



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

Arnage Primary School



LAST UPDATED: 01 November 2017

Aberdeenshire Council Education and Children's Services

"Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity
- to embed the principles of GIRFEC (Getting it Right for Every Child)
- to provide support in developing inclusive, vibrant and healthy communities

National Improvement Framework 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 Drivers:

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

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

Context of the School

Vision, Values, Aims

'Arnage School aims to provide an excellent education for our pupils, a safe and nurturing environment and an ethos that celebrates confident individuals, responsible citizens, effective contributors and successful learners.'

At Arnage School pupils come from a range of farming and commuting families, providing a large cultural mix in a small community school. The school currently has two classes: P1-3 consisting of 17 pupils and P4-7 consisting of 18 pupils. At Arnage School there is a full-time Head Teacher, four members of teaching staff (part-time) between the two classes and one full-time Pupil Support Assistant. Specialist teachers help with the teaching of Art and Design, Music, Physical Education and Modern Languages (French). Arnage School is part of the Ellon Community School Network - pupils in primary 7 transfer to Ellon Academy.

The positive **ethos** at Arnage School is the foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our pupils. Children's opinions and ideas are listened to and valued, and through our Pupil Council and RRS, ECO, Health and Charity working parties children are encouraged to be involved in developing the work of the school and thus having a positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims.

At Arnage School our **overarching aim** is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become Responsible, Respectful and Independent young people. Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become:

Responsible Citizens

- Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world
- Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others

Effective Contributors

- Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings
- Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others

Successful Learners

- Providing quality learning experiences which inspire and motivate our young people to become successful learners
- Encouraging all to reach their full potential through stimulating and independent learning

Confident Individuals

- Providing a safe, secure and supportive environment where children feel confident to tackle new challenge
- Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing

SIMD data

Analysis of the SIMD data shows that no child at Arnage Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 8. Although Arnage Primary School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.

Overall Strengths of the School -

- **High quality, outdoor learning experiences**

At Arnage School, children behave well and work hard. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences on offer. Effective use of extensive outdoor environment for learning and to support children's well-being.

- **Levels of performance**

Children are making good progress in their learning across all curricular areas.

- **The inclusive and nurturing ethos**

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Children are patient, caring and very good at including one another, reflecting the nurturing approach of all adults in the school. The school has a very inclusive culture. It is clearly understood that it is everyone's right to feel safe, valued and included. Pupils of Arnage School are responsive and caring children who are proud of their school and their achievements.

- **The quality of support provided**

Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children's learning carefully across areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met.

- **The engagement of all staff, pupils and partners in improving the school.**

Staff, pupils and parents at Arnage School demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL to enhance their own practice and maximise impact for learners. Parents and members of the community are very supportive of the school and provide a range of opportunities for engagement as well as leading clubs and activities.

Overview of Current Improvement Priorities as of August 2017

1. <u>Leadership and Management</u> <u>(Leading Change)</u>	2. <u>Learning Provision</u>	3. <u>Success and Achievements</u>
Self-Evaluation Extend confidence and effectiveness in use of HGIOS4 using collaborative approaches to self-evaluation for improvement	Numeracy Improving approaches to numeracy in order to enable high quality learning opportunities and ensure progression for all. (particular focus on mental maths using Big Maths)	Attainment Tracking – continue to develop as we introduce new national standardised assessments in 2018.
Reporting to parents and sharing the learning (Robust reporting calendar and introduction of Learning Journals)	1+2 and working towards opportunities for French for all in P1-P3, and French and German for all in P4-P7.	Increasing creativity and employability through digital innovation and digital literacy.
	Review the school Homework Policy with all stakeholders	
	Parental Engagement – family learning opportunities	
Developing use of technologies to support learning and teaching	Wider Curriculum – continue to work towards a breadth of experiences for learners through engaging with Aberdeenshire Frameworks and national benchmarks.	Eco School – achieved the ‘Green Flag’ status for the school
	Continue Skills for life and work , employer engagement and developing the young workforce programme of work – evaluate impact	Unicef Rights Respecting School

1. How good is our leadership and approach to improvement?

Improvement Priority 1 - **Leadership and Management (Leading Change)**

Overview: (Where we are now)

- The school engages in emergent self-evaluation processes
- Staff have been committed to taking lead roles in school improvement initiatives such as Rights Respecting School, Eco School, Outdoor Learning, 1+2 and developing Skills of Life to benefit outcomes for all our young people. All staff at Arnage School are reflective and ambitious to improve the school. They know what they need to do to improve the school because they are continuously evaluating the quality of their work and the impact of changes. Parents feel that staff are approachable - they feel confident to express their feelings and to voice their opinion in staff and school development.
- Pupil voice is a strong feature of the school's approaches to improvement. Children give their views about the school as part of committees and take responsibility for improving aspects.
- HGIOS4 has been introduced and relevant Quality Indicators used to inform monitoring and evaluations.
- Focused monitoring of plans and classroom practice and feedback is designed to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities.
- Staff engage with professional learning/CPL opportunities through Aberdeenshire Events/ALDO. Leadership roles are encouraged and taken on by a range of staff e.g. outdoor learning; numeracy development; pupil voice groups. Professional Review and Development (PRD) procedure will be implemented as per GTC guidance and time allocated for staff to update and review professional learning.

A recent Quality Improvement Visit highlighted the following -

Key strengths:

- Staff work collegiately on self-evaluation activities. The Head Teacher works closely with colleagues to build capacity in reflective practice and to improve outcomes for learners.
- The focus in the school on its own vision, values and aims have been refreshed and all stakeholders have been consulted.
- Head Teacher models effective learning and teaching approaches and is innovative in her thinking about engaging learners.

Identified priorities for improvement:

- Review planning and evaluation of learning across the curriculum to ensure there is a clear focus on assessment using the progression frameworks and benchmarks to support
- Involve school staff, parents and partners in evaluating the progress of Reporting to Parents and the Reporting Calendar
- Review the use of Technology to enhance learning and teaching – upgrade and purchase of new equipment

In relation to the priorities listed above the following action plans have been confirmed:

Improvement Priority 1 - **Leadership and Management (Leading Change)**

	ACTIONS Expected Outcomes/Impact on learners	How will success be measured?
<u>Self-Evaluation</u> Extend confidence and effectiveness in use of HGIOS4	<ul style="list-style-type: none"> - School improvement planned around selected QI's that focus on experiences for children - Staff confidence in self-evaluation enhanced using new format for recording - Learners, parents and other stakeholders consistently engaged in self-evaluation - Impact of improvements for learners to be better collated to show how they benefit. 	<ul style="list-style-type: none"> - Evaluation will show that by February 2018 all staff are confident in the use of HGIOS4 - By June 2018 all learners, staff and parents will be engaged in aspects of school improvement-planning - All class teachers to engage learners in regular evaluation activities focusing on their own learning - 'You Said, We Did' board displayed in school
<u>Reporting with Parents / Learners</u> Robust reporting calendar and reporting formats to share pupil learning with parents/carers	<ul style="list-style-type: none"> -Robust Reporting to Parents calendar created and agreed by stakeholders -New reporting formats to be initiated this year -Work with consultation group and parents to build next steps to support this improvement. 	<ul style="list-style-type: none"> - Collate and evaluate stakeholder responses to new reporting formats and the reporting calendar - Extent to which parents feel they know where their child is in their learning journey and where they are going next.

<p><u>Technologies</u> Session 17/18 will bring considerable change in the way we are using technologies to support learning and teaching (with a huge thanks to the Parent Council). We want to continue to build on this to firstly achieve a level of consistency, but secondly to make best use of the most recent tools available to create exciting and relevant outcomes for learners.</p>	<ul style="list-style-type: none"> -Develop staff, pupil and parent skills in use of online profiling tool – Learning Journals -Source and use appropriate apps / tablets to enrich learning process -When planning learning, continue to consider how technologies can be incorporated to create exciting opportunities for learners. -Continue to develop how we use various technologies to support specific learning difficulties e.g. clicker6, easi-speak -Work towards immersive ethos with regards technologies in school. Our aim is to ensure children have access to technologies not at pre-determined times, but as and when they require. -Through creating such an ethos, support children in developing core skills they will need for school, home, the world of work and life. 	<ul style="list-style-type: none"> -Lesson visits and peer visits to audit use of technologies. -Lesson visits and peer visits to audit use of technologies. -Ensure use of technologies is integral part of planning process. -Increasing staff confidence in use of technologies (PRD where appropriate) -Increased “as and when” access to technology for learners. - Use of technologies to feature in pupils support plans for children with additional support needs.
<p>Evidence of progress/ comments/ identified next steps: Date: Date: Date:</p>		

Evaluation of QI 1.3- Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- Self-Evaluation at school level using HGIOS 4 QI's
- Discussions with staff at PRD
- Observations of lessons by SLT
- School Improvement Plan
- PRD records
- Feedback from parent council discussions

Overall evaluation of level of quality :

- School improvement takes place in the context of the school's values and vision
- All staff are involved in regular evaluation of the school improvement plan through open dialogue and peer work. Leadership roles are taken by colleagues at all levels.
- Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents. Developing a more robust understanding of assessment data would further support this work.
- Staff, pupils and parent views and ideas are sought when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change.
- All staff are committed to CPL and continually reflect on and develop practice to ensure best possible outcome for all learners.

Level of quality for this QI: 3 Satisfactory

2. How good is the quality of care and education we offer?

Improvement Priority 2 – Learning Provision

Overview:

- All staff show commitment to the development and wellbeing of learners as individuals.
- Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies.
- Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practise (Shirley Clarke – Outstanding Formative Assessment)
- Aberdeenshire Frameworks have been introduced and used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners. There is however an identified need to further revise and redesign aspects of the curriculum.
- Transitions are mainly well-supported but curriculum transition with the local playgroup needs to be more effective.
- Regular outdoor learning experiences have been incorporated in to the weekly planning of the school and children benefit from a wide and varied curriculum and learning experiences.
- Children are becoming more responsible at making decisions regarding their learning and there are more opportunities for children be independent learners (this is continuing with the increased support)
- Positive engagement with the majority of parents encourages increased interest in pupil learning
- Aberdeenshire tracking formats are in place and staff are becoming more confident in making judgements about children’s progress within a level
- Teachers track children’s achievement carefully. They use group work and personalised tasks to give children appropriate support or challenge

Key strengths:

- The very positive relationships in the school based on shared vision and values and a respect for learning.
- The high quality of personalised support based on application of clear information about learners and their needs.
- Parents and the community are effectively engaged in enhancing the curriculum and supporting opportunities for learners e.g. Gardening Club, Jog Club, French and RotaKids.

Identified priorities for improvement:

- Numeracy – mental agility
- Homework Policy and Procedures to be reviewed by all stakeholders
- Parental Engagement
- Develop electronic profiling to support pupils taking ownership of their learning and to record their achievements.

In relation to the priorities listed above the following action plans have been confirmed:

Improvement Priority 2 – Learning Provision

	ACTION Expected Outcomes/Impact on learners	How will success be measured?
<p><u>Numeracy</u> We want to build on what we have to improve outcomes for learners, with a particular focus on how we are planning for children’s mental agility.</p>	<ul style="list-style-type: none"> -Refresher of the ‘Big Maths’ training that the teaching staff have already completed -Buy resources -Assess all pupils using the standardised assessment from ‘Big Maths’ to set pupils into ability based groups -‘Big Maths’ session will be timetabled across the whole school and led by a teacher -Pupils will move to their designated teacher once a week. 	<ul style="list-style-type: none"> -Pupils will be supported yet challenged in ability based groupings -Head Teacher will work closely with ‘Focus Groups’ to complete formative assessments using CforEx levels and benchmarks -Stakeholder feedback will be sought in the form of anonymous questionnaire/open discussion for younger pupils
<p>Review and renew the school Homework Policy & Procedures in collaboration with all stakeholders.</p>	<ul style="list-style-type: none"> -Share current Homework Policy with all stakeholder (parent council, collegiate time, pupil council) to seek views/opinions -Gauge views of current practice from all stakeholders -Seek views on changes/ improvements for future practice. 	<ul style="list-style-type: none"> -Analyse responses from stakeholders -Draft a renewed Homework Policy for Arnage School -Trial the new policy Summer 2018. -Evaluate and implement any further changes if required.
<p>Parental Engagement</p>	<ul style="list-style-type: none"> - HT raising issue with Parent Council November 2017 will confirm school wish to engage parents - Draft programme of family learning to be published by the school by June 2018 - HT to return issue to Parent Council and publicise programme for Family Learning published - September 2018 plans implemented - On-going thereafter, annual evaluation activities will see % of parents engaged with the school, learning through the school and supporting more actively the learning of their children 	<ul style="list-style-type: none"> - Children’s learning enhanced by increased parental confidence and interest in learning - Further increase in positive relationships with parents - Parents from all backgrounds engaging in school activities and events

Use of Progression Frameworks & Benchmarks	<ul style="list-style-type: none"> -Continue to engage with Aberdeenshire Council Progression Frameworks in literacy, numeracy and health and wellbeing. -Explore and develop programmes of work we wish to engage with in order to build skills within curricular areas which have largely been led by visiting specialists. 	<ul style="list-style-type: none"> - Teachers will continue to make reference to the frameworks and benchmarks in planning and in professional dialogue - Programmes of work will be evaluated – with the intention of being ready for implementation Summer 2018
Skills for Life Programme	<ul style="list-style-type: none"> -Continue using the Skills for Life programme of work (Supported by Mrs McCalman – PSA) -Creating links with local organisations and employers -Invite parents into school to talk about their jobs and the skills they use to complete their everyday work. -Parents at Work day will be discussed with the Parent Council (volunteers/dates/times etc.) 	<ul style="list-style-type: none"> - The Skills of Life Programme introduced to Arnage School in 2016 is working very effectively – so continue - Links with local employers will be established and visits (in and out of school) will be planned/executed - Parents at Work day will be planned for Term 4 2018
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

Evaluation of QI 2.3-Learning, Teaching and Assessment:

Sources of evidence/ evaluation activities undertaken:

- HT and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response.
- Learning walks by HT.
- Pupil sampling and learning conversations with young people and staff
- Collegiate professional dialogue focused on learning in literacy and numeracy- with yearly predictions in attainment
- Evidence of outdoor learning in planning
- Cluster / peer school moderation.
- Evidence from QI visit/ liaison with QIO

Overall evaluation of level of quality :

- The learning environment is built on positive, nurturing and appropriately challenging relationships
- Learners' achievements in and out of school are recognised, regularly celebrated and shared with pupils, parents and the wider community through our achievements wall and monthly newsletters
- Learners play an active role in the school and wider community and regularly take on leadership roles. This could be enhanced further by encouraging IDL.
- Staff continue to share learning intentions and success criteria with children but could enhance this further by involving pupils more in the planning and evaluation of these.
- Teachers track children's achievement carefully across all curricular areas, constantly assessing whether children are making progress and provide appropriate support and challenge. Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement.
- Forward planning continues to be updated in an attempt to tackle bureaucracy and reflect the benchmarks identified in Aberdeenshire's Progression Frameworks.

Level of quality for this QI: 3 Satisfactory

3. How good are we at improving outcomes for all our learners?

Improvement Priority 3 – Successes and Achievements

Overview:

- Children at Arnage Primary School are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided.
- All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children.
- The school is fully committed to the fulfilment of its statutory duties
- Most children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils.
- Standardised Assessment data is used effectively to track progress and identify areas requiring targeted support. Analysis of such data has been shared with parents (October 2017)
- The school is adopting a dyslexia and autism friendly approach, toolkits to support this are available in both classrooms

Key strengths:

- A rights and values-based approach to all aspects of school-life supports all learners feeling valued and cared for.
- There is a clear focus on the attainment of all learners in literacy and numeracy
- HT has regular meetings with staff to discuss the needs of individuals, and all staff now complete tracking and monitoring formats in reading, writing and maths, which facilitate identification of learners who may require further support
- Children are making good progress in outdoor learning and find the activities motivating and interesting
- Learners explain that their views are valued and that they are able to contribute to the decision making for the school and the community.
- PSA works effectively in classes to flexibly support learners.

Identified priorities for improvement:

- To engage with **Scottish National Standardised Assessment (SNSA)**
- Staff to work collaboratively on removing barriers to learning and effectively supporting learners to have equal opportunities to a broad and balanced curriculum
- **Eco School** – achieve the ‘Green Flag’ status for the school
- Further develop opportunities for all learners to promote equality and diversity (Rights Respecting Schools)

In relation to the priorities listed above the following action plans have been confirmed:

Improvement Priority 3 – Successes and Achievements

	ACTIONS Expected Outcomes/Impact on learners	How will success be measured?
<p>Engage with the NEW Scottish National Standardised Assessments (SNSA) <i>(2018 will see the introduction of standardised assessments. We will invest time to ensure we are using the attainment data yielded in a manner consistent with getting the very best for our young people. We will be developing how we are tracking and storing data, although it is difficult to predict exactly what this will look like at the moment)</i></p> <p>Attainment Tracking – continue to develop as we introduce new national standardised assessments in 2018.</p>	<p>-Staff to familiarise themselves with the new assessment process -Guidance from the Local Authority as to the National ‘windows for assessment’ timetable</p> <p>-Analyse the raw data and compare this to the PIPs & INCAS data -Identify areas for improvement/pose questions to SNSA support group if required</p>	<p>Clear evidence of how analysis of attainment data is directly impacting plans and outcomes for learners to ensure data is very much part of our cycle of improvement.</p>
<p>Increasing creativity and employability through digital innovation and digital literacy.</p>	<p>See Technologies comment in Improvement Plan 1</p>	<p>See Technologies comment in Improvement Plan 1</p>
<p>Eco School – achieved the ‘Green Flag’ status for the school</p>	<ul style="list-style-type: none"> - Eco Committee (all stakeholders invited to join) formed. - Analyse the success criteria to be granted our first Eco Flag - Gather evidence of work completed - Plan further work required – being making progress during Committee Time - Apply for external assessor to visit school 	<ul style="list-style-type: none"> - We will have been granted our 1st Eco Flag by Summer 2018

Unicef Rights Respecting School	<ul style="list-style-type: none"> - RRSA Committee (all stakeholders invited to join) formed. - Analyse the success criteria to be granted Recognition of Commitment (ROC) - Gather evidence of work completed - Plan further work required – being making progress during Committee Time <p>Apply for external assessor to visit school</p>	<ul style="list-style-type: none"> - We will have been granted Recognition of Commitment (ROC) by Summer 2018
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

Evaluation of QI 3.1- Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/ evaluation activities undertaken:

- Positive behaviour evident in and around school/community and confirmed with analysis of referrals
- Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations
- Raised attainment by most learners in SIMD deciles evident in standardised assessments
- Positive views reflected by pupils and parents on their education and desire to learn at Arnage School
- Analysis of attendance , LAC , exclusion and lateness data shows appropriate levels of commitment and participation regardless of background
- Scrutiny/analysis of Child Protection procedures.

Overall evaluation of level of quality :

- Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators
- All staff are able to access information about how to support learners through communications from Pupil Support Staff, through MAAPM's and IEP's
- Analysis of collated data on attendance, lateness and exclusion shows that most children attend, participate and thrive in the school environment.
- At times of challenge and difficulty the school deploys other professionals to access support from other agencies
- Each pupil is an individual with individual needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through Pupil Council, review meetings, MAAPM's, etc.
- We endeavour to comply with our statutory requirements and the associated codes of practice. Our staff take account of legislative frameworks relating to equality and inclusion

Level of quality for this QI: 3 Satisfactory

Evaluation of QI 3.2- Raising Attainment and Achievement:

Sources of evidence/ evaluation activities undertaken:

- Analysis of standardised assessments to ascertain progress in literacy and numeracy
- Analysis of opportunities for wider achievements for pupils
- Feedback from QIO regarding overall school performance
- Feedback from parents regarding progress of individual children at parents evening (October 2017)

Overall evaluation of level of quality :

- Attainment in the school is improving. This is the case for all abilities and both female and male.
- The local Cluster are moving forward with moderation training in 'Reporting to Parents' this session
- A tracking system has been in place but a more robust system is being developed
- Almost all pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made in literacy but less consistently in numeracy (mental agility)
- Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter
- Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all
- The outdoor environment is utilised to enhance pupils learning experiences.
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans in place to address these
- Across the school pupils are encouraged to take responsibility but there is room to further extend the range of leadership opportunities

Level of quality for this QI: 3 Satisfactory

4. What is our capacity for improvement?

- **The overall capacity for improvement at Arnage School is very good.** This is based on the following aspects within the school:
 - High levels of commitment and leadership by all staff
 - Young people in the school who show a respect for and commitment to learning
 - The positive ethos in the school underpinned by shared vision and values
 - A high quality programme of professional learning that supports all staff and leads to improvements for learners
 - Productive partnerships with parents , other schools and services and a range of contacts in the local community
 - Positive feedback about the school from QIO, parents and learners themselves that gives confidence in what we do
- **Aspects that could impact adversely on the capacity for further improvement include:**
 - Intermittent supply staff availability
 - Budgetary constraints regarding extending availability of differentiated resources (ICT)

5. Record of updating

Date	Amendment made	By who	Comment
1-11-17	Double checked and small changes made throughout report to ensure document was up-to-date and correct at time of submission	HT	