

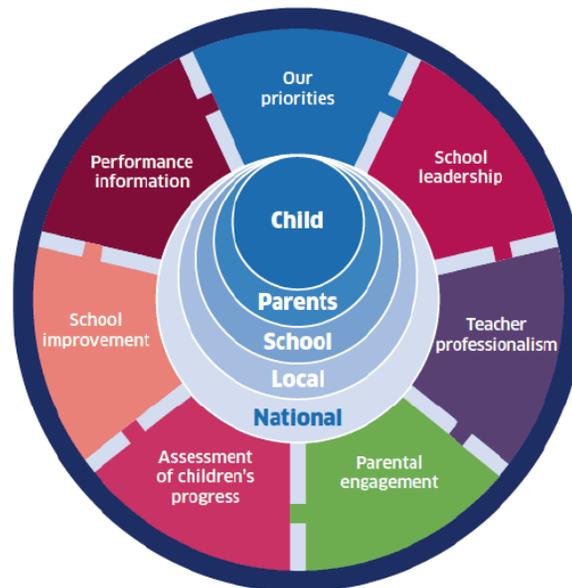
## Education and Learning Directorate

### School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)

School: Creetown/Minnigaff Partnership

Date: May 2022



## 1. Vision, Values and Aims

*An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.*

*Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners*

### Our Vision, Values and Aims

#### School Statement

##### Our Vision

**Creetown – TEAM – Together Everyone Achieves More**

**Minnigaff – Learners For Life**

##### Our Values

##### In Creetown Primary and ELC we value –

- Care and consideration
- Teamwork
- Honesty
- Kindness
- Respect
- Commitment

##### In Minnigaff Primary we value –

- Successful Learners who are enthusiastic, good learners, creative, hard workers, literate and numerate.
- Effective Contributors who are team workers, co-operative, problem solvers, leaders and enterprising.
- Confident Individuals who are happy, confident, honest, independent and resilient.
- Responsible Citizens who are polite, respectful, responsible, friendly and forgiving.

##### Our Aims

##### Creetown

##### Written by our pupils –

##### *It is our aim that all pupils -*

- Learn in all areas of the curriculum with help from teachers, other students, staff members, parents and family members and our wider community.
- Are able to read, write, communicate, understand numbers, keep ourselves safe and healthy to help us get ready for all parts of life.
- Are supported by staff, each other and the school community to help them succeed in life.
- Are ready to move on to the next step in school.

## 1. Vision, Values and Aims

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- Are able to understand how we are doing and work out our next steps.
- Try new things and achieve their goals.
- Look after and respect each other.

### Written by our pupils

We aim to -

- Take learning at the right speed for every child and help them when they have problems with their learning. We will look after everyone's wellbeing.
- Make sure everyone plays their part and joins in with the learning and helps everyone move on to their next class.
- Give pupils the opportunity to work in their community to develop life and work skills.
- Get better results by making sure everyone joins in and does their best.
- Make sure all pupils can read, write, spell, do their maths, have good social skills and work well together.
- Celebrate all achievements in and out of school.
- Make sure all staff meets the curriculum so that all children get a better education.

**Review Date: Jan 2022 →**

### Review Activities (as appropriate)

- Pupil focus groups in both schools to ensure the pupil voice and the inclusion of pupil friendly language
- Staff focus groups during INSET/ Collegiate sessions
- Parent VVA FORMS Survey– Parent Question of the Month Newsletter - parent focus groups
- Future4 steps for next review – find strategies to involve all school partners

*Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).*

## 2. School Improvement Progress Report

*Include evaluative statement/s on the impact of Covid-19 on priorities.*

*Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?*

*In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.*

### 2.1 Progress against Previous Year's School Improvement Priorities

| Area for Improvement  | Progress and Impact on:<br><b>Learners' successes and achievements</b><br><b>The school community's successes and achievements - as appropriate</b><br><i>(Include evidence of impact.)</i>  | Next Steps (Looking Forwards)  |
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| <p><b>School Priority 1:</b><br/>Raise attainment in Literacy and Numeracy through developing assessment – capable learners.</p> <p><b>NIF Priority</b><br/>Improvement in attainment, particularly in Literacy and Numeracy</p> <p><b>NIF Driver</b><br/>Teacher Professionalism<br/>School Leadership</p> <p><b>HGIOS? 4 / HGIOELC? QIs</b><br/>2.3 Learning, Teaching and Assessment<br/>3.2 Raising Attainment<br/>3.2 Securing children's progress</p> | <p>Children will become fully engaged and interact with their learning. They will understand the purpose of their learning ensuring they are able to take greater responsibility for their learning journey leading to raised attainment and confidence in Literacy and Numeracy.<br/>Targeted children via CLG/DNK → rubrics visible on class walls → some children can use these to discuss learning journeys</p> <p><i>By June 2022 almost all children will be able to articulate what assessment tasks are for and what the results mean. They will be able to describe what they are learning, what their next steps are and how they are going to get there</i><br/>P6/7 in Minnigaff can articulate assessment results in numeracy → check lists used in jotters and reinforced in teaching → roll out to rest of classes<br/>Some classes beginning to use SEEMIS 4 stages when marking writing → children beginning to link these to their learning journey</p> <p>Through understanding what makes a good learner and applying these characteristics to their own style of learning, almost all children will make secure progress in Literacy, Numeracy and across the curriculum.</p> <p><i>By February 2022 almost all children in will be able to describe effective learner characteristics and link these to their own learning.</i></p> <p>Progress has been limited due to COVID related staff absence. SMT made a clear decision to focus on Priority 2 and do it well whilst carrying aspects of Priority 1 over to the following year. Staff have begun to revisit the dispositions as part of work to revise VVA. Dispositions and learner characteristics merge with VVA but are not clearly evidenced or visible within classes. Creetown uses a wall display but these need revisited since it has become less effective as a teaching tool.<br/>Term 4 Creetown introduced school achievement walls based on highlighting aspects of characteristics and skills developed – to be evaluated with learners and adapted across the partnership.</p> <p>Quality feedback based on assessment and evaluation of learning will ensure continuous and secure progress for children.<br/><i>By June 2022 almost all children will be able to articulate and understand aspects of quality feedback. With support → independently they will be able to evaluate their own learning and that</i></p> | <p>Minnigaff PTs started to look at dispositions → staff sharing LI/SC across the partnership → some staff using rubrics → all learners should have access to and use their own rubrics to support their learning journeys.</p> <p>Creetown → moving forwards there will be a considerable change in staffing which provides an ideal opportunity to revisit aspects of visible learning eg dispositions/quality feedback/visible learning journeys and take a fresh approach.</p> |

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|  | <p><i>of their peers in a way which ensures understanding and progress in learning.<br/>Staff will have raised confidence in providing quality feedback ensuring progressive learning for almost all children.</i></p> <p>Almost all teaching staff attended Visible Learning Quality Feedback training session. Evaluations suggest that all staff felt this training gave little indication on how to improve feedback given to learners. Further development required here.</p> <p>Small samples of jotters suggest that it is more difficult to provide quality feedback in written form → most staff prefer to give live feedback to support learners and their progress → investigating ways in which this can be evidenced and provide a strong basis for learner improvement</p>  |  |
| <p><b>School Priority 2:</b><br/>Raise attainment in Literacy and Numeracy to provide excellence and equity for all children.</p> <p><b>NIF Priority</b><br/>Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p><b>NIF Driver</b><br/>Teacher Professionalism<br/>Performance Information</p> <p><b>HGIOS? 4 / HGIOELC? QIs</b><br/>2.3 Learning, Teaching and Assessment<br/>3.2 Raising Attainment<br/>3.2 Securing children’s progress</p> | <p><b><i>Developing a much clearer, targeted focus on writing (genre, skills and understanding) across levels, stages, school and partnerships leading to a shared understanding to ensure raised attainment for all children.</i></b></p> <p>All teaching staff attended Stephen Graham training and engaged in follow up collegiate professional learning. Within the genre identified, staff worked together to produce progression pathways indicating skills and expectations leading to a shared understanding of progression. Staff demonstrated greater confidence within attainment meetings when allocating writing levels to learners.</p> <p>Although it is too early to fully evaluate impact, HT observations indicate the following – almost all class teachers demonstrating a clearer understanding of how to structure a writing lesson, almost all learners are much more enthusiastic and willing to write, most learners demonstrated a good understanding of the structure of the genre they were writing in, most learners were able to discuss their progress, almost all learners were able to act upon written and oral feedback to improve their writing, the collegiate approach to writing supported less confident writers and offered opportunities to achieve success.</p> <p>SMT implemented a grammar skills progression to run alongside the writing programme – some teachers are beginning to use this to evaluate and suggest amendments.</p> <p>SMT revised writing Rubrics in line with progression pathways – implemented in classes in Term 4 – impact on learners to be evaluated in 2022/2023.</p> <p><b><i>By May 2022 a 5% increase in all cohorts achieving in writing at the expected level.</i></b></p> <p><i>Creetown – 1 cohort has improved achievement by 20%, no other cohort improvements although improvement data by stage suggests increase of between 8.7% and 19% across 3 stages.<br/>Minnigaff – 1 cohort has improved achievement by 8.3%, no other cohort improvements although improvement data by stage suggests increase of 8.1% at one other stage.<br/>Interestingly, it is the same cohort which has improved in both settings.</i></p> <p><b><i>Continuing to ensure a deeper understanding of number knowledge, skills and strategies will improve attainment for all children.</i></b></p> <p>All staff have embedded DNK skills and progression into planning, learning and teaching. Some staff using assessments within DNK Phases to support learning and teaching.</p> <p>SMT have updated yearly overviews to include DNK Phases – implement in 2022/2023</p> <p><b><i>By May 2022 a 5% increase in children achieving First and Second levels.</i></b></p> <p><i>Creetown – 73.3% of pupils achieved First level, a drop of 10% at both stage and cohort data. 87.5% achieved Second level – an increase of 10% for that cohort and 19% for that stage<br/>Minnigaff – 75% of pupils achieved First level, a drop of 16.6% at cohort data but an increase of 16.2% for data at that stage.<br/>81.1% achieved Second level, an increase of 15.2% at cohort level and 20.7% at stage level data.</i></p> | <p>All teaching staff to attend Stephen Graham Training sessions and implement within own classes → produce progression planners for additional genre → evaluate impact on learning and attainment</p> <p>Embed grammar skills progression to support writing.</p> <p>Revisit Spelling Programme</p> <p>Evaluate impact of revised writing rubrics on learner capacity to discuss their learning.</p> <p>Moderation – school/partnership/Cluster</p> <p>Finalise Numeracy Rubrics and implement.<br/>Update Parent Numeracy Booklets to support engagement at home.<br/>Revisit Mental Maths and Problem Solving strategies to support learner attainment.</p> |

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| <p><b>School Priority 3</b><br/><b>Cluster Shared Focus</b></p> <p><b>NIF Priority</b><br/><b>Improvement in attainment, particularly in literacy and numeracy.</b></p> <p><b>NIF Driver</b><br/><b>Improvement School Leadership, Assessment of Children’s Progress, School, Performance Information</b></p> <p><b>HGIOS?4 / HGIOELC QIs:</b><br/><b>1+2</b><br/>1.2, 2.2, 2.3, 2.7, 3.3</p> <p><b>Numeracy &amp; Mathematics</b><br/>2.2,2.3, 2.7, 3.2</p> <p><b>Moderation</b><br/>2.3, 2.7, 3.2</p> <p><b>Science</b><br/>2.2, 2.3, 2.7, 3.2</p>    | <p><b>Digital Literacy</b><br/>To complete a programme for consistent use across the cluster. Digital leaders met to progress a 3 year overview. One of them presented to the HT Cluster.</p> <p><b>1+2</b><br/>Establish an agreed consistent programme across the DEHS cluster. Refresher training in French to be offered and also training in Spanish.</p> <p><b>Science</b><br/>To build pupil confidence in skills, vocabulary &amp; scientific approaches through refreshing the cluster science programme.</p> <p><b>Writing</b><br/>To increase cluster data by 5% the percentage of children achieving the expected level in writing.(P1, P4, P7 &amp; S3)</p> <p><b>Numeracy</b><br/>To increase cluster numeracy data by 10%.</p>   | <p>Share the plan with cluster schools to begin to implement next session. Work towards the Digital Schools Award.</p> <p>3 year Spanish programme agreed and to be fully implemented next session. Refresher training was carried out. Continue training when necessary.</p> <p>Review of main focus skills carried out in cluster Science plans to begin implementation next session.</p> <p>Still waiting for authority data due to impact of COVID. To be continued.</p> <p>Still waiting for authority data due to impact of COVID. To be continued.</p> |
| <p><b>2.1.1 Report on the impact of PEF</b> <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> <li>• <b>Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</b></li> <li>• <b>How rigorous is the school’s approach to providing robust evidence of closing the attainment gap?</b></li> <li>• <b>How well are you removing barriers to learning and ensuring equity for all?</b></li> </ul> | <p><b><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></b></p> <p>Creetown Primary is in the village of Creetown and classes as a small rural school. Much of the surrounding area is farm land however the school roll is gradually increasing. An ELC sits within the school and the roll rises throughout the year to approximately 20. There are few local amenities with most families having to travel to provide experiential opportunities, sport and leisure for their children. 92% of our children are within Decile 5 with 6.6% of children in either Deciles 7 or 9 and 1.3% in Decile 3.</p> <p>Minnigaff Primary is a small urban school with a gradually declining school roll. There are limited local amenities with most sports clubs having limited numbers to service children from both Minnigaff and a larger urban school. 72% of our children are within Decile 4, 15.7% within Decile 5, 3.4% in Decile 9 and 7.8% in Decile 3. A Partnership Provider sits within the school building</p> <p>Due to COVID related high staff absence rates, high learner absence and availability of supply staff throughout the year, it has been more difficult to embed and/or begin some of the original PEF proposals. PEF employed teacher/Head Teacher/Learning Support Teacher were frequently acting as supply teachers, often with little notice. Provision for learners in some classes has been inconsistent due to this and some PEF interventions started but then had to be suspended in order to provide class teacher cover.</p> <p>Numbers of targeted learners within each year group is relatively low. Reporting statistics per year group may enable individuals to be identified. However HT/PTs have an overarching view which is shared and informs professional dialogue and proposed use of PEF. It would be the school’s intention to widen the PEF criteria next session to support a greater number of learners and provide a wider range of evaluative data.</p> <p><b>PEF Intervention 1</b><br/>Data suggested that PEF attracting learners were achieving in line with their peers. However, there required to be a particular focus on Writing. A</p> |   |

shared understanding of teaching strategies and skills required to achieve success across a wider variety of writing genre is required to ensure attainment and achievement. Stephen Graham training has proven to raise understanding of pedagogy and raise attainment in writing across a variety of genres. Staff training across the next 2 years and further development of school writing programme based on this. Almost all teaching staff took part in training leading to progression planners for identified genre of writing, a new, progressive grammar pathway programme, rubrics based on the training and a better overall understanding of pedagogy. Initial data suggests small pockets of improvement but it is too early to evaluate impact at this stage. Observations indicate that almost all learners are engaging with the writing process, are enthusiastic about writing and are able to discuss what is required to improve their writing within specific genres. Continued training and embedding of strategies should see raised attainment in writing next session across all PEF attracting criteria with learners also able to transfer skills across the curriculum.

CLG data enabled staff to target individuals who required further support ensuring data and evidence was used effectively at Regional Literacy Forums. All targeted learners received specific Literacy diagnosis in Term 4 ensuring learning targets and support are specifically tailored to their needs.

#### **PEF Intervention 2**

Purchasing computer packages which are proven to support attainment in Literacy and Numeracy to enhance progress and attainment for pupils. Repairing Promethean boards across the partnership to continue to ensure pupils have equity of learning experiences. Strengthening the link between home and school learning will continue to engage pupils and parents. Almost all of our learners have access to a digital device to support learning at home but provision of devices in school is limited. Almost all devices have now been taken to be fixed but parts are not available. Purchasing devices to ensure equity of opportunity and provision within classes to support attainment and improvement in Literacy and Numeracy.

Charging Units and ProBooks ordered and arrived in school middle of Term 4 thus it is too early to evaluate their impact on raising attainment for targeted learners.

All learners are engaging frequently with Numeracy packages and are making progress. 1 class has been particularly successful in the use of Sumdog to challenge learners and raise attainment as evidenced in their class and individual success in D&G Sumdog tournaments consistently coming within the top 10 and often within the top 3 and as winners.

#### **PEF Intervention 3**

Classroom observations and increased leadership team intervention has shown a rise in emotional and social behavior related incidents within classrooms. Discussions and observations suggest that some learners within the most disadvantaged deciles are finding it difficult to vocalise and name their emotions pointing to low resilience and self-esteem leading to increased disengagement from learning. COVID – 19 lockdown and the subsequent return to school indicates that many children are struggling with their emotions and sharing these appropriately. Many are finding it difficult to focus on learning. Continued disengagement increases the probability of the gap widening rather than closing. HWB/GIRFEC assessments suggested that many pupils currently felt unsafe and are anxious about COVID-19.

Relax Kids is a research based programme developing mindful and relaxation techniques alongside values and positivity, strength-building, gratitude, resilience and compassion. The programme is designed to help support children's emotional health and wellbeing.

All class teachers made use of individual wellbeing webs at the beginning of each term, ensuring that learners understood what the SHANARRI indicators meant to them. Las were timetabled to spend time with learners to support completion of these. Class Teachers also made use of the Leuven Scale to evaluate individual wellbeing signals and engagement/involvement signals This enables Relax Kids sessions to be tailored to target individual and group needs.

Almost all children indicated personal improvements/maintained level related to SHANARRI and were able to discuss these.

Class Teachers reported increased engagement and involvement. Where this was not the case, additional individual referrals were made to partners such as Befrienders/School Nurse. All learners who were referred now have a befriender and the impact of this is beginning to show in school.

#### **PEF Intervention 4**

Due to COVID-19 guidelines, additional resources were and continued to be required to ensure equity for all learners. Quarantining of resources required additional texts etc to be purchased to ensure that learners can progress at the same rate as before. Ensuring equity of opportunity for learners including opportunities to reinforce learning out with the school setting including home learning resources.

Almost all learners were more able to engage within the class due to having the required resources to do so. Data indicated that attainment and progression through learning pathways was maintained within all year groups with interventions targeted where appropriate. Learners were more able to start learning tasks quickly due to having readily available individual resources. An increased engagement with homework activities was recorded where targeted learners had been provided with the required resources. Where targeted interventions were required, additional resources were provided.

#### **PEF Intervention 5**

Data collected during COVID-19 lockdown suggested that across both Literacy and Numeracy, PEF attracting children were not generally achieving

in line with their peers. There required to be a particular focus on Writing and Numeracy. Staff were trained to deliver these interventions but required time out of class to do so. Contracting an additional teacher would have enabled trained staff to be released from class to continue focused interventions in Literacy and Numeracy.

Due to high staff and pupil absence throughout the session, it was difficult to release staff to carry out intervention. Supply teachers were difficult to procure meaning additional teaching staff across the partnership were often required to teach classes and therefore providing targeted interventions was inconsistent, often leading to limited progress.

Ensuring that aspects of Developing Number Knowledge and Closing the Literacy gap are embedded into class teacher planning, training additional staff and promoting purchase or resources to support in class support should ensure that interventions in 2022/2023 become less reliant on having additional staff, become part of the teaching day and target learners within the classroom on a consistent basis.

| <b>2.2 Summary of Key Strengths and Areas for Improvement</b><br><i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i> |   |   |   |
|--|---|---|---|
| <b>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</b>  |   |   |   |
| Quality Indicator  | How well are you doing?<br>What's working well for your learners?<br><i>(Include evidence of impact.)</i>   | Areas for Improvement   | Evaluation of this QI using the HGIOS?4 six-point scale |
| <b>1.3 Leadership of Change</b> <ul style="list-style-type: none"> <li><i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li><i>Strategic planning for continuous improvement</i></li> <li><i>Implementing improvement and change.</i></li> </ul>                       | <p><b>Developing a shared vision, values and aims relevant to the school and its community</b><br/>Our VVA are evident within the ethos and culture of our school.<br/>VVA displayed within the school enabling all stakeholders to reflect upon these– staff reflect upon these during learning activities. For example, within the dining hall, our school ethos is displayed.<br/>Our VVA informs practice within our classes and school community.<br/>VVA are inclusive of all children within our community and support our progress towards improvements within our school.<br/>Children developed our VVA to ensure it reflected their voice.<br/>VVA scheduled for regular revision.<br/>HT shares feedback from EO meetings with SLT and staff to ensure our direction of travel sits within the VVA.<br/>Our VVA continues to be the basis for curriculum development providing a more coherent and progressive approach to the learning opportunities provided for our learners as evidenced in the school rationale.<br/>Forms questionnaire in Feb 2022 – 87.5% of parents who responded agreed that the Vision for their school was still relevant to the setting, 100% of parents who responded agreed that our values remained appropriate and represented the ethos of the school and 100% of parents who responded agreed that our aims continued to be a true representation of the school. One response indicated that the school vision did not take cognizance of homework and learning completed at home.</p> <p><b>Strategic planning for continuous improvement</b><br/>Almost all staff are aware of and are able to discuss the</p> | <p><b>Developing a shared vision, values and aims relevant to the school and its community</b><br/>Review Rationale →PTs/HT to source electronic copies of original rationale →should be based upon 4 Capacities and 4 Contexts for learning →should now also include UNCRC/Learning for Sustainability (Outdoor Learning, Digital learning), skills based learning and transference of skills, dispositions<br/>→SMT to use Management time to complete a base rationale from which to move forwards by Easter break→ link learner characteristics to VVA</p> <p>Parent/Staff/pupil voice gather via forms/mixed focus groups →HT Revised Rationale distributed to all stakeholders →HT VVA Review and align with Rationale →SMT →Management time →June 2022</p> <p>VVA – become visible to everyone →revamped displays in foyer/hall → SMT and pupils by Dec 2022</p> <p>Incorporate aspects of VVA into newsletters →HT ongoing from start of session</p> <p>Evaluate VVA across the setting →Learning walks → HT/SMT/Pupil groups → management time →March 2023</p> <p>Investigate Twitter as a communication method to consistently reinforce aspects of VVA/Rationale →PT/Janet Regan →March 2023</p> <p><b>Strategic planning for continuous improvement</b></p> | <p>4</p> <p>8</p>                                       |

**2.2 Summary of Key Strengths and Areas for Improvement**  
*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

*Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.*

| Quality Indicator | How well are you doing?<br>What's working well for your learners?<br>(Include evidence of impact.)   | Areas for Improvement   | Evaluation of this QI using the HGIOS?4 six-point scale |
|-------------------|--|---|---|
|                   | <p>strengths and areas for development in individual settings and across the partnership. Staff meetings both as individual schools and across the partnership have enabled next steps in planning to be identified with ideas being shared in what is working well and what needs improved.</p> <p>School improvement plan is shared and staff aware of targets for the year ahead. There was limited response from parents when SIP improvements and priorities were shared in September.</p> <p>Senior leaders promote initiatives and change based on research, National and Local priorities which enhance the learning environments.</p> <p>Senior leaders continued to support the development of planning to ensure equity of learning opportunities for all children</p> <p>Senior leaders encourage and provide opportunities for staff and learners to initiate change, interventions based on data, dialogue and professional judgments.</p> <p>We have an agreed Collegiate training calendar lead by the SLT which develops the SIP priorities. This also enables staff to plan ahead.</p> <p>We have an agreed monitoring and tracking yearly calendar which focuses on aspects of SIP priorities and Learning and Teaching.</p> <p>HT and SLT promoted collegiality through use of Teams– staff meetings and training sessions were held online. As a Partnership we are now moving towards physically coming back together to work collegiately.</p> <p>Staff and SLT negotiate protected time to contribute to continuous improvement.</p> <p>Staff PRD targets include aspects of leadership development leading to some staff taking responsibility for PEF interventions and Learning Support across the partnership. Staff are provided opportunities to work individually and collectively following CPD opportunities. An example being, when discussing Stephen Graham CPD, staff were given opportunity to work individually and collectively.</p> <p>New and current CPD learning opportunities are provided to staff regularly, with reminders and notifications received via email.</p> | <p>Class Teachers to plan professional dialogue within own stages →as and when required →CT Responsibility →during RICCT and/or own planning/prep time as allocated via McCrone and as part of own 35 hr week obligations</p> <p>CTs to liaise with Learning support time →CT Responsibility →as and when required →Time is allocated within McCrone/ personal CPD for GTC profile</p> <p>Early Phase Team set up→ HT (completed) →Early Phase staff have been invited to use this team to share and collaborate →HT will offer support meetings when Team requests it</p> <p>Stage Partner visits to observe and discuss pedagogy and impact of CPD within the learning and teaching experience →CT Responsibility to organize →RICCT</p> <p>SLT has timetabled meetings within LA timetables →prep time also included within LA timetables</p> <p>Time provided within McCrone to discuss shared CPD to ensure a shared understanding and vision of the impact and value moving forwards→staff should continue to negotiate McCrone and consider if time allocations continue to meet their needs →if additional collegiate time is required for professional discussion then which aspect is time taken from? →10 mins set aside in staff meetings for sharing of good practice →CT responsibility to be prepared to share and contribute to these sessions.</p> <p>SLT to highlight and provide CPD opportunities</p> |   |

## 2.2 Summary of Key Strengths and Areas for Improvement

*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

*Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.*

| Quality Indicator | How well are you doing?<br>What's working well for your learners?<br>(Include evidence of impact.)   | Areas for Improvement  | Evaluation of this QI using the HGIOS?4 six-point scale |
|-------------------|--|--|---|
|                   | <p><b>Implementing improvement and change</b><br/>All staff are involved in the self-evaluation cycle and activities. All staff responded to evaluation of QIs enabling professional discussion leading to shared ownership actions for taking the improvement agenda forwards. All staff responded to an individual UNCRC self-evaluation, collated by HT giving an indication of knowledge, understanding and confidence amongst staff. HT/SMT to use this as a basis for further work within the partnership.<br/>A shared GLOW group promotes the sharing of ideas across the partnership.<br/>A shared GLOW school site tile promotes the sharing of resources across the partnership. HT and SMT ensure that the most relevant and up to date versions are visible to staff.<br/>Staff is expected to reflect on their practice through reflection on learning and teaching observations, collegiate sessions and PRD/PRI process.<br/>Teaching staff continually reflect on personal development through the upkeep of their GTC profile.<br/>Parents are informed of developments in school priorities through annual report and are given opportunity to respond to this. Limited response made this more difficult to incorporate parent voice.<br/>SMT seeks stakeholder opinion throughout the year in the form of pupil focus groups and Parent Surveys via Forms.<br/>Number of returns varies dependent on the type of question asked – parents are more likely to respond to short questions</p> | <p>enabling staff at all levels to lead and take ownership of aspects of the improvement agenda →ongoing</p> <p>PT remits to include responsibility for strategic development of given QIs → time is provided → monthly updates within SMT meetings leading to shared ownership of improvement.</p> <p>HT to ensure yearly monitoring calendar is fulfilled → advanced timetabling of individual and collegiate opportunities to discuss improvement.</p> <p><b>Implementing improvement and change</b><br/>Opportunities for moderation and evaluation to be built in to collegiate and monitoring calendars →HT for session 2022/23 → revise moderation cycle and discuss with staff → INSET/Collegiate sessions → seek opportunities to moderate across cluster/sector</p> <p>Seek opportunities for all staff and pupils to take ownership of implementing change → leadership opportunities based on curriculum and PEF interventions/ use of HGIUORS with pupils →ensuring pupil voice within the improvement agenda and ensuring that all staff recognize their responsibility in implementing change and improvement.</p> <p>Embed opportunities for self- evaluation for staff and pupils → specifically target aspects of planning, learning and teaching, SIP priorities → Dec 2022/June 2023</p> |   |

| <b>2.2 Summary of Key Strengths and Areas for Improvement</b><br><i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i> |  |   |   |
|--|--|---|---|
| <i>Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>   |  |   |   |
| Quality Indicator  | How well are you doing?<br>What's working well for your learners?<br>(Include evidence of impact.)   | Areas for Improvement   | Evaluation of this QI using the HGIOS?4 six-point scale |
|  | <p>with multiple choice answers.</p> <p>All staff are aware of the social, cultural and economic contexts within our communities and factor these into decisions made regards opportunities and achievement for learners.</p> <p>We seek alternative and supportive arrangements to address the equity and equality agenda for children with regards to school. improvement.</p> <p>PEF interventions are discussed and evaluated regularly at tracking meetings and with staff responsible for these.</p> <p>However COVID related staff absence throughout the year has made implementation and consistency more difficult.</p> <p>Staff felt that improvements in planning (IDL) incorporates more fluidity and creativity.</p> <p>HT provides follow up written notes from CPD opportunities to support staff implementing pedagogical strategies. Time is allocated for professional dialogue as follow up to CPD sessions. Staff comments suggest this is valuable and supportive when implementing change within their practice.</p> <p>Moderation opportunities were not as successful as hoped in ensuring a shared understanding of progression and standards for achievement and attainment.</p> <p>HT introduced a self- evaluation of planning exercise – almost all staff were able to reflect on positive changes within their own approach and the effect of CPD when implementing change to own practice.</p> |   |   |
| <b>2.3 Learning, Teaching and Assessment</b> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> </ul>  | <p><b>Learning and engagement</b></p> <p>The learning environment across the partnership continues to reflect our VVA and aspects of Visible Learning approaches. Collegiate training linked to Creating a balanced writer led to a mid-session review of writing Rubrics. Rubrics now link to pedagogy related to Stephen Graham training and should provide staff and learners with a progressive skills development framework. It is too early to evaluate the impact</p>   | <p><b>Learning and engagement</b></p> <p>Improve engagement in digital technologies →allocate PEF to buying resources (40 Pro Books and 2 charging units ordered this session with more to be ordered next session) → staff training on use of MicroBits to accompany free MicroBits to school (Engage 16/05/2022) → evaluate impact on learner engagement → May 2023</p> | 4   |

## 2.2 Summary of Key Strengths and Areas for Improvement

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| Quality Indicator   | How well are you doing?<br>What's working well for your learners?<br>(Include evidence of impact.)  | Areas for Improvement   | Evaluation of this QI using the HGIOS?4 six-point scale |
|---|---|---|---|
| <ul style="list-style-type: none"> <li><i>Planning, tracking and monitoring.</i></li> </ul> | <p>of this; however class observations suggest that almost all learners were actively engaging with the writing process, were excited about writing and were beginning to transfer skills across writing genres.</p> <p>However, data would suggest that this is still a priority development area for our partnership – improvement in attainment and achievement in writing at second level is not significant.</p> <p>Staff is committed to ensuring children's individual needs are recognized and work with partners in the Inclusion Support Team and partner agencies to secure support and strategies to use in class. Flexischool arrangements in place for individual children to support engagement.</p> <p>Initial use of wellbeing webs at the beginning of each term indicated that almost all learners are confident within HWB.</p> <p>We value all stakeholders and their contribution to the life of our school. HT sends FORMS surveys to parents on a regular basis and where possible acts on comments made.</p> <p>Creative and effective use of PEF has enabled targeted experiential learning opportunities.</p> <p>Our learners are supportive of each other which is clearly evidenced in the classrooms and around the school.</p> <p>Continued COVID mitigations have reduced the opportunities for learners to come together to share learning experiences.</p> <p>Assemblies which include Super Show and Tell Assemblies to share learning and challenge Assemblies to develop collaborative learning skills have very recently been reintroduced. Learners had opportunities to share their voice through their house captains and school captain. SMT implemented strategies which arose from these.</p> <p>Creetown has revisited the use of "Golden Time" in relation to learner engagement. This has been rebranded in Term 4 as "Skills Development" across agreed curricular areas and inline with school events. Impact on learner engagement to be evaluated.</p> <p>Soft start in all classes during the first 3 terms supported learner engagement during the recovery phase from COVID ensuring that almost all learners were ready to engage with their learning.</p> | <p>Increase opportunities for learners to engage with their learning → CTs to set aside time for pupil voice at beginning of topic, embed writing strategies and pedagogy, embed use of literacy/numeracy rubrics → CTs to be more aware of opportunities for pupil voice in class and target these. Pupil Council → set aside protected half hour every week → LA to lead and liaise with SMT →ELC to be involved on term 4 but feed in throughout the year/ weekly update via e-mail?→ reps from each stage → CTs to organize reps → ongoing/ reps by end Sept 2022</p> <p>Soft start → retain in all classes in Term1 and in Early Phase throughout the session →structured with Lit/Num base</p> <p>Golden Time → evaluate impact of Creetown model with a view to transferring a similar model into Minnigaff</p> <p>Investigate the use of VARK model to observe and discuss learning styles → CT base activities on how children learn → increased engagement in learning</p> <p>Develop further aspects of visible learning to ensure learners are able to visualize and describe their learning journeys. →CTs to use writing Rubrics → each child should have a visible rubric/discuss it and plan their journey → LI/SC should be shared and visible → further rubrics to be added throughout the session.</p> |   |

## 2.2 Summary of Key Strengths and Areas for Improvement

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*Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.*

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|-------------------|--|---|---|
|                   | <p>Retaining the use of TEAMS to set homework tasks continues to provide opportunities for parents to engage with their child's learning.</p> <p>Children are supportive of each other across the partnership, an example being learners from upper primary delivering physical activity sessions to early and first level learners through the support of Active Schools. This improved engagement in physical activity during break times and reduced the need for staff interventions.</p> <p>Through PEF, Relax Kids input within some classes to promote nurture, self-regulation and resilience, indicated a positive effect on learning and engagement in school.</p> <p><b>Quality of teaching</b><br/>Covid restrictions and guidance meant that fewer observations than normal have taken place. Almost all staff have been observed teaching this session. Of those observations which have taken place, the HT observed class teachers demonstrating a good understanding of pedagogy within writing, using strategies described and modelled during collegiate sessions. Almost all learners observed were actively engaged in writing tasks and were able to discuss the writing process. Almost all tasks were appropriately set for the age and stage of learners. However, observations suggest that there is still progress required to improve the pace and challenge of learning within lessons. Almost all feedback was linked to the writing skills being developed with effective next steps stated.</p> <p>Almost all teachers are showing through professional dialogue, that they understand the individual learning needs within their classrooms and are addressing these through differentiation, intervention strategies and through learning approaches used.</p> <p>Children are given opportunity to feedback on own and peer learning. Most children can link learning to LI/SC. Most learners can co-create relevant and linked SC.</p> <p>We hold timely discussions between staff, management and LST to ensure effective interventions for almost all children. LA timetables reflect our fluid approach to supporting</p> | <p><b>Quality of teaching</b><br/>Use of PEF to provide digital resources to improve quality of teaching within digital technologies → aim for digital schools award to consolidate progress and evaluate quality of teaching within this area →PTs to lead → CTs to access training to upskill selves.</p> <p>Improve collegiate understanding of quality feedback →term 3 focus for staff meetings and professional learning → peer observations/sharing of good practice → exemplars which can be used → seek pupil voice – what does quality feedback look like to you?</p> <p>Embed the use of dispositions to improve the quality of teaching and learning within classes → SMT to lead whole school focus → align with VVA and Rationale.</p> <p>Further develop quality teaching through peer observation and sharing of good practice →CTs to organise peer visits → RICCT → school/partnership/cluster →ongoing</p> <p>Further develop and revisit the use of effective questioning to develop critical and analytical thinking skills → BLOOMS</p> |   |

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|-------------------|---|--|---|
|                   | <p>learners ensuring that any interventions have focus and improve attainment.</p> <p>Some teachers continue to link learning dispositions to the learning activity. Staffing – COVID Related absences and/or changes has slowed progress in this area.</p> <p>Staff attended training to deliver Quality Feedback based on Visible Learning principals.</p> <p>Quality of teaching within digital technologies is satisfactory. Lack of devices initially, followed by loss of devices through COVID cleaning mitigations ensured a huge reduction in capacity to access digital technologies. Staff do what they can with the resources available to ensure that all learners experience learning within technologies.</p> <p>Staff engaged with moderation activities; however the outcome suggests that a more prescribed, directed approach is required to enable confidence within the moderation process.</p> <p>COVID continued to have a huge impact on teaching throughout this session due to staff absence. Lack of supply staff dictated that HT, PEF teacher and LST consistently taught within classes, often with little notice. This impacted the consistency and pace of learning in some classes whilst also having an impact in capacity to continue PEF Interventions and Learning Support designed to support our learners.</p> <p>HT observed the use of quality questioning in most classes ensuring learners were encouraged to develop and expand their critical and analytical thinking skills.</p> <p><b>Effective use of assessment</b></p> <p>We use an agreed range of formative and summative assessment approaches across the schools and partnership informing our robust teacher judgments. Individually targeted intervention assessments feed into these discussions. Class teachers have shown an increased confidence in making professional judgements based on assessments.</p> <p>Introduction and use of SEEMIS 4 stages of reporting has improved understanding of a learner's journey towards attainment and achievement and has increased confidence in making accurate judgements regards attainment.</p> <p>Staff continue to make use of Benchmarks and Rubrics to</p> | <p><b>Effective use of assessment</b></p> <p>Revisit the benefits of AiFL strategies as effective assessment tools to ensure consistency of approach across schools and partnership → INSET</p> <p>Focus on self/peer assessment → agreed format and expectations to improve and embed within classes.</p> <p>All relevant planning sheets on the school tile on GLOW launchpad → completed and updated as required</p> <p>Rubrics have been updated</p> |   |

## 2.2 Summary of Key Strengths and Areas for Improvement

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*Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.*

| Quality Indicator | How well are you doing?<br>What's working well for your learners?<br>(Include evidence of impact.)   | Areas for Improvement  | Evaluation of this QI using the HGIOS?4 six-point scale |
|-------------------|--|--|---|
|                   | <p>inform progress within a level and towards achievement of a level. Learners are given opportunities for peer and self-assessment and are becoming more confident with this aspect of their learning.</p> <p>Embedded use of DNK Phases has increased staff confidence in assessing progress in Numeracy and setting next steps for learners.</p> <p>Almost all staff make use of Formative assessment in lessons including peer, verbal and teacher methods to report on progress enabling assessment to be done in real time so that next steps in teaching and learning can be identified in real time thus developing learner understanding of next steps and supporting planning of next steps.</p> <p>PM Benchmarking is used effectively to identify reading stages ensuring all learners are supported and challenged to develop reading skills.</p> <p>Almost all parental feedback from Snapshot jotters was positive. Staff discussed individual feedback with parents. Staff made effective use of Wellbeing webs and Leuven scale to assess individual HWB. Referrals and interventions were made to support targeted learners. Further use of wellbeing webs indicated improvements in outcomes for targeted learners.</p> <p><b>Planning, tracking and monitoring</b><br/>We have an agreed collegiate calendar involving planning, tracking and monitoring activities indicating opportunities for learner voice.</p> <p>SLT revisited IDL programme across the partnership to ensure learning contexts were now relevant to the world in which our learners live. HT matched UNCRC articles, Partnership DYW Programme and Global Sustainability goals into learning contexts to ensure the human rights and needs of all learners were placed within our learning and teaching contexts.</p> <p>HT aligned yearly rolling programmes in Science/HWB/Yearly contextualized bundles to ensure all staff were planning within the same yearly expectations and ensuring learners experienced the relevant learning opportunities.</p> | <p>CT focus on self/peer assessment/feedback → 2022/2023</p> <p>Moderation → continue to use moderation cycle →include in INSET Activities → agree areas to be moderated →SMT → all staff to become familiar with the moderation cycle and follow this in daily practice → ongoing from now</p> <p><b>Planning, tracking and monitoring</b><br/>Ensure consistency and effectiveness of planning through standardized planning formats and programmes → HT to ensure that all formats are uploaded to the school tile for use at the beginning of session 2022/23 → all staff to ensure they are familiar with and use these formats → INSET</p> <p>Improve opportunities within yearly calendar for pupil voice → HT → prior to start of next session.</p> <p>Further develop opportunities for staff to plan together → CTs →organise to plan with stage partners where required →RICCT →ongoing</p> |   |

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|-------------------|--|-----------------------|---|
|                   | <p>Cluster HTs worked with Science dept at DEHS to ensure skills taught within science were relevantly linked to learning contexts. Learners across the cluster will benefit from developing the same skills and staff within DEHS will benefit from the knowledge of which skills have been developed.</p> <p>HT revisited the yearly overview detailing the expected progression and learning in all curricular areas across each year, taking cognizance of pedagogy linked to writing, embedding DNK Phases to ensure smooth progression towards attainment.</p> <p>Developments within planning ensures that next session, staff spend time planning quality learning and teaching experiences rather than searching for relevant links and bundles of Es and Os thus improving learning and teaching opportunities within the class.</p> <p>Most staff is able to accurately discuss the progress of children in their class and suggest strategies for improvement.</p> <p>Learners are involved in planning aspects of their learning. Implementation of Writing Rubrics has led to a greater understanding of their next steps and progress in writing. Most learners are beginning to use these to set their next steps in learning.</p> <p>We have an agreed tracking format based on SEEMIS 4 stage model. We use tracking data to highlight and evaluate PEF interventions, ASN interventions and Inclusion Support Interventions. SMT work with staff to complete tracking sheets – this involves dialogue regards where we are now, progress over time, predictions for the future and targeted interventions required. Termly meetings ensure evaluation of interventions put in place and timely interventions for targeted learners.</p> <p>HT holds an overview of tracking and monitors termly leading to professional discussions and interventions where required.</p> <p>HT uses data to track and monitor the poverty related attainment gap whilst liaising with class teachers and LST to promote improved outcomes for targeted learners.</p> <p>HT uses data to track and monitor attainment and</p> |                       |   |

| <b>2.2 Summary of Key Strengths and Areas for Improvement</b><br><i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i> |  |   |   |
|--|--|---|---|
| <i>Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>   |  |   |   |
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|  | achievement over time to provide an over arching view of progress within both settings. HT shares this information with SMT and staff to provide an understanding of where we are and where we should aim to be. Data informs priorities within the SIP.   |   |   |
| <b>3.1 Ensuring wellbeing, equality and inclusion</b> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>   | <p><b>Wellbeing</b></p> <p>There is a positive ethos in both settings based upon supportive and respectful relationships across our school communities. All staff promotes positive relationships in line with our nurturing approaches and our Promoting Positive Relationships policy.</p> <p>Some staff continue to make use of Teams chat channels so that learners can continue to communicate outwith school. Almost all children feel safe, nurtured and respected within our school community. Children's HWB webs suggest that they have settled well from lockdown and that they feel nurtured within the school.</p> <p>Almost all children within our schools have secure friendship relationships with peers. We seek positive support from Partner Agencies to ensure all children's needs are met. Staff knows our children as individuals and treats them with respect. Staff shares their concerns and observations with class teachers, management and parents.</p> <p>Staff makes use of SEEMIS pastoral notes to report and record concerns.</p> <p>Staff knows who to approach for support and can complete referrals relevantly.</p> <p>Staff are confident in their abilities to attend multi agency meetings and ensure the best outcome for children. Almost all meetings are currently held virtually.</p> | <p><b>Wellbeing</b></p> <p>Continue to address and support HWB of learners either as targeted individuals or as a whole class → HWB webs to be completed at the beginning of each term and actioned where appropriate → CTs to complete Leuven Scale at beginning of each term and prior to attainment meetings and actioned → CTs to make use of circle time or similar when required in class → make links to specific National Weeks eg Internet safety etc → ongoing</p> <p>Ensure wellbeing within the playground as almost all incidents across the partnership stem from the playground → re introduce Playmakers (Active School) → consider playground games and equipment → introduce quiet spaces → make better use of the playground book to track and monitor playground incidents and action support → pupil voice (focus groups with HT) to improve playground experiences for all.</p> <p>Further develop healthy choices through healthy snack initiatives → Pupil Council → investigate funding/community support.</p> | 4   |

## 2.2 Summary of Key Strengths and Areas for Improvement

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|-------------------|--|--|---|
|                   | <p>HT continues to attend local authority led Safeguarding training, making minutes and sharing these with SMT for further discussion and action.</p> <p>We work with our partners including the Inclusion Support Team to ensure the wellbeing of our children. Individual arrangements are in place for learners who require it. Children are given opportunity to evaluate and discuss their own wellbeing through HWB programme and individual interventions put in place including PEF interventions. Children who have Child's Plans are invited to discuss these and have their voice recorded.</p> <p>Staff promoted HWB on return after the Summer break – micro topics based on SHANARRI indicators supported learners to discuss and understand what each indicator meant to them. Flexible timetabling ensured all learners were supported to complete their HWB webs. CTs and SMT actioned support for targeted pupils.</p> <p>Staff continued to focus on HWB as part of the recovery process.</p> <p>Wellbeing Webs and Leuven scale provide concrete data for CTs to action – early intervention has led to appropriate referrals and support for almost all learners who identified as having a HWB need.</p> <p>Structured soft starts in all classes continued to be implemented as part of the recovery process until mid term 3. Soft start continues to be a feature in Early Years classes.</p> <p>Almost all staff indicated, through survey feedback that they have a good understanding of wellbeing indicators and use these to evaluate and monitor HWB within their classes.</p> <p>Through PEF, we identified classes and individuals who would benefit from Relax Kids input.</p> <p><b>Fulfilment of statutory duties</b></p> <p>All staff is aware of Child Protection procedures and follow these appropriately to benefit the children. All staff signed and returned Appendix 9 to confirm this. Update training takes place yearly. Senior leaders attend GIRFEC refresher training and Safeguarding training keeping abreast of relative changes to policy and procedure. Information is disseminated where appropriate via staff meeting and/or e-mail.</p> <p>All identified children's PPRs are clearly labelled indicating</p> | <p><b>Fulfilment of statutory duties</b></p> <p>Continue to ensure that all staff are up to date with Child Protection training and Knowledge → mandatory update training twilight for all staff organized via the cluster and LA safeguarding officer →update training yearly →Child Protection to become a standing staff meeting agenda item →PT in each school can be approached when HT is out of</p> |   |

## 2.2 Summary of Key Strengths and Areas for Improvement

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|-------------------|---|--|---|
|                   | <p>where further information can be found.<br/>Administration of medicine carried out in line with latest procedures.<br/>HT uploads new policy to the GLOW group to ensure it is communicated to all staff.<br/>Volunteers are PVG registered where necessary.<br/>Promoting Positive Relationships Policy has been reviewed to include Bullying.<br/>All statutory Child Protection and Safeguarding returns are submitted in a timely manner.<br/>HT/SMT track attendance and exclusion rates taking appropriate action. HT minutes support and action points from attendance meetings. Almost all parents engage with this process and are supportive of outcomes agreed.<br/>Child Protection is a standing staff meeting agenda item – vitally important during school closure period.<br/>HT ensured all COVID risk assessments were continuously reviewed and updated in line with new and changing guidance. All updates were shared with all staff. HT appointed compliance officers to ensure all statutory mitigations were adhered to.<br/>Almost all class teachers make correct use of Pastoral Notes to log concerns/observations.<br/>PEEPS and Individual RAs are in place and updated when required.<br/>IEPs in place, shared with parents, monitored and evaluated to support targeted learners.</p> <p><b>Inclusion and equality</b><br/>Through planning we ensure opportunities to celebrate diversity. UNCRC Articles have been linked to contextualized planners – impact to be evaluated next session.<br/>Staff is aware of aspects affecting equality and equity in their classrooms and around the school and plans appropriately to remove these barriers to learning.<br/>PEF is used creatively to support individual children.<br/>We use data and local knowledge effectively when putting strategies in place to ensure excellence and equity.<br/>HT/SMT actively seek alternatives to exclusion including blended learning opportunities and use of Equine Therapy.</p> | <p>school, Nursery Manager in Creetown can also be approached → all staff →ongoing</p> <p>Make links to updated NIF Priorities and Rights Respecting Schools Programme ensuring the rights of the child are being met →SMT initially → CT to take lead</p> <p>Identify training requirements via PRD → action training where possible →CTs → keep up to date via Engage/CPD/Place to be with personal training →ongoing</p> <p><b>Inclusion and equality</b><br/>Promote inclusion and equality further through investigating Rights Respecting Schools → all staff → poss 2022/23 → Implementation of Stages of Intervention to support learners → all staff should read and become aware of expectations regards support for learners within their class</p> |   |

**2.2 Summary of Key Strengths and Areas for Improvement**  
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|-------------------|---|-----------------------|---|
|-------------------|---|-----------------------|---|

|  |  |  |  |
|--|--|--|--|
|  | <p>Dietary requirements are met through the school meals service in a subtle manner.</p> <p>Referrals and requests for additional support where required to support inclusion.</p> <p>Pupil voice was instrumental in planning aspects of playground games ensuring all learners could be included if they wanted to be.</p> |  |  |
|--|--|--|--|

**3.2 Raising attainment and achievement**

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

**3.2 Securing children's progress (for Early Learning Childcare)**

- *Progress in communication, early language, mathematics, health and wellbeing*
- *Children's progress over time*
- *Overall quality of children's*

**Attainment in literacy and numeracy**  
 Data based on triangulation of teacher judgment, SNSA, standardized assessments and information gathered through tracking and monitoring meetings. Data correct as of May 2022.

| Creetown Class | Literacy |         |         | Num   |
|----------------|----------|---------|---------|-------|
|                | L & T    | Writing | Reading |       |
| P1 Ach         | 75%      | 62.5%   | 87.5%   | 87.5% |
| P2 On track    | 100%     | 100%    | 90%     | 100%  |
| P3 On track    | 90.9%    | 72.7%   | 90.9%   | 100%  |
| P4 Ach         | 80%      | 73.3%   | 80%     | 73.3% |
| P5 On track    | 75%      | 75%     | 83.3%   | 83.3% |
| P6 On track    | 100%     | 25%     | 87.5%   | 85.7% |
| P7 Ach         | 100%     | 57.1%   | 100%    | 75%   |

Overall achievement of a level and potential for achievement of a level is very good in Creetown Primary. Discussions are required to ensure the current P6 and P1 class data improves in Writing. Investigate strategies, interventions and targeted support alongside possible allocation of PEF. Track and monitor. Whole school introduction of Listening and Talking programme to ensure sustained attainment at all levels. Investigate links to HWB.

| Current Class | L&T     | L&T     | L&T     | L&T     |       | L&T     |       | +/- cohort | +/- stage |
|---------------|---------|---------|---------|---------|-------|---------|-------|------------|-----------|
|               | 2017/18 | 2018/19 | 2019/20 | 2020/21 |       | 2021/22 |       |            |           |
|               | Class   | Class   | Class   | Cohort  | Class | Cohort  | Class |            |           |
| P1 Ach        | 90.9%   | 76.9%   | 81.8%   |         | 80%   |         | 75%   |            | -5%       |
| P2 on track   | 66.6%   | 90.9%   | 64.3%   | 76.9%   | 100%  | 81.8%   | 100%  | 80%        | +20%      |

4

**2.2 Summary of Key Strengths and Areas for Improvement**  
*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

*Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.*

| Quality Indicator | How well are you doing?<br>What's working well for your learners?<br>(Include evidence of impact.) | Areas for Improvement | Evaluation of this QI using the HGIOS?4 six-point scale |
|-------------------|--|-----------------------|---|
|-------------------|--|-----------------------|---|

*achievement*

- Ensuring equity for all children*

|             |      |      |       |       |       |       |       |       |           |           |
|-------------|------|------|-------|-------|-------|-------|-------|-------|-----------|-----------|
| P3 on track | 100% | 100% | 100%  | 90.9% | 66.6% | 64.3% | 90.9% | 100%  | -9.1%     | +24.3%    |
| P4 Ach      |      | 100% | 66.6% | 100%  | 75%   | 100%  | 80%   | 66.6% | +13.4%    | +5%       |
| P5 on Track | 100% | 100% | 83.3% | 100%  | 85.7% | 66.6% | 75%   | 75%   | No change | -10.5%    |
| P6 on track |      | 100% | 90%   | 100%  | 87.5% | 83.3% | 100%  | 85.7% | +14.3%    | No change |
| P7 Ach      |      |      | 100%  | 100%  | 83.3% | 90%   | 100%  | 87.5% | +12.5%    | +16.7%    |

Improvement at all stages excepting P3 and P5. P5 remains unchanged with most children achieving in this cohort. P3 almost all children are achieving.  
 Stage data would suggest that consistent use of L&T criteria and revisiting the whole school use of criteria has had a positive impact on attainment and is positively affecting teacher judgement and supporting progress and achievement at almost all stages. Cohort data suggests that at almost all stages, there has been an improvement in attainment. However a deeper dive into stage related data suggests that there is still work to be done to ensure sustained improvement outcomes for learners. Introducing a whole school listening and talking programme in session 2022/23 should improve outcomes for all and target specific stages and individuals.

| Current Class | W 2017/18 |       | W 2018/19 |        | W 2019/20 |        | W 2020/21 |        | W 2021/22 |        | +/- cohort | +/- stage |
|---------------|-----------|-------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|------------|-----------|
|               | Class     | Class | Class     | Cohort | Class     | Cohort | Class     | Cohort |           |        |            |           |
| P1 Ach        | 90.9%     | 69.2% | 72.7%     |        | 80%       |        | 62.5%     |        |           |        | -17.5%     |           |
| P2 on track   | 83.3%     | 90.9% | 71.4%     | 69.2%  | 81%       | 72.7%  | 100%      | 80%    | +20%      | +19%   |            |           |
| P3 on track   | 83.3%     | 83.3% | 90.9%     | 90.9%  | 80%       | 71.4%  | 72.7%     | 81%    | -8.4%     | -7.3%  |            |           |
| P4 Ach        |           | 83.3% | 66.6%     | 83.3%  | 75%       | 90.9%  | 73.3%     | 80%    | -6.7%     | -1.7%  |            |           |
| P5 on Track   | 100%      | 44.4% | 66.6%     | 83.3%  | 57.1%     | 66.6%  | 75%       | 75%    | No change | +8.7%  |            |           |
| P6 on track   |           | 33.3% | 90%       | 44.4%  | 75%       | 66.6%  | 25%       | 57.1%  | -32.1%    | -31.6% |            |           |
| P7 Ach        |           |       | 100%      | 33.3%  | 41.6%     | 90%    | 57.1%     | 75%    | -17.9%    | +15.5% |            |           |

Impact of swapping to Stephen Graham approach plus reviewed grammar programme/rubrics adapted to follow SG progression/Progression frameworks for writing yet to be seen. Individual pupils assessed via Big Writing and rubrics → CLG/Literacy Ladders put in place. At this early stage we could state that the above interventions are beginning to decrease the gap and that more children are achieving or are on track but there remains a large differential especially within 2<sup>nd</sup> level.  
 Stage data would however suggest that interventions and changes in pedagogy are slowly beginning to have an effect on achievement.

**2.2 Summary of Key Strengths and Areas for Improvement**

*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

*Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.*

| Quality Indicator | How well are you doing?<br>What's working well for your learners?<br>(Include evidence of impact.) | Areas for Improvement | Evaluation of this QI using the HGIOS?4 six-point scale |
|-------------------|--|-----------------------|---|
|-------------------|--|-----------------------|---|

Continuation of Stephen Graham training alongside a reviewed spelling policy to embed writing pedagogy and skills should continue to raise attainment.  
PEF data indicates that the attainment gap within First and Second levels is beginning to be closed but more requires to be done at end of Early into First.

| Current Class | R 2017/18 |       | R 2018/19 |        | R 2019/20 |        | R 2020/21 |        | R 2021/22 |  | +/- cohort | +/- stage |
|---------------|-----------|-------|-----------|--------|-----------|--------|-----------|--------|-----------|--|------------|-----------|
|               | Class     | Class | Class     | Cohort | Class     | Cohort | Class     | Cohort |           |  |            |           |
| P1 Ach        | 90.9%     | 69.2% | 72.7%     |        | 90%       |        | 87.5%     |        |           |  |            | -2.5%     |
| P2 on track   | 83.3%     | 90.9% | 50%       | 69.2%  | 72.7%     | 72.7%  | 90%       | 90%    | No change |  |            | +17.3%    |
| P3 on track   | 83.3%     | 83.3% | 81.8%     | 90.9%  | 73.3%     | 50%    | 90.9%     | 72.7%  | +18.2%    |  |            | +16.4%    |
| P4 Ach        |           | 83.3% | 83.3%     | 83.3%  | 83.3%     | 81.8%  | 80%       | 73.3%  | +6.7%     |  |            | -3.3%     |
| P5 on Track   | 100%      | 77.7% | 66.6%     | 83.3%  | 85.7%     | 83.3%  | 83.3%     | 83.3%  | No change |  |            | +2.4%     |
| P6 on track   |           | 33.3% | 80%       | 77.7%  | 75%       | 66.6%  | 87.5%     | 85.7%  | +1.8%     |  |            | +12.5%    |
| P7 Ach        |           |       | 100%      | =33.3% | 66.6%     | 80%    | 100%      | 75%    | +25%      |  |            | +33.3%    |

Almost all pupils are achieving or are on track. At all stages, the attainment remains the same or has improved. However looking at achievement per stage at Early and First, there have been slight drops in achievement. This may be down to teacher confidence in judgement and/or better use of attainment data leading to more defined judgements. Continued use of PM Benchmarking to ensure learners are placed according to their skills and knowledge to maintain and improve attainment.  
Data suggests that PEF related attainment gap has been closed at Second level and is improving within Early and First levels.

| Current Class | N 2017/18 |       | N 2018/19 |        | N 2019/20 |        | N 2020/21 |        | N 2021/22 |  | +/- cohort | +/- stage |
|---------------|-----------|-------|-----------|--------|-----------|--------|-----------|--------|-----------|--|------------|-----------|
|               | Class     | Class | Class     | Cohort | Class     | Cohort | Class     | Cohort |           |  |            |           |
| P1 Ach        | 90.9%     | 76.9% | 90.9%     |        | 80%       |        | 87.5%     |        |           |  |            | +7.5%     |
| P2 on track   | 100%      | 90.9% | .5%       | 76.9%  | 100%      | 78.5%  | 100%      | 80%    | +20%      |  |            | No change |

**2.2 Summary of Key Strengths and Areas for Improvement**  
*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

*Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.*

| Quality Indicator   | How well are you doing?<br>What's working well for your learners?<br>(Include evidence of impact.)  | Areas for Improvement |         |         |       |       |       |       |       |           |        | Evaluation of this QI using the HGIOS?4 six-point scale |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
|---|---|-----------------------|---------|---------|-------|-------|-------|-------|-------|-----------|--------|---|--|-----------------|----------|--|--|-----|------|---------|---------|--------|-------|-----|-------|-----|-------------|-----|-----|-----|-----|-------------|-----|-----|-----|-----|--------|-------|-------|-------|-----|-------------|-------|-------|-------|-------|-------------|-----|-------|-----|------|--------|-------|-------|----|-------|
|   | P3 on track   | 83.3%                 | 100%    | 90.9%   | 90.9% | 80%   | 78.5% | 100%  | 100%  | No gap    | +20%   |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
|   | P4 Ach  | 83.3%                 | 100%    | 100%    | 83.3% | 90.9% | 73.3% | 80%   | -6.3% | -10%      |        |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
|   | P5 on Track   | 100%                  | 77.7%   | 83.3%   | 83.3% | 85.7% | 100%  | 83.3% | 83.3% | No change | -2.4%  |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
|   | P6 on track   |                       | 100%    | 80%     | 77.7% | 75%   | 83.3% | 100%  | 85.7% | +14.3%    | -25%   |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
|   | P7 Ach  |                       |         | 100%    | 100%  | 66.6% | 80%   | 85.7% | 75%   | +10.7%    | +19.1% |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
|   | <p>DNK Phases have been embedded into CTs planning but are not necessarily used within learning and teaching class activities, CTs using DNK assessments and phases to support pupils and to identify gaps in learning. Individuals further supported through CNG sessions.</p> <p>Although cohorts appear to be maintaining progress, data would also point to interventions and support required from First into Second.</p> <p>Consideration of alternative interventions at these stages. Observations also indicate that problem solving and mental maths skills need to be improved across the school.</p> <p>PEF data suggests that the attainment gap has been closed at the beginning of First level and superseded at the end of Second level. There is a drop off by the end of First level.</p>   |                       |         |         |       |       |       |       |       |           |        |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
|   | <p>SNSA data at P1 would concur with teacher judgement within Literacy. However there is a slight discrepancy within Numeracy.</p>  |                       |         |         |       |       |       |       |       |           |        |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
|   | <p>SNSA Data at P4 suggests that teacher judgements within Literacy have been more positive and that learners have outperformed SNSA data in both Literacy and Numeracy in class.</p>   |                       |         |         |       |       |       |       |       |           |        |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
|   | <p>SNSA Data at P7 identified areas where learners required support resulting in almost 40% improvement in attainment in Literacy and Numeracy from November to May.</p>  |                       |         |         |       |       |       |       |       |           |        |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
|   | <p><b>Minnigaff</b></p> <table border="1" data-bbox="588 1086 1108 1349"> <thead> <tr> <th rowspan="2">Minnigaff Class</th> <th colspan="3">Literacy</th> <th rowspan="2">Num</th> </tr> <tr> <th>L &amp;T</th> <th>Writing</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>P1 Ach</td> <td>58.3%</td> <td>50%</td> <td>58.3%</td> <td>75%</td> </tr> <tr> <td>P2 On track</td> <td>75%</td> <td>75%</td> <td>50%</td> <td>75%</td> </tr> <tr> <td>P3 On track</td> <td>50%</td> <td>60%</td> <td>60%</td> <td>80%</td> </tr> <tr> <td>P4 Ach</td> <td>91.6%</td> <td>91.6%</td> <td>91.6%</td> <td>75%</td> </tr> <tr> <td>P5 On track</td> <td>66.6%</td> <td>22.2%</td> <td>66.6%</td> <td>66.6%</td> </tr> <tr> <td>P6 On track</td> <td>60%</td> <td>66.6%</td> <td>80%</td> <td>100%</td> </tr> <tr> <td>P7 Ach</td> <td>63.6%</td> <td>63.6%</td> <td>7%</td> <td>81.8%</td> </tr> </tbody> </table> |                       |         |         |       |       |       |       |       |           |        |   |  | Minnigaff Class | Literacy |  |  | Num | L &T | Writing | Reading | P1 Ach | 58.3% | 50% | 58.3% | 75% | P2 On track | 75% | 75% | 50% | 75% | P3 On track | 50% | 60% | 60% | 80% | P4 Ach | 91.6% | 91.6% | 91.6% | 75% | P5 On track | 66.6% | 22.2% | 66.6% | 66.6% | P6 On track | 60% | 66.6% | 80% | 100% | P7 Ach | 63.6% | 63.6% | 7% | 81.8% |
|   | Minnigaff Class   | Literacy              |         |         | Num   |       |       |       |       |           |        |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
|   |   | L &T                  | Writing | Reading |       |       |       |       |       |           |        |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
| P1 Ach  | 58.3%   | 50%                   | 58.3%   | 75%     |       |       |       |       |       |           |        |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
| P2 On track   | 75%   | 75%                   | 50%     | 75%     |       |       |       |       |       |           |        |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
| P3 On track   | 50%   | 60%                   | 60%     | 80%     |       |       |       |       |       |           |        |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
| P4 Ach  | 91.6%   | 91.6%                 | 91.6%   | 75%     |       |       |       |       |       |           |        |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
| P5 On track   | 66.6%   | 22.2%                 | 66.6%   | 66.6%   |       |       |       |       |       |           |        |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
| P6 On track   | 60%   | 66.6%                 | 80%     | 100%    |       |       |       |       |       |           |        |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
| P7 Ach  | 63.6%   | 63.6%                 | 7%      | 81.8%   |       |       |       |       |       |           |        |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |
| <p>Overall achievement of a level within Numeracy is good. Capacity for improvement in Minnigaff is good – staff are invested in changes pedagogical approaches to improve outcomes for all learners.</p> |   |                       |         |         |       |       |       |       |       |           |        |   |  |                 |          |  |  |     |      |         |         |        |       |     |       |     |             |     |     |     |     |             |     |     |     |     |        |       |       |       |     |             |       |       |       |       |             |     |       |     |      |        |       |       |    |       |

**2.2 Summary of Key Strengths and Areas for Improvement**  
*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

*Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.*

| Quality Indicator | How well are you doing?<br>What's working well for your learners?<br>(Include evidence of impact.)   |                         |                         |                         |                          |                         | Areas for Improvement    |            |           |         | Evaluation of this QI using the HGIOS?4 six-point scale |  |  |
|-------------------|--|-------------------------|-------------------------|-------------------------|--------------------------|-------------------------|--------------------------|------------|-----------|---------|---|--|--|
|                   | Current Class  | L&T<br>2017/18<br>Class | L&T<br>2018/19<br>Class | L&T<br>2019/20<br>Class | L&T<br>2020/21<br>Cohort | L&T<br>2021/22<br>Class | L&T<br>2021/22<br>Cohort | +/- cohort | +/- stage |         |   |  |  |
|                   | P1 Ach   | 100%                    | 100%                    | 70%                     | 60%                      | 100%                    | 58.3%                    |            |           | -41.7%  |   |  |  |
|                   | P2 on track  | 100%                    | 100%                    | 66.6%                   | 60%                      | 70%                     | -10%                     | 75%        | 100%      | -25%    | +5%   |  |  |
|                   | P3 on track  | 100%                    | 85%                     | 64.7%                   | 100%                     | 66.6%                   | +34%                     | 50%        | 70%       | -20%    | -16.6%  |  |  |
|                   | P4 Ach   | 88.2%                   | 75%                     | 78.9%                   | 47%                      | 64.7%                   | -17%                     | 91.6%      | 66.6%     | +25%    | +26.9%  |  |  |
|                   | P5 on Track  | 87.5%                   | 82.3%                   | 83.3%                   | 100%                     | 78.9%                   | +22%                     | 66.6%      | 64.7%     | +2.1%   | -12.3%  |  |  |
|                   | P6 on track  |                         | 100%                    | 61.1%                   | 75%                      | 83.3%                   | -8%                      | 60%        | 9%        | -18.9%  | -23.3%  |  |  |
|                   | P7 Ach   |                         |                         | 71.4%                   | 68.7%                    | 61.1%                   | +7%                      | 63.6%      | 83.3%     | -20%    | +2.5%   |  |  |
|                   | Data would suggest that Listening and Talking has not been a priority within classes. Introduce whole school Listening and talking programme alongside Listening and Talking evaluation criteria to ensure skills and knowledge within this area are consistently taught and evaluated to raise attainment. In all but one stage where PEF data is collected, there remains a substantial attainment gap.  |                         |                         |                         |                          |                         |                          |            |           |         |   |  |  |
|                   | Current Class  | W<br>2017/18<br>Class   | W<br>2018/19<br>Class   | W<br>2019/20<br>Class   | W<br>2020/21<br>Cohort   | W<br>2021/22<br>Class   | W<br>2021/22<br>Cohort   | +/- cohort | +/- stage |         |   |  |  |
|                   | P1 Ach   | 84.6%                   | 70%                     | 70%                     | 66.6%                    | 50%                     |                          |            |           | -16.6%  |   |  |  |
|                   | P2 on track  | 100%                    | 68.75%                  | 100%                    | 60%                      | 70%                     | -10%                     | 75%        | 66.6%     | +8.3%   | +5%   |  |  |
|                   | P3 on track  | 90.9%                   | 65%                     | 94.15                   | 100%                     | 100%                    | No change                | 60%        | 70%       | -10%    | -40%  |  |  |
|                   | P4 Ach   | 87.5%                   | 58.3%                   | 73.6%                   | 58.8%                    | 94.15%                  | -35%                     | 91.6%      | 100%      | -8.4%   | -2.55%  |  |  |
|                   | P5 on Track  | 37.5%                   | 76.5%                   | 66.6%                   | 77.7%                    | 73.6%                   | +4%                      | 22.2%      | 94.15%    | -71.95% | -51.4%  |  |  |
|                   | P6 on track  |                         | 62.5%                   | 55.5%                   | 41.6%                    | 66.6%                   | -25%                     | 66.6%      | 73.6%     | -7%     | No change   |  |  |
|                   | P7 Ach   |                         |                         | .4%                     | 62.5%                    | 55.5%                   | +7%                      | 63.6%      | 66.6%     | -3%     | +8.1%   |  |  |
|                   | Impact of swapping to Stephen Graham approach plus reviewed grammar programme/rubrics adapted to follow SG progression/Progression frameworks for writing yet to be seen. Individual pupils assessed via Big Writing and rubrics → CLG/Literacy Ladders put in place. At this early stage we could state that the above interventions are not having the expected impact. However it is early stages and term 4 LA timetables have been adapted to target specific children. |                         |                         |                         |                          |                         |                          |            |           |         |   |  |  |

## 2.2 Summary of Key Strengths and Areas for Improvement

*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

*Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.*

| Quality Indicator | How well are you doing?<br>What's working well for your learners?<br>(Include evidence of impact.) | Areas for Improvement | Evaluation of this QI using the HGIOS?4 six-point scale |
|-------------------|--|-----------------------|---|
|-------------------|--|-----------------------|---|

Continuation of Stephen Graham training alongside a reviewed spelling policy to embed writing pedagogy and skills should continue to raise attainment.  
At stages where PEF data is collected, early indications suggest that there have been improvements in attainment within Early level, the beginning of First level and at the end of second level.

| Current Class | R       |         | R       |        | R       |        | R       |        | +/- cohort | +/- stage |
|---------------|---------|---------|---------|--------|---------|--------|---------|--------|------------|-----------|
|               | 2017/18 | 2018/19 | 2019/20 |        | 2020/21 |        | 2021/22 |        |            |           |
|               | Class   | Class   | Class   | Cohort | Class   | Cohort | Class   | Cohort |            |           |
| P1 Ach        |         | 92.3%   | 70%     |        | 66.6%   |        | 58.3%   |        |            | -8.3%     |
| P2 on track   | 73.6%   | 68.5%   | 91.6%   | 60%    | 70%     | -10%   | 50%     | 66.6%  | -16.6%     | -20%      |
| P3 on track   | 90.9%   | 90%     | 94.15   | 100%   | 91.6%   | +8%    | 60%     | 70%    | -10%       | -31.6%    |
| P4 Ach        | 87.5%   | 75%     | 78.9%   | 78.9%  | 94.15   | -15%   | 91.6%   | 91.6%  | No change  | -2.55%    |
| P5 on Track   | 100%    | 82.3%   | 50%     | 61.1%  | 78.9%   | -17%   | 66.6%   | 94.15  | -27.5%     | -12.3%    |
| P6 on track   |         | 62.5%   | 61.1%   | 41.6%  | 50%     | -9%    | 80%     | 78.9%  | +1.1%      | +30%      |
| P7 Ach        |         |         | .4%     | 56.2%  | 61.1%   | -5%    | 7%      | %      | +22.7%     | +11.6%    |

Making the link between reading and writing through the implementation of SG format may improve the picture here. Greater use should be made of benchmarking and Literacy interventions to support targeted pupils. Investigate alternative reading schemes. Fiction Express appears to have had a positive effect in P6/7 – something similar for Early/First? We need to move away from teachers mindset of hearing reading groups rather than taking time to teach reading skills. Whole school reading boxes approach?  
At all stages where PEF data is collected, there remains a substantial attainment gap. Further interventions required to improve this.

| Current Class | N       |         | N       |        | N       |           | N       |        | +/- cohort | +/- stage |
|---------------|---------|---------|---------|--------|---------|-----------|---------|--------|------------|-----------|
|               | 2017/18 | 2018/19 | 2019/20 |        | 2020/21 |           | 2021/22 |        |            |           |
|               | Class   | Class   | Class   | Cohort | Class   | Cohort    | Class   | Cohort |            |           |
| P1 Ach        |         | 84.6%   | 80%     |        | 75%     |           | 75%     |        |            | +75%      |
| P2 on track   | 68.4%   | 56.25%  | 91.6%   | 60%    | 80%     | -20%      | 75%     | %      | +75%       | -5%       |
| P3 on track   | 90.9%   | 80%     | 58.8%   | 91.6%  | 91.6%   | No change | 80%     | 80%    | No change  | -11.6%    |
| P4 Ach        | 81.25%  | 75%     | 84.2%   | 9%     | 58.8%   | -6%       | 75%     | 91.6%  | -16.6%     | +16.2%    |
| P5 on Track   | 100%    | 58.8%   | 66.6%   | 83.3%  | 84.2%   | -1%       | 66.6%   | 58.8%  | +7.8%      | -17.6%    |
| P6 on         |         | 62.5%   | 61.1%   | 66.6%  | 66.6%   | No        | 100%    | 84.2%  | +15.8      | +33.3%    |

**2.2 Summary of Key Strengths and Areas for Improvement**  
*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

*Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.*

| Quality Indicator | How well are you doing?<br>What's working well for your learners?<br>(Include evidence of impact.)   | Areas for Improvement  | Evaluation of this QI using the HGIOS?4 six-point scale |       |       |        |       |        |        |        |   |  |        |  |  |       |       |       |     |       |       |        |        |  |  |
|-------------------|--|--|---|-------|-------|--------|-------|--------|--------|--------|---|--|--------|--|--|-------|-------|-------|-----|-------|-------|--------|--------|--|--|
|                   | <table border="1"> <tr> <td>track</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>change</td> <td></td> <td></td> <td>%</td> <td></td> </tr> <tr> <td>P7 Ach</td> <td></td> <td></td> <td>71.4%</td> <td>62.5%</td> <td>61.1%</td> <td>+1%</td> <td>81.8%</td> <td>66.6%</td> <td>+15.2%</td> <td>+20.7%</td> </tr> </table> <p>DNK Phases have been embedded into CTs planning, However this is not necessarily translating into learning and teaching opportunities. CTs using DNK assessments and phases to support pupils and to identify gaps in learning. Individuals further supported through CNG sessions. Although cohorts appear to be maintaining progress, data would also point to interventions and support required from First in Second. Observations also indicate that problem solving and mental maths skills need to be improved across the school. Although this is a much more positive picture. In 50% of stages where PEF data is collected, attainment gap has been closed or superseded.</p> | track  |   |       |       |        |       | change |        |        | % |  | P7 Ach |  |  | 71.4% | 62.5% | 61.1% | +1% | 81.8% | 66.6% | +15.2% | +20.7% |  |  |
| track             |  |  |   |       |       | change |       |        | %      |        |   |  |        |  |  |       |       |       |     |       |       |        |        |  |  |
| P7 Ach            |  |  | 71.4%   | 62.5% | 61.1% | +1%    | 81.8% | 66.6%  | +15.2% | +20.7% |   |  |        |  |  |       |       |       |     |       |       |        |        |  |  |
|                   | <p><b>Attainment over time</b><br/>                     COVID related staff absences have led to inconsistent approaches to learning and teaching with some classes being more affected than others. Staffing changes mid-session have also contributed to inconsistent approaches in some classes. PEF teacher, LST and HT have consistently covered classes due to lack of supply teachers. All factors combined have affected attainment in both schools during this recovery session and when linked with 2 previous years affected by COVID lockdowns suggests that data related to attainment over time is not fully indicative of progress. Staff have taken account of these factors when discussing progress during tracking meetings and have adapted approaches to account for this.</p>  | <p><b>Attainment over time</b><br/>                     Continue to monitor attendance and the link to attainment → HT completes monthly attendance checks and follows these up with letters/phone calls → CTs should be monitoring absence within class and adjusting learning activities for these pupils including homework where possible → investigate supports for learners and families on individual basis →ongoing</p> <p>Ensure best use of staffing and resources to improve attainment → through PEF and training opportunities → Interventions/support and how these are to be implemented are discussed at attainment meetings → CTs 3 times per</p> |   |       |       |        |       |        |        |        |   |  |        |  |  |       |       |       |     |       |       |        |        |  |  |

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| Quality Indicator | How well are you doing?<br>What's working well for your learners?<br>(Include evidence of impact.)   | Areas for Improvement   | Evaluation of this QI using the HGIOS?4 six-point scale |
|-------------------|--|---|---|
|                   | <p>Tracking meetings take place three times per year. Early term 1, January, April/May. Staff come to these prepared with tracking filled in which shows current levels for Writing, Reading, L&amp;T and Numeracy and predictions for each area for next meeting. This year we have included tracking for HWB using wellbeing webs and the Leuven scale.</p> <p>Action note/minute of meeting completed noting names of children, interventions, adults involved, timescale which are then reviewed at next meeting or earlier dependent on intervention selected.</p> <p>Staff have moved towards using the SEEMIS 4 Stage tracking system.</p> <p>Tracking spreadsheet includes information on literacy, numeracy and an end of year level for other Curricular areas. SNSA data is used to support teacher judgement.</p> <p>HT uses tracking sheets to draw out information, which is summarized and shared with the staff team. This includes yearend data, year on year data, cohort comparisons and PEF closing the gap data. This will support highlighting the positive trends across schools and identifying further areas of concern. Data suggests that over time, attainment within numeracy is improving.</p> <p>Attainment is discussed at points of transition to ensure continued learning pathways for learners. Groupings within classes and individual interventions remain fluid to ensure almost all learners are given the best opportunity to succeed and improve.</p> <p>HT/CTs have made clearer links with attendance and attainment/progress supporting learners in partnership with parents.</p> <p><b>Overall quality of learners' achievement</b></p> <p>Most learners are making progress linked to writing Rubrics and can discuss learning pathways related to these. Some learners can describe their targets and next steps.</p> <p>SNSAa provide opportunity to identify areas for improvement. Snapshot jotters are updated yearly providing an indication of where learners are at that moment in time whilst also highlighting progress made and the quality of learners' achievements. Learner comments show that they are able to comment on their achievements.</p> <p>Achievements are recognised in monthly Show and Tell assembly where certificates for success within and out with class are received.</p> <p>School continues to make use of SWAY and the school Blog as a means of sharing achievements with parents.</p> | <p>year → RICCT → Stages of Intervention documentation means that pupils placed at levels 1 and 2 on the matrix should be supported in class in the main → CTs to liaise with HT/ LST/LA to ensure this happens</p> <p>Continue to provide timely and effective support for learners →LA timetables should be flexible and change regularly to support short bursts of intervention and should be needs based rather than stage based → SMT to organise alongside LST → ongoing</p> <p>Provide opportunities for staff to lead initiatives which support attainment → PEF allocated to provide training → time protected for staff to disseminate information → evaluate effectiveness and impact of DNK ( link with maths problem solving and development of mental maths strategies) → evaluate effectiveness and impact of CLG. → ongoing</p> <p><b>Overall quality of learners' achievement</b></p> <p>To ensure learners celebrate achievement → Pupil Certificates to be handed out at Show and Tell Assemblies and should be rebranded as "Achievement Certificates" → SMT to consider method to record and monitor these to enable opportunities for all learners to achieve success.</p> <p>Continue to actively seek opportunities for wider achievements → investigate implementing a tracking system to ensure all learners are given opportunities for wider achievements → electronic profiles?</p> |   |

## 2.2 Summary of Key Strengths and Areas for Improvement

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*Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.*

| Quality Indicator                                       | How well are you doing?<br>What's working well for your learners?<br>(Include evidence of impact.)  | Areas for Improvement   | Evaluation of this QI using the HGIOS?4 six-point scale |
|---|---|---|---|
|   | <p>Termly class newsletters and monthly HT newsletters inform of achievements and learning.</p> <p>Football and Netball clubs and leagues offer opportunities for achievement out with school. Learners actively engage with and compete to be selected. All learners who show an interest are included within these aspects.</p> <p>P7 learners complete profiles to support transition which indicate their achievements throughout the year.</p> <p>Staff actively seek opportunities for learners to achieve throughout the session eg competitions/D&amp;G Sumdog challenges.</p> <p><b>Equity for all learners</b></p> <p>HT identified those learners attracting PEF funding, and uses this information to guide preference for PEF interventions.</p> <p>For PEF attracting learners who are working as expected or above consideration is given as to how these learners could be challenged further, with other learners benefitting from this support too.</p> <p>HT identified a need to continue to support HWB through PEF and secured Relax Kids for identified classes and targeted individuals. Learners provided positive feedback to their class teachers describing the positive impact these sessions had had.</p> <p>Additional support is requested through partner agencies for identified learners to ensure equity of opportunity eg Befrienders/Womans Aid/CALL Scotland</p> <p>PEF money has been allocated appropriately to ensure equity of provision – eg digital devices/classroom materials ordered to ensure learners have the resources required to learn and achieve.</p> <p>Almost all staff are able to identify barriers to learning within their classes and put strategies in place eg soft starts to ensure regular late comers are welcomed into class and continue to feel included, support strategies within classes, referrals to partner agencies, home/school links with parents, adapting routines to include all learners.</p> | <p><b>Equity for all learners</b></p> <p>Investigate how we can support learners who appear to have fewer opportunities out with school → make links within the community to support this → active schools input → highlighting free events → school involvement with local events/initiatives → after school/lunch time clubs</p> <p>Ensure best use of PEF and school resources to provide equity for all learners → identify individuals/groups → identify barriers → support/interventions → CTs/SMT.</p> |   |
| <p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p> | <p>Almost all curricular areas have a clear, progressive pathway to ensure the principles of curriculum design. Yearly overviews have been revisited to ensure progression through all curricular areas. Science/HWB and IDL Contextualised learning bundles have all been aligned to ensure progression pathways. Science skills progression has been agreed across</p>  | <p>Implement and evaluate revised yearly overviews and learner pathways to ensure all learners have clear progression pathways → INSET</p> <p>Evaluate the impact of pedagogy and progression pathways for writing to ensure they are clear pathways for learners → evaluate how well learners are able to use rubrics to discuss their learning journeys.</p>  |   |

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|-------------------|---|---|---|
|                   | <p>the cluster and across primary/secondary settings. DNK skills and Phases have been aligned with planning pathways and yearly overviews.</p> <p>Writing Rubrics have been revised to take cognizance of recent training and provide a clear pathway for learners.</p> <p>Progression planners have been completed for several genre of writing providing clear skills based pathways for learning and teaching.</p> <p>Grammar skills progression is now in place.</p> <p>Listening and Talking skills progression has been designed for implementation next session.</p> <p>Almost all staff has adapted well to changes implemented as evidenced within planning folders and class observations – full implementation is planned for next session.</p> <p>The design of our school curriculum in both settings links well to our Vision Value and Aims and takes account of the four contexts for learning.</p> <p>Reading and Numeracy Rubrics are being finalized as pathways through related skills and concepts.</p> <p>Collegiate planning and good teamwork ensures that we build on prior learning and take cognizance of where learning may lead.</p> <p>Due to COVID, fewer collegiate sessions have taken place, however SMT have continued to develop learning pathways as part of a collegiate team.</p> <p>We work with various partners to provide good quality, creative and interesting learning opportunities. This session we have focused more directly on working with Active Schools and Relax Kids to ensure the HWB of our children.</p> <p>All staff including Learning Assistants takes responsibility for developing aspects of literacy and numeracy. Learning Assistants are responsible for providing Literacy and Numeracy PEF interventions with support from Learning Support Teacher.</p> <p>Shared discussions on children's work throughout the year and at points of transition ensure staff builds on prior learning and skills/knowledge developed.</p> <p>Meaningful and real-life contexts are used within our class as and when appropriate, eg. COP26, refugee crisis</p> | <p>To improve learner understanding of their progression and related learning skills, embed Visible Learning Terminology into Rationale and VVA →SMT, CTs to ensure they embed into daily practice → 2022/2023 →ongoing</p> <p>Improve learner outcomes regards learning for sustainability → clear use of pathways and skills within IDL contextualise bundles including a focus on Global Sustainability goals →Outdoor Learning → CT responsibility to include Outdoor Learning opportunities within their planning → ongoing</p> <p>Improve opportunities for Personalisation and Choice → CTs to develop opportunities for this within their planning document → SMT to work with learners → How Good Is OUR school activities → introduce opportunities for learners to affect their choices within the school environment.</p> <p>Consider ways in which to develop and implement Wider Achievement opportunities and pathways.</p> <p>Investigate a mental maths learning pathways to improve outcomes in mental maths strategies → SMT</p> |   |

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| Quality Indicator  | How well are you doing?<br>What's working well for your learners?<br>(Include evidence of impact.)  | Areas for Improvement  | Evaluation of this QI using the HGIOS?4 six-point scale |
|--|---|--|---|
| <p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people's learning.</b></p> | <p>Both settings have an open-door policy. COVID risk mitigations have meant that communication with parents is primarily via telephone or digitally. Almost all parents have understood the need for this and have adapted well to this form of communication. As we move forwards with fewer risk mitigations, opportunities for parents to share learning and events have been reintroduced. It is always better for learners when parents are able to come into school. Parents involved with Friends of Minnigaff and Creetown's PTA are active and enthusiastic fundraisers. Minnigaff / Creetown PTA often subsidise school events and /or purchase of resources.</p> <p>Creetown Parent Council switched to ZOOM meetings which were as well attended as regular meetings. They have also introduced a Facebook page with clear membership rules. Both schools have shared events via SWAY – HT observes that SWAY presentations have been accessed almost three times as many times as we have parents suggesting that parents have engaged frequently with SWAY presentations. Some children have commented that their parents enjoyed watching the Christmas Concert via SWAY.</p> <p>Almost all parents complete the “How am I doing?” sheet within the snapshot jotter to reflect their views on learning within the classroom. This supports learners moving forwards. Some parents engage with class teachers for follow up discussions resulting in support for learners.</p> <p>Most parents continue to engage with and support their children with learning online – almost all classes set regular homework tasks via teams – engagement is good.</p> <p>Some parents engaged with FORMS Questionnaire regards parent council. HT then liaised with Vanessa Morris and Mel McGill to provide an information session based on parental responses. 1 parent attended from the partnership.</p> <p>Termly newsletters support parents understanding of learning taking place in classes.</p> <p>School blogs provide a link between school and home – investigate how best to utilize this resource.</p> <p>Some parents in Minnigaff have been instrumental in supporting the redevelopment of the school Eco garden ensuring an outdoor space is available for learners to relax</p> | <p>Continue to seek opportunities to implement Parent Councils → seek parent voice as a starting point.</p> <p>Implement Coffee and Chat sessions → these have been well attended in the past and provided informal opportunities for parents to engage with the school/learning/Policy review → HT initially → rotate staff members to build capacity and relationships.</p> <p>HT continued use of FORMS to gather parental thoughts and suggestions for QI/SIP and to inform Policy review → responses are limited but still more than would be if a focus group was set up</p> <p>Promote opportunities for parents to experience learning beside their child →CTs → promote Stay and Learn/Drop Everything and Read/ skills sharing in their classes → 2022/2023 and ongoing</p> <p>Revisit aspects of the curriculum that parents have requested support with in the past eg Numeracy help booklets →SMT</p> <p>Encourage parents to share their skills → opportunities through DYW programme and creating learning partners → opportunities during Friday skills based active learning.</p> |   |

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| Quality Indicator | How well are you doing?<br>What's working well for your learners?<br><i>(Include evidence of impact.)</i>  | Areas for Improvement | Evaluation of this QI using the HGIOS?4 six-point scale |
|-------------------|--|-----------------------|---|
|                   | during break times and providing a space where outdoor learning can take place. Learners have been enthusiastic and motivated to improve this area for themselves. |                       |   |

### 3. SCHOOL IMPROVEMENT PLAN 2021 – 2022 *(Limit the number of priorities to ensure they are manageable and achievable.)*

*Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.*

**The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.**

| Improvement Area   | How are you using pupil equity funding to improve outcomes for learners?  |  |   |
|--|---|--|---|
|  | Outcomes for Learners / School Community  | Key Tasks  | Planned Management of Improvement Area<br>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)   |
| <p><b>School Priority 1</b><br/>Raise attainment in Literacy and Numeracy to provide excellence and equity for all children.</p> <p><b>NIF Priority</b><br/>Closing the attainment gap between the most and least disadvantaged children and young people.<br/>Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>NIF Driver</b><br/>Curriculum and assessment School and ELC improvement<br/>Performance information</p> <p><b>HGIOS?4 / HGIOELC Qis</b><br/>2.3 Learning, Teaching and Assessment<br/>3.2 Raising Attainment<br/>3.2 Securing children's progress</p> | <p>Continuing to develop a much clearer, targeted focus on writing (genre, skills and understanding) across levels, stages, school and partnerships leading to a shared understanding to ensure raised attainment for all learners.</p> <p><i>By May 2023 a 5% increase in all cohorts achieving in writing at the expected level.</i></p> <p>Continuing to ensure a deeper understanding of number knowledge, skills and strategies will improve attainment for all learners.</p> <p>Improving understanding and use of mental maths strategies and problem solving skills will improve attainment for all learners.</p> <p><i>By May 2023 a 5% increase in children achieving at all levels and maintained achievement at levels where 100% is currently indicated.</i></p> | <p>All teaching staff to attend Stephen Graham Training sessions and implement within own classes.</p> <p>SMT to use training to support continued implementation of whole school writing programme and grammar programme.</p> <p>SMT to provide and support implementation of whole school spelling programme to run alongside writing programme.</p> <p>Evaluate impact through moderation activities.</p> <p>Links with Cluster Plan for implementation and moderation activities.</p> <p>SMT to complete and Introduce Numeracy Rubrics.</p> <p>SMT to revisit Mental Maths/Problem solving strategies → provide training and resources.</p> <p>CNG Lead to lead CPD session → DNK strategies which could be embedded into daily numeracy learning opportunities.</p> <p>Update and resend maths parent booklets</p> | <p>Lead – HT/PT<br/>Responsible – allocated CTs</p> <p>4 x 1 ½ hrs Stephen Graham training sessions (Collegiate sessions) – <b>approx. £1012 PEF</b><br/>4 x 2 hr Collegiate sessions as follow up activities → all CTs</p> <p>3 x SMT meetings → PT responsibility for spelling programme during management time.</p> <p>2 x half day INSET sessions for moderation activities → led by SMT</p> <p>2 x CT, 2X LA to attend CLG training plus resources → <b>£1000 PEF</b></p> <p>Lead – PT in each school<br/>3 x SMT meetings → complete Rubrics<br/>1 x SLT meeting to moderate Numeracy Rubrics</p> <p>1 x ½ day INSET for staff training → DNK CT to lead</p> <p>3 x SMT meetings → mental maths/problem solving</p> <p>3 x ½ hr staff meetings to discuss progress</p> <p>Evaluate and purchase required resources → CTs → <b>approx. £3000 PEF</b></p> |

|   |   |   |   |
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| <p><b>School Priority 2</b><br/>         Raise attainment in Literacy and Numeracy through developing assessment – capable learners.<br/> <b>NIF Priority</b><br/>         Improvement in attainment, particularly in Literacy and Numeracy<br/> <b>NIF Driver</b><br/>         Teacher and practitioner Professionalism<br/>         School and ELC Leadership<br/> <b>HGIOS?4 / HGIOELC Qis</b><br/>         2.3 Learning, Teaching and Assessment<br/>         3.2 Raising Attainment<br/>         3.2 Securing children's progress</p>  | <p>Children will become fully engaged and interact with their learning. They will understand the purpose of their learning ensuring they are able to take greater responsibility for their learning journey leading to raised attainment and confidence in Literacy and Numeracy.</p> <p><i>By June 2023 almost all children will be able to articulate what assessment tasks are for and what the results mean. They will be able to describe what they are learning, what their next steps are and how they are going to get there</i></p> <p><i>Through understanding what makes a good learner and applying these characteristics to their own style of learning, almost all children will make secure progress in Literacy, Numeracy and across the curriculum.</i></p> <p><i>By February 2023 almost all children in will be able to describe effective learner characteristics and link these to their own learning.</i></p> <p>Quality feedback based on assessment and evaluation of learning will ensure continuous and secure progress for children.</p> <p><i>By June 2023 almost all children will be able to articulate and understand aspects of quality feedback. With support →independently they will be able to evaluate their own learning and that of their peers in a way which ensures understanding and progress in learning.<br/>         Staff will have raised confidence in providing quality feedback ensuring progressive learning for almost all children.</i></p> | <p>Fully embed Writing Rubrics</p> <p>Moderate Writing based on Rubrics</p> <p>Introduce Numeracy Rubrics.</p> <p>Evaluate impact on learning and assess progress through Rubrics.</p> <p>Relaunch and embed learner characteristics.</p> <p>Evidence feedback given within attainment meetings</p> <p>Evidence feedback within jotters etc</p>   | <p><b>Lead – SMT/PT in each school</b><br/> <b>1 x ½ day INSET for staff collaboration and preparation</b></p> <p><b>1 x school assembly to relaunch learner characteristics</b></p> <p><b>Focus groups with learners → HT termly</b></p> <p><b>3 x ½ hr staff meetings to discuss progress</b></p> <p><b>3 x termly attainment meetings – HT/CT allocated within RICCT.</b></p> <p><b>2 x Jotter Feedback – HT (agreed through yearly Self-evaluation calendar)</b></p> <p><b>+ additional 2 x ½ days cover per teacher per school year</b><br/> <b>£2000 PEF allocation</b></p> |
| <p><b>School Priority 3</b><br/>         Ensuring wellbeing, inclusion and equity to promote HWB and raise attainment.<br/> <b>NIF Priority</b><br/>         Placing the human rights and needs of every child and young person at the centre of education<br/>         Improvement in children and young people's health and wellbeing<br/> <b>NIF Driver</b><br/>         School and ELC leadership<br/>         Teacher and practitioner professionalism<br/> <b>HGIOS?4 / HGIOELC Qis</b><br/>         3.1 Ensuring wellbeing, equality and inclusion<br/>         3.2 Raising Attainment</p> | <p>Ensuring we consider children's rights whenever we take decisions will support the provision of a safe and happy childhood where children prosper and achieve. Teachers and staff will embed opportunities to involve children in decision making and will become more confident when supporting health and wellbeing.</p> <p><i>By June 2023 both schools will have achieved the RRS Bronze award.</i></p> <p>Ensuring provision of devices and resources alongside relevant teacher training will promote greater opportunities for learners to improve digital literacy skill to raise attainment.</p> <p><i>By June 2023 both schools will have begun the Digital Schools Award Journey.</i></p>   | <p>HT to sign both schools up for RRS/Digital Schools Award</p> <p>Embed UNCRC articles within the curriculum → articles linked to Contextualised learning bundles.</p> <p>Evaluate capacity for progress towards Rights Respecting Schools Bronze award → gather evidence and create a plan for moving forwards</p> <p>Evaluate capacity for progress towards digital schools award → complete digital schools self-evaluation and create an action plan</p> <p>Provide resources for learners to enhance digital learning skills.</p> <p>Use of Wellbeing Self-Evaluation Toolkit</p> | <p><b>Lead – SMT</b><br/> <b>Agenda items for monthly SMT meetings → create plan and move forwards</b></p> <p><b>Purchase 20 x Pro Books and 2 x Charging Units – approx £10000 PEF</b></p> <p><b>Relax Kids Sessions – 5 x £300 = £1500 PEF</b></p> <p><b>Temp Part time LA contract to support attainment and HWB – 33 weeks x 3 x 5hr days per week = £9900 PEF</b></p>  |

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| <p><b>Cluster Priority</b></p> <p><b>NIF Priority</b><br/> <b>Improvement in attainment, particularly in literacy and numeracy.</b></p> <p><b>NIF Driver</b><br/> <b>Improvement School Leadership, Assessment of Children’s Progress, School, Performance Information</b></p> <p><b>HGIOS?4 / HGIOELC Qis</b><br/> <b>1+2</b><br/>                 1.2, 2.2, 2.3, 2.7, 3.3</p> <p><b>Numeracy &amp; Mathematics</b><br/>                 2.2,2.3, 2.7, 3.2</p> <p><b>Moderation</b><br/>                 2.3, 2.7, 3.2</p> <p><b>Digital Literacy and RSHP</b><br/>                 2.2, 2.3, 2.7, 3.2</p> | <p>Moderation of Literacy</p> <p>Child Protection Training</p> <p>Numeracy</p> <p>Digital Literacy</p> <p>Rights Respecting Schools</p> <p>RSHP</p> <p>P7 Transition</p> <p>1 + 2</p> | <p>QAMSO led activities in writing.<br/>                 Follow Authority Moderation Programme.</p> <p>Rep. from each partnership to lead within partnership working with QAMSOs.<br/>                 Digital Moderation – staff training.<br/>                 Raise attainment in writing by 5%.</p> <p>Cluster training.</p> <p>Raise attainment in Numeracy by 5%.<br/>                 Mrs Morton to lead discussion on Maths progression and Achievement of a Level.<br/>                 PTs to meet to review Maths Assessments.</p> <p>Share the plan with cluster schools to begin to implement next session.<br/>                 Cluster schools work towards Digital Schools Award.</p> <p>Cluster Schools work towards Rights Respecting Schools Award once it is funded.</p> <p>Review RSHP</p> <p>Review Transition Programme.</p> <p>Training in French and Spanish.</p> | <p>½ day Early and First Level – D&amp;G January INSET.</p> <p>½ day Second and Secondary – D&amp;G February INSET.</p> <p>12 x days from cluster budget - £3000</p> <p>½ day August INSET - DEHS</p> <p>½ day August INSET - DEHS</p> <p>12 x days from cluster budget - £3000</p> <p>Whole Session – work within our own schools at own pace.</p> <p>Whole Session – work within our own schools at own pace.</p> <p>Cluster Budget will be used if there is a need.</p> |
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