pathways & benchmarks in long term planning - focus on literacy & numeracy. ➤ Increased & regular moderation in departments using pupil evidence from class work, assessments against progression pathways & benchmarks. ➤ Develop supportive moderation trios focusing on writing. ➤ Consider what an assessment is? Practical opportunities for staff to generate and share assessments that are high quality assessments – that encompass several skills and the end goal is clear. ➤ Numeracy & Reading pressure points work with staff and senior leadership team - assessment tool with focus groups of pupils identified as 'concern/amber' to	August - SLT Ongoing - all staff Ongoing - all staff Ongoing - CAT sessions/RACI group focus Ongoing – SLT, SfLT, SfLA – link with work with St Francis, Sacred Heart PS	➤ Self-evaluation from CLPL sessions showing increased understanding of the L,T,A cycle. ➤ Dialogue with staff at forward planning & pupil progress meetings. Review what is successful & what needs improved. ➤ Staff confidence in Teacher Judgement will continue to develop & colleagues will support each other in planned opportunities for moderation. ➤ Additional layer to assessment data with the use of pressure points. ➤ Agreed minimum requirement to achieve level. ➤ Dialogue at pupil progress meetings – increased accuracy in identifying where pupils are in their learning & targeting appropriate interventions.

PEF – raise attainment in pupils identified as action, concern in literacy & numeracy.	identify gaps & support teacher's judgement & plans for interventions to support these identified pupils to move forward. ➤ GL assessments in literacy and numeracy – stages whole school. ➤ Use of CfE Tracking Tool.	Twice yearly – class teachers, SfLT, SLT August INSET CfE tracking tool refresh – Data coach K.Robinson. Monthly September to November - SNSA training workshops for staff.	➤ Targeted interventions will have a positive impact on pupils' attainment.
Continue with reporting to parents - linked to highlighting progress & next steps & also CfE level working within or achieved.	➤ Regular focussed reflective dialogue at pupil progress meetings - directed questions for each term. ➤ Increase time of pupil progress meetings. Support staff & EYO/SfLT/Inclusion Worker involved in dialogue & targeted interventions. ➤ Support for Learning Teacher (SfLT) targeted interventions with pupils identified in pupil progress meetings. ➤ EYO & SfLA targeted support for pupils in early literacy & numeracy skills. ➤ Senior Leadership Team (SLT) targeted groups for support & challenge in literacy & numeracy. ➤ Consider feedback from parent/carers of June 2022 End of Term Report. ➤ Parental workshops around CfE levels & types of interventions which could be focussed to support their child's learning.	Termly/INSET - Pupil Progress Meetings Ongoing in QA - SLT End year – Parents/Carers Termly - Parents/Carers	➤ Parents & carers will report an understanding of their child's progress & next steps. ➤ Parents & carers will report an increased understanding of the CfE levels.
Ongoing evaluation/actual impact:			

Priority Area: Writing Pedagogy Moderation Assessment	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership & Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes & Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners Quality provision Leadership & workforce development 
What informs this priority? ✓ Data from CfE teacher judgement & SNSA - low attainment in writing. ✓ Staff professional dialogue at Pupil Progress Meetings - practice in writing is not consistent. ✓ Staff turnover – impacted on consistency in approaches to writing. ✓ Pupils with limited out of school experiences – barrier to imaginative & creative writing.			
What do you aim to achieve?	How will you achieve this priority?	Timescales & responsibilities	Measures of success - (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
Have a clear picture of writing across school & CfE levels. Increase pupil's engagement & enthusiasm for writing. Develop staff practice in delivering writing. Consistency of practice in teaching & learning in writing Staff confidently identifying a pupils' achievement of a level in writing.	➤ RACI task brief for writing – PT & Class Teacher to lead. ➤ Audit of whole school practice in writing. ➤ Whole staff engagement with Falkirk Literacy Strategy. ➤ Staff professional development & collegiate time focussed on – • Helicopter Stories • Message Centres • Foundations of Writing • Talk4Writing ➤ Whole school session on Talk4Writing. ➤ Test of change within targeted class using Talk4Writing ➤ Moderation of writing whole staff & in small group trios. ➤ Develop a bank of writing pieces across genres within each level in writing from Early to Second & Third level. ➤ Cold piece of writing for each pupil, each term in all classes to support assessment, moderation & analysis of practice & learning in writing.	August – Responsible G.Fulton (PT), L-A.Dickson (CT) Whole staff Ongoing - CAT sessions Ongoing - RACI group time Whole staff November – Whole Staff CLPL TBC Local creative writing author workshops for staff. Ongoing - CAT sessions – whole staff & trio groups Ongoing - CAT sessions – whole staff & trio groups Ongoing - Whole staff, SLT	➤ Whole staff self-evaluation of outcomes set in RACI task brief. Data gathered from – ➤ Professional Dialogue Pupil Progress Meetings ➤ Pupil Attainment – CfE tracking tool ➤ QA Visits focussed on teaching & learning on writing. ➤ Whole staff self-evaluation of outcomes set in RACI task brief. ➤ Whole staff self-evaluation & feedback on CAT sessions & following CLPL sessions. ➤ Bank of moderated exemplars of writing for each CfE level. ➤ Quality Assurance In Class Visits ➤ Learning Walks ➤ Pupil Focus Groups ➤ Professional Dialogue at Pupil Progress Meetings
Ongoing evaluation/actual impact:			

Priority Area: Parental Engagement	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership & Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes & Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners Quality provision Leadership & workforce development 
What informs this priority? ✓ Parental engagement has been limited - Risk Assessment guidance prevented parent/carers from participating fully & in person in the life & work of the school. ✓ Positive trial of Seesaw Parent & Family app for parents to view their child's achievements digitally. ✓ Limited opportunities for family learning that promotes parental engagement in supporting their child's learning.			
What do you aim to achieve?	How will you achieve this priority?	Timescales & responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
Increased parental engagement in the life & work of the school. Increase parental involvement in their children's education & learning. Opportunities for family learning activities designed to enable parents to learn how to support their children's learning. Parental Support Network - Vulnerable families & those with pupils with ASN to feel supported within the school community.	➤ Parents/carers encouraged & welcomed as active partners in the life of the school. ➤ Food for Thought Education Fund 2022 - 2023 What we do Education Scotland ➤ Parental views regularly sought on areas of school improvement as an integral part of the schools' ongoing cycle of self-evaluation. ➤ Parent workshops on targeted areas of literacy & numeracy & information around Curriculum for Excellence levels. ➤ Use of National Parent Forum 'In a Nutshell' publications to support family engagement. ➤ Drop in coffee sessions aimed at developing relationships & support networks for families. To include informal drop ins & also agencies to speak/&or provide information for families. ➤ Signpost families to agency support.	Ongoing – SLT, PTA, MPP Ongoing – MPP Throughout school session - SLT, Staff Termly - SLT, MPP Termly – Inclusion Worker, MPP Termly – EP teachers and parents Ongoing – Inclusion Worker	Engagement - increased parental uptake of opportunities to come into school. Qualitative feedback from parent council involvement in SIP. Qualitative feedback from parental views sought following workshops. Quantitative data around % of parental engagement at workshops. Following up to ascertain reasons for non-attendance if attendance low. Qualitative data gathered from dialogue with parents who attend the sessions and from those running them. Ongoing dialogue and feedback from parents supported.
Ongoing evaluation/actual impact:			

Priority Area: Health & wellbeing	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership & Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes & Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners Quality provision Leadership & workforce development 
What informs this priority? ✓ Evaluation of whole staff CLPL around Paul Dix 'When the Adult Changes Everything Changes' evidenced a need to consider less & simplified school values & consistency in approach around positive behaviour strategies. ✓ Self-evaluation post Covid-19 recovery plan highlighted need to re-engage pupils in the life & work of the school community. ✓ Continued requirement of emotional & mental wellbeing support for pupils.			
What do you aim to achieve?	How will you achieve this priority?	Timescales & responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
Build on positive ethos by ALL committing to shared educational values. Embed a culture of restorative practices - staff & pupils to utilise a restorative approach to managing conflict/behaviour incidents. Promote equity of success & achievement for all by regularly sharing pupils in school & wider achievements. Engaging pupils in the life & work of the school & how they evaluate their learning experiences at Moray PS. Pupils who have experienced loss are supported to make sense of their grief reactions in promoting their health & wellbeing.	➤ Revisit the school values with the whole school community. ➤ Focus on UNCRC ➤ Revisit positive behaviour framework & agree consistent strategies/incentives to be used across school. ➤ Seesaw for pupils to evidence in class achievements. ➤ Focused whole school assemblies. ➤ Focused year group assemblies. ➤ Relaunch whole school responsibility groups ➤ Pupil Council focus on HGIOUR School & their experiences of learning & teaching related to areas if S.I.P ➤ Seasons for Growth programme with identified pupils.	INSET – August Ongoing – SLT - DHT September – SLT & staff Weekly - All staff Monthly/Weekly – SLT Fortnightly – All staff Weekly/Fortnightly sessions – SLT/Go Youth Trust	➤ Whole school community will have values which they feel ownership of. ➤ Whole school community will have an increased awareness & understanding of UNCRC. ➤ Clear framework & consistent strategies used across whole school community. ➤ Pupils have a greater awareness of the expectations of their behaviour. Decrease in escalated behaviour issues ➤ HGIOUR document for pupil self-evaluation. ➤ Pupil voice groups - responsibility groups meetings – dialogue & feedback from pupils & staff. ➤ Seasons for growth evaluations – pupils, parents, staff observations of pupils' participation.

Children will be able to express themselves in a calm & gentle manner. Children will appear happier & more settled. Families to feel they can approach the school for support, at ease to have open, honest discussions around their needs as well as the needs of their child/children. Families to be supported in completing often complex referral or request for assistance paperwork – break down barrier to accessing agency support.	➤ Play Therapy commissioned through Play Therapy Base Play Therapy Base ➤ Play Therapist to support targeted pupils - Assessing the child's needs. Running therapy sessions at a regular time & place - making use of creative arts, like drawing, clay, s&, movement, music & therapeutic storytelling. Communicating with children & making a connection between the signs, symbols & actions the child creates through play. ➤ Go Youth Trust Mentor scheme. ➤ Falkirk Bairn's Wellbeing Funded nurture project using Emotions Works. ➤ PEF funded Inclusion Worker.	Weekly Sessions – Play Therapist Weekly Session – Go Youth Trust Mentors Class Teacher focussed on PEF pupils or pupils identified at TAC through Educational Psychologist consultation. Daily support – Inclusion Worker	➤ Professional dialogue & sharing of information between SLT, teaching staff, SflA, play therapist. ➤ Qualitative data – feedback gathered from families around the impact of the interventions with the Play Therapist. ➤ Qualitative data – feedback gathered from pupils and mentors. ➤ Qualitative data – feedback gathered from pupils and teacher. ➤ Qualitative data – feedback gathered from families around the supports received from Inclusion Worker.
Ongoing evaluation/actual impact:			

PEF Financial Context		
Historic PEF Allocation	Identified spend for this plan 2022 -23	Cost
2017-18: 63,223	Staff – EYO x 2 Inclusion Worker Partners – Play Therapist Partners/Materials & Equipment – Talk4Writing Material & Equipment – GL Assessments - literacy & numeracy	
2018-19: 57,240		£38,000
2019-20: 61,000		£13,600
2020-21: 73, 267		
2021-22: 73,267		£12,850
2022-23: 63,700		£ 3,000
Carry Forward 2022-23: £34,242.00		£ TBC
		= £67,450.00

PEF Plan	Year:2022-23					
Inputs	Outputs		Outcomes - Impact			Stretch Aims
	Activities	Participation	Short	Medium	Long	
What we Invest Staff Volunteers Time Money Materials Equipment Technology Partners	What we do Conduct workshops, meetings Deliver services Develop products, curriculum, resources Training/CLPL Provide counselling Assess Facilitate Work with media	Who we reach Participants Parents/Carers Agencies Learners	What the short-term results are Learning Awareness Knowledge Attitudes Skills Opinions Aspirations Motivations	What the medium-term results are Action Behaviour Practice Decision making Policies Social Action	What the ultimate impact(s) is Attainment Achievement	Please identify which number of stretch aim this intervention contributes to Stretch aims are in the page following this table
Staff EYO x 2	Worked with identified pupils.	Learners	Learning, Knowledge, Skills		Attainment Achievement	Meeting the needs of all Children & Young People
Staff Inclusion worker	Deliver support to learners & families.	Parents/Carers Agencies Learners	Knowledge, Skills	Social Action	Attainment Achievement	Meeting the needs of all Children & Young People
Partners Play Therapist	Provide counselling	Parents/Carers Learners	Awareness, Resilience, Understanding	Behaviour	Attainment Achievement	Meeting the needs of all Children & Young People
Partners Equipment Time Talk4Writing	Develop products, curriculum, resources Training/CLPL		Learning, Knowledge, Skills, Aspirations, Motivations.	Practice	Attainment Achievement	Leadership/ Workforce Development Meeting the needs of all Children & Young People Quality Provision
Materials Equipment GL Assessments	Resource to support teacher assessment in literacy & numeracy	Learners	Learning, Knowledge	Practice Decision making	Attainment Achievement	Leadership/ Workforce Development Meeting the needs of all Children & Young People Quality Provision
Ongoing evaluation/actual impact:						



School Strategic Improvement Plan Session 2022 – 2023

Schools			
Strategic Service Priority	Meeting the needs of all Children & Young People	Quality Provision	Leadership/ Workforce Development
Priority Focus Areas	- Ensuring the needs of all learners are met - Consistency in tracking & monitoring processes - Shared ownership of learners' journey through the curriculum - The role of parents in meeting the needs of learners	- Review of curriculum offer in all sectors - Consistency in planning & assessment - Reviewing the quality of learners' experiences - Understanding impact of curriculum transitions	Workforce development Develop a consistent understanding of: - Learning, teaching & assessment cycle - Progression & effective pedagogy in literacy, numeracy & health & wellbeing - Curriculum design & the development of cross cutting themes Leadership - Relevant professional learning to support leadership at all levels - Consistency in quality assurance & self-evaluation - Roles & responsibilities for quality associates - Realign Senior Leadership engagement strategy
Core Business	- Support settings to make effective use of a range of data to ensure children's needs are met - Support establishments to identify & evaluate interventions with a clear focus on outcomes - Develop shared expectations of what inclusion & equalities look like across settings - Support settings to build on parental engagement to meet the needs of all learners	- Continue to support settings to review & refresh their curriculum offer in all sectors, taking account of both local & national guidance - Support senior leaders & practitioners to develop further a consistent understanding of how to plan effectively to ensure high quality learning & teaching - Support senior leaders & practitioners to develop further a consistent understanding of what makes effective assessment - Carry out support visits for identified schools to identify strengths & next steps focussing on QI 2.3 learning, teaching & assessment	- Provide CLPL opportunities to support practitioners to develop a consistent understanding of how to use the learning, teaching & assessment cycle - Provide CLPL opportunities to support practitioners to develop a consistent understanding of progression within literacy/numeracy/HWB - With Quality Associates from cohort 1, establish roles & responsibilities for session 2022-23 which are linked to current improvement priorities - Review & realign the senior leadership engagement strategy to lead & deliver areas from current priorities - Continue to provide professional learning for leadership development across all levels - Continue to support establishments to embed UNCRC legislation.

Recovery	- Develop a range of supports linked to the staged assessment & intervention process - Support schools to: - accurately identify pupils needs - implement appropriate interventions to ensure improved outcomes for learners	- Develop guidance to support consistency in processes to track & monitor children & young people's progress - Establish quality assurance procedures & development sessions across the year to support settings to plan & evaluate their work	- Support practitioners to develop & implement effective pedagogy linked to Literacy/Numeracy/HWB - Within the expectations of the National Improvement Framework 2022 & within the framework of Recovery & Accelerating Progress, with practitioners, develop effective processes to monitor & evaluate the impact of interventions & to identify next steps - Provide guidance & a framework for establishments around quality assurance & moderation.
Innovation	- Carry out 'transitions' review within clusters to identify good practice & next steps. Focus on learners' journey. - Further develop the role of the cluster in supporting children & young people's learning journey 2-18 - Review impact of community mental health & well-being service to inform the development of a mental health & well-being strategy.	Support senior leaders to develop a focus on curriculum transition from 2 - 18	- Exp & the role of the Quality Associates & their contribution in terms of improvement across the service - Continue to support practitioners to develop cross cutting themes linked to curriculum design: Learning for Sustainability/Digital
What outcomes do we want to achieve?	- Educational outcomes for all learners are improving - Settings make effective use of data to identify & support the needs of all learners - Practitioners have a clear understanding of their roles & responsibilities linked to inclusion & equality - An increase in learner's needs being met at an earlier stage - Improved parental engagement & roles around school improvement; increased family learning opportunities; increase confidence in children's digital literacy which impacts positively on outcomes for learners - Senior leaders make best use of data to make appropriate changes to their curriculum offer to best meet the needs of their learners as they journey through the 2-18 curriculum	- Settings reflect on local & national guidance to ensure their curriculum offer continues to meet learner needs within their local context - Secondary settings reflect on & respond to national guidance on senior phase assessment - Senior leaders support staff to develop consistency of approaches to planning & assessment (using knowledge gained from moderation programme) to improve outcomes for learners - Learners are provided with appropriately challenging learning experiences across the curriculum which meet their needs - Robust processes within settings for tracking & monitoring lead to improved teacher professional judgements - Practitioners have an improved understanding of progression across the 2-18 curriculum - Senior leaders consistently use quality assurance procedures to evaluate the work of the establishment & the quality of learning & teaching	- Increase in practitioner's confidence & understanding of how to use the learning, teaching & assessment cycle - Across all sectors, practitioners demonstrate an increased understanding of progression in learning through the levels - Practitioners provide the most appropriate learning experiences which lead to improved outcomes for learners - Practitioners are supported to consider how cross cutting themes can enhance the delivery of the curriculum - Practitioners are supported, encouraged & empowered to lead aspects of improvement across establishments, the wider service & beyond