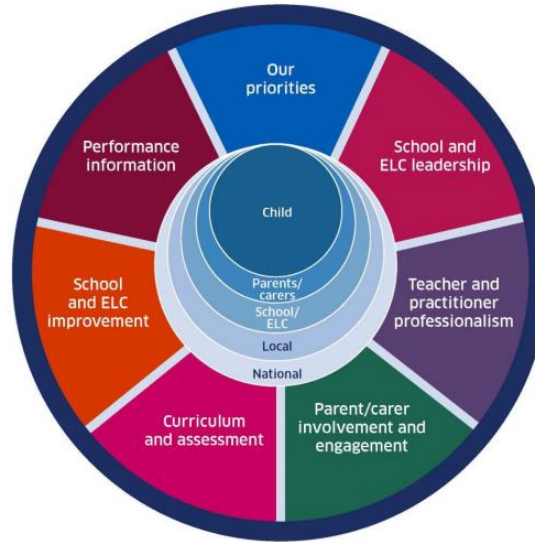


## Education and Learning Directorate

### School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)



**School:** Colvend, Palnackie & Kirkgunzeon Partnership

**Date:** June 2022

## 1. Vision, Values and Aims

*An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.*

*Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners*

## Our Vision, Values and Aims

### School Statement

Vision:

Our partnership vision is to inspire and support all learners to reach their potential as successful learners, confident individuals, responsible citizens and effective contributors, within safe, engaging and nurturing learning environments.

Values: Respect, Equality and Equity, Achievement, Courage and Honesty (REACH)

We aim to provide engaging learning environments where all children feel supported and empowered to reach their potential as learners and members of the communities within which they live. We aim to work in partnership across the three schools to plan and deliver regular learning opportunities together that can support personal interests, offer targeted support and challenge and promote relationships for transition.

**Review Date:** February 2022

- Pupils reviewed our values this year in class discussions and at assembly times and agreed the importance of incorporating 'Equity' within the 'Equality' value.
- Each value point of focus at assembly times to clarify its meaning
- Points systems reviewed to link directly to what the values look like in each school
- Displays of each school's examples of how to demonstrate the school values
- Values incorporated into letterheads and newsletters
- Newsletter updates on reviews and request for parent/carers feedback
- Schools to involve community in next review, August 2023

*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

*Include evaluative statement/s on the impact of Covid-19 on priorities.*

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

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

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

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>School Priority 1:</b></p> <p>Raising attainment in Literacy &amp; Numeracy</p> <p><b>NIF Priority</b> Improvement in attainment particularly literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><b>NIF Driver</b> School Improvement Assessment of Children's Progress Performance Information</p> <p><b>HGIOS?4 / HGIOELC QIs</b> 2.3 Learning &amp; Teaching 3.2 Raising Attainment</p>	<p><u>Literacy</u> Staff training and implementation of Steven Graham's 'Creating a Balanced Writer' has improved pupil understanding of texts through a structured approach to text types. Moderation of writing has shown that almost all learners have improved their writing to some degree. It is noted that writing levels have improved for learners without an IEP and that reading has improved for almost all learners as a result of raised awareness of text through discussion work.</p> <p>CEM data shows that almost all pupils in P1, 2,3, 5 &amp; 6 have raised attainment in reading and, for some, started to close the attainment gap. All pupils identified as requiring challenge within our attainment meetings have improved their literacy skills. Almost all pupils with an IEP (Level 2 &amp; 3) have closed the attainment gap through regular support with Literacy Ladders led by a Learning Assistant.</p> <p><u>Numeracy</u> All partnership schools implementing DNK with progressive planners in place. An audit of maths resources has been completed to identify any gaps by one PT across all three schools to build a clear picture of resources available. Looking inwards using HGIOS 4 and looking outwards with visits to other schools to support the self-evaluation and moderation processes. DNK assessments are being used in some classes to identify progress for most learners but agreed need to be consistent across all classrooms to provide opportunities for moderating in order to ensure robust processes in place and attainment is raised. Use of Numeracy Launch Pads and Closing the Numeracy Gap resources support learners in school and home. Colvend and Kirkgunzeon subscribe to Sumdog while Palnackie access Mathletics and these online programs help learners apply skills at home and school; more impact could be seen with increased staff knowledge of program and a partnership approach.</p>	<ul style="list-style-type: none"> <li>• Staff registered for Year 2 of training</li> <li>• Moderation at cluster level, supported by QAMSO identified within 35 hr WTA</li> <li>• Review of grammar/Tools for Writing</li>   <li>• Requisition of numeracy resources to support daily active maths</li> <li>• DNK assessments and moderation</li> <li>• Review delivery of Level 2 learners</li> <li>• Staff training in Sumdog</li> </ul>

	<p><u>Assessment/Data</u> CEM and SNSA data used to identify gaps in learning. Staff agreed that all pupils will be assessed in June to show year on year progression but that P7 SNSA should be moved to before Christmas to identify gaps for 2<sup>nd</sup> level learners and to address any gaps before the end of primary education. Assessment calendar in place and online tracker created by PT for staff to enter data and monitor progress and challenge, with some teachers also able to enter data on SEEMIS Progress and Achievement. All data on trackers currently used summatively. Dates and expectations vary for assessments across schools and a cluster moderation will support a more robust and consistent approach.</p> <p><u>IT</u> Laptops and ipads purchased for all schools. Palnackie and Colvend have a device for each pupil. Kirkgunzeon has at least 1 device per 2 pupils. Sharing of good practice encouraged across the partnership. In pupil survey, all learners identified IT as an area they enjoy in school. Almost all staff identify digital literacy as an area requiring professional learning.</p>	<ul style="list-style-type: none"> <li>• Build staff confidence in interpreting data to inform planning and reporting</li> <li>• Cluster moderation of numeracy</li> <li>• QAMSO input on assessment</li> <li>• Tracker updates to be incorporated into 35hr WTA</li> <li>• School visits for all staff next session</li> <li>• SEEMIS reporting and Progress &amp; Achievement input for all teachers</li> <li>• Purchase IT resources for one device per child</li> <li>• Digital learning focus of SIP and professional learning 22/23 (35hr WTA)</li> </ul>
<p><b>School Priority 2:</b> Health, Wellbeing &amp; Inclusion</p> <p><b>NIF Priority</b> Improvement in children's Health and Wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Parental engagement</p> <p><b>NIF Driver</b> Teacher Professionalism Parental Engagement School Improvement Performance Information</p> <p><b>HGIOS?4 QIs</b> 3.1 Ensuring Wellbeing, Equality and Inclusion</p>	<p><u>Relationships</u> The wellbeing of all learners remains core to all learning and teaching with a focus on building and strengthening their relationships supported through the weekly introduction of Together Times for Palnackie and Colvend. Funding was identified to pay for weekly transport each Friday at alternate venues. These sessions are well received by all learners and families and both have been involved in reviewing the programme which focuses on relationships and outdoor learning through numeracy and literacy skills. Learning opportunities have included trips to the Viking Hoard, and Chocolate Factory, a Jubilee Enterprise for the local community and open days. Acting on parental feedback, we have moved towards ability groupings for some tasks to encourage challenge. Parent Council Chairs from the three schools have met with Head of Education (learning and Resources) to discuss the need for more regular opportunities to bring all three schools together due to falling rolls and staff have identified RME, HWB and PE as first three curricular areas to address in levels, using listening and talking as focus. Termly partnership events have re-started across all three schools. These joint events enable learners to develop new friendships in preparation for transition to secondary school, to work in different social group and to experience different learning environments. Our RSHE programme has been delivered but staff agreed need to review when it is delivered throughout the year.</p> <p><u>Play &amp; ODL</u> Relationships and resilience are supported through the embedding of active learning and play in the Early Years with input from the newly appointed PT for Play. and pupils have fed back in the Wee Blethers with the Headteacher that they would like to see this developed for senior pupils. All three schools make good use of their outdoor learning spaces to support learning and some learners at Kirkgunzeon have identified that they would like to learn outdoors more. An audit of the provision of outdoor learning at Kirkgunzeon has been completed and shared by an external agency with key next steps identified and input for each school was received by the central team for a one hour session at each site as well as most teachers attending a voluntary session.</p>	<ul style="list-style-type: none"> <li>• Staff INSET on Together Time planning with clear focus on E's &amp; O's at E/1/2 level; sharing &amp; valuing good practice</li> <li>• Review of RSHE programme</li> <li>• Play and active learning at 2<sup>nd</sup> level</li> <li>• Use of Leuven scale to monitor progress through play, ODL and active learning</li> <li>• Timetables to identify ODL opps</li> <li>• First Aid training required for new staff at Palnackie</li> <li>• Together Time first aid training</li> <li>• ODL training by F/Schools or HT</li> <li>• Development of Kirkgunzeon ODL spaces in line with audit</li> </ul>

	<p><u>Awareness of ASN</u> As a result of Lockdown and reduced capacity, almost all partner agencies were unable to support pupils in school or to offer professional learning opportunities. Advice was offered from Autism Outreach, Inclusion teach, Speech and Language, Occupational Therapy and Education Psychology but limited school staffing and confidence impacted on the delivery of advice. Sensory boxes were created with the Headteacher and some pupils to support sensory needs and inclusion and a CPD library for ASN is available to staff and pupils. Teachers are more confident to record a pastoral note in relation to a child's development and have been actively involved Child Plan Meetings and IEP discussions</p> <p><u>Health &amp; Wellbeing</u> Health and wellbeing surveys completed by all P5 pupils and awaiting results being returned from Scottish Government with points to action. Wellbeing webs are used for individuals or small groups who require additional support and are reviewed later in the school year. All pupils involved in these tasks can demonstrate a raised awareness of each of the eight wellbeing indicators. Staff's awareness of wellbeing has been raised through an INSET on 3.1 and staff questionnaire.</p> <p>All staff trained in basic first aid and defibrillator training at Kirkgunzeon and Colvend Primaries. Senior pupils at Kirkgunzeon have undertaken basic first aid and defibrillator training in June 2022 and date agreed for joint training with Colvend and Placnkie pupils at Together Time in Term 1 22/23.</p> <p><u>Equality &amp; Inclusion</u> Assembly focus this session has been on specific articles from UNCRC and an overview of those covered has been filed in the achievement folders. Most pupils were able to contribute to discussions on children's rights and feedback has been shared with PT responsible for taking RRS forward next session. The school has registered on the RRS website.</p>	<ul style="list-style-type: none"> <li>• Increased involvement in IEPs</li> <li>• Build annual first aid refresher into staff and pupil calendar</li> <li>• RRS</li> <li>• Evidence RRS and four capacities</li> <li>• Shared responsibility</li> </ul>
<p><b>School Priority 3:</b> Review of planning to meet needs of a single teacher school</p> <p><b>NIF Priority</b> Improvement in attainment</p> <p><b>NIF Driver</b> School Improvement Performance information</p> <p><b>HGIOS?4 / HGIOELC Qis</b></p>	<p><u>Joint planning</u> With falling rolls, Colvend and Palnackie are one teacher schools with multi-composite classes. Kirkgunzeon has remained at two teacher, with the support from DGC for mitigating circumstances in the aftermath of the pandemic. Staff saw the need to review planning for learners to ensure we had a breadth of experiences and progression of skills but within a manageable framework for teaching within a multi composite learning environment. A lone working risk assessment for single teacher schools has been developed for staff with key guidance left in the teacher's drawer for easy access by support/supply staff. Fire risk assessments also take account of reduced staffing. A new IDL planner introduced and matched to E's and O's of social subjects. Years 1-2 completed. Events in local community included to help learners be able to apply learning eg visit to the Viking Hoard. Now need to review in line with four capacities. A joint SIP identifies opportunities for partnership staff to work and learn together on projects that allow them to share the workload but also to support their individual school context and learners. Working together on the 35hour working time agreement (WTA) enabled teaching staff to clearly identify 'hot spots' in the year and balance out activities for a more cohesive approach to improvement for school and own GTCS</p>	<ul style="list-style-type: none"> <li>• Review fire risk/evacuation risk assessments and procedures with reduced support staff, identifying leadership roles for pupils</li> <li>• IDL Years 3-6 to complete</li> <li>• Evaluate Y1 &amp;2 with guidance on expectations</li> <li>• Staff celebration wall to share successes</li> <li>• Organize partnership's One Drive planning folder</li> <li>• Update curricular overview with hyperlinks</li> <li>• More opportunities for partnership planning and assessment</li> <li>• Planning of Together Times with learners</li> </ul>

<p>2.2 Curriculum 2.3 Learning &amp; Teaching 3.2 Raising Attainment</p>	<p>expectations.</p>	<ul style="list-style-type: none"> <li>• Self-evaluation calendar and tasks across schools and cluster</li> <li>• Identify RRS and four capacities' links across planning</li> </ul>
<p><b>2.1.1 Report on the impact of PEF</b> <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> <li>• <b>Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</b></li> <li>• <b>How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</b></li> <li>• <b>How well are you removing barriers to learning and ensuring equity for all?</b></li> </ul>	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>PEF has been pulled together across the partnership to support pupils more effectively through staffing and training. By sharing resources we could support more learners to close the attainment gap and the poverty-related gap and data within Q13.2 shows how targeted support and new resources have helped reduce the number of learners below the national average across literacy and numeracy. Termly attainment updates have allowed staff to take ownership of improvements and professional dialogue build confidence to try new approaches. Evidence in class does not always match the CEM and SNSA data and we will be using moderation next session to see how we can gather evidence that shows we are closing the attainment gap.</p> <p>Staffing</p> <ul style="list-style-type: none"> <li>• To enable one LA to remain supporting pupils they had developed a relationship with over several years, we appointed 3 days of LA support through the budget to support the other two schools. This enabled support staff to offer safe and nurturing learning environments that ensured inclusion in school and led to 0 exclusions across the partnership throughout the year. Back pay for a member of staff who had a maternity leave last session was also to be included in our budget this session. Staff have delivered a range of nurture tasks including group work and development of play and playground games. Through demonstrating positive interactions and modelling problem-solving they have been able to actively support wellbeing and resilience skills resulting in fewer referrals to CAMHS this session and a reduction in incident and accident forms. Support staff have an increased awareness of ASN and have been involved in feeding into referrals to partner agencies to help us identify the specific wellbeing or learning needs of a child and help us target the interventions more appropriately. Additional staff within the classroom and playground reassured some pupils who had previously found learning difficult and who would be absent on a more regular basis. Playground incidents are down quite considerably with the additional supervision available and they have been able to encourage pupils to play together in a fairer, safer and more inclusive way on a daily basis.</li> <li>• PEF used for staffing has also been impacted by staff absence during and following Lockdown and the additional expenditure this incurred</li> <li>• The cost of one day per week of PEF to cover a support teacher with IT skills at Palnackie has provided learners with access to increased digital learning and additional support in the classroom to help raise attainment in writing. The introduction of a new writing scheme has not allowed us to see the full benefit of this as yet but we are predicting a narrowing of the attainment gap next session when the programme is fully embedded. One pupil at Palnackie showed a particular interest in programming and a Lego Spike Essential Set was purchased and the Teacher and LA supported 1:1 sessions to build his confidence in programming. Quality interactions and the use of digital numeracy have built the pupil's self-confidence and he has been able to surpass his learning goals and has achieved 2<sup>nd</sup> level across all curricular areas when he had previously been receiving ASN input at P4. The PEF Support teacher has covered Sway, Green Screen filming, Microsoft word processing, graphs and We-Do, building confidence in learners in class and through an after-school club making greater use of IT hardware and software purchased last year but only received this year due to high demand of components. Improved use of IT equipment has led to greater engagement in online programs to support literacy and numeracy however pupils are not making best use of these resources at home yet. By using a teacher to support this work, the PT was able to be released from</li> </ul>	



class one afternoon a week to undertake school improvement in the one teacher school as currently she only receives one hour of management time per week.

#### Assessment to raise attainment

- The purchase of CEM (PIPS and INCAS) for all pupils in P1, 2, 3, 5 and 6 across the partnership to identify a baseline of attainment in reading, general maths and mental arithmetic and to build on this year on year to help us track pace of progress more effectively. The results of this will be clearer next session when we have data to compare with. Current results show that all pupils without an IEP have raised attainment in reading and general maths with almost all raising attainment in numeracy. For pupils with an IEP we note a varied improvement and understand the need to offer an alternative programme of assessment as the timed tasks are proving to cause anxiety and are not therefore a true reflection on pupil ability for those with ASN.
- The partnership has used PIRA reading assessments for several years but have now moves to a Scottish version that links closer with CfE. Data from these informs next steps for learners three times a year and we now need to review progress over time to monitor pace and challenge.

#### Resources to raise attainment

- Fast Forward readers have been purchased at the end of the session following staff training. These will be used to support learners with bridging the attainment gap in reading who have not previously been able to access support. The HT has been trained in the early stages of the programme and both she and the PT at Kirkgunzeon (KM) will undergo full training next session as Level 2 learners will not receive the support they have in the past to address such interventions.
- Purchase of Literacy Boxes for Colvend & Palnackie to ensure all three school using same resources for comprehension, an aspect of literacy previously identified as needing support and which CEM has demonstrated has improved for almost all learners in P1,2,3,5 & 6.

#### Closing the poverty-related gap

- Purchase of Forest Schools session to offer hands-on outdoor learning session to those who do not attend Forest Schools on regular basis. We can use PEF from 22/23 to pay for Forest School for learners with FME.
- Supporting a reduction in the 'cost of the school day' such as purchase of P7 hoodies, school trips and transport to bring learners together or to get out in the local community
- Active Schools in-school and after-school sessions for badminton, table tennis, rugby, gymnastics and football covered to ensure all learners have equal opportunity to experience sport which can often become too expensive due to cost of classes, equipment and travel involved in living in a rural location
- 1 day supply cover for each teacher to review data and write reports in preparation for attending additional meetings related to families in need- more development needed in interpreting data throughout the year





**2.2 Summary of Key Strengths and Areas for Improvement**  
*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

**Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.**

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> <li>• Lead learners with senior roles of responsibility</li> <li>• Assembly certificates identify success across the four capacities and engagement with the school values.</li> </ul> <p>Quality of Teaching</p> <ul style="list-style-type: none"> <li>• a Learning Walk check sheet was created by pupils with their teachers to identify good teaching</li> <li>• All teachers provide written or oral feedback across literacy and numeracy</li> <li>• most staff confident to engage in professional dialogue</li> <li>• teachers deliver differentiated learning within multi-composite classrooms</li> <li>• teachers involved in reviewing Child Plans and IEPs and these targets are linked into teachers' planning</li> <li>• Active play introduced in all early years classrooms</li> </ul> <p>Effective use of assessment</p> <ul style="list-style-type: none"> <li>• All learners are familiar with child-friendly success criteria and attainment has risen in writing assessment for most learners in year 1 new writing programme, Creating a Balanced Writer</li> <li>• annual online assessments allow overview of progress over time (CEM and SNSA)</li> <li>• ASfLT assesses pupils with targeted support and identifies interventions that are led by support staff including CTNG, CTLG and Literacy Ladders.</li> </ul> <p>Planning, tracking and monitoring</p> <ul style="list-style-type: none"> <li>• Planning is moving online</li> <li>• All teachers record progress using a new curricular tracker and the Progress and Achievement module within SEEMIS.</li> <li>• HT tracks and predicts CfE progress across literacy, numeracy and HWB on termly basis and a record of meeting is updated by CT between meetings</li> <li>• Pupils are involved in the target setting process and family conversations involving both pupil and parent allowed for increased accountability.</li> </ul>	<ul style="list-style-type: none"> <li>• A more focused approach to classroom monitoring will involve pupils and staff in school and across partnership</li> <li>• PT with responsibility for literacy and digital learning to be appointed and to oversee PL</li> <li>• Uptake of PL opportunities</li> <li>• Cycle of learning and teaching</li> </ul> <ul style="list-style-type: none"> <li>• Formative assessment &amp; acting on feedback to demonstrate understanding of learning</li> <li>• Interpretation of data</li> <li>• more effective use of learning targets</li> <li>• robust evidence to support online assessments (purple files)</li> <li>• review assessment calendar to include robust evidence to support judgements.</li> </ul> <ul style="list-style-type: none"> <li>• Joint planning, assessment and moderation at partnership and cluster level</li> <li>• Moving to SEEMIS reporting 22/23</li> <li>• Streamline planning – clearer guidance on purpose of planning</li> </ul>	

## 2.2 Summary of Key Strengths and Areas for Improvement

*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

*Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.*

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<b>3.1 Ensuring wellbeing, equality and inclusion</b> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul>	<ul style="list-style-type: none"> <li>• CEM data and school surveys identified that all learners feel happy or very happy in school</li> <li>• Child Plans in place for pupils who work with multi agencies with HT as Lead for almost all plans</li> <li>• Health and safety checks are undertaken regularly to ensure a safe and accessible learning environment for all</li> <li>• Children's Rights formed focus of assembly times with HT throughout year in preparation for engagement with RRS programme in 22/23</li> <li>• HT tracks partner agency engagement for all pupils to identify trends and progress over time</li> <li>• Pupils and parent/carers have a raised awareness of wellbeing through newsletter updates and wall displays in all schools</li> <li>• All staff promote a safe and secure ethos and support learners within the classroom and playground to promote and support the positive wellbeing of all</li> <li>• Staff have a raised awareness of wellbeing across school through training, discussions and self-evaluation tasks and take due account of the legislative framework related to wellbeing, equality and inclusion as shared by SMT</li> <li>• Diversity is taught through HWB and IDL to raise pupil awareness of tolerance and inclusion and children are knowledgeable about equalities.</li> <li>• Outdoor spaces across all three schools are used effectively to promote positive relationships and wellbeing with 100% of learners sharing that they enjoyed ODL</li> <li>• Relationships within each school are very positive and supportive, founded on a climate of mutual respect</li> <li>• Almost all learners achieve a minimum of 95% attendance and we have 0 exclusions across the partnership</li> <li>• Support staff are used effectively to support inclusion of learners with behavioural and/or learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• RRS within Sip for 22/23</li> <li>• Support staff confidence in self evaluation of wellbeing</li> <li>• Increased and supported opportunities for partnership working to build wider team</li> <li>• Review of support staff timetable across three sites with a reduced allocation of over 50%</li> </ul>	4

**2.2 Summary of Key Strengths and Areas for Improvement**  
*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

**Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.**

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale															
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>Attainment in literacy and numeracy</li> <li>Attainment over time</li> <li>Overall quality of learners' achievement</li> <li>Equity for all learners</li> </ul> <p><b>3.2 Securing children's progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>Progress in communication, early language, mathematics, health and wellbeing</li> <li>Children's progress over time</li> <li>Overall quality of children's achievement</li> <li>Ensuring equity for all children</li> </ul>	<ul style="list-style-type: none"> <li>Pupils in P1, 4 and 7 undertook SNSA assessments for the Scottish Government in June of this year. Staff have asked that we look at P7 SNSA before Christmas to help us identify next steps for the final two terms of school. SNSA assessment data shows that all P1 pupils are working within or above the national norm for literacy and numeracy, the two areas assessed online. P4 and P7 pupils undertook inline assessments for reading, writing and numeracy with 90% identified as working within or above the national norm in reading, writing and numeracy.</li> <li>Through our CEM assessments we identified that all learners rated their attitude towards schools as 4 or 5, almost all learners rated their attitude towards reading as 4 or 5 and most learners rated their attitude towards maths as 4 or 5.</li> <li>A recent snapshot of data for the Scottish Government identified pupil progress through Curriculum for Excellence. Due to low numbers we have combined the results in lines with data protection guidance:</li> </ul> <table border="1" data-bbox="642 1279 1262 1446"> <thead> <tr> <th colspan="5">Curriculum for Excellence Partnership Data for snapshot June 22 P1-7 (ACEL):</th> </tr> <tr> <th></th> <th>Listening &amp; Talking</th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>86%</td> <td>83%</td> <td>62%</td> <td>79%</td> </tr> </tbody> </table>	Curriculum for Excellence Partnership Data for snapshot June 22 P1-7 (ACEL):						Listening & Talking	Reading	Writing	Numeracy	2022	86%	83%	62%	79%	<ul style="list-style-type: none"> <li>Listening and talking needs robust evidence and assessments to match teachers' professional judgment.</li> <li>While writing is lower than other areas, we are only 6 months into a new writing programme and would look to see a closing of the attainment gap by June of 2023. Part two of the training takes place 22/23.</li> <li>Numeracy and maths progress has increased but we note from our attainment meetings that the increase in progress for some learners ie less than predicted within numeracy and greater in maths and therefore we are focusing on DNK approaches next session to regain pace and progress as predicted.</li> <li>Trends indicate good progress in reading in P1 and 4 but by P7 this can often tail off and we will continue to identify resources and interventions to engage readers and making links with the writing programme to build confidence in a range of text types.</li> </ul>	4
Curriculum for Excellence Partnership Data for snapshot June 22 P1-7 (ACEL):																		
	Listening & Talking	Reading	Writing	Numeracy														
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<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> <li>This data shared is for all pupils, including those with Individual Education Plans and Group Plans with differentiated outcomes identified to suit their specific learning needs. Almost all pupils with IEPs relating to literacy and numeracy are achieving their targets and closing the attainment gap.</li> </ul>		
<b>2.2 Curriculum: Theme 3 Learning Pathways</b>	<ul style="list-style-type: none"> <li>Our curriculum continues to develop and improve with year on year training and development by all teaching staff across literacy, numeracy and Health and Wellbeing and IDL.</li> <li>The curriculum is flexible in order to meet the needs of individuals and teachers and support staff are confident to differentiate through support and challenge, whilst addressing any barriers to learning, particularly those related to the poverty-related attainment gap.</li> <li>'Creating a Balanced Reader and Writer' approach is now introduced in all classes. This very structured approach has built confidence in less able writers with almost all raising attainment in this area however a reduced increase in attainment has been noted by those more creative and able writers and a balance will be found to support their independent writing.</li> <li>Year 1 and 2 of 6 IDL contexts have been completed and themes are informed by local context and pupil interest.. E's and O's are matched to benchmarks and we will now add in opportunities for RRS and SCRE.</li> <li>New IT devices were purchased with PEF and DSM this session but we were unable to source these until T3, reducing their impact on the learning pathways.</li> <li>Time is protected for collegiate working to develop the curriculum and Palnackie and Colvend teachers plan together for Together Time.</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 PL on Steven Graham's 'Creating a Balanced Reader and Writer'</li> <li>Review Year 1 IDL and introduce IDL pathways for Year 2; complete Y3-6 and match benchmarks, adding in RRS &amp; SCRE</li> <li>Planning checklist for all teachers to ensure no duplication/deviation &amp; streamlining of One Drive resources</li> <li>Staff confidence in digital technologies</li> </ul>	

## 2.2 Summary of Key Strengths and Areas for Improvement

*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

*Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.*

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people's learning.</b></p>	<ul style="list-style-type: none"> <li>• Almost all parents/Carers and learners involved in family conversations with teachers using Teams prior to the end of restrictions and this involvement by all stakeholders has provided increased accountability leading to raised expectations and thus raised attainment.</li> <li>• During Lockdown all families engaged with HT but we have noticed a dip in engagement with feedback since the return however we were pleased to note that almost all families attended our events. Adults have been invited back into school now that restrictions have lifted for a variety of events such as Together Time Jubilee Jamboree community event, sponsored walk at Kirkgunzeon, open afternoons, sports days and partnership events.</li> <li>• A review of Home Learning (from Lockdown) was completed T1 by some families and completed for all pupils by the HT to record this event in their education. Colvend have created a display to recognise what learners learned about themselves during this time. All families have been invited to participate in the Dandelion Project where seed potatoes and soil were issued and a harvest festival will take place in each community in September.</li> <li>• Feedback is requested from all events to help us identify strengths and good practice as well as request ideas on how to improve our provision. Summarising and sharing the feedback takes place through the newsletter and we ensure parents know that we are acting on their suggestions to demonstrate that we value their views and interest. Due to the commitment for fundraising placed on by fewer parents now with falling roles, we are creating a Fundometer in each school to display funds raised and what they are being spent on.</li> <li>• School partners share skills, knowledge and experience to provide extra-curricular experiences such as after-school clubs and looking after the school grounds eg Dalbeattie Men's Shed, Active Schools, Community Councils, Flounders Café, Kirkgunzeon Youth Club, Colvend Shop, Threave</li> </ul>	<ul style="list-style-type: none"> <li>• Identify opportunities for parent and community-led events</li> <li>• Partnership events for parents/carers eg harvest thanksgiving .</li> <li>• Partnership Parent Council meetings to share ideas</li> <li>• Build on family conversations</li> </ul>	

**2.2 Summary of Key Strengths and Areas for Improvement**  
*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

*Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.*

Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Ranger and Community Police. HT has met with new minister who has agreed to be the partnership chaplain and to deliver aspects of RME during our Together Times. By working with a range of partners, we are encouraging leadership at all levels and building capacity for the future with reduced staffing across the partnership. Colvend parents have created a rota of parental support and this term have lead a gardening after-school club and participated in an adult and child pottery class and we would like to extend this effective model across the partnership next session.</p> <ul style="list-style-type: none"> <li>• Parent Councils meet termly. The Chairs from the 3 PC's now meet termly following the shared concern regarding falling roles in school and realise the greater impact more parents can have together to support our schools</li> <li>• A Headteacher's report is shared at all meetings which updates on SIP progress, staffing news, events and celebrations in school and any supports required. Updates on these aspects of school life are also shared within the monthly newsletter.</li> <li>• Overwhelming support from parents/carers for our Palnackie and Colvend weekly Together Times: now extending to include all three schools. Parents appreciate the additional opportunities to develop relationships and staff have responded to initial feedback to incorporate more age and stage learning within the sessions.</li> </ul>		



### 3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

*Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.*

*The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.*

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p><b>School Priority 1:</b></p> <p>Raising attainment in Literacy &amp; Numeracy</p> <p><b>NIF Priority</b> Improvement in attainment particularly literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><b>NIF Driver</b> School Improvement Assessment of Children's Progress Performance Information</p> <p><b>HGIOS?4 / HGIOELC QIs</b> 2.3 Learning &amp; Teaching 3.2 Raising Attainment</p>	<p><b>Developing listening and talking skills</b></p> <p>Robust programme of learning in place to support teachers' professional judgments</p> <p>Build pupil confidence as effective contributors</p> <p><b>Raising attainment in writing</b></p> <p>All learners will be motivated to improve their writing through the CABW programme.</p> <p>Identified learners will receive literacy interventions to help reduce the attainment gap</p> <p>Confident and effective use of digital literacy to evidence learning</p> <p>Consistent expectations identified through moderation of learning at school and cluster level</p> <p><b>Raising attainment in numeracy</b></p> <p>Consistent planning and assessment to support the delivery of Developing Number Knowledge</p> <p>Numeracy and general maths attainment will be aligned</p>	<ul style="list-style-type: none"> <li>-Investigate range of programmes and resources through small tests of change</li> <li>- create progression of skills</li> <li>- identify programme of opportunities to engage with range of audiences in and beyond school</li> <li>- interpretation of CEM/SNSA data</li> <li>-staff training and delivery of Creating a Balanced Writer built into 35 hour WTA</li> <li>-staff training of Literacy ladders, Fastlane and Closing the Literacy Gap</li> <li>-moderation at school and cluster level</li> <li>-review of purple evidence folders</li> <li>-Professional learning: digital learning from cluster</li> <li>-resource one laptop/pc per pupil</li> <li>-create DNK activity packs for pupils and teachers</li> <li>-requisition for gaps in audit of maths resources</li> <li>-training for Sumdog (Maths and English)</li> <li>-calendar of assessment and monitoring</li> <li>-SEEMIS reporting, progress &amp; achievement training</li> <li>-audit of ASN resources</li> <li>-open afternoons/workshops for parents/carers</li> <li>-review of One Drive folders/file paths</li> <li>- timetables of interventions</li> </ul>	<p><b>Lead- Literacy- AG(PT), Numeracy PB (PT)</b></p> <p><b>Funding from DSM/35 hour WTA</b> Literacy intervention training (£400) CABW sessions (£600) 2 x CAT for literacy &amp; ½ day INSET 2 x CAT for numeracy &amp; ½ day INSET 1 x CAT for interrogation of data 3 x moderation &amp; ½ day INSET Overview of tracker ASfLT responsibility for CTNG Software to support writing (£350) 5x day cover for additional mgnt time (£1776)</p> <p><b>PEF</b> DNK pupil resource packs to reduce cost of school day (£1000) Sumdog subscription (£148) GL assessments, or similar (£300) CALL INSET (£430) 2x day LA (£7200) Laptops (£2500)</p>

<p><b>School Priority 2</b> Teaching about, through and for children's rights</p> <p><b>NIF Priority</b> Improvement in children's Health and Wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Parental engagement</p> <p><b>NIF Driver</b> Teacher Professionalism Parental Engagement School Improvement Performance Information</p> <p><b>HGIOS?4 QIs</b> 3.1 Ensuring Wellbeing, Equality and Inclusion</p>	<p>Positive wellbeing promoted across the school community UNCRC embedded into life and ethos of the partnership. Attain RRSA Bronze Award Promote pupil voice &amp; participation Increase parental and community engagement in the wider life of school Increased partnership planning, teaching and assessment to share good practice and reduce teacher workload in small schools</p>	<ul style="list-style-type: none"> <li>- Review of RSHE programme</li> <li>-Wellbeing evaluations</li> <li>-Staff wellbeing board &amp; events</li> <li>-Rights to be included in life and ethos of the school through assemblies led by HT and PT</li> <li>-Set up steering group and report to school community</li> <li>-Professional learning to explore pupil participation</li> <li><a href="https://education.gov.scot/improvement/documents/learner-participation.pdf">https://education.gov.scot/improvement/documents/learner-participation.pdf</a></li> <li>-Identify Articles and four capacities within current IDL and HWB planning</li> <li>-Displays of progress</li> <li>-Community newsletter</li> <li>-Together Time weekly article of the week</li> <li>-Pupil blogs</li> <li>-Developing Young Workforce profiles for P7</li> <li>-RRS developments on staff meeting agenda</li> <li>-Baseline self-evaluation for pupils and staff</li> <li>-Partnership day celebration</li> <li>-Staff wellbeing day</li> <li>-identify 'a day in my shoes' covering FME learner</li> <li>-programme of extra-curricular provision</li> <li>-Forest Schools funded places for FME/ASN</li> <li>-timetable for Outdoor Learning</li> <li>-timetable for Together Time planning sessions</li> </ul>	<p><b>Lead- ZC (PT)</b> Weekly Mngt time Deliver weekly 15 min session at Tog Time Termly Partnership assembly Timetable of visits to schools/input Staff meeting updates Impact plan Wellbeing updates ½ INSET on Child Protection Together time planning 2x INSET</p> <p><b>Funding from DSM</b> Registration paid by LA 4x day of additional cover for Lead (£1100) Professional reading Transport (£200) Staff wellbeing resources (£200) Transport costs for Together Times to be subsidized by DGC (cost TBC)</p> <p><b>PEF</b> Cover of cost for pupil wellbeing events/clubs (£300); LA 1 day per week to support inclusion (£3600) 20 hours of clerical support (£195) 1xday cover to follow child (£275) Forest Schools subscriptions (TBC)</p>
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