

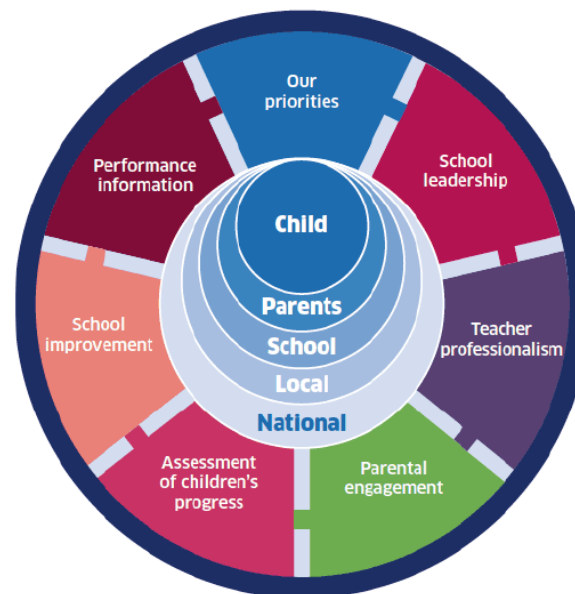
Education and Learning Directorate

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

(2022 - 2023)

School: Garlieston / Whithorn Primary Partnership

Date: June 2022



1. Vision, Values and Aims

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

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

Our Vision, Values and Aims

School Statement

Garlieston and Whithorn Primaries work as a partnership while still keeping their own identity. At Garlieston and Whithorn we put our children first every time. We aim for every child to recognise their full potential and to achieve this through providing a challenging, safe and nurturing learning environment where diversity, citizenship and success are celebrated, mutual respect among adults and children is practised, and where parents and caregivers are seen as valued partners. Our vision is to provide our children with the foundations for life-long learning, which will enable them to enrich the community in a sustainable way.

- We value our school and wider community
- We value honesty even though it is sometimes difficult
- We value children's rights and pupil voice
- We value respect for all: individual abilities, co-operation through team work, personal beliefs, ethnicity and gender
- We value learning: enthusiasm, curiosity, motivation, determination, perseverance, achievement, confidence and independence
- We value opportunities to learn through technology
- We value our environment, plants and animals, both locally and globally, to work towards a biodiverse, sustainable world
- We value ourselves, each other and living happy, healthy lifestyles
- We value success: ownership of learning, participation in extra-curricular activities and celebration of achievements
- We value effort and enterprise
- We value the entitlement of all children and young people to experience opportunities to develop resilience, skills for learning, skills for life and skills for work.

Review Date: January / February 2022

Review Activities (as appropriate)

Staff and Pupil discussion in pupil committees.

Parent Council.

Parent / Carer Body asked for opinion and any further suggestions through Microsoft Forms.

Findings then circulated to all parents / carers and finalised Vision, Values and Aims are above.

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) 4 key priorities and the 6 NIF drivers.

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 Curriculum for Excellence Refreshed Narrative</p> <p>NIF Priority Improvement in employability skills and sustained, positive school leaver destinations for all young people.</p> <p>NIF Driver</p> <p>School leadership Teacher professionalism School improvement</p> <p>HGIOS?4 / HGIOELC QIs 1.2, 1.3, 2.2, 3.2, 3.3</p>	<p>CfE Refreshed Narrative - In both Whithorn and Garlieston there has been more progress this year as we have been able to meet for collegiate sessions. PTs have continued to develop their areas or responsibility and shared with staff. This has provided a more robust curriculum for pupils, offering motivating experiences to aid progression.</p> <p>Review Social Studies topics – This was completed for this session and topics were agreed by both Whithorn and Garlieston to provide a more robust curriculum for learners within the current context.</p> <p>Review HWB calendar – Staff in Whithorn and Garlieston have been using the 3-year overview to decide which topics need to be moved on the calendar to support topics and life of the school.</p> <p>RME – The 3-year RME overview has begun to be implemented and trialed in both schools. 6 Religious Observance topics were shared between each class across the partnership and a short video was recorded to be shared and reflected upon by all classes, as we cannot have an assembly yet.</p> <p>DYW – This has continued to be implemented throughout the school</p>	<p>Continue CfE Refreshed Narrative development next session.</p> <p>Further review 3-year overview of topics.</p> <p>Continue to use planners and adapt as appropriate to meet the needs of learners.</p> <p>Continue to use planners and adapt as appropriate to meet the needs of learners.</p> <p>Continue to implement and filter</p>

	<p>where appropriate.</p> <p>Digital Schools Award – Whithorn Primary School has now achieved their Digital Schools Award accreditation led by the PT.</p> <p>6 Committees – each pupil in school is a member of one of the committees in Whithorn, more than one committee for each pupil in Garlieston. The committees are Digital School, Eco-School, Health Promoting School, Rights Respecting School, Pupil Council and Learning for Sustainability. As mentioned above, the Whithorn Digital Schools were awarded accreditation. Whithorn Eco-School renewed their Green Flag status for their work and Garlieston have begun their next renewal journey. Rights Respecting Schools achieved the Bronze Award in both schools and Garlieston have submitted their application for silver but due to a lack of assessors this has been put on hold till next session.</p> <p>A 3 year overview in Spanish has been developed for P5-7 but still needs to be fully embedded. Refresher training in French was taken up by staff and training in Spanish.</p>	<p>through everyday tasks.</p> <p>Whithorn continue to work on the suggestions from the Accreditation assessment visit and report.</p> <p>Continue to develop pupil voice through the 6 committees.</p> <p>Implement the planning and training.</p>
<p>School Priority 2 Stabilise and Recover</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people’s health and wellbeing.</p> <p>NIF Driver Assessment of children’s progress.</p>	<p>Stabilise and Recover - In Whithorn and Garlieston, assessments were carried out throughout the session to provide evidence which meant we could target pupils to close the attainment gap caused by covid lockdowns and disrupted attendance due to either Covid symptoms or self-isolations. We continued Tracking / Monitoring / Interventions and distributed support and resources accordingly. Further training of staff in Literacy and Numeracy Interventions has enabled us to improve targeting and we have seen good results from these interventions and a closing of the attainment gap for these pupils, particularly in reading.</p> <p>HWB focus in Whithorn and Garlieston was on well-being indicators with distribution of support where necessary. Pupils completed on-line GL Assessment PASS (Pupil Attitudes to Self and School) when they returned in August to assess how they were feeling. Teachers then chose significant areas to highlight in their programmes to help pupils manage being back in school and to help transition to new classes and</p>	<p>Continue stabilise and recover strategies. Continue to target and use Literacy and Numeracy interventions to close the gap and raise attainment.</p> <p>Continue HWB focus.</p>

<p>Teacher professionalism. Performance information.</p> <p>HGIOS?4 / HGIOELC Qis 1.3, 1.5, 2.3, 2.4, 3.1, 3.2</p>	<p>programmes of work.</p> <p>Continued Moderation Programme – reading moderation took place in Term 3 and staff were confident with their assessments across the partnership. This means similar expectations and standards are being asked for across the partnership and stages. Maths moderation in Term 3 also took place.</p> <p>Continued Visible Learning Programme. This time we looked at feedback. As a staff we are trying to vary the way we provide feedback to pupils and, from our observations, they are responding well to both verbal and written feedback which helps them to discuss and understand their next steps in learning.</p> <p>We continue with Parental Engagement through Learning Conversations and Reporting (dependent on government restrictions). We held telephone appointments this session which we felt was better for both staff and parents to understand where the pupils were in their learning. Parents were asked to come in to have any interventions discussed which were to be implemented. A new Facebook page in both schools was established for parents to see pupil learning and receive information. Our fortnightly newsletter has also continued and been shared with parents via Groupcall. Letters and other information is shared with parents through Groupcall or email. Questionnaires have also been sent out to parents to gather their views on various issues via Microsoft Forms. These tools have been able to keep parents involved with the developments of the school and inform them of what is going on.</p>	<p>Continue moderation programme.</p> <p>Continue implementation of Visible Learning strategies into everyday practice.</p> <p>Continue to engage parents with the life of the school.</p>
<p>School Priority 3 Cluster Shared Focus</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver</p>	<p>Digital Literacy</p> <p>To complete a programme for consistent use across the cluster. Digital leaders met to progress a 3 year overview. One of them presented to the HT Cluster.</p> <p>1+2</p> <p>Establish an agreed consistent programme across the DEHS cluster.</p>	<p>Share the plan with cluster schools to begin to implement next session. Work towards the Digital Schools Award.</p> <p>3 year Spanish programme agreed</p>

<p>Improvement School Leadership, Assessment of Children's Progress, School Performance Information</p> <p>HGIOS?4 / HGIOELC QIs: 1+2 1.2, 2.2, 2.3, 2.7, 3.3</p> <p>Numeracy & Mathematics 2.2,2.3, 2.7, 3.2</p> <p>Moderation 2.3, 2.7, 3.2</p> <p>Science 2.2, 2.3, 2.7, 3.2</p>	<p>Refresher training in French to be offered and also training in Spanish.</p> <p>Science To build pupil confidence in skills, vocabulary & scientific approaches through refreshing the cluster science programme.</p> <p>Writing To increase cluster data by 5% the percentage of children achieving the expected level in writing.(P1, P4, P7 & S3)</p> <p>Numeracy To increase cluster numeracy data by 10%.</p>	<p>and to be fully implemented next session. Refresher training was carried out. Continue training when necessary.</p> <p>Review of main focus skills carried out in cluster Science plans to begin implementation next session.</p> <p>Still waiting for authority data due to impact of COVID. To be continued.</p> <p>Still waiting for authority data due to impact of COVID. To be continued.</p>
<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 pupil progress across literacy and numeracy to review progression and identify needs early on. We compare data of identified groupings (SIMD, PEF, LAC) with the wider group. We use a range of data to verify our decisions: holistic assessments, class assessments, class work, SNSA results to inform teacher judgements on progress across and of a level. We carry out attainment meetings to track and monitor progress, review SNSA data along with other assessments. We evaluate interventions regularly and act promptly to 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 (laptops/ Software/ Hardware) has helped to ensure that more pupils have an increased access to IT and appropriate programmes to support their learning. Our tracking evidences that most children access Mathematics and Accelerated Reading to support learning. Staff have been trained in Literacy and Numeracy interventions and are better able to support learners. Targeted interventions have raised attainment in the pupils who have participated.</p> <p>How much progress have you made in reducing the poverty related attainment gap? What are the</p>	

lessons learned?**% of pupils achieving CfE levels at P1, P4 & P7 in Partnership**

Year	Criteria	Reading	Writing	Listening & Talking	Numeracy
2021-2022	SIMD 3-5	80	61	90	83
	Authority	Not Yet Available	Not Yet Available	Not Yet Available	Not Yet Available
2020-2021	SIMD 3-5	74	63	86	71
	Authority	84	81	86.5	82
2018-2019	SIMD 3-5	86	81	88	79
	Authority	84	80	87	82
2017-2018	SIMD 3-5	90	80	98	90
	Authority	84	79	86	83

The areas of Listening and Talking, Reading and Numeracy have increased percentages of those having achieved the levels this session. CLG and CNG interventions have raised attainment. Writing will be our main focus next session as staff will continue with training in Creating a Balanced Reader / Writer with Stephen Graham. We will begin to embed strategies from this and our main focus will be on writing throughout the school and also moderation at school and cluster level.

PEF Project / spending area: To reduce barriers to learning for those identified pupils within our tracking and monitoring system who are identified through PEF. To provide experiences to enhance learning and to target Literacy, Numeracy and H & W. To provide equity and excellence for all our pupils.

We brought in Relax Kids which is a research based programme developing mindful and relaxation techniques alongside values and positivity, strength-building, gratitude, resilience and compassion. The programme is designed to help support children's emotional health and wellbeing. Short 6 week intervention consisting of 2 x classroom workshops. **Garlieston** and P3/4 in **Whithorn** were targeted. All pupils in **Garlieston** and **Whithorn** completed GL Assessment – PASS - Pupil Attitudes to Self and School Survey this year when they returned in August after the first Covid lockdown, to allow us to target pupil need through support and HWB programmes. This aided us to develop pupil attitudes towards learning and begin to break down barriers to learning where we saw there were issues. This was successful in that pupils' attitudes changed due to targeted interventions through H & W inputs in class. This could also be evidenced through their increased attainment in Literacy and Numeracy. A further PASS assessment was carried out in Term 4 which suggested all pupils were now better prepared for learning and were showing more resilience from our interventions and curricular activities.

Staff continued to implement our resources and training strategies this year in literacy and numeracy. From our data, most children in **Garlieston** and **Whithorn** are on track or beyond with their learning and those who are not quite where we would like, have made significant progress. Additional Support Needs have been targeted through individual and group support. Staff have been bought in to further help support learners and this has seen a steady progression and some closing of the gap in Listening & Talking, Reading and Numeracy.

We continued to provide rich experiences in Music through Charanga on-line, Drama through purchasing an on-line pantomime for the schools, Science and Technology by bringing STEM subject experiences into schools.

A 3-year licence was purchased for TWIG/TIG TAG last year. We live in a remote, rural area (SIMD 1) where transport costs are immense to take pupils on excursions, so TWIG/TIG TAG have been beneficial and link to our Science programmes and through STEM education. We do not have a music specialist, so we again purchased an on-line course called Charanga which benefitted all pupils in Music by its stimulation. This year again we bought an on-line Pantomime and an on-line play as part of World Book Day for **Garlieston** and **Whithorn** as a rich theatrical experience for all. These interventions ensure equity for all and promote H & W. **Whithorn** attained the Digital Schools Award this year. Further licences for Nessy, Mathematics, First News and Accelerated Reading were renewed which enabled us to provide more on-line learning opportunities in Literacy and Numeracy.

In **Whithorn** PEF was spent on a Learning Assistant and a teacher to target our pupils in Literacy and Numeracy. Literacy and Numeracy were our focus this year again and, through the staff working together, our attainment is good. This session all staff have been trained in Closing the Numeracy Gap and a teacher and all Learning Assistants have been trained in Fast Lane Reading. All teachers have had training in the first five sessions of Creating a Balanced Reader and Writer with Stephen Graham and will continue with the next four next session. The strategies have not been fully implemented yet but this will be part of our development next year to ultimately raise attainment in writing.

The interventions we have put in place and the purchased resources we have in place have all helped pupils during this challenging time of restrictions and anxieties. Pupils have shown motivation and have made progress as can be seen through our tracking.

% of pupils on track or above P1-P7 in Partnership

Year	Criteria	Reading	Writing	Listening & Talking	Numeracy
2021-2022	SIMD 3-5	85	72	95	83

	<p>We purchased new Pro-book laptops for every pupil in Garlieston as next steps to achieving the Digital Schools Award. We have purchased new Pro-book laptops for all P5-P7 pupils in Whithorn as next steps to achieving the Digital Schools Award. Next session we will provide new Pro-books for all our P4s. This has made it easier for pupils to access digital software, which we use in our schools and to have access to devices to use for literacy / numeracy activities and research.</p>
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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>1.3 Leadership of Change</p> <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> 	<p>Developing a shared vision, values and aims relevant to the school / the ELC setting and its community</p> <p>There is focused leadership in Garlieston Primary and Whithorn Primary that promotes a clear vision and ethos for all areas of the partnership. (Vision, Values, Aims, Curriculum Rationale, SIP)</p> <p>In both Garlieston and Whithorn there is a clear understanding of the demographics of the local population and there is a strong focus on achieving the best for all learners. Staff understand SIMD for each pupil.</p> <p>Learners have a good understanding of the vision and demonstrate the values of Garlieston and Whithorn as they go about their daily routines.</p> <p>Our VVA is presented in child friendly language around both Garlieston and Whithorn. VVA are evident within the ethos and culture of our schools.</p> <p>VVA are inclusive of all children within our community and support our progress towards improvements within Garlieston and Whithorn. All staff demonstrate high expectations for all children across the partnership.</p> <p>Our VVA has been the basis for curriculum development in Garlieston and Whithorn, providing a more coherent and progressive approach to the learning opportunities provided for our children.</p>	<p>Staff in Garlieston and Whithorn need to continue to make reference to the Vision, Values and Aims in everyday work with pupils so that impact is more meaningful, e.g. assemblies. This should enable learners to have a good understanding of the vision and demonstrate the values of the school as they go about their daily routines.</p> <p>Continue to develop dialogue within the partnership to progress our vision for the schools by reflecting and debating across the schools and communities.</p>	<p>4</p> <p>9</p>

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Strategic planning for continuous improvement</p> <p>The Headteacher plans opportunities for staff in Garlieston and Whithorn to come together within the partnership to reflect on aspects of work and to identify areas for improvement. This is resulting in a shared understanding of each school's strengths and aspects for development. Staff show commitment to improving outcomes for children. Staff are committed to professional engagement and collegiate working across the partnership.</p> <p>Collegiate work is planned and takes place within our partnership and cluster. School improvement is regularly discussed during collegiate sessions and staff have affected the nature of this through asking for and using opportunities to share good practice during partnership collegiate sessions. This enables staff to lead change within their classrooms and the schools. Staff PRD targets include aspects of leadership development. All staff have a leadership role in one of the six elected committees and all pupils are part of a committee. (Eco-School, Health Promoting School, Pupil Council, Rights Respecting School, Digital School and Learning for Sustainability)</p> <p>School leaders actively monitor and reflect on the quality of Garlieston and Whithorn work, provision, L&T, inclusion and developments (Collegiate professional dialogue & discussions as a partnership)</p> <p>The strengths in leadership have a positive impact on the partnership's supportive ethos and what it wants to achieve.</p>	<p>This has been more difficult due to social distancing restrictions. However, staff have been able to work on Teams and in socially distanced settings to continue development work.</p> <p>Continue to expand opportunities for a wider range of stakeholders to further develop school improvement areas in Garlieston and Whithorn. Further develop the work of elected committees giving more pupil voice to activities and decisions in school.</p> <p>Continue to protect time for professional dialogue, collegiate learning and self-evaluation in Garlieston and Whithorn. Continue to develop parental engagement and involvement strategies in this so that all members of our school communities can contribute to our plans for continuous improvement.</p>	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Garlieston and Whithorn work in partnership with the community to provide a broader range of experiences for the children, for example, a planned series of opportunities with the Whithorn Trust, Parent Council After School Club in Garlieston (cancelled due to COVID restrictions), Chess Club in Whithorn open to both schools (cancelled due to COVID restrictions), Active Schools, Wider Achievements Programme with Partner School (cancelled due to COVID restrictions), Feis Rois and other agencies and organisations.</p> <p>Implementing improvement and change</p> <p>There is self-evaluation for self-improvement by all staff through collaborative approaches to self-evaluation and analysis and evaluation of data to ensure impact on learners' successes and achievements particularly in Literacy and Numeracy.</p> <p>All staff are committed to change which results in improvements for learners. PTs within the partnership each have a remit across both schools; Garlieston PT for digital technology and Rights Respecting Schools and Whithorn PT for digital technology and probationer mentoring.</p> <p>All staff are clear on Garlieston and Whithorn strengths and areas for development based on a range of evidence, e.g. collegiate sessions using HGIOS?4 QIs, use of data. This is used to create a clear rationale for future improvements.</p> <p>Parents/Carers in Garlieston and Whithorn are</p>	<p>Continue to provide more opportunities for parents / carers of Garlieston and Whithorn to become more involved in SIP process. Continue to use Microsoft Forms to gather information and thoughts from parents.</p> <p>PEF planning – next steps: Continue to measure impact of long term PEF initiatives, e.g. investment in Visible Learning Programme, Numeracy and Mathematics Resources. Strategies for Recovery. Staff Training.</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
	<p>informed of developments and school priorities through an annual report and are given the opportunity to respond to this.</p> <p>All staff are aware of the poverty agenda and factor this into decisions made regards opportunities for children in Garlieston and Whithorn. Staff have discussed the use of PEF to raise attainment in Literacy and Numeracy across our school and partnership. Due to the rurality of the schools, opportunities are found to provide experiences locally and within the partnership.</p>		
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 monitoring.</i> 	<p>Learning and engagement</p> <p>There is a positive ethos in Garlieston and Whithorn that results in children being well motivated. There are strong relationships between teachers and children, and amongst children themselves. Our children are supportive of each other which is clearly evidenced in the classrooms and around the schools. Garlieston and Whithorn children support new starts into P1 or new pupils from other schools. In Whithorn P6 are trained as Playmakers by Active Schools to prepare to support the new P1.</p> <p>In class, almost all children are actively engaged in their learning. They are eager participants and interact well during activities within and out-with the classroom. They are supportive of one another during group work.</p> <p>All pupils in Garlieston are members of the 6 pupil committees. In Whithorn pupils are members of one of the 6 committees (Eco-Schools, Pupil Council, Health Promoting Schools, Digital Schools, Rights Respecting</p>	<p>Continue to provide opportunities to build resilience through, e.g. wider achievements programme, Visible Learning dispositions and partner school working. Continue transition activities between Nursery and P1, primary and P7 and S1. Continue cluster activities, e.g. rugby festival, cross country, Galloway Music Festival, Day of Dance – Scottish Country Dance, transition.</p> <p>Through the Visible Learning programme further develop pupil understanding of the purpose of the learning and provide more opportunities to lead the learning.</p> <p>Continue to provide opportunities for Pupil Voice.</p>	4

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Schools and Learning for Sustainability). ELC pupils are also included in the Eco-Committee, Digital Schools and Health Promoting Schools. Each year elections are held to obtain members for these committees and to elect House Captains. In both schools two P7 pupils are elected Junior Road Safety Officers. Pupils have a voice through Assemblies, Religious Observance and their work within the aforementioned committees.</p> <p>The partnership usually organises a termly wider achievements programme which runs for 4 weeks each term in Whithorn. Garlieston pupils have the opportunity to work with their peers from their partner school in a variety of activities. However, due to COVID restrictions this has not happened this year.</p> <p>Digital technology is used to enhance teaching in Garlieston and Whithorn. Teachers are developing confidence and widening their skills in using digital technologies to support learning. There are opportunities for children to learn coding and presentation skills through class work, wider achievements and the school newspaper. Pupils use digital tools to research topics and present their work. Garlieston have achieved the Digital Schools Award.</p> <p>Whithorn are on the path towards this.</p> <p>Quality of teaching Staff share the purpose of lessons using learning intentions and success criteria. As a result, most</p>	<p>Link to DYW.</p> <p>Further develop digital technology to enable pupils to independently access digital technology to support and challenge them in all areas of learning. Continue to develop progression pathways.</p> <p>Pupils are more confident in constructing the success criteria, but this needs to be further developed to</p>	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>children are clear about what they are learning and how they can achieve success in relation to a lesson.</p> <p>Most learners have an accurate understanding of their progress in learning and what they need to improve through PLPs, Learning Conversations and a variety of assessment tools. Children receive feedback which helps them to understand themselves better as learners.</p> <p>Planning is appropriate over different timescales to meet the needs of learners across all areas of the curriculum. Learners are involved in planning learning – key questions.</p> <p>Staff are supportive of each other, not only within school but also across the partnership, leading to improved learning opportunities.</p> <p>There is a good quality of teaching within Garlieston and Whithorn with staff making good use of the resources available to them.</p> <p>HOTs activities and opportunities are presented in planning and alongside good use of effective questioning and creative learning and teaching opportunities, we provide challenging and enjoyable learning experiences.</p> <p>Pupils use high quality digital technology resources, e.g. Accelerated Reading, Mathletics, Readwriter, First News, Charanga, Cameras, Word Processing, etc. Green Screen and Coding Programmes are further advanced in Garlieston as this was part of PT remit to develop to achieve the Digital Schools Award.</p>	<p>ensure they are aware of their learning journey to succeed.</p> <p>Pupils receive feedback but this needs to be further developed and linked well to success criteria. Visible Learning training needs to be extended to further embed dispositions and through learning ladders, pupils are beginning to see their learning journey.</p>	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Effective use of assessment</p> <p>Interventions in our schools are timely based on assessment data and professional judgement. Standardised and formative assessment and pupil work show that almost all children are making good progress in both schools.</p> <p>We use a range of formative and summative assessment approaches across the partnership informing our moderation approach. Professional dialogue alongside professional judgement suggests that over a period, our children are making good progress in Literacy and Maths and Numeracy. GL Assessment results for PASS (Pupil Attitudes to Self and School) guides where pupils need input for HWB.</p> <p>Staff plan some assessment tasks collegiately across the partnership leading to a shared understanding of expectations and standards. Staff are using benchmarks to inform progress within a level and towards achievement of a level.</p> <p>Participation in STEM CPD has enhanced our science curriculum and improved learning opportunities for our children. Staff have raised confidence in teaching Science. Also, funding from Edina Trust enabled us to resource our science programme and provide experiences for children which would otherwise be costly and involve long distance transport for parents/carers.</p> <p>Pupils peer and self-assess and are becoming more confident with this aspect of their learning.</p>	<p>Further engage with benchmarks as part of the moderation and assessment process to ensure shared standards across the partnership and cluster.</p> <p>Further develop school and cluster moderation frameworks to develop confidence.</p> <p>Further develop more effective feedback strategies in partnership with children so that they have a greater sense of ownership of their learning targets and progress. Staff and pupils will build confidence through Visible Learning Programme.</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>Children can talk about their learning targets.</p> <p>Planning, Tracking and monitoring</p> <p>There is a tracking system and tracking meetings to meet individual needs. Progress is tracked in Literacy / Numeracy and HWB. We have track Science and PE. The partnership also uses BGE 4 stages model in SEEMIS.</p> <p>Support is targeted to need in Garlieston and Whithorn. Appropriate levels of support are provided for all children to ensure their needs are being met in all areas of the curriculum.</p> <p>Transitions at all stages from ELC, throughout primary and to S1 are managed to provide effective progression through levels.</p> <p>Transition documents are in place for transition from ELC / P1 and P7 / S1, i.e. PLPs, tracking. Also, cross sector discussions take place and enhanced transition.</p> <p>Learners' achievements in and out of schools are recorded and recognised in Garlieston and Whithorn. Pupils understand how these achievements help them develop knowledge and skills for life, learning and work.</p>	<p>Further develop and build on tracking systems into all curricular areas.</p> <p>Continue to make effective use of PEF funding to raise attainment.</p> <p>Continue to review and revise cluster Literacy, Maths and Science progression frameworks to ensure progress in learning for all children and make planning more manageable.</p> <p>Through CfE Refresh review Expressive Arts and link to Curriculum Framework.</p>	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>Wellbeing</p> <p>There is a positive ethos in Garlieston and Whithorn based upon supportive and respectful relationships across our school communities. There is a sense of community evident in our schools. There is a commitment to providing an inclusive learning environment where young people are well supported.</p> <p>Staff articulate a sound awareness of our schools' socio-economic and cultural context and feel that this is influencing their practice.</p> <p>The review of our schools' "Vision, Values and Aims", and our exploration of the United Nations Convention Rights of the Child (UNCRC) serves to emphasise the importance of wellbeing and reaffirm the dignity and worth of everyone. Both schools have achieved the bronze award for Rights Respecting Schools.</p> <p>Children are confident and happy in Garlieston and Whithorn. They feel safe and well cared for. Children feel included and engaged in decisions about their learning. Responsibility is encouraged in a range of ways, including the allocation of specific responsibility roles to children. They feel valued and respected in their responsibility roles such as house captains, junior road safety officers and committee members.</p> <p>Children within our schools have secure friendship relationships with peers and support each other.</p> <p>All staff know our children as individuals and treat them with respect. Staff share any concerns and</p>	<p>Continue to reinforce SHANARRI with children both in class and within our school communities. While the majority of pupils acknowledge the opportunities to express their views, for example through the work of the pupil council, there is scope to develop this further in both Garlieston and Whithorn. Similarly, improving feedback will help young people to understand better how the schools are responding to their views and ideas.</p> <p>Both schools are working towards Rights Respecting Schools Silver Award.</p>	<p>4</p>

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>observations with class teachers, management and parents/carers. Staff know who to approach for support and can complete referrals relevantly. When we feel it would be beneficial, we work with our partners in the Inclusion Team for advice, strategies and inputs to ensure the wellbeing of our children.</p> <p>All staff are knowledgeable about the wellbeing indicators. They create opportunities for children to develop their understanding of healthy lifestyles, keeping safe, and personal development appropriate to their age and stage.</p> <p>We have high expectations of behaviour within Garlieston and Whithorn. The calm, purposeful environment in classes and around the schools helps to ensure children enjoy learning and socialising together.</p> <p>Planned programmes are supporting young people at points of transition. Enhanced arrangements are in place which are effectively supporting identified young people in their transfer to P1 and secondary school.</p> <p>Fulfilment of statutory duties</p> <p>HT has a good awareness of our responsibilities in relation to safeguarding, MASH, CP, Care Experience. HT is child protection co-ordinator and PTs in Garlieston and Whithorn fulfil depute roles. All children receive two hours of quality physical education each week in Garlieston and Whithorn.</p> <p>There is a good level of professional knowledge and understanding of authority and national priorities</p>	<p>Continue to keep up with policy, safeguarding and GIRFEC Training.</p>	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>amongst staff. This serves to develop and shape our school improvement.</p> <p>All staff are aware of Child Protection procedures and follow these appropriately to benefit the children.</p> <p>All identified children's PPRs are clearly labelled indicating where further information can be found. Administration of medicine is carried out in line with latest procedures.</p> <p>Inclusion and equality</p> <p>All children and their parents/carers are made to feel welcomed and valued in Garlieston and Whithorn. The schools positively promote and ensure equality and fairness towards all families. This is evident throughout the ethos of the schools and plays an integral part in our HWB curriculum and, in particular, through our Learning Conversations.</p> <p>We have a culture of inclusion, participation and positive behaviour based on respect. Through our programmes we focus on UN Rights of the Child.</p> <p>We welcome and celebrate diversity. Through planning we ensure opportunities to celebrate diversity.</p> <p>Learners, parents/carers, and staff are treated with respect and in a fair and just manner. In Garlieston and Whithorn, culture and language, disability, gender, race, religion, sexual orientation and additional support needs do not become barriers to participation and achievement.</p>	<p>Continue to evaluate the progress and impact of interventions and targeted support for those young people facing challenges.</p> <p>Continue to work as a cluster to reduce the attainment gap.</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
	<p>Staff are aware of aspects affecting equality and equity in the classroom and around the schools and plan appropriately to remove these barriers to learning. We provide some resources for playtime activities to encourage activity and socialisation.</p> <p>Rurality is a barrier for Garlieston and Whithorn featuring at SIMD decile 1 and we work to reduce this barrier by providing varied opportunities for wider achievement, enhanced transition, bringing events to school and staff take cognisance of equity and equality when planning these.</p>		
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <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</i> 	<p>Attainment in literacy and numeracy</p> <p>Most children are attaining appropriate levels, and some have exceeded these in Garlieston and Whithorn.</p> <p>Attainment levels in literacy and numeracy are a central feature of partnership priorities for improvement and raising attainment.</p> <p>Attainment data provided by the schools is based on teachers' professional judgements. This is supported by a range of standardised assessments, moderation and on-going professional dialogue with promoted staff. Robust procedures are in place to monitor the progress of these groups of children, at both an individual and whole-school level.</p> <p>Attainment over time</p> <p>Our partnership tracking system provides the opportunity to track individual children in Literacy,</p>	<p>Continue with partnership moderation to promote confidence in teacher judgement.</p> <p>Make good use of PEF funding, SIMD data and own local knowledge to ensure progress in attainment for children affected by poverty / barriers to learning.</p> <p>Continue to develop tracking across all curricular areas.</p>	4

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><i>time</i></p> <ul style="list-style-type: none"> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>Numeracy and HWB. We have also begun to track Science. Children and staff track progress through PLPs.</p> <p>There is a strong focus on Health and Wellbeing which impacts on child learning. SHANARRI is at the heart of Garlieston and Whithorn. GL Assessment PASS (Pupil Attitudes to Self and School) helps us track pupil attitudes towards themselves and their learning and gives us information to target during HWB activities.</p> <p>Regular tracking meetings have a clear focus on individual children's progress over time using a range of evidence including standardised test results. The management team and staff meet regularly to plan appropriate interventions to ensure, as far as possible that children can improve year on year. When we feel children have additional support needs, we review their progress towards their targets regularly. Overall, staff are confident that most children are making good progress over time.</p> <p>Staff are more confident in assessing against the benchmarks and through moderation across the partnership.</p> <p>Overall quality of learners' achievement</p> <p>Throughout the schools, children are settled, happy, thriving and able to communicate in their own way. They are building resilience and becoming</p>	<p>Continue to plan and create assessments across the partnership and cluster to further promote teacher confidence in moderation throughout a level.</p> <p>Continue Visible Learning Training to provide valuable constructive feedback which will influence</p>	

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>independent.</p> <p>All children are confident to try new experiences, engage with new learning enthusiastically and are making continuous progress.</p> <p>From the earliest stages, children are supported to make choices and talk about their learning.</p> <p>Parents/Carers are well informed about their own child's progress through PLPs, Learning Conversations and Reports.</p> <p>All children across the partnership are developing a range of skills and attributes. There is a range of opportunities for pupil voice to be heard.</p> <p>The schools have used curriculum days / weeks for example Maths Week Scotland, Careers as a vehicle to promote skills for learning, life and work, Health through activities organised by the HWB Group, Wigtown Book Festival – author visits. The staff are keen to ensure this learning is embedded across the curriculum.</p> <p>We place high value on recognising, capturing and celebrating children's individual achievements. Children's achievements are recognised during Assemblies and on displays throughout the school and in the fortnightly newsletter.</p> <p>We share school achievements with parents and in the local community via school newsletter and local press.</p>	<p>learning progress and achievement and ultimately give pupils ownership of their learning.</p> <p>Continue to develop DYW to motivate and develop aspiration pathways.</p>	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>There is a culture of recognising and sharing individual achievements in class across the schools.</p> <p>Our children display increasing confidence in their contribution to the life of the schools. They are able to make informed decisions regards their own progress through conversations with staff.</p> <p>Equity for all learners / (ELC) Ensuring equity for all children</p> <p>In our settings, practitioners know each child very well as individuals and as learners. Through professional dialogue we can identify which children require support and put relevant, planned interventions in place.</p> <p>The schools effectively analyse their data and use this well to provide information about the attainment of children. It identifies pupils at risk of not achieving. The schools have plans for spending against the Pupil Equity Fund that targets cohorts of children based on need.</p> <p>We have discussed using our PEF funding to raise attainment in Literacy and Numeracy.</p> <p>Almost all children have very good attendance in Garlieston and Whithorn. Exclusion rates are nil, and inclusion is successful for all.</p> <p>We report twice yearly to parents in written form, hold parent/carer/child Learning Conversations and open door events to inform parents of progress and</p>	<p>Continue to measure and monitor impact of PEF on attainment. Continue to increase participation in wider achievements and provide targeted support and challenge for identified learners.</p>	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>achievements. We make provision for additional meetings as needed.</p>		
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>Carefully chosen priorities for development and improvement through reflective and inclusive self-evaluation, consultation and collegiate working involving school staff and all stakeholders. (linked to authority and national priorities and needs of the school)</p> <p>Clear and shared understanding of desired positive impact for pupils. (as detailed in L&T Policy, L&T Support Materials and RART)</p> <p>Curriculum overviews for each level and each curricular area have been created to ensure coherence and progression for all learners. There are opportunities for staff to plan programmes collegiately across the partnership to develop learning opportunities for children, which provide breadth, balance and depth. All staff respond to and meet the needs of all learners by delivering their entitlement to a broad general education.</p> <p>All staff and partners are ambitious and expect high levels of attainment and achievement for all learners. We make our children and young people aware of a range of careers and the skills required for them both within and outwith our area.</p> <p>Effective arrangements are in place via GIRFEC to ensure children are safe and protected.</p> <p>Effective implementation and focus on school development & improvement priorities through self-</p>	<p>Continue to develop curricular programmes.</p> <p>Continue to work in partnership with partner schools and cluster to develop curricular programmes through CfE Refresh and to moderate.</p> <p>Involve all stakeholders more in curriculum design.</p> <p>Further develop Outdoor Learning experiences. Link Learning for Sustainability, Eco-School and Rights Respecting Schools articles to curriculum pathways.</p>	

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<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>evaluation, collegiate working and professional learning.</p> <p>All staff are aware of and promote equity and the need to raise attainment for all children through the tracking system and tracking meetings, involving LAs, using PEF (additional staff hours, resources) and having high aspirations and shared expectations.</p>		
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning.	<p>Partnership working with multi-agencies and at cluster level to ensure the best outcomes for pupils and families.</p> <p>Partnership work with stakeholders, including parents and carers, the local community.</p> <p>Garlieston and Whithorn have an open-door policy and parents/carers feel comfortable approaching the school.</p> <p>All parents/carers are welcome to attend and are fairly represented by the Parent Council. Any views or issues are acted upon in an effective and timely manner.</p> <p>Parent/carer fundraisers are open to and involve the wider community.</p> <p>Parents/carers are involved in Learning Conversations with staff and their child to make further progress and their responses are recorded and reported.</p> <p>Parents/carers are asked for their views on areas targeted for improvement.</p> <p>Staff make effective use of a variety of partnerships to provide creative and interesting learning opportunities</p>	<p>Continue to develop ways in which to strengthen parental engagement / involvement.</p> <p>Involve parents more throughout the year with evaluating progress against QIs for Standards and Quality Report rather than at the end of the year.</p> <p>Continue to work with a wide range of partners to provide memorable experiences for the children (COVID restrictions have hampered this).</p>	

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>to support achievement, participation and raise attainment, e.g. Active Schools, Feis Rois, Whithorn Trust, Partnership Wider Achievements Programme.</p> <p>Parents/carers were involved in the development of our school rationale, review of our Vision, Values and Aims and our Respect for All Policy.</p> <p>Our partnerships have increased parental engagement in their children's learning, particularly through Open Afternoons to showcase pupil work or demonstrate teaching strategies and by Parent Council running an after-school club and partnership chess club and participating in the partnership Wider Achievements programme and DYW programme. They are also involved with enhanced transition between ELC and P1 and P7 and S1.</p>		

3. SCHOOL IMPROVEMENT PLAN 2021 – 2022 *(Limit the number of priorities to ensure they are manageable and achievable.)*

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

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

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1 Curriculum for Excellence Refreshed Narrative</p> <p>NIF Priority Improvement in employability skills and sustained, positive school leaver destinations for all young people.</p> <p>NIF Driver</p> <p>School leadership Teacher professionalism School improvement</p> <p>HGIOS?4 / HGIOELC QIs 1.2, 1.3, 2.2, 3.2, 3.3</p>	<p>To provide a more robust curriculum for learners within the current context. The refreshed narrative aims to:</p> <ul style="list-style-type: none"> • celebrate the successes of CfE and build confidence for future development. • maximise and develop opportunities to meet the aspirations of our learners. • stimulate fresh thinking about Scotland's curriculum. • engage in professional dialogue in curriculum design and inspire, share and nurture innovation. 	<p>Continue to review Social Studies topics.</p> <p>Continue to review HWB calendar.</p> <p>Continue to implement RME planning.</p> <p>Continue to review Expressive Arts Planners and Ladders and implement.</p> <p>Literacy - Writing – develop a programme based on Creating a Balanced Reader and Writer Training to target writing Development at all levels.</p> <p>Link Learning for Sustainability and Eco-School development goals to curriculum pathways.</p> <p>Link Rights Respecting Schools' articles to curriculum pathways.</p>	<p>Teaching Staff – Collegiate – 1hr</p> <p>Teaching Staff – Collegiate – 1hr</p> <p>Teaching Staff</p> <p>Teaching Staff – Collegiate and in class</p> <p>Teaching Staff – Collegiate</p> <p>Teaching Staff – Collegiate and development time.</p> <p>Teaching Staff – Collegiate and</p>

			development time.
<p>School Priority 2 Raised attainment / Closing the Gap / Achievement of a Level in Literacy and Numeracy/Maths.</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 School Leadership, Assessment of Children's Progress, School Improvement, Performance Information.</p> <p>HGIOS?4 / HGIOELC Qis 1.3, 1.5, 2.3, 2.4, 3.2</p>	<p>In Garlieston and Whithorn increase attainment / close the gap; focus will be Numeracy and Writing while continuing to monitor and target Literacy groups. Meet stretch aim of 85% achieving or beyond in Listening & Talking, Reading and Numeracy.</p> <p>Raised expectation and focus on Writing in Garlieston and Whithorn. Raise Writing levels by 5% or more by end of year.</p> <p>Continue pupil voice within the school with pupils taking ownership of activities and learning to reach their potential in the four capacities. Continue to re-build parental</p>	<p>Literacy – further embed CLG and Fast Lane Reading through targeted intervention. Continue teacher training of Creating a Balanced reader and Writer. Review Writing pathways of progression to have more focus and raise attainment.</p> <p>Numeracy – Further embed CNG and DNK to target Numeracy progression and intervention.</p> <p>Assessment of Children's Progress</p> <p>Continue Tracking / Monitoring / Interventions. Distribution of support.</p> <p>HWB focus on well-being indicators. Distribution of support.</p> <p>Continue Moderation Programme both in partnership and cluster.</p> <p>Continue self-evaluation.</p> <p>Further embed the 6 committees. Further Eco-Schools, Rights Respecting Schools and Digital Schools progression.</p>	<p>Intervention timetables.</p> <p>Whithorn / Garlieston - Employ Learning Assistant 15 hours per week and a teacher 2 days per week. (PEF) £30 000</p> <p>Tracking Meetings with SMT, Teachers and LAs.</p> <p>Teaching Staff – Collegiate</p> <p>Teaching Staff – Collegiate</p> <p>Teaching Staff – Collegiate and Committee Meetings with pupils.</p>

	<p>engagement by opening up the schools more to parents if guidance allows.</p> <p>Build capacity within learners of digital literacy.</p>	<p>Further implement Outdoor Learning.</p> <p>Continue to share with parents, pupil activities and learning on school Facebook pages.</p> <p>Implement the use of individual devices for each child in Garlieston and P5-P7 in Whithorn. Both Garlieston and Whithorn will be continuing their journey with Digital School to focus on Internet Safety and Cyber Resilience.</p>	<p>Teaching Staff</p> <p>Purchase devices for P4 group - Whithorn. (PEF) £3850</p> <p>PTs of both schools to lead.</p>
<p>Cluster Priority</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver Improvement School Leadership, Assessment of Children's Progress, School, Performance Information</p> <p>HGIOS?4 / HGIOELC Qis 1+2 1.2, 2.2, 2.3, 2.7, 3.3</p> <p>Numeracy & Mathematics 2.2,2.3, 2.7, 3.2</p> <p>Moderation 2.3, 2.7, 3.2</p>	<p>Moderation of Literacy</p> <p>Child Protection Training</p> <p>Numeracy</p>	<p>QAMSO led activities in writing. Follow Authority Moderation Programme.</p> <p>Rep. from each partnership to lead within partnership working with QAMSOs. Digital Moderation – staff training. Raise attainment in writing by 5%.</p> <p>Cluster training.</p> <p>Raise attainment in Numeracy by 5%. Mrs Morton to lead discussion on Maths progression and Achievement of a Level. PTs to meet to review Maths Assessments.</p> <p>Share the plan with cluster schools to</p>	<p>½ day Early and First Level – D&G January INSET.</p> <p>½ day Second and Secondary – D&G February INSET.</p> <p>12 x days from cluster budget - £3000</p> <p>½ day August INSET - DEHS</p> <p>½ day August INSET - DEHS</p> <p>12 x days from cluster budget - £3000</p> <p>Whole Session – work within our</p>

<p>Digital Literacy and RSHP 2.2, 2.3, 2.7, 3.2</p>	<p>Digital Literacy</p> <p>Rights Respecting Schools</p> <p>RSHP</p> <p>P7 Transition</p> <p>1 + 2</p>	<p>begin to implement next session. Cluster schools work towards Digital Schools Award.</p> <p>Cluster Schools work towards Rights Respecting Schools Award once it is funded.</p> <p>Review RSHP</p> <p>Transition Programme.</p> <p>Training in French and Spanish.</p>	<p>own schools at own pace.</p> <p>Whole Session – work within our own schools at own pace.</p> <p>Cluster Budget will be used if there is a need - £3000</p>
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