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

School: **HLS Partnership**

Date: **May 2019**

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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

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

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

Within our learning community we look at the journey each person is on, creating an ethos that encourages everyone to value their learning and support the learning of others.

We learn in a happy, safe environment.
(Safe, Active)

We demonstrate mutual respect.
(Respected)

Our Core Values
Updated December 2017

We feel listened to and listen to others.
(Nurtured, Included)

We use good manners and are well behaved.
(Responsible)

We develop skills for life, learning & work.
(Healthy, Achieving)

As the children travel through the partnership and onto Secondary school they will experience a curriculum (*distinct curricular learning, interdisciplinary learning, hidden learning (school ethos) and wider achievements*) which is diverse, based on the Curriculum for Excellence and aims to;

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

Review Date: March 2022
Review Activities (as appropriate):
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)
School Priority 1: **Curriculum** **1a) MLPS (1+2) (Cluster)** **NIF Priority** Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being **NIF Driver** School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information **HGIOS?4 / HGIOELC QIs:** 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3	Cluster-wide stakeholders' survey was completed and overwhelmingly chose Spanish (parents (66%), pupils (72%) and staff (70%)) as the preferred L3 for the cluster. Almost all (90%) mainstream pupils from P1-7 have further developed a second language – French. Staff in Primary 5 to 7 have collaboratively planned a 4 week block of Spanish through IDL approaches (Food & Greetings) as part of a 3 year rolling programme (Yr2 – Numbers and Sports/Hobbies). Having completed a Hands Up Primary pupil survey, 80% of pupils reported increased enjoyment in MLPS basic vocabulary and phrases through discussion with teachers and peers. Staff confidence continues to steadily increase in terms of personal knowledge and understanding of languages and teaching and assessment of languages. Confidence in using regional resources has increase improving the quality and consistency of experience for all pupils Opportunities to shadow members of the regional MLPS team have increased confidence and knowledge of teachers in teaching the L2 who accessed this targeted support. Attempts were made to access authority support from the MFL team however they were unable to deliver inputs at INSET. This created a barrier that would have improved confidence in our cluster staff and has impacted on the progress we have been able to make as a cluster in the delivery of L3	P5-7 staff to work together to design year 2 of the programme for the Spanish experience (Feb INSET), to be delivered through an IDL block and share practice. Cluster staff member participating in the Nancy Metz programme (March 2020) Continue to promote training opportunities in L2 and L3 to staff from regional, national and online providers. Consider resources to support reading of L2 and the learning and teaching of L3 (e.g. menus etc.).

(Spanish).	

Area for Improvement *Back to Contents*	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: **Curriculum** **1b) Science (Cluster)** **NIF Priority** Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being **NIF Driver** School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information **HGIOS?4 / HGIOELC QIs:** 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3	All staff have accessed training in science (Supported by SSERC and the regional STEM Team) leading to all teachers having increased knowledge and skill in Science (6% extremely confident & 88% somewhat confident) and no teachers having no confidence in teaching science. 68% of children have shown increased aspirations / desire to move into STEM based employment (Girls 75% / Boys 61%). Current enjoyment of STEM subjects (% love it / like it a lot) |	Science	Technology	Engineering	Maths
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Girls	94	83	87	83
Boys	92	92	90	66
All	93	92	89	76 | Staff and children's survey results show an increase in staff confidence in teaching sciences leading to increased opportunities and improved learning and teaching for all children. Motivation has increased across all staff with learning assistants also accessing STEM based training to improve their knowledge, skill and confidence in supporting these areas in class. All children benefit from the embedding of scientific enquiry skills linked to IDL learning. The recent partnership Science Week highlighted effective practice and increased the opportunities for the children to take part in Science based activities. This was effectively supported by some parents showcasing their work in science based employment, increasing aspirations of the children in STEM based careers. Teaching staff are more confident in supporting the children to lead their own learning and developing effective science based skills and developing science investigations. Additional funding has been sought and used to improve the resources available in Science (e.g. digital sensors, digital microscopes, outdoor science equipment and STEM based project boxes) leading to improve learning and teaching opportunities. All children have had the opportunity to apply literacy / numeracy skills through a science context. Results from these have been used as in cluster (regional for some) moderation activities.	Transition programme to be explored (through SSERC phase 2 day) linking second – forth levels. Explore a further area of STEM as a cluster for development. Moderation activity will be a technology focus. Sharing practice session to be planned if possible. Explore the use of Skype / video chat training within the cluster to share ideas and collaborate Continue to develop holistic assessments to allow children to show application of skills and knowledge. Continue to build upon current knowledge and confidence within science (year 3 of the IDL programme) and extend into other STEM areas. Use Annual planner to space out science based learning throughout the year so as not to clutter the end of the year. IDL Planner to be streamlined – in line with tackling bureaucracy agenda. Staff working group to be developed to support this.

	Increased teacher confidence in the moderation of numeracy / literacy skills through application in new / real-life situations linked to sciences leading to more consistent expectations & outcomes for all children.	

Area for Improvement _Back to Contents_	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: **Curriculum** **1c)) Reading (Partnership)** **NIF Priority** Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being **NIF Driver** School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information **HGIOS?4 / HGIOELC QIs:** 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3	Outside factors (e.g. staffing changes, removal of the library bus service, other priorities etc.) has limited the impact of this improvement area. Despite these the partnership has; • Improved the learning and teaching of comprehension skills within the P4-P7 classes. Focused teaching has developed children's abilities in reading (25% of children in P2-P7 increased by 5 or more standardised points in INCAS assessments). • Reviewed the Literacy curriculum to ensure pace and progression throughout the stages. This has brought together the organisers and planning from the 3 schools in to a consistent programme to be introduced next year. • Reading at First level has been extended through the purchasing of additional resources to allow children to consolidate their reading skills if needed. This has had the greatest impact on those children who are experiencing difficulties with reading at home through increase motivation and opportunity. • ASL programmes have been targeted at those children who have been identified as needing support – word wasp, reading recovery, paired reading have been used to support these children and increase confidence and fluency. • Current working levels show that 92% of children are on course to achieve their expected CfE milestones in reading across the stages (Hardgate: 88%, Lochrutton: 100% and Springholm: 91%) compared to 90% on course to achieve CfE milestones in 2017/18 session. Our target for the year was 93%. • All pupils have taken part in a range of activities promoting reading for enjoyment (e.g. Scottish Book Week (including a partnership working day with a reading focus), World Book Day, First Minister's Reading Challenge) and classes at first level have worked collaboratively on scot's language projects (funded through the Scottish Book Trust) and educational visits (Moat Brae, Dumfries) so as to extend the children's interests, vocabulary and exposure to a range of genres and promote literacy for all. • Assessments, based on CfE benchmarks, are supporting professional judgements with teacher confidence increased.	Implement the updated Literacy programme of study and further develop to support progression in spelling (moving on from phonics programme) throughout the stages and develop the application of the skills within writing. Develop reading / library areas in all schools to promote reading for enjoyment. Evaluate the impact of the FM Reading Challenge to see if lessons can be learned and improvements achieved in Year 2. Seek additional funding for the purchase of new reading materials for the children at First level and to extend high achieving reader at second/third level. Continue to support children facing barriers to learning and additional needs – Include ASL teacher in attainment discussions to support professional judgements and next steps. Extend use of Sumdog to include reading, spelling and writing resources to complement current resources.

Area for Improvement **Back to Contents**	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 2: **Supporting Learners** **2a) PEF – Health & Well- Being:** **Nurture / Outdoor Learning** **2b) Social Communication Disorders** **NIF Priority** Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being **NIF Driver** School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information **HGIOS?4 / HGIOELC QIs:** 1.1, 1.2, 1.3, 1.4, 1.5 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2,	There is an increased knowledge of the nurture principles within the partnership with some teachers beginning to embed them into their classroom practice to support all children. PASS data has highlighted that children receiving additional support or facing poverty related barriers feel supported at school. PASS Data analysis - The introduction of play based learning in some Primary 1 and 2 stages has been very successful with children showing increased confidence for learning, improved ability to self-assess risk in their learning environments and positive signs on attainment. Staff have increased confidence in using a range of learning environments. Staff training opportunities (e.g. forest schools, national outdoor learning events) have supported improved experiences and improved children's resilience in most cases. Additional support for learning staff have worked closely with class teachers to improve the support given to children facing social and emotional barriers to their learning. The completion of the Dream Room at Springholm has allowed for tailored and targeted support to be carried out (e.g. nurture groups, life skills, small group activities). Children from partnership schools are beginning to access this resource as needed.	Expand and embed nurture principles across all classes (PT to lead on). Continue to develop the use of PASS questionnaire to measure impact of H&Wb projects and identification of possible barriers (in conjunction with other sources of information against the health and well-being indicators). Explore Dyslexia training for staff to support children facing this as a barrier to learning.

Area for Improvement **Back to Contents**	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 3 **Learning Pathways & Personalised Support** 3a) Supporting Learner's Journeys 3b) Involving Parents **(PEF)** **NIF Priority** Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being **NIF Driver** School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information **HGIOS?4 / HGIOELC QIs:** 1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2,	Reviewed homework policy, reflecting the views of all stakeholders, will be implemented in session 2019/20 improving consistency for all learner and giving opportunities for parents to have a clearer understanding and increased involvement. Due to delays in purchasing digital technologies and setting up of software, there has been limited impact on engagement of pupils in sharing their learning digitally. However, after receipt of the devices the children have increased their use and confidence in using them in recording their learning and sharing it within their class (e.g. SpP1-2 interviewing each other using the iPads) 3% more parents feel they get enough information about their child's learning and 5% more feel they know how to help their child. The programme of sharing the learning events have allowed opportunities for parents to come into school to celebrate in their child's learning. Over 60% parents have engaged with at least 2 of these events with 90% engaging in at least 1. All schools have increased their presence in the local community, offering opportunities for the children to engage with their surroundings and share their skills and knowledge with a wider audience. All children have engaged with these opportunities and some have taken part in regional events (e.g. STEM Conference)	Roll out the use of profiling software to all stages. Trial free software prior to making the decision as to purchasing annual license. Staff Training for Seesaw. Review sharing the learning & reporting programmes with parents, staff and children to ensure impact and effectiveness. Redesign as required.

Area for Improvement *Back to Contents*	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)
2.1.1 Report on the impact of PEF • **Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?** • **How rigorous is the school's approach to providing robust evidence of closing the attainment gap?** • **How well are you removing barriers to learning and ensuring equity for all?** **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing.	**Reading:** Staffing changes have impacted on the successes in this area. However, Reading for enjoyment has increased for children facing specific barriers with identified children showing increased motivation and frequency. New reading materials at Hardgate have allowed children at first level to consolidate their skills at an appropriate pace supporting fluency, word recognition and phonics. Initial positive results through INCAs will be monitored further to ensure lasting impact. Focused interventions (e.g. ASL interventions, focused support for reading comprehension) has increased children's abilities to use skills and knowledge of literacy to decode and understand texts that they have read. The use of PIPs & INCAs data has provided a robust measure to support teachers' professional judgement and shows consistency with CfE attainment data. This has also supported the identification of specific reading issues (e.g. dyslexia) in a number of children where the attainment gap has been increasing. **Outdoor Learning / Nurture:** The completion of the 'Dream Room' at Springholm has improved experiences for children facing emotional and social barriers to learning through nurture activities, life skill sessions and community events. This has supported the children's increased confidence, opportunities to engage and share worries with trained staff. Staff training has increased understanding and confidence in supporting children facing nurture related barriers to learning. These have been used to support identified children and increased attendance, behaviour and motivation to their learning. PASS results show *** Specific projects supporting outdoor learning has increased engagement in the children's learning, reduced incidents of poor concentration / low level behaviour and developed the social skills of children facing these barriers to learning at the Early level. Staff trained in using Emotion Works resources feel better able to support the social, emotional and behavioural needs of children identified. This knowledge and experience has been utilized across the partnership to support those children facing emotional barriers / hitting a crisis point. This intervention has allowed the children to maintain attendance and engagement in school – in almost all cases this improvement has been maintained.	Continue to use digital technologies to engage parents with their child's learning. Extend throughout the school and monitor engagement with children facing rurality, financial and communication barriers. Continue to monitor impact of numeracy interventions (SAMSON, Sumdog) and extend to include the development of number knowledge strategies to extend opportunities to support maths recovery strategies. Extend the use of play-based / outdoor learning across all P1-2 classes within the partnership as appropriate.

Targeted Support:
PEF funding has also supported families facing financial barrier to allow children to be fully included in the wider life of the school. Funding has allowed access to overnight and day trips, purchasing of essential equipment and reducing the cost of the school day for all families facing poverty related barriers. Another areas which has been supported is with families just above the FME entitlement threshold / previous FME entitlement. PEF funding has supported Springholm breakfast club and emergency payments for school dinners when arrears have been due to financial difficulties.

PEF funding has also increase opportunities for staff to undergo training, develop small-scale interventions and plan targeted programmes supporting the closing of the poverty-related attainment gap. Progression rates against CfE milestones this session (Based on CfE progress)

PEF Support	Improved Progress (%)	Maintained Progress (%)	Slower Progress (%)	Yet to assess (%)
Reading	20	60	0	20
Writing	50	20	10	20
Lis & Talk		80%		20
Numeracy	10	50	10	20

2.2 Summary of Key Strengths / Areas for Improvement			
(What is our capacity for continuous improvement?)			**Back to Contents**
Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.			
Quality Indicator (Back to Contents)	**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**
1.1 Self-Evaluation for Self-Improvement • *Collaborative approaches to self-evaluation*	• Collaborative approaches involving staff, pupils and parents – newsletters, surveys, focus groups etc. are used to evaluate aspects of school life and the work we do. Closer working across the partnership is allowing the sharing of ideas and strengths and improving experiences for children. • Parents, staff and children regularly review the work of the school & partnership (e.g. through newsletters, online surveys, Parent Council meetings etc.) with feedback being used to support decision making and school improvements. • The majority of pupils reflect on their attainment and achievement through daily feedback and interaction with staff. • Some pupils are beginning to reflect on learning experiences through class discussions and focus groups. • Comment boxes in reporting activities are being used more often by parents and children to comment on strengths, areas for development and progress. • Staff, children and parents share termly learning targets which are evaluated at formal Learning Conversations (Parent/Pupil Meetings). • The school community is involved in the review of the. Partnership Vision, Values and Aims were reviewed in 2017/18 session in consultation with all children and parents and some partners. Updated V, V & A's reflect common values and underpin all activities. • SIP and SQR is shared with Parent Council and School Community through newsletters, school displays and parent council meetings (summaries shared with full documents available if desired). • Parent, staff and pupil views underpin and lead school / partnership developments (e.g. House meetings, playground developments). • There are strong systems in place for pupils to take an active role in future developments through a shared agenda for House Meetings. Pupil feedback informs future developments e.g. Homework review. All children take an active role in school and partnership developments.	• Consider ways to collate whole partnership / school level 'notable comments (with consideration of electronic record being set up to support this across all Qis) – aim to give staff more understanding of HGIOS4 and develop a quick method of recording. • Continue to develop evidence gathering which is manageable and sustainable. • Develop electronic process for pupils to record ongoing evaluations / profiling. Process needs to be more robust and pupils require more frequent access to IT hardware such as tablets for ongoing comments. • Staff knowledge of and confidence in using benchmarks to assess across whole curriculum is a priority.	**4**

Quality Indicator (Back to Contents)	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
1.1 Self-Evaluation for Self-Improvement • *Analysis and evaluation of intelligence and data*	• Teachers are confident in interrogating and analysing a range of data (PIPs, INCAS, Sumdog, Holistic Assessment Data, and SNSA) to evaluate pupil progress over a period of time. This is especially evident in Literacy and Numeracy impacting directly on next steps in learning for all. • Attainment meetings inform future decision and approaches to learning. These are linked to other quality improvement activities to provide continuous, supported improvement. There is a focus on attainment and progress of all children alongside specific foci based on school / regional priorities (e.g. Supporting Learners / PEF have been focus this session). • School improvement priorities and Standards and quality activities highlight key strengths and areas for improvement. These are shared with parents and children and cross corroborated through Parents Councils / House Meetings, focus groups and staff meetings. • Baseline / Interim / End of year assessment periods (using formative and summative assessment sources) informs teacher judgement and next steps in learning. INCAs, PIPs and SNSAs are used to support, moderate and track pupils' progress against national standards. • Holistic assessment are becoming embedded in most classes, supporting professional judgement and assessing against the national benchmarks in Literacy, Numeracy and Science (allowing for application of knowledge & skills). • Staff also access and make use of research / data from Scotland and beyond e.g. Education Scotland, Education Endowment Foundation. • Sumdog (Maths Website) and Samson Maths (Mental Maths) was introduced last session to boost maths attainment and to provide another source of data. In classes where consistent use of the strategies standardized data has shown increased attainment from the previous year's data for most children. • Class attainment and SfL meetings (held 3 times a year) focus on individuals and groups and staff have ongoing access to and use of data to plan for learning needs. • Differentiated learning much in evidence. Multi-stage planning allows children to work across and within stages at appropriate levels.	• Continue to increase the familiarity with the CfE benchmarks to assist teacher with planning, assessment, tracking and next steps (Lit, Num & IDL as a focus) • Continue the development of school tracking to develop robust but manageable pupil profiling, including assessment and tracking documentation, tracking of wider achievement activities. • Increased Attainment levels in literacy and numeracy remain a central feature of our priorities. • Revisit Samson Maths – differentiation and pace. • Develop staff confidence in using SNSA & PASS information	4

- New Big Writing criteria (introduced mid-year) has allow for more rigorous assessment of writing linked to benchmarks and challenge for more able children (especially in second level).
Working levels (CfE) are currently;

2018/19 Interim	Above (%)				As Expect (%)				Below (%)			
	H	L	S	P	H	L	S	P	H	L	S	P
Early	0	*	25	18	43	*	63	53	57	*	13	29
First	22	40	21	26	65	55	75	63	22	5	8	11
Second	5	30	27	23	42	45	23	33	68	25	50	44
Overall	2	36	24	24	53	50	52	49	45	26	26	27

These will be reviewed at the end of the session and compared with previous years' and children's progression over time.

- Termly reviews of SfL IEPs and targets support timeous interventions and ongoing impact. Model of Assessment, Focused intervention, Assessment, Rest cycle allows staff to see ongoing impact and adapt support as needed.

- Wider achievement – there is a whole school focus – Achievements are shared at weekly assemblies, through circle time and through school newsletters & displays to encourage sharing of Wider Achievement and to further support assessment of the 'whole child'.

- PASS data highlights that children receiving additional support or facing poverty related barriers feel supported. However, they show lower rates of self-worth (-9%) and response to their learning environments (-5%). Almost all children (91%) feel prepared for learning in the partnership.

Quality Indicator (Back to Contents)	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
1.1 Self-Evaluation for Self-Improvement • *Impact on learners' successes and achievements.*	• Achievement Assemblies feature most months throughout the session which celebrate both school and wider achievements. Most pupils are keen to strive to be the next 'Pupil of the Week. • Pupils look forward to the Achievement Assembly and many are keen to share their wider achievements. Evidenced though pupil discussions. • Class and school wider achievements are tracked and features in monthly newsletters. There is a strong philosophy of access for all and activities are planned around this (e.g. sport coaching, Feis Rois music activities, class trips, P7 enterprise projects). • Partnership learning days have been supported by parents presenting to the children (e.g. digital learning & science) promoting STEM careers and aspirations within local industries. • All children have access to a wide range of events, both locally and nationally, where they can achieve and share their learning (e.g. Lacrosse, Cricket, science, Scot's Poetry). These events support participation and progression onto higher levels of achievement (e.g. orienteering)	• Review how wider achievements are celebrated and tracked to ensure all children have equal access to these opportunities. This will include the review of assemblies by Principal Teachers (in consultation with pupils, staff and parents) • Consider best ways to support learners in this digital age – skills based approaches. Equity funding to close the 'digital attainment gap'. • Consider how access to opportunities can be developed further for those children facing 'rural poverty'. • Skills for life and skills need to be embedded across all curriculum areas • Use of National Standardised Assessments and interpreting data.	**3 / 4**

Quality Indicator (Back to Contents)	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 commitment from partnership communities to achieve the best for all. • The partnership benefits from a strong, committed staff who set high, achievable expectations and drive improvements for the benefit for all learners. • Strong relationships are evident across the partnership and are appreciated by most children & parents. • Shared vision, values and aims created across the partnership in collaboration with pupils, staff and parents. Developments, led by the children, staff and parents offer opportunities for all children and adults to have a voice in the decision making process • Staff critically embrace change to support pupil learning and raise attainment. • Many pupils can talk confidently about what and why they are learning. • The school takes a lead role in development of Cluster priorities, e.g. collaborative working and networking – level planning and moderation. • Positive working relationship with cluster schools and agency partners. • School and partnership evaluation activities regularly influence improvement decisions, use of resource and policy developments. • Staff and parents take an active role in school / partnership development and identify areas where they can lead improvements (e.g. Nurture training, Outdoor Learning in the Early Years, Literacy Developments). • Principal Teachers are increasingly having a more strategic focus as part of the Improvement Plan across the partnership. • Pace of change is managed by SLT to enable small steps of change and time for initiatives to be reviewed and embedded in practice as appropriate. Those critically evaluated as having most impact can be rolled out across the partnership. • All Staff participate in Professional Development Reviews and are committed to personal	• Continual improvement of manageable Quality Assurance procedures to ensure there is effective, robust and inclusive self-evaluation with all stakeholders. • Develop a range of effective procedures to make sure all staff, partners learners and other stakeholders are actively involved in self-evaluation procedures – Focus Groups for Session 2019/20 (Reporting, Positive Relationships) • Strengthen understanding of key national policies – e.g. National Attainment Challenge. • Focus on 'inwards, outwards, forwards' approach for analysis • Continue to build leadership capacity. • More time to enable collaborative activities for all staff more often would be beneficial. • Develop further use of digital	**4**

	development. Use of Professional Update (GTCS) is a key part in the professional development of all teachers. . • Strong pupil participation in the strategic level developments through house meetings, survey results and P7 leader roles. Most children feel supported and value the roles of the House system in leading improvements • Almost all children, parents and staff feel the partnership is well led. Staff consultation and leadership at all levels is evidence in each school. • Professional Learning of all staff is a priority and CLPL leads to improved outcomes for learners. Encouragement of Masters Levels learning evident (1 PT currently undertaking Into Headship and an acting post, 1 is undertaking a Masters Level Course). This continues to be supported through PEF funding and offers high quality training. Staff seek out leadership and development opportunities • Staff regularly engage through staff / partnership / cluster / SLT meetings to improve knowledge and understanding, lead improvement projects and engage in self-evaluation activities based on GTCS standards & HGIOS QI's.	resources for evaluative comments from school community. • Opportunities for sharing leadership, responsibilities and experiences to assist staff in personal career development. • Reduction in SLT support time will have an impact on SLT remits and time available to support pupils, staff and parents.	

Quality Indicator (Back to Contents)	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
2.3 Learning, Teaching and Assessment • *Learning and engagement*	• Teachers share Learning Intentions and Success Criteria with children on a regularly through feedback, wall displays, etc. • SLT Learning Visits have an agreed focus driven by teacher development link to self-evaluations and PRD process. Strengths and Areas for Development lead to improvements in learning and teaching. • Each school has a strong ethos with high motivation levels with most children finding their work interesting and enjoy learning at school. • 84% of children know what they are good at in their learning, with 74% confidently knowing how to improve their work and 88% know who to approach if they are having difficulties, have a problem or are upset. • In almost all classes, organisation and classroom management is very good. Poor behaviour in class is usually well managed with a positive impact in that less teaching time is being lost dealing with behaviour issues. • Children facing significant SEBD barriers to learning are supported through nurture activities, exploration of the emotions and causes, access to appropriate partner support and positive relationships. • Children take increasing responsibility for their own learning as they move through the schools. There is a strong ethos of child-led learning in some classes. • Learners take an active role in school and wider community. Enterprise projects, community events are increasingly involving the wider community, local businesses etc. with examples of good practice (e.g. community enterprise projects, P7 £5 challenge, Pupil leaders roles) • In most lessons and activities pupils can share what they are learning and what they need to do to be successful. • All classes contribute effectively to the wider life of the school with strong examples of some classes engaging and enhancing the wider community (e.g. Lochrutton Soup and Pudding, Hardgate and Springholm Beach Clean, Partnership Charity engagement). • All children take part in the whole school and partnership developments through the House	• Continue to embed LI and SC in class activities and to focus on HOTS in all curricular areas. • Raise children's awareness of HOTS and to encourage and develop creativity. • Continue to monitor effective teaching in all learning areas, including outdoor learning. • Peer Support – encourage staff to arrange informal observations with a colleague and reflect on the quality of learning and pupil engagement in their class. Share best practice. • Personalisation and choice and opportunities to lead learning to be developed further within IDL learning and teaching.	**4**

	Meetings, led by the Primary 7 leaders and with a shared agenda.		

Quality Indicator (Back to Contents)	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
2.3 Learning, Teaching and Assessment • *Quality of Teaching*	There is a positive range of teaching experience across the partnership. Teaching staff actively engage with developments, evaluate their own learning and partnership programmes and seek to improve where needed. Staff have a positive attitude towards helping each other in improving their own confidence and skills. Collaboration across partnership classes is becoming stronger. Children are benefitting from a wider range of activities, utilizing the skills and knowledge of the wider partnership staff and parent body (e.g. partnership learning days, school excursions) Reference to previous knowledge was evident in most introductions to lessons. LI and SC were shared in age appropriate ways. Pace of lessons is mostly very good. Appropriate differentiation was evident in all classes. (Writing and individual maths setting.) A wider range of learning environments are being used to support learning and teaching. Use of digital resources is becoming embedded in some classes e.g. Digital Technology - iPads in every class, Green Screen. Children are becoming more confident in using a greater range of digital resources as part of their learning. Reflection on learning was evidenced in some classes through plenary activities, children's reflective comments (including input into their learning conversations), focus groups and house meetings. Additional Support for Learning staff work in a timeous way to plan and implement interventions in conjunction with class teachers to support learners at the soonest possible opportunity.	• Continue to support teachers in improving teaching skills as identified through observations and PRD discussions. • Review LI and SC to ensure they are appropriate, relevant and in 'pupil speak' for the learning taking place. • Encourage staff to peer observe and build on best practice from colleagues including visiting other schools (looking outwards).	4

Quality Indicator (Back to Contents)	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
2.3 Learning, Teaching and Assessment • *Effective Use of Assessment*	Staff have a good understanding of each child's needs, interests and stages of development. This is reflected in both planning and assessment. There is evidence of clear use of a range of data to measure progress of learners (CfE Levels, SNSA, Sumdog, reading bands, BW levels). Teachers' use of data and moderation activities is continuing to support teachers' professional judgements in key areas. Assessment feedback is shared with pupils daily in a variety of ways and with parents through learning conversations, standardized assessment results, sharing the learning events and annual pupil reporting. All teaching staff take part in moderation at different levels further supporting professional decisions and sharing of expected standards. Attainment meetings are focused on pupil progress, barriers to learning and interventions to mitigate these. IDL assessments are becoming embedded across the curriculum allowing all children the opportunity to demonstrate application of Literacy and Numeracy skills and knowledge in new and unfamiliar contexts. Support for Learning staff use assessment tools to further support learning needs and next steps. Positive liaison throughout the staff as capacity permits All teaching staff take part in moderation at different levels further supporting professional decisions and sharing of expected standards.	• Revisit focus on Pupil Self-Assessments across school. Link to class / group learning plans and self-responsibility for collation of evidence against planned learning/ • Use of National Benchmarks in both planning and assessment to be embedded in Literacy and Numeracy (other areas as appropriate to IDL learning and teaching). • Further development of tracking to raise attainment and to gather evidence to support 'Achieving a level'. • Extend use of national assessment resources to assist staff in evidencing attainment level.	**4**

Quality Indicator (Back to Contents)	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
2.3 Learning, Teaching and Assessment • *Planning, Tracking and Moderating*	• Attainment meetings have a clear emphasis (using HGIOS Indicators & challenge questions) leading to focused, early interventions and a continuous emphasis on attainment and achievement. There is a clear focus on children facing specific barriers and possible interventions to support learning. The impact of these is monitored in collaboration with staff and partner agencies as appropriate through planning (e.g. IEPs, Child's Plan Meetings etc.) • Local environment and community resources are used effectively to support and widen learning. There is an increasing drive to expand senior pupil's experiences to the wider country (e.g. city experiences) to combat rural poverty. • Through planning grids, pupil comments, school displays etc. opportunities for creative learning can be evidenced e.g. Peter Pan, Science, Community Enterprise Events etc. • Stage planning and moderation is increasingly developing a shared understanding of progress within C for E levels. • Moderation activities (Partnership, Cluster and Regional) support professional discussions and judgements. • Stage planning is beginning to support planning for learning and teaching and sharing the workload, aligning learning and teaching across the partnership. • A revised curriculum planner is being developed to reflect the D&G Curricular Group resources. Planning is now linked to benchmarks Literacy, Numeracy and some other curricular areas through IDL learning. • Stage overviews have been developed for almost all areas of the curriculum and show breadth of learning to ensure pupils have access to a broad curriculum and opportunities to develop cross-curricular skills. • Staff confidence inputting and interpreting data is increasing as evidenced through attainment discussions. • Teachers use Curriculum for Excellence levels, CEM & SNSA data and professional judgement to identify next steps for learning. ICT is used to support tracking and monitoring and is being used effectively by staff. • The partnership tracking model is used to track progress across the year and is based on the regional model and tracks children's progress against CfE milestones.	• PEF interventions are being monitored and tracked. Small Steps of Change developments may lead to greater involvement next session. • Ensure time is built into 35 hour week agreement for stage planning, assessment and moderation. • Review revised language plans from August 2019. • Continue to build upon stage planning activities to promote stronger collaboration and minimise bureaucracy.	4

Quality Indicator (Back to Contents)	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	• The partnership vision, values and aims are closely linked to the well-being indicators and underpin all activities within the partnership schools. • Most pupils (70%) have had access to after school activities. This complements the ethos of participation through wider achievement activities through the school day. • All staff provide a very good level of pastoral care. They have a very good understanding of the children in their class and their wider context, supporting them effectively. • All staff have taken part in Child Protection / GIRFEC training. • Skilled and experienced Support for Learning staff work closely with class teachers, children and parents to identify the needs and support for pupils' learning. • Support is targeted to enable different groups of learners to achieve e.g. Enhanced transition, Lego groups, Let's Move activities, life skills groups. • The partnership schools take an active role in wider community issues through whole school / partnership events, assemblies and class activities. • We actively promote fairness and justice in our interactions and pupils are confident to discuss these issues • Nurture activities support the needs of target children, supporting their engagement and progression.	• Positive Relationship (inc Bullying) policy to be reviewed in consultation with parents, staff and children. • Develop consistent approaches to supporting all children facing barriers to learning (e.g. behaviour, SEBD, Social communication) • Staff to familiarise themselves with National Improvement Framework – national vision for achieving excellence and equity for all • Sustain programme of targeted support – looking at social and emotional skills (PEF input) • Review and improve family learning and engagement strategies in consultation with parents, staff and children.	**3 / 4**

- Attendance levels are high in most classes and exclusion rates are low compared to comparator schools and national averages.

	Attendance (%)		Exclusions (openings)	
	2016-17	2017-18	2016-17	2017-18
H	96	94	0	0
L	98.1	97.1	0	8
S	94.8	95.3	0	6
Collaborative		95.3		3.5
Nat	93.7	93.3		9.2

- P6 and class buddies gives pupils opportunities to experience responsibility in a meaningful way and supports the transition of children into the school.

Quality Indicator (Back to Contents)	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy*	• Attainment data shows that most children are making good progress in attainment. Interventions to support children not reaching key milestones (including predicted progression) are put in timeously with support from class teachers, additional support for learning staff and outside agencies as needed. • June 2018 attainment data, against comparator schools (Cluster, D&G, Regional Collaborative and National), is on par / better in almost all areas. Areas where the attainment levels are below comparators, specific interventions (IEP's, EAL, GIRFEC Factors) are in place to support progression. **% of pupils Early level or above @ P1** **% of pupils First level or above @ P4**	• Develop partnership tracking model to reflect changes in curriculum and take cognizance of the regional model being introduced in 2019/20 (avoiding repetition). • Attainment in writing at second level	**4**

% of pupils Early level or above @ P1

June 2018	Reading	Writing	Lis & Talk	Numeracy
Hardgate	100	100	100	100
Lochrutton	83	80	100	100
Springholm	100	100	100	78
Partnership	95	95	96	96
Cluster	76.4	75.3	84.3	87.6
Regional	78.9	78.4	87.2	84.8
Collaborative	81.7	74.8	91.5	88.2
National	81	78	87	85

% of pupils First level or above @ P4

June 2018	Reading	Writing	Lis & Talk	Numeracy
Hardgate	40	40	100	80
Lochrutton	75	100	100	100
Springholm	92	75	100	84
Partnership	95	95	96	96
Cluster	78.4	76.7	87.9	80
Regional	77.4	70.2	84.8	75
Collaborative	81.7	74.8	91.5	88.2
National	81	78	87	85

% of pupils Second level or above @ P7

June 2018	Reading	Writing	Lis & Talk	Numeracy
Hardgate	87.5	87.5	100	62.5
Lochrutton	100	100	100	100
Springholm	100	86	86	100
Partnership	95	95	96	96
Cluster	83.2	73.9	82.2	71
Regional	79	71.1	84.3	74
Collaborative	81.7	74.8	91.5	88.2
National	81	78	87	85

Current progress rates (Whole School)

Feb 2019			Above Exp. Level (%)	At Exp. Level (%)	Below Exp Level (%)	
Reading	Early	P1	31%	85%	15%	13
	First	P2	35%	57%	9%	23
		P3	43%	57%	0%	23
		P4	42%	58%	0%	24
	Second	P5	22%	65%	13%	23
		P6	14%	77%	9%	22
		P7	24%	62%	14%	21
	Total		29%	63%	8%	153

			Above Exp. Level (%)	At Exp. Level (%)	Below Exp Level (%)	
Writing	Early	P1	18%	53%	29%	17
	First	P2	26%	61%	13%	23
		P3	22%	70%	9%	23
		P4	29%	58%	13%	24
	Second	P5	13%	43%	43%	23
		P6	18%	23%	59%	22
		P7	38%	33%	29%	21
	Total		24%	49%	27%	153

Lis & Talk	Early	P1	12%	71%	18%	17
	First	P2	17%	74%	9%	23
		P3	18%	45%	36%	22
		P4	17%	78%	4%	23
	Second	P5	0%	83%	17%	23
		P6	5%	91%	5%	22
		P7	0%	95%	5%	21
	Total		10%	77%	13%	151

* Highlighted areas have been a priority focus since February 2019 and will be monitored during the final attainment week.

Numeracy	Early	P1	12%	47%	41%	17
	First	P2	26%	61%	13%	23
		P3	35%	57%	9%	23
		P4	21%	63%	17%	24
	Second	P5	17%	52%	30%	23
		P6	18%	59%	23%	22
		P7	19%	62%	19%	21
	Total		22%	58%	21%	153

- Attainment meetings, professional discussions and collegiate activities have a strong focus on attainment of all children and supporting learners facing barriers. There continues to be a focus change moving towards the prediction of children's progress towards key milestones – this feeds into the CfE benchmarking tool developed across the partnership (e.g. a green a P2 is a prediction that the child is working at a rate allowing the achievement of First level at the end of P4) and which has been a model of good practice which has been shared with other schools.

3.2 Raising attainment and achievement • *Attainment over time*	• Learners make good progress through levels based on prior levels of learning. • Partnership Attainment and Tracking systems focuses on attainment over time (e.g. Attainment meetings focus on progress towards milestones (P2 attainment evaluated as green means the child in on course to achieve first level by the end of P4) • Moderation activities support professional judgements on progress. • Attainment of children in almost all stages has improved over the past 2 years. Improvements have been consistent in reading and numeracy.	• Develop tracking model to show predictions of children's achievement of a level (query dates / terms expected)	
3.2 Raising attainment and achievement *Overall quality of learners' achievement*	• Most children are confident in their learning and almost all take an active part in the life of the school. • Most children develop positive relationship and contribute to the community ethos of the school. There is strong evidence of children collaborating within class and in the school community. • Most children take an active role in their learning. Completion of home learning tasks supports class-based learning and children within the senior classes are increasingly using technology to support this (e.g. using Sumdog challenges, using GLOW features) • Almost all children identify their classroom as a good place to learn and feel encouraged to do their best.	• Develop the wider achievement activities programme so as the closer link to the development of skill-based learning.	
3.2 Raising attainment and achievement *Equity for all learners*	• Most children feel supported and get help when they need it. • There is a strong ethos of equity of opportunity for all children and supports are put in place to allow all children to have similar experiences and access education. • Care experienced children are supported through LAC meetings, targeted interventions and an ethos of support in almost all classes. • Additional Support for Learning staff lead interventions to reduce barriers to learning for all children who have identified needs. • Attainment Data: IEP target achievement rate?	• Ensure consistency of approach across all classes. • Staff development to increase confidence when supporting children with SEBD needs and dealing with challenging behaviours.	

Quality Indicator (Back to Contents)	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
2.2 Curriculum: Theme 3 Learning Pathways	• Our Curriculum Rationale is based on shared values. Curricular Overviews are being reviewed to ensure alignment across the partnership - we have a broad curriculum and a range of high-quality learning experiences. • Curriculum planners shows coverage of Es and Os and Inter Disciplinary learning. • Learning pathways provide flexible routes through learning for all children. New IDL programme overview is ensuring breadth and coverage within Social Subjects, Sciences and Technologies with opportunities to apply skills in Literacy, Numeracy and Health & Well-Being through bundled holistic assessments linked to benchmarks. • Learning pathways are based on the principles of curriculum design and are reviewed regularly to ensure sustained impact. • All children have access to high quality learning and teaching with increasing use of outdoor environments to support learning. • Most staff are skilled in differentiating work to suit the needs of individual learners. • Progression of ICT skills is improving and use of ICT to enable all pupils to access learning has increased with the introduction of new digital technologies. • Use of ICT to support learning (e.g. P1-7 pupils are making good progress through Sumdog programmes for numeracy) • Enterprising activities are evident from P1 through to P7. • There is a strategic focus on curricular improvement with a focus on reducing workload and bureaucracy. • Annual focus on Scots Language throughout the school.	• Continue with progressive planning. • Familiarisation with national benchmarks and use to inform planning. • Outdoor learning should be embedded across all levels. Encourage more self-evaluative comments from pupils, parents and staff to inform curricular development.	**4**

Quality Indicator (Back to Contents)	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
2.7 Partnerships – Theme 3: Impact on Learners • *The impact of parental involvement on improving children and young people's learning.*	• We work closely as a partnership and with our partner agencies to support children's learning and break down barriers (e.g. rurality, poverty, learning needs). • Parents are increasingly becoming involve in the learning of the children and sharing their experiences (e.g. DYW, Partnership Learning Days, Planning events and trips, support learning activities) • We have put in place a calendar of parent engagement activities to support their understanding of their child's learning. This is shared at the start of the year and, apart from unforeseen circumstances, we complete all planned events with a good support from families. This programme is due to be reviewed as part of parental engagement and reporting developments next session. • We are continuing to develop links with community groups to support and extend children's learning (e.g. an increasingly broader range of creative activities, sports, music). • All classes have utilized community links to support learning in the class with lots of positive results (e.g. Rotary Club, Dalbeattie Men's Shed, Local businesses, SSPCA etc.). • Celebration of achievement and positive school ethos is shared with families through newsletters, class displays and sharing the learning sessions. This will be developed further to ensure impact based on evaluations from working groups in session 2019/20. • School creates opportunities for Parental Involvement and engagement (e.g. Tea, Treat and Talk sessions, Side by Side Learning, Learning Conversations, online questionnaires. • There is termly communication with parents on their child's attainment / progress through class information letters, Learning Conversations, Open Evening, Reports, Open door Policy, Celebration of Learning Events, home / school diaries	• Need to develop parental involvement and engagement further in curricular development and other SIP priorities. • Wider representation would be welcome at Parent Council (e.g. gender) • Use links in the Community more effectively and more often to enhance learning and establish strong relationships. • Review parental engagement and family learning calendar in term 1 with parents, children and staff. • Review the wider achievement opportunities we have and how these are celebrated / recorded to ensure equity of opportunity • Develop communication opportunities to build upon use of digital technologies (e.g. online calendars, Facebook / Twitter pages, digital profiles for all children).	**3 / 4**

School Improvement Plan 2019-20

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	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)
Priority 1 - Cluster **Curriculum**: Modern Languages **NIF Priority** Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being **NIF Driver** School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information **HGIOS?4 / HGIOELC QIs:** 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3	All learners to continue building confidence in acquisition of French as L2 language. P3-7 now working on P4 core programme. All learners in P5-7 to continue exposure to L3 language with a focus on culture. This will continued to be developed to create a 3 year rolling programme (short-term IDL topic) with a focus on Spanish culture (number and sports/hobbies) for year 2. Target is have 85% of P5-7 staff more confident in their knowledge and understanding to deliver a Spanish culture topic. Pupil confidence will also be evaluated in May 2020 following learning and teaching.	To embed L3 – year 2 of the 3yr rolling programme with a focus on vocabulary and culture, delivered as an IDL block (numbers & sports/hobbies). Time to be allocated to allow second level teachers to collaboratively plan IDL learning. Training (if available) to be opted into on a voluntary basis by teaching staff. Collaborative teaching and support sessions organised through local authority team.	**Collegiate Time:** INSET Session in Feb 2020 to allow for second level teaching staff to come together and plan IDL topic. Highlight online training to staff for personal development – ongoing from August 2019. Cluster collegiate sessions offered from LA MLL team. **Resources:** Spanish resources to support IDL topics

Improvement Area Back to Contents	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)
Priority 2 – Cluster **Curriculum:** Technology Skills, Knowledge and Understanding **NIF Priority** Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being **NIF Driver** School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information **HGIOS?4 / HGIOELC QIs:** 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3	Staff confidence in Technologies will increase leading to improved learning and teaching and experiences for all children. Improved learning opportunities for pupils and developing their STEM skills and understanding. Current Technology curriculum will be reviewed and updated leading to improved progression throughout the stages. Staff confidence will be increased in areas where there is less confidence in teaching and/or due to a lack of resources and equipment. These areas will then be focus for future development. All staff will be confident in using a basic package of resources as part of their day to day role and supporting learning and teaching. Evaluation by Cluster Moderation 2019/20 will be Holistic assessment Literacy, Numeracy and Technology e.g. Functional Writing, Data Handling, Measure, building a model, creating a recipe, etc. Collaborative teaching by sharing simple ways of introducing technology enquiry into the classroom and also to promote child-led enquiry (link in with Science Enquiry training form 2018/19).	Baseline survey of staff confidence will be carried out in June 2019. Target Area will be identified following results of staff confidence survey. Revisit current technology opportunities / activities / programme to evaluate breadth, depth, balance of the curriculum. Link with STEM Team to provide appropriate CLPL opportunities (cluster / regional). Investigate example of good practice for technologies (e.g. programmes of study, resources etc.) and trial on a small scale, with a view to roll out across cluster in Year 2 (e.g. digital technologies @ Hardgate, Early to Second coding @ CDPS, Green screen, food technologies). Create a cluster bank of STEM IDL activities to support moderation. CLUSTER MODERATION: Literacy/Numeracy through Technologies contexts.	**Lead:** **(Partnership**): G Cother **Collegiate Time:** Cluster Collegiate Sessions: (x2) for moderation and Collegiate session (x1) for sharing practice (Term 3) Partnership Collegiate Sessions: Seesaw, Microsoft Core Software Microsoft Educator Community Sessions with STEM Team through regional CLPL calendar. **Resources:** Resources as identified through staff surveys (e.g. online subscriptions, **Explore Education Scotland Funding for Professional Learning.** Technology Boxes of Resources Time allocation to release staff for leading training.

Cluster Priority 3: **Supporting Learners':** Numeracy **NIF Priority** Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being **NIF Driver** School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information **HGIOS?4 / HGIOELC QIs:** 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3 Back to Contents	School CfE Predictive Attainment Data 2020 Raise attainment over time in numeracy, based on attainment data and self-evaluations in each of the cluster schools/partnerships, for all children. Further develop teachers' understanding of progression of knowledge and skills in number. Staff at Early/First will become more confident in supporting children's knowledge of number leading to improved teaching of numeracy. Children's (P1-4) confidence and skills in using number strategies will increase. This will lead to improved attainment for all. Targeted support for identified children in P2-P7 using the number knowledge strategies will lead to a closing of the attainment gap for these children. Support teachers in identifying learners' understanding of number and next steps in learning. Develop methodology in teaching numeracy using the Phases from the Dumfries and Galloway DNK Framework (Feb 2019) Increasing teacher knowledge and skills in the teaching of numeracy.	Staff training – Developing Number Knowledge (DNK) / Sumdog (setting work) N-P4 teachers and Learning Assistants to be trained in DNK methodology (Feb 2020) Create a working party to look at existing Cluster plans for numeracy and to tweak to include the Local Authority's DNK Framework (Feb 2019) Measure impact on teacher confidence before and after training – questionnaire or similar Measure impact on learning using the Hinge Question assessment before and after a six week block of work with a group of target pupils in each class.	**Lead:** **(Cluster): M Lidstone-Scott** **(Partnership): PT** **Collegiate Time:** Feb INSET – 2 days for Developing Number Knowledge 2 Collegiate Sessions for Sumdog Training / DNK **Resources:** Subscription Cost for Sumdog (£1.50 per pupil) DNK Training (£225 per person) INCAS Assessments

School CfE Predictive Attainment Data 2020

School	P1 (% at or above)	P4 (% at or above)	P7 (% at or above)
CD	70%	62%	73%
HLS	80%	95%	77%
CG	100	40	77
GK	80	83	72

	Develop consistency in learning and teaching of numeracy in CDHS Cluster Sumdog (Year 2) / SAMSON (Year 3): Staff confidence will continue to increase leading to improved access to resources for all children and focused differentiated support for those requiring it. See PEF intervention sheet		
Priority 4: Cluster **Respect for All (including anti-bullying policy & practice)** **NIF Priority** Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being **NIF Driver** School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information **HGIOS?4 / HGIOELC QIs:** 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3 Back to Contents	All children will benefit from consistent approaches and processes (Respect for All) across the cluster when dealing with incidents of bullying (in line with regional and national guidance). Improved, consistent understanding from all stakeholders around the promotion of positive relationships and behaviour as a form of communication. Children will develop strategies to support increased resilience and assessing risk, leading to improved self-esteem and relationships, building on positive ethos within schools. Understanding and implementation of Nurture Principle will become more consistent across the partnership. See PEF intervention sheet	Policies to be reviewed and updated through consultation with all stakeholders. Training organised: SEEMIS Bullying module, behaviour management training, and nurture principles. Working group established to review the current positive behaviour strategy (inc. bullying) in line with current national guidance. Evaluation Activities: Focus Groups, Pre/Post surveys, HT Cluster discussions. *Standing item on Cluster Meetings Extend Nurture training and spaces into other partnership schools as required (initially starting with Hardgate) How nurturing is our school self-evaluation toolkit – review pre and post evaluations.	**Lead:** **(Cluster):** P Scrimshaw **(Partnership):** C Dooley (Nurture), B Murray (Respect for All) **Collegiate Time:** Pivotal Training (£14 per person) (August INSET x1) Emotion Works Training (August INSET x1) targeted training. Collegiate Sessions x3 for working group and activities. Collegiate sessions x2 for nurture principles **Resources:** **Respect for All Practitioners Toolkit** **Resources** PASS Questionnaires Nurture Room Development @ Hardgate

Priority 5: **Raising Achievement / Family Learning: Partnership** **NIF Priority** Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being **NIF Driver** School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information **HGIOS?4 / HGIOELC QIs:** 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3	All children will benefit from increased confidence in discussing their learning leading to improved attainment. Parents will have a greater understanding of their child's learning and feel better able to support this at home. Communication between home and school will be improved allowing all children the opportunity to share their successes with their family (including digital technologies) A calendar of parental engagement / family learning and reporting activities will provide families with improved information about children's learning, achievements and successes. See PEF intervention sheet	A working group established to review current parental engagement and reporting activities. An updated programme of family learning and reporting activities to be created reflecting the recommendations from the working groups. A digital learning strategy to be created for the partnership. A digital profiling structure to be created to record pupil achievement and share with families.	**Lead:** **(Partnership): G Cother** **Collegiate time:** 3 sessions allocated for working group and activities. Sessions for developing a profiling strategies and staff training. **Resources:** Seesaw subscription if needed Mobile Technology extended to include other classes.

PEF Allocations: Hardgate: £4800, Lochrutton: £3600, Springholm: £12,000 **Total PEF Allocation: £20,200**

PEF Project Planning Sheet	
Planned Expenditure (to accompany Improvement Plan) *Back to Contents*	
Cluster / School	**Castle Douglas Cluster: HLS Partnership**
Rationale for and brief description of Project	Nurture Project / widening experiences
Baseline measures (gap) What evidence do you have that tells you intervention is needed?	
Proposed Interventions	
Impact Measurement What evidence will tell you if the intervention has made a difference?	Parental Evaluations PASS Questionnaires
Project Lead	
HGIOS4 QIs	

PEF FUNDING	**Additional Hrs (School/Ext) – linked to existing posts**	Time out for teachers for staff training (1 day each) Learning Assistant Time: 15 minutes per day to cover morning sessions.	
	Additional posts (School/Ext) Remit for post		
	Partner Services		
	Resources/ Equipment/ Materials	PASS Questionnaires	
	Other	Staff Training: Pivotal Training Emotionworks Training	

PEF Project Planning Sheet
Planned Expenditure (to accompany Improvement Plan)   *Back to Contents*

Cluster / School		**Castle Douglas Cluster: HLS Partnership**	
Rationale for and brief description of Project		Targeted Intervention / Focused Support Numeracy: Developing Number Knowledge Reading Strategies: Literacy Recovery Development of the small test of change interventions from Session 2018/19 – particular focus on literacy and numeracy with targeted interventions based on attainment data.	
Baseline measures (gap) What evidence do you have that tells you intervention is needed?			
Proposed Interventions			
Impact Measurement What evidence will tell you if the intervention has made a difference?		INCAS / Sumdog Data	
Project Lead			
HGIOS4 QIs			
PEF FUNDING	**Additional Hrs (School/Ext) – linked to existing posts**	Additional supply time to release staff as needed (up to 5 days per project)	
	Additional posts (School/Ext) Remit for post		
	Partner Services		
	Resources/ Equipment/ Materials	Sumdog Subscription INCAS Assessment Developing Number Knowledge Training Small Test of Change / RAFA training (if available)	
	Other		

PEF Project Planning Sheet
Planned Expenditure (to accompany Improvement Plan)   *Back to Contents*

Cluster / School	**Castle Douglas Cluster: HLS Partnership**	
Rationale for and brief description of Project	Family Learning	
Baseline measures (gap) What evidence do you have that tells you intervention is needed?		
Proposed Interventions		
Impact Measurement What evidence will tell you if the intervention has made a difference?	Attendance at events Parental / pupil feedback from events Parental / pupil feedback from Standards and Quality Questionnaires Children's attainment at key attainment periods.	
Project Lead		
HGIOS4 QIs		
PEF FUNDING	**Additional Hrs (School/Ext) – linked to existing posts**		
	Additional posts (School/Ext) Remit for post		
	Partner Services		
	Resources/ Equipment/ Materials	Targeted funding to support inclusion in wider achievement events and participation within school activities (e.g. school trips, equipment, digital learning equipment)	
	Other		

Week beginning	Time Resource	Improvement Priority		
19/8/19 and 20/8/19	INSET	Cluster	4	Positive Relationship Training (Pivotal: 19/8/19 & Emotion Works 20/8/19)
2/9/19	2 hours	Part		Collegiate (Working Groups) & Partnership Meeting (Planning)
9/9/19	3 hours	Planning		Stage Partner Planning (Time for planning and to meet. Venues to be confirmed)
16/9/19	2 hours	Cluster	3	SUMDOG TRAINING: Stages at different venues
24/9/19	2 hours	Part	2	Digital Learning Session
30/9/19	2 hours	Part		Working Groups
7/10/19	2 hours	Part		Collegiate (Working Groups) & Partnership Meeting (Attainment Review 1)
4/11/19	2 hours	Cluster	2	Technologies: Sharing good practice (Bringing good practice / Something I want to try!)
11/11/19	2 hours	Part		Collegiate (nurture) & Partnership Meeting (Profiling)
18/11/19	3 hours	Planning		Stage Partner Planning (Time for planning and to meet. Venues to be confirmed)
9/12/19	2 hours	Part		Collegiate (Profiling) & Partnership Meeting (Profiling)
6/1/20 and 7/1/20	INSET	TBC		
13/1/19	1.5 hours	Cluster	2	Moderation Planning (Literacy / Numeracy & Technology)
20/1/20	3 hours	Planning		Stage Partner Planning (Time for planning and to meet. Venues to be confirmed)
3/2/20	2 hours	Part		Collegiate (Moderation) & Partnership Meeting (Attainment Review 2)
20/2/20 and 21/2/20	INSET	Cluster	3 1	Developing Number Knowledge Training (Nur-P1: 1 day & P2-P4: 2 days) P5-7 Staff: Time to develop L3 (Spanish) IDL sessions
2/3/20	2 hours	Cluster	2	Moderation Activity (Review Session)
9/3/20	3 hours	Planning		Stage Partner Planning (Time for planning and to meet. Venues to be confirmed)
30/3/20	2 hours	Part		Collegiate (nurture) & Partnership Meeting (Partnership Evaluations)
27/4/20	2 hours	Part		Collegiate () & Partnership Meeting (PEF)
4/5/20	3 hours	Planning		Stage Partner Planning (Time for planning and to meet. Venues to be confirmed)
11/5/20	2 hours	Part		Digital Learning Session
18/5/20	2 hours	Cluster	3	Developing Number Knowledge: How is it going? / Review
25/5/20	INSET	TBC		
1/6/20	3 hours	Planning		Stage Partner Planning (Time for planning and to meet. Venues to be confirmed)
8/6/20	2 hours	Part		Collegiate (Profiling: Self-Evaluation) & Partnership Meeting (Attainment Review)

School Self-Evaluation Activities Calendar	
Focus	Weeks beginning
Stage Planning	9/9/19, 18/11/19, 20/1/20, 9/3/20, 4/5/20, 1/6/20
Attainment Meetings	4/11/19 (Baseline), 24/2/20 (Interim), 15/6/20 (End)
Class Learning Visits	TBC: 16/9/19, 9/3/20
Jotter Monitoring / Pupil Focus Groups	28/10/19, 13/1/20, 2/3/20, 27/4/20
Moderation (Level Partners)	3/2/20
Attainment Weeks	23/9/19, 27/1/20, 18/5/20
Attainment Reviews (Levels)	7/10/19, 3/2/20, 8/6/20

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