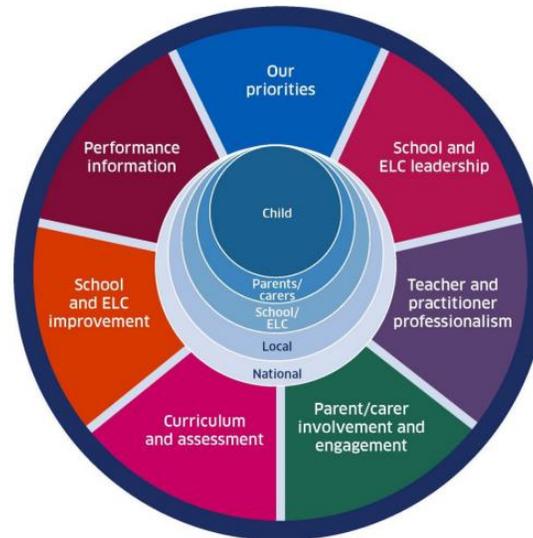


## Education and Learning Directorate

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

(2022 - 2023)



**School:** CROSSMICHAEL & GELSTON  
PRIMARY SCHOOLS

**Date:** MAY 2022

# 1. Vision, Values and Aims

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

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

## Our Vision, Values and Aims

### School Statement



**Our Vision**  
‘Wee’ Schools  
Growing Big Thinkers!



*Successful Learners*  
**Achieving**  
**Creative**  
**Persevering**  
**Inquiring**  
**Conscientious**  
**Prepared**

*Confident Individuals*  
**Positive**  
**Aware**  
**Healthy**  
**Independent**

### **Our Values** We are...

*Effective Contributors*  
**Resilient**  
**Enterprising**  
**Collaborative**  
**Critical thinkers**  
**Problem solvers**

*Responsible Citizens*  
**Respectful**  
**Tolerant**  
**Honest**  
**Nurturing**  
**Eco-friendly**

**Our Aims:**  
**Be Kind, Show Respect and Work Hard**

**Review Date: February 2023**

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

- Stakeholder questionnaire feedback from November 2018
- Stakeholders asked to list values that they wish to promote across the Partnership (Nov-Dec 2018)
- Stakeholders invited to create a school motto/ vision statement and to create school aims for the Partnership
- Teachers collated evidence and prepared our draft VVA on 30<sup>th</sup> January 2019 at a school development collegiate session which was shared in draft form with Parent Councils and pupils.
- All information was collated, refined and reduced to produce a poster to reflect our Vision, Values and Aims which was communicated to Stakeholders (Jan- Feb 2019)
- Decided to revise in 2022/ 2023 in line with our SIP priorities.

## 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>Priority 1 (Cluster inc ELC)</b></p> <p><b>Moderation</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.</p> <p><b>NIF Driver</b> 1, 4</p> <p><b>HGIOS4 / HGIOELC QIs:</b> 2.2, 2.3, 2.4 3.2, 3.3</p>	<p>The aim was to improve the quality of learning and teaching through building staff confidence in the principles of evaluation and moderation (learning, teaching and assessment cycle). This was expected to have a positive impact on both learning opportunities for pupils and developing teacher confidence skills at all levels. Robin McIlroy supported the cluster staff with a moderation session. This provided an overview and refresher of 'achievement of a level' and was seen to be useful as further reinforcement of staff using a range of evidence to support professional judgement.</p> <ul style="list-style-type: none"> <li>• INSET day (January 22) – moderation task – achievement of a level professional reading and moderation task</li> <li>• Reviewed and provided feedback at collegiate on Wednesday 27<sup>th</sup> April 2022</li> <li>• Moderation power point shared</li> <li>• Staff in some schools completed follow up holistic assessment task – used in Term 3 IDL</li> </ul> <p>Due to challenges around Covid 19, staffing and staff capacity, we were unable to create a working party, review digital capacity or identify a QAMSO.</p>	<p>Lead: Vicky and Paul</p> <p>Next session 2022-23, moderation will be linked to the numeracy priority – Developing Number Knowledge in Schools</p> <p>Identify QAMSO</p>		
<p><b>Priority 2 (Cluster): Numeracy</b></p> <p><b>NIF Priority</b> Improve Attainment in Literacy &amp; Numeracy Improve Employability Skills</p>	<p>Our stretch aim was: <b>85% of pupils in P1, P4, P7 and S3 should be on track to achieve their expected CfE level in numeracy and mathematics by April 2022.</b></p> <table border="1" data-bbox="577 1372 1234 1461"> <tr> <td data-bbox="577 1372 709 1461"></td> <td data-bbox="716 1372 1234 1461"><b>% on track to achieve levels in N&amp;M – June 2022</b></td> </tr> </table>		<b>% on track to achieve levels in N&amp;M – June 2022</b>	<p>Individual schools will engage with the Numeracy Launch Pads and Closing the Numeracy Gap training provided by the Local Authority. Some schools had staff trained this year so they will be implementing the interventions in</p>
	<b>% on track to achieve levels in N&amp;M – June 2022</b>			

<p>Improve Health &amp; Well-Being</p> <p><b>NIF Driver</b>  School improvement  School leadership  Teacher professionalism  Assessment of children's progress  Parental engagement  Performance information</p> <p><b>HGIOS?4 / HGIOELC QIs:</b>  1.1, 1.2, 1.3, 1.4, 1.5  2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7  3.1, 3.2, 3.3</p>		P1	P4	P7	S3	<p>2022/2023 with targeted pupils.</p> <p>We will seek further training on delivering DNK at Second Level from D&amp;G Numeracy Lead Teachers.</p> <p>We will signpost teachers and set aside time for them to look through the training materials in the <a href="#">D&amp;G A Framework for Numeracy</a> TEAM.</p> <p>In another priority, we are focusing on moderation. Therefore, it would make sense to focus on moderation of Numeracy outcomes in 2022/2023 as this should give us the opportunity to share the standard across our schools. (It will also help us to ensure that our ACEL data is based on robust evidence.)</p> <p>The Local Authority are forming a working party to look at a framework for the Es and Os related to 'General Maths'. This will be started in 2022/2023.</p>
	XM	89%	18%	55%		
	G	67%	71%	50%		
	D	100%	71%	73%		
	K	67%	100%	67%		
	L	0 pupils	100%	100%		
	H	80%	90%	75%		
	S	88%	80%	100%		
	CDPS					
	CDHS					
<p>It is evident that we did not achieve this aim across every school.</p> <p>27.10.2022: All teachers attended a Cluster collegiate session on <a href="#">D&amp;G A Framework for Numeracy</a> presented by Lead Teacher, Nicola Dalgleish. This was followed up with a task where teachers were asked to implement a baseline assessment with two pupils, engage in DNK methodology then complete a post-assessment. It was hoped that this would develop consistency in the learning and teaching of numeracy in CDHS Cluster. We also hoped that it would raise teacher confidence in using 'Developing Number Knowledge' methodology.</p> <p>In October 2021, teachers completed a pre-intervention questionnaire. Out of 29 returns, the results showed:  1/29 = 3% = Extremely confident in using the DNK approach  7/29 = 24% = Somewhat confident  9/29 = 31% = Neutral  11/29 = 38% = Somewhat not confident  0/29 = 0% = Extremely not confident</p> <p>In May 2022, teachers completed a post-intervention questionnaire. Out of 13 responses, the results showed:  0/13 = 0% = Extremely confident in using the DNK approach  5/13 = 38% = Somewhat confident  5/13 = 38% = Neutral  2/7 = 29% = Somewhat not confident  1/7 = 14% = Extremely not confident</p> <p>Despite the decrease in the number of returns, it is apparent that confidence levels have increased slightly. When discussing results with Cluster SLT, we noted that many teachers would like further training at Second Level. Pre-Covid, we had looked at securing training with the Maths Recovery company,</p>						

	<p>but this was very expensive and time consuming (commitment of 4 full days with a gap in between). We decided not to commit to this and to help staff consolidate the training that many received in the February 2020 Inset days when 40 staff were trained in the Early- First Level approach. Sadly, the pandemic impacted upon this meaning that the momentum was lost. In August 2022, we found that many staff had moved on, so the expertise was also diluted within our schools.</p> <p>Results from our questionnaire have highlighted training needs:                  7 x Second Level                  5 x First Level                  1 x Early Level</p> <p>In addition, many teachers said that they would like the opportunity to visit other schools to see DNK in action. Only one teacher mentioned having time to look over the CLPL resources already available on the existing <a href="#">D&amp;G A Framework for Numeracy</a> site.</p>						
<p><b>Priority 3 (Cluster): Wellbeing and Recovery</b></p> <p><b>NIF Priority</b>                  Improve Health &amp; Well-Being</p> <p><b>NIF Driver</b>                  School improvement                  School leadership                  Teacher professionalism                  Parental engagement                  Performance information</p> <p><b>HGIOS?4 / HGIOELC QIs:</b>                  2.1, 2.2, 2.4, 2.6, 2.7                  3.1, 3.2</p>	<p>CDHS Positive Relationships Policy – Fewer referrals in CDHS.                  PASS assessments – useful for individuals/ for referrals to support Child’s Plan targets                  Scottish Covid Recovery funding – Natasha Humphries as Primary Teacher working with S1 group who are part time in mainstream classes. Also paid for xx hours of Learning Assistant hours across the Primary Schools. Primary Teacher in CDHS has had positive impact. EVIDENCE? Released Dominick Todd to support other pupils... Difficulties recruiting LAs. DK – no one in post, CG – 34hrs per week, LHS – 11hrs, CDPS- 13.5hrs. Targeted interventions at LHS. Need to train staff and build capacity first.</p> <p>Each school will note no. of child’s plans in June 2021 compared to June 2022 to show impact</p> <p>Attendance data June 2021 compared to now? Per class?</p> <p>How many IEPs from 2021- June 2022?</p> <table border="1" data-bbox="575 1317 1482 1425"> <tr> <td></td> <td>No. of Child’s Plans in June 2021</td> <td>No. of Child’s Plans in June 2022</td> <td>No. of IEPs in June 2021</td> <td>No. of IEPs in June 2022</td> </tr> </table>		No. of Child’s Plans in June 2021	No. of Child’s Plans in June 2022	No. of IEPs in June 2021	No. of IEPs in June 2022	
	No. of Child’s Plans in June 2021	No. of Child’s Plans in June 2022	No. of IEPs in June 2021	No. of IEPs in June 2022			

C	11	11	11	14
G	4	3	1	4
D				
K				
L	1	1	1	1
H	5	6	4	4
S	2	4	3	3
CDPS				
CDHS				

Rights Respecting Schools – all at different stages but will have an impact on HWB/ nurture going forward. D&G expectation that all schools adopt RRR in the next three years.

**Increase in overall attainment:**

By April 2022, we should be reporting an increase in the percentage of pupils on track to achieve their expected CfE levels in Literacy and Language and in Numeracy and Maths in P1, P4, P7 and S3.

**Increase in pupils' motivation and wellbeing:**

By April 2022, we should be reporting an increase in pupils' overall sense of health and wellbeing and readiness to learn.

**Increase in pupil, parent and staff understanding of the principles of nurture**

Parents/carers and all partners to our cluster schools will be informed of the developments in nurture to ensure that they are included and supported through regular communication and know that their child/young persons' learning, personal, social and emotional needs are fully understood and are being met.

**Staff will have a greater understanding of the impact of trauma on others and how this affects learning**

**A Cluster approach to nurture will be developed** to ensure all young people feel safe, healthy, achieving, nurtured active, respected, responsible and included and to ensure that all staff (teaching and non-teaching) have a good understanding of attachment, brain stress and trauma and the impact this

can have on a child's development. All staff will begin a training journey of the 6 Nurture Principles to ensure that learners achieve their potential in both attainment and personal achievements.

**Readiness for Nurture Implementation**

Education Scotland Baseline surveys to be carried out by pupils, parents/carers and staff (teaching and non-teaching) to gain insight into where they are with their understanding of nurture.

**Measuring impact of Nurture Intervention on Pupils' HWB and Attainment:**

Various tools will be used to measure the impact on P1, P4, P7 and S3 pupils. E.g. Pupil Attitudes to Self and School (PASS - GL Assessment), Boxall profiles, Strengths and Difficulties Questionnaires.

**Audit of two nurture principles and planning interventions:**

Each school completes the How Nurturing Is Our School audit toolkits for P1, P4, P7 and S3 for 'transitions' and 'safe place' then schools put in own measures at school level. From

<https://education.gov.scot/media/2cbbaekj/inc55applyingnurturingapproaches120617.pdf>

**Training for staff:**

Re-visit attachment and brain stress and trauma to ensure all cluster staff fully understand the impact this can have on a child's learning and development.

Re-visit NP5 'All Behaviour is Communication' (all trained in Aug 2019).

Evaluate strategies tested and implemented by staff and share good practice/plan next steps.

Ensure all new staff have receive training in NP5.

Review school vision, values and aims to include nurturing language *where appropriate*.

**Evaluate progress and share good practice**

Current trained nurture practitioners to meet to share good practice and plan future next steps

<p><b>School Priority 1</b> To raise attainment in by developing curricular programmes in Numeracy and Maths</p> <p><b>NIF Priority</b></p> <p><b>Improvement in attainment, particularly in literacy and numeracy</b></p> <p><b>NIF Driver</b></p> <p><b>School improvement</b></p> <p><b>HGIOS?4 / HGIOELC QIs</b> 2.2 - curriculum 2.3 - learning , teaching and assessment 3.2 - raising attainment and achievement</p> <p><b>National Standard Criteria</b></p>	<p>*LINKS TO CLUSTER PRIORITY ON NUMERACY</p> <p>We agreed to follow the ‘D&amp;G A Framework for Numeracy’ as our numeracy programme. In Term 2, all pupils were assessed and placed at the appropriate DNK Phase (ability level). For planning, teachers use printed copies of the Phases for each group of learners working around the same ability level. They continue to plan and track individual pupil progress using our EXCEL spreadsheet.</p> <p>Implementing the Framework was more difficult with pupils at First and Second Levels because they had not been taught the methodology from the beginning.</p> <p>It was not necessary for us to create criterion sheets based on the Benchmarks. The D&amp;G Framework is so well planned that pupils can see their successes and next steps through a CfE Level.</p> <p>We began writing a short ‘Policy’ document to explain how we approach the teaching of Numeracy and Maths. It became apparent that the D&amp;G Framework already sets this out clearly so there was no need for us to duplicate it. Instead, we decided to create a simple leaflet explaining the methodology so that this can be shared with parents. We have yet to complete this task.</p> <p>We focused on Numeracy and then looked at the Es and Os related to ‘General Maths’. We divided them up annually across our ‘Three Year Curriculum Structure’ document. We have discovered that our Local Authority will be creating a Framework for ‘General Maths’ in 2022/2023.</p> <p>Several Teachers and Learning Assistants have been trained in using Numeracy Launch Pads and in Closing the Numeracy Gap. They have been trialing these approaches in term 4 and it is hoped that we can build upon this and target pupils next session.</p> <p>Here is a comparison of our attainment in Numeracy and Maths in P1, P4 and P7 for the past three years:</p>	<p>*LINKS TO CLUSTER PRIORITY ON NUMERACY</p> <p>DNK training is required at Second Level in particular.</p> <p>We need to encourage all teachers to engage with the methodology so that they are building their confidence, knowledge and skills in using the approach.</p> <p>Teachers have asked for an editable electronic version of the DNK Phases so that they can be highlighted and passed on each year rather than passing on paper copies. This will also ensure we have a record of planning over time.</p> <p>Create a leaflet for parents explaining the DNK methodology and where NLPs and CNG slot in.</p> <p>NLP and CNG will be used more widely to target learners now that trained staff are feeling more confident in implementing the programmes. At times, this will depend on our capacity to provide cover for staff to enable them to implement these programmes.</p> <p>It would be useful to devote some time at a collegiate session to discuss the CNG and NLP approaches and what this will mean for learners.</p>
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	<table border="1" data-bbox="590 102 1486 293"> <thead> <tr> <th></th> <th colspan="2">2021/2022</th> <th colspan="2">2020/2021</th> <th colspan="2">2019/2020</th> </tr> <tr> <th></th> <th>C</th> <th>G</th> <th>C</th> <th>G</th> <th>C</th> <th>G</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>89%</td> <td>67%</td> <td>87%</td> <td>67%</td> <td>77%</td> <td>100%</td> </tr> <tr> <td>P4</td> <td>18%</td> <td>71%</td> <td>57%</td> <td>67%</td> <td>11%</td> <td>100%</td> </tr> <tr> <td>P7</td> <td>55%</td> <td>50%</td> <td>56%</td> <td>83%</td> <td>40%</td> <td>100%</td> </tr> </tbody> </table> <p data-bbox="575 305 1493 537">This session, at Crossmichael, we only have two pupils in P4 on track to achieve their CfE Levels. We have chosen to target this cohort with CNG and NLP next session. We hope that consistency in the whole class approach to teaching numeracy using DNK and the Cluster focus on moderation in numeracy will help to improve attainment. At Gelston, we only have two pupils in the P7 class which impacts upon percentages.</p> <p data-bbox="575 573 1493 704">Considering that we have 41% of learners with ASN and that we have been impacted by the pandemic, we accept that our results do not yet meet the stretch aim of 85% of pupils on track to achieve expected CfE levels.</p>		2021/2022		2020/2021		2019/2020			C	G	C	G	C	G	P1	89%	67%	87%	67%	77%	100%	P4	18%	71%	57%	67%	11%	100%	P7	55%	50%	56%	83%	40%	100%	<p data-bbox="1514 90 1990 191">We will adopt the D&amp;G Framework for General Maths too once it has been created.</p>
	2021/2022		2020/2021		2019/2020																																
	C	G	C	G	C	G																															
P1	89%	67%	87%	67%	77%	100%																															
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P7	55%	50%	56%	83%	40%	100%																															
<p data-bbox="113 711 562 829"><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 data-bbox="113 836 562 1166" style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>• How well are you removing barriers to learning and ensuring equity for all?</li> </ul>	<p data-bbox="583 711 1493 768"><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p data-bbox="575 808 1923 914">Closing the Literacy Gap has been an outstanding intervention for the majority of our learners. It has enabled them to slot back into class within higher ability reading and spelling groups and the majority of learners have been able to sustain the trajectory.</p> <p data-bbox="575 963 947 995"><b><u>Closing the Literacy Gap</u></b></p> <ul data-bbox="621 1008 1976 1250" style="list-style-type: none"> <li>• In 2021/2022, we implemented 17 'Closing the Literacy Gap' interventions across our schools with our trained Learning Assistants – 15 at Crossmichael and two at Gelston. (One child was given two blocks in the same year to see if it would help him as he has been diagnosed with a specific neurological condition.)</li> <li>• The majority of pupils made significant gains in their reading accuracy, reading comprehension and spelling. Here are results from a sample of eight pupils who have completed their blocks already. (Please note that out of this sample, one child has Global Developmental Delay and is awaiting a diagnosis of ASD, another has ADHD, one has Dyslexia and is being investigated for ADHD, and another has ADHD and ASD.)</li> </ul>																																				

	Child 1		Child 2		Child 3		Child 4		Child 5		Child 6		Child 7		Child 8	
	Before	After														
Reading Accuracy	87	98	84	102	72	75	80	95	88	95	82	98	88	99	85	96
Reading Comprehension	95	101	106	105	101	88	87	85	90	101	96	105	76	111	90	115
Spelling	87	96	87	90	91	99	-	-	82	88	81	83	71	87	83	91

- It is worth noting that CLG also enabled us to pinpoint learners who may be experiencing difficulties associated with Dyslexia. Since the intervention, we have had three pupils diagnosed with Dyslexia when presented at the Literacy Forum. Another two pupils are being presented soon.

### **Closing the Numeracy Gap**

- Some pupils were targeted with a block of work based on the CNG materials but we prioritised Literacy.
- Some low-level targeted support in numeracy was provided to a handful of pupils and this did help but we decided to focus on using our PEF Learning Assistant to raise attainment in literacy and we can report improvements in attainment already.

### **Health and Wellbeing** \*Related to Cluster Improvement Priority 3

- Our pupil roll increased and several pupils required targeted support for their additional support needs. This meant that we had 41% of pupils with ASN across the schools with the majority of support being required in Crossmichael. Whilst we used our PEF Learning Assistant for CLG, we utilised 32 hours of Learning Assistant hours from the CDHS Covid Recovery budget from January 2022. 27.5hrs was given to a child who requires 1:1 for social, emotional and behavioural needs and the 4.5hrs was used to support an existing pupil who requires 1:1 but only received 22hrs (4 days) of support. He needed support on a Friday. We also paid for a Learning Assistant for two days using remaining PEF to support learners with ASN.
- Across the partnership, we have noted an increase in the amount of Child's Plans, IEPs and referrals made to other agencies. All of these interventions has had a positive impact on individuals.
- We purchased 'Pupil Attitudes to Self and School' (PASS) assessments with the intention of completing them with all P1, P4 and P7 pupils, including those who attract PEF, at a cost of £2 per assessment. At Gelston, we

managed to complete the initial assessments. These were very informative. It was reassuring that they confirmed what we already knew about learners. Therefore, we were able to put measures in place to support individuals such as regular check-ins, liaising with families and time for play based learning. We were not able to complete the post-assessments.

- In Crossmichael, we completed the initial assessments with P7s but were not then able to complete any others. This is because we have had staff absence and our time has been focused on supporting learners who experience social, emotional and behavioural challenges. Of the assessments completed, we were able to use two of them as further evidence for us to seek advice from other agencies and progress referrals to the Neurodevelopmental Assessment Team.
- The PASS assessments were useful when targeting individuals but as a blanket assessment, they did not really tell us anything that we didn't already know. We are confident that we know our learners well.
- It is interesting to note that several of our pupils who attract PEF do not require support to do better academically. We now need to think of ways to ensure that they are experiencing a breadth of experiences to help them develop. E.g. Provide opportunities to represent the school in other ways, not just in sporting events.
- In June 2022, our Poverty Related attainment gap looks like this:

% gap	Crossmichael				Gelston			
	Numeracy	L&T	Reading	Writing	Numeracy	L&T	Reading	Writing
P1	-	-	-	-	-	-	-	-
P2	No gap	No gap	No gap	No gap	75%	75%	75%	75%
P3	57%	26%	63%	51%	No gap	No gap	23%	No gap
P4	18%	No gap	12%	45%	-	-	-	-
P5	18%	No gap	No gap	3%	No gap	No gap	No gap	No gap
P6	63%	69%	69%	63%	No gap	No gap	No gap	No gap
P7	55%	27%	36%	55%	No gap	No gap	No gap	No gap

- In May 2021, our Poverty Related attainment gap looked like this:

% gap	Crossmichael				Gelston			
	Numeracy	L&T	Reading	Writing	Numeracy	L&T	Reading	Writing
P1	No gap	No gap	6%	6%	67%	67%	67%	67%
P4	24%	26%	46%	36%	67%	67%	50%	50%
P7	6%	39%	17%	17%	No gap	No gap	No gap	No gap

- We have improved our ability to capture our poverty related attainment gap data for each cohort.
- At Crossmichael, we have closed the gap in reading and writing at P2. This is partly due to consistency in our approaches to using the CLG methodology in class.

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• In the P5 cohort at Crossmichael, we have closed the gap in L&amp;T, reading and writing and reduced the gap in numeracy. We plan to use CLG and CNG to help raise attainment for these pupils.</li><li>• In Gelston, our gap has decreased across most stages. We have four children in P2 here so when a child is not on track the percentages appear higher. The child is making steady progress following individual milestones.</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>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li><i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li><i>Strategic planning for continuous improvement</i></li> <li><i>Implementing improvement and change.</i></li> </ul>	<p>Our VVA is embedded across the partnership schools. When asked, almost all pupils and staff can state, 'Be Kind, Show Respect and Work Hard' and provide examples of what this looks like in practice. We celebrate this in our blog and on our shared class Facebook pages.</p> <p>Almost all staff have high expectations of learners and know families well. We receive a high volume of positive feedback from parents via telephone, email, class Facebook pages and the partnership blog. We can see our attainment improving slowly over time despite the pandemic.</p> <p>Our staff have a good understanding of the 'bigger picture' and we regularly look at school, Local Authority and National data to inform our next steps for change. At collegiate sessions, teachers have looked at HGIOS4 and engaged with data to identify trends. This has helped to inform our improvement priorities. We have studied our School Statistical Summary Reports and looked at our SIMD data. We are well placed to move forward.</p> <p>We have 41% of learners with additional support needs. A large amount of time is taken up with completing associated meetings, paperwork, training staff and organising resources effectively to support them. Most learners are making significant steps in their own learning journey due to the strategies that are implemented in school and at home.</p>	<p>Our VVA need to be reviewed in 2022/2023 and the number of values needs to be reduced. We must revisit VVA with parents and families.</p> <p>We have a high percentage of learners with additional support needs (41%) and from August 2022 our weekly Supporting Learners allocation is 7 days at Crossmichael and 5 days at Gelston. This does not meet the basic health and safety needs of our learners. Therefore, it is looking likely that our full time PEF Learning Assistant will be required to support and individual with a serious medical condition unless we are granted additional hours. We are hoping that we will be able to secure enough staff to support our six learners – two who require 1:1 for medical conditions and four because of significant behavioural needs caused by underlying neurological conditions. If we are not able to secure these hours then it is likely that our SLT will not be able to devote enough time to leading change and improvement. We will also have very little capacity to deliver targeted interventions such as CLG and CNG which have had such a positive impact in the past few years.</p> <p>We need to have time to plan for continuous improvement and in order to do this we will need to secure an appropriate staff: pupil ratio and try to minimise staff turnover. Relationships are key to building a sense of trust amongst our learners.</p>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: right;">12</p>

## 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.*

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>We have had a high rate of staff absence related to Covid-19 and also due to other illnesses. This has made it difficult to carry out strategic planning for continuous improvement.</p> <p>Almost all staff members have reported that they feel overwhelmed and under pressure with the expectations placed upon them since Covid-19 restrictions were lifted in April 2022.</p> <p>Almost all staff are keen to explore new initiatives and enjoy engaging in research. They are keen to work together and to learn from each other. Two teachers tried a small block of Pie Corbett's 'Talk for Writing' and noticed an improvement in the quality of writing produced. We plan to look into this as part of the Cluster focus on improving writing. Several teachers have shadowed a Learning Assistant as she delivers CLG. We have teachers and Learning Assistants trained in CNG and NLP this year and hope to use this from August 2022 to help raise attainment. One teacher attended the Climate Conference and we hope to utilize her expertise next year. Our P7 teachers worked together to plan, implement and assess a block of writing which has been supportive for them and the children.</p> <p>The Crossmichael Principal Teacher is a Teaching Fellow with the University of the West of Scotland and has been developing her leadership experience in this role.</p> <p>From October – January, we appointed one of our</p>	<p>During the August inset days, we will come together to refresh and re-establish our VVA, our curriculum rationale and curriculum structure. We will revisit our planning, assessment and tracking so that everyone is clear on our collective responsibilities. This will help us to re-establish our collective vision moving forwards.</p> <p>As a Cluster and as a partnership, we need to focus on raising attainment in writing. This will be a priority for 2022/2023.</p> <p>Post-pandemic, we aim to involve our whole community more fully in school improvement. We plan to ask pupils, parents and the local community for their input and feedback by having focus groups and through questionnaires. We also aim to invite them in to school to experience the quality of learning and teaching and to find out more about how their child learns and why. We are having an open evening in September and it would be good to present our strategic overview (VVA and curriculum) to parents prior to their class visits.</p> <p>We need to plan in more opportunities for staff to engage with educational policy and to relate this to practice as appropriate.</p> <p>We need to have a strategic plan in place to ensure that resources are sourced, renewed or replenished when required. E.g. ICT, PE equipment and Art resources. Money tends to be spent quickly in Crossmichael and we tend to</p>	

<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>			
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	<p>existing Crossmichael teachers as 0.8fte Acting Principal Teacher (PT) at Gelston to cover staff absence. In December, our 0.2fte (Permanent) PT at Gelston retired. In January, our substantive 0.8fte PT returned. Therefore, from January – February, we changed the Acting PT from four days to one day. She returned to her class teacher post on a full time basis in mid-February.</p> <p>From February – July 2022, we chose not to appoint a 0.2fte PT in Gelston as we felt that our learners had had enough change and were used to having the long term supply teacher in post on days when the PTs were not in school. The Headteacher stayed in Gelston on these days to ensure that a member of the SLT was present.</p> <p>In June 2022, we appointed a temporary, 1.0fte class teacher in Crossmichael as the existing teacher is having a career break in 2022/2023. We also appointed a 0.2fte, permanent class teacher and a 0.2fte, permanent Principal Teacher in Gelston. We look forward to leading change and improvement together.</p> <p>We have welcomed students into each school this year. At Crossmichael, we have had two Year 1, MAPE students and in Gelston we have had a Year 1, MAPE student and a student studying for her HNC in Childhood Practice.</p>	<p>have significant amounts left over in Gelston.</p> <p>We need to provide further opportunities for peer collaborative learning and distributed leadership.</p> <p>It would be helpful to agree remits for PTs so that everyone is clear about their roles and responsibilities in 2022/2023.</p> <p>We are slightly behind with our Professional Review and Development (PRD) meetings so these must be scheduled in Term 1.</p> <p>Our commitment to the UNCRC will remain at the forefront of our thinking and we will begin to investigate the RRS approach and think about how this could be across the four contexts within our partnership schools.</p>	
<b>2.3 Learning, Teaching and Assessment</b> <ul style="list-style-type: none"> <li><i>Learning and engagement</i></li> </ul>	<p>Across the partnership, we are committed to promoting positive relationships and use restorative questions to support learners in</p>	<p>We need to develop a system of recording and tracking pupils' achievements out with school to ensure that they are engaging in a breadth of</p>	<b>4</b>

## 2.2 Summary of Key Strengths and Areas for Improvement

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<ul style="list-style-type: none"> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p>effectively repairing relationships. Our ethos is built upon positive relationships, mutual understanding and respect. Teaching is underpinned by our aims of Be Kind, Show Respect and Work Hard.</p> <p>Learners' share their achievements in and out of school at weekly assemblies and in class. Pupils are encouraged to reflect upon the knowledge and skills gained and we celebrate their development across the four capacities.</p> <p>Most learners across our partnership are engaged, resilient and motivated. They interact well during most activities and many adopt leadership roles in activities, in pupil groups or as House/ Vice Captains. We have celebrated successful learning in our closed class Facebook pages and have received positive feedback. We received positive feedback from members of the public about pupil conduct during school trips for each school.</p> <p>Teachers adequately match learners' needs to the task in hand and differentiation is always evident. There are opportunities for learners to use HOTS and to display their creativity and personal choices. E.g. Viking Museum and in planning Queen's Platinum Jubilee activities.</p> <p>We have a wonderful outdoor environment at both schools. In Crossmichael, pupils have one afternoon per week where we engage in outdoor learning (ODL). Classes have been planning</p>	<p>experiences. We need to find more effective ways of recording skills for life, learning and work. Pupils and staff need to re-engage with the 'My World of Work' website for profiling – especially for older children. We need to ensure that pupils recognise how their achievements help them to develop skills for life, learning and work.</p> <p>We aim to run weekly focus groups during class time to provide pupils with more leadership experience and to promote pupil voice. E.g. Eco-Schools, Health Group, etc.</p> <p>We need to ensure that opportunities for community/ local business involvement are strategically planned in to our Three Year Curriculum Overview rather than always happening by chance.</p> <p>We have really struggled to provide adequate provision of ICT and Digital Technologies in Crossmichael because we do not have sufficient devices. We need to secure grant funding / raise funds to purchase new laptops and iPads. In Gelston, we would benefit from new iPads.</p> <p>In both schools, we are good at sharing success but this needs to be planned in a more strategic manner where this is done quickly in class and with purpose.</p> <p>We need to consider how we allow for personalisation and choice within our Three</p>	

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	<p>together and engaging in learning afternoons. In Gelston, classes have been completing ODL lessons separately each week. At Crossmichael, we make good use of our outdoor classroom and the access to the community woodland. In Gelston, we have raised £8K towards a £10K outdoor classroom and plan to use this for community use too.</p> <p>Our learners contribute effectively to the life of the school and the wider community, especially in sporting events. Since Covid-19 restrictions were lifted in April 2022, we have had pupils represent the partnership in the Paul Jones Football League, the Stewartry Netball Tournament and the Stewartry Cross-Country event. We also have pupils involved in local rugby, football, equestrian and gymnastic clubs. Some of our pupils performed in Kirkcudbright Junior Choir too.</p> <p>Pupils have opportunities to experience a range of learning experiences within and out with school. Our Crossmichael P4-7 pupils attended trips arranged by the Loch Ken Ranger which focused on sustainability, enjoyment and safety when near Loch Ken. Gelston P1-7 and Crossmichael P6/7 visited the Galloway Hoard at Kirkcudbright Galleries which tied in with their learning focus on Vikings. Crossmichael pupils visited a Viking encampment on the banks of Loch Ken to celebrate the Galloway Hoard being found at Balmaghie in 2014. We have had various people visit pupils to discuss their work – Dentist (all pupils in each school) and Jewellery maker</p>	<p>Year Curriculum Structure. This can be done as part of our plans for the August inset day.</p> <p>We need to build in protected time for Outdoor Learning in both schools. We need to explore further opportunities for classes to plan and work together.</p> <p>Some teachers would benefit from refreshing their skills in asking questions which elicit higher order thinking.</p> <p>We need to ensure that we are setting aside time to provide effective feedback to ALL learners. How will we have consistency in the way that we engage in learning conversations?</p> <p>We need to revise our curricular programmes in other areas (not L&amp;L or N&amp;M) and ensure that we have consistency in planning formats.</p> <p>As a Cluster and as a partnership, we need to focus on raising attainment in writing. This will be a priority for 2022/2023.</p> <p>We gather a variety of assessment evidence in L&amp;L and in N&amp;M. We need to develop a bank of rich assessments to prove that pupils are able to apply their skills in context. These could be saved in our school SharePoint site, moderated and annotated to support learning and teaching.</p> <p>We need to re-engage parents in learning. It would be useful to invite them into school for</p>	

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	<p>(Crossmichael P2-4). All pupils planned activities for our Queen's Platinum Jubilee afternoon celebrations. We have recorded this in photographs and have feedback from parents via social media.</p> <p>Most teachers are skilled in their use of questioning and HOTS are evident in each classroom. Most teachers share Learning Intentions and Success Criteria appropriately. Explanations are clear and pupils know what standard is expected of them. Teachers know learners well and are able to identify well-timed interventions and provide effective feedback.</p> <p>We have consistency in curricular programmes in Literacy and Language and in Numeracy and Maths. We have focused on developing our curricular programmes in these subjects over the past three years. All teachers adopt CLG strategies to support readers within their classrooms. (E.g. Eagle Eye, Lips the Fish, etc.) Most teachers are starting to use DNK and NLP in classrooms. Attainment is steadily improving.</p> <p>Teachers use a wide range of assessment evidence to inform their professional judgements of ACEL. We feel that this is robust in Literacy and Language and in Numeracy and Maths. Pupils are using criterion sheets to reflect on their progress in writing.</p> <p>Assessment is integral to planning. Approaches to assessment are well matched to learners'</p>	<p>'learning afternoons' where they can find out more about how their child learns in specific curricular areas. We could also provide leaflets explaining key facts and processes so that we can support learning at home.</p> <p>We need to plan in key times when moderation can take place across the partnership and across the Cluster.</p> <p>Teachers will need time to familiarise themselves with the SEEMIS Progress and Achievement module as all tracking of CfE levels will be completed using this application. We also aim to use the P&amp;A reporting format too.</p> <p>In August 2022, we will set aside an inset day to re-establish our planning, assessment and tracking procedures for the year ahead. We will also revisit our 'Three Year Curricular Structure' and update it with key information.</p> <p>We need to re-visit reciprocal reading strategies to ensure that this approach is being used consistently in each classroom. We had planned to provide training to teachers but due to staff absence, we did not manage this.</p>	

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	<p>needs. Formative and summative; formal and informal - write, say, make, do. We also use a variety of assessment evidence from the ASfL Teacher – YARC, WISC, WIAT, PHAB, etc.</p> <p>Assessment and reporting procedures are manageable and effective in informing improvements in learning and teaching.</p> <p>Our tracking and monitoring procedures are very good in Literacy and Language and in Numeracy and Maths. They enable us to identify successes and next steps in learning. We have been using a contextualised data tracker and discussing CfE levels at regular tracking meetings. This has enabled us to put plans in place for individuals and groups of learners. We are now moving on to tracking ACEL data in the SEEMIS Progress and Achievement module.</p> <p>We make effective use of IEPs and Child's Plans with several pupils following individual milestones. We have children at each school who have a flexi-school timetable in place. At Crossmichael, we have set up the library as a mini-classroom for one pupil who requires a learning station and is not yet ready to be in class on a full time basis.</p>		
<b>3.1 Ensuring wellbeing, equality and inclusion</b> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<p>We are extremely good at ensuring pupils with ASN are included and that their wellbeing needs are being met. Across the partnership, we have 41% of pupils with ASN. The majority of these pupils are in Crossmichael.</p> <p>Our staff has regular opportunities to discuss ASN</p>	<p>We need to ensure that pupils at Levels 3 and 4 have adequate support in place in terms of 1:1 support from a Learning Assistant. This is taking into account a handful of pupils whose medical conditions or behavioural needs require this. This is not to support pupils with their learning.</p>	<b>4</b>

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	<p>and GIRFEC at fortnightly staff meetings, three-yearly tracking meetings with the HT, IEP meetings with the ASfLT and daily discussions with colleagues. We spend time talking about ASN and neurodiversity in daily interactions and in assemblies.</p> <p>We have really struggled to manage the level of need in our schools. Luckily, the Covid-19 recovery funding from Scottish Government has been vital in helping us to meet the basic health and safety needs of our pupils.</p> <p>Below is a table detailing the referrals made to other agencies or the number of other agencies involved with pupils across our schools from August 2022. The total number at Crossmichael are 100 referrals and at Gelston are 24 referrals. We anticipate another 10 referrals before schools close for the summer holidays.</p>	<p>We have found that once relationships have been formed and strategies are in place then it is eventually possible to reduce support hours. However, at the beginning it is VITAL that pupils receive the support they require. This is now a basic health and safety requirement for pupils and staff.</p> <p>The Headteacher will now work alongside PTs to build capacity and to delegate GIRFEC tasks.</p> <p>In Crossmichael, the school building is not adequate with no quiet spaces where pupils can have time to regulate emotions other than outside. In Gelston, there is no space in the main building where pupils can go to regulate emotions. This means that an adult must be with individuals when they leave the school buildings as they cannot be left unsupervised. With 41% of pupils with ASN, we do need to consider how best to support our neurodiverse pupils with very little space.</p> <p>It would be useful to strategically plan in times when we can celebrate our differences such as neurodiversity. We should add dates into our Three Year Curriculum Structure to ensure that we celebrate and understand Autism, ADHD, etc.</p> <p>We need to ensure that we are meeting the needs of our more able learners. Often those requiring the most support will receive our time</p>	

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	<p>H</p> <table border="1" data-bbox="611 418 1199 1029"> <thead> <tr> <th>Numbers in 2021/2022</th> <th>CROSSMICHAEL</th> <th>GELSTON</th> </tr> </thead> <tbody> <tr><td>Child's Plans</td><td>11</td><td>2</td></tr> <tr><td>IEPs</td><td>14</td><td>4</td></tr> <tr><td>RfA CSP</td><td>1</td><td>1 pending</td></tr> <tr><td>RfA Additional Hours – Supporting Learners</td><td>2</td><td>1</td></tr> <tr><td>RfA Autism Outreach</td><td>1</td><td>1</td></tr> <tr><td>RfA Primary Inclusion Services</td><td>2</td><td>1 pending</td></tr> <tr><td>RfA CALL Scotland</td><td>2</td><td>1</td></tr> <tr><td>RfA Ed Psychologist</td><td>7</td><td>1</td></tr> <tr><td>RfA Clinical Psychologist</td><td>2</td><td>1</td></tr> <tr><td>RfA CAMHS</td><td>6</td><td>1</td></tr> <tr><td>RfA SALT</td><td>8</td><td>2</td></tr> <tr><td>RfA OT</td><td>8</td><td>2</td></tr> <tr><td>RfA Paediatrician</td><td>5</td><td>2</td></tr> <tr><td>RfA Community Paediatric Nursing Team</td><td>0</td><td>0</td></tr> <tr><td>RfA School Nurse</td><td>2</td><td>0</td></tr> <tr><td>CDAT</td><td>1</td><td>0</td></tr> <tr><td>NDAS</td><td>3</td><td>0</td></tr> <tr><td>CVI – Dr Hay's Clinic</td><td>0</td><td>1</td></tr> <tr><td>RfA Children and Families Social Work</td><td>6</td><td>2</td></tr> <tr><td>RfA Children with Disabilities Team</td><td>1</td><td>0</td></tr> <tr><td>RfA Literacy Forum</td><td>6</td><td>0</td></tr> <tr><td>Befrienders</td><td>1</td><td>0</td></tr> <tr><td>Young Carers</td><td>1</td><td>0</td></tr> <tr><td>Richmond Fellowship</td><td>0</td><td>0</td></tr> <tr><td>Barnardos Advocacy</td><td>10</td><td>1</td></tr> </tbody> </table> <p>It is worth noting that ALL but six referrals were completed by the Headteacher in the absence of regular Support for Learning Teacher allocation. All Child's Plans are chaired, organised and reports are written by the Headteacher too.</p> <p>In 2021/2022, we secured 32 hours from the CDHS Cluster Covid Recovery Budget from January 2022. This enabled us to get 32 hours of Learning Assistant time to work with individuals. In response to taking the majority of the hours from CDHS Cluster colleagues, we agreed to have less support from our Additional Support for</p>	Numbers in 2021/2022	CROSSMICHAEL	GELSTON	Child's Plans	11	2	IEPs	14	4	RfA CSP	1	1 pending	RfA Additional Hours – Supporting Learners	2	1	RfA Autism Outreach	1	1	RfA Primary Inclusion Services	2	1 pending	RfA CALL Scotland	2	1	RfA Ed Psychologist	7	1	RfA Clinical Psychologist	2	1	RfA CAMHS	6	1	RfA SALT	8	2	RfA OT	8	2	RfA Paediatrician	5	2	RfA Community Paediatric Nursing Team	0	0	RfA School Nurse	2	0	CDAT	1	0	NDAS	3	0	CVI – Dr Hay's Clinic	0	1	RfA Children and Families Social Work	6	2	RfA Children with Disabilities Team	1	0	RfA Literacy Forum	6	0	Befrienders	1	0	Young Carers	1	0	Richmond Fellowship	0	0	Barnardos Advocacy	10	1	<p>because if they don't get it then this often results in behavioural issues. How will we ensure that we meet the needs of the most able? In the absence of Learning Assistants, we could make more use of students and parent helpers within schools.</p> <p>The Headteacher logged her concerns with the Supporting Learners Team on 10.06.2022 after receiving the August 2022 allocation of hours.</p>	
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	<p>Learning Teacher (normally 4.5 hours per week). Despite having 41% of pupils with ASN, we agreed to have 4.5 hours per fortnight of ASfLT input because we needed Learning Assistants to work on a 1:1 with level 3 and 4 pupils. This meant that our highest tariff pupils received the support they needed and the Headteacher's responsibilities increased dramatically. (The ASfLT's role was to complete the specialised assessments required as evidence to make referrals to other agencies.)</p> <p>It took time to recruit Learning Assistants using the CDHS Covid Recovery budget and we still struggle to find people who can work the days and hours required. We are doing the best we can with the resources at hand but it has taken its toll on staff health and wellbeing with a high absence rate amongst staff notwithstanding Covid-19 absences. This is a real concern for the future across our schools.</p> <p>This has had a significant impact on our ability to lead strategic developments but it has ensured the basic health and safety needs of pupils and staff are met.</p> <p>While we feel that this has helped the 41% with ASN, we do worry that we are not targeting the other 59% as effectively as we could. However, we did carefully ring fence one Learning Assistant's time to ensure that the targeted CLG input was not impacted. This helped to raise attainment.</p>		

<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>			
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	<p>In January 2022, the Headteacher provided training for staff at Dalry and Kells Primary Schools to support them in managing positive relationships, including supporting learners with ASN such as neurodiversity. In February 2022, the same training was provided to Learning Assistants across our two schools.</p> <p>In addition, we have had five members of staff trained in Team Teach - Tier 1 approaches in June 2021. We have put forward an additional six members of staff to receive the same training on 7<sup>th</sup> Sept 2022. Approaches to de-escalation have helped to prevent situations from escalating. Nevertheless, we have reported twelve incidents where staff have had to use positive handling techniques to support children. Post incident forms were sent to the TEAM Teach tutor.</p> <p>We have taken time to build capacity within our staff team and are now in a stronger position to support learners. However, our base allocation (10.06.2022) is not sufficient to meet the basic health and safety needs of our learners and staff.</p>		
<b>3.2 Raising attainment and achievement</b> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> </ul>	<p>We have seen a steady increase in attainment over time, despite the Covid-19 pandemic. We have raised attainment in literacy and numeracy for most learners. This has been due to consistency in the universal approaches we use in class and also due to targeted interventions such as CLG, Fastlane and some CNG.</p> <p>Teachers continue to use strategies linked to</p>	<p>Teachers would benefit from further training in Reciprocal Reading strategies as this approach is not yet being used consistently across classes/ schools. This should be a focus for all – especially as we have identified that many P3s have gaps in their reading attainment. We also need to revisit whole class approaches to using the CLG strategies.</p>	<b>4</b>

<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>			
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<ul style="list-style-type: none"> <li><i>Equity for all learners</i></li> </ul> <b>3.2 Securing children's progress (for Early Learning Childcare)</b> <ul style="list-style-type: none"> <li><i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li><i>Children's progress over time</i></li> <li><i>Overall quality of children's achievement</i></li> <li><i>Ensuring equity for all children</i></li> </ul>	<p>Closing the Literacy Gap so that all learners are familiar with them in a whole class setting and in reading groups. Most classes have adopted Literacy Ladders materials for those pupils who are experiencing difficulty when engaging with the ORT reading scheme. Feedback from parents has been extremely positive and we can see the overall impact on pupil confidence and ability.</p> <p>We are confident that our professional judgements on ACEL are based on robust evidence in literacy and in numeracy. That said, there is a need for us to engage in moderation to ensure that we are in agreement between an EV and a 1B, etc.</p> <p>All teachers appear confidently able to analyse PIPS and INCAS data. Many are using SNSA data as a diagnostic tool to plug gaps. This is evident at Tracking and Monitoring meetings when Teachers and the Headteacher create plans for individual learners and groups of learners.</p> <p>Our tracking and monitoring systems are robust and we are becoming skilled at identifying short term targeted interventions for learners and long term interventions to raise attainment. The attainment of most individuals and groups has improved over time. We have had several new enrolments across schools and this has had an impact on attainment too.</p> <p>Here is a snapshot of ACEL data for P1, P4 and P7 over the last three years:</p>	<p>We need to revise curricular programmes in all curricular areas except for in Literacy and Language and in Numeracy and Maths (already completed). We need to ensure that we are basing our ACEL judgements on robust evidence in these other curricular areas and start to track progress more effectively.</p> <p>We need to improve our procedures for recognising learners' achievements. We need to develop a programme to record learners' achievements over their time in school. For example, ensuring that learners experience a breadth of experiences and not just attendance at sporting events. We had used the 'My World of Work' website. Is there scope to create a school based programme similar to the one at St Michael's Primary School in Dumfries?</p> <p>As a Cluster, we have agreed to focus on raising attainment in writing as our Cluster ACEL data shows that this needs targeting. This is also a priority for our partnership schools.</p> <p>We need to build in opportunities for moderation across our partnership and are now in a strong place to be able to plan this in L&amp;L and in N&amp;M.</p> <p>We should ensure that we are engaging with QAMSO training in the absence of a CDHS Cluster QAMSO. Headteachers have been taking turns to attend training but we would benefit from a class teacher taking on this role.</p>	

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	<table border="1"> <thead> <tr> <th rowspan="2">Crossmichael</th> <th colspan="3">2021/2022</th> <th colspan="3">2020/2021</th> <th colspan="3">2019/2020</th> </tr> <tr> <th>P1</th> <th>P4</th> <th>P7</th> <th>P1</th> <th>P4</th> <th>P7</th> <th>P1</th> <th>P4</th> <th>P7</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>89%</td> <td>18%</td> <td>55%</td> <td>87%</td> <td>57%</td> <td>56%</td> <td>77%</td> <td>11%</td> <td>40%</td> </tr> <tr> <td>L&amp;T</td> <td>78%</td> <td>64%</td> <td>36%</td> <td>100%</td> <td>93%</td> <td>89%</td> <td>33%</td> <td>11%</td> <td>40%</td> </tr> <tr> <td>Reading</td> <td>88%</td> <td>45%</td> <td>45%</td> <td>73%</td> <td>79%</td> <td>67%</td> <td>44%</td> <td>56%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>56%</td> <td>45%</td> <td>55%</td> <td>73%</td> <td>36%</td> <td>67%</td> <td>44%</td> <td>22%</td> <td>40%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">Gelston</th> <th colspan="3">2021/2022</th> <th colspan="3">2020/2021</th> <th colspan="3">2019/2020</th> </tr> <tr> <th>P1</th> <th>P4</th> <th>P7</th> <th>P1</th> <th>P4</th> <th>P7</th> <th>P1</th> <th>P4</th> <th>P7</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>67%</td> <td>71%</td> <td>50%</td> <td>67%</td> <td>67%</td> <td>83%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>L&amp;T</td> <td>100%</td> <td>71%</td> <td>100%</td> <td>67%</td> <td>67%</td> <td>100%</td> <td>83%</td> <td>0%</td> <td>88%</td> </tr> <tr> <td>Reading</td> <td>100%</td> <td>71%</td> <td>50%</td> <td>67%</td> <td>50%</td> <td>50%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Writing</td> <td>67%</td> <td>71%</td> <td>0%</td> <td>66%</td> <td>50%</td> <td>83%</td> <td>50%</td> <td>0%</td> <td>100%</td> </tr> </tbody> </table> <p>The Covid-19 pandemic has impacted upon the data and we have had several new enrolments in each school which has also significantly impacted upon percentages in small year groups. We also have 41% of learners with ASN who are making steady progress albeit at a slower pace.</p> <p>Next year, we are all following the 'D&amp;G A Framework for Numeracy' so pupils should be experiencing consistency in our approaches. This combined with our targeted interventions using CNG and NLP should help to raise attainment in Numeracy and Maths.</p> <p>We also plan to focus on reciprocal reading strategies and look at consistency in our approaches to the teaching of writing. This combined with our targeted interventions in CLG and Fastlane, should also help raise attainment in Literacy and Language.</p> <p>Our 2021/2022 SNSAs show that most P1, P4 and P7 pupils across the partnership fall within the appropriate bands for their age. The results</p>	Crossmichael	2021/2022			2020/2021			2019/2020			P1	P4	P7	P1	P4	P7	P1	P4	P7	Numeracy	89%	18%	55%	87%	57%	56%	77%	11%	40%	L&T	78%	64%	36%	100%	93%	89%	33%	11%	40%	Reading	88%	45%	45%	73%	79%	67%	44%	56%	0%	Writing	56%	45%	55%	73%	36%	67%	44%	22%	40%	Gelston	2021/2022			2020/2021			2019/2020			P1	P4	P7	P1	P4	P7	P1	P4	P7	Numeracy	67%	71%	50%	67%	67%	83%	100%	100%	100%	L&T	100%	71%	100%	67%	67%	100%	83%	0%	88%	Reading	100%	71%	50%	67%	50%	50%	100%	100%	100%	Writing	67%	71%	0%	66%	50%	83%	50%	0%	100%	<p>We have found that new P1s often arrive at school with barriers to learning that have not yet been identified in their ELCC setting. It would be useful for us to visit ELCC providers sooner so that we can make suggestions about other agency involvement and support prior to pupils starting school. This Early Intervention may help to remove/ reduce barriers to learning and reduce the need for additional support hours in school. It would also be useful for the Headteacher to invite ELCC providers to our GIRFEC and ASN training sessions to help build capability and capacity amongst staff.</p> <p>Until now, we have been able to protect our PEF Learning Assistant time to enable her to focus on raising attainment in literacy (and numeracy when time permitted) with excellent results! In August 2022, we are very concerned that this will not happen due to a reduction in the amount of Learning Assistant hours available across the partnership schools. She will be needed to support learners with serious medical needs or pupils with behavioural needs related to underlying diagnoses, despite this not fulfilling the PEF guidelines. In 2021/2022, we were heavily reliant on 32 hours of Scottish Government Covid-19 recovery money to supplement our allocation provided by the Local Authority. This money will not be available in 2022/2023. We may need to consider whether we can provide for some level 3/4 pupils within our setting without adequate support in place.</p>	
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	<p>confirmed that we know our learners well as the children who are achieving significantly above or below these bandings have already been identified and we have strategies in place to challenge/ support them.</p> <p>We completed PIPS assessments with P1s at the start and end of the year. At Crossmichael, most P1 pupils have made some gains in reading and numeracy. At Gelston, most pupils have displayed a slight decrease in their reading attainment. This may be explained by the impact on the pandemic on their pre-school experience, the number of pupils with ASN in this year group. We can target pupils using CLG and re-visit CLG whole class strategies.</p> <p>We completed INCAS assessments with P2, P3, P5 and P6. Our P3 INCAS show that our P3 cohorts (especially at Gelston) need support with reading which is why we aim to continue with CLG next year and revisit reciprocal reading strategies. A significant amount of pupils in Crossmichael have engaged with the CLG programme and the evidence is apparent in the INCAS results. In Gelston, there is a significant number of pupils in each class who are within the average range of 85-115. That said, they appear to have high developed ability but are not yet meeting their full potential.</p> <p>Overall, our learners are successful, confident and responsible and are effective contributors. They participate in decision making about their learning</p>		

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	<p>although we need to focus more on learning pathways and future career aspirations – DYW.</p> <p>Attendance levels are high and exclusion rates are low. Inclusion is successful thanks to the amount of Learning Assistant support in place this year, paid for by CDHS Cluster Covid-19 Recovery funding from Scottish Government. This has been vital to our success in raising attainment and ensuring that inclusion happens properly within our schools.</p> <p>Several pupils are members of local community groups – choir, gymnastics, dance, swimming, orchestra, tennis, rugby, football, Pony Club, etc. They regularly share their achievements with us at school.</p> <p>Transitions from N-P1 and from P7 – S1 are improving. We have good programmes in place and enhanced transition arrangements are in place for our P7s.</p>		
<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<p>Our curriculum rationale needs revised to include ensure it covers current educational drivers. It should also reflect the high percentage of pupils who have been diagnosed with ASN.</p> <p>It is now three years since our 'Three Year Curriculum Structure' was created and implemented. We have tweaked it each year and now need to look more closely at planning for progression (E-3<sup>rd</sup> Level) across the four contexts for learning.</p>	<p>Revisit the Curriculum Rationale with staff in August and then consult with the Pupil Council, Parent Council and Local Community to ensure that we are meeting the needs of our learners within our unique context.</p> <p>Revisit our Three Year Curriculum Structure and look at how we systematically plan for sustainability, DYW, digital literacy and ODL.</p> <p>Focus on ways that local businesses and services can enhance learning experiences for pupils and strategically plan opportunities</p>	

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	<p>Our curriculum structure provides for coverage of Es and Os across three years. There are opportunities for coverage of these in 'bundles' through IDL and also for stand-alone lessons. Learners focus on the same coverage of Es and Os at the same time regardless of which CfE level they are working at. This prevents us from placing ceilings on a child's development by referring to learning according to year group – e.g. 'P5 coverage'.</p> <p>In the last three years, we have revised our L&amp;L and N&amp;M programmes. We are now ready to revise our HWB curricular programmes. We then need to focus on other curricular areas.</p> <p>Our learners do experience the seven principles of curriculum design (progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance) although we need to think of ways of sharing what this 'looks like' at each curricular level.</p> <p>Prior to the pandemic, we had established pupil portfolios and had agreed on the contents and purpose of these. There is still some confusion as to whether these were 'pupils assessment folders' or 'personal learning plans'. We need to consider how we are using pupil profiles to help learners to identify their progress in learning.</p>	<p>for them to support pupils' learning experiences. Add this in to our curriculum structure.</p> <p>Complete an audit of the ways in which our learners demonstrate progression in k&amp;u and skills within the four contexts (Curriculum Subjects, IDL, Ethos and Life of the School and Opportunities for Personal Achievement.) E.g. What does this look like at Early Level, First Level, Second Level, etc? <a href="https://education.gov.scot/media/ti1daim3/four-contexts-growing-collection-of-examples.pdf">https://education.gov.scot/media/ti1daim3/four-contexts-growing-collection-of-examples.pdf</a> This should help us to have a shared understanding of what progression looks like in our partnership schools.</p> <p>Revise our pupil portfolios and decide upon the purpose, relevance and content of these. How are we developing learners' awareness of themselves as learners and encouraging them to develop transferable skills for life, learning and work?</p> <p>How do we involve learners in planning and identifying opportunities for personalisation and choice? How will we ensure that this is improving outcomes for pupils?</p>	
<b>2.7 Partnerships – Theme 3: Impact on Learners</b>	We have maintained strong partnerships with parents/ carers and the local community	Post-pandemic, we need to re-establish and strengthen our partnerships with parents/ carers, the local community and	

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<p><b>The impact of parental involvement on improving children and young people's learning.</b></p>	<p>throughout the pandemic despite parents not being able to visit schools at first. At times, this helped to strengthen our working relationships because teachers shared contact details and parents began liaising directly with them via email and social media. Feedback form both Parent Councils and the wider parental body have been very positive and communication has been highlighted as a strength.</p> <p>Our new P1 parents have attended 'Welcome' meetings where we shared information about our VVA, communication, curriculum and ways that parents/ carers can become involved in their child's learning. We also mentioned GIRFEC and how we work in partnership with other agencies to support families.</p> <p>Parents have been involved in coaching our partnership schools' football team for the Paul Jones Football league. Three parents volunteered time to take P7s for Bikeability training.</p> <p>Many parents/ carers have had meetings with teachers/ the Headteacher to help reduce/ remove barriers to learning that have been exacerbated by the pandemic. We also have a high percentage of pupils with ASN so have been very good at liaising with families to support learners. This has helped to improve understanding of the GIRFEC agenda and how we work in partnership with other agencies to support our children. We have received positive feedback form the majority</p>	<p>businesses, etc. We plan to complete a stakeholder survey this session to gather evidence of our strengths and next steps as a school partnership.</p> <p>We have planned time for parents/ carers to attend 'learning afternoons' where they can see what and how their children learn. We aim to share more information about how parents/ carers can support their children when completing tasks in L&amp;L and N&amp;M.</p> <p>We need to develop ways to explain the UNCRC, GIRFEC and SHANARRI and how we work with parents/ carers and other agencies to help reduce/ remove barriers to learning. It would also be helpful to share procedures for dealing with Child Protection issues.</p> <p>We aim to involve parents in school improvement planning via the two Parent Councils. We would like to encourage parents to become more involved in improving learners' experiences.</p> <p>It would be helpful if we could encourage our PCs to have one joint meeting each year to encourage partnership working especially related to joint priorities on School Improvement Planning.</p> <p>We aim to liaise with parents/ carers about ways that they can contribute to learning experiences linked to our curriculum structure.</p> <p>We need to help parents/ carers to understand how CfE levels work and what his means for their children and how they can support them at home.</p> <p>We plan to have an open evening in September, followed by a parents' evening in March and then end of year summary reports</p>	

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	<p>of parents/ carers about how effectively we meet learners' needs.</p> <p>All parents/ carers were informed of pupil progress via telephone consultations and via written interim reports and end of year summary reports.</p> <p>Many parents across both schools have been involved in supporting their children with the Closing the Literacy Gap intervention or they have used Literacy Ladders. Our PEF Learning Assistant has liaised with individuals to explain who the programme works. We have received positive feedback and this has increased attainment and achievement.</p> <p>We have a Parent Council (PC) at each school and we meet regularly as separate schools. We have had more parents join us as meetings have happened remotely so there have not been as many issues with finding childcare. We aim to continue with a hybrid model where our PCs will meet in person and also online.</p> <p>This session, both have contributed to raising funds to pay for school trips, Christmas treats, etc. Crossmichael Parent Council has paid for a hard core path and gate to be installed so that our pupils have direct access into our community woodland. Gelston PC has raised £2K towards the cost of building an outdoor classroom and we have been gifted £5K from a neighbouring business. The Headteacher has shared School</p>	<p>in June.</p> <p>There is potential for parents/ carers and members of the local community to be invited in to join focus groups related to particular aspects of school improvement. E.g. To be involved with our Eco-Schools group or in SIP working parties.</p> <p>We have recently appointed a 0.2fte temporary Principal Teacher at Gelston who also works for RHET and should be able to help us to form further community links that can be planned into our curriculum structure.</p> <p>We need to ensure that teachers, Learning Assistants and parents have time set aside to share professional learning to help build capacity across the school community.</p> <p>We need to build in further opportunities for leadership at all levels across our school community.</p> <p>We could develop a 'Wider Achievement Programme' at each school where each child is involved in a block of lessons related to skills for life, learning and work. Parents and members of the local community/ businesses/ services, etc. could help to facilitate this. Learners' achievements could be recorded and used to inform progress.</p>	

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

Quality Indicator	How well are you doing? What’s working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Improvement Plan priorities and information about key developments but we would benefit from parental engagement in whole school evaluation and in school development priorities.</p> <p>Our Gelston PC Chairperson has recently been appointed the Chairperson of D&amp;G Parent Forum.</p> <p>We have had some parents visit school to share information about their jobs – Jeweler and Dentist. We have involved parents as the opportunity arises rather than carefully and strategically planning these experiences in to our curriculum structure. Sometimes these experiences happen and are an addition rather than being carefully planned. It would help if we could liaise with parents to do this.</p> <p>Recently, opportunities have arisen for community links with the Galloway Glens Landscape Partnership (GGLP). Crossmichael Primary School falls within their geographical area but Gelston Primary School does not. The Headteacher has tried to ensure that both schools are given the same opportunities. This session, the Galloway Hoard (Viking treasure) that was found in Balmaclellan in 2014, was placed on display in Kirkcudbright. The local community had provided various opportunities for the school to engage with Viking themed learning opportunities. This was fantastic but we need to ensure that our ‘Three Year Curriculum Structure’ is flexible enough that we can engage in these activities and still cover the Es and Os. Perhaps earlier liaison</p>		

**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>with the GGLP may have helped with strategic planning.</p> <p>We have built capacity and trained teachers and Learning Assistants in the CNG and NLP programmes. It would be helpful if this could be shared with parents too.</p>		

**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 <i>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)</i>																																																																		
<p><b>CDHS Cluster Priority 1 MODERATION IN NUMERACY AND MATHS</b></p> <p><b>NIF Priority</b></p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>NIF Driver</b></p> <p>Teacher and practitioner professionalism</p> <p><b>HGIOS 4 / HGIOELC QIs</b> 1.1, 2.3</p> <p><b>National Standard Criteria</b></p>	<p>85% of pupils in P1, P4, P7 and S3 should be on track to achieve their expected CfE level in numeracy and mathematics by April 2023.</p> <p>Our April 2022 CfE ACEL data showed:</p> <table border="1" data-bbox="499 743 1012 1230"> <thead> <tr> <th colspan="2"></th> <th colspan="4">% on track to achieve levels In N&amp;M – April 2022</th> </tr> <tr> <th colspan="2"></th> <th>P1</th> <th>P4</th> <th>P7</th> <th>S3</th> </tr> </thead> <tbody> <tr> <td>XM</td> <td></td> <td>78%</td> <td>36%</td> <td>73%</td> <td></td> </tr> <tr> <td>G</td> <td></td> <td>67%</td> <td>83%</td> <td>50%</td> <td></td> </tr> <tr> <td>D</td> <td></td> <td>100%</td> <td>71%</td> <td>73%</td> <td></td> </tr> <tr> <td>K</td> <td></td> <td>67%</td> <td>100%</td> <td>67%</td> <td></td> </tr> <tr> <td>L</td> <td></td> <td>0 pupils</td> <td>100%</td> <td>100%</td> <td></td> </tr> <tr> <td>H</td> <td></td> <td>80%</td> <td>90%</td> <td>75%</td> <td></td> </tr> <tr> <td>S</td> <td></td> <td>88%</td> <td>80%</td> <td>100%</td> <td></td> </tr> <tr> <td>CDPS</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CDHS</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Teachers should be more confident in using the Developing Number Knowledge (DNK) approach to improve learners' experiences and to raise attainment.</p>			% on track to achieve levels In N&M – April 2022						P1	P4	P7	S3	XM		78%	36%	73%		G		67%	83%	50%		D		100%	71%	73%		K		67%	100%	67%		L		0 pupils	100%	100%		H		80%	90%	75%		S		88%	80%	100%		CDPS						CDHS						<p>Education Scotland Attainment Officers, Nanette Brotherwood &amp; Robyn McIlroy to provide training at collegiate – worked example then task set around DNK and numeracy outcomes.</p> <p>Identify a Cluster QAMSO</p> <p>We will seek further training from D&amp;G Numeracy Lead Teachers on delivering DNK at Second Level.</p> <p>We will signpost teachers and set aside time for them to engage with the training materials in the <a href="#">D&amp;G A Framework for Numeracy</a> TEAM. This should help to raise teacher confidence and capacity in using the DNK approach.</p> <p>Teachers will complete an audit of what evidence they use in N&amp;M to inform their professional judgements of ACEL data. (Microsoft FORM)</p> <p>They will have time to liaise, plan, implement and evaluate the moderation task as set by NB and RMcl.</p> <p>The Local Authority are forming a working party to look at a framework for</p>	<p><b>MARY &amp; VICKY</b></p> <p>Cluster collegiate – w/c 31.10.2022</p> <p>Time set aside during individual school inset days/ at a collegiate for independent study.</p>
		% on track to achieve levels In N&M – April 2022																																																																			
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	<p>Teacher confidence in their own professional judgements of ACEL should increase as they engage with moderation (learning, teaching and assessment cycle) in numeracy.</p> <p>Learners should be experiencing effective pace and challenge and their ACEL data should be based upon robust evidence.</p>	<p>the Es and Os related to 'General Maths'. This will be started in 2022/2023. Cluster rep?</p>	
<p><b>CDHS Cluster Priority 2 COVID RECOVERY, HWB AND NURTURE</b></p> <p><b>NIF Priority</b></p> <p><b>NIF Driver</b></p> <p><b>HGIOS 4 / HGIOELC Qis</b></p> <p><b>National Standard Criteria</b></p>	<p><b>85% of learners should be reporting an improvement in their ability to feel settled and ready to learn by April 2023.</b></p> <p>Outcomes: CDHS nurture focus is all 'learning is understood developmentally'.</p> <p>N.P. The environment offers a safe base &amp; transitions. Primary schools started this with initial audit.</p> <p>Pupils who receive a split timetable between mainstream and a smaller setting will be able to increase their time in mainstream.</p> <p>Attendance dates, no. of late arrivals should have reduced for targeted individuals.</p> <p>RRS – All schools to begin/continue journey to Rights Respecting School Award</p>	<p>Tasks: Staff training in:</p> <ul style="list-style-type: none"> <li>• trauma informed practice - brain, stress and trauma</li> <li>• attachment</li> <li>•</li> </ul> <p>Pre and post questionnaire for targeted pupils to measure the impact of individual school interventions on their ability to feel settled and ready to learn. E.g. PASS assessments or bespoke FORM.</p>	<p><b>ALISON &amp; SUSAN</b></p>

<p><b>School Priority 3</b> <b>RAISING ATTAINMENT IN WRITING</b> To use a small test of change to analyse how much improvement can be gained through a specific genre of writing planned unit <b>NIF Priority</b> Improve Attainment in Literacy &amp; Numeracy Improve Employability Skills Improve Health &amp; Well-Being</p> <p><b>NIF Driver</b> School improvement School leadership Teacher professionalism Assessment of children’s progress Parental engagement Performance information <b>HGIOS?4 / HGIOELC QIs:</b> 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3</p>	<p><b>Children</b></p> <ul style="list-style-type: none"> <li>Evidence improved writing.</li> <li>Children’s engagement in writing improved.</li> <li>Children more able to discuss their learning win writing and what success looks like.</li> </ul> <p><b>Staff</b> Staff more focused in teaching genre and skills.</p>	<p><b>Collegiate approach</b></p> <ul style="list-style-type: none"> <li>Small test of change</li> <li>Focus on a piece of writing-Assessed and moderated using Big Writing criteria.</li> <li>Small working group to plan a two week unit of work to improve skills.</li> <li>Unit taught across the cluster.</li> <li>End of unit assessment assessed and moderated.</li> <li>Working group to use data to discuss common format development.</li> </ul>	<p><b>Autumn 2, 2022</b> Agreed test of change, planning format and implementation agreed at school and across cluster. <b>HTs</b> Initial assessment completed prior to Christmas holiday. <b>CTs</b> Agreed moderation of samples. – data collated CDT for marking / moderation. <b>HTs</b> <b>Spring 23</b> In- service day presentation re test of change and learning plan. Teaching unit related to initial assessment – eg. Letter to persuade. Post unit piece of work assessed, moderated samples and analysis of test of change. <b>Summer 23</b> Agree next steps – school, cluster collegiate time. . To use the evidence to plan a common format for teaching of writing</p>																				
<p><b>School Priority 1</b> <b>Raising attainment in writing</b></p> <p><b>NIF Priority</b></p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people’s health and wellbeing</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p><b>Improvement in attainment, particularly in literacy and</b></p>	<p><b>85% of pupils in P1, P4, P7 and S3 should be on track to achieve their expected CfE level in writing by April 2023.</b></p> <p>In June 2022, our ACEL data in writing was:</p> <table border="1" data-bbox="506 984 1001 1062"> <thead> <tr> <th rowspan="2">2021/2022</th> <th colspan="3">Crossmichael</th> <th colspan="3">Gelston</th> </tr> <tr> <th>P1</th> <th>P4</th> <th>P7</th> <th>P1</th> <th>P4</th> <th>P7</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>56%</td> <td>45%</td> <td>55%</td> <td>67%</td> <td>71%</td> <td>0%</td> </tr> </tbody> </table> <p>Learners will be experiencing more consistency in the way that we approach the teaching of writing.</p> <p>Learner engagement and confidence will increase as they begin to write more regularly in real life contexts.</p> <p>Teachers should be more confident and skilled in approaching the teaching of writing. Regular opportunities to moderate writing</p>	2021/2022	Crossmichael			Gelston			P1	P4	P7	P1	P4	P7	Writing	56%	45%	55%	67%	71%	0%	<p>Engage with research on how to improve children’s writing.</p> <p>Contact other schools within D&amp;G and the SWEIC to find out what they have used to increase attainment in writing. Encourage staff to visit schools to observe writing lessons.</p> <p>Look at the D&amp;G Developing Balanced Literacy resources on the TEAMS site.</p> <p>Look at existing resources and other resources such as Pie Corbett’s Talks for Writing, Stephen Graham’s methodology and Big Writing.</p> <p>Complete an audit of novel sets available in each school and order a variety of engaging and challenging texts to promote better</p>	<p>Kim, Nicola/ Tracy</p> <p>5 x 1.5hr Collegiate sessions 1 x January INSET day (including Cluster writing focus too) 1 x February INSET day</p> <p>Open evening/ afternoon for parents focusing on writing (in 35hr WTA)</p>
2021/2022	Crossmichael			Gelston																			
	P1	P4	P7	P1	P4	P7																	
Writing	56%	45%	55%	67%	71%	0%																	

<p><b>numeracy.</b></p> <p><b>NIF Driver</b></p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parent/carer involvement and engagement</p> <p><b>Curriculum and assessment</b></p> <p>School and ELC improvement</p> <p>Performance information</p> <p><b>HGIOS4 / HGIOELC QIs</b> <b>2.2, 2.3</b></p> <p><b>National Standard Criteria</b></p>	<p>should mean that teachers are clearer about the standard expected and more confident in their ability to make professional judgements about ACEL data.</p> <p>Parents should be familiar with our approaches to teaching writing so that they can support their children at home.</p> <p>Learners will have regular opportunities to write for a real life purpose as we forge more links with the local community, businesses and services.</p>	<p>reading and writing.</p> <p>Provide training in reciprocal reading strategies as good readers often become good writers.</p> <p>Complete a baseline assessment of pupils' confidence and engagement with writing then measure again at the end of the year to see if this has increased.</p> <p>Involve parents as partners and keep them informed of how we are approaching the teaching of writing. Perhaps invite them in for a celebration of writing.</p> <p>Display examples of the high standard of writing that we wish to see in school. Reflect upon this at assemblies and in classes. Perhaps have a 'writer of the week' and share success criteria with others.</p> <p>Continue with targeted interventions in CLG and Fastlane for individuals who need this.</p> <p>Re-visit our coverage of writing genres and ensure that we have provided regular opportunities to write for real life purposes.</p> <p>Engage with the local community and identify opportunities for real life learning experiences in writing. Add to our curriculum structure.</p> <p>Plan in regular opportunities for moderation in writing.</p> <p>Engage with the CDHS Cluster 'small test of change' approach to trial a methodology within classes and measure impact.</p>	
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**PEF PROJECT PLANNING SHEET (22-23)**  
**Planned Expenditure (to accompany Improvement Plan)**

**School** Crossmichael and Gelston Primary Schools

**Rationale for and brief description of Project** We have identified several pupils who require support to close the poverty related attainment gap in Literacy and Language.

**We plan to go ahead with this plan as it meets Scottish Government criteria and has already had a positive impact on closing the poverty related attainment gap. That said, unless we receive additional allocation of Supporting learners hours then we will have to use our PEF Learning Assistant to be 1:1 with individuals to meet the basic Health and Safety requirements of pupils and staff.**

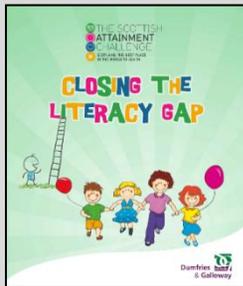
% gap	Crossmichael				Gelston			
	Numeracy	L&T	Reading	Writing	Numeracy	L&T	Reading	Writing
P1	-	-	-	-	-	-	-	-
P2	No gap	No gap	No gap	No gap	75%	75%	75%	75%
P3	57%	26%	63%	51%	No gap	No gap	23%	No gap
P4	18%	No gap	12%	45%	-	-	-	-
P5	18%	No gap	No gap	3%	No gap	No gap	No gap	No gap
P6	63%	69%	69%	63%	No gap	No gap	No gap	No gap
P7	55%	27%	36%	55%	No gap	No gap	No gap	No gap

The biggest poverty related attainment gap is evident in Crossmichael P3, P4, P5 and P6 and in Gelston P2 and P3 writing. Although we are focusing on writing attainment with all children, we will need to provide targeted interventions for these children too.

At Crossmichael, the spread of SIMD bands is in between 7 – 13. At Gelston the SIMD bands are in between 7 – 14. All pupils living in SIMD 7 are on track to achieve their CfE levels (including one Gelston pupil who has already had the intervention). 3/7 pupils in SIMD bands 8-10 have already received input from CLG. 3/7 pupils in bands 8-10 are below target in writing with two of them following individual milestones. The remainder of pupils are in Band 11 or above.

We will therefore apply a key proportion of PEF with a focus on reading/ writing interventions to target the pupils in the cohorts mentioned above.

For the past two years we have recorded increased attainment and achievement in literacy by using the ‘Closing the Literacy Gap’ and ‘Fastlane’ interventions with individual pupils. We aim to continue with this in 2022/2023.



**Baseline measures (gap)**  
 What evidence do you have that tells you intervention is needed?  
 ACEL data and evidence of poverty related attainment gap for each school.  
 SIMD custom reports for pupils in each school including those pupils who attract PEF.  
 Standardised assessment data - INCAS and SNSA data

<b>Proposed Interventions</b>	Closing the Literacy Gap - 8 week intervention with individual pupils on a 1:1 basis (or Fastlane intervention which is similar but shorter sessions).		
<b>Impact Measurement</b> What evidence will tell you if the intervention has made a difference?	Single Word Spelling Test results York Assessment of Reading Comprehension INCAS SNSAs		
<b>Project Lead</b>	Learning Assistants: Genevieve McNeill and Carmel Clifton		
<b>Ref in Improvement Plan</b>	Raising Attainment in Literacy and Language		
<b>HGIOS4 QIs</b>	2.3, 3.2 and 2.4		
<b>PEF EXPENDITURE</b>	<b>Additional Hrs (School/Ext) – linked to existing posts</b>		
	<b>Additional posts (School/Ext) Remit for post</b>	5 days at 5.5hrs = 27.5hrs per week for Carmel Clifton - PEF Learning Assistant	
	<b>Partner Services</b>	N/A	
	<b>Resources/ Equipment/ Materials</b>	Already have them	
	<b>Other</b>	Sickness cover	
<b>AMOUNT</b>		<b>£19, 000 plus any sickness cover required (TBC)</b>	

**PEF PROJECT PLANNING SHEET (22-23)**  
**Planned Expenditure (to accompany Improvement Plan)**



**School** Crossmichael and Gelston Primary Schools

**Rationale for and brief description of Project**  
 We have identified several pupils across the partnership who require support in closing the numeracy related attainment gap: P3-P7 in Crossmichael and P2 in Gelston. Please see table below.

**We plan to go ahead with this plan as it meets Scottish Government criteria and has already had a positive impact on closing the poverty related attainment gap. That said, unless we receive additional allocation of Supporting learners hours then we will have to use our PEF Learning Assistant to be 1:1 with individuals to meet the basic Health and Safety requirements of pupils and staff.**

% gap	Crossmichael				Gelston			
	Numeracy	L&T	Reading	Writing	Numeracy	L&T	Reading	Writing
P1	-	-	-	-	-	-	-	-
P2	No gap	No gap	No gap	No gap	75%	75%	75%	75%
P3	57%	26%	63%	51%	No gap	No gap	23%	No gap
P4	18%	No gap	12%	45%	-	-	-	-
P5	18%	No gap	No gap	3%	No gap	No gap	No gap	No gap
P6	63%	69%	69%	63%	No gap	No gap	No gap	No gap
P7	55%	27%	36%	55%	No gap	No gap	No gap	No gap

We will implement the 'Closing the Numeracy Gap' 1:1 targeted intervention and pay for a Learning Assistant (LA) to cover our existing trained LA so that they can implement the initiative.

<b>Baseline measures (gap)</b> What evidence do you have that tells you intervention is needed?		SNSAs, INCAS, ACEL data, DNK Phase assessments GL Sent (Sandwell early numeracy test)	
<b>Proposed Interventions</b>		Closing the Numeracy Gap and Numeracy Launch Pads	
<b>Impact Measurement</b> What evidence will tell you if the intervention has made a difference?		DNK Phase Assessments, GL Sent (Sandwell early numeracy test) INCAS SNSAs	
<b>Project Lead</b>		Learning Assistant in CNG: Barbara Jennings Learning Assistants in NLPs: Emma Cowan and Pamela Stitt Lead Teacher in CNG: Roz Stevens Lead Teachers in NLPs: Kim Glover and Katie Scott	
<b>Ref in Improvement Plan</b>		Cluster Priority 1 Raising Attainment in Numeracy and Maths	
<b>HGIOS4 QIs</b>		2.3, 3.2 and 2.4	
<b>PEF EXPENDITURE</b>	<b>Additional Hrs (School/Ext) – linked to existing posts</b>		
	<b>Additional posts (School/Ext) Remit for post</b>	3 days at 5.5hrs = 16.5hrs per week for a PEF Learning Assistant	Scale Point 5, Band 35 = £17.64 per hour (which includes on costs) for 40 weeks
	<b>Partner Services</b>	N/A	
	<b>Resources/ Equipment/ Materials</b>	Already have them	
	<b>Other</b>	Sickness cover	<b>£3657.60 left (plus we were over spent last year by £1K+)</b>
<b>AMOUNT</b>			<b>£11, 642.40 plus any sickness cover required (TBC)</b>