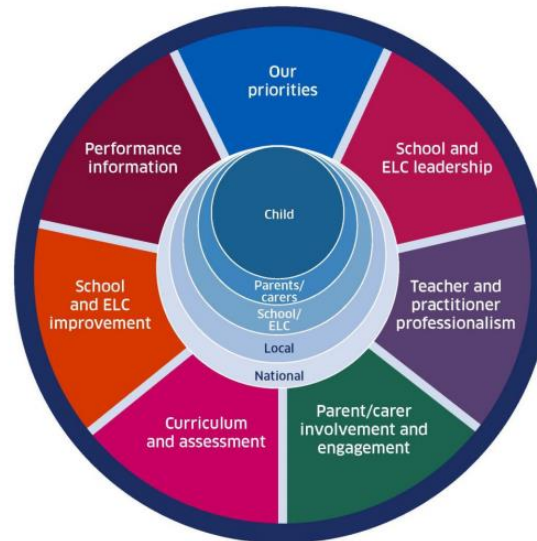


## Education and Learning Directorate

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

(2022 - 2023)



**School:** Duncow, Dunscore & Moniaive

**Date:** May 2022

## 1. Vision, Values and Aims

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

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

## Our Vision, Values and Aims

### School Statement

At the heart of our schools is a shared vision where everyone works collaboratively to ensure the best outcomes for all our learners. Everyone is treated with respect and is valued as a contributing partner in achieving our aims.

As a Partnership we are committed to learning and working together to achieve excellence in education and to provide inspiration for everyone on the journey of life-long learning.



### Our school motto:

**Duncow:** 'Working together for excellence'

**Dunscore:** 'To be the best that we can be'

**Moniaive:** 'Learning Lots – Learning Well – Learning Together'

## 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*

**Review Date:** Our vision, values and aims were reviewed across all three school communities in term 3 this session as part of our review of our Curriculum Rationale. and are currently on display in each school. We formally reviewed these at the start of session 2021-2022, discussing what makes our school unique.

**Review Activities (as appropriate)** We will reflect on the above over the session as we continue on our Rights Respecting Schools journey.

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

## 2. School Improvement Progress Report

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

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

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

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

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>School Priority 1:</b> Raise the pace and quality of learning and teaching to ensure all children make progress and achieve appropriate levels of attainment in literacy and numeracy.</p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> School improvement/Teacher professionalism</p> <p><b>HGIOS4 2.3:</b> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring <b>3.2:</b> Attainment in literacy and numeracy Overall quality of learners' achievement</p>	<p>Learning activities are more carefully planned to ensure they meet the learning needs of all with an appropriate level of challenge ensuring the appropriate pace of progress for all. Teachers ensure learners understand the purpose of their learning and are clear about what their strengths are and what they can do to improve. Children continue to improve their ability to reflect and talk about their experiences in school, including their strengths and next steps. This was reflected in their comments in this year's reports.</p> <p><i>"I've been doing well in literacy activities and making my writing pieces longer. I really enjoy doing symmetry in maths. I have really good friends and I like learning all about how we look after our bodies and ourselves better. I enjoy circle time and I can share my thoughts and feelings with others. I am really looking forward to P6."</i> P5 pupil</p> <p><i>"I have liked football and playing with the cars. I have liked doing numbers. I feel good about being at school and I feel happy I've got friends. I am looking forward to learning different numbers in P2."</i> P1 pupil</p> <p>Planned structured interventions are in place to address identified gaps in learning and these are carefully reviewed to measure the impact.</p> <p>Almost all P7s across the Partnership have sustained or improved their progress, reflected in SNSA results.</p>	<p>Continue to develop dynamic target-setting with pupils to ensure they are fully involved in the planning of their learning and clearly understand what they can do to improve. Research and identify the best format for recording, evaluating and updating children's targets.</p> <p>Reestablish regular Stage Collaborations to moderate and share best practice and to provide evidence of planning high-quality learning experiences with appropriate pace to challenge all</p>

Stage	Date	Read Band	Read Score	Write Band	Write Score	Num Band	Num Score
P4	May-18	Band 8	576	Band 7	500	Band 7	507
P7	Feb-22	Band 9	626	Band 9	616	Band 10	649
P4	May-18	Band 9 +	617	Band 8	579	Band 8	567
P7	Feb-22	Band 11 +	754	Band 11 +	720	Band 11 +	688
P4	May-18	Band 7	506	Band 7	514	Band 7	523
P7	Feb-22	Band 9	591	Band 10	641	Band 9	619
P4	May-18	Band 9 +	654	Band 7	500	Band 8	578
P7	Feb-22	Band 10	652	Band 10	642	Band 9	624
P4	May-18	Band 9 +	600	Band 8	568	Band 7	531
P7	Feb-22	Band 10	654	Band 11 +	695	Band 9	616
P4	May-18	Band 9 +	589	Band 9 +	634	Band 9 +	687
P7	Feb-22	Band 11 +	686	Band 11 +	781	Band 11 +	713
P4	May-18	Band 8	565	Band 7	522	Band 7	523
P7	Feb-22	Band 11 +	699	Band 10	641	Band 10	658
P4	May-18	Band 8	542	Band 9 +	591	Band 8	558
P7	Feb-22	Band 10	645	Band 10	681	Band 10	658

All teachers engaged in Creating a Balanced Reader Writer training with Stephen Graham and are working towards embedding this in a multi-composite setting.

All teachers carefully monitor levels of attainment, analysing a variety of reliable data, backed up by regular, robust tracking and attainment meetings. As a result of our ongoing work on the 4 stage assessment criteria supported by the moderation process across our Partnership and the Cluster, all teachers benefit from increased confidence in their professional judgements of achievement of a level and children progress through a level. All teaching and support staff across all schools are committed to removing any potential barriers to learning and have worked collaboratively with pupils, parents, colleagues and partner agencies to address these, including planning and implementing appropriate interventions.

Almost all the current P2 cohort in one school have reduced the gap across literacy and numeracy as a result of our planned interventions and are on track to achieve.

L&T	Read	Write	Maths	L&T	Read	Write	Maths
Level Achieved				Predicted Next Level			
E Aug20	E Aug20	E Aug20	E Aug20	F Jun 23	F Jun 23	F Jun 23	F Jun 23
E Aug20	E Aug20	E Aug20	E Aug20	F Jun 23	F Jun 23	F Jun 23	F Jun 23
E Aug20	E Aug20	E Aug20	E Aug20	F Jun 23	F Jun 23	F Jun 23	F Jun 23
E Nov 20	E May 22	E May 22	E May 22	F Jun 23	F Jun 23	F Oct23	F Jun 23
E Nov 20	E Nov 20	E Nov 20	E Nov 20	F Jun 23	F Jun 23	F Oct 23	F Jun 23

learners to make progress across literacy and numeracy.

Further embed the CBRW within a multi-composite setting and look at how we assess children’s progress in writing.

Continue to engage in moderation at school, Partnership and Cluster level to ensure our professional judgements of AoL and children’s progress through a level are robust and clearly evidenced.

Continue to look more closely at when, what and how we assess, particularly in relation to writing.

**School Priority 2:**  
Review and update our Curriculum Rationale with pupils, parents, staff and stakeholders. Develop the 4 capacities in all learners,

**This work was significantly impacted by recovery and Covid issues, particularly in terms 2 and 3, experiencing exceptionally high levels of absence of pupils and staff.**

Our V,V&A were revisited and reviewed with learners, parents, staff and stakeholders. Teachers have explored the refreshed narrative to

Moving forwards, we will work with all stakeholders to review, adapt

<p><b>Successful Learners, Confident individual, Effective Contributors and Responsible Citizens.</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> School Improvement/School Leadership</p> <p><b>HGIOS 4 Qis 2.2:</b> Rationale and design Development of the curriculum</p>	<p>reinvigorate how we develop the 4 capacities in our learners. This has been reflected in our RRS journey, 2 of our schools achieving silver status and one working towards this. This confirms our commitment to ensuring children’s wellbeing and securing their rights and entitlements.</p> <p>All teachers explored the CfE refreshed narrative reflecting on the 4 contexts for learning, in particular, the ethos and the life of the school as a community. During this focus we explored what makes our school and our community unique.</p> <p><b>Moniaive</b> <i>“We are a small school, so everyone knows each other. We have lots of music festivals in Moniaive and the bands come into school.”</i> Pupil voice group</p> <p><b>Dunscore</b> <i>“We have Fairtrade and we are kind.”</i> P1 pupil</p> <p><b>Duncow</b> <i>“People from the community come in to help us with our learning.” “We care about each other.” “We are a Rights Respecting School.”</i> Pupil voice groups <i>“The friendly environment and how the pupils’ views are taken into account and how the pupils are involved with decision affecting their learning.”</i> Parent</p> <p>As soon as restrictions allowed, we restarted pupil voice groups providing further opportunities to develop the 4 capacities across the school. This also facilitated us to further address wellbeing needs of our learners exploring their thoughts and feelings, for some being isolated and concerned about a return to more normal practices. For others anxiety around transition.</p>	<p>and enhance our curriculum rationale and design to ensure everyone understands and can support what we are aiming to achieve through our curriculum.</p>
<p><b>2.1.1 Report on the impact of PEF</b> <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school’s approach to providing robust evidence of closing the attainment gap?</li> </ul>	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p><b>PEF Project/Spending Area: Additional Teacher Time to deliver focused interventions as identified by class teachers.</b></p> <p style="text-align: center;"><b>Duncow</b></p> <p><b>Focused Intervention: Behaviour/Relationships</b></p> <p>We funded, via PEF, 2 pupils with significant behaviour and relationship needs (ADHD/ADD) to attend Mossburn animal sanctuary for nurture and team building sessions.</p> <p>Impact:</p>	

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

Their relationship became more positive and pupil A developed increased empathy towards the animals and spoke enthusiastically and positively about his experience there. This in turn helped create a more positive learning experience and shared school experience. We will develop this further next term when we plan to adopt an animal. Pupil A and pupil B will lead this project.

**Dunscore**

We funded additional Learning Assistant time to support key individuals and groups in the P3 cohort, focusing on literacy and numeracy. This enabled significant reduction of gaps in their learning, with almost all children now on track.

L&T	Read	Write	Maths	L&T	Read	Write	Maths
Level Achieved				Predicted Next Level			
E Aug20	E Aug20	E Aug20	E Aug20	F Jun 23	F Jun 23	F Jun 23	F Jun 23
E Aug20	E Aug20	E Aug20	E Aug20	F Jun 23	F Jun 23	F Jun 23	F Jun 23
E Aug20	E Aug20	E Aug20	E Aug20	F Jun 23	F Jun 23	F Jun 23	F Jun 23
E Nov 20	E May 22	E May 22	E May 22	F Jun 23	F Jun 23	F Oct 23	F Jun 23
E Nov 20	E Nov 20	E Nov 20	E Nov 20	F Jun 23	F Jun 23	F Oct 23	F Jun 23

**Moniaive**

**Impact:**

**Term 1: Literacy Focus with P1-3 Children (3 Groups)**

Pupil	Timescale	Intervention	Attainment Level at Start of Intervention	Attainment Level at End of Intervention	Gains
Pupil A	Sept 21 – Oct 21	Jolly Phonics/ Dandelion Readers	Recognised 17 sounds	Recognised 25 sounds	8 Sounds
Pupil B	Sept 21 – Oct 21	Jolly Phonics/ Dandelion Readers	Reading Accuracy: 81.81%	Reading Accuracy: 94.54%	12.73%
Pupil C	Sept 21 – Oct 21	Jolly Phonics/ Dandelion Readers	Reading Accuracy: 63.63%	Reading Accuracy: 81.81%	18.18%

Pupil D	Sept 21 – Oct 21	Jolly Phonics/ Dandelion Readers	Reading Accuracy: 54.54%	Reading Accuracy: 80%	25.46%
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**Evaluative Comment:**

Children who were part of these intervention groups all grew in confidence within reading. Class teachers noted that there was an increase in fluency when reading their class reading books. Class teachers continued to focus on fluency for the remainder of the year (term 2). Then focused on reading comprehension, ensuring children could read and talk about a book before having to answer questions. It is noted that 1 child has now achieved early level, and another has closed the poverty related attainment gap by 6 months and is now on target to achieve first level in reading at the end of P4.

**Term 2: Writing and Numeracy Focus with P1-3 Children (4 Groups)**

Pupil	Timescale	Intervention	Attainment Level at Start of Intervention	Attainment Level at End of Intervention	Gains
Pupil A	Nov 21 – Dec 21	Writing Scaffolds – CBRW	Big Writing Assessment: E3	Big Writing Assessment: F2	2 Levels
Pupil B	Nov 21 – Dec 21	Writing Scaffolds – CBRW	Big Writing Assessment: F1	Big Writing Assessment: F2	1 Level
Pupil C	Nov 21 – Dec 21	NLP	NLP and CNG Placement Questions: Phase 1	NLP and CNG Placement Questions: Phase 3a	3 Phases
Pupil D	Nov 21 – Dec 21	NLP	NLP and CNG Placement Questions: Phase 3b	NLP and CNG Placement Questions: Phase 4b	2 Phases
Pupil E	Nov 21 – Dec 21	NLP	NLP and CNG Placement Questions: Phase 3a	NLP and CNG Placement Questions: Phase 4a	2 Phases

**Evaluative Comment:**



All children were more confident within mental arithmetic and were able to talk about number and number processes, at the level of their intervention. This is further highlighted within the INCAS for the year group involved: previously, 10% - above target, 30% - on target and 60% below target now, 40% - above target, 40% on target and 20% below target. Class teachers have noted an improvement within mental maths activities and have targeted support for the children who are still noted as below target.

**Term 3: Whole School Intervention Groups (9 Groups) \*Disrupted due to COVID Related Absences**

Pupil	Timescale	Intervention	Reflective Comments
Pupil A	Jan 22 – Mar 22	Maths - Written Word Problems	Pupil A can read a written word problem and can now use the skills learnt within the intervention to understand the calculation required. They can then use a calculator to calculate the answer. However, they have also developed some mental strategies for both addition and subtraction.
Pupil B	Jan 22 – Mar 22	Maths – Mental Calculations	They have grown in confidence in their ability to complete mental calculations. Pupil B can now also apply mental calculations within their wider numeracy work.
Pupil C	Jan 22 – Mar 22	Jolly Phonics/Dandelion Readers (Digraphs)	Child C now has a more secure knowledge of initial sounds and digraphs. They are now making more progress within both reading and spelling; however this is still at the early stages.
Pupil D	Jan 22 – Mar 22	Spelling – Rules for adding endings	This child remains on target within the SWST assessment and can discuss the different rules required when adding -ed or -ing as an ending.
Pupil E	Jan 22 – Mar 22	Maths – Written Calculations	Child E now understands the concept of carrying and exchange. This is not always shown within classwork but there has been a marked improvement.

**Evaluative Comment:**

Term 3 interventions were severely impacted by both pupil and staff absences related to COVID-19. The reflective statements above give a holistic picture of the wider impacts of the interventions within a child's attainment within their wider class work.

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<b>1.3 Leadership of Change</b> <ul style="list-style-type: none"> <li>• <i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li>• <i>Strategic planning for continuous improvement</i></li> <li>• <i>Implementing improvement and change.</i></li> </ul>	<p>Throughout this very challenging session, as well as a clear focus on recovery, all staff engaged in work reviewing our vision, values and aims prior to embarking on our review of our curriculum rationale and design. All three schools have further developed pupil voice and leadership skills as they continue on their individual Rights Respecting Schools journeys working closely with the guidance from UNICEF. Moniaive and Duncow have achieved silver status and are embedding this learning throughout the school and pupil voice activities. Duncow have partnered with a school in NE England to moderate and share their RRS experiences. Pupil voice groups have been further developed increasing the opportunities for children's views and ideas to be heard and acted upon. Over 70% of children feel their views are listened to and valued.</p> <p>We continue to reflect on inspection advice from all three schools, facilitating opportunities for professional dialogue and sharing best practice. All staff are encouraged to reflect on identified strategies</p>	<p>We will continue to work on raising the profile, impact and opportunities for pupil voice to be heard, acted upon and reviewed. We will look outwards to share our experience with other schools and welcome their sharing of their RRS journey.</p> <p>As we continue to review, update and enhance our curriculum rationale and design we will continue to develop strategies to ensure we see evidence of this and of our values and aims in daily practices across our schools. This work will be enhanced as we welcome parents and</p>	<p><b>Duncow</b> Good</p> <p><b>Duncow</b> Good</p> <p><b>Moniaive</b> Good</p>

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

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

Quality Indicator	How well are you doing? What’s working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>for achieving positive change and engage in planning for continuous improvement.</p> <p>Leadership at all levels continues to underpin our approach to school improvement, further reflection on the advice and feedback from Inspection teams and D&amp;G Performance Team. PTs continue to lead their teams and facilitate opportunities for all staff to take on leadership roles in line with our shared vision. One of our teachers, having engaged in QAMSO training, is leading moderation, including the new Digital Moderation tool, at school, Partnership and Cluster level.</p>	<p>partners back into school to share in our ambitious focus on this improvement.</p> <p>Next steps are to further develop our collaborations with all stakeholders to ensure they share ownership of our vision, values and aims and fully understand what the school is aiming to achieve through our curriculum.</p>	
<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p>All teachers make good use of the progression pathways in literacy and numeracy. Over this session we have had a clear focus on raising the level of pace and challenge to promote improved individual progress for all. This is having a positive impact on learner motivation as a result of carefully planned and stimulating learning activities. Evidence of this is reflected in children's progress in reading.</p> <p>Accelerated Reading results show sustained growth for P5 pupils who have a reading age above their actual age and have continued to make significant progress.</p>	<p>Next steps include further development of children’s targets to enhance their involvement in planning their learning and to have a better understanding of what they can do to improve.</p>	<p><b>Duncow</b> Good</p> <p><b>Dunscore</b> Good</p> <p><b>Moniaive</b> Good</p>

**2.2 Summary of Key Strengths and Areas for Improvement**

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

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

Quality Indicator	How well are you doing? What’s working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
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Year	SGP	Test Date	Test Time	SS	NRSS	PR	PR Range	Reading Age
5	67	20/08/2021	18m52s	668	117	87	81-92	11:03
		14/06/2022	19m50s	955	122	93	90-96	13:08
		Change		+287	+5	+6		+2:05
5	98	20/08/2021	18m14s	997	131	98	97-99	14:00
		14/06/2022	21m0s	1291	136	99	98-99	16:36
		Change		+294	+5	+1		+2:36
5	55	20/08/2021	21m02s	481	120	91	86-94	11:04
		14/06/2022	16m40s	849	119	90	82-93	12:09
		Change		+168	-1	-1		+1:05
5	70	20/08/2021	22m35s	850	124	95	92-96	12:09
		14/06/2022	25m07s	1173	129	97	95-99	15:06
		Change		+323	+5	+2		+2:59

Planned differentiation of activities ensures we can meet the needs of all learners and ensure everyone can make progress. All teachers ensure children are more aware of what skills they are developing and the relevance of their planned learning. The use of digital learning has been improved by necessity due to the pandemic and we continue to embrace this approach to stimulate ambition and engagement. Children are improving their skills in talking about their learning, identifying their strengths and what they can do to improve. Positive evidence of this is reflected in their involvement in the Learning Conversation process and in their comments on their progress reports.

All teachers continue to demonstrate increased confidence in their professional judgements supported by the Authority’s 4 stage assessment criteria and moderation at all levels. This has been evident in more robust tracking and monitoring discussions

Continue to build on teachers’ increased confidence in talking about and triangulating a range of assessment data to make their professional judgements. We will look at how we clearly evidence this through

## 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>leading to more timely planned interventions addressing any gaps in learning and ensuring equity. This includes removing potential barriers to learning through careful PEF planning and interventions. Our whole-school tracking document in conjunction with SEEMIS P&amp;A is enabling teachers to analyse and integrate a broad range of tracking information clearly informing next steps in the planning process</p> <p>Teachers demonstrate increased confidence in interrogating a range of assessment and attainment information enabling them to provide learners with a clear understanding of their progress, and what they can do to improve.</p>	<p>tracking and observations of teaching and learning.</p> <p>Tracking documents and procedures will continue to be actively modified to demonstrate children's progress over time.</p>	
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul>	<p>Across the school pupils and staff are more confident in articulating their knowledge of Children's rights and their entitlements. Influenced by the CfE refreshed narrative, the impact of pupil voice across our Partnership is positively impacting on the life and work of the school. Dunscore are in the process of reaccrediting their Fairachiever School status in conjunction with our Fairtrade partners. Duncow and Moniaive recently achieved silver status as RRS. Duncow have partnered with a school from NE England to share and moderate their work.</p>	<p>Now restrictions have eased, we can provide more opportunities for all stakeholders to feel more involved in the life and work of the school and on our progress through our RRS journey as we continue to engage with UNICEF. As well as continuing to embed the key messages from our BRBBBL and anti-bullying policies, we will begin a review of these this session.</p>	<p><b>Duncow</b> Good</p> <p><b>Dunscore</b> Good</p> <p><b>Moniaive</b> Good</p>

## 2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>A clear focus on children's wellbeing during this period of recovery ensures children have had the opportunity to further develop their confidence in talking about their own wellbeing and how this can impact upon their progress in learning. Almost all children can confirm that they feel safe in school and are more able to articulate how the wellbeing indicators can support their understanding of how good physical, emotional and mental resilience can positively impact upon on their education and everyday life. They continue to be supported to understand and appreciate how positive relationships across the school are important in this.</p> <p>All staff demonstrate through their work in school a strong commitment to our shared ethos that everyone matters and our philosophy is underpinned by the principles of GIRFEC. They are aware of their statutory responsibilities and are committed to ensuring that all children feel safe, nurtured, included and are achieving. This is reflected in the tracking documents and discussions. SLT engage in professional learning to ensure they are fully aware of national and local guidance. Tracking meetings and SLT meetings include a focus on GIRFEC and Safeguarding issues.</p>	<p>To identify areas for training and areas for development in relation to GIRFEC, we will use GIRFEC Practitioner Skills Framework to reflect on where we are now and where we need to be.</p> <p>Our BRBBBL, including our anti-bullying policy will be reviewed in line with D&amp;G and national advice next session.</p>	

## 2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Despite the challenges of the pandemic, the whole school community prides itself on being an inclusive one as evidenced in recent discussions on our vision, values and aims and what makes our school unique. Children, staff, parents and stakeholders will continue to be given opportunities to engage in reviewing our curriculum rationale and design and this session, review our anti-bullying and Better Relationships, Better Behaviour, Better Learning policy.</p>		
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li>   <li>• <i>Ensuring equity for all children</i></li> </ul>	<p>Teachers demonstrate increased confidence in their professional judgments supported by the moderation process at all levels and the 4 stage assessment criteria, informing not only on achievement of a level but also on children's progress through a level.</p> <p>Assessment and tracking of learner progress is aligned to the Benchmarks and supported by a range of assessment information and the moderation process. This ensures teachers have a range of data supporting more robust judgements. This supports more timely and appropriate interventions ensuring equity and the best possible progress for all. Evidence of this is reflected in the Accelerated Reading data for a small cohort who have benefitted from interventions through PEF and from LA time. This enabled</p>	<p>We will improve this further through enhanced moderation activities, stage collaborations, peer observations and constructive professional dialogue.</p>	<p><b>Duncow</b> Good</p> <p><b>Dunscore</b> Good</p> <p><b>Moniaive</b> Good</p>



**2.2 Summary of Key Strengths and Areas for Improvement**

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

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

Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale																																																																																																					
	<p>them to reduce gaps in reading and they are now working on track or above for their age.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>SGP</th> <th>Test Date</th> <th>Test Time</th> <th>SS</th> <th>NRSS</th> <th>PR</th> <th>PR Range</th> <th>Reading Age</th> </tr> </thead> <tbody> <tr> <td rowspan="3">5</td> <td rowspan="3">72</td> <td>20/08/2021</td> <td>20m19s</td> <td>270</td> <td>91</td> <td>27</td> <td>19-34</td> <td>7:10</td> </tr> <tr> <td>13/06/2022</td> <td>24m5s</td> <td>431</td> <td>98</td> <td>45</td> <td>34-53</td> <td>9:03</td> </tr> <tr> <td>Change</td> <td></td> <td>+161</td> <td>+7</td> <td>+18</td> <td></td> <td>+1:05</td> </tr> <tr> <td rowspan="3">5</td> <td rowspan="3">64</td> <td>20/08/2021</td> <td>22m25s</td> <td>361</td> <td>96</td> <td>39</td> <td>32-50</td> <td>8:07</td> </tr> <tr> <td>13/06/2022</td> <td>22m48s</td> <td>544</td> <td>104</td> <td>61</td> <td>50-68</td> <td>10:02</td> </tr> <tr> <td>Change</td> <td></td> <td>+183</td> <td>+8</td> <td>+22</td> <td></td> <td>+1:07</td> </tr> <tr> <td rowspan="3">5</td> <td rowspan="3">31</td> <td>20/08/2021</td> <td>18m30s</td> <td>375</td> <td>101</td> <td>53</td> <td>45-61</td> <td>8:09</td> </tr> <tr> <td>13/06/2022</td> <td>39m42s</td> <td>560</td> <td>107</td> <td>68</td> <td>61-77</td> <td>10:04</td> </tr> <tr> <td>Change</td> <td></td> <td>+185</td> <td>+6</td> <td>+15</td> <td></td> <td>+1:07</td> </tr> <tr> <td rowspan="3">4</td> <td rowspan="3">75</td> <td>20/08/2021</td> <td>20m29s</td> <td>230</td> <td>90</td> <td>25</td> <td>21-32</td> <td>7:07</td> </tr> <tr> <td>16/06/2022</td> <td>24m18s</td> <td>405</td> <td>97</td> <td>42</td> <td>34-53</td> <td>9:00</td> </tr> <tr> <td>Change</td> <td></td> <td>+175</td> <td>+7</td> <td>+17</td> <td></td> <td>+1:05</td> </tr> </tbody> </table> <p><b>Focused Intervention: Writing, spelling, reading (P2 Pupils)</b>                      Targeted Group - Pupils in P2                      We focused on spelling and handwriting with a group of P2 pupils. All pupils can write and say their initial sounds/blends and tricky words. They can all write independently in sentences; evidence of their progress is reflected in the increase in their Big Writing results.                      Pupil A – Aug E3 June F2                      Pupil B – Aug E3 June F2                      Pupil C – Aug F3 June F4</p> <p>Tracking documents continue to be developed to track attainment over time in literacy and numeracy and inform tracking and attainment discussions. They include important contextualised information to ensure equity through the removal of barriers, allowing all learners to achieve success. This</p>	Year	SGP	Test Date	Test Time	SS	NRSS	PR	PR Range	Reading Age	5	72	20/08/2021	20m19s	270	91	27	19-34	7:10	13/06/2022	24m5s	431	98	45	34-53	9:03	Change		+161	+7	+18		+1:05	5	64	20/08/2021	22m25s	361	96	39	32-50	8:07	13/06/2022	22m48s	544	104	61	50-68	10:02	Change		+183	+8	+22		+1:07	5	31	20/08/2021	18m30s	375	101	53	45-61	8:09	13/06/2022	39m42s	560	107	68	61-77	10:04	Change		+185	+6	+15		+1:07	4	75	20/08/2021	20m29s	230	90	25	21-32	7:07	16/06/2022	24m18s	405	97	42	34-53	9:00	Change		+175	+7	+17		+1:05		
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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
	includes information on IEPs, Child's Plans, CSPs and poverty related information.		
<b>2.2 Curriculum: Theme 3 Learning Pathways</b>	<p>All teachers make good use of the progression pathways and regularly reflect and review these. Close attention is given to the entitlements of all learners and the development of the 4 capacities through our curriculum design.</p> <p>Teachers have worked hard to improve the pace of progress for all learners by ensuring they plan and deliver high quality learning experiences based on the principles of curricular design and focused on ensuring children build on prior learning and make the best possible progress across the curriculum.</p>	<p>We are in the process of reviewing and updating our curriculum rationale and design and each school has been reflecting on what makes our school unique. Next steps are to further involve parents and all stakeholders in this process and to review and update our IDL programme of learning.</p>	
<b>2.7 Partnerships – Theme 3: Impact on Learners</b>  <b>The impact of parental involvement on improving children and young people's learning.</b>	<p>All staff work hard to establish and maintain strong partnerships at school, Partnership and Cluster levels. Although this has been significantly impacted by the Covid restrictions, our determination is strong and we are already making progress to re-establish positive collaboration with parents and partners. This has begun with transition work, Learning Conversations and sharing the learning events bringing parents back into school.</p>	<p>We will continue to re-establish these valuable working relationships with parents as we involve them in our curriculum rationale and design work.</p>	

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

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

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

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p><b>School Priority 1</b></p> <p><b>Continue to raise the pace and quality of learning and teaching to ensure all children make progress and review our programme for teaching and assessing writing.</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> School improvement/Teacher professionalism/Curriculum and assessment</p> <p><b>HGIOS4 2.3:</b> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring</p> <p><b>3.2:</b> Attainment in literacy and numeracy Overall quality of learners' achievement</p>	<p>Learners will continue to make good progress in their learning as a result of high-quality planning and teaching of appropriately differentiated learning activities.</p> <p>The standard of writing will improve across the school with more learners achieving the appropriate levels of attainment in writing.</p> <p>Children will further develop their understanding and involvement in the planning of their own learning. This will include discussing, developing and assessing their own targets for improving their learning.</p> <p>Learners will benefit from high quality feedback on their progress providing them with an accurate understanding of their progress, what their strengths are and how they can improve.</p> <p>Children's attainment of appropriate levels in literacy and numeracy will continue to be a central feature within our priorities. Learners will benefit from teachers' confident judgements based on a range of</p>	<p>Review and update writing programme, planning and assessment in the early years.</p> <p>Review and update writing programme, planning and assessment for 1<sup>st</sup> level and beyond. Reflecting on how we further develop and embed Stephen Graham's CBRW strategies</p> <p>Review and improve our processes for children's targets i.e. how they are developed, displayed, reviewed and how effective they are in supporting progress. This will include regularly reviewing the impact during class observations and tracking/attainment discussions.</p> <p>Continue to build confidence in making robust professional judgements supported by the 4 stage progression criteria, this will be supported and enhanced by improved moderation</p>	<p>EM (Duncow(, FC (Moniaive) and SW (Dunscore)</p> <p>MM (Duncow(, EW/KR (Moniaive) and CR/LG (Dunscore)</p> <p>SLT and all teaching staff, developed in term one and monitored throughout the session.</p> <p>SLT/teaching staff in regular tracking/attainment discussions. Partnership stage collaborations and moderation activities. QAMSO support, including the digital moderation tool with KR.</p>

	<p>appropriate assessment tools and benchmarks.</p>	<p>activities at school, Partnership and Cluster levels.</p>	
<p><b>School Priority 2:</b></p> <p><b>Continue the work to Review and update our Curriculum Rationale with pupils, parents, staff and stakeholders. Develop the 4 capacities in all learners, Successful Learners, Confident individual, Effective Contributors and Responsible Citizens.</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy/Placing human rights and needs of every child and young person at the centre of education</p> <p><b>NIF Driver</b> School Improvement/School Leadership/Curriculum and assessment</p> <p><b>HGIOS 4 Qis 2.2:</b> Rationale and design Development of the curriculum <b>1.3:</b> Leadership of change</p>	<p>Learners will benefit from a curriculum with a clear rationale formed from our shared vision. All stakeholders will be clear on what we are aiming to achieve through our curriculum. Our curriculum design will have a clear focus on developing skills in literacy, numeracy and health and wellbeing, ensuring we maximise the development of the 4 capacities in all learners equipping them with skills for life, learning and work.</p> <p>Our whole school community will continue to be fully involved in our Rights Respecting Schools journey, empowering our learners and parents to have a greater say in the life and work of the school including in the planning of learning.</p>	<p>Review and update our IDL curriculum to reflect our shared vision building on the discussions on what makes our school unique. Ensure this work underpins our coherent whole-school approach to ensuring personalisation and choice, relevance for our learners and learning for sustainability.</p> <p>Partnership stage partners to collaborate and share good practice in designing an IDL curriculum to enhance the development of the 4 capacities in all our learners.</p> <p>Continue to embed our RRS ethos and build on the advice from UNICEF. Dunscore to work towards achieving Silver status by the start of term 3. Duncow and Moniaive to work together and look outwards as they work towards achieving Gold status.</p>	<p>All staff, led by SLT. Including partnership collaboration.</p>

<p><b>School Priority 3:</b></p> <p><b>Improve our communication and increase opportunities for positive parental involvement and engagement in the life and work of the school.</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> Parent/Carer involvement and engagement</p> <p><b>HGIOS 4 Qis 2.7:</b> Impact on learners <b>2.5: Engaging families in learning</b></p>	<p>Parents/Carers will feel their views are listened to and that they have a greater say in the development of school policies and in the planning of school improvements.</p> <p>Parents and Carers will feel more involved and supported in understanding and contributing to their child’s progress in learning. They will be afforded additional opportunities to be part of the life and work of the school supporting a range of learning activities and the management of learning resources.</p> <p>Children and families will benefit from clear communication about progress, attainment and achievement. They will benefit from improved communication systems informing them of next steps in learning and regular updates on how the learning is progressing.</p> <p>Pupils, parents and school staff will benefit from collaboration with parents around the world of work, sharing their skills and experiences.</p>	<p>We will build the trust and respect of parents and carers and re-establish regular ‘sharing the learning events’ so that parents and carers feel fully involved and understand what their child is learning.</p> <p>Develop, with parents, an improved system of communication, providing relevant and regular information on the learning taking place throughout the term and their child’s progress in this learning. Ensure that parents are fully informed about how they can help their child.</p> <p>Create a questionnaire to find out the availability, interests and skills of parents to support their involvement in the life and work of the school. Develop a system to help manage resources throughout the school.</p> <p>Plan and establish a regular world of work curriculum (DYW) involving parents sharing their skills and expertise and leading to positive work experience opportunities for all.</p>	
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