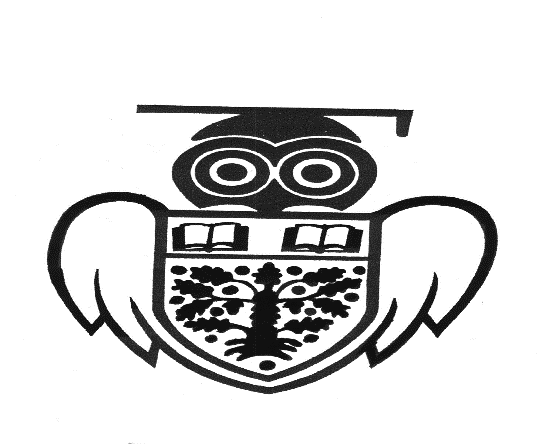
 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

**FOR**

**KINTORE SCHOOL**

**EARLY YEARS TO PRIMARY 7**



KINTORE

SCHOOL

**LAST UPDATED: 04 April 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

high quality services across Aberdeenshire”

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](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS?4 -[https://www.educationscotland.gov.uk/Images/HGIOS4August2016\_tcm4- 870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-%20%20870533.pdf)

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| 1. CONTEXT OF THE SCHOOL  * The positive ethos of Kintore School is the foundation on which we build our learning and teaching. Our curriculum offers a broad range of learning experiences and takes into account the needs and interests of our pupils and the community in which we live. We value the ideas and opinions of our learners which are often conveyed through various representations such as Class Representatives, Rights Respecting School and Eco Committees, Junior Road Safety Officers and our House Captains. All our pupils are involved in developing the work of the school and thus having a worthwhile and positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims. * At Kintore School our overarching aim is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become responsible, independent young people as outlined by the attributes of the Four Capacities – Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. By working in partnership with parents and the local community we hope to create an ethos which ensures a positive, 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. To do this we work closely with a range of professionals (e.g. Educational Psychologist, speech and language Therapy etc) to ensure that all our pupils have the right support to achieve their full potential. Within the school we have Enhanced Provision facilities supporting children from Early Years. * Analysis of the SIMD data shows that the majority of our families are to be found between deciles 7-10 * The use of the PEF (Pupil Equity Fund) will be targeted towards increasing attainment in Literacy and Numeracy by providing regular, individualised support in early phonics and numeracy. Account will be taken on the standardised results of PiPS, InCAS as well as class teacher assessments when allocating support. Baselines will be established against which we will measure progress. As the year progresses any information from the S.N.A.S. assessments will also help us monitor progress as well as our programmes of study. Early Years Staff will embark on training to implement ‘Early Talk Boost’ to address barriers to oral literacy. To enhance the health and well - being of our most vulnerable pupils, opportunities will be provided at lunch times to support homework completion, time out to relax and try new skills.   Some of the above developments will be shared with our cluster colleagues and other agencies as well as engaging parents through learning fairs etc.  Strengths of the school include:  A Positive Ethos – We are ‘Reaching for the Stars’ and do so through –   * High quality, active learning experiences   At Kintore School children behave well and work hard. Our behaviour Policy and use of Restorative Practice supports children to independently make the right decisions. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences we offer. We make full use of the community, its people and places such as regular ‘expert’ visits from example the world of work and outdoor learning on our own garden, Gauchhill Woods and Tuach Hill.   * High levels of performance   The Children are making good progress in their learning across all curricular areas. Relative weaknesses such as Mental Agility have been a recent target and there are clear signs of growing pupil confidence in speed and accuracy at all stages. More able pupols are given opportunities to develop their skills through Mathematical Association challenges.   * The inclusive and nurturing ethos   Supportive, nurturing relationships characterise the school and all children benefit from high quality care and support. Children are patient, caring and very good at including one another, thus reflecting the nurturing approach of all adults in the school. Among the staff we have expertise in nurture and therapeutic play, approaches open to all pupils. Many of our more vulnerable pupils benefit from individual timetables with varying levels of support depending on their needs, age and stage.   * The quality of support provided   Staff know children well and work closely with parents to ensure that they are aware of any change of circumstances which may affect children or their learning. To ensure both support and challenge, staff track children’s learning across the curriculum. Support staff are effectively deployed and work closely with class teachers and ancillary staff to ensure the needs of all children are being met.   * The engagement of all staff, pupils and partners in improving the school   Staff, pupils, parents and associated professionals demonstrate a commitment to continual improvement. Staff are highly motivated and committed to their own professional development as seen in the number of staff engaged in furthering their qualifications and skills. |

2. How good is our leadership and approach to improvement? (1.3)

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement |
| Overview:   * The school engages in a rigorous self-evaluation process involving all stakeholders, encouraging pupils to take responsibility for decision making and school improvement. There is great commitment to improvement and to the school values. * Staff have been committed to taking lead roles in both School and Authority improvement initiatives such as Eco Schools, 1+2 and Developing Number Sense to benefit outcomes for all our young people. Many staff actively seek leadership opportunities and are both willing to develop and share their skills. * All staff at Kintore School are reflective and ambitious to improve the school. They know what they need to do to improve the school   and work together to develop and implement necessary changes.   * Parents are encouraged to engage with the school in a variety of ways and a range of opportunities are available for parents to find out about the work of the school and their own child’s learning. This is done through a range of events e.g. open afternoons, cafes, scoping jotters, learning showcases and curricular evenings. Parents and the community attending these events are given the opportunity to evaluate any impact. * Pupil voice is a strong feature of the school’s approach to self-evaluation. Children give their views about the school as part of a range of committees and offer suggestions for improvements. * HGIOS?4 has been introduced and relevant Quality Indicators and Challenge Questions are used to inform all of both local and national objectives and provide opportunity for clarification and moderation * Focused monitoring of teacher’s plans takes place on a regular basis alongside monitoring of pupil work and the sharing of learning conversations * Moderation of pupil work takes place regularly both within and across stage groups using local and national benchmarks; the pupil work in question is often planned collegially * Staff identify their professional learning requirements and seek to redress the balance through a range of local and national opportunities. * Professional Review and Development (PRD) procedure is implemented as per GTC guidance and time is allocated for staff to evaluate and update their professional development. * Children and young people are confidently and regularly engaged in reviewing their own learning and can confidently discuss their next steps. They also influence the work of the School through Pupil Voice Groups, pupil comments on reports, discussions with staff etc.   **Key strengths:**   * The improved focus on self-evaluation leading to an openness among staff and pupils around what is working well and what our next steps for self- improvement should be. * The growing number of staff, both primary and Early Years, keen to develop their expertise and pedagogy through SCEL courses, additional qualifications and open collegiality * The willingness of pupils to contribute to the life of the school and the wider community through charitable acts and a promising ‘can do’ attitude * Staff engagement with, and application of, attainment data in identifying pupil learning needs and strengths as well as trends across year groups and the school.   Identified priorities for improvement:   * Monitor our tracking of pupil attainment to ensure it is fit for purpose and can relate to the new national assessments at P1,4 and 7; we will also try to monitor wider achievement and the impact it may have of individual learners * Self -evaluation and learning visits to be developed both within the school (pre-school to P7) and with selected stages across the Cluster * Increase staff awareness of the importance of self-evaluation through use of HGIOS?4 and NIF as part of the wider school improvement agenda * Continue to support staff in their own development and leadership skills by allowing wider ownership to lead and initiate school developments * Explore ways of involving the parents and wider community in self-evaluation     Level of Quality for this QI – 4 (good) |

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

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| Action plans 1 (HGIOS 1.3) | Expected Outcomes/Impact on learners | How will success be measured? |
| .  1. Extend confidence and effectiveness in use of HGIOS?4 | - School improvement planned around selected QI’s that focus on continuity for the learner  - Staff confidence in self-evaluation enhanced  - Learners, parents and other stakeholders consistently engaged in self-evaluation  - Impact of improvements for learners to be better collated to show how they benefit | - Evaluation will show that by March 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 |
| 2. Increase use of evidence and research to support professional learning | - Improvement planning at all levels based on reflections on evidence and data that confirms improvements for learners (both school and cluster level)  - Planned assessment activities using benchmarks to further understanding of attainment | - Reflective/moderating activities included in collegiate calendar by June 2017  - March 2018- planned staff activity on evidence-based improvement-planning  - Impact on learners seen following application of revised classroom approaches( on-going)  - Monitor and where possible measure the impact of PEF funding activities |
| 3. Improve use of attainment data to raise attainment | - Analysis of attainment data forming a coherent part of planning for improved learning  - Progress and attainment improved for all learners | - Staff focus-group setup and liaison with parents on revised approaches , February 2018  - May 2018 – school policy draft to discuss with staff/parents  - Analysis of and response to data consistently integrated into learning across all classrooms by September 2018 |
| Evidence of progress/ comments/ identified next steps:  Date:  Date:  Date: | | |

3. How good is the quality of care and education we offer? (HGIOS – 2.3)

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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement , Assessment of children’s progress |
| Overview:   * The majority of learners are achieving within or above the expected level for their age and stages * Revised Planning Formats take into account pace and challenge in Literacy, Numeracy and Health and Well Being allowing   planning meetings with the Senior Leadership Team to focus on the purpose of the plans and the impact of assessment and teacher judgement   * Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies. * Staff continue to familiarise themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are beginning to use this knowledge to improve their practice. * Aberdeenshire Frameworks and National Benchmarks have been introduced and used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners. * Transitions are mainly well-supported but curriculum transition with the local secondary school requires assimilation in key curricular areas. * 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 using local amenities as well as the school garden and grounds. * Children are becoming more responsible at making decisions regarding their learning and there are more opportunities for children be independent learners. * Positive engagement with parents encourages them to take an interest in their child’s learning. * Digital technology is being used effectively to support learning. Book Creator (P1-3) and One Note (P4-7) are to be fully implemented as a means of enhancing pupil profiles. Technology is widely used across the school in all classes on a daily basis to enhance learning opportunities. * 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, relating their own judgements to the results od standardised assessments. Group work and personalised tasks are employed to give children appropriate support or challenge.   Key strengths:   * The very positive relationships in the school and with the parent body 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. * The positive impact of engaging with parents as learners. * Positive behaviour systems based on high expectations shared regularly through assemblies, monthly targets such as ‘Manners in   March’ etc agreed with the pupil committees.  Identified priorities for improvement:   * Continue to embed Visible Learning approaches from Pre-school to P7 to ensure continuity and progression of learner involvement in mapping each learning journey. This to include the use of collaborative Learning Intentions and Success Criteria and the use of effective Feedback * Facilitate further moderation of assessment through the moderation of shared assignments * Increase consistency in integrating a range of assessment procedures in children’s learning and using the information gathered to inform and influence planning.      * Continue to work towards Level 2 of the Rights Respecting School Award, maintain and extend our work on sustainability * Review curriculum to take into consideration the NIF targets and initiatives such as Developing the Young Workforce (DYW) * Progress the collected thoughts of stakeholders in reforming our School Values and Vision |

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

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| Action plans (HGIOS?- 2.3) | Expected Outcomes/Impact on learners | How will success be measured? | |
| 1. Review, evaluate and revise current assessment and tracking model and widen the range of information | - continuity for experience for pupils – shared use of vocabulary and Visible Learning Strategies mapping individual pupil progress  - A revised curriculum targeting the needs of all learners resulting in improved curricular transition and progression  - Increased pace of learning and raised standards in numeracy literacy and in particular writing | - Stripped back focus on interpreting bench marks, sharing expectations and moderating varied pupil assessments (in calendar)  - Pupil confidence in discussing their learning, willingness to embrace challenge and knowing where their learning will lead  - Relevant and appropriate tracking information | |
| 2. Increase consistency of integrating assessment in children’s learning | - Improved data on children’s progress used consistently to advise on next steps in learning  - Revised , effective system of tracking and monitoring  - Increased attainment at all levels as shown in PIPS, INCAS and the S.N.A.S.  - Widen range and impact of diagnostic assessment to impact and focus support | - An effective T&M system including Aberdeenshire/ national expectations on reporting by June 2018  - Regular meetings with SLT and teaching staff with varied focus throughout the session  - Annual review and analysis of data will then indicate level of progress of learner and inform on appropriate interventions required to raise attainment. | |
| 3.Investigate capacity to support family learning | - Children’s learning enhanced by increased parental confidence and interest in learning  - Further increase in positive relationships with parents through engagement in learning events  - Involve Parent Council and PTA as well as focus groups – e.g. final Homework Policy, Facebook Page | Increase or re-focus existing events to involve parents sharing expertise or participating in learning  - Event planned to share assessment information, pupil’s next steps etc  Widen community engagement through DYW, open events  Adjust curriculum focus to evaluate our approach to DYW | |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | | |
| 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, in response, plan next steps in learning i * Planned and agreed Learning visits by SLT and colleagues. * Pupil sampling and learning conversations with young people * Staff, pupil and parent discussion and/or working groups. * Collegiate professional dialogue focused on learning in literacy and numeracy and taking into account standardised test results and expectations. * Evidence of outdoor learning in planning. * Parent questionnaire and evaluation feedback. * Cluster moderation. * Evidence from liaison and discussion with QIO.   Overall evaluation of level of quality :   * The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. * Learners’ achievements in and out of school are recognised regularly at our weekly assemblies and shared with pupils, parents and the wider community through our regular bulletins, tweets and website. * Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. This could be enhanced further by encouraging pupils to take more responsibility for their own learning and providing greater opportunities for the application of skills across the curriculum and beyond. We need to build on the independent learning experience fostered by Early Years and acknowledge previous learning. * Staff continue to share learning intentions and success criteria with children but could enhance this further by collaborating with pupils and improving the quality and purpose of feedback. * Greater consistency is needed in use of data to confirm next steps in learning; this should include the interpretation of standardised testing as well as diagnostic benchmarking * Forward planning continues to be updated in an attempt to tackle bureaucracy and reflect Significant Aspects of Learning and benchmarks identified in Aberdeenshire’s Progression Frameworks. New formats to be trialled and evaluated. * Staff to offer twilight opportunities for development to new staff e.g. Number Talks, Spelling etc * Develop and extend tracking that is manageable   Level of quality for this QI: 4 Good | | | |

4. How good are we at improving outcomes for all our learners? (HGIOS4 – 3.1, 3.2)

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Overview:   * Children at Kintore 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. * The school is applying its PEF to support equity of outcome for learners who have fallen behind expectations in first years of primary school as well as a focus on the acquisition of speech in the Early Years. * Children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. The use of digital contexts for learning and a focus on creatvity allows children to develop a wide range of skills and attributes. * 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 and continues to work on aspects of equity and equality. * Standardised data is used effectively to track progress and identify areas requiring targetted support. Analysis of such data shows that children at all stages are attaining well in literacy and numeracy.However there is still room for improvement in addressing and identifying the needs of able pupils with significant literacy barriers. * Literacy and Numeracy toolkits are available for all learners in every classroom. Some work is required to refresh our approach to literacy difficulties. Class teachers acknowledge their responsibility for all pupils in their class and work closely with all support staff.   Key strengths:   * A rights and values-based approach to all aspects of school-life supports all learners in feeling valued and cared for. * The confidence and wellbeing of our children * The increasingly positive levels of attainment across the curriculum; in particular the rewards of a focused approach to mental agility and strategies showing across the stages * The increasing level of inclusion for our pupils as they progress through the school and the staff’s ability to meet their needs in all aspects of well being * The leadership, collegiality and teamwork of support staff   Identified priorities for improvement:   * To further raise levels of attainment in literacy and numeracy at all stages through focused intervention * To extend the schools commitment to the promotion of diversity and equity. * To review our Health and Well Being programme with a particular emphasis on mental health * To rebuild our team of support staff through recruitment and training * Continue to develop whole staff expertise and knowledge of Wee Being indicators * Widen opportunities for outdoor Learning |

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

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| Action plans | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. To raise attainment in literacy and numeracy | - Standardised assessments will show increase across in performance, particularly in target areas and groups  - Overall, levels of attainment will be equal to or better than predictions for the school  - increased pace of learning and opportunities for independent learning | Ongoing analysis of attainment in particular looking at the breakdown of key areas such as spelling, numerical processes etc  Setting benchmarks in Early Years (Pre-school to P3) before embarking on programmes of work and intervention  Focused staff development in sharing strategies, implementing new resources (Numicon, Problem Solving) etc  Revisit – what makes good learning and teaching i.e. Visible Learning strategies and ensure they are available to all  Further involve parents at each stage of intervention |
| 2. To extend the school’s commitment to promoting diversity | - All children to be aware of cultural , racial , religious, personal differences and the equal value all have  - The school to re-affirm its commitments as a RRS and extend its accreditation to level 2  - A strategic and planned approach to support diversity e.g. refugees | On-going school evaluation of assembly activities/classroom visits focus on children’s awareness and tolerance of diversity  RRS Level 2 award by June 2017  Awareness raising for staff re disabilities, true inclusion etc |
| 3. To develop a cohesive strategic plan to promote wellbeing across the school | - Children have a planned sequence of interventions and activities that develop and maintain physical, emotional, mental and educational wellbeing  - A more precise use of wellbeing indicators in evaluating school performance | Review and refresh existing Health and Well Being programme- new draft in place September 2018  November 2017 In-service day: all staff engage in familiarisation of Dyslexia Toolkit  - Ongoing school evaluation activities will reflect on children’s wellbeing against cited indicators  Pupil, Parent and Staff Workshops on Internet Safety will be offered in term 1 |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

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| Evaluation of QI 3.1- Ensuring Wellbeing, Equity and Inclusion:  Sources of evidence/ evaluation activities undertaken:   * Positive behaviour and attitude evident in and around school and wider community * Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations. * School progress towards the next level of RRS status and further award of a third Eco flag. * Continual rise in attainment in literacy and numeracy * Involvement of Speech and Language Therapist in assessing Primary 1 literacy * QIO and Cluster led moderation of attainment * Cluster sharing of NIF outcomes and planned collegiate work and projects (PEF) * Analysis of the effectiveness of our Child Protection procedures in particular those relating to LAC   Overall evaluation of level of quality :   * Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and the obligations of being a Rights Respecting School. * All pupils know about child protection and wellbeing issues through awareness raising through assemblies and aspects of the curriculum. * Where possible all relevant staff have input to MAAPM’s and IEPs. There remains however some inconsistencies in how this information is applied and shared. * Analysis of collated data on attendance and lateness shows that 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 – dependent on age and stage- to take part in discussions around decisions that may impact on their learning and lives. * We continue to 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. * There is a need to further develop approaches to ensure equity of outcome for all learners.   Level of quality for this QI: 4 Good  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   Overall evaluation of level of quality :   * Attainment in the school is improving. There are however concerns around attainment in literacy of some senior boys. * 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 consistently in literacy and in numeracy. We need now look behind overall statistics to evaluate strengths and weaknesses. * Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter and website. * 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. There is however inconsistency across the school. * The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and to address these creatively. * We need to widen opportunities for leadership for our pupils, possibly in classrooms as whole school opportunities are fiercely contested. * More frequent opportunities are being created for children to input into the content and format of their learning, * To develop a robust but succinct format of recording plans and assessment and showing that assessment is at the heart of further development and planning, linking it to Aberdeenshire Frameworks to ensure quality, pace and challenge. * There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom. * The willingness of staff to provide extra -curricular activities and support for pupils   Level of quality for this QI: 4 Good |
| 5. What is our capacity for improvement?   * The overall capacity for improvement at Kintore School is very good. This is based on the following aspects within the school: * High levels of commitment and leadership by all staff – teaching and ancillary * Young people in the school who show a respect for and commitment to learning * A strong commitment to inclusion * Early Years Staff who forge positive links with all parents and carers to ensure a sound start for all * 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 helps build confidence in what we do * Aspects that could impact adversely on our capacity for further improvement include: * Recruitment of teaching staff and the growing number of inflexible part-time teachers * Unreliable internet / connectivity issues * The school’s capacity to cope with increasing technical issues – reporting of faults, maintenance of equipment, replacing projector bulbs etc * The above impinging on the Leadership Team’s capacity to lead |

6. Record of updating

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| Date | Amendment made | By who | Comment |
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