



Standards and Quality Report 2019 - 20

School Name: St Joseph's Primary & Nursery Class



Context of the school:

St Joseph's Primary School and Nursery Class is a denominational school and nursery establishment situated in Blantyre, South Lanarkshire. Our current school roll totals 297 pupils with an additional 40 pupils in the nursery. Our catchment area includes families from a variety of socio-economic backgrounds.

Our vision at St. Joseph's Primary School and Nursery Class is to provide a safe, secure, enriched and motivational learning environment which realises, recognises and celebrates achievement and attainment for all learners. As an integral part of our local community, we strive to work together in partnership with pupils, parents, carers, our wider community and a range of external agencies to provide the best possible care and education for our children. The school and nursery recognises and supports the needs of our learners and wider community and provides meaningful opportunities for pupil voice and whole school evaluation. The school endeavours to forge and embrace positive community of faith links with St. Joseph's Parish Church and ensures a strong Catholic ethos of pastoral care, respect and equality permeates the culture, life and work of the school.

Review of SIP progress session 18 - 19

Continued development of tracking and monitoring of all learners' progress.

Priority 1:

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: 1.2, 1.3, 2.3, 2.5, 3.1, 3.2

Progress and Impact:

Assessment reviews, guided targeted interventions, monitoring and tracking procedures continue to ensure that staff are supported to use data to focus on key outcomes to support learners' needs.

Staff fully aware of tracking systems in literacy, numeracy & HWB. We use a range of data and information to monitor and track the progress of learners, respond to learners' needs and plan for targeted developments.

SMT and staff participation in work sampling review, monitoring and moderation ensures consistent application of policies, agreed assessment criteria and AIFL strategies (feedback).

Almost all children confidently talk about their learning and next steps.

Data reflects that the targeted interventions have had a positive impact on attainment.

Next Steps:

Use a wider range of data and information to monitor and track the progress of learners, respond to learners' needs and plan for targeted developments.

Priority 2: Further development/review of HWB programme of study.

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
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HGIOS 4 QI: 1.2, 1.3, 2.3, 2.5, 3.1, 3.2

Progress and Impact:

Almost all children have had the opportunity to participate in targeted HWB groups. The focused groups provided the opportunity for the children to express ideas, form relationships and establish a network of support. The pupils who took part spoke about an increase in confidence in expressing feelings and in their abilities to deal with challenging situations.

Next Steps:

HWB will continue to be focus for the whole school & nursery next year. The staff, pupils & parents will be introduced to Year 2 of a 3 Year cycle of materials.

Priority 3: Review of the vision, aims and values of the school

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: 1.2, 1.3, 2.3, 2.5, 3.1, 3.2

Progress and Impact:

As a result of our active collaboration with our school and community we have a clearly stated and shared vision for the school that focuses on outcomes for all.

Parents involved commented – 'Excellent values for all pupils to aspire to'; 'Great way to share vision and values'; 'Very comprehensive and wide ranging'

Next Steps:

To use and reflect on our shared vision using assemblies and pupil voice to enable learners to understand and see our vision in our daily actions.

Interventions and progress towards closing the poverty-related attainment gap 2018-19

Intervention 1

(Please describe interventions and cut and paste evaluative column from PEF Report)

Raising attainment in numeracy

Targeted small group and 1-1 support for some pupils in P1 - P7

Additional 1.6 FTE worked daily with groups of identified children in all classes to provide specific interventions for children within the targeted group who are not achieving expected outcomes in numeracy.

Numeracy (targeted cohort)

P7 - Initially 65% on track; with intervention 90% on track – increase of 25%

P4 – Initially 69% on track; with intervention 83% on track – increase of 14%

P1 – Initially 61% on track; with intervention 87% on track – increase of 26%

Intervention 2

(Please describe interventions and cut and paste evaluative column from PEF Report)

Raising attainment in literacy

Targeted small group and 1-1 support for some pupils in P1 - P7

Additional 1.6 FTE will work daily with groups of identified children in all classes to provide specific interventions for children within the targeted group who are not achieving expected outcomes in literacy.

Daily 1-1 support for some children in addition to their core literacy lessons.

Reading (targeted cohort)

P7 - Initially 55% on track; with intervention 75% on track – increase of 20%

P4 – Initially 69% on track; with intervention 79% on track – increase of 10%

P1 – Initially 65% on track; with intervention 83% on track – increase of 22%

Writing (targeted cohort)

P7 - Initially 55% on track; with intervention 80% on track – increase of 35%

P4 – Initially 69% on track; with intervention 79% on track – increase of 10%

P1 – Initially 61% on track; with intervention 83% on track – increase of 21%

Intervention 3

(Please describe interventions and cut and paste evaluative column from PEF Report)

Introduce new HWB Resources –Building Resilience

Resilience Training planned for staff members in Sep 18 and March 19.

Staff attending first training event to develop and distribute new HWB packs for staff.

Trained staff to lead inset cascading key messages and materials to all staff (school, nursery & support staff)

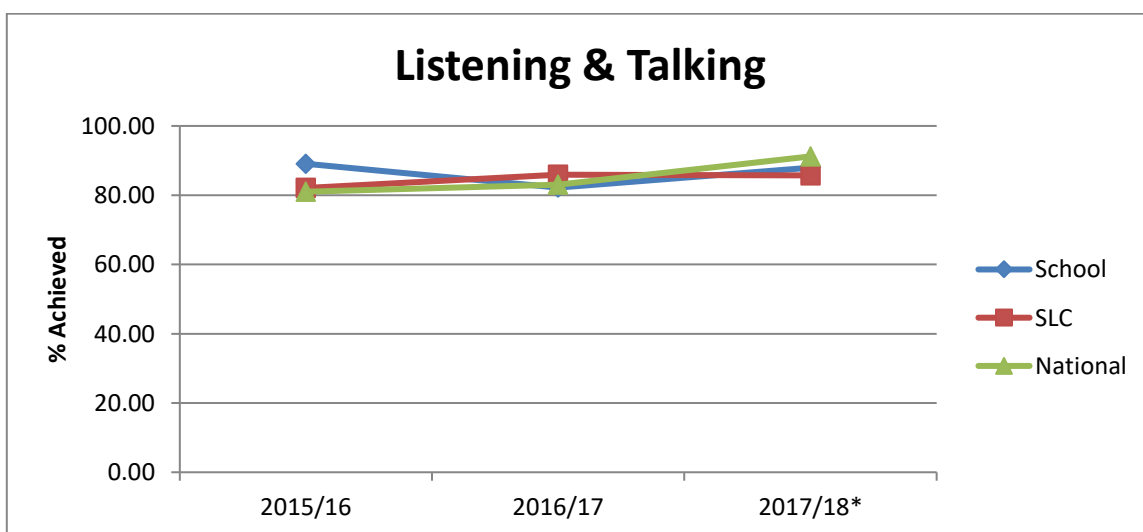
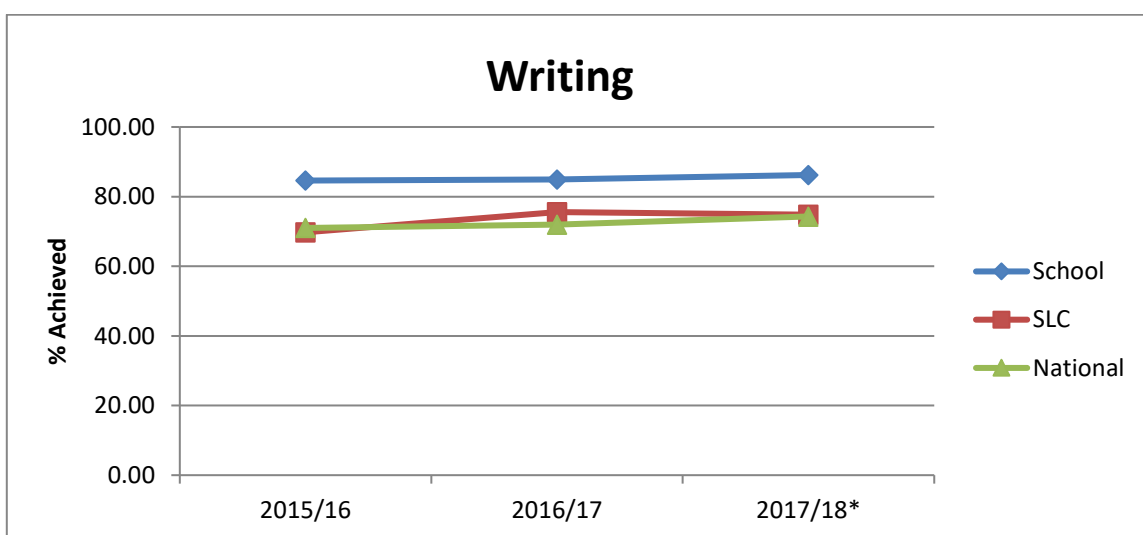
Staff to lead workshop with parents.

Evaluations with children in November should reflect their engagement in using the new programme to support their resilience.

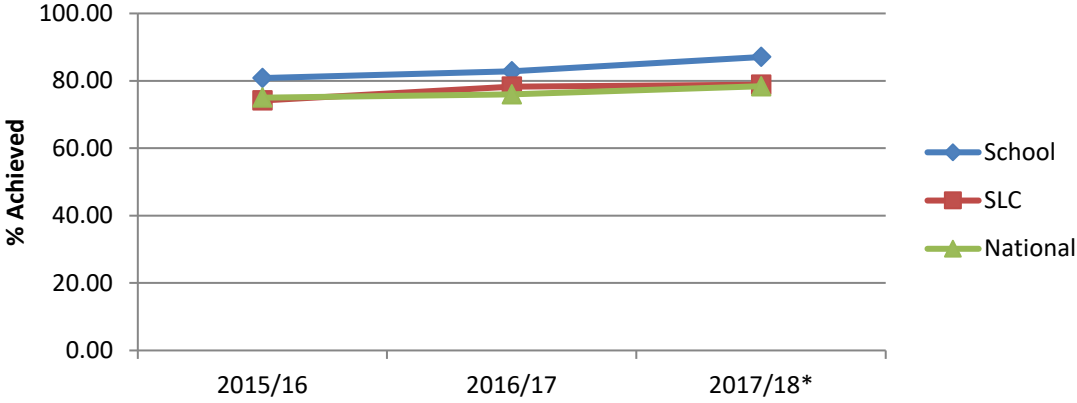
Targeted groups established in P3,P4, P5, 6 & 7. Staff to work with identified children whose well-being presents a barrier to their learning

Almost all children school pupils have had the opportunity to participate in targeted HWB groups. The focused groups provided the opportunity for the children to express ideas, form relationships and establish a network of support. The pupils who took part spoke about an increase in confidence in expressing feelings and in their abilities to deal with challenging situations. The children felt supported in being able to express their opinions and much more able to listen, taking into account the opinions of other children in their group. Feedback from staff and pupils indicates an increase in the engagement of those in the targeted group during the focused group time. All nursery pupils were afforded the opportunity to listen, watch and respond to a variety of age appropriate HWB programme linked story texts and media videos relevant to building confidence and resilience. Almost all nursery pupils demonstrated a willingness to engage in independent HWB learning and peer play and most were keen to share their ideas and opinions about how they can use social skills in their nursery and home environments. Most pre-school pupils showed confidence in building relationships with care giving adults and peers, sharing resources and participating in supported conflict resolution experiences within play opportunities.

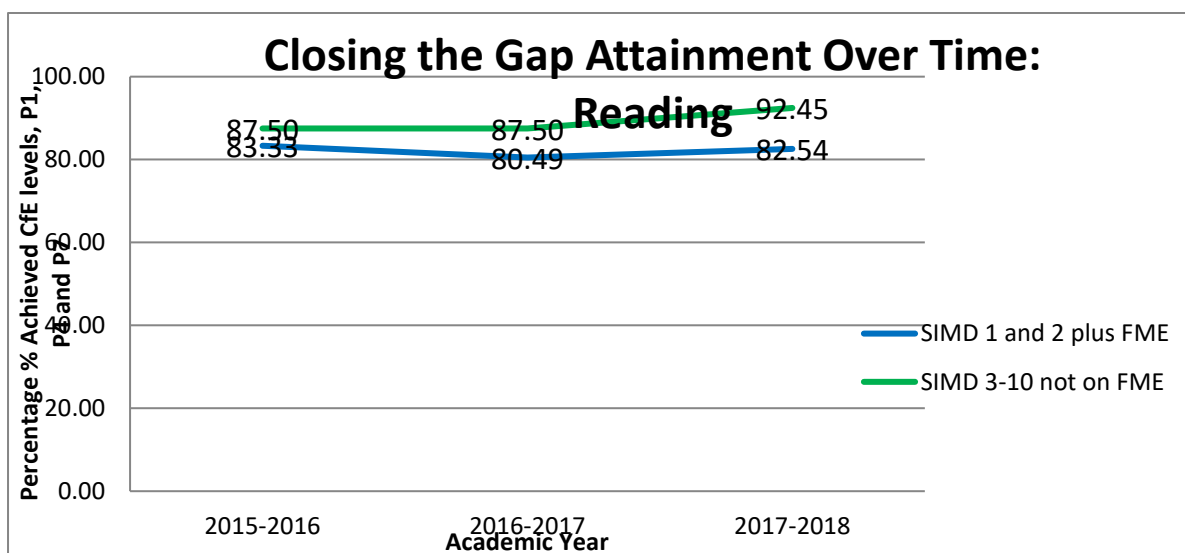
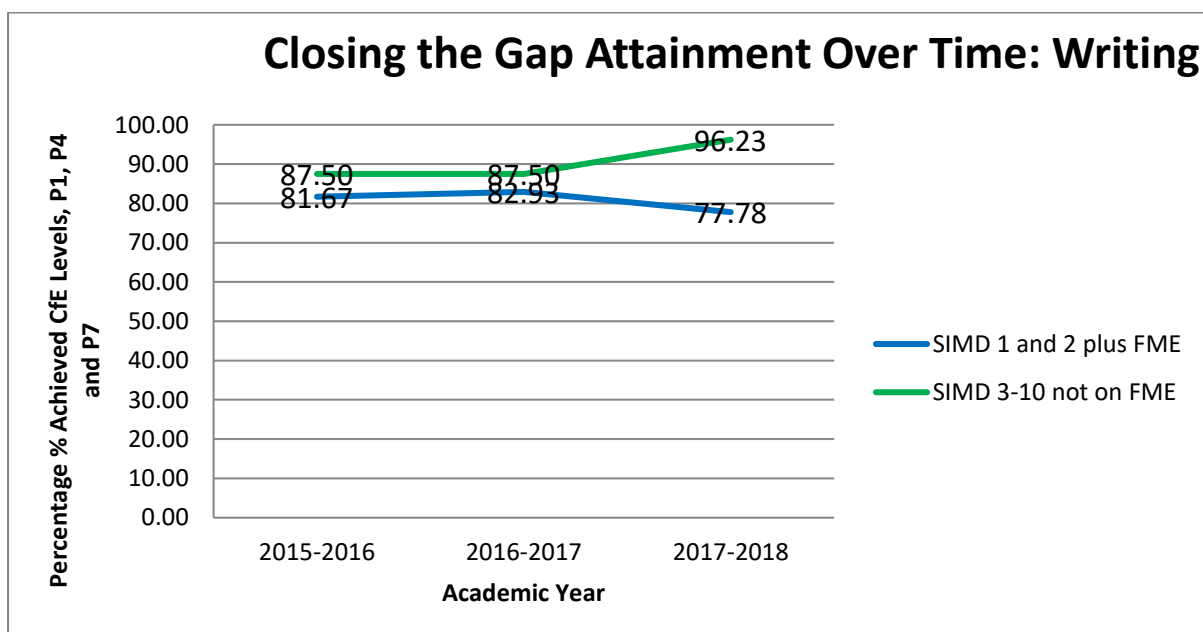
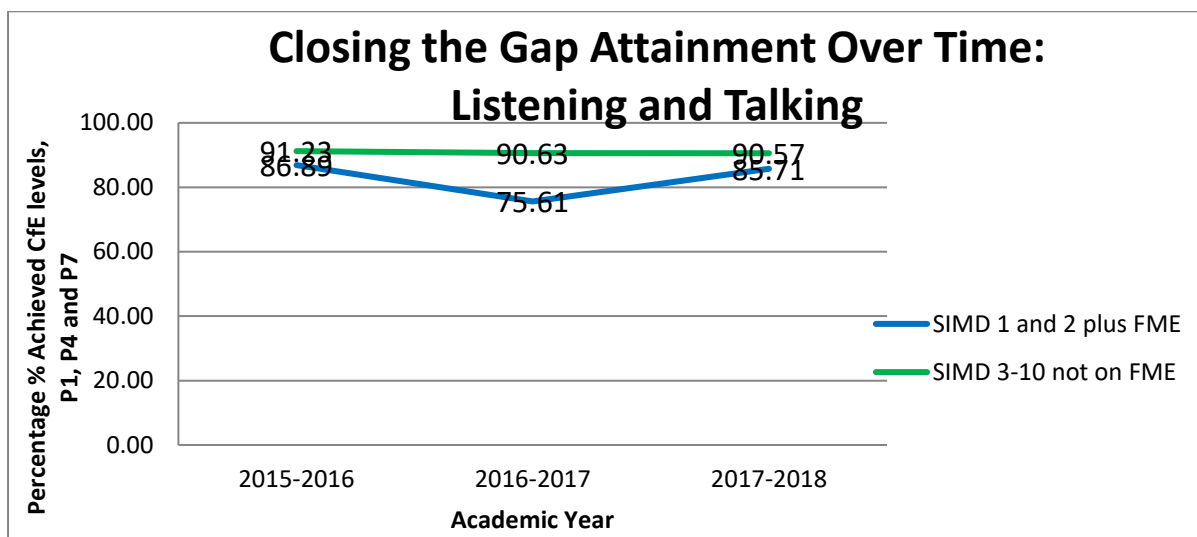
1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement – confirmed levels – 3 year trend).



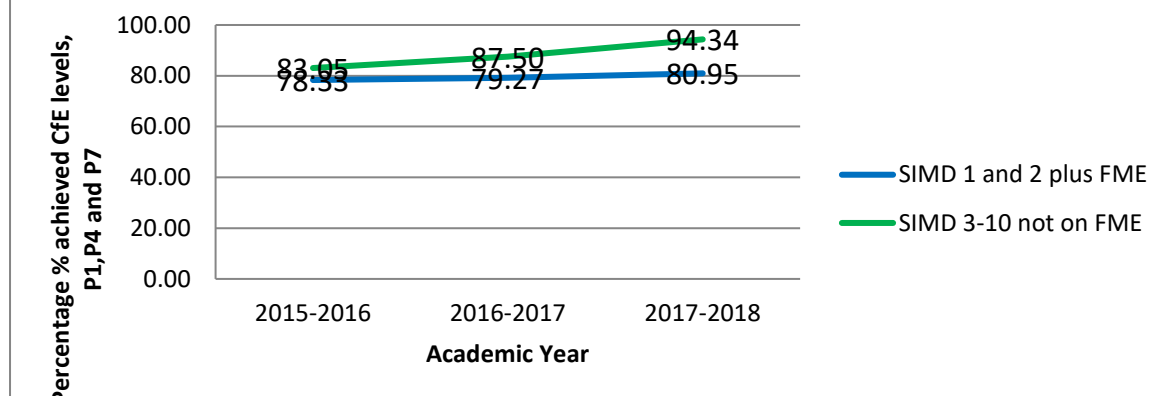
Numeracy



1.2 Poverty-related attainment gap data



Closing the Gap Attainment Over Time: Numeracy



Gap Analysis

The graphs show our whole school poverty-related attainment gap over time. This information is a collation of the % of children who are achieving expected CfE levels at stages P1, P4 and P7 according to teacher professional judgement. We have made the progress within Talking and Listening – the gap has closed by 10 % in 3 years, in reading we have remained fairly level with 0.06 increase.

In numeracy the gap has increased by 1.64 %, as a result numeracy will be a focus for this year's intervention along with writing – showing an increase of 12%.

Currently, numeracy and writing shows the biggest gap (13.38% and 18.4% respectively), and so a whole-school approach to numeracy and writing is planned using interventions such as 'First Steps in Maths' and further collaboration about standards and assessment criteria in writing. As a school, we have this information per stage and have analysed it at school level. Our analysis shows that within individual stages, the biggest gaps are in P5 (21% gap) and P7 (13% gap) for Numeracy. For Writing the biggest gaps appear again to be in P5 (5% gap), P6 (19% gap) and P7 (24% gap). These stages will be the focus for this year's equity fund, as outlined in plans below.

Achieving Excellence: Overall Progress towards National Improvement Framework Priorities Session 2018-19

Use all available evidence (including data)

Literacy:

Progress	satisfactory	good	very good	excellent
		√		

Strengths

- Robust tracking and monitoring ensure almost all children are achieving their full potential
- Most learners who are not achieving national levels have Additional Support Plans with specific targets to improve attainment
- Evidence, overtime, shows that our children continue to make progress in numeracy, reading, writing and listening & talking. As a school we have performed better than the National average writing and numeracy.
- Revised nursery curriculum planning approaches have supported nursery learners to experience literacy learning opportunities through play across the curriculum in indoor, outdoor and real life contexts improving attainment of literacy outcomes at Early Level 2.

Next steps

- More consistent use of standardised assessments in P2, P3 & P5 to support pupil progress in literacy(phonics, reading, spelling & comprehension)
- Increase opportunities to moderate progress and standards in Writing.
- Assessment and observation information to define nursery target interventions for focused literacy groups to meet pupil's needs.

Numeracy:

Progress	satisfactory	good	very good	excellent
		√		

Strengths

- Our evidence from the last two sessions has allowed us to identify where progress has been made and where we have areas of development- we will continue to use this information to plan further improvement.
- Our data and information shows us that our P4 pupils have improved in their numeracy this session with 82% of pupils achieving first level. This is an improvement on last session.
- Enhanced focus on developing problem solving and enquiry skills has supported nursery learners to apply numeracy knowledge and understanding to learning and play experiences across the curriculum and in a variety of real life contexts.

Next steps

- More consistent use of standardised assessments in P3 & P5 to support pupil progress in numeracy
- Look at where the 'gaps' are and used stage intervention approach to ensure further improvement
- Implementation of SLC Nursery tracking and monitoring system to improve collation of statistical data to inform the priorities for the development of core numeracy opportunities and experiences.

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
			√	

Strengths

- As a school and nursery we take a nurturing approach to developing children's well-being. Children and families report that they feel happy and safe at school and nursery and that their teachers/ key workers care about their individual needs.
- Our Health and Wellbeing Curriculum provides progressive opportunities for children to learn about their physical and emotional health needs. We involve partners in this process wherever possible.
- Pupils have a strong pupil voice and use it to represent the school as House Captains, and on differing groups for example on the Pupil Council, as Junior Road Safety Officer, monitors, buddies and Credit Union Savvy Savers Committee
- Nursery pupils and their families have a strong pupil voice regarding planning for learning, resource acquisition and innovative family learning experiences.

Next steps

- Promote a culture of Growth Mindset amongst all staff, pupils, parents and partners.
- Further develop approaches to ensure safe and responsible use of social media' .
- Increase nursery pupil and family awareness of the principles of 'Getting it Right for Every Child' and 'Attachment Theory' through use of SHANARRI indicators and Attachment strategies.

Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
	√		

Strengths

- Impact on positive outcomes for children year on year through successfully taking forward targeted plans that raise attainment in core skills and address closing the gap in attainment of core skills.
- All children engaged in leadership and collaborative opportunities, STEM challenges P7children, taking some learning outdoors, mock elections, financial education (C.U.), visits and visitors enhancing skills for life, learning and work.

Next steps

- Re introduce yearly Career Day Fare

Overall quality of our learners' achievements

Highlights of session 2018-19

The quality of children's achievements across a wide range of contexts is very good. They are making very good progress in developing their skills, capacities and attributes towards achieving the indicators of the four capacities. The school continues to have a strong focus on providing a wide range clubs for children at all stages to ensure every child has a variety of opportunities to develop new skills and talents and extend their friendships, relationships and personal interests. The nursery facilitates quality partnerships with children and their families through building effective relationships and providing a range of family learning events and initiatives. A strong culture of recognising and celebrating children's achievements both within and outwith the school and nursery is evident through recognition at assemblies, in newsletters, local press articles, the school and nursery website, Twitter and wall displays showing examples of individual and team successes. All children have an individual record of achievement or personal learning profile in the nursery which collates evidence of progress within curricular areas and records wider achievements. The children are highly motivated by these very effective methods of recognition and celebration of success.

Children play a very active part in the life of the school through a range of leadership roles including Head Boy/Girl, House Captains, Eco and Health Committee Members, Pupil Council Reps, play leaders, nursery buddies, paired readers and Junior Road Safety Officers. As they progress through the school and nursery, children build confidence in their ability to participate in a wider variety of opportunities and to lead and take responsibilities. Children demonstrate great pride in their contribution to the wellbeing of others and communicate the positive impact of completing their roles and responsibilities in building their own self-esteem and sense of self-worth. Children demonstrate their citizenship skills through leading and organising a range of fundraising activities for charities both at home and abroad (The Haven, SCIAF, Mission Matters Scotland, St Andrew's Hospice, Robyn House, Let the Children Live and Mary's Meals). Children across the school and nursery are developing enterprising attitudes and skills through participation in Enterprise week activities, for example, Mary's Meals Back pack collection. Committee members take responsibility for maintaining areas of school grounds and promote the use of resources to their peers (for example the outdoor reading area, toy boxes and mud kitchen). Nursery families are encouraged to participate in Garden Gang activities to work collaboratively with nursery children and staff to maintain and enhance outdoor learning areas. Children across the school demonstrate a sound understanding of their contribution to environmental awareness and sustainability through their eco development work which has led to them being successful in achieving their Eco Schools Scotland third green flag and further commitment and maintenance accreditation.

A very high number of children are benefiting from their involvement in out of class clubs (over 90% of the school are involved in a physical activity based clubs at least once per school year). Nursery children are encouraged to participate in a range of age appropriate local community clubs to promote socialisation, interaction skills and peer play within their community. Family learning experiences within the nursery, including Stay and Play, Books Bugs, Science Explorers, Food Technologies and Wellie Walk provide club like activities for children and their families to develop knowledge and skills. A coherent tracking process identifies pupils at risk of missing extra-curricular opportunities and seeks to address barriers to participation. Current school clubs include: athletics, football, multi-sports, newspaper, book and bletcher, lego, singing, drama, dance, school band, chess, basketball, cricket and rugby. Participation in activities beyond school is effectively encouraged through transition events organised by St. John Ogilvie High School. Children from a variety of stages participate in South Lanarkshire sporting competitions and festivals with other schools in athletics, cross country, rugby and football. Through this strong commitment and effective provision, the school won the Sporting School of the Year Award for South Lanarkshire for two consecutive years and has been nominated for the award in subsequent school sessions. Large numbers of children from P5-7 relish the opportunity to learn to play a musical instrument and attend the school band to extend and improve their creative and musical skills. Band members have increased their confidence and skills in musical performance through participation in the Young Musician of the Year Awards, South Lanarkshire Council Instrumental Service and school community concerts and Trinity Music Board examinations. Nursery children participate in whole school talent performances to showcase their early musical talents. Children in the singing and drama club demonstrated their increasing confidence and improving performance skills through participation in the 'Hoodwinked' show. P6 pupils participate in Bikability training and this has developed their understanding of how to stay safe as cyclists on the roads. Children in P7 participate in an annual residential experience where they work together developing team building skills to complete many challenging activities. Pupils from Nursery to P7 have had the opportunity to participate in Sports Day, Health Week, Eco Week, World of Work Week and World Book Day activities promoting inclusion throughout the school and nursery. School and nursery pupils regularly celebrate a wide range of multi-cultural festivals through learning and play.

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.

Quality Indicator	How are we doing?	How do we know?	School/ Nursery Self-Evaluation
<p>1.1 Self-Evaluation for Self-Improvement</p>	<p>School</p> <p>Staff engage in improvement and moderation activities to agree standards and expectations. Some LC activities have proven to be more beneficial than others. Staff indicated that there was a range of input across the groups and that impact was variable depending on the experience of the staff.</p> <p>Staff are supported to use data to ensure that they have a clear focus on the outcomes to support learners' needs.</p> <p>We have accurate information about attainment In literacy, numeracy & HWB. We continue to develop methods to interpret data to support interventions as appropriate.</p> <p>Staff are given directed opportunities to reflect on new initiatives, research and advice and to use this to reflect and evaluate their own practice.</p> <p>Nursery</p> <p>Robust system of nursery self-evaluation utilised to ensure continuous collegiate engagement in evaluation of practice and setting of improvement targets.</p> <p>Focused approach to self-evaluation based on directed quality assurance timetable.</p> <p>Breadth and depth of evaluation supported by self-evaluation process which links HGIOELC, Care Inspectorate Framework and Health and Care Standards within discrete evaluation tools.</p> <p>Responsiveness to self-evaluation driven improvements to ensure improved outcomes for learners.</p>	<p>School</p> <p>Staff engage in moderation activities within and outwith the school to agree standards and expectations. This allows for continuity in standards and expectations for pupils.</p> <p>Assessment reviews, guided targeted interventions, monitoring and tracking procedures continue to ensure that staff are supported to use data to focus on key outcomes to support learners' needs. Data reflects that the targeted interventions have had a positive impact on attainment.</p> <p>There is some evidence that staff engage in directed research. Staff are aware that they need to use CLPL to engage in independent research from Scotland & beyond.</p> <p>Nursery</p> <p>Nursery staff evaluate practice collegiately in teams against planned HGIOELC, Care Inspectorate Framework and Health and Care Standards foci termly.</p> <p>Nursery staff use evaluation information to plan next-steps in nursery improvement and work collaboratively and in leadership roles to overcome specified targets within agreed time periods.</p> <p>Nursery staff fully engage children, their parents/carers/families and wider stakeholders in self-evaluation processes.</p> <p>Nursery staff use self-evaluation information to guide the content of collective CLPL professional reading.</p>	<p>School Good</p> <p>Nursery Good</p>

<p>1.3 Leadership of Change</p>	<p>School We plan for strategic change with due consideration to pace and staff knowledge and skill set. We endeavour to ensure parents and pupils are part of this processes</p> <p>Nursery Nursery Leadership Team use information from nursery self-evaluation, National, SLC and international guidance effectively to direct planning for and implementing nursery improvement.</p> <p>All nursery staff, children and families are participative in leading aspects of change and improvement.</p>	<p>School All staff are involved in the SIP and LC IP. An annual calendar is agreed to pace change. CLPL is guided to support staff in meeting SIP targets. Consideration is given to a range of methodologies to support and direct change which leads to improved outcomes for our learners.</p> <p>Nursery All nursery staff are participative in decision making regarding change and improvement.</p> <p>All nursery staff have leadership roles in implementing change in accordance with Nursery Improvement Plan agenda, National, SLC and international research guidance.</p> <p>Children and families are offered a range of opportunities to participate in the change consultative process through evaluation, planning suggestions and personalised support target setting.</p>	<p>School Good</p> <p>Nursery Good</p>
<p>2.3 Learning, teaching and assessment</p>	<p>School The school has developed effective recording and analysis of assessment data. HT fully aware of the children and their needs and this knowledge is used to support children’s needs. Realistic expectations for attainment are set. Data is collated for each group and there is a developing regime for the planning of assessment to inform next steps, targets and interventions for all learners. Mechanisms for self and peer assessment have been developed through collegiate moderation to improve learning outcomes for pupils.</p> <p>Nursery Approaches to learning and teaching are continuously reviewed and evaluated to ensured improved outcomes for all learners and families.</p> <p>Learning experiences are scaffolded on the pedagogy of learning through play and are devised to develop core knowledge and skills for learning and life in a range of learning contexts.</p> <p>Assessment practices ensure learners attainment is tracked across Early Level Experiences and Outcomes and used to inform next-steps for learners.</p>	<p>School We have systems in place to monitor and track pupil progress, attainment and achievement. A wide range of planning and assessment mechanisms are in place. There is evidence of children being involved in planning learning content for IDL and in target setting. Work is in progress to extend this to a wider range of curricular areas. Staff are involved in moderation and transition dialogue to support continuity of learning across stages.</p> <p>Nursery Learning through play experiences provide scope for learning in literacy, numeracy and health and well-being across the curriculum indoors, outdoors and in real life contexts.</p> <p>Learning through play experiences promote: independence, peer socialisation, curiosity, independence, problem solving and enquiry, imagination, creativity and informed risk taking.</p> <p>Assessment data is tracked and monitored in regular planned collegiate reviews to ensure assessment data informs next-steps for learners and target intervention for personalised support.</p>	<p>School Good</p> <p>Nursery Good</p>

<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>School / Nursery We have fully inclusive practices within the school and nursery which encourage and support all staff, children and families. We promote a strong ethos of care, respect, faith life (school) and cultural diversity (nursery) as evidenced in or reviewed vision, values and aims. Children's skills and talents are within and out with school and nursery are celebrated. A process of targeted interventions are in place to identify and reduce barriers to learning. Extensive opportunities are provided to enable all children to be involved in the life of the school and nursery. Extensive communication tools have supported the continuation of positive relationships by enabling more effective access to information.</p>	<p>School / Nursery We have wide range of lunch time and after school activities available for all children in school. Nursery children and their families participate in a range of family learning opportunities to develop knowledge and skills. Opportunities are given to children to encourage leadership roles and responsibilities. As a school and nursery we have reflected on the Cost of the School Day to minimise financial pressures and promote equality. Diversity is celebrated through a range of regular events. Opportunities are available to seek and respond to pupil and parent voice. There is consistency in standards and expectations for learning and behaviour. Our RE and HWB programmes promote diversity and equality. Communications link have been introduced (email, twitter and website) to maximise opportunities for instant access to school and nursery information.</p>	<p>School Very Good</p> <p>Nursery Very Good</p>
<p>3.2 Raising attainment and achievement</p>	<p>School We have effective systems in place to promote equity of success and achievement for learners. Data results show raised attainment and positive comparative against National statistics. Targeted interventions have had positive impact in raising attainment and achievement for learners. Wide range of opportunities are made available for learners to achieve success.</p> <p>Nursery Staff track learners' attainment progress and achievements using a variety of assessment, observation and communication tools.</p> <p>Wide range of learning through play experiences in the indoor and outdoor nursery environment are made available to encourage learner engagement.</p> <p>Staff plan responsively across the curriculum to ensure contexts for learning and resources available capture pupil interests to enhance opportunities for raised attainment and achievement.</p> <p>Strong partnerships with children, parent/carers and linked agencies are utilised effectively to provide meaningful personalised support and targeted intervention.</p>	<p>School We have effective recording and analysis of assessment data reflecting an improvement in performance for We have wide range of lunch time and after school activities available for all children. Children are being supported, through various interventions, to attain appropriate levels with most achieving these levels and a few exceeding.</p> <p>Nursery Children are supported to attain Early Level outcomes and to develop core skills for learning and life. Children's attainment and achievements are tracked and monitored to ensure development targets are overtaken through engagement in core learning or target intervention experiences. Personalised support and additional support needs interventions are accessed and implemented meaningfully to support learners to attain agreed targets. Children and families are participative in curriculum planning to ensure pupil and parental voice informs the development of learning experiences. Effective partnerships with Education, Health Care and Social Work agencies enhances opportunities for personalised support and targeted intervention to meet learner's needs. Successes and achievements are regularly celebrated using praise, encouragement, rewards, group points, displays and twitter and website information.</p>	<p>School Good</p> <p>Nursery Good</p>

Overall evaluation of establishment's capacity for continuous improvement

- Staff will continue to engage in a professional dialogue across the school/nursery with an increased focus on our expectations/standard. As a result, we will continue to improve our understanding of standards and expectations allowing us also to provide more consistent opportunities for challenge, depth & application of learning.
- Staff will continue to review learning and teaching styles. As a result, school and nursery staff will continue to use AIFL strategies with continued consistency. A particular focus, will continue to be, on providing quality feedback has enabled the children to be more aware of the skills relevant to their learning and of their next steps in learning.
- SMT continue will continue to undertake frequent formal observations of learning and teaching in class to ensure greater consistency of learning and teaching across the school/nursery.
- Collaborative work with other schools within our Learning Community will continue, enabling us to share and compare our standards/expectations for learners allowing for greater consistency in application of standards within and across schools.

Signed:

Date:

