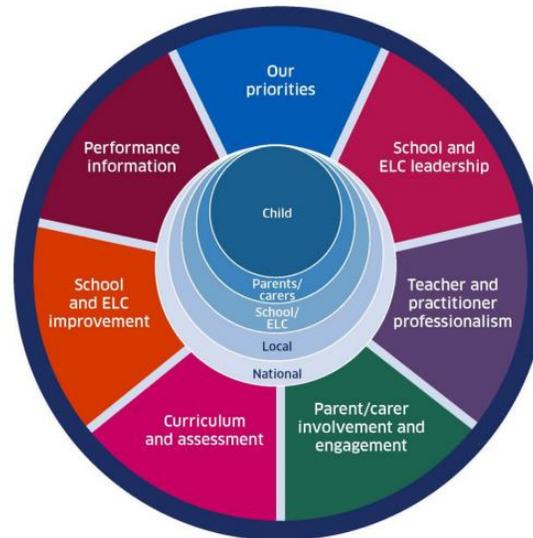


Education and Learning Directorate

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

(2022 - 2023)



School: Dalry and Kells Primary

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 Dalry Primary School's Vision, Values and Aims

Vision:

Everyone at Dalry Primary; children, adults, parents and our wider community proudly builds on a mutual culture of respect and determination. We grow and learn together in a motivating and safe environment, so that every pupil can reach their full potential.

Values:

Determined – Foster a resilient 'I can't do that...yet' attitude.

Actively **L**earning – All children are engaged in stimulating, innovative and challenging learning experiences to build upon, and develop all of our individual talents and curiosities/interests.'

Respectful **Y**oungsters – Kind and considerate words and actions for all; creating global citizens of the future.

Aims:

This vision is embodied in our school's aims to:

- ❖ Create a welcoming and happy environment
- ❖ Listen to and consider all points of view
- ❖ Provide a variety of stimulating opportunities and experiences to maximise potential
- ❖ Equip our children with life skills for the future
- ❖ Nurture a healthy and active lifestyle
- ❖ Develop and celebrate all pupil's personalities, talents and physical abilities in a variety of settings.
- ❖ Work in partnership within our school and the wider community, communication effectively with all stakeholders.

Review Date: Autumn

Review Activities (as appropriate):

Review in consultation with Cluster partners and "Respect for All..."

Review with all stakeholders

Short life working groups to rewrite

1. Vision, Values and Aims

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Our Vision for Kells Primary School, New Galloway

At Kells we understand that the curriculum must be exciting, relevant and creative.

We recognise that every child is different and learns in their own way.

It is our duty to listen, question and adapt in order to reach and engage children in learning.

We will always aim to provide a fun, child centred, cooperative curriculum that promotes pupil voice and encourages individuality.

We provide a safe, supportive and inclusive learning environment where everyone has a valid contribution to school life.

We value sustainability, and promote values such as tolerance, humility, kindness and curiosity.

We strive to nurture, encourage, and challenge each individual along a path to lifelong learning.

Kells endeavours to develop happy, healthy, respectful, inquiring minds - independent thinkers who are a strong foundation of the community and wider society.

We aim to foster a strong sense of community and belonging to it.

It is our responsibility to be a positive influence in an ever changing world.

Kells will provide an environment that stimulates progress - based in hard work, enthusiasm, collaboration and participation.

We will embrace ambition, imagination, excellence and fun.

We will celebrate our successes and achievements with shared joy.

Working together to make a happy place!

Review Date: Autumn

Review Activities (as appropriate):

Review in consultation with Cluster partners and “Respect for All....”

Review with all stakeholders

Short life working groups to rewrite

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: To improve the quality of learning and teaching through building staff confidence in the principles of evaluation and moderation (learning, teaching and assessment cycle).</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.</p> <p>NIF Driver 1, 4</p> <p>HGIOS?4 / HGIOELC QIs: 2.2, 2.3, 2.4 3.2, 3.3</p>	<p>Due to the ongoing Covid pandemic and staff absences including the senior management of the school and challenges across the cluster this Priority was postponed into the next session</p> <p>Robin McIlroy supported the cluster staff with a moderation session at the January In-service. This provided an overview and refresher of 'achievement of a level.' It was useful as it provided further reinforcement of staff using a range of evidence to support professional judgement. April 2022 · Moderation power point shared.</p> <p>In redesigning the tracking system staff worked together to increase their understanding of how data is used to inform next steps. This enabled teachers working together to discuss what evaluative evidence can be used and what it shows. Staff are now confident in updating data and using data as a tool for improvement.</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>To continue to use data to support improved outcomes for all. Revisit Moderation powerpoint as part of development work in numeracy and writing in 2022/3</p>																									
<p>School Priority 2: School focus on Numeracy as part of COVID recovery and building on training already received in DNK</p> <p>NIF Priority</p>	<p>This has continued to be a year disrupted by Covid, and more lately Chicken Pox. We had a stretch aim to reach 85% across the partnership</p> <table border="1" data-bbox="577 1268 1236 1442"> <thead> <tr> <th>Prediction</th> <th>P1</th> <th>P4</th> <th>P7</th> <th></th> </tr> </thead> <tbody> <tr> <td>D</td> <td>100%</td> <td>71%</td> <td>73%</td> <td></td> </tr> <tr> <td>K</td> <td>67%</td> <td>100%</td> <td>67%</td> <td></td> </tr> <tr> <td>Actual</td> <td>P1</td> <td>P4</td> <td>P7</td> <td></td> </tr> <tr> <td>D</td> <td>100% 8/8</td> <td>57% 4/7</td> <td>61% 8/12</td> <td></td> </tr> </tbody> </table>	Prediction	P1	P4	P7		D	100%	71%	73%		K	67%	100%	67%		Actual	P1	P4	P7		D	100% 8/8	57% 4/7	61% 8/12		<ul style="list-style-type: none"> Staff re-engage with the Numeracy Launch Pads and Closing the Numeracy Gap training provided by the Local Authority. Implement the interventions in 2022/2023 with targeted pupils. Seek further training on delivering
Prediction	P1	P4	P7																								
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<p>Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being</p> <p>NIF Driver School improvement School leadership Teacher professionalism Assessment of children’s progress Parental engagement Performance information</p> <p>HGIOS?4 / HGIOELC QIs: 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3</p>	<table border="1" data-bbox="575 94 1241 126"> <tr> <td>K</td> <td>100% 3/3</td> <td>100% 2/2</td> <td>67% 2/3</td> <td></td> </tr> </table> <p>These percentages are skewed due to small numbers of children in each year group. In P4 Dalry the cohort was joined by a boy who had a very low starting point. Focus has been made on improving his literacy this session through Interventions.</p> <ul style="list-style-type: none"> 27.10.2022: All teachers attended a Cluster collegiate session on D&G A Framework for Numeracy presented by Lead Teacher, Nicola Dalgleish. 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 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 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, 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. Results from our questionnaire have highlighted training needs: 7 x Second Level 5 x First Level 1 x Early Level 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 D&G A Framework for Numeracy site. DNK Books purchased for all staff prior top August. All teachers have access to guidance, resources to support DNK All staff to used collegiate time to acquaint selves with DNK methodology and materials. Staff used the materials to plan a short series of lessons. This work was begun but staff absence and the Covid difficulties means that this wasn’t properly embedded. Learning Assistants received some in house training for interventions but covid complications and staff absence and recruitment problems meant that 	K	100% 3/3	100% 2/2	67% 2/3		<p>DNK at Second Level from D&G Numeracy Lead Teachers.</p> <ul style="list-style-type: none"> Signpost teachers and set aside time for collegiate sessions using training materials in the D&G A Framework for Numeracy TEAM. 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.) 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.
K	100% 3/3	100% 2/2	67% 2/3				

	<p>interventions were not as consistent as planned.</p> <ul style="list-style-type: none"> PS/MH had session on DNK with ESO. Updated knowledge on what is available. 	
<p>School Priority 3: Wellbeing and Recovery NIF Priority Improve Health & Well-Being</p> <p>NIF Driver School improvement School leadership Teacher professionalism Parental engagement Performance information</p> <p>HGIOS?4 / HGIOELC QIs: 2.1, 2.2, 2.4, 2.6, 2.7 3.1, 3.2</p>	<p>This priority has had mixed impact again due to restrictions played by Covid and due to the absence of staff members throughout the year.</p> <p>Children:</p> <ul style="list-style-type: none"> The percentage of pupils on track to achieve CfE levels in Literacy and in Numeracy and Maths in P1, P4, P7 broadly mirror prior expectations. Most children are demonstrating a readiness to learn. Those who have struggled have been highlighted for support with literacy and numeracy, have attended specific nurture groups and been referred to Quarrier for support. (PEF) Some children, mainly younger ones, who have been disadvantaged greatly in developing socially, have struggled with school routines and resilience. Supporting these children remains a priority. Staff have a commitment to creating a nurturing environment but there remains differing levels of understanding about the effects of ACES, attachment etc. Staff illness, which has forced staffing changes and disruption to interventions, has exacerbated this. Staff have engaged in training around barriers to learning and how these can be reduced and children supported. This needs to be revisited and embedded into practise. Due to the covid restrictions the priorities set for involving parents in understanding the nurture principles needs to be completed. Teachers are more confident in updating and using data to identify next steps in children's learning. Quarriers to work with schools to promote resilience. Quarriers have provided evidence of good impact of their work this year (PEF link) <p>Due to illness and absence training has been patchy and needs to be consolidated moving forward.</p>	<ul style="list-style-type: none"> Continue to identify children requiring emotional support Use data to identify children requiring interventions Complete How Nurturing is our School audit. Revisit training and use staff expertise to support skills of others. Using post covid knowledge of children and the challenges they are facing, revisit and update ethos, aims and relationships policy Working with Inclusion team to include a nurture group autumn 2022.
<p>School Priority 4 Curriculum NIF Priority Improvement in employability skills and sustained, positive school leaver destinations for all young people NIF Driver · School leadership</p>	<ul style="list-style-type: none"> During the autumn term staff worked together at collegiate meetings to learn more about play based pedagogy and how it could be implemented into the Primary classroom. Staff worked together to discuss how they could make changes in their practice to facilitate a more play based approach. Some staff attended twilights on play pedagogy and outdoor learning There are still differing levels of understanding around play pedagogy and some staff have more confidence than others. All Class Teachers have looked for 	<ul style="list-style-type: none"> Due to staff turnover, revisit curriculum rationale and plans to ensure consistency in approach. Ensure all teaching staff have an understanding of the curriculum in our setting and the learning, the 4 contexts and the 4 capacities. Staff to agree what good learning is

<ul style="list-style-type: none"> Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information HGIOS 4 / HGIOELC QIs: 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement 3.2 Securing Children's progress (ELC) 	<p>opportunities to make changes to include investigative learning and play a greater part of the curriculum.</p> <ul style="list-style-type: none"> The use of "See-saw" has been successfully trailed in P3-5 at Dalry to give parents more understanding about the curriculum and how play has been used as a medium for learning. Collegiate opportunities across the cluster have not been possible due to the Covid restrictions and again due to staff absence. Children have continued to be partners in their planning of learning. Children have had more opportunity to follow their own interests in their learning. 	<p>and how we encourage it.</p> <ul style="list-style-type: none"> Make planning for play a part of medium term planning. Create opportunities for teachers to shadow the more confident teachers in play pedagogy and use the skills of these teachers to support planning and play ideas. Plan parental engagement do develop more understanding of play pedagogy in the primary school. 																									
<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> 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? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>How rigorous is the school's approach to providing robust evidence of closing the attainment gap? We track our pupil progress literacy and numeracy in order to review progression and identify the needs of individuals. We have the data to enable us to compare data of specific groups of children. Our data collection includes We use a range of data to verify our decisions and teacher judgements. This includes: observations, classroom work and assessments, SNSA & InCAS results We carry out attainment meetings to track and monitor progress and staff are proactive in discussing any concerns with the ASfL teacher and put forward pupils for interventions, We evaluate interventions regularly and make changes if desired outcomes are not being achieved.</p> <p>How well are you removing barriers to learning and ensuring equity for all? The purchase of additional IT resources in the form of iPads has helped to ensure that more pupils have an increased access to IT. The impact of these purchases will be improved when the IT capability is in place for the school to download and manage their own apps. Increasing demands on parents' financial ability is a barrier to learning. To try and mitigate this to ensure that we look to community sponsors to support the school.eg. fruit scheme, fundraising activities, grants. PEF is also used to support individuals and groups with financing trips and resources such as breakfast and snack.</p> <p>How much progress have you made in reducing the poverty related attainment gap? What are the lessons learned? Literacy:</p> <table border="1" data-bbox="575 1211 1327 1341"> <thead> <tr> <th>Dalry</th> <th>On Track Predicted</th> <th>Not on Track Predicted</th> <th>Actual achieved</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>Data incomplete</td> <td>Data incomplete</td> <td>63% 5/8</td> </tr> <tr> <td>P4 (6)</td> <td>66.6% (5/6)</td> <td>33.3 % (1/6)</td> <td>85% 6/7</td> </tr> <tr> <td>P7 (11)</td> <td>63.6% (7/11)</td> <td>24.6% (4/11)</td> <td>83% 10/12</td> </tr> </tbody> </table> <table border="1" data-bbox="575 1377 1402 1443"> <thead> <tr> <th>Kells</th> <th>On Track Predicted</th> <th>On Track Predicted</th> <th>Actual achieved</th> <th>ed</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>Data incomplete</td> <td>Data incomplete</td> <td>100% 3/3</td> <td></td> </tr> </tbody> </table>	Dalry	On Track Predicted	Not on Track Predicted	Actual achieved	P1	Data incomplete	Data incomplete	63% 5/8	P4 (6)	66.6% (5/6)	33.3 % (1/6)	85% 6/7	P7 (11)	63.6% (7/11)	24.6% (4/11)	83% 10/12	Kells	On Track Predicted	On Track Predicted	Actual achieved	ed	P1	Data incomplete	Data incomplete	100% 3/3	
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P4 (2)	50%	50%	100% 2/2
P7 (3)	33.3%	66.6%	100% 3/3

Literacy intervention evaluation

Dalry Of the current PEF children 45% have received no intervention and are working academically to their potential. Of the other 5 children 1 is currently P1 and will be engaging in CLG in Autumn 2022. Our data shows that the other four children have made accelerated progress from their baselines.

Kells- All PEF children have made good progress.

Dalry	On Track	Not on Track	Actual June 22
P1	Data incomplete	Data incomplete	63% 5/8
P4 (6)	66.6% (5/6)	33.3 % (1/6)	85% 6/7
P7 (11)	63.6% (7/11)	24.6% (4/11)	75% 9/12

Kells	On Track	Not on Track	Actual June 22
P1	Data incomplete	Data incomplete	100% 3/3
P4 (2)	50%	50%	100% 2/2
P7 (3)	33.3%	66.6%	66%

Numeracy Intervention evaluation

All children taking part in numeracy interventions including PEF children have made good progress against their baseline.

Quarriers Evaluation

Through feedback from children and from observations form teachers in class. Quarriers has supported children identified as needing support. Children say they enjoy the sessions and look forward to their next one. Parent feedback has also been positive.

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
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"> • The Staff is committed to ensuring that we achieve the success for all learners. We are committed to shared educational values and professional standards. • The HT encourages opportunities for leadership at all levels to develop, promote and sustain an aspirational vision, which underpins our continuous improvement. • The HT encourages all staff to play a role in initiating change and encourages a collegiate approach to effecting change. • Time is allocated to ensure professional dialogue, collegiate learning and self-evaluation takes place within the school. • Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work. • Staff work collaboratively to develop a clear rationale and choose appropriate approaches to positively support the development of all children. • Staff take it upon themselves to research and study areas of professional development in their own time. We monitor and evaluate the impact of our work on outcomes for learners using increasingly robust data. 	<ul style="list-style-type: none"> • Review the Vision, Value and Aims with all stakeholders with cognizance to Nurture Agenda and the articles of the UNHCR and the 6 nurture principles. • All staff to understand how their interactions impact upon child wellbeing • All staff clearly model the vision, values and aims of the schools and work collegiately to promote them with all stakeholders. • The HT and PTs support and encourage leadership at all levels. • Ensure all staff are committed to collective responsibility in the process of change. • Work with all stakeholders to improve understanding of school improvement and the positive impact upon learners. • Further develop strategies to monitor and evaluate the impact of change. • Re-embed children's voice through regular discussion about learning and teaching and through pupil forums • Develop and embed evaluation techniques with the children so they are increasingly able to make suggestions on how to improve their outcomes. 	Dalry – 3 Kells - 4
2.3 Learning, Teaching and Assessment <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</i> 	<ul style="list-style-type: none"> • The ethos and culture of our school encourages staff to promote children's rights and positive relationships. • Most of our children are active participants who are engaged and motivated and interact well • Increasingly, learners' experiences are appropriately challenging and enjoyable and promote next steps. • Learners are encouraged to make choices with their learning, including the appropriate use of digital 	<ul style="list-style-type: none"> • The continue to address the challenges posed by Covid to support Health and Wellbeing and resilience. Link to PEF • To revisit and consolidate strategies and approaches to deepen learning including styles of questioning and observation of learners including a coordinated approach to profiling. • To consolidate strategies and approaches to support teaching and Learning of core skills in literacy and 	Dalry – 3 Kells 4 8

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
<i>monitoring.</i>	<p>technology, and are beginning to take responsibility for their learning.</p> <ul style="list-style-type: none"> ● Most children are increasingly able to discuss their learning and how this links with real life. ● Most of our learners are successful, confident and responsible. They contribute effectively to the life of the school and wider community in a range of well-planned activities. ● Teachers plan using a wide range of learning environments and creative teaching approaches including the use of the outdoors and digital technology. ● Teachers use day to day assessment and use questioning and differentiation to support next steps for learners. ● Adults observe learners to inform appropriate interventions and future learning. Assessment is integral to our planning of learning and teaching. ● Staff are encouraged to provide timely feedback and help children with next steps. ● We use a variety of forms of assessment to allow learners to demonstrate their knowledge and understanding. ● Assessment evidence is reliable and is used to identify gaps and next steps for learners. ● At key milestones, our assessments provide reliable evidence, which we use to report on the progress. ● Moderation is achieved through professional dialogue between staff and through collegiate activities within the cluster. It is a cluster priority. ● Learners interests and views are an important part of planning learning. 	<p>numeracy for all children.</p> <ul style="list-style-type: none"> ● To agree a framework for how play in the curriculum will be used to further enhance opportunities for learning and teaching for all. ● School staff to further embed understanding of the impact of assessment data upon the next steps for learning. ● To improve the consistency of learning and teaching skills for all staff through training and professional dialogue. 	

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
	<ul style="list-style-type: none"> Learning and Teaching, and children's progress is monitored through formal and informal assessment, observation and professional dialogue. Data is analyzed for groups of children and interventions are put in place to support next steps. 		
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"> The staff in both schools have a shared understanding of wellbeing. We know our children well and can demonstrate that our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. We are able to respond to those who have concerns. Most relationships across the school community are positive and supportive, founded on a climate of mutual respect. Staff and partners endeavor to be proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child to be an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions, which may affect their lives as appropriate. We comply and actively engage with statutory requirements and codes of practice. All stakeholders are encouraged to ensure statutory requirements are met through dialogue and sharing of understanding. We ensure that all children are included, engaged and involved in the life of the school. Children and young people feel supported to by adults in school and know who they can turn to for help. A culture of respect is promoted in school. Diversity is celebrated and discrimination challenged through education and discussion. 	<p>To further develop agreement and consistency of approach for supporting learners of different needs. For all staff to engage with the nurture principles and to develop further consistency with nurturing approaches.</p>	<p>Dalry – 4 Kells - 4</p>
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Most children make good progress from their prior levels of attainment in literacy and numeracy. In order to raise attainment for all we have introduced interventions for 	<ul style="list-style-type: none"> To continue to use data to identify what interventions are necessary to support groups of children and individuals. 	<p>Kells -4 Dalry -3</p>

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
<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> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>children and have invested in staff training for numeracy and literacy.</p> <ul style="list-style-type: none"> • Over time, most children make good progress and most children reach levels of attainment expected at the end of stages benchmarks relative to prior levels. • Staff use assessments and their understanding of standards to make professional judgements about how well children and young people are learning and progressing. • The schools tracking systems are robust and pose questions, which teachers discuss with the head teacher and collegiately in order to further address progress. • Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. As the children get older they take on additional responsibilities do develop the 4 capacities. • We have systems in place to promote equity of success and achievement for all our children and young people. We have raised the attainment of all our learners and our data show we are raising attainment for vulnerable groups. 	<ul style="list-style-type: none"> • To plan and resource interventions to target attainment. • To work with cluster colleagues to raise attainment in maths and writing, through training and implementation of agreed strategies including a test of change for developing writing <p>A separate ELC SIP is attached.</p>	

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"> Children are fully involved in planning learning journeys and teachers use the interests of children to build coherent pathways of learning to enrich learning. The Rationale for the curriculum is based on shared values, which is highlighted in our curricular overviews - we have a broad curriculum and learning experiences. The curriculum is designed to allow flexibility in order to encourage the children to develop their learning across different contexts and build upon prior learning. Planning format shows progression. Staff have a clear overview of progression of skills and knowledge and understanding in each curricular area. Progression planners show coverage of Es and Os and the benchmarks through discrete and Inter Disciplinary Children and young people have access to quality learning in all curriculum areas, through digital learning and through outdoor learning. Almost all children can confidently log onto computers and glow and use programs independently – e.g. Sumdog 	<ul style="list-style-type: none"> To agree a framework for the use of play to enhance and enrich learning opportunities throughout the school. To focus on nurture, health and wellbeing to support children (post covid) and build resilience. To consolidate and develop learning environments, approaches to teaching, building relationships and nurture in order to ensure all children meet the 4 capacities. 	
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning.	<ul style="list-style-type: none"> The schools have developed partnerships with community groups, which, pre Covid we having a beneficial impact upon learning. There is positive inclusion of children with ASN into mainstream classes. Parent feedback at Child's Plan meetings is positive about the commitment of staff to inclusion. Celebration of achievement and positive school ethos is shared with families through certificates etc. Positive relationships with most parents are established early in school life e.g. Information sessions; open door 	<ul style="list-style-type: none"> To develop partnerships to encourage parent engagement, post COVID Wider representation would be welcome at Parent Council gauge a broader range of views. As lockdown is eased, find opportunities to encourage more parental engagement in school life – workshops etc. Use Forms questionnaires more readily. To gauge a snapshot of parental views. 	

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>policy; approachability with staff.</p> <ul style="list-style-type: none"> • School usually creates opportunities for Parental Involvement e.g. Parent Council, open, Open Afternoons, sporting and cultural events and class visits During the lockdown periods interaction with parents has mostly been positive. This has not been possible during lockdown so we have attempted to provide virtual opportunities including the use of closed Face book groups • Communication with parents on their child's attainment / progress through Targets setting, Learning Conversations, Concerts, sharing assemblies, Reports, has been more challenging due to lockdowns but the school has tried to use Teams and Facebook to share positive aspects of our school life. • Good Communication with teachers and outside agencies 		

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 <i>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)</i>
<p>School Priority 1 MODERATION IN NUMERACY AND MATHS To improve the quality of learning and teaching through building staff confidence in the principles of evaluation and moderation (learning, teaching and assessment cycle) using Developing Number Knowledge as a focus area.</p> <p>NIF Priority Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being</p> <p>NIF Driver School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information</p> <p>HGIOS?4 / HGIOELC QIs: 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3</p>	<p>Children:</p> <ul style="list-style-type: none"> Consistent approach to learning and teaching of number. Children can manipulate and transfer basic numeracy skills to other parts of mathematics and the wider. <p>Staff:</p> <ul style="list-style-type: none"> SNSA and teach assessment data demonstrate improved skills. Teaching staff confident and support each other in delivering DNK approach Teaching staff confident in using teaching and assessment cycle. Teachers confident in their judgements through increased moderation expertise <p>Parents</p> <ul style="list-style-type: none"> Information for parents has helped them understand the learning and teaching in Number 	<p>Colleiate: Develop school agreed timeline for teaching of maths skills. Use a baseline assessment of skills retested to show improvement for each area of DNK</p> <p>Training: Nanette Brotherwood & Robyn McIlroy to provide training at collegiate – worked example then task set around DNK and numeracy outcomes?</p>	<p>Autumn 1-2022 Use of Curriculum Development Time (CDT) to agree timelines for teaching skills with follow up meetings each term. HT/all staff Audit of parents, children, staff Information session for parents. HT Children identified for intervention</p> <p>Autumn 2 - 2022 CDT evaluation of first term. Data analysis of assessments. Share good practice. Monitoring of Learning and teaching Information leaflets HT/PTs</p> <p>Spring 2023 CDT evaluation of first term. Data analysis of assessments. Share good practice. Monitoring of Learning and teaching</p> <p>Summer 2023 Evaluation of implementation, sharing good practice, next steps. Audit children, staff, parents</p> <p>Moderation input at cluster level TBA</p>

<p>School Priority 2 COVID RECOVERY, HWB AND NURTURE</p> <p>NIF Priority Improve Health & Well-Being</p> <p>NIF Driver School improvement School leadership Teacher professionalism Parental engagement Performance information</p> <p>HGIOS?4 / HGIOELC QIs: 2.1, 2.2, 2.4, 2.6, 2.7 3.1, 3.2</p>	<p>Children</p> <ul style="list-style-type: none"> Children feel safe and are able to focus on learning. <p>Staff</p> <ul style="list-style-type: none"> Staff demonstrating a consistent approach to nurture and relationships with children. All staff confident in using strategies to support children with greater challenges. Staff have a working understanding of the effects of ACES and other barriers to learning. Evidence of impact of Nurture on attainment and enjoyment of learning. Children are partners in their learning environment and have equal responsibility for keeping it safe and engaging. <p>Parents</p> <ul style="list-style-type: none"> Parents understand the vision, and ethos of school and their role in 	<p>Collegiate approach</p> <ul style="list-style-type: none"> Revisit and update ethos, aims and relationships policy. Au Complete How Nurturing is our School audit. Continue to identify children requiring emotional support Use data to identify children requiring interventions. Revisit training and use staff expertise to support skills of others. Working with Inclusion team to include a nurture group autumn 2022. <p>Children and Parents</p> <ul style="list-style-type: none"> Initial audit of children - The environment offers a safe base & transitions - Audit of parents on forms Post implementation audit of children 	<p>August 2022 In-service. Revisit VVA and Relationships policy. Discuss 6 nurture principles. Agree our approaches as a staff/ school</p> <p>Autumn 1/2 - 2022 LAs working with inclusion team to train to continue nurture group. CTs Ongoing discussion. Identify children requiring resilience building – turn taking, cooperative games – PEF cost Quarriers/ Learning assistants. Evaluate interventions – use</p> <p>Spring 23 CTs Ongoing discussion– PEF cost Quarriers/ Learning assistants</p> <p>Summer 2022 Evaluation and next steps – looking towards UNHCR accreditation.</p>
<p>School Priority 3 RAISING ATTAINMENT IN WRITING</p> <p>To use a small test of change to analyse how much improvement can be gained through a specific genre of writing planned unit</p> <p>NIF Priority Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being</p> <p>NIF Driver School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information</p> <p>HGIOS?4 / HGIOELC QIs: 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3</p>	<p>Children</p> <ul style="list-style-type: none"> Evidence improved writing. Children's engagement in writing improved. Children more able to discuss their learning win writing and what success looks like. <p>Staff</p> <ul style="list-style-type: none"> Staff more focused in teaching genre and skills. 	<p>Collegiate approach</p> <ul style="list-style-type: none"> Small test of change · Focus on a piece of writing-Assessed and moderated using Big Writing criteria. · Small working group to plan a two week unit of work to improve skills. · Unit taught across the cluster. · End of unit assessment assessed and moderated. · Working group to use data to discuss common format development. 	<p>Autumn 1 Agreed test of change, planning format and implementation agreed at school and across cluster. Initial assessment completed prior to Autumn holiday. Agreed moderation of samples. – data collated CDT for marking / moderation</p> <p>Autumn 2 Teaching unit related to initial assessment – eg. Letter to persuade. Post unit piece of work assessed, moderated samples and analysis of test of change.</p> <p>Spring 2023 Agree next steps – school, cluster collegiate time. . To use the evidence to plan a common format for teaching of writing</p>

<p>School Priority Post Covid recovery - Curriculum</p> <p>NIF Priority Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver</p> <ul style="list-style-type: none"> · School leadership · Teacher professionalism · Parental engagement · Assessment of children's progress · School improvement · Performance information <p>HGIOS 4 / HGIOELC QIs:</p> <p>1.3 Leadership of Change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, Teaching and Assessment</p> <p>3.2 Raising attainment and achievement</p> <p>3.2 Securing Children's progress (ELC)</p>	<p>Children:</p> <ul style="list-style-type: none"> • All children have access to exciting and child led curriculum, which builds on prior learning and supports the development of skills, which lead to positive destinations and encompass the 4 capacities. • All children engaged with learning and supported to achieve to their potential. • Children confident partners in their learning <p>Staff:</p> <ul style="list-style-type: none"> • All staff understand the importance of play and investigation in the curriculum • All staff working together to plan progressive rigorous play based curriculum. • All staff plan curriculum content, which shows a developing awareness of how meaningful play can be incorporated and used to enhance learning. <p>Parents:</p> <ul style="list-style-type: none"> • Parents understand role of play in the primary curriculum. 	<p>Collegiate Approach</p> <ul style="list-style-type: none"> • Teachers revisit relevant "Building the Curriculum" documentation in relation to the curriculum including school rationale for the curriculum. • Teachers engaged in professional dialogue to agree school vision and rationale for how play could developed into the curriculum: What should play look like at different stages of the school? How can IT play a valid role in the curriculum? What role does STEM play in paly in later stages? How can literacy and numeracy be planned for with elements of play. • Teachers plan with colleagues across the partnership. Share good practice. <p>Staff training:</p> <ul style="list-style-type: none"> • Teachers to attend CPD in relation to play pedagogy. • Teachers engage with professional research and discussion. • Agree how teachers can be supported in looking for opportunities to learn through play and investigation. <p>Children:</p> <ul style="list-style-type: none"> • Children active partners in learning pathways. What ideas do they have for developing the curriculum. <p>Parents</p> <ul style="list-style-type: none"> • Review home learning policy 	<p>Term 1 Autumn</p> <ul style="list-style-type: none"> • In-service – revisit Curriculum and Rationale. Agree next steps • Audit children's/ parents' views of curriculum, learning experience in school • HT to monitor rigour, breadth, and depth of learning share good practice. • Monitor opportunities for play and investigation in planning • HT work with parents to review homwe learning policy. <p>Term 3 Spring</p> <ul style="list-style-type: none"> • HT to monitor rigour, breadth, and depth of learning share good practice. • Monitor opportunities for play and investigation in planning • Audit children's/ parents' views of curriculum, learning experience in school <p>Term 4 Summer</p> <ul style="list-style-type: none"> • WTA planning for play meetings. • Evaluation of implementation at end of term. • HT to monitor rigour, breadth, and depth of learning. • Audit children's views of curriculum, learning experience in school. • Evaluate changes to curriculum provision.
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