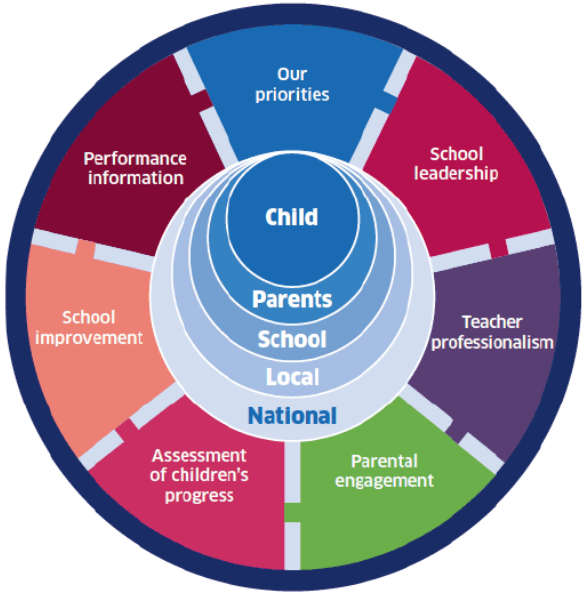
Dumfries & Galloway COUNCIL

Education and Learning Directorate

School / ELC Improvement Progress Reporting and Planning Return to Education and Learning (2022 – 2023)

School: Hoddom, Hottsbridge and Eaglesfield

Date:17th 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

Vision

At Hoddom, Hottsbridge and Eaglesfield Primary Schools, we work with partners to create a nurturing school of learning, where challenge is embraced, confidence is grown, successes are celebrated and pupils are prepared for life.

Values

Achievement

Ambition

Confidence

Contribution

Happiness

Growth

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Integrity

Positivity

Our aims

We work together to promote aspiration, attainment, personal development and a love of learning, by working with children to:

- create an inclusive, tolerant, supportive and respectful school community where the uniqueness of everyone is valued and celebrated.
- become confident individuals who work and try hard to help ourselves and others as we gain knowledge of our place in the world around us.
- have a "can-do" attitude and know that we will work together to achieve whatever we set out to inside and outside of school.
- look after body, mind and spirit to promote wellbeing and self worth.

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- be curious, enquiring, lifelong learners who always strive to do our best in order to achieve success.
- gain transferrable skills that we will need in the future.
- protect nature and our environment for the benefit of everyone now and in the future.

Review Date: December 2022

Review Activities (as appropriate)

Review term 1 and 2 22/23 session

- Steering group with pupils – Challenge questions from HIGIOURs 2 Theme 2 Teaching and Learning: What sorts of learning and teaching do pupils find enjoyable and challenging? What sorts of changes would they like to see? How can pupils contribute to improving learning and teaching
- Explore the purpose of learning with pupils and local stakeholders and parents/PC - Key questions – What do you think jobs will be like in the future when your child is starting his/her career? What are the 3 main purposes of school? What does a successful Primary Education look like for you?
- Pupil values – selection by voting using shoeboxes to remove influence of others.
- Parent values – by pupil survey set as homework.
- Explore opportunities for learning with local stakeholders and community – at Open Afternoon term 1.

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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.

2.1Progress against Previous Year's School Improvement Priorities

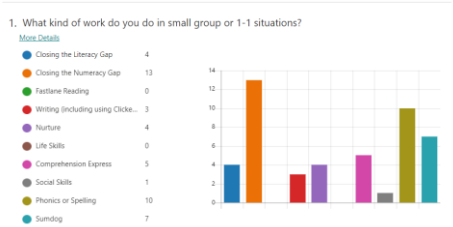
Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate *(Include evidence of impact.)*	Next Steps (Looking Forwards)
School Priority 1 **Improving Moderation Knowledge, understanding, and skills.** **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. **NIF Driver** Assessment of Children's Progress. (Trends in improvement over time) School Improvement (Success in raising attainment and achievement for all children)	Senior management staff created a self evaluation tool. Baseline self evaluation using repeat baseline questions. I am confident that there is a shared understanding of CFE agree 100% disagree 0% In school moderation is robust. Agree 0% disagree 100% Staff understand that current practice is not robust and seem keen to alter what we do. Shared moderation understandings –key messages re-iterated. Next steps identified – plan collegiately, create moderation policy. Build in sustainability. Staff investigated the moderation hub and discussed positives/negatives and takeaways and how we could use the hub to support moderation in our context. Staff chose what to investigate from the moderation hub and discussed in small groups within their settings. From this investigation we decided that we would set up a moderation team on Glow. This has been organized in levels with staff choosing the best fit for themselves. Non-contact time staff opted to work together so that they could share planning which met their needs and the needs of the learners in many contexts.	Repeat self-evaluation at the beginning of session 22- 23. Continue to use our moderation team to support moderation remotely – as we are a partnership this is a realistic expectation as it makes best use of time (removing the need to travel) Continue to refer to the Moderation Hub for best practice Dedicate time as part of the collegiate calendar to data interrogation including SNSA data. Staff to move towards evaluation of colleagues work rather than their own. Design a moderation calendar for session 22 23. Follow a cycle for a specific subject area (tbc) to

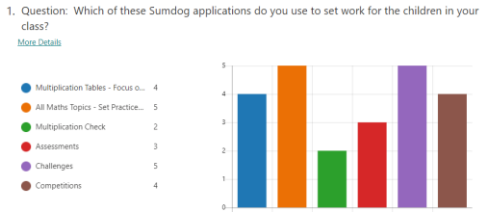
HGIOS?4 / HGIOELC QIs 1.1 Self evaluation. 1.2 Leadership of Change. 2.3 Learning, Teaching And Assessment. 2.4 Personalised Support. 3.2 Raising Attainment and Achievement.	SNSA professional development (part of whole cluster initiative) Interrogation of SNSA data. Led by Education Scotland, staff reflected on what data sources we have and how we use them (including SNSA data as part of the data set). Main messages for staff to take away. Collect the right data. Turn that data into usable information. Action new knowledge to make informed decisions. Carry out the informed decisions and evaluate impact. Organisation of moderation calendar. This was a challenging task for staff as it was a totally new process. There was considerable thought given to the natural "flow" of moderation. As a first attempt it covered what we needed it to cover rather than a cohesive moderation cycle. We aim to continue creating a moderation calendar but are conscious that this should not remove opportunistic moderation where CT's feel that this is necessary. Professional enquiry: Visible Learning for Teachers – John Hattie 2011 – The Flow of the Lesson: The Place of Feedback. Chapter 11 - Chosen because feedback is according to research twice as effective as other means of accelerating achievement. Some of the main messages that staff took away from professional reading " the aim of feedback is to bridge the gap between where pupils are and where they should be". "Time needs to be given to ensure that children read their feedback". "Children need to be taught that errors are not failures". "Do not mix praise with feedback more often than not I give praise which dilutes the feedback". Self-evaluation of planning documents – using/adapting self evaluation tools downloaded from the moderation hub. Staff comments indicate that further discussion is needed to improve the utility of partnership planning documents. Moderation exercise – writing. Staff really appreciate coming together and discussing what evidence there is in any piece of work. Conversation sparked self reflection. Most staff groups agreed about where the children had been successful and next steps: analysing data against CFE benchmarks. Moderation CT delivery – observation by peers. Focus was related to feedback (professional reading Jan 2022) Feed back shared peer to peer.	demonstrate reducing bureaucracy and efficacy. Continue to use professional reading to inform next steps and priorities. Staff to have the opportunity to feedback/feedforward their classroom practice. e.g. CT who has removed extrinsic rewards and instead is motivating learning through the use of puppets with learning superpowers. Continue to undertake moderation of classroom practice in trios. Same trios to plan, deliver, observe, feedback and develop next steps. Embed the moderation process and further build on the capacity and successes that we have achieved to date. Dedicate time for regular self-reflection. Embed the value that this is time invested in teaching and learning. Staff have done much of the preparatory work – its now time to self-evaluate with the pupils to see what their perspective is on their ability to know how to improve.

	SLT retain summary copy of feedback sheet. SLT have noted areas of good practice in relation to providing learner feedback/feedforward. Final self evaluation using repeat baseline questions. I am confident that there is a shared understanding of CFE 87% agree 13% disagree In school moderation is robust. 71% agree 29% disagree. Conclusions We have made considerable strides towards much more robust sharing of standards and expectations through our professional development and self-improvement with moderation processes. We have looked at various elements of the cycle. Staff have embraced new knowledge and new approaches. Staff are keen to used shared planning formats to reduce workload. Reflecting on the data which indicates that 13% of staff surveyed do not feel that there is a shared understanding of CFE, this may be because at the beginning of our journey we didn't know what we didn't know. We need to investigate where this does actually come to be sure of how we attain a broad and consistent knowledge of CFE with all teaching staff.	
Continue to develop nurturing ethos across our partnership. **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. **NIF Driver** School leadership Teacher professionalism Parental Engagement **HGIOS?4 / HGIOELC QIs**	Baseline self-evaluation with pupils indicates that • 90% of pupils recognise that they learn about their rights in school. • 90% of pupils enjoy being at school • 95% of pupils feel safe in school • All pupils feel respected by adults in school. • All pupils feel that the adults in school listen to them. • A few children are not aware of what they need to do to make improvements – we responded to this by investing in professional reading and development looking at feedback. Staff have identified next steps and these will be incorporated into the School Improvement Plan for moderation session 22 23. Baseline self-evaluation with staff indicates that • All staff feel that they are respected by others. • All staff enjoy working in the Hoddom, Hottsbridge and Eaglesfield partnership. • A few staff do not recognise the influence of pupil voice in decision making.	Next steps include working with children so that they recognise that they do influence decision making and that what they do will have local or global impact. A wider conversation about the influence of pupil voice needs to be considered to incorporate the 4 contexts of learning – the curriculum, wider achievement, IDL and the life and ethos of the school. Greater emphasis on linking nurture/RRSA/GIRFEC in the life and ethos of the school. Next steps: actioning the silver award plan.

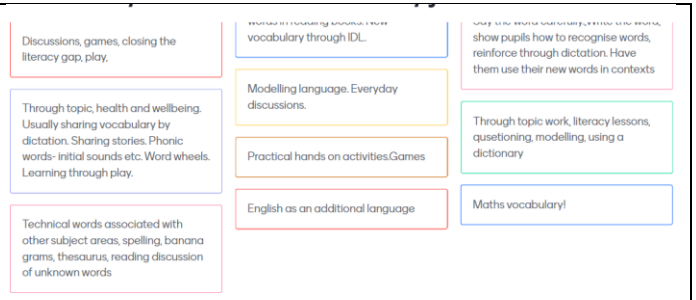
1.1 Self Evaluation 1.3 Leadership of Change 2.6 Transitions 2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion	 Pupils from the steering group – led raising awareness in the community at Eaglesfield Church. Pupils informed members of the public with the help of a Powerpoint and books that they had identified as being useful. Conclusions Bronze award applied for February 2022: awarded March 2022. Action plan in place for attaining silver award. All staff supportive of the initiative and facilitating pupil support. Regular update of displays (focus area the UNCRC right of the fortnight). across the partnership by pupils.	
School Priority 3: **Raising Attainment Numeracy** **NIF Priority:** Improvement in attainment, particularly in numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in employability skills and sustained, positive school-leaver destinations for all young people. **NIF Driver:** Assessment of Children's Progress. (Trends in improvement over time) School Improvement (Success in raising attainment and achievement for all children)	Hoddom Primary School staff approach: enquiry into mastery approaches. (to develop professional actions with delivery of TeeJay materials). Clarifying canvas set out aims, options and evaluation tools. Aims identified as: Staff understand and can share their understanding of the concept of maths mastery. Staff are familiar with TeeJay teaching resources and consult these prior to delivery of lessons. Staff state that they feel confident delivering the maths curriculum. **Leading to:** Children can explain their mathematical thinking using mathematical language. Children see themselves as successful and able in maths. Staff have developed a mastery Monday approach where children are supported to have meaningful and deep learning conversations about mathematical problems. Learning is scaffolded moving from concrete, pictorial to abstract concepts. Use of an anchor question allows pupils time to discuss and fully understand the concepts that they are working with. Personalisation and choice are built into the discussions as children explore using their prior mathematical knowledge. Approach promotes a growth mindset with learners. Staff recognise that current resources (numicon and other concrete materials) can be used to support the delivery of maths mastery approaches. Professional development – experimenting with bar modelling.	Next steps include evaluative learning conversations with pupils about the approaches being used. Professional discussion and actions to implement new pedagogies and teaching approaches based on the feedback. Monitor success over time through CFE levels and targeted support interventions using standardised assessment. Next steps include professional reading and research as to how to remove the barriers which have been identified and promote the skills that

HGIOS? 4 / HGIOELC? QIs: 1.3 Self-evaluation. 1.4 Leadership of Change. 1.5 Management of Resources to Promote Equity. 2.3 Learning, Teaching And Assessment. 3.2 Raising Attainment and Achievement.	Hottsbridge and Eaglesfield staff approach: enquiry into how pupils apply their knowledge of numeracy to solve wordy mathematical problems (also known as contextualised problems). Investigate how improved teaching and learning approaches can deepen knowledge and understanding and improve accuracy and understanding when solving contextualised problems. Professional discussion explored existing pupil strategies and the role of self efficacy (self belief being influential to success). Staff are beginning to apply the teaching and learning approaches which support success. Staff report that the increased opportunity for discussion is beneficial for learners. Eaglesfield and Hottsbridge and Hoddom Staff collegiately interrogated data – source SNSA 19/20 Themes surfaced – recurring theme – learners were not confident and proficient with wordy problem solving questions. Asking the why question staff considered academic research and international, national and local policy. Three themes were identified as challenging: self efficacy/language skills and reasoning. To inform our professional development Mrs Carter (SCI leader) consulted local partners to seek their views about problem solving in the wider world. Discussion gave rise to the relevant area for professional enquiry – effective questioning. Staff have identified 2 question types to focus on in their daily practice over the remainder of the term. This will be our starting point for ongoing professional enquiry session 22 23. Conclusions. Staff have a clear commitment to continuing to raise attainment in numeracy. Staff development with ASLA staff (which sits outside the SIP) in Closing the Numeracy Gap is ongoing. Strategies from CTNG are visible in learning areas. All staff are increasing mathematical discussion in their classrooms – numeracy launch pads (a D&G resource) Effective Questioning to support assessment in Numeracy and Mathematics are ways of facilitating this.	have been identified as enabling contextualised problem solving. Monitor success over time through CFE levels and targeted support interventions using standardised assessment. Re-establish workshops with parents of new P1 intake – Numicon games and building numeracy in the real world. Standardised assessment tools (numeracy) have been found not to be fit for purpose and need to be replaced. Share key messages with staff: https://worldofeducation.tts-group.co.uk/making-positive-mistakes-for-progress/?utm_source=dotdigital&utm_medium=email&utm_campaign=1083772_STEAM%20WK13%20Round%20Up%20ENGAGED_ALL&utm_term=BlogCtaMistakes&dm_i=4U16,N88S,289R8W,2TLIQ,1

2.1.1 Report on the impact of PEF ***(Not required for ELC if PEF has not been used for children in the nursery.)*** • **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?**	***(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)*** ***Targeted Interventions (Staffing and Resources)***  ***Quantitative Self Evaluation:*** ***P****upil equity funding (in association with local authority funding) has been used to provide staffing to provide a range of supports to pupils across the partnership. In line with the guidance provided to inform best value for money the principles of additionality have been actioned: although the Pupil Equity Funding is allocated on the basis of free school meal eligibility, professional judgement has been factored in to bring additional* *children into the targeted interventions and approaches. Self-evaluation demonstrated that ninety six percent of pupils expressed the view that they enjoy working 1-1 or in small groups. Eleven percent of pupils were not sure if they received feedback on the work that they completed during 1-1 or in small groups. Seventy percent of pupils stated that they would be able to explain next steps to an adult. A few children were worried that they were missing out on" in class" experiences. Resources to support delivery of targeted support - Comprehension Express have been well received. Staff feedback indicates that the resources have provided a structured approach which encourages learners to use strategies to find literal, inferred and evaluated information.* *Analysis of data demonstrates:* *Closing the Literacy Gap - All pupils sampled stated that they enjoyed using Closing the Literacy Gap and that the programme helped them to learn and take strategies back into the classroom.* *Closing the Numeracy Gap – 92% pupils sampled stated that they enjoyed using Closing the Numeracy Gap and that the programme helped them to learn and take strategies back into the classroom.*	

	Writing Support All pupils sampled stated that they enjoyed using Clicker to support writing and that the programme helped them to learn and take strategies back into the classroom. *Nurture Initiatives - Boxall Assessments in conjunction with professional teacher judgement based on qualitative self-evaluation demonstrates improvements in children's ability to self-regulate and make reasoned choices.* *Comprehension Express All pupils sampled stated that they enjoyed using Comprehension Express and that the programme helped them to learn and take strategies back into the classroom.* *Phonics and Spelling Support. All pupils sampled stated that they enjoyed the phonics/spelling programme. Seventy-eight percent of pupils sampled said that the programme helped them to learn and take strategies back into the classroom.* *Targeted support initiatives. Next steps include conversations which include staff and pupils about timetabling of learning and exploring the view that the child is at the centre. We also need share explicitly with children when we are giving feedback which informs next steps in learning and asking the child to put this into their own words as a plenary of learning.* *This has been a disappointing year as we have not been able to demonstrate gains made – this is due to inconsistent assessment due to staff changes. To address this SLT to consider options for improvements following discussion (HT and SFLT – Elaine Callander)* ***Sumdog (Purchase App)***  ***Quantitative Self Evaluation:*** *Pupil equity funding has purchased Sumdog session 21 22. This application is particularly good value for money due to a reduction in cost per pupil negotiated by the Local Authority. Staff use a wide variety of applications. Self-evaluation shows that satisfaction ratings range between 4.00 and 4.67. All staff felt that children enjoyed using Sumdog and that it was beneficial. All staff used the application regularly – between 1 and 4 times per week. Staff commented on their own approaches to using the platform and how they use it to incentivise learning. Consider I-pads as a means of increasing access to this platform as this would not require network logins which would be particularly beneficial to our youngest pupils. All pupils sampled enjoyed using the Sumdog App. Eighty-three percent of pupils sampled stated that they felt that Sumdog helped them in their learning and could take the skills back into the classroom setting.* ***Word Aware (Purchase Resource).*** ***Qualitative Self-Evaluation.*** *School staff (who have experience of Word Aware recommended this approach). Supported by speech and language therapy, staff engaged in a first look at the Word Aware Programme. Each school purchased word aware support literature which is appropriate for age and stage. Staff self-evaluated their own vocabulary pedagogy approaches and elected an area to incorporate into specific vocabulary development. There has*

been no opportunity to engage further with this programme this session.
Existing Pedagogies to teach vocabulary. August 2021.



Rights Respecting School Award (staffing and resources)
Qualitative Self-Evaluation : *Consistent with promoting equity for all learners; pupil equity funding has supported school improvement initiatives: Rights Respecting School Award. Funding was used to subscribe to The Rights Respecting Schools Award. Hoddom, Hottsbridge and Eaglesfield negotiated best value for money - applying as a partnership (rather than individually). This gave our partnership access to all the benefits and support needed to succeed with attaining the Award. Hoddom, Hottsbridge and Eaglesfield attained Bronze Award in February 2022 and we are currently progressing towards attaining the Silver Award. Resources (such as staff, books, puppets, land preparation) have been purchased to support each school.*

Maths Enquiry (collegiate/professional discussion)
Qualitative Self-Evaluation: *In line with the intention to close the attainment gap Pupil Equity funding was also used to purchase time to and the enhance collegiate and professional discussion and strategic thinking. Self-evaluation demonstrated that Staff valued this opportunity to have space and time to think and feel that it resulted in positive changes in pedagogy which are beneficial for the learners in their class. Next steps identified include investigating explicit teaching of contextualised problem solving strategies, the role of self-efficacy, the use of concrete materials to scaffold learning and moving to pictorial scaffolding through bar modelling.*

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?** **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 • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	There is a clear commitment to the vision, values and aims in the context of the partnership. The Senior Leadership Team and staff have high expectations of all learners experiencing and being successful. This is demonstrated in in depth learning conversations with our pupils, pupil self reflection in activities such as the Glasgow Motivational Scale and tailoring of the HWB programmes of study, restorative behaviour approaches, pro-active supportive strategies such as positive handling plans being in place. Professional discussions about the Glasgow Motivational Scale highlight the challenges for assessing the wellbeing of infants using this model. HMI during the recent recovery visit identified a lack of consistency in school HWB strategic planning. School values are apparent and demonstrated through staff within all staff/parent/pupil dynamics. Partnerships are at the centre of our work with pupils and their families and the wider community. This is demonstrated in the life and ethos of the school, for example during assemblies, in school dining, positive relationships being modelled, active listening with all our partners, giving and	Due to the proposed review as part of the transformation event - partnerships and school management arrangements, our partnership did not engage with our stakeholders this year to re-evaluate the school rationale. This will be addressed session 22 23 regardless of any impending changes which may be resultant from the review. Develop assessment tool for using with infants (digital format for ease of recording. Track HWB over time to monitor patterns and/or make connections with events inside or outside of school. Pupils need to have a greater understanding of the shanarri indicators. This will form part of our planned religious observance this session with every class planning and delivering an assembly. This will provide us with the opportunity to reflect on our HWB programme of study in preparation for redesign in future academic sessions.	4

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? 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
	receiving respect, increasing responsibilities with seniority within school (pupil council chair/liaising with parent council, representing the school in the wider community, contributing to school life e.g. pupil led chess club and pupil participation at review of Digital Schools Vision, Values and Aims) Senior leaders in the school community promote and support innovation, creativity and practitioner enquiry which lead to positive change. Examples of this are self-reflection around the use of praise as feedback leading to a new approach with learning superpowers to motivate, ASLA staff undertaking self-directed learning and the feedback from their new knowledge and understanding being shared with teaching staff with suggestions for breathing exercises to create calmer classrooms, the use of wakelets to reduce bureaucracy with composing newsletters, working with parent council members to improve opportunities for pupils. The SLT work to build capacity at all levels of the school community e.g. supporting Into Headship/clerical staff administrators on twitter account/making use of specialist knowledge (consultation around the self-evalution MFL survey). The SLT work well with wider partners who have specialist knowledge which supports the work of the schools. E.g. invitation to J McGill and A Stevenson to take part in review of Digital Schools Vision Values and Aims and mission statement.	As we learn more about rights as we study the UNCRC we recognise that that there is a much wider range of values that we are working to embed in our school culture and that the children need to be involved in the learning, sharing and teaching process. This gives an opportunity for pupil voice and pupil participation through UNCRC steering groups and/or the Pupil Council. There is an opportunity to incorporate a greater emphasis on the impact on the learner through the development of more emphasis on the benefits for the learner in School Improvement Planning targets. There is an opportunity to develop the 4 capacities through incorporating opportunities for personal achievement into the annual partnership events calendar. Looking outward will also give our partnership the opportunity to see how other schools and settings celebrate personal and wider achievement. We intend to begin to engage with some of the recommendations in the OECD report **Scotland's Curriculum for Excellence Into the Future**. E.g. there is an opportunity to build the 4 capacities into discussions with individual pupil self-evaluation which is timetabled in the monitoring calendar X 3 per year.	

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? 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
	Sharing values through discussion of rights has highlighted the importance for pupils to celebrate their culture, diversity and individuality. CT reports that a pupil was delighted to be asked about her nationality and her mother tongue – Bulgarian – the smile on her face reflected her feelings of pride and recognition and being included. In our nurture group staff report that social skills are being positively impacted with children better able to share/take turns/use polite manners/and play co-operatively. Boxall baseline and final self evaluations do not reflect the improvement that we see in children's ability to focus and their resilience. Professional discussions around improvements in individual behaviours do demonstrate limited improvement. We successfully have used and continue to use the moderation hub as a source of professional knowledge and to support professional actions: moderation cycle into our practice. We are proactive in our engagement with current research and best practice. Staff have engaged in professional conversation about the OECD report **Scotland's Curriculum for Excellence Into the Future** and have considered implications for practice. We have noted where recommendations overlap with our current practice. The question raised about breadth and depth of learning in the report is (as of session		

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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**
	21/22) being monitored in curriculum planning feedback with staff.		
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	Following dialogue with staff, SMT better understand the barriers to returning data to the SMT for tracking purposes. As a result of dialogue SMT now email all staff on the 1st of every month to provide a reminder about assessments which are being tracked in the month. Staff have reported that they find this helpful. Tracking is more robust as a result. This has a positive impact on early intervention and timely conversations with parents and guardians about how we can work together to support attainment, achievement and build confidence. The majority of learners are actively involved and engaged in their learning. They are eager participants and interact well during activities within the classroom. We are using a variety of key events through the course of the year to provide a platform for learning events including the promotion of digital literacy using a variety of engaging contexts such as inviting visiting specialists into the schools, engaging with active schools co-ordinators, taking part (and achieving success) in competition such	In some classes, children find it challenging to work well in small groups and show the skills of collaboration. There is an opportunity to use the Rights Respecting School input/working with others materials/outdoor learning opportunities/learning for sustainability and nurture group foci to further develop co-operative skills. There is an opportunity to share staff knowledge and expertise across the partnership which would enable a greater proportion of pupils to take part in competition. Staff have identified that there is scope for a greater consistency with the use of skilled questioning to promote Higher Order thinking skills. Questions need to focus on the skills being developed rather than the learning undertaken.	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? 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
	as Sumdog national and local contests, world book day, using digital platforms to share performance with parents and partners and to enter local competitions: Christmas performances/Burns Competition and the Dumfries Music Festival. Templates for monitoring teacher mid-term plans have been revised this session and now provide an opportunity for staff to readily see balance and breadth across the curriculum and incorporate these principles of curriculum design into their annual overview of learning and teaching.	Some assessment tools were developed several years ago. Self-evaluation will enable refresh of the tools and professional conversation which ensures consistent approaches, delivery and evaluation. Examples of these tools are the phonics assessment for P1 and P2 pupils.	
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	RRSA Baseline self-evaluation with pupils indicates that • 90% of pupils recognise that they learn about their rights in school. • 90% of pupils enjoy being at school • 95% of pupils feel safe in school • All pupils feel respected by adults in school. • All pupils feel that the adults in school listen to them. Most young people have a good awareness of the importance of healthy lifestyles. This however is not always transferred to snacks and packed lunches that are brought into school.	Staff have identified that more could be done to raise the profile of our respect for all agenda: we are keen to work towards all children enjoying and feeling safe in school. There is an opportunity to develop a tool which monitors incidents where children feel unsafe with the intention of analysing data to understand and address concerns. There is an opportunity to focus on healthy eating in school at snack times. Our partnership will investigate how pupil equity funding may be used to support this.	3

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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**
	The Covid 19 pandemic has negatively impacted on attendance this session. A few children have had prolonged absence from school due to concurrent infections within households. Where children have been absent and have not felt unwell, work has been provided by class teachers to support continuous teaching and learning. Average attendance levels for the partnership are in excess of 92%. The school leadership team use the management information system – Seemis – to record relevant wellbeing and safeguarding issues. The school leadership team undertake a self evaluative exercise each session to identify training needs. Staff feel that the last 2 years have been very challenging as a result of Covid 19. Pupil readiness to learn has been affected and this has impacted on staff HWB.	All schools will continue to monitor absence levels on a monthly basis and reach out to parents to provide support to pupils as required. Where appropriate, advice and support will be sought from our partner agencies. There is an opportunity for better alignment of PRD and Self-evaluation using the Girfec Skills framework: incorporating safeguarding CLPL into the professional review conversations and agreed developments. Professional development and monitoring of the use of seemis applications will be included in the monitoring calendar. SLT will audit staff HWB; this will inform the creation of strategy document designed to support all aspects of HWB.	
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time*	Most pupils are attaining CFE levels in reading and listening and talking. The majority of pupils are attaining CFE levels in writing and numeracy.	Professional learning last session, provided HHEF an opportunity to deliver closing the numeracy gap support and input with learners. Our baseline and final assessment standardized tools are not sufficiently responsive to ensure accurate assessment at the lower stages of School. We will investigate and purchase an	3

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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? 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
• *Overall quality of learners' achievement* • *Equity for all learners* **3.2 Securing children's progress (<u>for Early Learning Childcare)</u>** • *Progress in communication, early language, mathematics, health and wellbeing* • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*	Progress and achievement is supported by a range of standardised assessments, moderation, professional transition and attainment conversations. Planning documentation (in the majority cases) makes reference to the CFE benchmarks. Targeted support is discussed during support for Learning conversations with CT''s and during attainment conversations with HT. Targeted support and interventions are decided collegiately with input from staff. Support for learning staff discuss planned interventions with parents. Parental feedback is incorporated into IEP's, ASLP's, child plans and targeted support packages which are funded by pupil equity funding. Staff at Hoddom Primary School have conducted a teacher led enquiry into the role of mastery in numeracy. Staff report that Mastery Mondays are having a positive impact on numeracy and problem solving skills. Staff across the partnership have used collegiate time to investigate barriers to children achieving success in wordy mathematical problems. Work is ongoing – staff are investigating bar modelling and self efficacy as a means of improving outcomes for learners. Most children contribute well to the life of the school and to their wider community. This is demonstrated through volunteering to be part of	alternative standardized assessment tool which more effectively tracks progress and achievement and impact of interventions Some planning documents for IDL make reference to SALs and require to be updated to reflect measure of progress against the CFE benchmarks. There is an opportunity to monitor extra-curricular and curricular opportunities supported by school and the parent council with a view to tracking the benefits in terms of personal and wider achievement. Parental involvement is an important aspect of our nurture programme that has due to Covid restrictions been missing over the last 2 years. We expect that there will be an opportunity to invite parents back into school to see "nurture in action" and celebrate success with their children.	

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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**
	groups such as pupil council, the RRSA steering group, competitions such as the Burns competition and the Dumfries Music Festival and celebration days like World Book Day (dressing up) The school works very well with parent councils to fund extracurricular opportunities such as athletics, golf and curriculum opportunities such as cinema trips and workshops. Our nurture programme at Hoddom Primary is open to pupils across the partnership. Individual support plans are designed meet individual needs and are evaluated regularly. Baseline and ongoing self-evaluation inform next steps. Nurture group activities are having a positive impact on pupils' social skills however there is scope for further improvement. Staff would benefit from greater involvement in the planning of strategic targeted interventions. In order to support this we have changed the organisation and structure of our attainment conversations to incorporate an initial conversation using shared tracking data considering individual and whole cohorts of pupils.	SLT will read newly published Better Relationships/Better Learning document A FRAMEWORK FOR DEVELOPING RELATIONSHIP-RICH SCHOOLS IN DUMFRIES AND GALLOWAY. This will form a platform for creating an HHEF policy document for embedding nurture for the whole partnership We need to consider the most vulnerable year group for negative impact due to Covid 19 – P4 pupils (this session). To be discussed with SLT and likely to include the planning strategic targeted interventions for individual pupils who benefit from pupil equity funding and those who do not.	
2.2 Curriculum: Theme 3 Learning Pathways	Our curriculum is grounded in a commitment to securing children's rights and the wellbeing of our whole school community. We have submitted our application for bronze award and have a clear route planned to gain the silver award.	Our curriculum rationale will be refreshed session 22 23, simultaneously with the refresh of our school rationale.	

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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? 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
	Our curriculum development priorities are based on self-evaluation by our school community. Our curriculum planning documentation includes the principles of curriculum design and keeps the principles of curriculum design central to the planning process. We are committed to the empowerment agenda. Through continuous professional learning, staff are encouraged to undertake professional enquiry which takes account of best practice and current research. Staff have engaged with the recommendations from the OECD report and provided feedback which informs this summary of progress and next steps. We work closely with colleagues and community to plan and deliver our curriculum. Examples include working with the local minister to deliver time for reflection assemblies and working with pupils, partners, and experts to update the digital school rationale. Moderation processes which we are establishing as part of our school improvement planning include self-evaluation of the curriculum. In the current economic, political and post pandemic climate, we are aware of the concerns		

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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
	of our school community and working with our school community to minimise impact on individuals and the wider community through promoting sustainability, creativity and enterprise. Examples of enterprise include Primary 7 pupils using their skills for learning, life and work to raise funds for the P7 leavers trip. Examples of creativity/enterprise include all children making a named piece of framed artwork which has been displayed locally at The Bridge and raised funds for school. Examples of sustainability include global citizenship such as active engagement with the Ukrainian Appeal organised locally by the community council. Examples of equity include undertaking impact assessments of initiatives that we undertake. Following recent HMI supportive visit we have considered the curriculum design of our IDL programme of study. It is now time to refresh this programme with shorter, more engaging learning opportunities which increase pupil ownership and pupil voice and outdoor learning opportunities.	Refresh of curriculum for IDL session 22 23	
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	School staff at all levels have very strong relationships with the pupils and their parents and guardians and carers. Targeted support is offered to children who have identified singular or multiple needs. Families and children have regular opportunities to engage with and discuss next steps in learning	We will reach out to parents to better understand the barriers to some parents not attending learning conversations. As restrictions are removed following Corona Virus 19 pandemic, partnership schools can now build on the digital work that was put in place last session. Phonics input with new P1 parents has always been very successful. There is now an opportunity to work with parents to share how play using everyday objects and mathematic concrete materials such as numicon can improve	

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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? 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
	and create targets in conjunction with staff. 85% of pupils' parents/carers attend learning conversations. Our 4 question format focuses learning conversations of priority areas for families. We recognise that parents may at times wish to discuss concerns without their child present – we encourage parents to use this service in addition to learning conversations. All schools have an active parent council. School staff and the senior leadership team work closely with the parent council to provide resources and opportunities for all pupils. Equity of provision and opportunity is an important value that all parent council members share. Health and wellbeing has been a central focus this session with outdoor learning opportunities and play being important in this recovery period. School parent councils have supported recovery by providing playground equipment and curriculum resources. collaborative work with "Active Schools Co-ordinators" has supported these initiatives. We had expressed a commitment last session to recommence workshops with parents – this has not been possible this session due to ongoing Corona Virus restrictions. To meet needs for transition events we used digital means. We	numeracy with our youngest pupils. Additional support for learning assistants will be included in these information sessions.	

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	produced and shared a series of transition into P1 videos with parents and carers.		

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** **(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)**
School Priority 1 **Improving Moderation Knowledge, understanding, and skills.** **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. **NIF Driver** Assessment of Children's Progress. (Trends in improvement over time) School Improvement (Success in raising attainment and achievement for all children) **HGIOS?4 / HGIOELC QIs**	Moderation process embedded at partnership and individual school level. Staff take opportunities to moderate work to enhance/support professional judgement or when they are unsure (opportunistic moderation) Staff are aware of and follow the continuum of the moderation process – planning/delivery of lessons/assessment/feedback and reflection. Staff keep up to date with best moderation practice and are able to discuss with the wider educational community. Staff use a variety of assessment tools to support professional judgement.	Moderation calendar created – within the working time agreement and inset days. Staff plan IDL collegiately within the working time agreement and where agreed locally outwith the working time agreement on a TLC style arrangement. Staff engage with moderation work and actively reflect on their learning and incorporate their reflections into professional actions. 1 proposed cycle for moderation planned – responsibility of all to be a core area. Maths would link to cluster priorities for moderation. HWB would work well with priorities identified in HMI supportive visit Professional reading incorporated into professional development and recap key messages. Attainment conversations with staff incorporate professional conversations about data and how it is used. E.g. Accelerated Reading/Sumdog/SNSA/York and Sandwell Assessment.	Shared responsibility SLT Collegiate HHEF development Cluster development Inset days Management Time TLC (by agreement with staff) Completed by April 2023.

1.5 Self evaluation. 1.6 Leadership of Change. 2.3 Learning, Teaching And Assessment. 2.4 Personalised Support. 3.2 Raising Attainment and Achievement.			
Continue to develop nurturing ethos across our partnership. **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. **NIF Driver** School leadership Teacher professionalism Parental Engagement **HGIOS?4 / HGIOELC QIs** 1.1 Self Evaluation 1.3 Leadership of Change 2.6 Transitions	Embed UNCRC into life and ethos of the school. Attain RRSA Silver Award Promote pupil voice Promote pupil participation	Continue Right of the fortnight in the classroom setting. Steering group created. Rights to be included in life and ethos of the school – through assemblies and 7 golden rules of pupil participation. Create timetable for meetings of steering group (supported by asla staff in other schools) Create baseline and final assessment tool to use with children considering knowledge, understanding, discussion of UNCRC articles. Co-create activities for attaining RRSA silver award. RRSA – sharing progress with school community. Pupil participation – staff development: https://education.gov.scot/improvement/documents/learner-participation.pdf Staff development: Explore what pupil participation means in our context: Mixed messages through overlaying of policy – e.g. Pupil_participation_in_Scottish_schools_How_far_ha.pdf	Lead – Hottsbridge PT Collegiate HHEF development. Flexible time within working time agreement. Inset days Management time. Completed by April 2023. .

2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion		Working with children so that they recognise that they do influence decision making and that what they do will have local or global impact. X reference Curriculum Rational and School Rationale. Celebration of successes. Organise "journal of journey" - ? Digital format. Share with partners. Final self-evaluation. Apply for accrediation for silver award.	
School Priority 3: Raising Attainment: refresh curriculum Yr 1 IDL **NIF Priority:** Improvement in attainment, Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in employability skills and sustained, positive school-leaver destinations for all young people. **NIF Driver:**	The Refreshed Narrative on Scotland's Curriculum launched in September 2019. HHEF will refresh our IDL curriculum with the aims of • Maximising and developing opportunities to meet the aspirations of our learners; • stimulate fresh thinking about HHEF IDL opportunities. • engage in professional dialogue in curriculum design and inspire, share and nurture innovation. Adapted from Education Scotland (2020): Interdisciplinary Learning: Ambitious Learning for an Increasingly complex world n/p : Scotland's Curriculum for Excellence: Into the Future | en | OECD	Redesign Curriculum rationale to update and repurpose for post pandemic priorities – equity and excellence. Explore why IDL refresh is relevant in our context. Stimulus for professional discussion https://education.gov.scot/media/mkomulen/interdisciplinary-learning-thought-paper.pdf Looking outward Looking inward Looking forward Analysis of current practice e.g. Bin/Bag/Build (using examples from best practice) RIC's (Education Scotland) Curriculum design cycle https://education.gov.scot/media/5a2bwmnl/nih326-case-studies-in-detail.pdf	HT to lead Relevant as this will inform IDL refresh. Lead – EF PT. Collegiate HHEF development Inset days Management Time Completed by April 2023.

School Improvement (Success in raising attainment and achievement for all children) **HGIOS? 4 / HGIOELC? QIs:** 1.7 Self-evaluation. 1.8 Leadership of Change. 1.5 Management of Resources to Promote Equity. 2.3 Learning, Teaching And Assessment. 3.2 Raising Attainment and Achievement.		Answer key questions– What impact do we want to have? What problems are we trying to solve? What changes can we make that will result in improvement? How will we know if we are having the desired impact? Resdesign IDL Programme of study incorporating key themes identified in key questions for YR 1	