



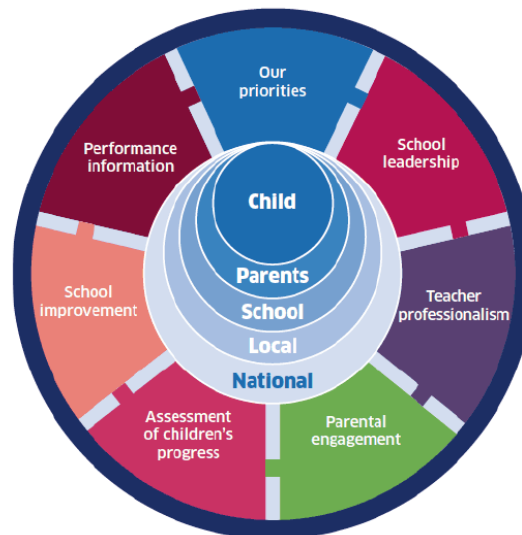
Education and Learning Directorate

School Improvement Progress Reporting and Planning Return to Education and Learning

Session 2022 - 2023

School:

HARDGATE, LOCHRUTTON &
SPRINGHOLM PRIMARY SCHOOL
PARTNERSHIP



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.

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

During session 2017/18 HLS Partnership revisited the vision, values and aims, in consultation with parents, staff and pupils, to create a shared set of values across our partnership. These core values, identified by each school, show the values which we endeavour to demonstrate and promote across our school community whilst allowing each school the opportunity to interpret and show these in their own unique way, celebrating their strengths, histories and identities.

We learn in a happy, safe environment.

(Safe, Active)

We demonstrate mutual respect.

(Respected)

Our Core Values

Updated December 2017

We feel listened to and listen to others.

(Nurtured, Included)

We use good manners and are well behaved.

(Responsible)

We develop skills for life, learning & work.

(Healthy, Achieving)

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Our vision is to build a learning community which puts the achievement, attainment and participation of all at the heart. Whether staff, parents, family or friends, the partnership is a place of encouragement and opportunity to reflect true life-long learning, inspiring all to strive for their dreams and ambitions, in order to reach their full potential.

Our school aims were developed as part of cluster work on the Positive Relationships Policy – which directly informs the HLS Partnership Positive Relationships Strategy

**Be respectful
Be safe
Do your best**

Within our learning community we look at the journey each person is on, creating an ethos that encourages everyone to value their learning and support the learning of others. As the children travel through the partnership and onto Secondary school they will experience a curriculum (distinct curricular learning, interdisciplinary learning, hidden learning (school ethos) and wider achievements) which is diverse, based on the Curriculum for Excellence and aims to;

- *Instill an ethos of working hard to achieve personal and collective goals. Children develop confidence as they progress, becoming leaders and inspiring those around them. Being responsible for their own learning, their school and their community, the children build on opportunities available and become **Responsible Citizens**.*
- *Develop inter-personal skills through teamwork, helping each other and understanding the importance of respecting others, their views and their place within the diverse world they are in. This helps them to develop positive friendships, enjoy their learning and become **Effective Communicators**.*
- *Support all learners to achieve their highest potential. We have an inclusive ethos and provide a range of experiences, which encourages every child to develop their individuality, independence, interests and passions, becoming **Successful Learners** across their lifetime.*
- *Embed curiosity, creativity and problem solving across the curriculum. We provide opportunities for children to take the lead, apply their knowledge and understanding in real-life situations and be prepared for the world (including the digital world) they are entering into as **Confident Individuals**.*

Review Date: March 2023

Across the **Hardgate, Lochrutton and Springholm Primary School Partnership** we are mindful of the impact of Covid 19 and our collective response which incorporated and reflected the key principles and priorities as identified in the National Improvement Framework 2021:

The Scottish education system has responded collectively to mitigate the worst impacts of COVID-19 pandemic on children and young people across Scotland. The key principles of that response can be characterised as follows:

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.

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

- ❖ Partnership and collaboration – as exemplified by the quick, local response to setting up childcare hubs, and the ongoing work of the COVID-19 Education Recovery Group (CERG.)
- ❖ Data and evidence led – including drawing on the multi-disciplinary advice of the Scientific Advisory Sub-Group on Education and Children's Issues
- ❖ Agility and flexibility – being quick to respond to rapidly-changing circumstances and evolving evidence
- ❖ A priority on equity – including via the initial childcare hubs, investment in digital devices, and ongoing provision of free school meals

The key priorities are outlined as below:

- ❖ Placing the human rights and needs of every child and young person at the centre of education
- ❖ Improvement in children and young people's health and wellbeing
- ❖ Closing the attainment gap between the most and least disadvantaged children and young people
- ❖ Improvement in skills and sustained, positive school-leaver destinations for all young people
- ❖ Improvement in attainment, particularly in literacy and numeracy

(National Improvement Framework, 2022)

Head Teacher Statement

Session 21-22 has seen continued challenges caused by the global pandemic, Covid 19. This situation has, again, had an impact on the planned progress for session 21-22, both as a cluster and for our partnership schools, in relation to curriculum development, well-being of all and building positive relationships. Our schools have struggled with staff absence and class cover, on-going restrictions around visitors to school and links with parents and the school community. However, there have been positive outcomes and experiences, not least the solution focused approach and creativity of school staff, who have continued to work tirelessly to support children and families, provide motivating work and ensuring children are making progress in their learning. We have been able to meet with parents for well-being reasons and urgent issues and we have had improved links with the local and wider educational community, especially in Term 4 when restrictions eased significantly. We have been able to take children on school trips to enhance their learning and across the partnership staff have utilised all opportunities to return to a sense of normality. This coming session will see a continued focus on Health and Well-being, with a closer look at approaches to positive mental health, nurture and early intervention. We will be continuing to develop our skills in the teaching of numeracy and moderating numeracy as well as trialling approaches to raising attainment in writing. At school level, we will be continuing our journey towards Rights Respecting Schools accreditation, developing our practices in further developing the Pedagogy of Play and continuing our review and development of our planning and quality assurance systems. We will also be prioritising building positive relationships with our school communities and planning for opportunities to meaningfully re-connect with families.

1. Progress against Previous Year's School Improvement Priorities		
Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
Cluster Priority 1 School Priority 1 Developing effective Moderation practices NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. NIF Driver 1, 4 HGIOS4 / HGIOELC QIs: 2.2, 2.3, 2.4 3.2, 3.3	<p>The aim was to improve the quality of learning and teaching through building staff confidence in the principles of evaluation and moderation (learning, teaching and assessment cycle). This was expected to have a positive impact on both learning opportunities for pupils and developing teacher confidence skills at all levels.</p> <p>Robin McIlroy supported the cluster staff with a moderation session. This provided an overview and refresher of 'achievement of a level' and was seen to be useful as further reinforcement of staff using a range of evidence to support professional judgement.</p> <ul style="list-style-type: none"> • INSET day (January 22) – moderation task – achievement of a level professional reading and moderation task • Reviewed and provided feedback at collegiate on Wednesday 27th April 2022 • Moderation power point shared • Staff in some schools completed follow up holistic assessment task – used in Term 3 IDL <p>Due to challenges around Covid 19, staffing and staff capacity, we were unable to create a working party, review digital capacity or identify a QAMSO.</p>	<p>Continued priority for session 22-23, linked to Numeracy/Developing Number Knowledge.</p> <p>Detail below</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
Cluster Priority 2 School Priority 2 Numeracy – Developing Number Knowledge programme across cluster and partnership NIF Priority Improve Attainment in	<ul style="list-style-type: none"> • Collegiate on 27th October 2021 - Nicola Dalgleish attended cluster collegiate to explain D&G Framework for Numeracy TEAMS group and signpost placement tests and materials for test of change task. Session was well received and also raised further questions regarding planning and assessment. • Improved staff confidence in the teaching of Numeracy using Developing Number Knowledge strategies and resources. • Small test of change task – P1-7 teachers chose two pupils, completed baseline assessment ('Placement Test' found in Numeracy Launch Pad), planned a block of work, implemented, assessed (using the same placement test) and evaluated. Teachers saw positive impact, especially with engagement of mid-primary pupils. 	<p>Individual schools will engage with the Numeracy Launch Pads and Closing the Numeracy Gap training provided by the Local Authority. Some schools had staff trained this year so they will be implementing the interventions in 2022/2023 with targeted pupils.</p>

Literacy & Numeracy
Improve Employability Skills
Improve Health & Well-Being

NIF Driver

School improvement
Parental engagement
Performance information
Teacher professionalism
School leadership

HG10S4 QIs: 1.1, 1.2, 1.3, 1.4,
1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6,
2.7, 3.1, 3.2, 3.3

- Noted similarities in current methodology of early level teaching of numeracy.
- In April 2021 Most classes achieved target of 85% of pupils on track to achieve level in Numeracy. However, inaccurate predictions for HPS and SPS could be due to mid year disruption (HT absence, lack of accuracy in attainment meetings, underestimation of progress required, staff not having made predictions at the beginning of the session)

On track in April 2021	P1	P4	P7
LPS	0 pupils	100%	100%
HPS	80%	87.5%	87.5%
SPS	89%	80%	100%

Level achieved June 2022	P1	P4	P7
LPS	0 pupils	100%	100%
HPS	70%	60%	62.5%
SPS	80%	60%	75%

In October 2021, teachers completed a pre-intervention questionnaire. Out of 29 returns, the results showed:
 1/29 = 3% = Extremely confident in using the DNK approach
 7/29 = 24% = Somewhat confident
 9/29 = 31% = Neutral
 11/29 = 38% = Somewhat not confident
 0/29 = 0% = Extremely not confident

In May 2022, teachers completed a post-intervention questionnaire. Out of 13 responses, the results showed:
 0/13 = 0% = Extremely confident in using the DNK approach
 5/13 = 38% = Somewhat confident
 5/13 = 38% = Neutral
 2/7 = 29% = Somewhat not confident
 1/7 = 14% = Extremely not confident

Despite the decrease in the number of returns, it is apparent that confidence levels have increased slightly. When discussing results with Cluster SLT, we noted that many teachers would like further training at Second Level. Pre-Covid, we had looked at securing training with the Maths Recovery company, but this was very expensive and time consuming (commitment of 4 full days with a gap in between). We decided not to commit to this and to help staff consolidate the training that many received in the February 2020 Inset days when 40 staff were trained in the Early- First Level approach. Sadly, the pandemic impacted upon

We will seek further training on delivering DNK at Second Level from D&G Numeracy Lead Teachers.

We will signpost teachers and set aside time for them to look through the training materials in the [D&G A Framework for Numeracy](#) TEAM.

In another priority, we are focusing on moderation. Therefore, it would make sense to focus on moderation of Numeracy outcomes in 2022/2023 as this should give us the opportunity to share the standard across our schools. (It will also help us to ensure that our ACEL data is based on robust evidence.)

The Local Authority are forming a working party to look at a framework for the Es and Os related to 'General Maths'. This will be started in 2022/2023.

this meaning that the momentum was lost. In August 2022, we found that many staff had moved on, so the expertise was also diluted within our schools.
 Results from our questionnaire have highlighted training needs:
 7 x Second Level 5 x First Level 1 x Early Level
 In addition, many teachers said that they would like the opportunity to visit other schools to see DNK in action. Only one teacher mentioned having time to look over the CLPL resources already available on the existing [D&G A Framework for Numeracy](#) site.

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate <i>(Include evidence of impact.)</i>					Next Steps (Looking Forwards)
Cluster Priority 3 School Priority 3 Well-being and Recovery NIF Priority Improved Health & Well-Being NIF Driver School improvement School leadership Teacher professionalism Performance information HGIOS4 QIs: 2.1, 2.2, 2.4, 2.6, 2.7, 3.1, 3.2	Cluster Level: <ul style="list-style-type: none">Covid Recovery Funding used to provide additional LA support to all primary schools and a full-time teacher for CDHS – significant issues around recruitment and retention of staff, staff training and building capacity over timeEach school aimed to completed the How Nurturing Is Our School audit toolkits for 'transitions' and 'safe place' then schools put in own measures at school level.Cluster schools used number of Child's Plans and IEPs in 2021-2022 as comparative data					Continued focus for session 22-23
						Embedding 'transitions' and 'safe place and auditing 'learning is understood developmentally'
						Continue with PASS Assessments for p1,4,7
						Review annually as part of start of year 'establishment phase'
						Work towards Bronze Award (and planning for silver)
School Level: <ul style="list-style-type: none">Audit of two nurture principles and planning interventions: Each school completed the How Nurturing Is Our School audit toolkits for P1-P7 for 'transitions' and 'safe place' then schools created minimum expectations based on the audit results.All pupils P1,4,7 completed PASS assessments. General positive responses, some anomalies and questions around student self-concept, esteem and resilience (LAC and ASN pupils).Positive Relationships Policy revisited – working towards consistency across partnership.Rights Respecting Schools – started school journey and covered key principles in 'focus weeks'.					Revisit Emotionworks for new and established staff Link to ASN agenda with CPD in Language Development Disorder and signposting to ASN support file	

Although not all cluster schools managed to deliver the PASS assessments, these were used across HLS Partnership at stages P1,4,7. Results are generally high and within normal ranges, though it may be prudent to consider the detail of responses for **self-regard as a learner** and **response to curriculum demands** at P4 stage across the partnership.

Detail below

PASS Factor									
	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
P4	90.4%	79.8%	60.7%	85.7%	89.7%	78.2%	73.7%	84.6%	67.1%
P7	90.6%	80.0%	68.6%	89.6%	90.1%	82.1%	77.8%	84.2%	71.1%
	1 Feelings about school		2 Preparedness for learning		3 Learner self-worth		4 Response to learning		
P1	92.7%		98.1%		86.8%		82.9%		

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
School Priority The Pedagogy of Play NIF Priority Improve Attainment in Literacy & Numeracy Improve Health & Well-Being NIF Driver School improvement School leadership Teacher professionalism HGIOS4 QIs: 2.1, 2.2, 2.4, 2.6, 2.7, 3.1, 3.2	<ul style="list-style-type: none"> Children are showing improved engagement in learning and improved well-being and will have increased independence in learning Staff have improved awareness of the pedagogy of play, play-based learning and readiness to learn as well as the learning and teaching tools to support effective provision of play, assessment, observation, recording and reporting Working Party – on-going (various delays due to Covid and staff illness) Use of funding for resources to develop play-based environment Use of Leuven Scale with focus group of learners to assess engagement in learning and improved well-being Some staff further up the school have shown interest in the play agenda and have sourced appropriate resources – especially useful in composite classes e.g., P3-5 and P2-5 Impact of HT illness absence resulted in some lack of momentum in leading the project 	Continued school priority 22-23 Details below

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
School Priority Developing Planning folder – focus for session 21-22: planning for reading and writing NIF Priority Improved Attainment in Literacy & Numeracy NIF Driver School improvement Assessment of Children's Progress Teacher professionalism HGIOS4 QIs: 2.1, 2.2, 2.4, 2.6, 2.7, 3.1, 3.2	<ul style="list-style-type: none"> Staff collegiate session – term 1 – planning review; ideas and comments sought from staff with an aim to improved consistency in planning and curriculum delivery across the partnership Analysis of staff responses to show areas of need (programmes in reading and writing) Use of SNSA data as diagnostic tool – staff development need Use of INCAS to show improved attainment in reading and writing <p>Across HLS Partnership:</p> <ul style="list-style-type: none"> Reviewed current planning items and sought staff feedback – what works, what needs attention (collegiate meeting term 1) Continued embedding and development of Accelerated Reader Programme Revised IDL planner to support depth and challenge in learning PT staff attended SNSA training Staff used SNSA/INCAS to inform learning needs Tracker was updated to include ASN/GIRFEC/PEF information for pupils 	Areas for development: <ul style="list-style-type: none"> Stage planning agenda Curriculum mapping – trips and visits Termly evaluations for literacy and numeracy Detail below

2.1.1 Report on the impact of PEF

- Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?
- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
- How well are you removing barriers to learning and ensuring equity for all?

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing

Details in PEF Project Planning/Report 21-22

Across our school partnership we have 14 pupils in receipt of free school meals, generally based in SIMD 8, 9 & 10. Periods of lockdown and home learning have impacted on our ability to significantly reduce the cost of the school day in a direct sense. However, we have made creative use of funding as detailed below to ensure positive impact.

PEF Pupils on track to achieve expected levels in:								
	Numeracy		Listening & Talking		Reading		Writing	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
P1	3/5	2/3	3/5	2/3	3/5	2/3	1/5	2/3
P2	1/1	2/5	1/1	4/5	1/1	2/5	1/1	2/5
P3	1/5		2/5		3/5		1/5	
P4	2/2	0/3	2/2	3/3	2/2	2/3	1/2	1/3
P5	2/3	1/1	2/3	1/1	1/3	1/1	1/3	1/1
P6	1/1	0/1	1/1	0/1	1/1	1/1	1/1	0/1
P7	2/2	1/1	2/2	1/1	2/2	1/1	2/2	1/1

Our key supports this session have included:

- Learning Assistant support – targeting well-being, learning and development of pupils
- Emergency payments for school dinners when arrears have been due to financial difficulties
- Accelerated Reader – universal support reading programme
- Closing the Gap – targeted support in literacy and numeracy
- Literacy Ladders – targeted support in literacy
- Development of play-based learning environment within P1-3 classes supporting early learning, engagement in learning and improved wellbeing
- Improved opportunities for outdoor learning e.g., Forest Friday, Outdoor Classroom Day, Active Schools, transition opportunities
- Extensive and effective use of 'Rainbow Room' (HPS) providing elaborated timetables, breakout and nurture space as well as space for learning interventions and assessment

Impact measures include:

- Curriculum for Excellence Assessment Data
- Scottish National Standardised Assessment Data
- Support for Learning Assessments
- Accelerated Reader assessments
- PASS Assessments

Areas for Development:

- How to make best use of PEF fund if used to counteract cut in LA support
- Improved use of attainment data to identify specific gaps in learning for pupils identified by PEF criteria
- Early identification of need for vulnerable families
- Continued cluster focus on numeracy

Summary of Key Strengths and Areas for Improvement <i>Our capacity for continuous improvement.</i> <i>Consideration is given to impact of COVID-19 on the school's strengths and areas for improvement.</i> <i>Comments have been gathered from pupils, staff and parents using questionnaires, professional dialogue based around HGIOS4 and focused evaluation of Quality Indicators 1.3, 2.2, 2.3, 2.7, 3.1 & 3.2</i>			
Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change. 	<ul style="list-style-type: none"> Positive links and relationships with Cluster Head Teachers and wider professional body Streamlining of multi-agency working to include development of necessary documentation as well as development of staff understanding of systems of procedures relating to The Presumption of Mainstream guidance Continued use of online communication tools to maintain and develop relationships with parents e.g., use of Teams for Parent Council meetings Re-defined lead roles for Principal Teachers High morale from SPS staff team despite on-going and delayed building works on site 	<ul style="list-style-type: none"> Further develop positive relationships between staff across the Partnership Improved Cluster-level working with return to face-to-face meetings Creative use of staffing allowance to support all pupils with additional needs Improved use of Pupil Equity data and funding to target learning and development Develop awareness of Partnership Review agenda, supporting staff, parents and communities in light of potential change Promote leadership at all levels Continue to support development of the new nursery at Springholm Nursery and positive links with potential new stakeholders 	
2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring. 	<ul style="list-style-type: none"> Refined tracking and monitoring spreadsheets show overview of formal assessment, CfE levels and level predictions Early level teachers developing learning through play agenda and accessing reading/research to support professional development in this area Continuation of Accelerated Reader Programme – all staff trained Strong nurturing, positive ethos within the schools Children are motivated and engaged in appropriately planned tasks. AiFL is evident in classes Data is gathered and used to inform 	<ul style="list-style-type: none"> Consider reduced formal assessments and improved professional judgments Develop stage planning agendas to support professional discussion, moderation and planning across partnership Continuation of Play Working Party to share effective practice, develop play-based curriculum and investigate methods of observation, recording and reporting Develop short, succinct termly evaluation format for literacy and numeracy Build upon pupil/staff confidence in key areas of digital learning e.g., confidence 	11

Summary of Key Strengths and Areas for Improvement

Our capacity for continuous improvement.

Consideration is given to impact of COVID-19 on the school's strengths and areas for improvement.

Comments have been gathered from pupils, staff and parents using questionnaires, professional dialogue based around HGIOS4 and focused evaluation of Quality Indicators 1.3, 2.2, 2.3, 2.7, 3.1 & 3.2

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>learning and teaching</p> <ul style="list-style-type: none"> - Successful attainment meetings with staff, PT and HT. This ensures shared understanding of children's needs across the school - HPS have teacher led groups with children - 'Eco', 'RRS' and 'Pupil Council' – built into class time this is an effective way to include all children in all key school agendas 	<p>in presenting learning online, pupils leading learning and teaching, use of digital media to engage learners and share learning, pupils meeting remotely across the partnership</p> <ul style="list-style-type: none"> - Improved use of Accelerated Reader in all schools - Improve accuracy of input and analysis of data at key stages - Improved use of year-on-year attainment data to show impact of programmes of study/interventions etc - Adapt attainment meeting cycle timings to account for data uplift in February and June - Consider phased approach to SNSA assessment delivery based on pupil ability - Curriculum events to support improved parental understanding of core curricular areas - Identify and establish links between RRS work and learning for sustainability 	
2.4 Personalised support <ul style="list-style-type: none"> • <i>Universal Support</i> • <i>Targeted Support</i> • <i>Removal of barriers to Learning</i> 	<ul style="list-style-type: none"> - Continued high expectations for all learners across stages and attainment levels. These expectations are articulated in learning intentions and success criteria within differentiated programmes of learning - Communicating learning targets and expectations to pupils is a day-to-day priority for class teachers - Children requiring additional support have IEPs which provide meaningful learning 	<ul style="list-style-type: none"> - Careful and informed timetabling of LA support staff given reduction across schools - Continued development of early intervention and individual additional support programmes planned with Support for learning teacher support staff and class teachers into next session - Raised staff awareness of class teacher responsibility for ASN pupils as per GTC 	

Summary of Key Strengths and Areas for Improvement <i>Our capacity for continuous improvement.</i> <i>Consideration is given to impact of COVID-19 on the school's strengths and areas for improvement.</i> <i>Comments have been gathered from pupils, staff and parents using questionnaires, professional dialogue based around HGIOS4 and focused evaluation of Quality Indicators 1.3, 2.2, 2.3, 2.7, 3.1 & 3.2</i>			
Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>experiences that facilitate progression in learning</p> <ul style="list-style-type: none"> - Support staff are involved in delivering day-to-day interventions (where possible) - Barriers to learning are identified and approaches are developed to minimise their impact through identifications of concern, collaborative planning and implementation of interventions with SfLT, support staff and CTs - Learning assistant (LA) remit and timetabling is responsive to need - Effective use of dojo to communicate with parents, share learning and celebrate success, effort and achievement - Barnardo's involvement with individuals and transition group work was well received though planned last minute 	<p>standards</p> <ul style="list-style-type: none"> - Improved use of dojo across partnership to share learning i.e., have access to stage partners dojo feed and to address agreed elements from positive 	
2.2 Curriculum: Theme 3 Learning Pathways	<ul style="list-style-type: none"> - All curricular development has been further impacted by periods of Covid/lockdown - Revised IDL guidance working well for staff – promoting depth of learning - Improved and increased opportunities for outdoor learning - Updated Curriculum Rationale and Assessment Timeline to reflect consistent partnership and school approaches 	<ul style="list-style-type: none"> - Engagement with Developing Number Knowledge (Cluster/School Priority) - Continue with outdoor initiatives e.g. Forest Friday (HPS), use of plantation (SPS) - Use Curriculum Rationale and Assessment Timeline more effectively to work towards consistency across the partnership - Consider materials from Developing Balanced Literacy group as part of literacy planning and/or cluster priority (Improved Attainment in Writing) 	

Summary of Key Strengths and Areas for Improvement <i>Our capacity for continuous improvement.</i> <i>Consideration is given to impact of COVID-19 on the school's strengths and areas for improvement.</i> <i>Comments have been gathered from pupils, staff and parents using questionnaires, professional dialogue based around HGIOS4 and focused evaluation of Quality Indicators 1.3, 2.2, 2.3, 2.7, 3.1 & 3.2</i>																																							
Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale																																				
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> Wellbeing Fulfilment of statutory duties Inclusion and equality 	<ul style="list-style-type: none"> Effective use of learning assistant support to support well-being of pupils with additional needs Support for Learning Teacher effective in early identification of need as well as planning supportive programmes, liaising with parents and professionals and delivering staff training PEF is used to target support for pupils in receipt of free school meals Emotionworks continues to be effective in supporting emotional health and wellbeing of all children Transition arrangements are robust – between classes and stages Child-friendly IEPs in place Successful nursery – P1 and P7 transitions 	<ul style="list-style-type: none"> Ensure HWB is key focus within cluster and school planning Nurture Principles – development of staff awareness 'learning is understood developmentally' Improved use of assessment tools to measure well-being Continue balance of assessment putting more weight on well-being Further promote pupil voice using Emotionworks, HGlourS, focus groups, peer support, RRS Rights Respecting Schools–Consider children being more involved in the life and work of the school 																																					
3.2 Raising attainment and achievement <ul style="list-style-type: none"> Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners <p><i>Including: CfE Levels SNSA</i></p>	Curriculum for Excellence - Achievement of a Level June 2022 Hardgate Primary School <table border="1"> <thead> <tr> <th>Literacy</th><th>Listening & Talking</th><th>Reading</th><th>Writing</th></tr> <tr> <th></th><th>% on target</th><th>% on target</th><th>% on target</th></tr> </thead> <tbody> <tr> <td>P1</td><td>70</td><td>70</td><td>70</td></tr> <tr> <td>P4</td><td>90</td><td>80</td><td>60</td></tr> <tr> <td>P7</td><td>87.5</td><td>87.5</td><td>62.5</td></tr> <tr> <th>Numeracy</th><th>% on target</th><td></td><td></td></tr> <tr> <td>P1</td><td>70</td><td></td><td></td></tr> <tr> <td>P4</td><td>60</td><td></td><td></td></tr> <tr> <td>P7</td><td>62.5</td><td></td><td></td></tr> </tbody> </table>			Literacy	Listening & Talking	Reading	Writing		% on target	% on target	% on target	P1	70	70	70	P4	90	80	60	P7	87.5	87.5	62.5	Numeracy	% on target			P1	70			P4	60			P7	62.5		
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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement				Evaluation of this QI using the HGIOS?4 six-point scale
	SNSA Results December 2021					
	P1 Literacy	9 Pupils	P4 Reading	10 Pupils	P7 Reading	8 pupils
	Band 3 and below	11%	Band 5 and below	50%	Band 7	12.5%
	Band 4	34%	Band 6	10%	Band 8	25%
	Band 5 and above	55%	Band 7	10%	Band 9	25%
			Band 8	20%	Band 10	25%
			Band 9	10%	Band 11	12.5%
			P4 Writing	9 pupils	P7 Writing	
	P1 Numeracy		Band 5 and below	45%	Band 7	12.5%
	Band 4 and below	55.5%	Band 6	11%	Band 8	25%
	Band 5	33.5%	Band 7	22%	Band 9	25%
	Band 6	11%	Band 8	22%	Band 10	37.5%
			P4 Numeracy		P7 Numeracy	
			Band 4	20%	Band 7	25%
			Band 6	30%	Band 8	50%
			Band 7	30%	Band 9	12.5%
			Band 8 & above	20%	Band 11	12.5%
	Lochrutton Primary School					
	Literacy	Listening & Talking	Reading	Writing		
		% on target	% on target	% on target		
	P4	100	100	100		
	P7	100	83	66.7		
	Numeracy	% on target				
	P4	100				
	P7	100				

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement				Evaluation of this QI using the HGIOS?4 six-point scale
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	P1 Literacy	9 pupils	P4 Reading	10 pupils	P7 Reading	8 pupils
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			Band 8	30%	Band 9	25%
	Key Strengths					
	-Improved staff awareness of achievement of a level using a range of evidence					
	-Overview tracker recording CfE, SNSA & factors affecting learning					
	-Attainment meetings three times per year					
	-Improved staff understanding of seemis level data and making accurate rating for input					
	-Targeted support for individuals/groups e.g. TLQ Groups, 5 Minute Boxes, CLG, CNG, Talking Mats, Clicker, digital curriculum, Doorway, Emotionworks					
	-Continued development of pedagogy of play – staff expertise and learning provision					

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	Areas for Improvement -Improved use of attainment data to target learning -Continued focus on the recovery curriculum and well-being aspects of learning -Continued development of play-based learning including engagement of parents -Refine assessments used to ensure pupils are not over-assessed -Consider timing of SNSA delivery withing cohorts to allow for best diagnostic information at the most appropriate time e.g., more able P1,4,7 early in year to inform pace and challenge		
Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
Partnerships	In Term 4 21-22 we consulted parents on two focused areas: Communication and Curriculum. Over the year we had mixed informal feedback regarding methods and quality of communication between school and parents/carers. We also observed some instances of reduced parental awareness of the key curriculum areas e.g., Health and Well-being and uncertainty around what is being taught in school. We used a questionnaire to gather feedback and the most significant results are indicated below. As a result of the questionnaire feedback and data we agreed some key actions to address more common issues: <ul style="list-style-type: none"> - Hold a Curriculum Event for parents exemplifying current practices in the core areas of Literacy, Numeracy and Health & Well-being. - Share the 'Better Relationships Better Learning' Policy and guidelines to improve parental awareness of school, cluster and local authority practices in supporting positive behaviour and tackling bullying in schools. 		

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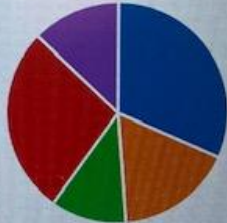
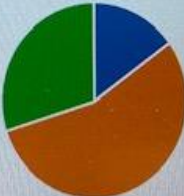
Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> - Continue to provide a range of methods of communication to reach as many families as possible. - Continue to consult learners about preferred teaching methods and styles of learning e.g., as part of plenary and learning and teaching discussions. <p>Key Strengths</p> <ul style="list-style-type: none"> - Parent Councils continued remotely throughout session 21-22 - Regular newsletters and updates for parents - Use of Dojo for sharing learning - Parents continued to be generally very understanding and supportive regarding Covid-related school restrictions and impact e.g. lack of parent-teacher meetings, school events etc. - Events planning re-instated for Term 4 20-21 with positive feedback e.g. Curriculum Event/Sharing Learning, Parent Meetings, Sports Days, Partnership Events, school show, Lockerbie Manor trip, P7 treat day, Aviation Museum, Curling, Cream of Galloway, Victorians Museum - Positive results from questionnaire - Face to face P1 transition meetings for parents – very successful - Volunteers in place in all three schools - - HPS have teacher led groups with children - 'Eco', 'RRS' and 'Pupil Council' – built into class time this is an effective way to include all children in all key school agendas <p>Areas for Improvement</p> <ul style="list-style-type: none"> - Continued effective communication - Continue to use technology creatively to engage parents and families, face to face where possible/appropriate - Engage parents in pedagogy of play agenda - Engage parents in Rights Respecting Schools agenda - Re-instate parent helpers and volunteers 		

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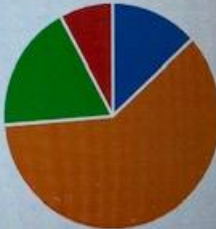
Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale																
	Examples of questionnaire results: <div><p>3. What forms of communication do you regularly use/read? Tick all which apply. (0 point)</p><p>More Details</p><table><tr><td>Class Dojo</td><td>37</td></tr><tr><td>Class Information Sheet</td><td>20</td></tr><tr><td>Class Newsletter</td><td>13</td></tr><tr><td>School Information letters</td><td>32</td></tr><tr><td>Partnership Newsletter</td><td>15</td></tr></table></div> <div><p>6. The following ways of communicating have been incredibly useful over the past 2 years during Covid (0 restrictions). Please tick any of the following which you would like to continue when restrictions are eased: (0 point)</p><p>More Details</p><table><tr><td>Phone call appointments for Par...</td><td>10</td></tr><tr><td>Use of Class Dojo</td><td>37</td></tr><tr><td>Online Parent Council Meetings</td><td>20</td></tr></table></div>		Class Dojo	37	Class Information Sheet	20	Class Newsletter	13	School Information letters	32	Partnership Newsletter	15	Phone call appointments for Par...	10	Use of Class Dojo	37	Online Parent Council Meetings	20	
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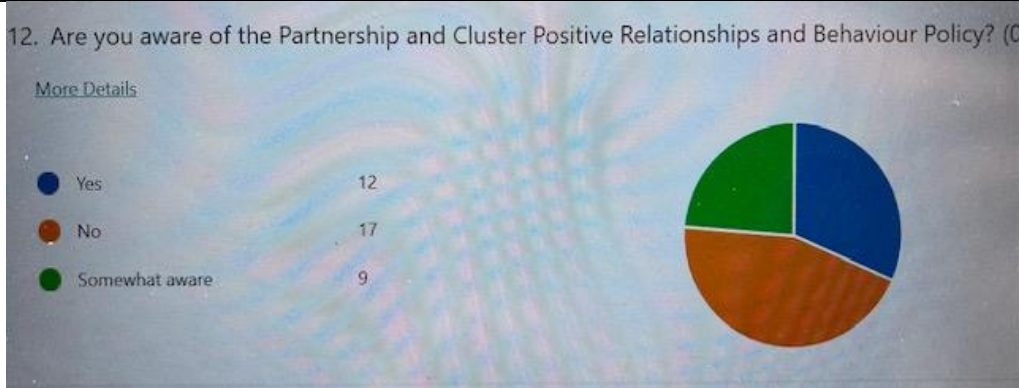

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<div>7. How well do you understand the curriculum that is taught to your children? (0 point)</div> <div>More Details</div> <div><div><div><div></div><div>Extremely well</div><div>5</div></div><div><div></div><div>Somewhat well</div><div>23</div></div><div><div></div><div>Neutral</div><div>7</div></div><div><div></div><div>Not well</div><div>3</div></div></div><div></div></div> <div>8. Please tick any areas of the curriculum that you feel you understand extremely or somewhat well: (0 point)</div> <div>More Details</div> <div><div><div><div></div><div>Literacy and English</div><div>25</div></div><div><div></div><div>Maths and Numeracy</div><div>23</div></div><div><div></div><div>Health and Wellbeing (Includin...</div><div>20</div></div><div><div></div><div>Expressive Arts (Art, Music, Dra...</div><div>8</div></div><div><div></div><div>Social Subjects (History, Geogr...</div><div>14</div></div><div><div></div><div>Technology</div><div>11</div></div><div><div></div><div>R.M.E</div><div>6</div></div><div><div></div><div>Sciences</div><div>10</div></div></div><div></div></div>		

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale								
	<p>12. Are you aware of the Partnership and Cluster Positive Relationships and Behaviour Policy? (0 point)</p> <p>More Details</p>  <table><tr><td>Yes</td><td>12</td></tr><tr><td>No</td><td>17</td></tr><tr><td>Somewhat aware</td><td>9</td></tr></table>	Yes	12	No	17	Somewhat aware	9				
	Yes	12									
No	17										
Somewhat aware	9										
	<p>13. Please select an answer which explains how you feel about your child's experience at school. (0 point)</p> <p>My child/children are happy at school:</p> <p>More Details</p>  <table><tr><td>All of the time</td><td>16</td></tr><tr><td>Most of the time</td><td>18</td></tr><tr><td>Some of the time</td><td>4</td></tr><tr><td>Rarely</td><td>0</td></tr></table>	All of the time	16	Most of the time	18	Some of the time	4	Rarely	0		
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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<div>14. What aspect of school does your child/children enjoy? Tick all that apply. (0 point)</div> <div>More Details</div> <div><div><div><div></div><div>Outdoor Learning</div><div>31</div></div><div><div></div><div>Play Based Learning</div><div>26</div></div><div><div></div><div>IDL (Interdisciplinary learning- T...</div><div>29</div></div><div><div></div><div>Group work</div><div>24</div></div><div><div></div><div>Independent Learning</div><div>21</div></div><div><div></div><div>STEM activities (Science, Techn...</div><div>28</div></div><div><div></div><div>Other</div><div>4</div></div></div><div></div></div>		
Pupil Feedback using 'How Good is OUR School'	<p>HLS Management Team used 'How Good is Our School' to elicit pupil voice on factors affecting school development. Split into four key themes, children were asked to share their views on current school provision and ideas for further development.</p> <p>Consultation with HPS Pupils Council</p> <p>'Successes and Achievements'</p> <p>Pupils reported that they were pleased to see the return of Active Schools clubs and gatherings e.g. cross country, football, netball and rugby</p> <p>They are excited about lacrosse, bikeability and partnership sports.</p> <p>HPS are all taking part in a whole school show and they are feeling a sense of working together and having fun – they are keen for their parents to see the show.</p> <p>They were able to discuss possible opportunities across the curriculum e.g. IT – coding, chess club, environmental and wildlife.</p> <p>The children recognised the opportunities within the current school groups focused on Rights Respecting Schools, Eco-Warriors and Pupil Council and are full of ideas as to how to make positive changes in the school and community.</p> <p>Pupils are interested in areas of expressive arts and creativity. Pupils are keen to take a</p>		

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	<p>lead role in organizing and leading groups in school e.g. lunch clubs. Wider achievement is celebrated in school but pupils would like this to be done more regularly – they would also like to see a return of the wider achievement tree (display). <i>'We have been able to do more trips which I have enjoyed'</i> <i>'Going up to the woods and having fun up there'</i> <i>'Sports day!'</i> <i>'P7 day out, and having fun there'</i> <i>'I enjoyed p7 day out and paddle boarding there'</i> <i>'Sports day, athletics'</i> <i>'Milkshakes at lunch'</i> <i>'Paul Jones football and netball and school show'</i> <i>'Improvement in school lunches'</i></p> <p>Learning and Teaching How attractive and well maintained is our school? How could we help make it nicer? Not well maintained. Slide is dangerous rocks around it. Cracked windowsill in P5/6/7. Ways to improve: flowers, cut bushes, clear grass when cut, paint fence. In our school do we all have the resources and equipment we need to learn? How do we know? Need more trundle wheels. Need more essential resources such as glue, scissors, multilinks. How does our school make sure we have regular opportunities to choose how and what we learn? E.g. pre topic discussions etc) At the start of the year pupils were asked what they would like to learn. Teachers listen to pupils ideas. Are we all able to learn in ways that suit our needs or is everyone generally expected to do the same things the same way? Yes, some pupils use ipads to help with their learning and others go to the rainbow room to meet their needs. Teachers ask ways which pupils work best when doing sums and they get to practice them in a way that will benefit them the most.</p>		

Summary of Key Strengths and Areas for Improvement <i>Our capacity for continuous improvement.</i> <i>Consideration is given to impact of COVID-19 on the school's strengths and areas for improvement.</i> <i>Comments have been gathered from pupils, staff and parents using questionnaires, professional dialogue based around HGIOS4 and focused evaluation of Quality Indicators 1.3, 2.2, 2.3, 2.7, 3.1 & 3.2</i>			
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	<p>How helpful is the written and/or oral feedback we get from our teachers? What is the best way? What could be better? 1-1 discussion with pupils. If something happens in the playground, pupils would prefer if discussion was made only to pupils affected by this.</p> <p>How well are we able to describe the skills we are developing through our learning and how we use these out of school? Discussion with parents after school about their school day and what they did in each lesson. One pupil does quick maths questions before bed time and is able to tell their parents how they got to their answer. Measurements from maths to measure animal feed at home.</p> <p>To what extent do we use digital technology to support our learning? Could this be improved? Majority of pupils use technology to support learning, mainly sumdog and Accelerated Reader.</p> <p>Consultation with LPS Pupil Council 'Our School Community' and 'Successes and Achievements' The children had so many examples of successes – the sporting events as above but also how LPS celebrate 'pupil of the week' and 'kind thoughts about...', 'star writer' and 'artist of the week'. They are excited about the trip to Crichton farm and about the Jubilee Garden Party. They children love their school and feel safe in the building and the grounds. They are enjoying making a wildflower area and would like to develop the area further. They have lots of ideas for improvement, including having days when they can sit with their friends or stages for lunch, a trip to the theatre, more opportunities for recycling, soup and pudding events for families and end of term fun and water activities! They are a caring group of children and talked about having outdoor 'helpers', older children who can sort out problems or get help if it needed and to be buddies for new P1 children. They would like the opportunity to talk to the Parent Council to share ideas for improving the school</p>		

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Relationships: All LPS pupils were consulted on this theme</p> <p>How does our school help you to feel you belong? All children agreed: Our school is welcoming and everyone feels that they belong here. All pupils have opportunities to make friends and feel part of a group Being welcomed into school each morning People being friendly to each other Being asked about things to learn and do – choices on topics, event participation and trips Most children agreed: Getting a chance to do things (i.e. science workshops, PE sporting activities and teams) Being picked for school teams (i.e. getting a chance to play sports) Having our ideas listened to (i.e. pupil council) Doing things from our ideas (i.e. planning events and activities like the garden party) Knowing about achievements (e.g. learning new skills, learning from mistakes, building self-confidence) assembly, class talk, topic presentations, wall displays, dojo posts, newsletter, parent meetings Some children agreed: We have a voice in school – 9 pupils</p> <p>How do we know that everyone is treated fairly and with respect in our school? All children agreed: We are encouraged to take responsibility for our own actions and relationships. We are expected to consider how our actions affect other people No-one in our school feels discriminated against because of their age, gender, ethnicity, religious belief, sexual orientation or disability – everyone gets an opportunity and choice to do things I am happy to come to school Rules are fair and applied consistently (i.e. the 4 principles) Good behaviour is praised When children misbehave something is done about it</p>		

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>I can get help if I need it</p> <p>What do you know about how our school takes care of you and keeps you safe? All children agreed: I feel safe in class I feel safe in the lunch hall I feel I can talk to staff School staff talk with and listen to us School staff talk with and listen to our parents We do parent permission slips for events and trips We look after our school environment (e.g. no littering, reporting hazards, looking after equipment, etc.) Every pupil has an adult they feel knows them well. Everyone feels able to go to that trusted adult for help and advice even about sensitive situations Our staff are caring and help us to feel safe in school. We feel happy, safe, respected and included within our school community</p> <p>Some children agreed: I feel safe in the playground – 15 pupils (e.g differences of opinion during play, keeping gates shut, gravel area resurface, corner hole on field, more wood chip on play areas)</p> <p>Are there any things that make you feel unsafe in our school? The behaviour of other people: Children 2 Staff 0 School facilities 0 School equipment 0 Playground areas 0</p> <p>How do our teachers help pupils to get on with one another? What difference does this make to how happy you are in school? All children agreed: Our school has strong nurturing approaches which support us to build positive relationships and wellbeing Our staff are good role models for us. They promote positive relationships in and around our school</p>		

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Most children agreed: Encourage sharing in play – being fair, taking turns, agreeing rules Mixed placings at lunch tables support positive relationships Whole school topic and activities Problems are resolved through talk and positive action</p> <p>How do you know what is expected of you in how you behave towards others in our school? All children agreed: Staff and pupils set high expectations for behaviour in our school. Everyone shows respect to each other I understand and try to keep to the school rules I learn from mistakes – work and behaviour We look after each other in school I have made friends at school</p> <p>Most children agreed: Children agree and enact routines and processes which aid functioning of the school (e.g., class/school jobs)</p> <p>Some children agree: I listen to what other children say – 12 pupils Children suggest and agree rules and expectations on behaviour – 12</p> <p>How are your efforts to do well recognised by staff in our school? How does our school help you to feel good about yourself? All children agree: All staff support us to do well. They challenge us to try new things and build our confidence. They know we might not get things right first time and actively encourage us to persevere to find solutions What staff say to me about what I do helps me improve my work or behaviour – verbal feedback What staff write about what I do helps me improve my work or behaviour – jotters and</p>		

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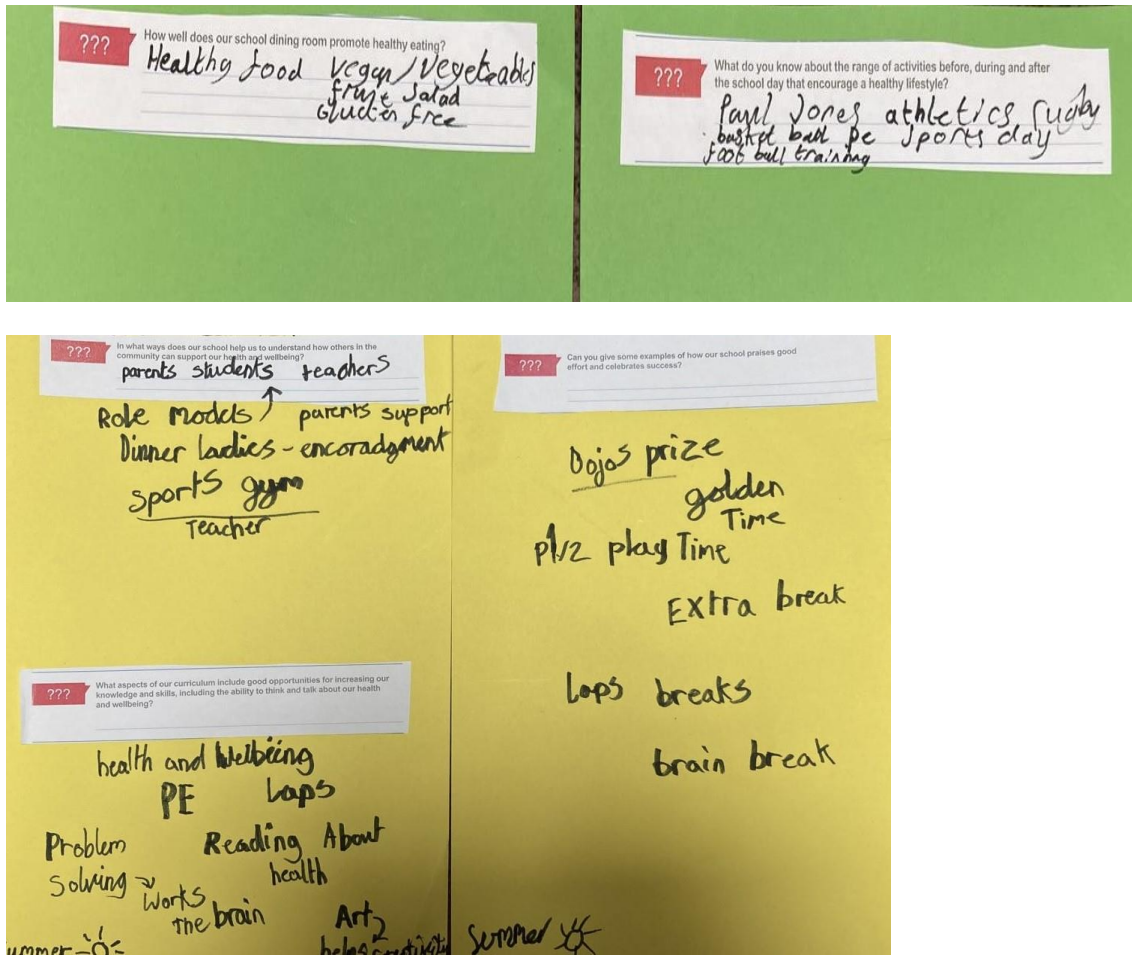
Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>assessment feedback School helps me learn and achieve new things Most children agreed: What staff say and write about me in parent reports and meetings - 15</p> <p>How well does our school deal with situations involving inappropriate behaviour? All children agreed: Our school has effective ways of dealing with negative behaviours so that relationships can be restored and remain positive Staff listen to me and sort out problems</p> <p>In what ways does our school provide opportunities for pupils to develop friendships with those who have similar interests? All children agreed: Pair and small group topic work Working together to master skills in PE Most children agreed: Lunch time and after school clubs Sports teams</p> <p>How well do we demonstrate our school's values through our relationships and actions?</p> <ul style="list-style-type: none"> • We learn – 21 pupils • We look after each other – 21 pupils • We look after our environment – 21 pupils • We have a voice – 16 pupils 		

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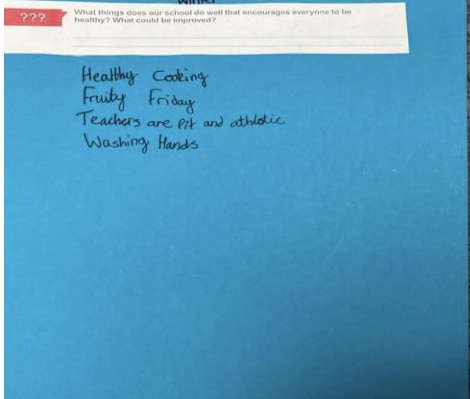
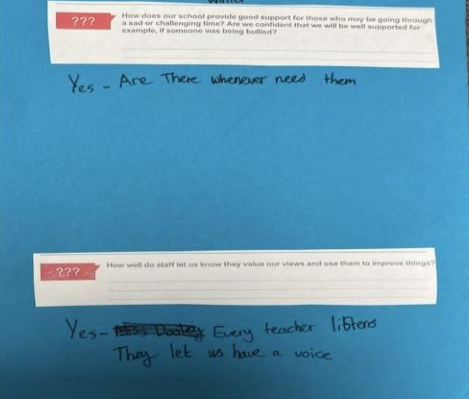
Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Springholm PS older pupils consulted younger children about their experiences.</p> 		

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS4 six-point scale
			

SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(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 (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
Cluster Priority 1 School Priority 1 Moderation & Numeracy NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. NIF Driver 1, 4 HGIOS4 QIs: 2.2, 2.3, 2.4, 3.2, 3.3	To improve the quality of learning and teaching through building staff confidence in the principles of evaluation and moderation (learning, teaching and assessment cycle) linked to Developing Number Knowledge. This is expected to have a positive impact on both learning opportunities for pupils and developing teacher confidence skills at all levels. Through the learning, teaching and assessment cycle improve confidence in our high-quality assessment that focuses on Numeracy. Young people will benefit from the cluster producing reliable and robust performance data as pupils move through primary and onto secondary. Targets to include in development will then be identified and added to the key tasks	Nanette Brotherwood & Robyn McIlroy to provide training at collegiate – worked example then task set around DNK and numeracy outcomes Identify a Cluster QAMSO	Lead: Mary & Vicky School/partnership level – Brogan Murray to lead training and development e.g., use of Numicon resources Senior cluster staff and ES staff deliver collegiate session and in-school support The Local Authority are forming a working party to look at a framework for the Es and Os related to 'General Maths'. This will be started in 2022/2023.

Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>Cluster Priority 2 School Priority 2</p> <p>Well-being and Recovery</p> <p>NIF Priority Improve Health & Well-Being</p> <p>NIF Driver School improvement School leadership Teacher professionalism Parental engagement Performance information</p> <p>HGIOS4 QIs: 2.1, 2.2, 2.4, 2.6, 2.7, 3.1, 3.2</p>	<p>Staff have an improved and refreshed awareness of nurture principle 'learning is understood developmentally' and incorporate this understanding into their planning, learning, teaching and interactions with children.</p> <p>Staff have refreshed awareness of minimum expectations in 'the classroom is a safe place' and what is required in the way of ASN provision and differentiated learning.</p> <p>Staff have improved awareness of developmental language disorder and the implications for learning, strategies to support learners.</p> <p>Staff have a refreshed and improved understanding of Emotionworks and there is a consistent approach across the partnership.</p> <p>The school community are engaging with the Rights Respecting Schools agenda and pupil, staff and parents are aware of key tasks required to achieve Bronze accreditation and the aspect of this which is planning for Silver accreditation.</p> <p>Cluster</p>	<p>Rights Respecting School – continued school journey towards Bronze Award – incorporating planning for Silver Award.</p> <ul style="list-style-type: none"> • Staff development • Curriculum ideas • RRS Working Party (staff, children, parents, community) • Build into Vision, Values and Aims <p>Nurture – continued development of meaningful engagement with principles of nurture, linked to recovery and well-being.</p> <ul style="list-style-type: none"> • Revisit minimum expectations in 'the classroom is a safe place' • Audit and development 'Learning is understood developmentally' (linked to ASN CPD) <p>Emotionworks – a revised look at Emotionworks programme to ensure consistent delivery across the partnership and maximum impact on pupils and school ethos.</p> <ul style="list-style-type: none"> • Audit current position • Refresher of key aims and vision • CPD – for new and existing staff • Curriculum Well-being Event in Term 2 	<p>RRS – David</p> <p>Nurture – Vicky</p> <p>Emotionworks/Mental Health – Clare</p> <p>ASN refresh and DLD CPD – Christine SFLT</p>

Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>Cluster Priority 3 School Priority 3</p> <p>Raising Attainment in Writing</p> <p>NIF Priority Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being</p> <p>NIF Driver School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information</p> <p>HGIOS4 / HGIOELC QIs: 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3</p>	<p>Children Evidence improved writing. Children's engagement in writing improved. Children more able to discuss their learning win writing and what success looks like.</p> <p>Staff Staff more focused in teaching genre and skills.</p>	<p>Collegiate approach</p> <p>Small test of change - Focus on a piece of writing - assessed and moderated using Big Writing criteria. .</p> <p>Small working group to plan a two-week unit of work to improve skills. .</p> <p>Unit taught across the cluster.</p> <p>End of unit assessment assessed and moderated. .</p> <p>Working group to use data to discuss common format development.</p>	<p>Autumn 2, 2022 Agreed test of change, planning format and implementation agreed at school and across cluster. HTs Initial assessment completed prior to Christmas holiday. CTs Agreed moderation of samples. – data collated CDT for marking / moderation. HTs</p> <p>Spring 2023 In- service day presentation re test of change and learning plan. Teaching unit related to initial assessment – eg. Letter to persuade. Post unit piece of work assessed, moderated samples and analysis of test of change.</p> <p>Summer 2023 Agree next steps – school, cluster collegiate time. . To use the evidence to plan a common format for teaching of writing</p>

Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 4</p> <p>The Pedagogy of Play</p> <p>NIF Priority Improved attainment in Literacy & Numeracy Improved Health & Well-Being</p> <p>NIF Driver School improvement School leadership Teacher professionalism</p> <p>HGIOS4 QIs: 2.1, 2.2, 2.4, 2.6, 2.7, 3.1, 3.2</p>	<p>Parents have improved awareness of play-based learning and what this looks like in school.</p> <p>Staff are more confident in creating a play-based, numeracy and literacy rich environment.</p> <p>Children are engaged in learning and have opportunities to follow their own interests.</p> <p>Learning is visible and is documented in a meaningful way.</p>	<p>P1 transition meeting to include 'play' information.</p> <p>Classrooms are well resourced and are rich in numeracy and literacy experiences.</p> <p>Staff are using a range of methods to document learning e.g. profiles, floor books, IT (dojo)</p> <p>Play – forms part of Stage Planning Agenda – to be completed termly</p>	<p>Teachers and HT: Inform P1 parents about learning through play – at transition meetings and throughout year</p> <p>Regular dojo updates for parents 'annotating' the learning in the photos shown</p> <p>Audit of class environment – resources, use of space</p> <p>CT Peer support through stage planning to develop literacy and numeracy rich environment</p> <p>Documenting learning and next steps</p>

Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 5</p> <p>Developing Quality Assurance Procedures and Practices</p> <p>NIF Priority Improved attainment in literacy and numeracy</p> <p>NIF Driver School improvement School leadership Teacher professionalism Performance information</p> <p>HGIOS4 QIs: 2.1, 2.2, 2.4, 2.6, 2.7, 3.1, 3.2</p>	<p>During the period of Covid-19 pandemic, quality assurance has been less of a focus, especially during periods of lockdown. We now need to take a fresh look at quality assurance including reinstating previous practices and refining and developing new systems to inform improved attainment and school improvement.</p>	<p>A clear remit/agenda for stage planning meetings to ensure staff have opportunities for shared planning ideas, peer support, moderation, and professional dialogue around learning, teaching and assessment at key stages.</p> <p>Termly evaluations of Literacy and Numeracy to ensure continued progress for each class and individual and to ensure class teachers have the support required to deliver cohesive curriculum based on curricular principles.</p> <p>Class Learning Visits – to ensure high standards of learning and teaching.</p> <p>Peer Class Learning Visits – opportunities for staff to visit colleagues to develop a key focus of learning and teaching/CPD/professional development.</p>	<p>Vicky</p> <ul style="list-style-type: none"> • Stage planning • Class learning visit pro-forma and rationale • Lit/Num evaluations <p>Brogan</p> <ul style="list-style-type: none"> • Stage planning • Lit/num evaluations <p>Clare</p> <ul style="list-style-type: none"> • Lit/num evaluations