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

School: <u>Langholm and Canonbie Cluster</u>

Date: <u>May 2019</u>

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

Our core purpose is to ensure that every child and young person reaches their full potential and is well prepared to succeed in learning, life and work in the 21st century. We remain committed to closing the poverty related attainment gap.

Our Vision

To be a cluster of schools where everyone is listened to, supported and encouraged to aim high and do their best; where everyone takes responsibility for learning and every experience is a learning opportunity.

Our values

Respect - we act with care for the feelings, wishes and rights of ourselves and each other and we look after our environment
Endeavour - we try hard and aim high
Responsibility - we are accountable for our actions and deal with things in the right way

We aim to raise attainment and deliver excellence and equity through:

- A safe and supportive culture where everyone's individual talents are recognised, respected and developed

- Strong partnerships between home, school and our community where we all share responsibility for learning and improvement

- Learning and teaching which is engaging, active and appropriate to each learner, based on a rich, relevant and well-planned curriculum

- Progression in learning from 3 to 18 for all children and young people in all curricular areas particularly in literacy and numeracy

- A range of opportunities for wider achievement, adding breadth, choice and richness to our curriculum - allowing all pupils to experience success and develop confidence and self-belief

- Improvement in the health and well-being of our children and young people and high quality, coordinated support for all those who need it in an inclusive and nurturing setting

- Learning about employability and positive and sustained destination for every young person

Review Date: This is our first year in implementing these. They will be due to be reviewed again 2021/22

Review Activities (as appropriate)

At the start of each academic year these aims will be discussed with all pupils to ensure clarity and understanding. Teachers will discuss what these aims look like within their individual classes.   The SIP priorities are all linked to the school's vision, values and aims and as such Staff, Pupils and Parents will be regularly reminded of them through their regular use across the school year.

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: **Improve the quality of our learning, teaching and assessment** **NIF Priority** 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children **NIF Driver** Teacher professionalism **HGIOS? 4 / HGIOELC? QIs:** 2.3 Learning, Teaching and Assessment **School's V/V&A:** Learning and teaching which is engaging, active and appropriate to each learner, based on a rich, relevant and well-planned curriculum	**Cluster - Learning and Teaching** Almost all teaching staff are now familiar with the 2017 Learning and Teaching D&G Policy. Self-evaluation of their own practice against this policy has resulted in most staff creating their own personal action plans to ensure that approaches within this policy are fully implemented across the whole school. Planned and informal monitoring evidences that most teaching reflects expectations within this policy however this monitoring has identified that Higher Order Thinking Skills need to be developed across the cluster. Early Years, Primaries and Faculties within the secondary sector have all created their own action plans linked to the SIP priorities to ensure a more focused approach to delivering a high quality learning and teaching experience across the cluster. **Cluster- Small Tests of Change** All small tests of change implemented cross the cluster (3-18) have had a significant impact upon learning and teaching approaches and resulted in better methodology, clearer tracking and more effective use of data to inform practice. **Cluster - Differentiation** Almost all staff have undertaken training regarding how to use effective differentiation to improve attainment. Whole school monitoring evidences that the majority staff would like further support within this area.	• **Learning & Teaching** Continue to develop knowledge and understanding of effective approaches to enhance quality learning and teaching. Use of HOTs to develop inference, deduction, reasoning and understanding within curricular areas Continue to review how we meet learner's needs via differentiation • **Moderation** A focused whole cluster approach to the continued development of moderation and CfE assessments across all curricular areas Review moderation of the process with regards to planning and teacher assessment to support the judgment of a level

Progression in learning from 3 to 18 for all children and young people in all curricular areas particularly in literacy and numeracy A range of opportunities for wider achievement, adding breadth, choice and richness to our curriculum - allowing all pupils to experience success and develop confidence and self-belief	**Cluster -Moderation** All teaching staff are now more familiar with holistic assessments and most have become more confident in using these assessments to support the achievement of a CfE level across the BGE. Most staff have identified that further development is required within this area to further increase confidence in assigning CfE levels. **Academy -Responsibilities of All** Focused literacy and numeracy E's and O's have been identified and all teachers within the secondary sector have a greater awareness as to how their particular subject area can support the development, progression and assessment of these. A significant investment has been made to update and increase resources to ensure that technologies – Responsibility of All can be implemented as soon as the hardware is received. **Academy -Learner Pathways** All teachers have created programmes of work linked to CfE outcomes, experiences and benchmarks to ensure that progress across the BGE is progressive and continuous from primary into secondary. The curriculum on offer has been extended to enable relevant pupils to opt for alternative progressive learning courses such as SQA National Progression Awards e.g. Drawing Skills level 5, Business Skills Level 5 or more practical courses such as Rural Skills. Our options for SQA awards courses (e.g. Nat 5 & Higher) have been extended and where teachers are qualified to deliver more than one curricular area we have offered these as options for pupils where possible e.g. computing, higher politics. We have extended the delivery of our MFL L2 to enable it to become an accredited course for the students.	• **Responsibilities of All** Continue to identify relevant E's and O's within literacy and numeracy. Create 2-18 progressive programmes to support the development of appropriate skills and knowledge within curricular areas. Digital Technologies - review this as a responsibility for all and identify E's and O's which can be supported within other curricular areas • **Learner Pathways** Continue to review the curriculum on offer and identify and provide alternative progressive pathways for learners e.g. OU course, NPAs, Foundation Apprenticeships.

	Cluster - PEF Interventions: **Cluster - Maths Recovery Programme** All identified pupils who have fully participated within this programme have evidenced progression of knowledge and skills. **Cluster - Literacy Closing the Attainment Gap** All identified pupils who have fully participated within this programme have evidenced progression of knowledge and skills. **Primary – Talking, Listening and Questioning** All identified pupils who have fully participated within this programme have evidenced progression of knowledge and skills. **Academy –Counselling** All identified pupils who have fully participated within this programme have evidenced progression of knowledge and skills. Almost all pupils identify that they are benefitting from this input and almost all children have 100% attendance.	• Through consultation with staff, pupils and parents, we will continue to close the equity gap and raise attainment for our free school meal entitled pupils through TLQ, Closing the Literacy Gap, Maths Recovery 1:1 intervention, Developing Number Knowledge approaches and counselling. • In addition to this, we will consult with families on the demand for a Breakfast Club at Langholm Campus.
School Priority 2: **Strengthen our approaches to self-evaluation for self-improvement including:** **-Monitoring and tracking of pupil progress and** **-Increased learner participation** **NIF Priority** 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children **NIF Driver** *School Improvement	**Cluster -Self-Evaluation – Strengthening of Approaches** There is a whole cluster self-evaluation calendar in place to ensure regular and robust self-evaluation approaches. There is across the cluster a consistent approach to self –evaluation. Self-evaluation exercises identified the need to increase staff knowledge and understanding of differentiation, moderation& behaviour approaches. As a result training has been provided for all of these areas. The Academy has established a working party to review and develop pupil engagement within self-evaluation – this is at the early stages. A Pupil Council has been established within the Academy. They have been actively involved in identifying areas for improvement and in addressing current school issues. All staff have undertaken personal and faculty self-evaluation exercises. These have resulted in almost all staff identifying that they are now more aware of the expectations of the authority Learning and Teaching Policy, more familiar with HGIOS?4, QI levels and the QI challenge questions as well as being involved in the review of the current SIP and the creation of the new SIP. This has led to a more	• SLT monitoring has identified a need to develop HOTS across the school to extend pupil learning and engagement • PTCs to create robust faculty monitoring calendars • Continue to support staff to use HGIOS?4 to inform termly self-evaluations

	effective whole team approach and ownership of the SIP.	
HGIOS? 4 / HGIOELC? QIs: 1.1 Self-Evaluation for Self-Improvement **School's V/V&A's** Strong partnerships between home, school and our community where we all share responsibility for learning and improvement	**Cluster -Monitoring and Tracking of Pupil Progress** **Data Analysis** All Academy teachers have received training from the National Insight Officer – Lewis Patterson. All staff are now more aware of how to analyse data more effectively to ascertain national and local trends, dips, areas of concern, progressive learning pathways etc. Both Primaries have had SNSA training and relevant staff are becoming more confident at analysing this data to support improvement across the schools. The cluster has been involved in the pilot of the authority SEEMiS Progress and Achievement Tracking. This has supported teachers to engage in professional dialogue regarding the achievement of a level. It has provided staff with a greater understanding of CfE levels **Academy -Increased Learner Participation** **Behaviour** The need to review behaviour and how we resolve issues in class were identified by almost all staff and most pupils during self-evaluation exercises undertaken within the Academy across the year. All teachers within the Academy have attended Restorative Approaches training, with the majority of teachers identifying that this training has had a positive impact upon their understanding of behaviour and how to promote positive relationships within their classes. All SMT adopt this approach with identified pupils. All pupils who have been involved in this have almost all reported that it was a positive experience. **Behaviour / Relationships Policy** A whole school behavior and relationship policy has been created with pupils now receiving merits and demerits as appropriate. A parent survey undertaken in February 2019 indicated that almost all parents value this communication and would like to see it continued and developed to include more detail. Almost all staff indicated that the new approaches to supporting positive behaviour have overall had a positive impact upon learning and teaching within their classes.	**Data Analysis** • Develop Seemis tracking reporting to extend across 3-18 all stages • SNSA data – All cluster staff to access this training to support increased awareness of this data • Self-evaluation has identified that Restorative Approaches now needs to be enhanced through developing staff knowledge, understanding and application of nurturing approaches • A consistent cluster approach for the Respect Me and anti-bullying policy

	Academy - Pupil Involvement in Creating Positive Learning Environments All students across the cluster engaged in dialogue regarding the SIP and what this would mean for them. In almost all classes across the cluster pupils then engaged in a review of the cluster visions, values and aims to ascertain and agree what these would look like within their classes. This has had a positive impact upon supporting the cluster's vision, values and aims. All secondary students engaged in a whole school evaluation where they identified strengths and areas for development. As a result of this a Pupil Council was established and issues identified via this exercise have been prioritised and addressed where possible e.g. school uniform survey, availability of stationery, additional extra-curricular clubs. **LGBTI - Cluster** The school has successfully achieved the Bronze Standard Award for LGBT and we are now actively working towards our Silver Award. This focus has helped to support our LGBT community to have a more active voice within the school and has resulted in displays being created across the school which uphold the schools values of respect and individuality.	• To continue to support pupil involvement in leading the school. • Establish a Langholm all though pupil council to address the wider issues. • Create an LGBTI policy and continue to work towards our Silver Award.
School Priority 3: **Developing Our Young Workforce** **Developing our Shared Vision Values and Aims** **NIF Priority** Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people	Most teaching staff have all received training regarding the importance of all learners being aware of My World of Work and have improved knowledge of the Careers Education Standard and how individual subjects can support the development of pupil's awareness and understanding. The majority of staff across the cluster have identified that they are now more confident at planning more motivating contexts for the development of DYW skills from nursery through to secondary. Learners at every stage from Primary 5 have regular well-planned opportunities to develop their knowledge and understanding of the My World of Work. Currently 91% of our pupils are now registered with MWOM. 88% of our current S4 students have participated in high quality work experience. We received 100% positive feedback from our employers	• Design a cluster policy towards Career Education from Nursery to S6 • Refresh the curriculum across the cluster to have a strong focus on developing employability skills. • All staff to use MWoW inserts in lessons where relevant and evidence this in planning • Academy - Update the mock interview schedule with more robust format including "jobs" for pupils to apply for.

| **NIF Driver**
School Leadership

HGIOS? 4 / HGIOELC? QIs:

1.3 Leadership of Change

3.1 Ensuring wellbeing, equality and inclusion

School's V/V&A's

A safe and supportive culture where everyone's individual talents are recognised, respected and developed

Strong partnerships between home, school and our community where we all share responsibility for learning and improvement | who identified that our pupils were enthusiastic, punctual, responsible young people who were a credit to the school. Some young people were actually offered employment as a direct result of this engagement. | • Establish effective My World of Work Ambassadors across the cluster.
• Review and update SQA Employability Award delivered across S3 and S4 in PSP |

| **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?** | **Developing Number Knowledge Training**
At Langholm and Canonbie Primaries we have continued to use the Maths Recovery (1:1) and Developing Number Knowledge approaches in class following on from lasts years training. We trained a further 4 teachers with an additional 4 days Maths Recovery Training, 'Developing Number Knowledge' to use in the classroom.
Developing Number Knowledge Groups and Maths Recovery 1:1 Intervention
At Langholm Primary we have also invested in a class teacher for 1 day per week and an LSA for 2 days per week to deliver MR and Closing The Literacy Gap 1:1 and in small groups to FSM, SIMD1-4 and ASN children. |

Maths recovery targeted pupils for 1:1 and group intervention sessions*		
	General Maths 2017-2018	**General Maths 2018-2019**
P2 (4 children)	89	95
P3 (7 Children)	100	117
P5 (2 children)	82	111
P6 (1 child)	96	111
P7 (1 child)	74	99
Overall average of pupils receiving MR intervention	88	106

Closing the Literacy Gap Intervention

Langholm and Canonbie Primaries have invested again this year in targeting individual children to address difficulties in reading, writing and spelling using Closing the Literacy Gap intervention, which has been delivered by our learning support assistant team, plus one LSA who we have bought out of role for 2 days per week to deliver CLG.

Closing the Literacy Gap Pre and Post assessments (Standardised scores)						
Pupil	Yr Grp		York Early Word Reading Assessment	York assessment – reading accuracy	York assessment – Reading comprehension	SWST Spelling
A	P2	Week 1	82			79
		Week 8	82			83
B	P3	Week 1	81			86
		Week 8	102			90
C	P4	Week 1		83	94	77
		Week 8		84	88	80
D	P2	Week 1	89			86
		Week 8	100			88
E	P3	Week 1	102			85
		Week 8	114			98
F	P4	Week 1		84	85	
		Week 8		83	95	
G	P7	Week 1		79	82	
		Week 8		92	84	

How rigorous is the school's approach to providing robust evidence of closing the attainment gap?

We have used a range of data to verify our decisions: PUMA assessments in the Autumn term, termly holistic maths assessments, INCAS data, SNSA results and teachers' judgements on progress across a level. We carry out Attainment meetings 3 times per year to track and monitor progress, and to assess impact of teaching and interventions. For those having individual or small group Maths Recovery or Closing The Literacy Gap intervention, we have carried out pre and post assessments to track attainment.

 How well are you removing barriers to learning and ensuring equity for all?

The evidence shown above demonstrates that in the Primaries we are effectively targeting children with PEF to raise

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attainment and close the equity gap. We are seeing huge improvements in children's confidence towards maths and they are engaging in lessons much more effectively. Due to the training, teachers are more confident in using maths recovery in their daily teaching and we have carried out peer observations and coaching to support this. The targeted approach of delivering MR in classroom sessions, in small group sessions 3 times per week and 1:1 has ensured we have begun to remove barriers to learning for all groups of children in our school. Closing the Literacy Gap has been targeted effectively and improvements can clearly be seen.

SECONDARY RESULTS

Langholm Academy Maths Recovery Programme 2018-19

Pupil	Year	INCAS GM Age (P7)	Standardised Score (P7)	PUMA (Level 5) Age (April, 2019)	Standardised Score (April, 2019)
A	S1	8:7	60	<9:6	86
B	S1	8:2	60	<9:6	75
C	S1	No Data	No Data	9:6	91
D	S2	8:2	55	<9:10	94
E	S2	9:6	80	11:6	114
F	S2	10:1	87	10:6	103
G	S3	9:3	72	<9:10	94

Counselling Service to address Health and Wellbeing Needs identified through Boxall

53 hours of 1:1 counselling support was delivered for pupils within the PEF criteria. The number of hours varied from pupil to pupil depending on their need, school attendance and when they had been identified as PEF; it has ranged from 1 client supported to 6. We also delivered 2 support sessions for PEF entitled pupils after the Give Us A Break course.

Impact and Value to pupils

The recognised CORE-YP is used when each pupil starts counselling and at intervals throughout the school year. Qualitative feedback is also asked for regularly to check effectiveness for pupils.

Results show that there has been a decrease score for every pupil who received counselling. The yearly average is worked out by obtaining the percentage each client has perceived, exclude the greatest and least figures, then average the scores.

This year for pupils it is 27% improvement in their perceived wellbeing.

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
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.*	• Most staff agree that senior leaders effectively guide and manage the strategic direction and pace of change across the three schools. • All primary staff identify that they take responsibility for implementing change however this is an area for continued development across the Academy. Almost all staff report that they are now encouraged to use self-evaluation as a basis for continued self-improvement. • Almost all staff across the cluster work effectively as a team and are engaged in promoting through practice and engagement the new vision, values and aims. • All primary teachers and a few secondary teachers have engaged with small test of change Scottish Attainment Challenge. This has had a positive impact upon reflection of learning and teaching approaches as well as upon attainment within the focus groups.	Cluster focus • Continue to develop curriculum collaborative working between primary and secondary staff to ensure that there is a joint approach to learning and teaching, with a cohesive and progressive curriculum. This will help to ensure that the knowledge, understanding and skills progression within programmes of work and IDL focus are progressive from Primary into Secondary. • Continue to encourage small test of change approaches particularly within the Academy, to ensure that the research methodology will be extended to have a greater impact upon attainment across all schools.	4
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	• Across the cluster school communities are positively committed to the promotion of children's rights and positive relationships. This has resulted in an increase in children being more actively engaged and independent within their learning. Pupil Leaderships Groups effectively contribute to the life of the schools and organise as appropriate a range of activities to support learning and the school ethos. • Through our PDSA approaches most staff in the primary schools and a few staff in the Academy are undertaking peer observations and research to enhance the overall quality of the learners' experience within the class.	Cluster focus - • Continue to ensure that all children are involved in their learning through engagement with learning targets, direct involvement in IDL work as well as through continuous evaluation of learning both of their own and others. • Teachers across the Cluster to extend their peer observations to self-reflect and promote high quality motivating, learning experiences for all children as well as extending a more in-depth knowledge of curriculum progression across the BGE CfE levels. • To continue to develop robust arrangements across all stages for moderation activities –	4 12

	• Across the cluster a wide range of formative and summative assessment activities are used effectively to identify strengths as well as groups for targeted support in most classes. • Primary pupil progress is carefully tracked by both staff and SMT to ensure early identification of any required support. There is clear data for Literacy and Numeracy. This data is interrogated to monitor progress and promote professional dialogue. Regular attainment meetings support pace, challenge and identification of additional support for all. Children with specific additional challenges are discussed and individual programmes of work are agreed as appropriate.	literacy, numeracy and subject specific for secondary. This will develop a shared understanding for all of the achievement of a CfE level. • Student progress in the Academy now needs to be carefully tracked and monitored using the new Seemis Progress and Achievement recording system to support the early identification of concern. • To continue to develop planning and evidencing for progression across literacy and numeracy 2-18 • Continue to use data more robustly to ensure a comprehensive understanding and enable the early identification of support or interventions required. (SNSA – Primary & Secondary BGE, Insight –Secondary)	
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	• Across the cluster almost all children through the regular use and clear understanding of the Wellbeing Indicators are able to discuss with confidence their SHANARRI entitlements and how these are actively promoted across the schools. The Wellbeing Web / How Nurturing is our school is used to support dialogue with pupils with regard to their HWB and enables more focused discussions with regard to reviewing and identifying support available. • Almost all children with Child's Plans are consulted and their opinions are recorded. All relevant parents are provided with opportunities to positively engage with individual education plans as well as children's plans. • Statutory duties are shared with parents and the local community via the school hand books which are published on line. The Cluster currently meets at least the 2 hour minimum PE requirement or two periods within secondary. • All staff across the cluster are trained and actively engage in authority child protection procedures. Staff are aware of the role of the Named Person and their part in supporting meeting the needs of all learners across the	• Cluster - Continue to develop cluster awareness of LGBT and attain the LGBT Charter Silver Award next session • Academy - Review the delivery of relevant high quality Religious Observation sessions to ensure that a minimum of 6 is delivered across the course of the year • Academy – continue to review the accessibility and widening of extra-curricular clubs across all stages • Academy - Continue to develop a climate of trust and mutual respect to continue to promote a strong sense of community through a whole school approach focus on Nurture.	4

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	school. • Almost all extra-curricular clubs costs are met by the schools, attendance at these are monitored and where applicable parents are consulted about non engagement. Clubs are organised at various times to provide maximum opportunities for all to attend activities. • The cluster diligently follows Council Policy and actively promotes respect for all through a whole school approach. This has increased pupil awareness and respect of the diversity both within our local and wider community. • Scottish Attainment funding has enabled us to identify key strategies to support positively small groups of children in the closing of the attainment gap. • LGBT – Across the cluster there is a positive approach to develop knowledge and understanding of LGBT and to support the improvement of the inclusion of LGBT within our schools. We have recently achieved LGBT Bronze Charter status. • Academy – All teaching staff have participated in Restorative Approaches training. Most identify that this has had a positive impact upon the learning environment and relationships for students and staff; with most staff now identifying that they are now more proactive in promoting positive relationships and managing conflict more effectively.		
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement*	• Continued increased attainment levels in literacy and numeracy are a key priority for the cluster. Strategies and approaches trialed this year have had a positive impact in increasing attainment for specific cohorts of children. • Data evidences for the cluster that progress has been achieved in reducing the attainment gap. The Academy has demonstrated over time, continuous progress and Insight data evidences that it has outperformed both its virtual comparator school as well as the across D&G as a whole. The Primary combined SSR attainment data also indicates that they have	• Primaries – Continue to develop pupil confidence in taking responsibility for their individual learning pathways as well as collectively utilizing how they can contribute effectively to the life of the school and the wider community. • Cluster – To continue to reflect upon best practice and methodologies and the way we use evidence from data, tracking, professional dialogue, intervention road maps and assessments to continue to increase attainment across the cluster specifically within literacy and numeracy.	4

• *Equity for all learners* **3.2 Securing children's progress (<u>for Early Learning Childcare)</u>** • *Progress in communication, early language, mathematics, health and wellbeing* • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*	• outperformed both D&G and National averages. • Equity for all learners is firmly embedded within the ethos of the cluster. Barriers to learning are identified and addressed appropriately where possible within the remits of the schools and staff available. **3.2 Securing children's progress (<u>for Early Learning Childcare)</u>** • Play experiences are relevant and based on a clear focus on the development of literacy, numeracy and HWB. • Staff have taken on leadership roles within both settings and have a sound understanding of the importance of play and their role in supporting children's play experiences. • Regular staff meetings and a termly development overview ensure that all staff are working as an effective team to collaborate, self-evaluate and share an understanding of the curriculum, • We work closely with a range of agencies to support families and children with additional support needs: Educational Visitor Service, SALT, E.L.F.S.O. etc. • Regular family learning opportunities take place within the setting such as monthly Stay and Play sessions, evening Schematic Play sessions and regular parents forum meetings. Parents are involved in evaluating the success of the nursery through these sessions. • Parents have regular opportunities to discuss their child's learning and are given information on how to support their child e.g. Stay and Plan sessions. • Staff across the Early Level (Nursery & P1) are working together to allow learning opportunities to be shared and build on the 'Building the Ambition' ethos. • All staff participate in CLPD opportunities that ensure the development of literacy, numeracy and HWB at both a regional and national level	• Academy – Continue to develop teacher confidence in assigning BGE CfE levels to ensure improved pace and challenge of the skills and knowledge required for the SQA courses. • Review how we track, recognise and utilize pupil achievements to obtain accreditation where possible (NPA awards) **3.2 Securing children's progress (<u>for Early Learning Childcare)</u>** • Continue to self-evaluate with all stakeholders using the Shared Inspection Framework to review and improve learning outcomes and experiences • To review opportunities for children to develop leading the learning within both nurseries • Increase Family Learning opportunities to include how technologies enhance learning, the ' The Wee Conversations' approach to enhance social and conversation skills	5

	through the Professional Learning Academy. • Clear processes are in place for the exchange of relevant information through regular Care Plan meetings. • Transitions are managed effectively to meet the individual needs of children and their families. . • Children participate in daily outdoor learning activities relating to all aspects of the curriculum. • Children have meaningful learning opportunities within the community e.g. visit to library/post office/local shops/bus journeys etc.	
2.2 Curriculum: Theme 3 Learning Pathways	Primaries • There are clear differentiated progressive pathways built upon the design principles and 4 capacities for all children across most curricular areas. • Children across all stages now have planned outdoor learning activities related to the delivery of the curriculum and benefit from these experiences through active engagement in learning and collaborative working. Cluster • Children with specific learning challenges are supported with IEP, ASLP and Child Plans. • There is a clear focus on the development of literacy, numeracy and HWB- these permeate and support all aspects of the curriculum. Academy • The curriculum on offer has been reviewed and now offers more flexible learning pathways for some of our curriculum areas e.g. Art and Business Studies. Courses such as Rural Skills have been introduced at Nat 4 level this year. This is hoped to be extended to Nat 5 next session. • Teaching staff have attended awareness raising sessions and have identified relevant E's and O's within literacy and numeracy which can be developed within single subject areas to support the attainment of these curricular areas as well as in providing a meaningful context in which to apply these skills.	Primary • Continue to refresh the progressive learning pathways and the curriculum structure for pupils to ensure that they reflect best practice and assessments linked to national bench marking • Creative learning pathways need to be reviewed and enhanced to better support identified children in order to provide more effective opportunities for the children to work in a more relaxed and informal environment. Academy • Within the Senior Phase continue to ensure progressive learner pathways are in place for all learners (increase the variety of courses offered e.g. SQA National Progression Awards, Skill Based Awards, On line OU courses…) • Secondary staff to review and update BGE Progressive Programmes of Work to ensure that there is progression for all S1 students when transitioning to secondary from primary. • BGE Progressive pathways to be refreshed to ensure that planned assessments are linked to National Benchmarks to enable teachers to identify the achievement of a CfE level more accurately and confidently. BGE Curriculum to be also updated to reflect DYW skills. (Time allocated to undertake this – SQA exam time; Term 4) • Responsibilities of All – continue to have a clear focus on ensuring that HWB, literacy and numeracy skills are applied consistently across all curricular areas. Staff development required re developing their awareness, understanding and identification of key E's and O's within digital literacy and technologies across all curriculum areas (resources have been ordered to facilitate this)

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2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	• The Cluster Parent Council is well established keen to develop their role to support all schools. There is good attendance at Parent Council meetings and this has had a positive impact upon engaging parents with developing their knowledge and understanding of the life of the school. • Across the cluster all schools have pupil leadership groups. These groups work effectively to review aspects of the school work as well as in identifying areas for improvement. They successfully identify and support wider activities across the schools to fund raise for both school events and charities. • There are key partnerships across the cluster (Social Work, Health, Psychology, Xcel project, Langholm Initiative, Out post Art Service…) Partnerships across the cluster are proactive and are built upon trust and respect. These partnerships enhance the learning opportunities for pupils and staff regularly share expertise with each other. This has resulted in our pupils having access to a wide support network as well as a wider range of learning pathways,	• Cluster - Parent and Pupil Councils / School Leadership Groups - continue to develop these partnerships to promote active engagement and involvement to support the continued improvement of all schools within the cluster. • Academy - Develop pupil participation opportunities for all students, develop the role of Trust working Party, develop planned opportunities for regular meeting of partners

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.			
Improvement Area	**How are you using pupil equity funding to improve outcomes for learners?**		
	Outcomes for Learners / School Community	**Key Tasks**	**Planned Management of Improvement Area** (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
School Priority 1: **Improve the quality of our learning, teaching and assessment** **NIF Priority** 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children **NIF Driver** Teacher professionalism **HGIOS? 4 / HGIOELC?** **QIs:** 2.3 Learning, Teaching and Assessment **School's V/V&A:** Learning and teaching which is engaging, active and appropriate to each learner, based on a rich, relevant and well-planned curriculum	**Learning & Teaching** All teaching staff to develop their use of HOTs within their own subject areas as well as to support others in order to extend pupil learning, encourage pupil engagement Differentiation – identify key-note speakers to stimulate staff discussion and development of this area Progressive, evidenced learning pathways to support a more differentiated and appropriately challenging curriculum 2-18 **Moderation** A focused whole cluster approach to the continued development of moderation and CfE assessments across all curricular areas. To continue to increase teacher awareness and confidence at assigning the achievement of a CfE level. Ensure an appropriate level of challenge and pace of learning. Increased number of students achieving expected CfE levels and above	**Learning & Teaching** All staff to engage in professional learning sessions re use of HOTS using Blooms Taxonomy Teacher's Planning toolkit. Identify HOTs to be used within core planning and re responsibilities for all Review of personal L&T action plans to identify progress and next steps Create progressive learner pathways and clear supportive evidence regarding CfE levels Early – Fourth Level PEF allocation Canonbie Primary – allocation to be used to fund LSA time to deliver: Closing the Literacy Gap £3,600 Maths Recovery £3,600 Langholm Primary – allocation used to fund a teacher 1 day per week, and LSA 2 days per week to deliver: Closing the Literacy Gap £7,500 Maths Recovery 1:1 £7,500 Developing Number Knowledge Groups £7,500 Langholm Academy – allocation used to fund a teacher 1 day per week to	**Learning & Teaching** Collegiate Session x 2 term 1 Lauren McLean, Kate Millar, Louise Jamieson October 2019 Carol Wilson Inset Day LMG, KM, KV, CW 3x Collegiate sessions – Aug- Jan 2020 PEF £7,200 PEF £30,000 PEF £14,400

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Progression in learning from 3 to 18 for all children and young people in all curricular areas particularly in literacy and numeracy A range of opportunities for wider achievement, adding breadth, choice and richness to our curriculum - allowing all pupils to experience success and develop confidence and self-belief	**Responsibilities of All** Digital Technologies - review this as a responsibility for all and identify E's and O's & Benchmarks which can be supported within other curricular areas **Learner Pathways** All learners to be offered progressive learning pathways to support and enhance their learning **Nurture - Academy** Improved HWB/ relationships of pupils and staff Increase pupil readiness to learn and engagement in learning Reduce the number of behavioral incidents impacting upon learning Provide a more conducive learning environment Promote school values **My World of Work** Improved understanding of the employability skills which need to be developed and how these are essential in the work place. More opportunities across curricular areas to support the awareness and development of these skills	deliver: Maths Recovery 1:1 and Developing Number Knowledge Groups - £9,600 **Moderation** All staff to undertake authority planned moderation sessions to enable the staff to be in line with authority expectations. **Responsibilities of All** Evaluate current provision and identify development needs Share national expectations Lead collegiate to support delivery Create a progressive profile of skills / activities re how subject areas can support technologies Achieve Digital School Awards **Learner Pathways** Continue to review the curriculum on offer and identify, promote and provide alternative progressive pathways for learners e.g. OU course, NPAs. Review the delivery of the BGE to enable S4 students to increase the number of National 5 subjects studied **Nurture** Review the six principles of Nurture and evaluate how these can be delivered / promoted across the cluster: 1. Children's learning is understood developmentally 2. The classroom offers a safe base 3. The importance of nurture for the development of wellbeing 4. Language is a vital means of communication 5. All behaviour is communication 6. The importance of transition in children's lives PEF allocation Langholm Primary – establishing a Breakfast Club to meet HWB needs £7,500 Langholm Academy – school counsellor	**Moderation** QAMSOs Juliana Gordon Kathryn Butler 5 additional collegiate sessions 2x Inset ½ days sessions Feb 2020 **Responsibilities of All** 1 x ½ Inset 5 x collegiate Sean Bell Karen Vidler, Carol Wilson Completion April 2020 **Learner Pathways** Kate Millar 2x collegiate sessions Feb- April 2020 **Nurture** Sam Thornley – Authority Officer (need to book and ascertain availability) 1x Inset Day 6 x Collegiate sessions Feb – June 2020

		to meet HWB needs £4,800	
		My World of Work Establish a short life working group to: Review and identify key skills required from our local employers Create an action plan identifying key focus skills to be prioritised Teachers to update the BGE curriculum to ensure that DYW skills are explicit and progressive Update the PSP curriculum to include the identification of DYW skills and awareness more robustly and progressively	**My World of Work** Gemma Huntington (DYW Lead) Pete Ferris (PT of HWB – PSP) Cluster Class teachers Exam leave – to update BGE Planning 3x collegiate sessions May 2020
School Priority 2 **Strengthen our approaches to self-evaluation for self-improvement including:** **Increased learner participation** **Open, collaborative approaches to self-evaluation** **Analysis and evaluation of data** **NIF Priority** 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children **NIF Driver** Assessment of children's progress	**Parent Partnerships** Increase parent participation in identifying the needs of the school, supporting development, increasing knowledge and understanding of their role. **Pupil Council** Increase pupil participation in identifying the needs of the school, supporting development, increasing knowledge and understanding of their role in order to be more actively involved in the running of the school Improved ownership across the school Improved behaviour, relationships and application in learning Promotion of school values **Data Analysis** Seemis - Cluster	**Parent Partnerships** Vanessa Morris to deliver overview of the Role of Parent Councils Involve Parent Council to shape the Literacy Policy and any other policy identified Involve Parent Council in the review and creation of SIP Review home school partnerships Review home school communication **Pupil Council** Identify how pupils are to be consulted and involved in everyday school decision Review Learner Participation in Educational Settings 3-18 Education Scotland Guidance with staff and identify opportunities to promote engagement https://education.gov.scot/improvement/ Documents/learner-participation.pdf Train pupil council members **Data Analysis** Refresher sessions re Insight data and	**Parent Partnerships** Head Teacher – Parent Council Vanessa Morris (DEV Officer)– Parent Council June 2019 **Pupil Council** Louise Jamieson – Pupil Council In place – meeting fortnightly

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HGIOS 4 / HGIO ELC QIs 1.1 Self Evaluation for Self-Improvement 3.2 Raising attainment and achievement	Insight - Academy SNSA - Cluster	SNSA data re how to maximise our understanding of it and to reflect upon how we can use it to maximise learning and attainment for our students Seemis – roll out the reporting format for both primaries and S1-S3 BGE within the academy	**Data Analysis** Lewis Paterson – National Trainer 1x Collegiate session September 2019 1x collegiate MISS training for Seemis 1x collegiate SNSA – MISS training
School Priority 3 **Network East Partnerships** **NIF Priority** Improvement in employability skills and sustained, positive school leaver destinations for all young people **NIF Driver** School Improvement **HGIOS?4 / HGIOELC QIs** 2.7 Partnerships 2.2 Curriculum – Learner Pathways	**Senior Phase Curriculum** Increased learner pathways e.g. More access to College courses, Digital learning courses.	**Senior Phase Curriculum** Share good practice Identify staff willing to deliver 'blended course' with the college Create a CPD calendar for Network East Review the curriculum of offer Identify SQA ambassadors- 6 places PTCs and DHTs	**Senior Phase Curriculum** Kevin McShane – SQA Ambassadors Network East HT and DHT – review of curriculum Inset sessions to be agreed