



CHILDREN AND FAMILIES

## Standards and Quality Report for Craigroyston Community High School



***Standards and Quality Report for session: 2015-16***

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# Standards and Quality Report

## 1. The school in context

Craigroyston Community High School is a non-denominational secondary community school currently serving a catchment area in the north west of Edinburgh. In the school's catchment there are 3 associated Primary Schools; Craigroyston, Forthview and Pirniehall. Pupils also choose to come here from a wide variety of other Primary schools. Craigroyston Community High School re-located to a new building at the bottom of Pennywell Road in August 2009. The local neighbourhood is undergoing regeneration with 750 new homes being built over the next 9 years.

The School has a current roll of around 500 pupils. There are 40 teaching staff and 21 support staff. The Senior Leadership Team consists of the Head Teacher (HT), 2 Depute Head Teachers (DHT), 3 seconded middle leaders and a Business Manager. The team of support staff are allocated to a range of whole school responsibilities in supporting pupils.

The school's catchment is in a designated area of high deprivation. Free Meal Entitlement for session 2015/16 was 40% and one quarter of our pupil body have additional support for learning requirements. Approximately 10% of our pupil cohort are Looked After.

The vision for the school reflects this need and a range of nurturing and inclusive measures (including a reduced exclusion approach) have been introduced to best support all young people that attend the school. We benefit from close links with a range of partners.

The curriculum rationale is to meet the needs of every young person so that when they leave school they have a portfolio of skills, experiences, qualifications and a knowledge of the job market to ensure they enter a sustained positive destination. To that end the school strongly encourages all young people to stay on at school until the end of S6. An innovative, aspirational Senior Phase linked to employment, using vocational courses and strong college links as well as traditional subject provision ensures that every young person has a curriculum that suits their needs and ambitions.

Please view our website for more information:

[www.craigroyston.edin.sch.uk](http://www.craigroyston.edin.sch.uk)

## 2. School's self-evaluation

### 1.1 Improvements in performance

Standards of attainment over time	Attainment continues to improve for learners. Although the traditional measures of 5@level3 etc. are no longer appropriate or comparable across past years for last session's S4 and S5 cohort due to the new qualifications, there is strong evidence that improvements continue for that cohort. Performance at National 5 was not consistent across all subjects. English, Art & Design, French, Hospitality and Music all performed very well. The vision of S4/5/6 being a true Senior Phase for all has been realised with almost all pupils staying on at school beyond the statutory leaving age.					
	S6 performance can be directly compared with previous years' results – as evidenced below they are very positive and show a strong positive five year trend in most measures. Improving performance in Science was a major focus for session 2015/16 and that focus has been successful with faculty results comparing favourably with our virtual comparator AND national comparisons.					
	S6	2012	2013	2014	2015	2016
		(%)	(%)	(%)	(%)	(%)
	5 @ level 3	72	79	89	103	88
	5 @ level 4	39	51	55	63	69
	5 @ level 5	10	23	25	23	35
	1 @ level 6	11	26	26	28	44
	3 @ level 6	1	7	14	17	21
	5 @ level 6	1	2	7	8	8
Performance by some faculties was very positive; Expressive Arts, Modern Languages and English in particular had strong results. Maths made definite improvements and are well placed to continue to improve.						
A number of our more innovative courses and awards are not currently recognised within the '5@' structure or, indeed, within INSIGHT (this explains the dip in 5@3). Our City & Guilds Mountain Bike course was very successful with all participants gaining an award. Similarly pupils studying National Progression Awards in Photography were successful.						
Our most innovative course, the 'Craigroyston Pre-Apprenticeship Programme', which results in a career for the young people, is also not recognised in any benchmarking tool – of the 10 young people who started the course, 9 have successfully completed it and are in employment with their respective companies.						

<b>Overall quality of learners' achievement</b>	<p>The school has an increasing focus on promoting achievement and our pupils achieve in a wide range of skills and interests locally. Increasingly, young people are contributing to their school by taking the lead in assemblies, acting as buddies for other pupils and taking responsibility for contributing to and improving their school. We have an active Pupil Council. Our pupils benefit from our strong links with business partners.</p> <p>Wider achievement is celebrated across the school with regular assemblies.</p> <p>Praise awards are now embedded for S1-S3 and these have had a very positive impact on pupils and families.</p>
<b>Impact of the school improvement plan</b>	<p>The priorities of our school's Improvement Plan have had a measurable impact on improving the achievement and attainment of our learners. Attainment continues to improve with a very encouraging increase at Nat5 and Higher levels.</p> <p>Almost all departments have rigorous and meaningful SQIPs and have shown improvement in examination results. In particular Science and Mathematics, previous areas of concern, have made significant improvements this session.</p>

## 2.1 - Learners' Experiences

<p><b>Learners are motivated, eager participants in their learning.</b></p>	<p>Ethos</p> <p>From questionnaires and comments from visiting agencies, businesses, parents and other partners; There is a strong ethos of achievement in relation to lifelong learning.</p> <p>Regular assemblies in place to celebrate achievement. Pupils are taking the lead in more assemblies.</p> <p>Creating confidence 'The Teenage Brain' awareness raising CPD delivered by the Psychological services to all staff.</p> <p>Restorative approaches used by CLs to return individual pupils to mainstream class from In School Suspension</p> <p>Young people at the senior stages have opportunities to demonstrate leadership through volunteering with younger pupils in school (Curricular Support Base and mediation).</p> <p>Head boy/girl and prefect system active and working well.</p> <p>Pupil representation when interviewing new staff.</p> <p>Pupils leading in some achievement assemblies.</p>
<p><b>Learners make good progress in their learning.</b></p>	<p>Learning in the classroom</p> <p>Classroom conversations are taking place in most subject areas</p> <p>Monitoring and Tracking database developed and operational for BGE and Senior Phase pupils. Teaching staff and tutors have an overview of all pupils and all subjects</p> <p>Learning intentions and success criteria used in all lessons.</p> <p>Collaborative work , cooperative work and independent work in class is evident</p> <p>Pupils are using ICT in their learning.</p>
<p><b>Learners know their views are sought and acted upon. They feel valued.</b></p>	<ul style="list-style-type: none"> <li>-5 a day ( HT)</li> <li>-Departmental pupil focus groups</li> <li>-Pupil Triads February 2016 BGE</li> </ul>

<b>Learners feel safe, nurtured, healthy, achieving, active, included, respected.</b>	Pupil Triads focus on Health and Wellbeing (BGE) Increased work with partner agencies Exclusions further reduced this session.
<b>Learners make good progress in their learning</b>	Learning and Teaching self-evaluation  (Focus on Maths) Suggested improvement targets including: Improved relationships (Teacher to Pupil) through supportive dialogue Classroom Management/prep Leading Learning (pupils)
	Tackling Educational Equality (Closing the Gap) Literacy Intervention  S2 (13) group of pupils identified as unable to access mainstream curriculum as a result of poor levels of literacy Pupils tested at the start of intervention (October 2015) SIMD information used as well as reading ages and Key Word Spelling Test Support Family Link Worker identified to increase parental engagement with 'hard to reach' parents iPads purchased for pupil use

### 5.3 - Meeting Learning Needs

<b>Tasks, activities and resources</b>	<ul style="list-style-type: none"> <li>• Learning intentions and success criteria embedded within classroom teaching.</li> <li>• Shared Classroom Experience embedded in Self-Evaluation calendar. Where issues arise, a targeted approach is used via the Learning and Teaching group.</li> <li>• CLs monitor tasks , activities and resources providing support and challenge enabling mid – higher - attaining learners to maximise progress in order to improve the attainment</li> <li>• Pupil voice /feedback to staff</li> <li>• 5 a Day</li> <li>• S1-S5 Coursing Interviews</li> <li>• CPD session on ' What makes a good Lesson'</li> <li>• Pupil/Teacher Dialogues in Senior Phase</li> <li>• Pupil Triads - BGE</li> <li>• New Curriculum for S1-S6 – enhanced model developed in conjunction with partner agencies</li> <li>• Parent consultation completed</li> <li>• Strong uptake of enhanced opportunities for relevant visits outside/inside of school with various partner agencies including Scottish Gas, Selex, SBC, SDS, Stepping Stones, PYCP, Army and Young Carers</li> <li>• Pre-Apprenticeship model introduced – 9 apprenticeships created meaning 90% positive destination</li> <li>• Partner agencies coming into school to work with               <ul style="list-style-type: none"> <li>- year groups</li> <li>- identified groups</li> <li>- individual groups within the classroom</li> </ul> </li> </ul>
<b>Identification of learning needs</b>	<ul style="list-style-type: none"> <li>• SRA Programme - new S1 this year</li> <li>• Testing at P7 completed (June 2014)</li> <li>• Testing standardised scores P7</li> <li>• SRA decoding placement test P7/S1.</li> <li>• Single word reading test on entry and on exit to programme.</li> <li>• SRA Reading Programme being delivered 2 periods per week.</li> <li>• 17/22 pupils with literacy difficulties have improved their reading age this year (2015)</li> <li>• Curriculum suspended in English, Modern Languages, Social Subjects for 13 S2 pupils unable to access curriculum as a result of poor literacy skills</li> </ul> <p>PSA employed on a temporary basis to develop links with families whose engagement is poor</p>



	<ul style="list-style-type: none"> <li>• Pupil Profiles (strategy documents) completed</li> <li>• SFL Database refined</li> <li>• Whole school CPD August re Growing Confidence and Teenage Brain (3 parts – Jan, May and June 2016)</li> <li>• Introduction of re-vamped tutor as first line guidance role</li> </ul> <p>EAL</p> <ul style="list-style-type: none"> <li>• Lunchtime Culture Club EAL students (2015/2016) – culture, language, race, equality in school</li> <li>• Group work with EAL LA ( Polish Pupils ) timetabled</li> </ul> <ul style="list-style-type: none"> <li>• Tutor Group monitoring by Guidance staff</li> <li>• CPD January 2016 with all staff – the role of the tutor.</li> <li>• Tutor now at 33 pupils max</li> <li>• S1 vulnerable pupil tutor group introduced.</li> <li>• S4-6 Highly Able targeted tutor group established</li> <li>• Transition overview meetings attended</li> <li>• Child Planning Meetings of P7 attended</li> <li>• Observation and Information gathering of P7 pupils</li> <li>• Pupil Support Leader visits to Primary</li> <li>• Enhanced Transition for vulnerable pupils and/or groups</li> <li>• Structured 3 day visit for P7 pupils</li> <li>• P7 profiles completed and S1 profiles read by all staff (Term 1)</li> </ul>
<b>The roles of teachers and specialist staff</b>	<ul style="list-style-type: none"> <li>• The re-introduction of a tutor time to the school day as a means to primarily improve overall school attendance, attainment and achievement as well as to enhance lines of communication and each pupil entitlement to a ‘trusted person’.</li> <li>• Further CPD sessions provided to all staff relating to the importance of first line Guidance role and to inform them of correct procedures and to equip them with the necessary resources to Get It Right For Every Child</li> <li>• BOV Attendance statistics analysed weekly and distributed to all staff</li> <li>• LAC attendance and attainment for all pupils is tracked on a monthly basis and discussed at school monitoring and tracking meetings</li> </ul>

	<ul style="list-style-type: none"> <li>• Weekly meetings with EWO and PSLs for pupils under 85% attendance</li> <li>• Discussing and charting progress of attendance in tutor time on a 3 weekly cycle</li> <li>• Period by period registration</li> <li>• Attendance and Achievement assemblies termly</li> <li>• Whole school attendance statistics monitored and tracked weekly by year group and sent to all staff weekly</li> <li>• PSLs welcome pupils at front of house each morning</li> <li>• LAC pupil attendance and attainment tracked monthly and shared with staff and partner agencies</li> <li>• Consultation with class teachers and SFL staff further established. Professional dialogue enabled by case conferences.</li> <li>• Samaritans awareness assemblies Sept 2015 for whole school</li> <li>• Use of progress grades established on monitoring and tracking database (BGS and Senior Phase) used by all staff</li> <li>• All LAC pupils have been assigned a trusted person</li> <li>• Tutor introduced for all pupils as first line guidance role</li> <li>• Anti-Bullying information placed on school website</li> <li>• Anti-Bullying Survey results (2016 S2 Online Questionnaire) good practice recognised by CEC,</li> <li>• Increased EAL teaching expertise (Polish Bi-lingual support assistant attached to school)</li> </ul> <p>Internet safety session organised with Respect Me for Parents (May 2015)</p>
<b>Meeting and implementing the requirements of legislation</b>	<ul style="list-style-type: none"> <li>• EAL staff involved in enrolments and consult with PSL and DHT on placing of pupil within curriculum.</li> <li>• S4,5, 6 buddies working with vulnerable pupils</li> <li>• Group work completed for Polish Pupils</li> <li>• Individualised alternative curriculum packages have been developed and partner agencies working together with teachers and other partners in delivery</li> <li>• Identified pupils have a range of alternative packages tailored individually to their needs for example woodwork, boxing, gardening</li> <li>• Appropriate applications are made to ASAP and CMRG in support of pupils who require an additional support or an alternative to mainstream education</li> <li>• Development Officer 'Closing the Gap' started January 2016 to further develop enhance support packages with partner agencies for pupils presenting risk taking behaviour.</li> <li>• Multi – sensory/curricular space developed by Support for Learning</li> <li>• Local Authority meetings attended by HT and Deputies.</li> <li>• Straw polls, assemblies and parental consultation (socratic).</li> <li>• Coursing for new curriculum successful and further enhanced</li> <li>• Curriculum designed to meet the needs of all learners</li> </ul>

	<ul style="list-style-type: none"> <li>• Pre-Apprenticeship programme embedded</li> <li>• Coursing Day introduced with partner agencies employability</li> <li>• SDS Employability Assemblies (S3-S6) – Learning Through Life</li> <li>• Developing Officer – Scotland’s Young Workforce employed.</li> <li>• LAC review meetings are attended by PSL and/or SfL Leader</li> <li>• All LAC pupils have had a 1:1 meeting with their PSL to discuss attainment and pastoral progress (Term 1)</li> <li>• All LAC pupils have identified a ‘trusted person’ (member of staff) in school</li> <li>• LAC pupils are tracked at GIRFEC business meeting monthly to review progress</li> <li>• LAC pupils attendance and attainment tracked monthly</li> <li>• Minutes of GIRFEC Meetings</li> <li>• Parent/Pupil views sought</li> <li>• Invitations to families for all planning meetings</li> <li>• Smaller meetings now taking place</li> <li>• Increased work / communication with partners</li> </ul>

## 5.1 The Curriculum

<p><b>The rationale and design of the curriculum</b></p>	<p>The curriculum is designed to encourage youngsters with the opportunity to develop the 4 capacities, skills and experiences laying a solid foundation into the senior phase and beyond. Entitlements are met within the BGE for core. School community are well aware of employability being a core theme throughout the rationale and design. Additional support needs of learners is recognised significantly within our curriculum through the SRA reading programme, Therapy Inclusion Programme and alternative packages in and out of school involving a range of partners. In the senior phase students are looked at as individuals and College placements are given in line with their career pathway. Pre-apprenticeship courses started successfully bridging the gap from education into employment. Achievements within the curriculum are now celebrated through designated assemblies, social media, website and celebration evenings.</p> <p>Staff continue to reflect on the BGE where students experience breadth and depth to hit the 4 capacities and specialise.</p> <p>All Curricular areas have completed S1-S3 CfE plans and reviewed them. A staff BGE audit has been completed to assist with reviewing courses and their rationale.</p> <p>S3 experience personalised with a broad range of subjects which lead into the senior courses progressively. Employability electives with mixed year groups implemented successfully. IDL implemented successfully as another elective as well as one of projects, a suspended curricular project in Spring each year and a member of staff co-ordinating this.</p> <p>Literacy, Numeracy, and HWB co-ordinators have a summary of where each key area (L, N, HWB) is being experienced in the BGE.</p> <p>Setting in S1-2 English, Maths, Modern Languages, and Social Subjects support the challenge, progression and personalisation experience of learners.</p> <p>The School is developing further and has implemented a 3 +3 model for the delivery of Curriculum for Excellence:</p> <ul style="list-style-type: none"> <li>• S1- S3 BGE with specialisation in S3 from the CfE areas as well as IDL and employability electives. Note that S2 and S3 are combined years for electives;</li> <li>• S4-S6 Senior Phase with personalised pathways dependent on learners needs e.g. school, college, pre apprenticeship, work placements, other agencies etc.</li> </ul>
<p><b>The development of the curriculum</b></p>	<p>Through rigorous consultation from parents, staff, students and the wider community, there is a clear plan of developing the curriculum further. This includes a new BGE to compliment the senior phase providing more coherent transitions. Learner journeys can be seen from S1-S6 to suit the needs of all youngsters (employment, modern apprenticeship, college, university).</p> <p>Staff have extensively consulted outwith and within school about the continuation of the implementation towards the National Qualifications and the new courses to our school. This has included authority, neighbourhood, faculty and cross faculty discussions about new courses. Verification has been shared at SLT, middle management and full staff meeting level, delivered by an SQA officer for staff to discuss further and implement.</p> <p>Staff engage with cluster initiatives. Different faculties within school also collaborate to enhance their curriculum for example Art and English in the senior phase and Chemistry and Hospitality in the BGE work together within set units.</p>

	<p>Partner agencies e.g. Edinburgh College, Muirhouse Youth Development Group, Pilton Youth Community Programme, Business Advisory Group are actively involved within the Curriculum at all stages. Apex, IBIS, Novotel and Selex are piloting the pre-apprenticeship course with National interest. This has been documented in GTCS Teaching Scotland Today, Scottish Learning Festival, TESS, Education Scotland's best practice, Evening News, Daily Record, STV...</p> <p>Individual opportunities are given to students for appropriate needs for example alternative packages, curriculum base support, learning support base, work placements, scholarships/internships. The SRA reading programme has further developed the transition of low ability literacy levels across S1 and S2 for all subjects. Literacy intervention group started and being piloted.</p> <p>Pupils are experiencing a coherent S1-3 BGE in line with Building the Curriculum 3. Staff monitor and evaluate through self-evaluation. To develop their Curriculum staff seek the pupil's views.</p> <p>Manageable tracking of the curriculum is seen through our new bespoke tracking system</p> <p>Pupils experience a curriculum providing an improving opportunity to positive destinations (93%). Pupils making choices for next year (at S2-S5) are experiencing a wider range of opportunities in line with student's views being listened to from last year.</p>
<b>Programmes and courses</b>	<p>The BGE and senior phase promotes learners confidence, independent thinking, resilience and responsibility. S1-S3 pupils experience planned CfE learning where subject specific Es &amp; Os are used as well as identified Literacy, Numeracy, and HWB Es &amp; Os to provide a coherent approach to learning, teaching, and assessment. Staff also use Es and Os from across the curriculum from 1<sup>st</sup> level through to 4<sup>th</sup> level.</p> <p>IDL is engrained within departments and our IDL co-ordinator is analysing what this years event should be to ensure all students get their entitlements within the BGE.</p> <p>In S3 youngsters have the opportunity for increased specialisation that prepares them for the senior phase. S3 courses are planned at typically 3<sup>rd</sup> and 4<sup>th</sup> level Es and Os stretching into National 5 to bridge the gap in accordance to BTC 3 and BTC 5. National courses have been planned through the 4<sup>th</sup> level Es and Os in the BGE to ensure a smooth transition to the senior phase. Verification (internal and external) has been ongoing throughout the year and staff have made amendments in line with recommendations.</p> <p>Timetabled SRA classes ensure reading recovery for identified pupils. Literacy intervention project implemented and will be evaluated.</p> <p>Timetabled S1-S3 SFA School of Football course for identified pupils.</p> <p>CCHS has provided staff support in the delivery of Literacy, Numeracy, and HWB across the curriculum which has improved the experiences for pupils in these areas. Year group assemblies support this on a regular basis.</p> <p>Senior phase National 3, 4, 5 programmes have been developed and are reviewed with learners as part of the self-evaluation process. Programmes emphasise depth of learning and application of higher order thinking. Staff effectively report regularly on students' progress and achievements. Assertive mentoring has begun. A highest able tutor group implemented and will be reviewed at the end of the session.</p> <p>Programmes are designed to meet the needs of learners in progressing from their BGE into the senior phase. Senior phase programmes allow youngsters to learn across levels so that they can attain as highly as possible.</p> <p>New skills based courses have been included in the S4-S6 choices where the learning is be relevant, realistic and leads to success. Electives in the BGE now provide for a more coherent learner journey from S1-S6 and beyond.</p>

<b>Transitions</b>	<p>P7/S1 pupils experience a pupil centred transition experience from primary to secondary school within the cities 3 day plan. Other faculties extend this opportunity throughout the year to further enhance the p7 transition. Staff use the P7 profiles so that they can plan towards the new S1 pupil's strengths within curricular areas. In S3 there is an increased focus on support for making informed choices for progression into the senior phase based on reliable information from Businesses and staff. Youngsters are shaping their own learning into the senior phase with the free choices that they make.</p> <p>S3 profiling is enhanced due to an earlier start. Staff prepare students for their world of work, profiling and coursing from November. Students experience a designated day mid-January towards 'my world of work' and then complete the initial part of their profiles recording their strengths. This has built confidence in the S3 youngsters becoming aware of subjects and the transition from BGE into the senior phase with a view to their positive destination at the end of S6. This allows students to link the profile certificate with their World of work day and then into their S4 coursing.</p> <p>In the senior phase, universal support as well as targeted staff mentors allow learners to make informed choices and be aware of requirements for achieving pathways to sustained positive destinations. 16 + Learning choices programme supporting positive destinations for identified pupils.</p> <p>The coursing day will be piloted and analysed with student feedback (Thursday 4<sup>th</sup> February 2016). This day will have representatives from faculties, courses, LEAPS, Edinburgh College and the pastoral team in attendance.</p>

## 5.9 Improvement through self-evaluation

<b>Commitment to self-evaluation</b>	<p>The school is strongly committed to improving the quality of pupils' learning experiences.</p> <p>The Self-Evaluation Calendar guides the work of all faculties. For the coming session we are looking at incorporating the new QIs from HGIOS4.</p> <p>The pupil voice is heard through pupil council, focus groups, questionnaires and the '5 a day' meetings with HT. Classes and courses are modified as a result of the feedback from pupils.</p> <p>Our sharing classroom experience programme allows teachers to observe learning and teaching across their faculty and, in some cases, across different faculties. This has led teachers to reflect on how they can help young people learn better.</p>
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	<p>There is a strong teacher expertise within the school and a commitment to sharing this widely. This session, the focus was on triads and the resulting professional discussions encouraged debate and sharing of good practice across the school.</p> <p>A particular focus was taken on the Mathematics faculty this session – this has resulted in increased attainment.</p> <p>The faculty SQIP has continued to support improvements in self-evaluation. CCHS staff deliver in-house CPD effectively sharing best practice across the staff cohort. Partner agencies have also contributed to CPD sessions e.g. EAL staff and Educational Psychologists.</p>
<b>Management of self-evaluation</b>	<p>The self-evaluation calendar is used to manage self-evaluation at whole school level. Our Curriculum Leaders and Senior Leadership Team have demonstrated their commitment to learning by making formal and informal class visits, modelling good practice, giving appropriate feedback, sharing insights widely and stimulating self-evaluation.</p> <p>PRD continues to be given high regard within the school and professional update and the new standards are known by staff.</p> <p>Whole school priorities are widely shared with all staff, pupils and partners. Classrooms and teaching areas display the improvement priorities and pupil council reported that they appreciated these being shared widely.</p>
<b>School improvement</b>	<p>Young people continue to be involved in their learning where tasks and activities contain an appropriate level of challenge. High quality learning and teaching continues to be at the heart of our commitment to school improvement.</p> <p>Staff from English and Maths departments continue to share practice in assessment and moderation with Primary colleagues, this session Technologies added to this with fun and challenging STEM visits to all our cluster primaries.</p>







### 3. Summary of evaluations against key indicators

Evaluation key:

<b>Level 6</b>	<b>Excellent</b>	<b>Outstanding or sector leading</b>
<b>Level 5</b>	<b>Very Good</b>	<b>Major strengths</b>
<b>Level 4</b>	<b>Good</b>	<b>Important strengths with areas for improvement</b>
<b>Level 3</b>	<b>Satisfactory</b>	<b>Strengths just outweigh weaknesses</b>
<b>Level 2</b>	<b>Weak</b>	<b>Important weaknesses</b>
<b>Level 1</b>	<b>Unsatisfactory</b>	<b>Major weaknesses</b>

<b>QI</b>		<b>Evaluation</b>
1.1	Improvements in performance	4
2.1	Learners' experiences	4
5.3	Meeting learners' needs	4
5.1	The curriculum	5
5.9	Improvement through self-evaluation	4