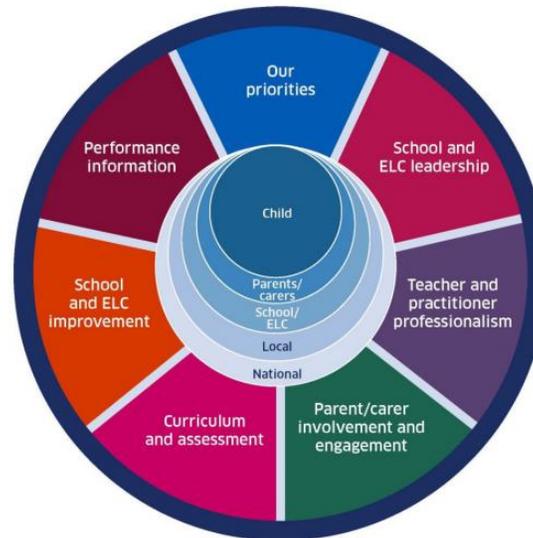


Education and Learning Directorate

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

(2022 - 2023)



School: Gatehouse and Twynholm PS

Date: 2022 2023

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

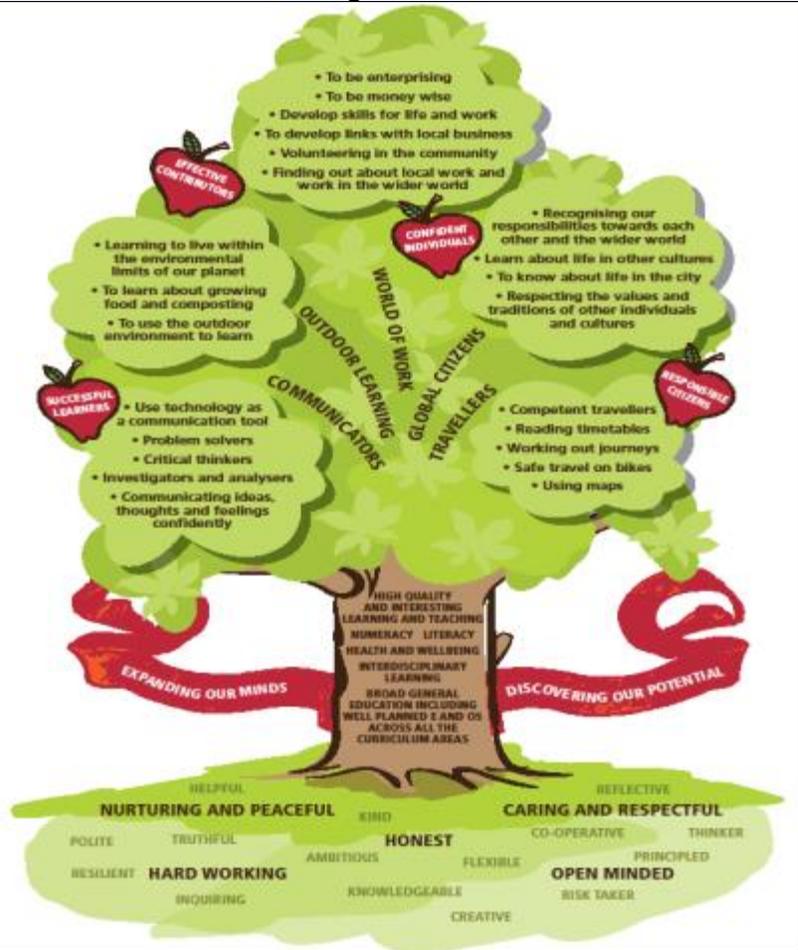
Our Vision, Values and Aims

School Statement

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Review Date: September / October 2022

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Review Activities (as appropriate)

Statement will be reviewed in light of school's work on rights respecting schools. House groups of pupils led by house captains to discuss – does anything need to change/ be added / taken away. Findings from pupil groups then discussed by staff and parents. Finally statement will be shared with partners - Permaculture UK Rotary etc.

2. School Improvement Progress Report

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

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

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1 Maths – embedding use of DNK</p> <p>NIF Priority Improve attainment</p> <p>NIF Driver Teacher professionalism Assessment of children's progress School improvement</p> <p>HGIOS?4 / HGIOELC Qis 2.2 2.3 2.6 3.2</p>	<p>All staff introduced to DNK approach given time to study materials in preparation for Primary 1 – 2 using DNK in one school. Gatehouse PIPs data shows that 81% of the P1s in this group either reached or exceeded expected progress (compared with 36% of the same cohort with reading). Teacher assessments show that 73% of the primary one children in this cohort are on target to achieve or surpass Early level by the end of the school year. 81% of the primary 2s in this cohort are at or above expected level. Twynholm; SNSA & PIPS data shows that 80% of P1 are at or have exceeded expected levels in Numeracy Teacher assessments show that 100% of P2 are on target to achieve or surpass expected levels in numeracy. CNG Twynholm 7 pupils – all gains from + .1month to + 1.7yrs Gatehouse 8 pupils – gains for 6 from .5 months to 1.3yrs. 2 pupils neither gain or loss.</p>	<p>Framework for Numeracy Whole School Bespoke Development</p>

<p>School Priority 2</p> <p>To develop a set of outdoor health and wellbeing activities in conjunction with a partner agency (Permaculture UK)</p> <p>To continue to develop Partnership for Children programme in partnership with Sleeping Giants</p> <p>NIF Priority</p> <p>Improvement in children and young people's health and wellbeing</p> <p>NIF Driver</p> <p>Teacher Professionalism</p> <p>School Improvement</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>1.2, 2.1, 2.2, 2.6, 3.1</p>	<p>Partner (Permaculture UK) no longer able to help with this development</p> <p>Partnership for Children Now embedded across schools. Evaluation of programme undertaken across both schools involving staff pupils and parents, 'The best thing about Passport is that it is really easy to remember the rules to help out if you've got a problem with someone else' P7 pupil 'I like being able to talk about different problems and get other people's ideas' P4 pupil 'I like holding Zippy when we talk' P2 pupil</p> <p>Development to discuss Equality and Equity Policy – link with UNCRCPupil group meetings to discuss Equality and Equity Policy</p> <p>Behaviour policies linked to UNCRC rights – in class and on the playground</p> <p>Begin the work on looking at different rights discussing in mixed age groups. Illustrating and displaying the results.</p>	<p>Continue to work with Patnrship for Children materials with whole school community. Link to 'Rights Respecting Schools'</p> <p>Share Equality and Equity Policy with parents/wider school community</p>
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<p>School / Cluster Priority 3</p> <p>The Cluster will develop and implement a coherent RSHP programme.</p> <p>NIF Priority</p> <p>Improvement in children and young people's health and wellbeing</p> <p>NIF Driver</p> <p>Teacher Professionalism</p> <p>School Improvement</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>1.2, 2.1, 2.2, 2.6, 3.1</p>	<p>All schools across the cluster are now using the same RSHP programme.</p> <p>Consistent approach to all areas of the curriculum across all age groups.</p> <p>Teachers happy that consistent programme exists across the schools in the cluster for RSHP.</p> <p>Resources are easy to find and use.</p> <p>Pupils think it is a good idea that all pupils from the different schools should have the same lessons.</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? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>Number of children entitled to PEF Gatehouse: 16</p> <p>Number of children entitled to Pef Twynholm: 11</p> <p>CLG and CNG have remained as priorities in the partnership.</p> <p>PEF has paid for extra staff to enable the interventions to take place:</p> <p>Gatehouse</p> <p>81% of PEF eligible pupils on or above expected level for numeracy</p> <p>93% of PEF eligible pupils on or above expected level for reading</p> <p>75% of PEF eligible pupils on or above expected level for writing</p>	

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

93% of PEF eligible pupils on or above expected level for listening and talking

Four of PEF eligible pupils at Gatehouse have received CNG input – Pupil 1 +5 months Pupil 2 + 1 year Pupil 3 and 4 no gain

Six of PEF eligible pupils have received CLG input. Pupil 1 – start level 6 finish Level 11 Pupil 2 - Start level 3 finish level 8 Pupil 3 – start level 1 finish level 7 Pupil 4 - Start Level 6 finish level 13 Pupil 5 – start level 9 finish level 11 Pupil 6 start level 16 finish Level 20.

Twynholm:

60% of PEF eligible pupils on or above expected level for numeracy

90% of PEF eligible pupils on or above expected level for reading

80% of PEF eligible pupils on or above expected level for writing

Four of PEF eligible pupils at Twynholm have received CNG input – pupil 1 gain of 1 month Pupil 2 – gain of 7 months

Pupil 3 – gain of 10 months Pupil 4 - gain of 9 months.

CLG input

Three of PEF eligible pupils have received CLG input. Pupil 1 – start at step 2 finish at step 5 Pupil 2 – start at step 12 finish step 20 Pupil 3- start level 2 finish level 9

PEF funding has also been used to pay Active Schools instructor to deliver a wide variety of sporting activities to all children -giving children without access to transport the opportunity to take part in sports they would otherwise not have access too.

PEF funding was used to support eligible children from P5 to P7 enabling them to take part in the residential trips to Barcaple and Lockerbie Manor.

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<p>Staff in the school have a clear understanding of the strengths of the school and of areas for development. Development is carried out collegiately on three levels 1. Across the cluster 2. Across the partnership 3. Across staff in school. All areas of development are discussed regularly at planned development meetings/ at staff meetings and throughout the working week. The collegiate approach to development is a real strength of the school.</p> <p>Staff lead development evenings for the partnership and share their areas of expertise</p> <p>School Improvement is planned and developed through collegiate discussion, attainment data, and through parental surveys and discussions. The close collegiate work and regular discussion enables the improvement to grow organically, changing to meet need throughout the year. School improvement and self-evaluation is a constant process embedded in the daily life of the school.</p> <p>The Vision Values and Aims has led to significant improvements in the curriculum providing a broader and more relevant experience for the children.</p>	<p>Continue to develop partnerships with outside agencies to allow the school to fully meet expectations in vision, values and aims</p> <p>Improve partnership work with all parents.</p>	<p>4</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>2.3 Learning, Teaching and Assessment</p> <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>Relationships across the school are positive and nurturing. All members of the school and visitors are respected, welcomed and valued. Staff and children support and expect the best from one another. As a result, the majority of the children are interested and motivated during learning.</p> <p>Learning objectives and success criteria are used routinely, however work is still needed on encouraging the children on how to see these as a way of assessing their own work.</p> <p>House Captains hold meetings with all the pupils in their house to have an input into how the school is run and future developments.</p> <p>The school's vision, values and aims are central in the planning, teaching and assessment across the school.</p> <p>Skilled questioning is employed across the school to encourage the children to think creatively and enable higher order learning skills in all learners. We use a range of summative and formative assessments across the school and standardised assessments in maths for every year group. Progress in maths, numeracy, and literacy is tracked and monitored and this information forms an important strand of the regular attainment consultations that are held across the school year. Teacher assessments of levels are an integral part of these consultations. Through cluster work on the curriculum and moderation teachers are becoming increasingly confident in recognising when a level has been achieved.</p> <p>Science is now a key part of the curriculum with all children across the cluster receiving consistent input with a three year programme developed</p>	<p>Continue to develop questioning / reflective learning and meta-cognition</p> <p>Continue to develop teacher understanding of levels</p> <p>Develop a more rigorous approach to teaching and assessing listening and talking</p> <p>Develop DNK approach to teaching of maths to unify class and learning support</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>across the cluster</p> <p>The children are aware of the SHANARRI indicators and these are used generally in discussions with the children and when assessing individual children's wellbeing and attainment.</p> <p>Attainment is tracked through continuous and summative assessments including SNSA / Malt/ Pm Benchmarking and Accelerated Reading</p>		
<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>Gatehouse and Twynholm Primary School has a very positive atmosphere – all members of the school community are valued and respected. There are positive relationships across the school and the children feel safe and secure with the adults around them. The children know they are valued and listened to – they know who to speak to if they need to.</p> <p>The school continues to frame its behaviour policies according to the rights and responsibilities of the child</p> <p>The children take an active part in discussions that affect them and help shape the direction in which the school moves.</p> <p>The staff and children all know the Girfec wellbeing indicators and these are used in</p>	<p>Continue to develop knowledge of Girfec wellbeing indicators</p> <p>Undertake UNCRC Rights Respecting Schools Programme</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? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>discussions with the children and between staff when assessing a child's wellbeing. All children are included and treated equally across the school. All relevant staff are aware of any issues facing a child that may impact their learning, including issues around poverty. Regular learning outdoors and in the school Peace gardens for mental health and well-being is a regular part of the curriculum The majority of children in the school are confident and happy. The children take an active part in decision making through regular planned house meetings. Wellbeing indicators are an integral part of all child plans and discussions/meetings that lead to the creation of these plans. The children are familiar with the indicators and know their purpose. Regular charity events through the year promote caring for, and awareness of, the wider world. The school rationale is designed to ensure that the curriculum promotes diversity and equality Community fundraising events generate feelings of well-being and inclusion amongst the children. Free school meals and SIMD decile indicators are used as part of the tracking and monitoring process and enables the school to monitor the progress of children who might face barriers to learning including poverty. Other indicators are also taken into account – for example - unemployment/ sickness / bereavement Schools have been successful in integrating children with challenging behaviour.</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
3.2 Raising attainment and achievement <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> 3.2 Securing children's progress (for Early Learning Childcare) <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>Attainment levels in literacy and numeracy are central to the schools improvement plan. Results in both these areas have been positive over the last five years – on average 82% of P7s achieving 2nd level in reading / 68% in writing (84% if one very low performing year is not counted) / 93% in listening and talking / 84% in numeracy Staff make use of assessments and their shared understanding of standards to make increasingly confident judgements as to children's progress and achievement of levels.Regular opportunities to plan and share holistic moderation activities has led to greater confidence in teacher judgement Closing the Literacy Gap has been used to improve reading across the school and make any necessary interventions timeously.</p> <p>Closing the Numeracy Gap remains a focus to deepen understanding of maths progression and to provide early intervention for children for whom maths is a challenge</p> <p>Children's personal achievements are recognised at monthly assemblies to which parents and carers are invited.</p>	<p>Continue to embed techniques of Closing the numeracy Gap including implementing DNK and intervention for children who need it</p> <p>Continue to increase teacher confidence in assessing levels</p>	4

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>A robust tracking system is in place for numeracy and literacy and regular attainment consultations allow for planned interventions when necessary.</p> <p>The tracking system allows the school to check that children with barriers to learning , including poverty, are carefully monitored. Learners in the school are confident and successful; they contribute to the life of the school and the wider community.</p> <p>Attendance levels across the school are high.</p> <p>Learning conversations include parents twice a year.</p> <p>Standardised assessment continue to demonstrate an improving trend in literacy and mathematics..</p> <p>Learning conversations have led to a a greater awareness of how the children are progressing and what parents and carers can do to help – this year's LCs have been between pupils and teachers initially this year followed by a phone call or Teams meeting with parents, child and teacher.</p> <p>All children are assessed for TLQ and an extensive programme takes place across the school year</p>		
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>The design of the school curriculum, the school rationale and close teamwork ensures that prior learning is built upon and ensures progression for learners. Through work with partners and imaginative and flexible planning the school provides the learners with high quality and interesting learning experiences, including using the outdoors, through which they can demonstrate skills for life, learning and work. Teacher planning</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>and planning with partners. Bundling ensures coverage of all experiences and outcomes and use of authority curriculum structure work leads to progression across the levels. Teamwork, planning together and regular discussions on learner's work and progress ensure knowledge and skills are built upon effectively. Use of learning conversations and Aifl is helping to develop considered, thoughtful and reflective learners.</p>		
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning.	<p>The school works in partnership with permaculture UK to grow food and create gardens Regular beach cleans of our adopted beach in partnership with the Marine Conservation Society and The National Scenic Area Officer Learning Conversations have enabled parents/carers to take a more active role in their child's education. Open evenings and afternoons will be reintroduced next academic year The school has set up a school hub to allow parents to meet and partnership agencies to work in – this area is still being used as a second staff room</p>	<p>Continue to develop the use of the hub community space Rebuild parental involvement in life of the school following lockdown</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.

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 UNHCR – Rights Respecting Schools</p> <p>NIF Priority Improvement in children's health and wellbeing</p> <p>NIF Driver Parental engagement School Improvement</p> <p>HGIOS?4 / HGIOELC Qis 2.7 3.1 3.2 National Standard Criteria</p>	<ul style="list-style-type: none"> Pupils and community learn about children's rights, putting them into practice every day Children feel safe and valued Children have better relationships Children active and involved in school life and the wider world Children recognize the rights of others 	<p>Sign up for UNHCR Rights Respecting School</p> <p>Begin to work towards the bronze accreditation</p> <p>Teams session 31st August</p> <p>Review school Vision Values and Aims in light of UNHCR</p>	<p>Lead person HT</p> <p>Time allocations</p> <p>1 x staff training day 2x development nights</p> <p>Cost covered by the Scottish gov't.</p>
<p>School Priority 2 DNK introduction continues</p> <p>NIF Priority Improve attainment Closing the attainment gap</p> <p>NIF Driver Teacher professionalism Assessment of children's progress School improvement</p>	<ul style="list-style-type: none"> Pupils will become more confident in numeracy A better understanding of place value and how the number system works An increased ability to explain their thinking and reasoning Greater links between CNG and classroom maths practice leading to a closure in the attainment gap 	<p>Sign up for training</p> <p>Continue to familiarise with DNK materials.</p> <p>Work alongside trainers to develop programme</p> <p>Share with parents</p>	<p>HT</p> <p>X6 collegiate sessions in school</p> <p>X4 days in school</p> <p>£2149</p>

<p>HGIOS?4 / HGIOELC Qis 2.3 3.1 3.2 National Standard Criteria</p>			
<p>Cluster Priority 1 Develop the quality of writing across the Cluster</p> <p>NIF Priority Improve attainment Closing the attainment gap</p> <p>NIF Driver Teacher professionalism Assessment of children’s progress School improvement</p> <p>HGIOS?4 / HGIOELC Qis 2.2 2.3 2.6 3.2</p>	<p>Pupils receive consistent quality writing experiences.</p> <p>Teachers and pupils have a shared understanding of what a good piece of writing looks like and when success has been achieved.</p> <p>Teachers are able to allocate the four bands of CfE levels to pieces of writing.</p>	<p>Working Party to gather material and information from each school to collate and present.</p> <p>As a Cluster: Review and crystalise the Stephen Graham writing process for different Genre.</p> <p>Share experience and practice in teaching writing.</p> <p>Review pupils work and agree a level.</p>	<p>One day for three staff to pull the work together from all schools to present a ‘where we are picture’. (3 days cover required)</p> <p>2 x 1.5 hour cluster colligate sessions (20th Sept and 15th Nov)</p>