



# **Whitecrook Campus Improvement Plan**

**2024 – 2027**  
**(Session 2025 - 2026 Year 2)**

# Next Session (25/26)

## WDC Outcomes NIF 2025 Alignment

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
<b>NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES</b>	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing	Improvement in skills and sustained, positive school leaver destinations for all young people	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	Improvement in skills and sustained, positive school leaver destinations for all young people
<b>NIF SHORT TERM PRIORITIES the ABC's</b>	<b>BEHAVIOUR AND RELATIONSHIPS</b>	<b>CURRICULUM</b>	<b>ATTENDANCE</b>	<b>ACHIEVEMENT</b>
<b>NIF OUTCOMES (REPLACE DRIVERS)</b>	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.  Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.  An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality	High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap  Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

### 3 year overview of principles and practice, interventions and initiatives we will deliver upon

	YEAR 1	YEAR 2	YEAR 3
<b>ENGAGE</b>	<ul style="list-style-type: none"> <li>• COUNT WITH ME IN WDC</li> <li>• PLAY BASED LEARNING</li> <li>• UP, UP AND AWAY</li> <li>• 6 WDC Competencies</li> <li>• Emotion Works</li> </ul>	<b>READ WITH ME IN WDC</b>	<ul style="list-style-type: none"> <li>• METACOGNITION</li> </ul>
<b>EMBED</b>	<ul style="list-style-type: none"> <li>• CIRCLE</li> <li>• ASSESSMENT AND MODERATION</li> <li>• ONE-ERY</li> <li>• VISIBLE LEARNING</li> </ul>	<ul style="list-style-type: none"> <li>• COUNT WITH ME IN WDC</li> <li>• PLAY BASED LEARNING</li> <li>• UP, UP AND AWAY</li> <li>• 6 WDC Competencies</li> <li>• Emotion Works</li> <li>• UNCRC</li> </ul>	<ul style="list-style-type: none"> <li>• READ WITH ME IN WDC</li> </ul>
<b>EVALUATE</b>	<ul style="list-style-type: none"> <li>• SEAL</li> <li>• NURTURE</li> </ul>	<ul style="list-style-type: none"> <li>• CIRCLE</li> <li>• ASSESSMENT AND MODERATION</li> <li>• ONE-ERY</li> <li>• VISIBLE LEARNING</li> </ul>	<ul style="list-style-type: none"> <li>• COUNT WITH ME IN WDC</li> <li>• PLAY BASED LEARNING</li> <li>• UP, UP AND AWAY</li> <li>• 6 WDC Competencies</li> <li>• Emotion Works</li> </ul>
<b>EXTEND</b>	<ul style="list-style-type: none"> <li>• FOREST SCHOOLS</li> </ul>	<ul style="list-style-type: none"> <li>• SEAL</li> <li>• NURTURE</li> </ul>	<ul style="list-style-type: none"> <li>• CIRCLE</li> <li>• ASSESSMENT AND MODERATION</li> <li>• ONE-ERY</li> </ul>

## Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community

### WELLBEING

<b>NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES</b>	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing
<b>NIF SHORT TERM PRIORITIES the ABC's</b>	<b>BEHAVIOUR AND RELATIONSHIPS</b>
<b>NIF OUTCOMES (REPLACE DRIVERS)</b>	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.  Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

<b>Outcomes</b> <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	<b>Actions</b> <b>This should be action focused language</b>	<b>Resource</b> <b>This should be human/time /budget</b>
<p><b>Learners:</b> Almost all learners are able to talk about the core UNCRC articles and how they impact their life.</p> <p>Most learners are able to reflect on difficult situations thinking about the impact their emotions had on their behaviour.</p> <p>Learners in targeted stages are able to understand consent and accept both YES and NO responses from others.</p>	<p>Incorporate UNCRC into planning using the guidance from the RRSA website <a href="https://www.unicef.org.uk/rights-respecting-schools/getting-started/silver/what-is-silver/">https://www.unicef.org.uk/rights-respecting-schools/getting-started/silver/what-is-silver/</a></p> <p>Nurture Principles and the UNCRC articles are linked to the REACH values and the 6 WDCs.</p> <p>Plan and implement family learning/stay and play (ELCC/Cunard) sessions based on Emotion Works</p> <p>Maintain Emotion Works development in Term 1.</p>	<p><b>UNCRC Leads</b> RRSA pupil steering group set up and supported by staff from across Campus Whitcroft ELC- <u>Joanne Cowan</u> TBC Whitcroft Primary- <u>Scott Thistleton</u> Cunard Primary- <u>Fran Whyte/ George Cook</u> TBC</p> <p>Planning should reflect the UNCRC Core Articles (2, 3, 6, 12), along with Articles 19, 28, 29, 31</p> <p>Resource created to identify links between essential school, local and international</p>
<p><b>Practitioners:</b> All teachers are confident in embedding the UNCRC within</p>		

<p>their class.</p> <p>Emotion Works strategies are shared with families and some report they have had a positive impact in the home.</p>	<p>Pupil Leadership Team/Children's Committee/Pupil Committee meetings focus on gathering evidence relating to Health and Wellbeing across the school and ELCC.</p>	<p>documents.</p>
<p><b>Leaders:</b> Campus achieved the UNCRC silver award.</p> <p>Leaders are able to evaluate the impact of the UNCRC iLearn Module through classroom observations and forward plan monitoring.</p>	<p>RRSA action Plan created and implemented across Campus towards Silver Award.</p> <p><u>The Rosey Project:</u> Implement 'Consent' lessons across Cunard Primary and P4-P7 in Whitecreek.</p>	<p>Pupil Leadership Leads: ELCC: Whitecreek: Jo Paton/Kirsty McGill Cunard: Fran/George</p> <p>Family learning sessions and planned and implemented.</p> <p>Resources for parents to use at home are shared (including digital resources/links) at parent night sessions and showcase events Parent Council meetings</p> <p>Parental guide to report cards created for Cunard Primary.</p> <p>The Rosey Project (Link in with Claire Hubler)</p>
<p><b>Families/communities:</b> Some families are using the shared language of emotions to support regulation at home.</p> <p>Most learners complete learning activities which support the sharing of a shared language of emotion with their families.</p>		
<p><b>Performance Measures / Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</b></p>		
<p><b>Establishments achieve RRSA Silver Award</b></p> <p><b>Forward planning evaluations note that:</b></p> <ul style="list-style-type: none"> <li>• UNCRC articles are being used to identify opportunities for learners to understand and experience how the articles impact their development and learning,</li> <li>• Emotion Works is embedded across the curriculum.</li> </ul> <p><b>Annual learner SIP survey shows that:</b></p> <ul style="list-style-type: none"> <li>• almost all learners can discuss specific UNCRC articles and how they are demonstrated throughout the school,</li> <li>• almost all learners can discuss some of the links between the REACH values, 6 WDCs, Nurture and the targeted UNCRC articles.</li> <li>• almost all learners targeted are confident in giving and accepting consent in various situations.</li> </ul>		

**Annual parent survey shows that:**

- Most parents are aware of the links between the REACH values, 6 WDCs, Nurture and the targeted UNCRC articles,
- Some parents have used Emotion Works vocabulary and behaviour strategies at home.

**Data gathered from Family Learning and Showcase events show that:**

- 25% of parents attend Family Learning sessions,
- 50% of parents attend a whole campus Showcase event highlighting vocabulary and strategies to support emotional regulation.

## Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning

### CREATIVITY

CREATIVITY
Improvement in skills and sustained, positive school leaver destinations for all young people
<b>CURRICULUM</b>
<p>Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.</p> <p>An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality</p>

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
<p><b>Learners:</b> Almost all learners are observed to be actively engaged in outdoor learning experiences.</p> <p>Some learners are beginning to make choices about their learning based on the REACH values and the 6 WDCs.</p> <p>Some learners can talk confidently about how the REACH values and the 6 WDCs support the skills of an effective learner.</p> <p>Most learners are confident at identifying/selecting methods and resources that can help them evidence their</p>	<p><u>OUTDOOR LEARNING OPPORTUNITIES</u> Implement orienteering - P4-P7 Implement forest schools - ELCC- P3 and targeted groups from P4-P7 and Cunard Primary Evaluate and refresh the use of OPO Auchengillan residential trip P7</p> <p>6 WDCs are linked to the Nurture Principles and the UNCRC articles and the schools' VVA.</p> <p>Flexible setting in numeracy across P4-P7 in Whitecrook.</p> <p>Continue to develop self-led learning sessions</p>	<p>Outdoor learning Working Party</p> <ul style="list-style-type: none"> <li>• Claire Doyle</li> <li>• Lyndsay Robertson</li> <li>• Jim Simpson</li> <li>• Fran Whyte</li> </ul> <p>Budget: £2000 Whitecrook £TBC Cunard</p> <p><a href="#">Outdoor Learning</a></p> <p>Realising the Ambition</p> <p>Auchengillan trip for P7</p>

<p>learning.</p> <p>Almost all learners are increasing in confidence and actively engaging in numeracy sessions and are making good or very good progress.</p>	<p>across Whitecrook Primary</p> <p>Cunard Primary new curricular design development, including new Music Specialist sessions linked to wellbeing and creativity.</p>	<p>(PEF to subsidise £1000 approx)          Orienteering resources purchased:          (Approximately £250 budget)  <a href="#">Better Orienteering</a>  <a href="#">A complete introductory orienteering activity package for schools</a></p>
<p><b>Practitioners:</b></p> <p>Teachers provide a range of resources and strategies for learners to engage with as they increase their leadership of learning.</p> <p>Teachers plan joint outdoor learning sessions with other classes and link them to the 6 WDCs and REACH values.</p> <p>Teachers are expanding the range of outdoor learning experiences to include opportunities outwith the school environment.</p> <p>Teachers in P4-P7 Whitecrook and Cunard Primary are using assessment data to inform grouping decisions for flexible setting in numeracy.</p>		<p>All learners have access to a range of pictorial, concrete and abstract learning resources in most curricular areas.</p>
<p><b>Leaders:</b></p> <p>Use data gathered from Visible Learning monitoring sessions to identify areas of strength and next steps for groups and classes.</p> <p>Plan a classroom observation programme which monitors progress of self-led learning across the campus.</p>		
<p><b>Families/communities:</b></p> <p>Most parents are aware of the outdoor learning curriculum offer and talk with their child about the activities.</p>		



Most parents recognise an improvement in engagement and motivation in their child as a result of changes to our curriculum offer and planning.		
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**Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc**

**Learning and Teaching observations show that:**

- teachers are planning high quality and motivating outdoor learning experiences across most curricular areas,
- almost all learners are engaging fully in outdoor learning sessions, and numeracy/maths
- most learners can talk about how they demonstrate the 6WDCs in their learning and how they link to the REACH values

**Annual learner SIP survey shows that:**

- almost all learners are motivated and engaged in outdoor learning experiences,
- almost all learners identify that outdoor learning experiences are positively impacting their learning and understanding,
- most learners agree that developing the skills of an effective learner (6 WDCs and REACH values) improves their learning and attainment.

**Annual parent survey shows that:**

- Most parents are told about outdoor learning experiences by their child.
- Most parents recognise an improvement in engagement and motivation in their child.

**Visible Learning (Whitcroft Primary)**

All classes are Visible Learning Classrooms and have evidence to show progression and improved learning specifically linked to LI, SC and feedback.

**Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out.**

**ATTAINMENT**

<b>ATTAINMENT</b>
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy
<b>ATTENDANCE</b>
High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

<b>Outcomes</b> <i>Learners, Practitioners, Leaders, Parents/Families/Comms</i>	<b>Actions</b>	<b>Resource</b>
<p><b>Learners:</b> Learners are able to use their knowledge of their strengths and next steps to progress their own learning across numeracy and literacy.</p> <p>Learners are able to reflect on their skills in effective listening, motivation and engagement, working with others and resilience in literacy and numeracy.</p> <p>All learners will experience opportunities that will allow them to become confident readers and use these skills in a variety of different contexts.</p> <p>Learners are able to talk about their reading with confidence through the use of reciprocal reading strategies.</p>	<p>Engage with “ Read with me in WDC ” progression pathways.</p> <p>Review literacy curriculum making connections to writing and listening and talking - develop an integrated literacy approach.</p> <p>Use moderation paperwork to gather specific data on learners skills in Enjoyment and Choice, Tools for Reading, Finding and Using Information, Understanding, analysis and evaluating.</p> <p>Reciprocal reading strategies are used in P4-P7 developing each of the strategies (questioning, clarifying, summarising and predicting) throughout Term 1.</p>	<p><b>Whitecrook PEF support 2FTE £87718 (approx)</b></p> <p>Hannah Lee/TBC to provide support to P2, P4, P5. Support will be for targeted children in literacy and numeracy and HWB.</p> <p>Rebecca Loh to provide support to P3. Support will be for targeted children in literacy and numeracy.</p> <p>Scott Thistleton to provide support to children in P6 and P7. Support will be for literacy and numeracy.</p>

<p><b>Practitioners:</b> Learning Intentions are discussed and Success Criteria are co-constructed with learners across almost all themes of learning</p> <p>Learning Intentions and Success Criteria are fully understood by all learners and they are able to use them for peer and self -assessment.</p> <p>Skills in Reciprocal Reading are renewed and other strategies including ‘Reading Circles, Guided Reading, and Shared Reading are shared.</p>	<p>Whitecrook Primary 4 pupils and staff engage with the National Writing Programme organised by Education Scotland:</p> <ul style="list-style-type: none"><li>• Participation in writing bundle activities,</li><li>• Gathering of data during implementation stage of writing bundle (12 weeks)</li><li>• Participation in tracking and monitoring meetings between the senior leadership team and class teachers using collected data</li></ul> <p><b>Whitecrook Primary</b> Implement Visible Learning Monitoring programme focusing on: Learning Intentions, Success Criteria, Resilience, classroom participation and feedback observation.</p> <p>By the end of VLAT 1, teachers will have an evidence-gathering plan that is based on focus questions in each Visible Learning strand.</p> <p>In VLAT 2, evidence gathered will be used to inform decisions and actions to maximize impact on student learning and create visible learning classrooms.</p> <p>All teaching staff from attend VLAT2 inservice session on the Feb inservice day.</p>	<p>Reciprocal Reading website and resources</p> <p><b>Whitecrook Primary specific</b> Daily writing (3-5 sessions per week) between 15/20 mins and 5 min self-correction.</p> <p>6 x 1.5hr twilight sessions 2 x full day for Writing programme in P4</p> <p><b>PEF Budget £5431</b> Visible Learning Feedback Module put into practice.</p> <p>Visible Learning Into Action 1 module for CTs.</p> <p>Report card evaluation analysis</p> <p>VLAT2 Feb Inservice Day.</p> <p><b>Cunard Primary specific</b> <b>0.5FTE LA £15000 (approx)</b></p> <p>LA will provide targeted support in Literacy/Numeracy and HWB using the following resources: (LIT) Reading Wise, Toe By Toe, Hornets Nest, Stride Ahead (TBC) (NUM) Catch Up Numeracy <b>£450</b> staff training.</p> <p>BSquared tracking toolkit</p>
<p><b>Leaders:</b> Clearly communicated expectations for the learning, teaching and assessment of reading that creates clear links between all areas of literacy and raises attainment.</p> <p>Baseline data is used to identify areas of strength and development requirements within the reading and literacy curriculum.</p>		
<p><b>Families/communities:</b></p> <p>Increased knowledge on how to support reading and numeracy at home.</p> <p>Awareness of literacy, numeracy and HWB strategies used across the campus.</p>		

<b>Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</b>		
<p><b>Data from report card shows that:</b></p> <ul style="list-style-type: none"> <li>• an increase in P4-P7 learners who are making steady/good/very good progress in numeracy by 5</li> <li>• a decrease in P4-P7 learners who have significant or some difficulty in numeracy by 5</li> <li>• learners in P4 who are making steady progress increased by 6</li> <li>• learners in P4 who are making good progress has increased by 3</li> </ul> <p><b>Attainment in Writing in P4</b></p> <ul style="list-style-type: none"> <li>• Learners in Primary 4 have increased confidence in writing.</li> <li>• Attainment data shows at least 6 additional learners are now on track, taking attainment to 74%.</li> </ul> <p><b>Learning and Teaching observations show that:</b></p> <ul style="list-style-type: none"> <li>• teachers are providing high quality verbal feedback linked to LI and SC during lessons and plenary sessions,</li> <li>• learners are engaging with feedback and using it to support progress in learning,</li> <li>• jotter moderation shows that written feedback is specific and provides detail to challenge and/or support learners.</li> </ul> <p><b>Attainment:</b></p> <ul style="list-style-type: none"> <li>• Improved <u>numeracy</u> attainment across the school with an increase of 10% of learners on track, with a major focus on P4 and P6,</li> <li>• Improved <u>reading</u> attainment across the school with an increase of 10% of learners on track, with a major focus on P4 and P6,</li> <li>• Improved <u>writing</u> attainment across the school with an increase of 15% of learners on track, with a major focus on P4, P5, P6 and P7,</li> <li>• Improved <u>listening and talking</u> attainment across the school with an increase of 5% of learners on track, with a major focus on P4 and P6.</li> </ul> <p><b>Annual P4-P7 survey shows that:</b></p> <ul style="list-style-type: none"> <li>• 85% of learners understand their progress in school work,</li> <li>• 75% of learners enjoy learning some or all of the time,</li> <li>• 95% of learners are happy with the quality of teaching in the school.</li> </ul>		

**Priority 4: To develop children's/young people's skills, enabling achievement in learning, life and work**

**EMPLOYABILITY**

EMPLOYABILITY
Improvement in skills and sustained, positive school leaver destinations for all young people
ACHIEVEMENT
Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
<p><b>Learners:</b> Almost all learners engage in family learning sessions and are able to lead activities with their parent/carer.</p> <p>Most learners are engaging with</p> <p>Some learners can provide appropriate feedback and strategies to others as a support towards improvement.</p>	<p>Learners and staff use appropriate vocabulary to reflect on and feedback on learning and progress across literacy, numeracy and HWB.</p> <p>Self-Led learning is used in all classes across a range of curricular areas.</p> <p>Learner conversations take place across the Campus with a focus on children as effective learners and personal and social development. (Termly)</p> <p>Monitoring of learning and teaching, forward planning, assessment analysis, jotters takes place termly with SLT across campus engaging with named teachers.</p>	<p>Collegiate sessions to plan self-led learning.</p> <p>Renewed policy documents</p> <p>'Creating Effective Learners' Monitoring Packs for each teacher</p> <p>Collegiate Calendar with monitoring activities identified.</p> <p>SLT/Teacher lists.</p>
<p><b>Practitioners:</b> Staff are using the planning and strategies shared during collegiate/training sessions to engage learners in concrete, pictorial and abstract experiences.</p>		

<p>Staff are able to deliver family learning sessions for the parents/carers in their class. Digital assessments are used to identify strengths and next steps for all learners and this information informs planning.</p>	<p>Communicate revised strategy for Count With Me to parents through website and share on social media platforms.</p>	<p>LLC shared collegiate sessions with a focus on: Count with Me: 27/8/25 High Quality Assessments: 10/11/25 PBL: 19/11/25 and 3/12/25 Sharing Practice Session: 29/4/26</p>
<p><b>Leaders:</b> Share reviewed policy and newly developed 'Creating Effective Learners Monitoring Packs'.</p> <p>Collate evidence to show progress and improvement and consistency in Learning and Teaching across each area of the campus.</p>	<p>Use WDC numeracy assessments and Count with Me planners to ensure consistency across school and LLC.</p>	
<p><b>Families/communities:</b> Cunard annual report cards are adapted to provide feedback to parents on their child as a learning and their personal and social development.</p>		
<p><b>Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline - THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</b></p>		
<p><b>Annual learner SIP survey shows that:</b></p> <ul style="list-style-type: none"> <li>• most learners can reflect on difficult/challenging situations using appropriate vocabulary and strategies,</li> <li>• Most learners engage with and use feedback to progress their learning,</li> <li>• Almost all learners understand the importance of feedback and the different ways it can be provided,</li> <li>• Some learners are providing feedback to themselves to peers.</li> </ul> <p><b>Visible Learning Walkround Data shows that:</b></p> <ul style="list-style-type: none"> <li>• Most children are engaging with Learning Intentions and Success Criteria and can reflect on their learning using them,</li> <li>• Most learners know that feedback is closely linked to LI and SC.</li> </ul> <p><b>Learning and Teaching observations show that:</b></p> <ul style="list-style-type: none"> <li>• There is consistency across the school in: <ul style="list-style-type: none"> <li>○ The use of pictorial, concrete and abstract resources,</li> <li>○ Learners engagement in and ownership of their own learning (self-led learning)</li> </ul> </li> </ul>		

- The language of learning used in LI and SC and feedback.

**Annual P4-P7 survey shows that:**

- 85% of learners feel safe at school,
- 70% of learners feel respected by other learners,
- 70% of learners say that learners behave well all of the time
- 80% of learners say that the school listens to their views and takes them into account.

**Report Cards: Whitecrook**

- My Child's Personal and Social Development data shows that the number of learners who always:
  - behave well in class has increased by at least 13%
  - manage and express their own feelings well has increased by at least 12%
  - mix well with other children has increased by at least 10%
  - show sensitivity towards others' feelings has increased by at least 7%

**Completed Monitoring Packs**

- Evidence of consistency across each establishment in:
  - forward planning
  - learning and teaching
  - moderation engagement
  - data analysis
  - professional judgements
- Improvements in:
  - quality of learners written work
  - learners ability to discuss their strengths and next steps