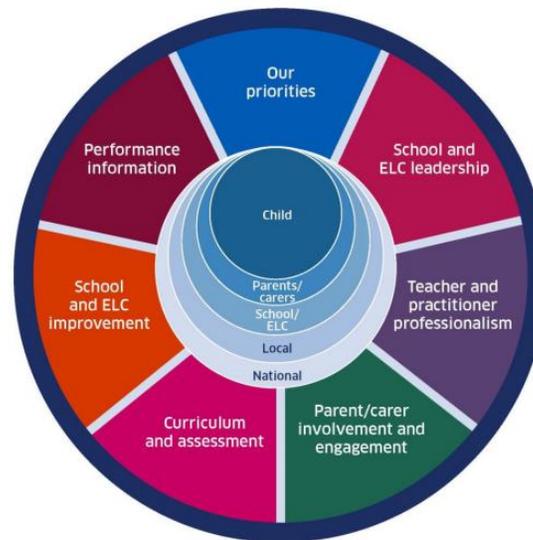


Education and Learning Directorate

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

(2022 - 2023)



School: Carrutherstown and Cummertrees Partnership

Date: June 2022

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims

School Statement

Vision:

Developing well-rounded, confident individuals who take responsibility for their learning to achieve their full potential and be successful global citizens.

Values:

Diversity
Achievement
Resilience
Empathy/Mindful

Mottos:

Carrutherstown: DARE to succeed

Cummertrees: Teamwork makes the DREAM work

CCP motto: DARE to DREAM

Aims - Through our shared values we aim to:

Develop successful and resilient learners in a safe environment where differences are celebrated and trusting relationships are formed.

Develop skills for learning, life and work through STEM, digital learning and real life contexts to enable all children to achieve to their full potential.

Encourage awareness of the value in our rural location and engage with global issues and sustainability to create responsible citizens.

Develop effective contributors who have an understanding of rights and responsibilities by considering the rights of the child and having a voice in decision making.

Create a learning community through partnership with parents and the wider community.

Encourage personal creativity and talents through celebration of achievements in and out of school.

Develop confident individuals who can speak about the learning process and have the ability to express and discuss thoughts, feelings and emotions.

Review Date: April 2022

1. Vision, Values and Aims

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Review Activities (as appropriate):

Jan 2022 – Staff review current Values during INSET session and identify current priorities and areas to develop following the Covid lockdowns. Staff review Vision statements from other schools and identify key elements for our long term aim and that makes our school unique. Staff review the aims of the school and identify where they reflect current priorities and developments (e.g. RRS, STEM, digital literacy, sustainability). Children review in class with Headteacher what they think is special and unique about their school and what values they think are important.

Feb 2022 – Parent and Local Community consultation via Microsoft Forms to rank values, identify what is special about our local community and what is important for our schools to focus on. Parent Council Consulted for their views. Assemblies develop ideas gathered from the class sessions and draw out common elements. In groups (mixed across the whole school) children rank the identified values in order of importance.

March 2022: P7 children from across the partnership meet to review the feedback from staff, parents and community and make final decision on the values they feel are important and reflect our school and what is happening in the wider world.

April 2022: Final draft of Vision, Values and Aims shared with staff, children and Parent Council to agree that these reflect everyone's understanding of what is important in our school.

May 2022: Open afternoon for parents where children introduce the new school Values and describe what they mean to them.

May-June 2022: Assemblies and activities in class develop the Values and develop a deeper understanding of what they mean in practice. Certificates in assembly support children to celebrate how they show these values in practice.

June 2022 onwards: Values are reinforced throughout the daily life of the school and reflected in displays, certificates in assemblies, lessons and other ideas explored by the children, staff and parents.

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

2. School Improvement Progress Report

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

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

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1: Visible Learning</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver School Improvement Teacher Professionalism Assessment of children's progress</p> <p>HGIOS 4 / HGIOELC Qis 2:3 – Learning Teaching and Assessment 3:2 – Raising attainment and achievement</p> <p>National Standard Criteria</p>	<ul style="list-style-type: none"> • Staff have all taken part in professional learning, reading and research to identify and put into practice a variety of strategies to support children in recognizing what and how they are learning. All staff have completed an 'Impact Cycle' project to evaluate the impact of the actions they have put into place. These projects will be evaluated in August 2022. • Observations and learning walks have identified that children's ability to articulate what they are learning is improving. Children are more readily able to discuss what they are 'learning' and not just what they are 'doing'. • The language of 'learning' has been developed in classrooms and through assemblies, displays and work skills events. Pupil interviews have shown that children have developed their understanding of what a good learner does and what they can do when they are 'stuck'. • Observations of teaching identified that children were not always receiving appropriate feedback about their learning. Staff completed their own research, took part in training and identified strategies to trial in their own class. Staff then shared their successes across the partnership. All staff now agree that they are confident in providing children with feedback to help them improve. 	<ul style="list-style-type: none"> • Develop progressions or milestone displays/sheets to support children in identifying their next steps in literacy and maths. • Involve pupils more with planning units of work, identifying what their learning will look like and how they will know that they have been successful. • Create a partnership feedback policy to provide expectations for each stage and examples of strategies that can be used to support children to identify their strengths and next steps in learning. • Create a progression of skills/understanding that support staff and children in becoming more confident in articulating their learning and involving them in the learning process.

School Priority 2: Develop partnership approach to planning, teaching and assessing numeracy

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Driver

School Improvement
Teacher Professionalism
Assessment of children's progress

HGIOS 4 / HGIOELC Qis

2:2 - Curriculum

2:3 – Learning Teaching and Assessment

3:2 – Raising attainment and achievement

National Standard Criteria

- All staff are now using the D&G Developing Number Knowledge Framework to plan and assess the number aspect of maths. These have provided clearer expectations for numeracy skills and abilities
- All staff are using 4 stage contextual maths planners to ensure that sufficient challenge is provided. These include the benchmarks and staff are using these to make professional judgements for achievement through and of a level.
- Staff have planned high quality contextual maths assessments with their stage partners, carried these out with their classes and moderated the evidence using the 4 stages of progress.
- Practical resources have been purchased to support children's understanding following the concrete – pictorial – abstract method. Staff took part in training to develop the use of these resources in their classes. Observations saw some of these resources being used by the children.
- Some staff have been utilising the outdoors spaces to provide maths in context (e.g. measurement on the beach, counting outdoors, symmetry in nature).
- Leckie and Leckie textbooks and assessment resources have been purchased and are being used across all classes in the partnership. These align with the DNK outcomes and support the approaches used.
- Two early career teachers took part in Education Scotland maths training for key concepts.
- Termly attainment meetings identify children who require additional support. By 'drilling' down into each child's needs we establish what additional support is required. Intervention sessions are planned with the ASLA and/or the classteacher to address these needs.
- Staff have recognised that children can struggle to recall some contextual aspects of maths when it is only revisited once per year. Review the contextual maths curriculum and create termly progressions to set expectations throughout the year to ensure that children have time to revisit learning regularly.
- Examine a 'wrap around' structure to revisit DNK skills each term.
- Develop ongoing assessment framework for numeracy/DNK abilities throughout the partnership.
- Continue to audit and purchase additional practical resources to support children in developing their mathematical understanding.
- Closing the Numeracy Gap sessions have been intermittent this session due to Covid outbreaks and staff absence. Moving forward, these sessions will be set out and carried out throughout the school year.

2.1.1 Report on the impact of PEF *(Not required for ELC if PEF has not been used for children in the nursery.)*

- Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?
- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
- How well are you removing barriers to learning and ensuring equity for all?

(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)

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

We track pupil progress across literacy and numeracy to review progression and identify needs early on. We compare data of identified groupings (SIMD, PEF,) with the wider group.

We use a range of data to verify our decisions: holistic assessments, class assessments, class work, SNSA, PiPs & GL standardised assessment results to inform teacher judgements on progress across and of a level. We are developing the use of assessment jotters to collate evidence for each pupil. Teachers moderate their planning together at the start of each term and we are developing our use of moderation of evidence.

We carry out attainment meetings three times a year to track and monitor progress, review SNSA and GL assessment data along with other assessments. We evaluate interventions regularly and act promptly to make changes if desired outcomes are not being achieved. The impact of interventions is now being evaluated using the D&G intervention impact spreadsheet.

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

Some children have been identified as having ASN needs with literacy. These children require additional support for reading and writing and this can cause a barrier to accessing other areas of the curriculum. This has led to the purchase of a reader pen and an additional laptop. These digital resources can be used by these children but are also accessible for others to use if necessary. These resources have been purchased in close consultation with the ASL teacher, CALL Scotland and parents.

Some children are experiencing difficulties in regulating their emotional response to situations. An ASLA has been trained in the 'Drawing and Talking' therapy programme. The aim of this programme is to allow children time in a 1:1 situation in a safe space with a trusted adult to discuss their thoughts and concerns. In addition the purchase of Emotionworks has provided teachers with a framework to develop children's emotional literacy across the partnership. This work has been targeted at identified individuals who can have emotional outbursts throughout the school day that can affect their attitude to learning.

PEF Project/spending area 1: Read Write Inc Fresh Start Literacy Intervention

Rationale: To improve the literacy levels of children who did not achieve the expected level in literacy at the end of P3 and P4

Impact:

This intervention took place between August 2021 and January 2022.

Data from GL Standardised assessments

	Reading – Standardised score	Spelling – Standardised score
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	Start	End	Start	End
Child A	69	73	69	73
Child B	86	109	84	85
Child C	69	100	88	87
Child D	92	107	86	93
Child E	74	81	69	69
Child F	69	78	69	69
Average	76.5	91.3	77.5	79.3

Evaluative Comment:

During this time the average standardised score for reading increased by 14.8 points and the standardised score for spelling increased by 1.8 points.

Following the intervention the children rejoined their class groups for literacy and spelling. In May 2022 the average standardised score for reading was 83 (a decrease from January but still an increase in 6.5 points across the session) and 76 in spelling (a decrease of 1.5 from the beginning of the session).

Through discussion and evaluation with the classteacher and intervention teacher it was identified that the children had made progress with their ability to use phonics to spell (which was a focus of the programme) but that to keep up with the ability of their peers they needed to experience a wider range of vocabulary. The partnership is reviewing its approaches to spelling for the next session.

PEF Project/spending area 2: Emotionworks and Provision of Extra Curricular clubs

Rationale: Identified children have struggled to manage emotions when dealing with incidents that have occurred both within and out of school. These children have struggled to verbalise their feelings and this has resulted in outbursts of inappropriate behaviour. Some children have had very limited social contact with other children in light of Covid and lockdowns.

Impact:

Extra Curricular clubs: A Learning assistant provided after school clubs for cooking, craft and Film. 21/25 (84%) children took part in at least one of the clubs. This allowed children from our rural community time to meet with friends and develop new skills. This is particularly important as children have missed out on these opportunities due to Covid lockdowns and their rural location making it difficult for some families to access extra curricular opportunities.

Quotes from the children:

'The clubs were fun and I could be creative'

'I enjoyed learning some new recipes and how to cook new things'

'I enjoyed doing fun things with my friends'

'We learned some new skills and how to use weighing scales'

Due to staff absence and Covid outbreaks these clubs only took part from August to mid December with a few sessions cancelled.

Emotionworks/ intervention:

Identified children were provided with intervention time to discuss their feelings, emotions, thoughts about school and incidents that had happened.

The number of emotional incidents/outbursts from all of these targeted children has reduced from 2/3 per week to no more than one per week this term..

Evaluative Comment:

The children who participated in the clubs were able to develop a range of skills.

Staff report that these children are able to discuss their thoughts and feelings more easily and reflect on events after they have happened. The children are more easily able to self-regulate and use strategies to communicate their thoughts and feelings about incidents. This has led to children feeling happier and more confident to come to school and has resulted in children being in the right place to take part in their learning activities.

A learning assistant has taken part in 'Drawing and Talking' training to support children in discussing incidents in their lives, their feelings and emotions. A programme is currently being undertaken with 3 targeted children. It is too early to show the impact of this programme however we will continue to monitor this as we move into next session.

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<ul style="list-style-type: none"> • Vision, Values and Aims have been reviewed after consultation with children, staff, parent and the local community during 2021-22 session. These have changed to reflect recent global events and current priorities in education. We are currently working in collaboration with the children and parents to develop a shared understanding of these in practice. • Throughout this session the whole leadership team across the partnership has changed with a new headteacher and Principal Teachers in each school. The team work collaboratively together to create a shared vision for the work of each school and all staff are involved in decision making. • All staff are involved in the process of self-evaluation (making use of HGIOS4) to evaluate the impact of changes and identify areas to improve. • All teaching staff have been involved in practitioner enquiry through a Visible Learning 'Impact Cycle' that has involved research, reading and evaluation of impact. • Teaching staff have taken part in moderation activities across the partnership and the PT from Cummertrees has represented the partnership in moderating Listening and Talking evidence at a cluster event. • Staff are given opportunities to develop their own leadership capacity: The newly appointed headteacher is currently undertaking 'Into Headship, the PT at Cummertrees has recently completed ISL and the PT at Carrutherstown has recently completed Aspiring to Middle Leadership The learning support assistant has attended playground training and 'Drawing and Talking' therapy and is using this to support individuals. • The headteacher is a trained QAMSO and has used this expertise to promote a trial of an online moderation process for maths. He has worked in collaboration with other cluster QAMSOs to plan a cluster moderation event of Listening and Talking. • Each school has refreshed their pupil groups with the children deciding on the focus of each group. The older children have taken on leadership roles and wrote letters and created videos to 	<ul style="list-style-type: none"> • Develop the roles and responsibilities of the newly created leadership team and the wider staff to provide opportunities for all levels of staff to take on leadership roles across the partnership. • Provide further opportunities for peer observations and working together to moderate planning and assessments. • To support children in having a right to their opinion (Article 12), develop the use of Wee HGIOS to increase the use of pupil voice in evaluating the work of the school and making changes. • Continue to embed the new Vision, Values and Aims across the partnership through assemblies, within lessons and incorporating DYW skills within the curriculum. • Build on the work started this year to involve children through Pupil Groups. 	4

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>ask for support and resources. This has led to changes being made to the school environment in each school.</p> <ul style="list-style-type: none"> Each school has an active Parent Council who support the work of the school. They have been consulted on key changes and provided their input on key issues affecting the school. 		
<h3>2.3 Learning, Teaching and Assessment</h3> <ul style="list-style-type: none"> <i>Learning and engagement</i> <i>Quality of teaching</i> <i>Effective use of assessment</i> <i>Planning, tracking and monitoring.</i> 	<ul style="list-style-type: none"> A positive ethos exists in all classes which is built on nurturing approaches and trusting relationships between staff and children. The achievements of children both in and out of school are celebrated in a variety of ways (e.g. assemblies, class presentations, school displays). Staff have good knowledge of individual children's interests and regularly enquire about these and celebrate their successes. Lesson observations following the Covid lockdowns showed that not all staff were clearly using Learning Intentions and Success Criteria to support the children in understanding what they were learning and how they could be successful. Staff took part in a range of CPD and implemented a range of changes. Recent learning walks and pupil discussions have shown that the children are developing in confidence when discussing their learning. Staff have developed their use of feedback and investigated more efficient and effective ways of providing this to children. Staff have shared their findings and the headteacher is in the process of developing a booklet of examples of good practice. Teachers plan a range of activities for different learning needs and abilities and create/source a range of resources to help learners access the curriculum. Progression planners are provided for teachers to annotate and are aligned to the 4 stages of progress with benchmarks included for professional judgements to be made. Assessment jotters are beginning to be used to create a profile of evidence to support achievement through and of a level. Some staff report that they support discussions with the children around progress and learning. Summative and formative assessment results are used to inform gaps in learning and staff use assessment data to evaluate the 	<ul style="list-style-type: none"> Create a partnership feedback framework. Promote the achievements of children both in and out of school in a variety of different ways and alongside DYW skills and profiles Develop consistency in the use of assessment jotters to create a profile of evidence for each child. Involve children and parents in the planning stages. Continue to develop approaches to support children in understanding what they are learning, why and how they can be successful – including the use of self and peer assessment through criteria grids Integrate digital technologies to enhance learning and teaching. Create a Quality Assurance calendar to highlight when monitoring and review activities will be carried out. 	4

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>impact of their teaching.</p> <ul style="list-style-type: none"> The school's tracking system has been developed to include achievement over time and includes supporting information about interventions and individual needs. This is updated three times er year with the classteacher and headteacher. Following these meetings, interventions and adaptations to the curriculum are implemented and reviewed at the next meeting. Children have been involved in the topic choices for IDL, however staff feel that the children need to be more involved in planning their learning. Some parents feel that their children do not have any say in what they are learning. 		
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> <i>Wellbeing</i> <i>Fulfilment of statutory duties</i> <i>Inclusion and equality</i> 	<ul style="list-style-type: none"> A shared understanding of our Values and a nurturing approach encouraged by the leadership team and followed by all staff ensures that all children's individual needs are met with adaptations made for individuals. All staff across the school focus on forming positive relationships with the children. Staff share information about each child and use this to help understand the cause of behaviours. This ensures that children feel safe at school and can express their thoughts and opinions freely. Parents recognise how we view each child as an individual: Quotes from parents – <i>'Each child is an individual and respected for who they are', 'Thank you for a detailed written report. This felt personal to my child, and read as though the teachers contributions have come from a place where they really knew my child', 'A great overview of learning and very evident that teachers know ***** very well'.</i> 	<ul style="list-style-type: none"> Due to the rural location of each school, the children do not have many opportunities to experience diversity first hand. Develop the experiences of other cultures and diversity through visitors, visits, etc and the development of the RME and RSHP curriculum. Review the use of Emotionworks and investigate how it can be incorporated into the school curriculum. Develop an approach to 	4

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> • Through the curriculum children are developing their understanding of diversity within the world and are aware of current social issues and how they affect people – this is helping the children to develop as global citizens. • The 'whole child' is celebrated through sharing of achievements, both within school and from other clubs, activities and hobbies. Cummertrees has developed a 'Wider Achievement wall and held a sharing afternoon for children to share their achievements and hobbies. • Referrals are made to external agencies (e.g. CAMHS, Inclusion team, SALT, Ed Psych, Autism Outreach) and staff fully engage with the advice to ensure that the needs of all children are met and their experience of school is positive. These inputs have had a positive change in emotional wellbeing for individuals within each school. These inputs are evaluated within termly attainment meetings and through Child's Plan and IEP reviews. Parents have been positive about the way in which we have supported individuals with additional support needs. • All staff have completed 'in school' Child Protection training and are aware of the policies and procedures to follow. SLT staff have completed Prevent training. • A range of transition arrangements are in place for P7 to support their move to secondary. Extended transition has been identified and put into place for individuals with additional needs and who need social and emotional support. In addition, some children have attended another school within the cluster to take part in a secondary transition programme delivered by a youth worker. This has supported children to develop social relationships and build confidence before they leave primary school. • A transition programme over 6 weeks has taken part for P1 children to support their start at school. This has involved visits to school, staying for lunch, attending school events and sports day. In addition, staff have visited and spoken to nursery providers and all parents have been invited to Class Dojo to begin communication with school staff and to see the life of the school. 	<ul style="list-style-type: none"> celebrating wider achievements across the partnership. • Build on the previous work around promoting and understanding children's rights. • Provide further opportunities for parents to be included in their children's education (e.g. through parent workshops, open afternoons, etc). • Involve both children and parents in learning conversations to open up further conversations and understanding about learning, progress and achievement. • Review and update the Positive Relationships Policy 	

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>All P1 children have been confident to stay for subsequent activities without their parents.</p> <ul style="list-style-type: none"> • Shanarri assessments are used with the children on a termly basis where children reflect on their strengths and set targets for their own wellbeing. • The partnership has previously earned the Bronze Rights Respecting Schools Award, however due to the pandemic this has not been a focus this year. • This session, due to the pandemic, we have used Class Dojo and phone calls to communicate with parents and share learning that has taken place. This has meant that we have had very limited contact with parents and some parents have expressed that they are not clear about where the children are in their learning and what their next steps are. • Covid funding for additional staff has provided a teacher (Aug 21 - Feb 22) and an ALSA (Term 4) to provide additional support and intervention programmes for children identified during attainment meetings. Standardised score for Reading improved by 14.8 points through the Fresh Start Literacy intervention. • Children's behaviour is good and children show empathy and compassion for others. When incidents occur, staff deal with these calmly and encourage reflection through the use of restorative approaches. This is helping children to develop their understanding of their actions on others. 		
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> 	<ul style="list-style-type: none"> • Developing Number Knowledge maths framework is now in place to ensure pace and progression in number and is used for planning and assessment. • 4 stages of progress planning is in place and used to plan and assess across contextual maths and literacy. • Teachers moderate with stage partners when planning. • RWI phonics programme is now embedded throughout P1-3 and RWI Fresh Start programme has been introduced to support older children with their literacy development. This has shown some good impact which has been sustained. 	<ul style="list-style-type: none"> • Put in place more rigorous systems for measuring the impact of interventions • Develop the use of assessment jotters and high quality assessment tasks • Build teacher confidence in making judgements through moderation within the partnership, cluster and 	4

2.2 Summary of Key Strengths and Areas for Improvement

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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? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale																																								
<p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> Progress in communication, early language, mathematics, health and wellbeing Children's progress over time Overall quality of children's achievement Ensuring equity for all children 	<ul style="list-style-type: none"> Additional Support is planned carefully following attainment meetings with the HT and a range of interventions are used effectively (CLG, CNG, Literacy Ladders) <p>Attainment data: June 2022 (ASN in brackets)</p> <p>Carrutherstown</p> <table border="1" data-bbox="604 605 1394 760"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>L&T</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>P1 - 5</td> <td>100% (20%)</td> <td>80% (20%)</td> <td>100% (20%)</td> <td>100% (20%)</td> </tr> <tr> <td>P4 - 1</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>P7 - 5</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>Cummertrees</p> <table border="1" data-bbox="604 821 1394 976"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>L&T</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>P1 - 1</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>P4 - 4</td> <td>50%</td> <td>50%</td> <td>50%</td> <td>75%</td> </tr> <tr> <td>P7 - 2</td> <td>50% (50%)</td> <td>50% (50%)</td> <td>50% (50%)</td> <td>50% (50%)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Staff use a range of standardised, summative and formative assessments to make judgements about children's achievement and progress. Moderation activities have taken place within the partnership and at cluster level. A robust tracking system is in place and children's progress is discussed with the HT three times throughout the year. Due to the small numbers in each cohort, each child is discussed individually with interventions identified where appropriate. Attendance is monitored on a monthly basis and trends in attendance data are analysed. Attendance has been lower overall this year due to the pandemic. Where individual attendance issues are identified, these are discussed with parents. Links with the community have been developed with the children supporting local community projects. 		Reading	Writing	L&T	Maths	P1 - 5	100% (20%)	80% (20%)	100% (20%)	100% (20%)	P4 - 1	100%	100%	100%	100%	P7 - 5	100%	100%	100%	100%		Reading	Writing	L&T	Maths	P1 - 1	100%	100%	100%	100%	P4 - 4	50%	50%	50%	75%	P7 - 2	50% (50%)	50% (50%)	50% (50%)	50% (50%)	<p>authority.</p> <ul style="list-style-type: none"> Develop the DYW framework and embed within each class across the partnership. Continue to build community links 	
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2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
2.2 Curriculum: Theme 3 Learning Pathways	<ul style="list-style-type: none"> Following the pandemic and with outbreaks of Covid throughout this session, our main focus has been on ensuring that children focus on the development of literacy and numeracy. A new framework for maths (Developing Number knowledge) is now being used by all teachers to plan and assess for number. Teachers are more confident in planning for progression. Progression planners are in place for maths and literacy that follow the 4 stages of progress. Teachers are using the benchmarks within planning and assessment. IDL topics are based on pupil's interests and follow topics that were created after consultation with children and parents pre-Covid. Children's engagement with these topics has been extremely positive and parental feedback has also been positive. Developing the Young Workforce Skills have been implemented in the P5-7 class at Carrutherstown. These now need to be shared across the partnership. Children are becoming more confident at identifying what skills they may need for different tasks/activities. Collegiate time is used for development of School Improvement Priorities with a focus on Learning and Teaching and Raising Attainment. Staff have commented that these sessions have supported them in developing their practice. Each school has a good outdoor learning environment and some use of this is made to enhance learning and teaching. As Covid restrictions have eased, opportunities have been taken to use the local community and area to provide contexts for learning (e.g. a forest/river walk for creative writing and a visit to the beach for measurement). Learning for sustainability has been incorporated into some aspects of the curriculum and pupil group work this session. Children are becoming more aware of global issues and what they can do to make a difference. 	<ul style="list-style-type: none"> Review and develop a skills progression for expressive arts to ensure that children have access to high quality teaching and experiences. Implement the DYW skills across the partnership. Develop a Digital Literacy framework and incorporate digital skills into the curriculum. Involve children more fully in the planning of the curriculum by seeking their ideas before the planning stage. Revisit the use of the outdoor environment to support teaching and learning. Incorporate learning for sustainability through the curriculum and pupil groups. 	
2.7 Partnerships – Theme 3: Impact on Learners	<ul style="list-style-type: none"> Both schools have active parent councils who have supported the work of the school. Initially this session, this was difficult due to meeting online, however both parent councils have been 	<ul style="list-style-type: none"> Improve communication with parents about their children's learning through re-establishing in person learning conversations that involve 	

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>The impact of parental involvement on improving children and young people’s learning.</p>	<p>consulted on changes to school (e.g. Vision, values and aims) and had their input.</p> <ul style="list-style-type: none"> • Through the majority of this year communication with parents was by phone and the Class Dojo App. Most parents like the ease of the Dojo App to communicate with classteachers and share in their children’s learning. As restrictions ease, we have welcomed parents to an open afternoon to share in the learning that has taken place this year. Parents reported that this was a positive experience and that they would like more opportunities to share in the children’s learning. Quotes from a parents - <i>‘Dojo platform still amazing for communication’</i> • Despite the restrictions this year, where possible, we have worked with various partners to deliver additional learning opportunities for the children (e.g. Active School sports coaches, Sports leaders from our local secondary school, Youth work). This has provided the children with opportunities to develop a range of sporting skills. • We are developing links with the local communities of each school. Children at Cummertrees took part in a community art project for the Jubilee in collaboration with the Community Council. Carrutherstown held a World of Work week where parents shared their careers and the skills need for these. 	<p>both the children and the parents.</p> <ul style="list-style-type: none"> • Develop the use of working groups when changes or new policies are being developed to gather parental views. • Continue to build community links and increase the number of partners we work with to enhance the opportunities for the children. • Seek feedback from partners following their work with us about how we can improve our collaboration. 	

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.

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1 Embed effective strategies within teaching and learning to enable children to discuss their strengths, progress and next steps in learning.</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment Performance information</p> <p>HGIOS?4 / HGIOELC Qis 2.2 – Curriculum 2.3 – Learning, teaching and assessment 2.5 – Family Learning 3.2 – Raising attainment and achievement 3.3 – Increasing creativity and employability</p>	<p>Improve engagement in discussing learning (identifying strengths and next steps) for almost all children by June 2023</p> <p>Improve attainment in literacy and numeracy through high quality effective feedback (self, peer and teacher) by June 2023.</p> <p>Increase engagement by almost all parents with children's learning so that they are more confident in supporting or challenging their child appropriately by March 2023.</p>	<p>Review Visible Learning approach with new staff during INSET in August and share learning from Impact Cycle projects from the previous session.</p> <p>Create a progression of expectations/strategies that are age appropriate and build throughout the school to support children to be able to identify their strengths, progress, successes and next steps.</p> <p>Review the trials of feedback approaches from the previous session and create a feedback framework for the partnership.</p> <p>Staff to develop strategies and approaches to support children to discuss their learning through professional reading, collaboration with colleagues and participating in peer observations.</p> <p>Parental workshops/open afternoons to support parents in understanding the school approaches and what they can do to support/challenge their children.</p> <p>Review and develop the format of learning conversations to include</p>	<p>August 2022 INSET – Share Impact Cycle findings</p> <p>Term 1/2: Development sessions x 2 to create progression. Peer observations – cover for each teacher. Reading time for teachers to use and reflect on VL materials. Parent workshop/open afternoon led by teachers/children. Adapt format for learning conversations. School displays/assemblies to reflect the approach used across school. PT leadership time to develop skills progressions/SC sheets.</p> <p>Term 3: Development session x 1 to establish ways of setting targets effectively and manageably Peer observations – cover for each teacher. Class teachers plan and carry out new impact cycle research</p> <p>Term 4: Review Impact cycle projects.</p>

<p>National Standard Criteria</p>		<p>teacher, children and parents.</p> <p>Develop the use of skills progressions/Success criteria sheets to be used in literacy and maths.</p>	<p>Development – create teaching and learning framework/guide for the partnership</p>
<p>School Priority 2 Develop digital learning approaches to enhance teaching and learning and embed DYW skills framework</p> <p>NIF Priority Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment</p> <p>HGIOS?4 / HGIOELC Qis 2.2 – Curriculum 2.3 – Learning, teaching and assessment 2.5 – Family Learning 2.7 – Partnerships 3.2 – Raising attainment and achievement 3.3 – Increasing creativity and employability</p> <p>National Standard Criteria</p>	<p>Increase the confidence of all staff in Incorporating digital learning activities and tasks across the curriculum by June 2023.</p> <p>Almost all children can clearly identify how technology makes a difference to their teaching and learning by June 2023.</p> <p>Most parents have an increased understanding of how they can support their children to use technology for learning by June 2023.</p> <p>Almost all children will be able to identify and explain how they have demonstrated key skills for learning life and work by June 2023.</p> <p>All staff will refer to skills for learning, life and work within lessons and daily school life by Jan 2023.</p>	<p>Register for Digital Schools Award, complete self-evaluation and create an action plan.</p> <p>Complete audit of resources and staff knowledge to inform procurement and CPD.</p> <p>Look outwards to other schools for support and examples of good practice.</p> <p>Staff development sessions to improve staff understanding of the technology we have access to and how it can be used to enhance teaching.</p> <p>Parent workshop sessions to investigate how technology can be used to support children with their learning at home.</p> <p>Staff to identify opportunities within their planning for how digital learning can be used to enhance teaching and learning experiences.</p> <p>Cluster DYW framework to be used by all staff and included when planning learning activities.</p> <p>Develop method of recording children's skill development in a profile.</p> <p>Raise the profile of DYW skills through displays, assemblies, parental workshops, etc.</p> <p>Develop links with the wider community to speak to children in school or for</p>	<p>Term 1/2: Development - All staff contribute to self-evaluation and creation of action plan. Development - CPD sessions on using programmes in GLOW. Procure additional resources using PEF to ensure equity for all and to provide technology to enhance curriculum areas. Create action plan to support in working towards Digital Award</p> <p>Term 3: Jan INSET – Impact cycle/Target setting</p> <p>Term 4: Parent workshop to investigate how they can use technology to support learning at home. Development – review impact cycle</p> <p>Term 1/2: PT to lead on DYW framework and introduce across the partnership Term 3: PT lead Development – recording on profiles World of Work week. Term 4: Moderation of evidence in the skills profiles.</p>

		children to visit in the workplace to explore what skills are necessary in a range of careers.	
<p>School Priority 3 Develop a literacy skills framework and approaches for the teaching of spelling, punctuation and grammar.</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment Performance information</p> <p>HGIOS?4 / HGIOELC Qis 2.2 – Curriculum 2.3 – Learning, teaching and assessment 2.5 – Family Learning 2.7 – Partnerships 3.2 – Raising attainment and achievement</p> <p>National Standard Criteria</p>	<p>All staff will be more confident in using effective teaching approaches to teach spelling, punctuation and grammar by Feb 2023.</p> <p>Increase the attainment of P2-7 children who fall within the 90% confidence band in the GL spelling assessment by 20% at each school by June 2023 (Currently 42% at Carrutherstown and 69% at Cummertrees)</p>	<p>Review current research in effective teaching and learning of spelling, punctuation and grammar.</p> <p>Analyse the results of assessments in more depth to highlight the areas for development within teaching.</p> <p>Review the use of Talk for Writing and adapt curriculum to ensure that more opportunities are provided for children to practice writing skills.</p> <p>Audit and procure resources to support the development of spelling, punctuation and grammar.</p> <p>Create a grammar progression with more explicit information to support teachers with expectations and planning.</p> <p>Collaborate with secondary colleagues to develop a third level framework to ensure challenge for those children who are working towards the end or already achieved second level.</p> <p>Share new approaches and the research behind them with parents through open afternoons/Assemblies/workshops.</p>	<p>Term 1/2: Development – review spelling, punctuation and grammar frameworks. PT to audit resources, carry out research and investigate new resources. Procure new resources. HT/CT to identify any children who may require interventions to close the gap.</p> <p>Term 3: Development – review approaches to teaching spelling Parent workshop to share approaches to spelling, grammar and punctuation</p>