

# School Improvement Planning Returns to Local Authority (2019 - 2020)

**School:** Garlieston / Whithorn Partnership

**Date:** May 2019

## 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 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

Garlieston and Whithorn Primaries work as a partnership while still keeping their own identity. At Garlieston and Whithorn we put our children first every time. We aim for every child to achieve their full potential through providing a challenging, safe and nurturing learning environment where diversity and success are celebrated, mutual respect among adults and children is practised, and where parents and caregivers are seen as valued partners. We aim to provide our children with the foundations for life-long learning which will enable them to enrich the community.

- We value our school and community
- We value honesty even though it is sometimes difficult
- We value respect for all: individual abilities, personal beliefs, ethnicity and gender
- We value learning: enthusiasm, motivation, determination and achievement
- We value our environment both locally and in the wider world
- We value ourselves
- We value each other
- We value success: participate in extra-curricular activities and celebrate wider achievements
- We value effort and enterprise

**Review Date: February / March 2019**

#### **Review Activities (as appropriate)**

Staff and Pupil discussion.

Parent Council and Local Councilor discussion.

Parent/Carer Body asked for opinion and any further suggestions through a return letter.

Findings then circulated to all parents/carers and finalised Vision, Values and Aims are above.

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

## 2. School Improvement Progress Report

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

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

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

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>School Priority 1:</b> <b>Raised attainment / Closing the Gap / Achievement of a Level in Numeracy and continued progression in Literacy and STEM subjects.</b></p> <p><b>NIF Priority</b> <b>Improvement in attainment, particularly in literacy and numeracy.</b> <b>Closing the attainment gap between the most and least disadvantaged children.</b></p> <p><b>NIF Driver</b> <b>School Leadership, Assessment of Children's Progress, School Improvement, Performance Information.</b></p> <p><b>HGIOS? 4 / HGIOELC? QIs:</b> <b>1.3, 1.5, 2.3, 2.4, 3.2</b></p>	<p>Our main focus this year in both <b>Garlieston</b> and <b>Whithorn</b> has been to raise attainment in Literacy and Numeracy by targeting support to pupil need, PEF attracting and Care Experienced pupils. Through continued use of the literacy resources and strategies, PM Benchmark Reading Scheme and Comprehension Cards, Phonic Readers, First News, Accelerated Reading and Reciprocal Teaching, staff have been able to organise resources to target needs throughout the schools. All pupils have made progress. Most pupils are on track or beyond as can be seen from the tables below. <b>PEF Attracting &amp; Care Experienced</b> pupils have made very good progress in all areas of Literacy and Numeracy. Writing needs to be further targeted next session in P5-7 in <b>Whithorn</b>. Next year's P2-4 in <b>Whithorn</b> have maintained their levels in writing; P4 having been the first cohort to be exposed to BIG Writing Adventures since P1. New resources have been purchased in <b>Garlieston</b> and <b>Whithorn</b>; new novels for Accelerated and Reciprocal Reading and new concrete materials, on-line programmes and textbooks for Numeracy and Maths which has seen an increase in attainment. However, the new Numeracy resources need longer to be embedded to measure improvement.</p> <p><b>Whithorn</b> and <b>ELC</b> have continued with TLQ this year and again the results have been good. L &amp; T attainment in P1 is 100% - an identified group of pupils had inputs in Nursery and others were targeted in P1. Outdoor developments in <b>ELC</b> have also contributed to an observed improvement in L &amp; T as well as social interaction, sharing and co-</p>	<p>Continue to focus on Literacy (Writing) and Numeracy/Maths with a view to further raising attainment while maintaining L &amp; T and Reading.</p> <p>Review progressions for Literacy and Numeracy/Maths and produce child friendly PLP progressions which are regular working documents. Involve pupils in choosing assessment pieces to include in their PLP.</p> <p>Provide time for staff to develop confidence in new materials purchased for Numeracy/Maths and to embed these into practice.</p> <p>Target groups and individuals through tracking meetings and tracking system.</p> <p>Continue to include LAs in decisions about targeting and in</p>

operation skills development. There are now more opportunities in [ELC](#) to provide activities to further develop Literacy and Numeracy.

Our partnership monitoring and tracking system is working as attainment has been raised and the gap is closing through targeted supports across the year. All staff in both schools are aware of pupil needs and are all invested in improving attainment for all. Through moderation staff are more confident in setting an expected standard throughout the partnership.

### Whithorn

#### Literacy and Numeracy percentages by class on track or beyond at June 2019:

Class (Pupils)	L & T	Reading	Writing	Numeracy
P1 (13)	100%	92%	92%	92%
P2 (16)	81%	88%	81%	88%
P3 (9)	89%	89%	89%	89%
P4 (14)	86%	93%	71%	86%
P5 (8)	88%	88%	63%	88%
P6 (19)	90%	90%	68%	74%
P7 (16)	100%	94%	88%	88%

### Garlieston

#### Literacy and Numeracy numbers on track or beyond at June 2019:

Class (Pupils)	L & T (Pupils)	Reading (Pupils)	Writing (Pupils)	Numeracy (Pupils)
P1 (2)	1	1	1	1
P2 (2)	2	2	2	2
P3 (1)	1	1	1	1
P4 (1)	1	1	1	1
P5 (2)	2	2	2	2
P6 (2)	2	2	2	2
P7 (3)	3	3	3	3

#### Literacy and Numeracy percentages by school on track or beyond

discussions about pupil progress.

Continue to look for and provide opportunities for development through STEM subjects and collaboration with RAiSE Team and by bringing experiences to school when appropriate.

Put Technology programme into practice and resource where necessary.

Continue working with community links. Continue to develop links with the Whithorn Trust through planned activities and Wider Achievement Programme.

Continue TLQ.

Continue Moderation programme.

Continue to link opportunities offered in Wider Achievements to Developing the Young Workforce.

Continue to develop as Eco-Schools including [Garlieston](#), [Whithorn](#) and [ELC](#).

between August 2018 and June 2019:

<b>Whithorn (Pupils)</b>	<b>L &amp; T</b>	<b>Reading</b>	<b>Writing</b>	<b>Numeracy</b>
<b>P1-P7 (90) August 2018 on-track or beyond</b>	<b>71%</b>	<b>64%</b>	<b>64%</b>	<b>64%</b>
<b>P1-P7 (95) June 2019 on-track or beyond</b>	<b>89%</b>	<b>90%</b>	<b>79%</b>	<b>84%</b>
<b>Increase in Attainment</b>	<b>18%</b>	<b>26%</b>	<b>15%</b>	<b>20%</b>
<b>PEF &amp; Care Experienced</b>				
<b>P1-P7 (21) on-track or beyond</b>	<b>48%</b> <b>(10/21)</b>	<b>43%</b> <b>(9/21)</b>	<b>43%</b> <b>(9/21)</b>	<b>38%</b> <b>(8/21)</b>
<b>P1-P7 (26) June 2019 on-track or beyond</b>	<b>77%</b> <b>(20/26)</b>	<b>81%</b> <b>21/26)</b>	<b>54%</b> <b>(14/26)</b>	<b>69%</b> <b>(18/26)</b>
<b>Increase in Attainment</b>	<b>29%</b>	<b>38%</b>	<b>11%</b>	<b>31%</b>

<b>Garlieston (Pupils)</b>	<b>L &amp; T</b>	<b>Reading</b>	<b>Writing</b>	<b>Numeracy</b>
<b>P1-P7 (12) August 2018 on-track or beyond</b>	<b>92%</b> <b>(11/12)</b>	<b>92%</b> <b>(11/12)</b>	<b>92%</b> <b>(11/12)</b>	<b>92%</b> <b>(11/12)</b>
<b>P1-P7 (13) June 2019 on-track or beyond</b>	<b>92%</b> <b>(12/13)</b>	<b>92%</b> <b>(12/13)</b>	<b>92%</b> <b>(12/13)</b>	<b>92%</b> <b>(12/13)</b>
<b>Increase in Attainment</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>PEF</b>				

	<b>P1-P7 (4) on-track or beyond</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	
	<b>P1-P7 (4) June 2019 on-track or beyond</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	
	<b>Increase in Attainment</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	
<b>School Priority 2: Parental Engagement</b>  <b>NIF Priority Improvement in attainment, particularly in literacy and</b>	<p>We continued to enrich experiences in Music and by bringing STEM subject experiences and Drama to schools. Staff have attended music and science CPD. Resources for science have been purchased using Edina Trust funding and which are in line with topics. TWIG/TIG-TAG provide visual aids and practical activity ideas to teach topics. Living in a rural setting (SIMD1) travel to see these things is too expensive and thus provides opportunities for all to see and experience science. Charanga music training continues to provide a stimulating context for teaching music which, on observation, children enjoy and make progress. This has a bearing on Health and Well-being within the school. Eco-Schools Plans link to these and <b>Garlieston</b> and <b>Whithorn</b> are on the way to renewing their Green Flags next session. <b>Whithorn</b> have been recycling old books and have sent them to a third world country.</p> <p>Visible Learning (VL) training took place this year for all staff. The partnership has its own SMT support and 2 Impact Coaches who have worked with staff and the VL team to develop an Action Plan for next session based on school need and which ties into SIP. Training so far has helped to raise attainment as staff are becoming more focused on learning paths for pupils which is beginning to impact on their ideas of how they would like to progress their learning which is fostering confidence and independence.</p>					<b>ELC</b> – Stay and Play will continue next session. Book Bug will continue next session – new books needed to further resource.

**numeracy.  
Closing the attainment gap  
between the most and least  
disadvantaged children.**

**NIF Driver  
Parental Engagement**

**HGIOS? 4 / HGIOELC? QIs:  
1.3, 1.5, 2.3, 2.4, 2.5, 3.2**

from parents/carers asking how they can help their child at home. Younger siblings attending makes school less intimidating for them when their turn comes to join school and leads to successful transitions into school. Parents/carers and children have become more familiar with staff and other children in an informal setting which parents/carers have said makes school more open and they feel they can come in and ask anything they feel they need an answer to or need help with. ELC has found this more difficult to manage this year due to staff absence and changing staff.

ELC will continue with Book Bug next session as this year has been successful. Most children take books home and enjoy them with their parents/carers. It has been observed that children are showing more interest in the book corner and are retelling familiar stories.

ELC outdoor development has been hugely successful this year with new constructions, e.g. bus, motorbike, outdoor classroom, mud kitchen, music area, etc. This has been done with the help of parents/carers and community working together with ELC staff. Parents/carers and community have been involved in fund raising, applying for funding and construction. Children are applying language and Maths skills in the mud kitchen, are being creative with the loose parts area and are using more creative language and are more active and developing gross motor skills.

ELC parents/carers have also been involved in PEEP which is well attended and provides an opportunity for parents/carers and their children to come together informally and aims to support families with their children's early learning in an enjoyable way.

Parent/ Carers are involved in Garlieston, Whithorn and ELC through curriculum open events which are well attended and Learning Conversations. These have worked well this year and, again, parents/carers like these and felt more involved in planning learning with their children as was evidenced from the parental consultation. Progress and targets, having been discussed in class with the pupils, are issued with PLPs prior to the Learning Conversation which allows

Purchase outdoor cushions, etc. for cosy reading corner outside in the hut.  
Staff need to further develop language and uses of new areas.

Whithorn – Stay, Play and Learn to be run by staff and parents/carers next session.  
Staff need time to plan programme with parents.

Garlieston and Whithorn PLPs to be tailored to progressions created by Cluster HTs for Literacy and Maths and to Developing Number Knowledge for Numeracy. This should allow staff, pupils, parents/carers to see pathways more clearly and also tackle bureaucracy for teachers on Learning Conversation reports thus allowing more purposeful conversations with a shared understanding.

To continue parent/carer engagement throughout the school and have more curricular events for parents/carers to come into school to work with their child.

Meet with the HT sessions for classes, parents/carers throughout

	<p>parents/carers time to digest and discuss with their children, progress and needs before the meeting with the teacher. This has allowed more meaningful discussion at the conversations and the parent/carer and child are more involved in evaluating and planning next steps, rather than being talked at by the teacher. This has enabled pupils to talk more about their learning and confidence in doing this is growing. Staff have changed teaching styles slightly, talking more about why we are learning, strengths / next steps / challenges. ELC run their conversations along the same lines. The Learning Conversations are recorded on SEEMIS (Term 4 on the new Progress and Achievement) and a copy sent home which incorporates the original teacher view, pupil voice and parent/carer voice.</p> <p><b>Parent Council</b> – 4 meetings throughout the year in each school. Involvement in school development / development of outdoor ELC area / fundraising, etc. Parent/carer body also involved in consultation to take the school forward in SQR and SIP. Consultation showed majority of parents/carers agree with what we are trying to do and our next steps. The few suggestions for change we have tried to incorporate into SIP. All parents/carers, staff and pupils were involved in review of Vision, Values and Aims this year.</p> <p><b>Transition</b> – Parents/carers are involved at all transition stages from ELC, Garlieston and Whithorn to S1. They are also involved in P7 to S1 and are invited to the high school with their children for social gatherings. Enhanced transition is also offered to new intake P1 in Garlieston as they go to Whithorn ELC. Enhanced transition is available through Opportunities for All when transitioning to high school as and when appropriate. Parents/carers feel less anxious about their children moving stages and children settle more smoothly.</p>	the year.
<p><b>School Priority 3:</b>  <b>To promote and develop a progression of skills for learning, life and work through sustainability in STEM subjects and in collaboration with RAiSE</b></p>	<p>All teaching staff in ELC, Garlieston and Whithorn are more familiar with the document ‘Developing the Young Workforce- Scotland’s Youth Employment Strategy (Dec 2014)’ and have an awareness of the D&amp; G Employability Folder.</p> <p>All pupils involved in DYW tasks to develop skills through, career discussions, visits, application forms and inviting visitors into schools</p>	<p>More familiarisation required to develop a strategic overview linked to curricular areas threading through our 3-year overview. Whithorn PT to continue leading on this once she returns from Maternity leave.</p>

<p><b>Team.</b></p> <p><b>NIF Priority</b>  <b>Improvement in employability skills and sustained, positive school leaver destinations for all young people.</b></p> <p><b>NIF Driver</b>  <b>Assessment of children's progress</b>  <b>Parental engagement</b></p> <p><b>HGIOS? 4 / HGIOELC? QIs:</b>  <b>2.2, 2.3, 2.7</b></p>	<p>which has begun to raise aspirations to a wider choice of career paths.</p> <p>Digital technologies plan created and introduced to rest of the staff, initially the plan was to add the experiences and outcomes to the existing 3-year plan, however, on reflection it was felt that if the pupils were to develop the skills required, most aspects would need visited yearly or more frequently. <b>Garlieston</b> has been able to purchase new technology resources but this needs to be addressed in <b>Whithorn</b> next session.</p> <p>Pupils are showing competence in green screen, coding, word processing skills, PowerPoint, manipulation of images, emailing with attachments and use of cameras.</p>	<p><b>Garlieston PT</b> to establish what <b>Whithorn</b> require and generate list. All teachers to work with new plan and become more familiar with programmes and resources. Training sessions to be given during collegiate times by <b>Garlieston PT</b>.</p>
<p><b>School Priority 4</b>  <b>Moderation and Assessment</b></p> <p><b>NIF Priority</b>  <b>Improvement in attainment, particularly in literacy and numeracy.</b></p> <p><b>NIF Driver</b>  <b>Assessment of Children's Progress, School Improvement, Performance Information</b></p> <p><b>HGIOS?4 / HGIOELC QIs</b>  <b>1.2, 1.3, 2.3, 3.2</b></p>	<p>Staff moderation has become embedded into practice at <b>Garlieston</b> and <b>Whithorn</b> and at authority level. Time needs to be organized for more cluster moderation. Staff are collecting a bank of moderated evidence to show consistency in their assessments. Staff have been involved in joint planning and assessment. This has improved use of resources, teaching and learning and teacher judgement across the schools which has impacted on pupils by providing a richer learning experience and raising attainment, particularly in Literacy and Numeracy. Through our tracking system, staff are more focused on pupil needs and can target to raise attainment. Also, tracking meetings have been more focused and again targets were set for individual pupils with interventions being identified and put in place. The learners themselves are more aware of their targets and what they need to do to achieve them. This is shared through PLPs and at Learning Conversations where parents/carers are more involved with the target setting. Parents/carers are happy with the Learning Conversations and feel they are more involved as was evidenced through our parent/carer consultation. The older children are taking more of a lead role in the Learning Conversations which is showing a growing confidence from them to be involved.</p> <p>Staff can gather a range of assessment information to enable tracking of pupil progress. Pupils need to be more involved in this next session.</p>	<p>Continue to moderate curricular areas as a partnership.</p> <p>Cluster moderation.</p> <p>Pupil choice of evidence to support targets in consultation with staff. This needs to be across the curriculum.</p> <p>Continue to share planning across levels / within levels. Further plan assessments collegiately.</p> <p>Continue to monitor progress and report during tracking meetings to share next steps for pupils and to target when appropriate.</p>

	<p>Parents/carers and pupils have a shared understanding of strengths and development needs through Learning Conversations and PLPs which is impacting on raised attainment.</p> <p>Staff are becoming more confident with benchmarks which is impacting on raised attainment.</p>	
<p><b>School Priority 5</b> <b>Health and Wellbeing</b></p> <p><b>NIF Priority</b> <b>Improvement in children and young people’s health and wellbeing.</b></p> <p><b>NIF Driver</b> <b>School Leadership, School Improvement.</b></p> <p><b>HGIOS 4 / HGIOELC QIs:</b> <b>2.1, 3.1</b></p>	<p>All pupils completed GL Assessment – PASS - Pupil Attitudes to Self and School Survey. This was difficult to do with P1 in August last year as they would answer, “Yes,” to keep the teacher happy. We decided to change our timetable, let pupils settle into new classes in Term 1 and carry out the assessment in Term 2. This was much better, and we were able to target pupils during our H &amp; W sessions from the results. The assessment will be repeated in Term 4. Although there were no real surprises in the results, it did gather evidence to back up our observations and to target specific pupils. The reassessment of pupils will enable us to see if teacher interventions are working and will be used as a starting point for Term 1 next session in P2-P7. By targeting specific pupils who were scoring low in PASS, attainment has risen for these pupils and therefore the gap has begun to close in Literacy and Numeracy.</p> <p>We continued relating our H &amp; W programmes to SHANARRI. Displays are in each class and personal evidence kept in PLPs. This is also linked to our wider achievements programme.</p>	<p>Continue next session but compare to results of this session to ascertain similarities / differences in children’s responses. We will be looking for things like, did it depend on the day they sat the PASS or are there any patterns?</p> <p>Continue to record results on tracking sheets and implement strategies to help increase self-worth. This could be through being a member of Eco-Committee / Pupil Council, etc. or through receiving extra support or by being given a confidence boost.</p> <p>Establish a H &amp; W group which will be teacher led with pupils.</p> <p>Share results with each child. Have a discussion to ascertain why they feel the way they do and how can we help.</p> <p>Continue to record coverage of H &amp; W and build on this.</p>

<p><b>Cluster Shared Focus:</b> <b>1+2</b> <b>Numeracy &amp; Mathematics Tracking</b></p> <p><b>NIF Priority</b> <b>Improvement in attainment, particularly in literacy and numeracy.</b></p> <p><b>NIF Driver</b> <b>School Leadership, Assessment of Children's Progress, School Improvement, Performance Information</b></p> <p><b>HGIOS? 4 / HGIOELC? QIs:</b> <b>1+2</b> <b>1.2, 2.2, 2.3, 3.3</b></p> <p><b><u>Numeracy</u></b> <b>2.3, 3.2,</b></p> <p><b><u>Tracking</u></b> <b>2.3, 2.4, 2.6</b></p>	<p><b>1+2</b> Cluster plan and implementation model was presented as an example of good practice at D &amp; G Modern Language Conference which was attended by Education Scotland.</p> <p>Programme planned and staff trained to deliver 2<sup>nd</sup> Language to start in Aug 2019. (Spanish) Lead practitioners to train P5-7 staff in delivery of second language. Increased teacher confidence in the delivery of Spanish in August 2019. Programme will lead to consistent approach to learning across the cluster which will enable us to measure the impact on uptake and attainment at secondary.</p> <p>Assessment materials available for P1-7 in French by March 2019 Lead practitioners to plan Spanish programme P5-7. Lead practitioners to agree / create a range of assessment materials for French (1<sup>st</sup> Language) Change of staff and difficulty getting staff cover has impacted on the capacity to carry this through.</p> <p><b>Numeracy &amp; Mathematics</b></p> <p>Raise attainment at all levels across the DEHS cluster by 10% over the next 2 years. HTs revisited, reviewed &amp; updated cluster programme focusing on progression. Class teachers moderated the learning experiences, assessment and context. Cluster training for class teachers on Maths Recovery. Training in 'Developing Number Knowledge' has led to increased confidence in delivery of Numeracy and focus on targeting individuals to raise attainment. Following HT review of cluster Maths, assessments for all stages have been developed to measure attainment across the cluster to aid future moderation.</p>	<p>Assessment materials available for P1-7 in French by March 2020 Lead practitioners to plan Spanish programme P5-7. Lead practitioners to agree / create a range of assessment materials for French (1<sup>st</sup> Language)</p> <p>Primary HTs moderate French through learning conversations with pupils at each stage with view to making any relevant amendments to S1 programme to build on progression from primaries.</p> <p>Implement Spanish from P5 from August 2019.</p> <p>'Developing Number Knowledge' – continue training for staff.</p> <p>Implement assessment materials at all levels.</p> <p>HTs to share progressions and assessments with secondary colleagues.</p> <p>Partnership schools will continue to develop skills in 'Developing Number Knowledge' in their own settings.</p>
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	<p><b>Tracking</b> HTs are ensuring pace and challenge of learning is appropriate meeting needs of all pupils through quality assurance and evaluation of data with staff to impact on specific learner needs and raise attainment.</p> <p>Barriers to Learning are identified and interventions implemented through further embedding the shared tracking document across the cluster and through tracking meetings within individual settings.</p> <p>P7 is shared with secondary as part of transition process.</p>	<p>Continue quality assurance, data analysis and tracking of pupils to raise attainment and meet the needs of all pupils.</p> <p>Continue to share data with secondary colleagues.</p>																																										
<p><b>2.1.1 Report on the impact of PEF</b></p> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>• How well are you removing barriers to learning and ensuring equity for all?</li> </ul>	<p><b>Literacy and Numeracy percentages by school on track or beyond between August 2018 and June 2019:</b></p>																																											
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<b>Increase in Attainment</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>PEF</b>				
<b>P1-P7 (4) on-track or beyond</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
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<b>Increase in Attainment</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

All pupils completed GL Assessment – PASS - Pupil Attitudes to Self and School Survey this year at the end of Term 2 as we decided P2 – P7 had completed this in June and to complete again in Term 1 was too soon. We also wanted P1 to settle into their new routine. This aided us to develop pupil attitudes towards learning and begin to break down barriers to learning where we saw there were issues. This was successful in that pupils' attitudes changed due to targeted interventions through H & W inputs in class. This could also be evidenced through increased attainment in Literacy and Numeracy throughout the year and suggests they are now better prepared for learning and are showing more resilience. The percentage improvement of PEF Attracting pupils and Care Experienced Pupils in Literacy and Numeracy was significant as can be seen in the table above. We have bought new resources with PEF money to continue to target Literacy and Numeracy next session. The concrete materials, Numeracy games purchased and new resource materials from Leckie and Leckie and Numicon (textbooks and online resource) have not had time to embed as these materials are new (Leckie and Leckie still in the process of being produced). Staff will work together with these resources next session to target Numeracy and Mathematics as well as continuing to target Literacy with the resources and practices now embedded.

Early Years Scotland (EYS) was brought in to **Whithorn** this year again to work with our P1 and P2 teacher to deliver weekly sessions of Stay, Play and Learn. This has been hugely successful again and has been flagged as a success by Early Years Scotland. We are a flagship in Dumfries and Galloway for this intervention. This has brought families together every Thursday for quality time. We did not run this purely for PEF Attracting pupils as we are an inclusive school and aim for equity for all by not stigmatising families in our community. Parents and children had the opportunity to learn together, establish meaningful parental engagement and family learning from the start, enrich and improve early home learning environments, improve children's confidence, literacy and communication and ensuring excellent transitions. To support active learning, problem solving and growing independence and enhance concentration, curiosity and social

interaction. We are still waiting on our end of year report with our statistics but expect it to be as good as last year. It was observed that parents were learning from other parents, talking to people they would not normally socialise with, there were informal chats between parents and staff, a Polish family became involved, parents and children became involved in the evaluating and planning of activities. CT was able to share strategies on hearing sounds, reading and numeracy on the side lines. This broke down barriers. It has also been a good transition as younger siblings have been coming along. Parents have become more involved in learning at home as they have the strategies to help. Attainment has been high in these classes this year, particularly in Literacy and we believe this is due to better parental engagement through these sessions. Next year EYS will not be working with the Authority and so, we have decided to continue this intervention ourselves and have already had a planning meeting with next year's P1 and P2 parents. Staff feel confident they can run this while also targeting benchmarks to raise attainment. The money spent to bring in EYS over the last 2 years can now be used for resources and because this will save money, we can target other areas in the school with PEF. This has been successful for us as we can now sustain it ourselves with parental engagement.

A 3-year licence purchased for TWIG/TIG TAG last year still runs on. We live in a remote, rural area (SIMD 1) where transport costs are immense to take pupils on excursions, so TWIG/TIG TAG have been beneficial and link to our Science programmes and through STEM education. We were not given a music specialist this year again, so we bought in an on-line course called Charanga which benefitted all pupils in Music by its stimulation and through our Wider Achievements programme. This year again we brought in a Pantomime for **Garlieston**, **Whithorn** and **ELC** as a rich theatrical experience for all. These interventions ensure equity for all and promote H & W.

In **Whithorn** PEF was spent on Learning Assistants to target our pupils in literacy and numeracy. Literacy and Numeracy were our focus this year and, through the work of these people, our attainment has risen as can be seen above, particularly for L & T, Reading and Numeracy. We began targeting writing last year but did not have the robust tracking system we have now in place to record impact. However, writing has increased by 10% from this time last year, but 15% since August with the new cohort as can be seen in the table above. We still have some way to go, but we continue to move in the right direction. Teachers have been trained in Maths Recovery (Developing Number Knowledge) for Early and First Levels. Resources have been purchased in **Garlieston** and **Whithorn**: Leckie and Leckie and Numicon Maths schemes, online resources from Numicon and Mathletics and concrete materials. These have begun to have an impact as **Whithorn** had a 20% rise in overall attainment and 31% rise in PEF Attracting and Care Experienced pupils since August. Staff need time to embed resources and strategies further to see a greater impact. We have also had good results in SNSA for P1, P4 and P7. In **Whithorn** L & T has risen by 18% overall but by 29% for PEF attracting and Care Experienced pupils since August. Reading has seen the greatest increase in attainment as 26% of pupils overall are on track or beyond but there has been an increase of 38% in PEF Attracting and

Care Experienced pupils since August. This is perhaps due to the targeted interventions through PEF last session and these have now been further embedded this session. A teacher was bought in one day per week in Term 4 to allow the class teacher out of class to further target PEF Attracting and Care Experienced pupils. This has been working well and progress is now apparent as can be seen from the attainment results.

**Garlieston** pupils are on-track and a teacher was bought in one day per week in Term 4 to target a child who had no Nursery experience and also to target PEF Attracting pupils in Numeracy. This has been working well and progress is now apparent. Most pupils in **Garlieston** are on track and are being provided with similar experiences to Whithorn as can be seen in the table above.

In **Whithorn** and **Garlieston** PEF was spent on new novels at a higher level to challenge learners and develop skills individually and through reciprocal reading. First News, for 2<sup>nd</sup> Level, an Interactive digital reading platform to tackle non-fiction reading through topics of the day, which pupils found difficult, was purchased this year again after last year's success. This has helped pupils with inference, fact/opinion and finding and researching information (skimming and scanning) which was evident in SNSA results and was an issue in last year's SNSA results for these areas. This provided opportunities for pupils to access newspapers for reciprocal and independent reading which may not be accessible to them outside school.

**ELC** outdoor development has been hugely successful this year with new constructions, e.g. bus, motorbike, outdoor classroom, mud kitchen, music area, etc. This has been done with the help of parents/carers and community working together with **ELC** staff. Parents/carers and community have been involved in fund raising to provide wellies and outdoor playsuits for the children, applying for funding and construction so less money than was budgeted for was needed by **ELC** from PEF. Children are applying language and Maths skills in the mud kitchen, are being creative with the loose parts area and are using more creative language, they are more active and developing gross motor skills. This will hopefully have an impact for August intake when beginning our statistics.

**Whithorn** and **Garlieston** along with our cluster colleagues invested PEF into Visible Learning which is a 3-year programme. This is training for teachers to be able to regularly evaluate their impact in the classroom and adjust their teaching methodology in response to what they see, the classroom needs to be made visible. SMT have had training throughout the year, all staff have had training and Impact Coaches have been selected and had training. An action plan has been devised and agreed with the partnership staff and this will feed through our SIP. Staff are already becoming more aware of the feedback they give to pupils and are beginning to make clearer learning paths with pupils. This has some way to go and should be better evidenced at the end of next session but was supported by Education Scotland during **Garlieston's** inspection.

## 2.2 Summary of Key Strengths and Areas for Improvement (What is our capacity for continuous 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
<p><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li>Developing a shared vision, values and aims relevant to the school and its community</li> <li>Strategic planning for continuous improvement</li> <li>Implementing improvement and change.</li> </ul>	<p><b>Developing a shared vision, values and aims relevant to the school / the ELC setting and its community</b></p> <p>There is focused leadership in <b>Garlieston Primary</b>, <b>Whithorn Primary</b> and <b>ELC</b> that promotes a clear vision and ethos for all areas of the partnership. (Vision, Values, Aims, Curriculum Rationale, SIP)</p> <p>In both <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b> there is a clear understanding of the demographics of the local population and there is a strong focus on achieving the best for all learners. Staff understand SIMD for each pupil.</p> <p>Learners have a good understanding of the vision and demonstrate the values of <b>Garlieston</b> and <b>Whithorn</b> as they go about their daily routines.</p> <p>Our VVA is presented in child friendly language around both <b>Garlieston</b> and <b>Whithorn</b>. VVA are evident within the ethos and culture of our schools.</p> <p>VVA are inclusive of all children within our community and support our progress towards improvements within <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b>. All staff demonstrate high expectations for all children across the partnership.</p> <p>Our VVA has been the basis for curriculum development in <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b> providing a more coherent and progressive approach to</p>	<p>Staff in <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b> need to continue to make reference to the Vision, Values and Aims in everyday work with the pupils so that impact is more meaningful, e.g. assemblies. This should enable learners to have a good understanding of the vision and demonstrate the values of the school as they go about their daily routines.</p> <p>Continue to develop dialogue within the partnership to progress our vision for the schools by reflecting and debating across the schools and communities.</p>	<p>4</p> <p>15</p>

	<p>the learning opportunities provided for our children.</p> <p><b>Strategic planning for continuous improvement</b></p> <p>The Headteacher plans opportunities for staff in <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b> to come together within the partnership to reflect on aspects of work and to identify areas for improvement. This is resulting in a shared understanding of each school’s strengths and aspects for development. Staff show commitment to improving outcomes for children. Staff are committed to professional engagement and collegiate working across the partnership.</p> <p>Collegiate work is planned and takes place within our partnership and cluster. School improvement is regularly discussed during collegiate sessions and staff have affected the nature of this through asking for and using opportunities to share good practice during partnership collegiate sessions. This enables staff to lead change within their classrooms and the schools. Staff PRD targets include aspects of leadership development.</p> <p>School leaders actively monitor and reflect on the quality of <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b> work, provision, L&amp;T, inclusion and developments (Collegiate professional dialogue &amp; discussions as a partnership)</p> <p>The strengths in leadership have a positive impact on the partnership’s supportive ethos and what it wants to achieve.</p> <p><b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b> work in partnership with the community to provide a broader range of experiences for the children, for example, a planned series of opportunities with the Whithorn Trust, <b>Parent Council After School Club in Garlieston</b>, Chess Club in <b>Whithorn</b> open to both schools, Active Schools, Wider Achievements Programme with Partner School, Feis Rois and other agencies and organisations.</p>	<p>Expand opportunities for a wider range of stakeholders to further develop school improvement areas in <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b>.</p> <p>Continue to protect time for professional dialogue, collegiate learning and self-evaluation in <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b>. Develop parental engagement and involvement strategies in this so that all members of our school communities can contribute to our plans for continuous improvement.</p> <p>An Open Day was planned for March to showcase <b>Garlieston</b> to the community after refurbishment had been completed. An “exit pass” was available asking what they thought was going well and had they any suggestions for improvement. This was brought forward from Learning Conversation time in May to populate the SIP.</p> <p>A parental consultation was also carried out in <b>Whithorn</b> in May.</p>	
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	<p><b>Implementing improvement and change</b></p> <p>There is self-evaluation for self-improvement by all staff through collaborative approaches to self-evaluation and analysis and evaluation of data to ensure impact on learners' successes and achievements particularly in Literacy and Numeracy.</p> <p>All staff are committed to change which results in improvements for learners. PTs within the partnership each have a remit across both schools; <b>Garlieston PT for digital technology</b> and <b>Whithorn PT for DYW</b>.</p> <p>All staff are clear on <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b> strengths and areas for development based on a range of evidence, e.g. collegiate sessions using HGIOS?4 Qis, use of data. This is used to create a clear rationale for future improvements.</p> <p>Parents/Carers in <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b> are informed of developments and school priorities through annual report and are given the opportunity to respond to this.</p> <p>All staff are aware of the poverty agenda and factor this into decisions made regards opportunities for children in <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b>. Staff have discussed the use of PEF to raise attainment in Literacy and Numeracy across our school and partnership. Due to the rurality of the schools, opportunities are found to provide experiences locally and within the partnership.</p>	<p>Opportunities for parents/carers of <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b> to become more involved in SIP process – self-evaluation which we started with VVAs this year.</p> <p>PEF planning – next steps. measure impact of long term PEF initiatives, e.g. investment in Visible Learning Programme and new Numeracy and Mathematics Resources.</p>	
<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p><b>Learning and engagement</b></p> <p>There is a positive ethos in <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b> that results in children being well motivated. There are strong relationships between teachers and children, and amongst children themselves. Our children are supportive of each other which is clearly evidenced in the classrooms and around the schools. <b>Garlieston</b> and <b>Whithorn</b> children support new starts into P1 or new pupils from other schools. In <b>Whithorn</b> P6 are trained as Playmakers by Active Schools to prepare to support the new P1.</p>	<p>Continue to provide opportunities to build resilience through, e.g. wider achievements programme and partner school working. Continue transition activities between Nursery and P1, primary and P7 and S1. Continue cluster activities, e.g. rugby festival, cross country, Day of Dance – Scottish Country Dance.</p> <p>Through the Visible Learning programme further develop pupil understanding of the purpose of the learning and provide more opportunities to lead the learning.</p>	<p>3</p>

	<p>In class, almost all children are actively engaged in their learning. They are eager participants and interact well during activities within and out-with the classroom. They are supportive of one another during group work.</p> <p>All pupils in <b>Garlieston</b> are either a member of the Pupil Council or Eco-Committee. In <b>Whithorn</b> pupils are members of Eco-Committee and Pupils Council. <b>ELC</b> pupils are also included in the Eco-Committee. Each year elections are held to obtain members for Pupil Council and Eco-Committee and to elect House Captains. In both schools two P7 pupils are elected Junior Road Safety Officers. Pupils have a voice through Assemblies and their work within the aforementioned groups.</p> <p>The partnership organises a termly wider achievements programme which runs for 4 weeks each term in <b>Whithorn</b>. <b>Garlieston</b> pupils have the opportunity to work with their peers from their partner school in a variety of activities.</p> <p>Digital technology is used to enhance teaching in <b>Garlieston</b> and <b>Whithorn</b>. Teachers are developing confidence and widening their skills in using digital technologies to support learning. There are opportunities for children to learn coding and presentation skills through class work, wider achievements and the school newspaper. Pupils use digital tools to research topics and present their work.</p> <p><b>Quality of teaching</b></p> <p>Staff share the purpose of lessons using learning intentions and success criteria. As a result, most children are clear about what they are learning and how they can achieve success in relation to a lesson.</p> <p>Most learners have an accurate understanding of their progress in learning and what they need to improve through PLPs, Learning Conversations and a variety of assessment tools. Children receive feedback which helps them to understand themselves better as learners.</p>	<p>Further develop digital technology to enable pupils to independently access digital technology to support and challenge them in all areas of learning. Continue to develop more progressive pathways.</p> <p>Pupils are becoming more involved in constructing the success criteria, but this needs to be further developed to ensure they are aware of their learning journey to succeed.</p> <p>Pupils receive feedback but this needs to be further developed and linked well to success criteria. Visible Learning training will help with this.</p>	
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	<p>Planning is appropriate over different timescales to meet the needs of learners across all areas of the curriculum. Learners are involved in planning learning – key questions.</p> <p>Staff are supportive of each other, not only within school but also across the partnership, leading to improved learning opportunities.</p> <p>There is a good quality of teaching within <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b> with staff making good use of the resources available to them.</p> <p>HOTs activities and opportunities are presented in planning and alongside good use of effective questioning and creative learning and teaching opportunities, we provide challenging and enjoyable learning experiences.</p> <p>Pupils use high quality digital technology resources, e.g. Accelerated Reading, Mathletics, First News, Charanga, Cameras, Word Processing, etc. Green Screen and Coding Programmes are further advanced in <b>Garlieston</b> as this was part of PT remit to develop.</p> <p><b>Effective use of assessment</b></p> <p>Interventions in our schools are timely based on assessment data and professional judgement. Standardised assessment and pupil work show that almost all children are making good progress in both schools.</p> <p>We use a range of formative and summative assessment approaches across the partnership informing our moderation approach. Professional dialogue alongside professional judgement suggests that over a period, our children are making good progress in Literacy and Maths and Numeracy. GL Assessment results for PASS (Pupil Attitudes to Self and School) guides where pupils need input for H &amp; W.</p> <p>Staff plan some assessment tasks collegiately across the partnership leading to a shared understanding of expectations and standards.</p>	<p>Further engage with benchmarks as part of the moderation and assessment process to ensure shared standards across the partnership and cluster.</p> <p>QAMSO involvement.</p> <p>Further develop school and cluster moderation frameworks to develop confidence</p> <p>Further develop more effective feedback strategies in partnership with children so that they have a greater sense of ownership of their learning targets and progress. Staff will build confidence with this through Visible Learning Programme.</p>	
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	<p>Staff are using benchmarks to inform progress within a level and towards achievement of a level.</p> <p>Participation in Cluster / SSERC based Science training has enhanced our science curriculum and improved learning opportunities for our children. Staff have raised confidence in teaching Science. Also, funding from Edina Trust has enabled us to resource our science programme and provide experiences for children which would otherwise be costly and involve long distance transport for parents/carers, e.g. Dark Skies, Glasgow Science Centre Road Show, Generation Science.</p> <p>Pupils peer and self-assess and are becoming more confident with this aspect of their learning.</p> <p>Children can talk about their learning targets.</p> <p><b>Planning, Tracking and monitoring</b></p> <p>There is a tracking system and tracking meetings to meet individual needs. Progress is tracked in Literacy / Numeracy and H &amp; W. We have begun to track Science and PE. The partnership is a pilot for BGE 4 stages model in SEEMIS.</p> <p>Support is targeted to need in <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b>. Appropriate levels of support are provided for all children to ensure their needs are being met in all areas of the curriculum.</p> <p>Transitions at all stages from ELC, throughout primary and to S1 are managed to provide effective progression through levels.</p> <p>Transition documents are in place for transition from ELC / P1 and P7 / S1, i.e. PLPs, tracking. Also, cross sector discussions take place and enhanced transition.</p> <p>Learners' achievements in and out of schools are recorded and recognised in <b>Garlieston</b> and <b>Whithorn</b>. Pupils understand how these achievements help them develop knowledge and skills for life, learning and</p>	<p>Further develop and build on tracking systems into all curricular areas and further engage with pilot SEEMIS tracking to show progression through and Achievement of a Level.</p> <p>Continue to make effective use of PEF funding to raise attainment.</p> <p>Continue to review and revise cluster Literacy, Maths and Science progression frameworks to ensure progress in learning for all children and make planning more manageable.</p> <p>Review partnership H &amp; W progression framework for reason above.</p>	
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<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<p>work.</p> <p><b>Wellbeing</b></p> <p>There is a positive ethos in <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b> based upon supportive and respectful relationships across our school communities. There is a sense of community evident in our schools. There is a commitment to providing an inclusive learning environment where young people are well supported.</p> <p>Staff articulate a sound awareness of our schools’ socio-economic and cultural context and feel that this is influencing their practice.</p> <p>The review of our schools’ “Vision, Values and Aims”, and our exploration of the United Nations Convention Rights of the Child (UNCRC) serves to emphasise the importance of wellbeing and reaffirm the dignity and worth of everyone.</p> <p>Children are confident and happy in <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b>. They feel safe and well cared for. Children feel included and engaged in decisions about their learning. Responsibility is encouraged in a range of ways, including the allocation of specific responsibility roles to children. They feel valued and respected in their responsibility roles such as house captains, pupil council, eco-committee members and junior road safety officers.</p> <p>Children within our schools have secure friendship relationships with peers and support each other.</p> <p>All staff know our children as individuals and treat them with respect. Staff share any concerns and observations with class teachers, management and parents/carers. Staff know who to approach for support and can complete referrals relevantly. When we feel it would be beneficial, we work with our partners in the Inclusion Team for advice, strategies and inputs to ensure the wellbeing of our children.</p> <p>All staff are knowledgeable about the wellbeing</p>	<p>Continue to reinforce SHANARRI with children both in class and within our school communities. While the majority of pupils acknowledge the opportunities to express their views, for example through the work of the pupil council, there is scope to develop this further in both <b>Garlieston</b> and <b>Whithorn</b>. Similarly, improving feedback will help young people to understand better how the schools are responding to their views and ideas.</p>	<p>4</p>
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	<p>indicators. They create opportunities for children to develop their understanding of healthy lifestyles, keeping safe, and personal development appropriate to their age and stage.</p> <p>We have high expectations of behaviour within <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b>. The calm, purposeful environment in classes and around the schools helps to ensure children enjoy learning and socialising together.</p> <p>Planned programmes are supporting young people at points of transition. Enhanced arrangements are in place which are effectively supporting identified young people in their transfer to P1 and secondary school.</p> <p><b>Fulfilment of statutory duties</b></p> <p>HT has a good awareness of our responsibilities in relation to safeguarding, MASH, CP, Care Experience. HT is child protection co-ordinator and PTs in <b>Garlieston</b> and <b>Whithorn</b> fulfil depute roles. All children receive two hours of quality physical education each week in <b>Garlieston</b> and <b>Whithorn</b>.</p> <p>There is a good level of professional knowledge and understanding of authority and national priorities amongst staff. This serves to develop and shape our school improvement.</p> <p>All staff are aware of Child Protection procedures and follow these appropriately to benefit the children.</p> <p>All identified children's PPRs are clearly labelled indicating where further information can be found.</p> <p>Administration of medicine is carried out in line with latest procedures.</p> <p><b>Inclusion and equality</b></p> <p>All children and their parents/carers are made to feel welcomed and valued in <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b>. The schools positively promote and ensure equality and fairness towards all families. This is</p>	<p>Continue to keep up with policy and GIRFEC Training.</p> <p>We need to continue to evaluate the progress and impact of interventions and targeted support for those young people facing challenges.</p> <p>Continue to work as a cluster to reduce the attainment</p>	
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	<p>evident throughout the ethos of the schools and plays an integral part in our HWB curriculum and, in particular, through our Learning Conversations.</p> <p>We have a culture of inclusion, participation and positive behaviour based on respect. Through our programmes we focus on UN Rights of the Child.</p> <p>We welcome and celebrate diversity. Through planning we ensure opportunities to celebrate diversity.</p> <p>Learners, parents/carers, and staff are treated with respect and in a fair and just manner. In <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b>, culture and language, disability, gender, race, religion, sexual orientation and additional support needs do not become barriers to participation and achievement.</p> <p>Staff are aware of aspects affecting equality and equity in the classroom and around the schools and plan appropriately to remove these barriers to learning. We provide some resources for playtime activities to encourage activity and socialisation.</p> <p>Rurality is a barrier for <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b> featuring at SIMD decile 1 and we work to reduce this barrier by providing varied opportunities for wider achievement, enhanced transition, bringing events to school, e.g. Generation Science, Glasgow Science Centre, Takeaway Theatre, Authors, and staff take cognisance of equity and equality when planning these.</p>	<p>gap.</p>	
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children's progress (for Early</b></p>	<p><b>Attainment in literacy and numeracy</b></p> <p>Most children are attaining appropriate levels, and some have exceeded these in <b>Garlieston</b> and <b>Whithorn</b>.</p> <p>Attainment levels in literacy and numeracy are a central feature of partnership priorities for improvement and raising attainment.</p> <p>Attainment data provided by the schools is based on teachers' professional judgements. This is supported by a range of standardised assessments, moderation and on-going professional dialogue with promoted staff.</p>	<p>Continue with partnership moderation to promote confidence in teacher judgement.</p> <p>Make good use of PEF funding and SIMD data and own local knowledge to ensure progress in attainment for children affected by poverty / barriers to learning.</p>	<p><b>3</b></p>

<p><b><u>Learning Childcare)</u></b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li>• <i>Children’s progress over time</i></li> <li>• <i>Overall quality of children’s achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<p>Robust procedures are in place to monitor the progress of these groups of children, at both an individual and whole-school level.</p> <p><b>Attainment over time</b></p> <p>Our partnership tracking system provides the opportunity to track individual children in Literacy, Numeracy and HWB. We have also begun to track Science. Children and staff track progress through PLPs.</p> <p>There is a strong focus on Health and Wellbeing which impacts on child learning. SHANARRI is at the heart of the <b>Garlieston, Whithorn</b> and <b>ELC</b>. GL Assessment PASS (Pupil Attitudes to Self and School) helps us track pupil attitudes towards themselves and their learning and gives us information to target during H &amp; W activities.</p> <p>Regular tracking meetings have a clear focus on individual children’s progress over time using a range of evidence including standardised test results. The management team and staff meet regularly to plan appropriate interventions to ensure, as far as possible that children can improve year on year. When we feel children have additional support needs, we review their progress towards their targets regularly. Overall, staff are confident that most children are making good progress over time.</p> <p>Staff are becoming more confident in assessing against the benchmarks and through moderation across the partnership.</p> <p><b>Overall quality of learners’ achievement</b></p> <p>Throughout the schools, children are settled, happy, thriving and able to communicate in their own way. They are building resilience and becoming independent.</p> <p>All children are confident to try new experiences, engage with new learning enthusiastically and are</p>	<p>Continue to develop tracking across all curricular areas.</p> <p>Continue to plan and create assessments across the partnership and cluster to further promote teacher confidence in moderation throughout a level.</p> <p>Continue Visible Learning Training to provide valuable constructive feedback which will influence learning progress and achievement and ultimately give pupils ownership of their learning.</p> <p>Continue to develop DYW to motivate and develop aspiration pathways.</p>	
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	<p>making continuous progress. From the earliest stages, children are supported to make choices and talk about their learning.</p> <p>Parents/Carers are well informed about their own child’s progress through PLPs, Learning Conversations and Reports.</p> <p>All children across the partnership are developing a range of skills and attributes. There is a range of opportunities for pupil voice to be heard.</p> <p>The schools have used curriculum days / weeks for example Maths Week Scotland, Careers as a vehicle to promote skills for learning, life and work, Health when we had Glasgow Science Centre visit with their roadshow, Wigtown Book Festival – author visits. The staff are keen to ensure this learning is embedded across the curriculum.</p> <p>We place high value on recognising, capturing and celebrating children’s individual achievements. Children’s achievements are recognised during Assemblies and on displays throughout the school and in the fortnightly newsletter.</p> <p>We share school achievements with parents and in the local community via school newsletter and local press.</p> <p>There is a culture of recognising and sharing individual achievements in class across the schools.</p> <p>Our children display increasing confidence in their contribution to the life of the schools. They are able to make informed decisions regards their own progress through conversations with staff.</p> <p><b>Equity for all learners / (ELC) Ensuring equity for all children</b></p> <p>In our settings, practitioners know each child very well as individuals and as learners. Through professional dialogue we can identify which children require support and put relevant, planned interventions in</p>	<p>Continue to measure and monitor impact of PEF on attainment. Continue to increase participation in wider achievements and provide targeted support and challenge for identified learners.</p>	
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	<p>place. The schools effectively analyse their data and use this well to provide information about the attainment of children. It identifies pupils at risk of not achieving. The schools have plans for spending against the Pupil Equity Fund that targets cohorts of children based on need.</p> <p>We have discussed using our PEF funding to raise attainment in Literacy and Numeracy.</p> <p>Almost all children have very good attendance in <b>Garlieston</b> and <b>Whithorn</b>. Exclusion rates are nil, and inclusion is successful for all.</p> <p>We report twice yearly to parents in written form, hold parent/carer/child Learning Conversations and open door events to inform parents of progress and achievements. We make provision for additional meetings as needed.</p>		
<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<p>Carefully chosen priorities for development and improvement through reflective and inclusive self-evaluation, consultation and collegiate working involving school staff and all stakeholders. (linked to authority and national priorities and needs of the school)</p> <p>Clear and shared understanding of desired positive impact for pupils. (as detailed in new L&amp;T Policy, L&amp;T Support Materials and RART)</p> <p>Curriculum overviews for each level and each curricular area have been created to ensure coherence and progression for all learners. There are opportunities for staff to plan programmes collegiately across the partnership to develop learning opportunities for children which provide breadth, balance and depth. All staff respond to and meet the needs of all learners by delivering their entitlement to a broad general education.</p> <p>All staff and partners are ambitious and expect high levels of attainment and achievement for all learners.</p>	<p>Continue to develop curricular programmes. <b>Garlieston</b> PT to continue to develop Digital Literacy programme to be shared with partnership and attend STEM Training. <b>Whithorn</b> PT to continue to develop DYW and RME programmes.</p> <p>Continue to work in partnership with partner schools and cluster to develop curricular programmes and to moderate.</p> <p>Involve all stakeholders more in curriculum design.</p> <p>Further develop Outdoor Learning experiences when building works have been completed.</p>	

	<p>We make our children and young people aware of a range of careers and the skills required for them both within and outwith our area.</p> <p>Effective arrangements via GIRFEC to ensure children are safe and protected.</p> <p>Effective implementation and focus on school development &amp; improvement priorities through self-evaluation, collegiate working and professional learning.</p> <p>All staff are aware of and promote equity and the need to raise attainment for all children through tracking system and tracking meetings, involving LAs, using PEF (additional staff hours, resources) and having high aspirations and shared expectations.</p>	
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people’s learning.</b></p>	<p>Partnership working with multi-agencies and at cluster level to ensure the best outcomes for pupils and families.</p> <p>Partnership work with stakeholders, including parents and carers, the local community.</p> <p>Garlieston, Whithorn and ELC has an open-door policy and parents/carers feel comfortable approaching the school.</p> <p>All parents/carers are welcome to attend and are fairly represented by the Parent Council. Any views or issues are acted upon in an effective and timely manner.</p> <p>Parent/carer fundraisers are open to and involve the wider community.</p> <p>Parents/carers are involved in Learning Conversations with staff and their child to make further progress and their responses are recorded and reported.</p> <p>Parents/carers are asked for their views on areas targeted for improvement.</p> <p>Staff make effective use of a variety of partnerships to provide creative and interesting learning opportunities</p>	<p>Continue to develop ways in which to strengthen parental engagement / involvement.</p> <p>Involve parents more throughout the year with evaluating progress against QIs for Standards and Quality Report rather than at the end of the year.</p> <p>Continue to work with a wide range of partners to provide memorable experiences for the children.</p> <p>Respect for All Policy to be reviewed after HT training day.</p>

	<p>to support achievement, participation and raise attainment, e.g. Active Schools, Feis Rois, Whithorn Trust, Partnership Wider Achievements Programme.</p> <p>Parents/carers were involved in the development of our school rationale, review of our Vision, Values and Aims and our Respect for All Policy.</p> <p>Our partnerships have increased parental engagement in their children's learning, particularly through Open Afternoons to showcase pupil work or demonstrate teaching strategies and by Parent Council running an after-school club and partnership chess club and participating in the partnership Wider Achievements programme and DYW programme. They are also involved with enhanced transition between ELC and P1 and P7 and S1.</p>	
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### 3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

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.

How are you using pupil equity funding to improve outcomes for learners?			
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><b>School Priority 1</b> <b>Raised attainment / Closing the Gap / Achievement of a Level in Literacy and Numeracy/Maths.</b></p> <p><b>NIF Priority</b> <b>Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.</b></p> <p><b>NIF Driver</b> <b>School Leadership, Assessment of Children's Progress, School Improvement, Performance Information.</b></p> <p><b>HGIOS?4 / HGIOELC</b></p>	<p>In <b>Garlieston</b> and <b>Whithorn</b> increase attainment / close the gap; focus will be Numeracy and Writing while continuing to monitor and target Literacy groups. Meet stretch aim of 85% achieving or beyond in all areas of Literacy and Numeracy.</p> <p>Raised expectation and focus on Literacy and Numeracy in <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b>.</p>	<p><b>Garlieston</b> and <b>Whithorn</b> Continue to target Listening and Talking and Reading. Focus on writing development, emphasis on spelling and writing structure. Look at spelling schemes with a view to purchase through PEF as spelling is an issue raised by schools and through SNSA for <b>PEF Attracting &amp; Care Experienced</b> pupils. Target groups and individuals identified in tracking meetings.</p> <p><b>ELC</b> – develop Literacy and Numeracy provision in outdoor space to provide challenge and application. Link to benchmarks.</p> <p>'Developing Number Knowledge' – continue training for staff in <b>Garlieston</b> and <b>Whithorn</b> at 2<sup>nd</sup> Level if available to continue progressions from last year's training of Early and</p>	<p><b>Garlieston</b> and <b>Whithorn</b> A CT to lead on spelling development. All teaching staff included in decisions. Timescale – Term 1 and implement changes in Term 2. <b>Whithorn - (PEF) - £2000</b> <b>Garlieston – (PEF) - £500</b></p> <p><b>Whithorn</b> - Employ Learning Assistant 10 hours per week and a teacher 1 day per week. <b>(PEF) £10 000</b></p> <p>Staff development and collegiate planning.</p> <p><b>Garlieston</b> and <b>Whithorn</b> 4 teachers trained at 2<sup>nd</sup> Level. <b>Whithorn - (PEF) - £2500</b> <b>Garlieston – (PEF) - £750</b></p>

<p><b>QIs</b> <b>1.3, 1.5, 2.3, 2.4, 3.2</b></p>	<p>Through Visible Learning Training and by implementing an action plan, staff, pupils and parents will understand and see curricular progression pathways more clearly and pupils will be able to discuss their learning journey with focus and more clarity.</p>	<p>1<sup>st</sup> level teachers.</p> <p>Embed Numeracy resources purchased last session and ‘Developing Number Knowledge’ training.</p> <p>Purchase Mathletics to enhance Numeracy and Maths development / assessment and tracking of levels.</p> <p>Continue to target Listening and talking in <b>Whithorn</b> and <b>ELC</b> through TLQ groups. Purchase TLQ resources for middle school.</p> <p><b>Garlieston</b> and <b>Whithorn</b> Purchase First News for 2<sup>nd</sup> Level non-fiction skills development in reading.</p> <p>Revisit our Library stocks. Replace and purchase books at higher levels to stretch learners and purchase books to expand levels.</p> <p>Develop learning pathways for PLPs that are pupil friendly and used frequently in classes across the partnership. Develop Learning walls in classes and throughout schools.</p> <p>Continue joint planning throughout the session but incorporate Learning Walks and Peer Observations in classes across the partnership. Staff will become evaluators of their own</p>	<p>Teachers throughout the year. This will be shared with LAs.</p> <p>HT to lead. <b>Whithorn - (PEF) - £1000</b> <b>Garlieston – (PEF) - £400</b></p> <p>ELC and P1 teachers to lead. ASLT to source resources for middle school and implement in Term 1. <b>Whithorn - (PEF) - £200</b></p> <p>HT to lead. <b>Whithorn</b> and <b>Garlieston share (PEF) £500 - ongoing</b></p> <p><b>Whithorn - (PEF) - £1000</b> <b>Garlieston – (PEF) - £250</b></p> <p>SMT and Impact Coaches to lead. All staff involved. Supply staff needed to cover training. <b>Whithorn - (PEF) - £1000</b> <b>Garlieston – (PEF) - £500</b> Pay second half of 3-year course - <b>Whithorn - (PEF) - £4000</b> INSET Days. Cluster working over next 2 years.</p>
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	<p>Continue to provide rich experiences in Music, Drama, Science and Technology by bringing STEM subject experiences to schools. Eco-Schools Plans will link to this to provide depth and breadth into curricular experiences and to provide opportunities for all to access these experiences.</p>	<p>teaching and be more aware of the impact they are having on learners in turn, helping them become their own teachers.</p> <p>Bring pantomime to <b>Garlieston</b>, <b>Whithorn</b> and <b>ELC</b> as a rich theatrical experience for all.</p> <p>Continue to use TWIG/TIG TAG throughout the schools. Bring Science Centres and experiences to schools as cities too far to travel and costs are too high when appropriate.</p> <p>Purchase Charanga to enhance Music experience.</p> <p>Continue to follow Eco-Schools Plans to further enrich the learning experience of all pupils and provide opportunities for research and outdoor learning.</p>	<p>HT to lead in Term 2. <b>(PEF) - £500</b></p> <p><b>Whithorn - (PEF) - £1000</b> <b>Garlieston – (PEF) - £500</b></p>
<p><b>School Priority 2</b> <b>Parental Engagement</b></p> <p><b>NIF Priority</b> <b>Improvement in attainment, particularly in literacy and numeracy.</b> <b>Closing the attainment gap between the most and least disadvantaged children.</b></p> <p><b>NIF Driver</b> <b>Parental Engagement</b></p>	<p>Increased attainment in Literacy and Numeracy.</p> <p>Parents and children can learn together through play, establish meaningful parental engagement and family learning from the start, enrich and improve early home learning environments, improve children’s confidence, literacy and communication, ensure excellent transitions. To support active learning, problem solving and growing independence and enhance</p>	<p>Deliver weekly for Stay, Play and Learn sessions in P1/2 in collaboration with parents. Meet with parents to plan sessions and continue this engagement throughout the year. In Term 4 for last 4 sessions invite new intake from <b>ELC</b> to join as part of transition to P1.</p> <p>Continue Stay and Play sessions for parents in <b>ELC</b>.</p> <p>Continue Book Bug Story Time in <b>ELC</b>. Continue with Story Sacks for</p>	<p>CT and LA to lead. <b>Whithorn - (PEF) - £500</b></p> <p>Nursery Nurse to lead.</p> <p>Nursery Nurse to lead.</p>

<p><b>HGIOS?4 / HGIOELC Qis</b> <b>1.3, 1.5, 2.3, 2.4, 2.5, 3.2</b></p>	<p>concentration, curiosity and social interaction.</p> <p>Increase parental engagement throughout the school and discuss progress, changes and suggestions for improvement.</p>	<p>parents to read with their children at home each week.</p> <p><b>Garlieston, Whithorn</b> and <b>ELC</b> – Trained Communication Champions to promote L &amp; T skills with all partners. Parental engagement sessions to share ideas and how to access other agencies, e.g. Speech &amp; Language drop-in sessions.</p> <p>Organise 2 curricular afternoons per term for parents to come into classes to work with their children.</p> <p>Meet with the HT sessions for classes, parents/carers throughout the year.</p>	<p>3 CTs.</p> <p>CTs to lead.</p> <p>HT to lead.</p>
<p><b>School Priority 3</b> <b>Moderation and Assessment</b></p> <p><b>NIF Priority</b> <b>Improvement in attainment, particularly in literacy and numeracy.</b></p> <p><b>NIF Driver</b> <b>Assessment of Children’s Progress, School Improvement, Performance Information</b></p> <p><b>HGIOS?4 / HGIOELC QIs</b> <b>1.2, 1.3, 2.3, 3.2</b></p>	<p>Staff in partnership with pupils gather a range of assessment information to enable tracking of pupil progress.</p> <p>Parents and pupils have a shared understanding of strengths and development needs.</p>	<p>Joint planning and moderation of assessments within levels, emphasis on Literacy and Numeracy.</p> <p>Continue to create a bank of resources to support staff.</p> <p>Review PLPs in <b>Garlieston</b> and <b>Whithorn</b>. <b>ELC</b> to triangulate care plans, PLPs and gathered evidence of progression.</p> <p>Information used to inform parents / pupils through, PLPs, learning conversations and reports.</p>	<p>Planning, Recording, Tracking. – ongoing practice.</p> <p>Collegiate development time.</p>

<p><b>School Priority 4</b>  <b>To promote and develop a progression of skills for learning, life and work through sustainability in STEM subjects and in collaboration with RAiSE Team.</b></p> <p><b>NIF Priority</b>  <b>Improvement in employability skills and sustained, positive school leaver destinations for all young people.</b></p> <p><b>NIF Driver</b>  <b>Assessment of children’s progress</b>  <b>Parental engagement</b></p> <p><b>HGIOS?4 / HGIOELC QIs</b>  <b>2.2, 2.3, 2.7</b></p>	<p>Due to maternity leave more work is required on DYW this session to produce a strategic plan linked to curricular overview to enable pupils to make the connections between CfE progression and the World of Work.</p> <p>Digital Literacy plan to be implemented this session and resourced to provide breadth and depth of learning for pupils.</p>	<p>Link 3-year DYW overview to Curricular overview and planning.</p> <p>Implement Digital Literacy overview. Strategically link to curriculum overview. RAiSE Team inputs when required.</p> <p>Purchase technology resources, e.g. cameras, bitbots, etc.</p>	<p><b>Whithorn</b> PT area of responsibility. Collegiate discussions on-going.</p> <p><b>Garlieston</b> PT area of responsibility. Collegiate training throughout the year. Staff training through CPD.</p> <p><b>Garlieston</b> PT to lead.  <b>Whithorn - (PEF) - £2000</b>  <b>Garlieston – (PEF) - £1000</b></p>
<p><b>School Priority 5</b>  <b>Health and Wellbeing</b></p> <p><b>NIF Priority</b>  <b>Improvement in children and young people’s health and wellbeing.</b></p> <p><b>NIF Driver</b>  <b>School Leadership, School Improvement.</b></p> <p><b>HGIOS 4 / HGIOELC QIs:</b></p>	<p>Data created to identify and evaluate impact of targeted interventions.</p> <p>Children have an increased understanding of their SHANARRI strengths, needs and wellbeing.</p> <p>Ensure equity for all pupils in P6 and P7 through 3-day residential experience.</p>	<p>All pupils complete GL Assessment – PASS - Pupil Attitudes to Self and School Survey.</p> <p>Interpret results to identify and implement interventions.</p> <p>Reassess pupils as necessary to measure impact.</p> <p>3-day residential experience to Kingswood to experience the Adventure Choice programme in</p>	<p>Data provided to ensure targeted interventions are in place throughout the school.</p> <p><b>Whithorn - (PEF) - £250</b>  <b>Garlieston – (PEF) - £30</b></p> <p><b>Whithorn - (PEF) - £1500</b>  <b>Garlieston – (PEF) - £500</b></p>



<p><b>Cluster Shared Focus</b>  <b>1+2</b>  <b>Moderation</b>  <b>Numeracy &amp; Mathematics</b>  <b>Literacy</b></p> <p><b>NIF Priority</b>  <b>Improvement in attainment, particularly in literacy and numeracy.</b></p> <p><b>NIF Driver</b>  <b>Improvement School Leadership, Assessment of Children’s Progress, School, Performance Information</b></p> <p><b>HGIOS?4 / HGIOELC QIs</b>  <u><b>1+2</b></u>  <b>1.2, 2.2, 2.3, 2.7, 3.3</b></p> <p><u><b>Numeracy &amp; Mathematics</b></u>  <b>2.3, 2.7, 3.2</b></p> <p><u><b>Moderation</b></u>  <b>2.3, 2.7, 3.2</b></p> <p><u><b>Literacy</b></u>  <b>2.3, 2.7, 3.2</b></p> <p><u><b>Science</b></u>  <b>2.3, 2.7, 3.2</b></p>	<p><b>1+2</b>  Assessment materials available for P1-7 in French by March 2020  Lead practitioners to plan Spanish programme P5-7. Lead practitioners to agree / create a range of assessment materials for French (1<sup>st</sup> Language)</p> <p>Primary HTs moderate French through learning conversations with pupils at each stage with view to making any relevant amendments to S1 programme to build on progression from primaries.</p> <p>Implement Spanish from P5 from August 2019 as part of National Priorities.</p> <p><b>Numeracy &amp; Mathematics</b>  ‘Developing Number Knowledge’ – continue training for staff.</p> <p>Implement assessment materials at all levels to ensure progression, pace and depth of learning.</p> <p>HTs to share progressions and assessments with secondary colleagues to ensure progression, pace and depth of learning.</p> <p>Partnership schools will continue to develop skills in ‘Developing Number</p>	<p>Lead practitioners to agree / create a range of assessment materials for French (1<sup>st</sup> Language)</p> <p>Create a shared focus group proforma.</p> <p>HTs to carry out focus groups in individual schools.</p> <p>Feedback to staff and HT cluster (invite secondary modern language representative for feedback)</p> <p>Staff to implement Spanish programme.</p> <p>Organise training and supply staff to cover.</p> <p>Implement assessment materials at all levels at cluster meeting.</p> <p>HTs to share progressions and assessments with secondary colleagues at cluster meeting.</p> <p>Implement ‘Developing Number Knowledge’ strategies.</p>	<p>Modern Language Lead Practitioners – by end of Term 2. 4 days from cluster budget 1 primary, 1 secondary rep.</p> <p>June 2019.</p> <p>By December 2019.</p> <p>January 2020 HT Cluster Meeting.</p> <p>P5-P7 – August 2019.</p> <p>By June 2020 (primaries).</p> <p>Cluster in August 2019.</p> <p>HTs and Secondary Maths – By October 2019.</p> <p>Partnership Plans – throughout the year.</p>
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	<p>Knowledge' in their own settings to measure impact on pupil learning.</p> <p><b>Moderation</b></p> <p>Moderate Number Knowledge on additional INSET day (primary and secondary) to ensure training has built teacher confidence and is impacting on pupil learning.</p> <p><b>Literacy</b></p> <p>HTs to review Literacy frameworks to ensure progression across stages Early to Fourth. Share with secondary colleagues to raise attainment and show progression.</p> <p><b>Science</b></p> <p>HTs to review with secondary Science department to ensure coverage of benchmarks and to raise attainment.</p>	<p>Moderate Number Knowledge on additional INSET day (primary and secondary).</p> <p>HTs to plan and develop Literacy Frameworks to share with cluster.</p> <p>HTs to review with secondary Science department</p>	<p>Additional INSET day (date to be confirmed).</p> <p>HTs to meet and produce by June 2020.</p> <p>HTs and Secondary Science by June 2020.</p>
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