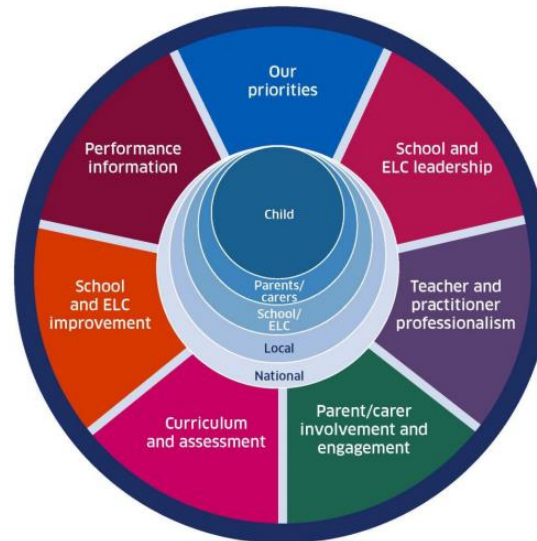


Education and Learning Directorate

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

(2022 - 2023)



School: Hightae, St Mungo and Tundergarth Partnership

Date: 10/05/2022

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

Partnership Statement:

Together we will use the skills, talents and resources within our partnership to provide excellent and enjoyable education for all our children enabling them to achieve their highest standards.

Our motto is, “Work Together, Learn Together, Play Together”

School Statements

Hightae Primary School	St Mungo Primary School	Tundergarth Primary School
<p>Vision <i>To raise levels of attainment by guiding each child to develop their full potential, supporting them educationally and emotionally with co-ordinated input from staff, parents, our local community, outside agencies and the pupils. themselves.</i></p> <p>Our Values:</p> <p>Our motto is: Treat Others As You Wish To Be Treated.</p>	<p>Vision <i>“The whole school community of parents, pupils and staff will work towards St Mungo Primary School being a safe, secure environment where all individuals are valued, excited about learning and keen to make a contribution to the life of the school and community.”</i></p> <p>Our Values lie at the HEART of all that we do. Together we demonstrate:</p> <p>H onesty E ffort A chievement</p>	<p><i>Revised in 2020/21</i></p> <p>Vision <i>“Our goal as a school is to equip our young people with the skills and mindset to thrive and then take on the world.”</i></p> <p>Our Values:</p> <p>Respect Honesty Teamwork <i>Underpinned by an inclusive ethos, where kindness is shown, responsibility is expected, and learning</i></p>

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<p>Respect For All. Everyone is included/equal. Always be truthful. Together we can inspire each other, learn from each other and achieve our full potential.</p> <p>Aims: To work together using our skills, talents and individual knowledge of our children to provide excellent and enjoyable educational opportunities for each one enabling them to achieve their full potential reflecting the skills and attributes of Effective Contributors, Successful Learners, Responsible Citizens and Confident Individuals.</p>	<p>R espect & Responsibility T eamwork</p> <p>Our motto is: “We are a small school with a big heart”</p> <p>Aims: Learners will be aware of their strengths and will know how to improve the areas of challenge, developing resilience and confidence in their ability to learn. Differences will be celebrated and we will be outward looking and involved in our community, country and world. We will respect the buildings and belongings of our school and community and take care of our changing world. We will promote an ethos where learning is valued and seen as an ongoing lifetime activity resulting in choices and stimulation being available to all. We aspire to be the best we can be and will celebrate the efforts made to fulfill this.</p>	<p><i>is fun.</i></p> <p>Aims:</p> <ul style="list-style-type: none"> ○ <i>For our young people to have a love of learning and be equipped with the skills they need for life and work, locally and beyond</i> ○ <i>For our young people to be digitally literate and adaptable to changes in technology</i> ○ <i>For our young people to positively contribute to their community/ Schools Partnership /the wider world</i> ○ <i>For our young people to be entrepreneurs, skilled in thinking independently and being creative</i>
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(Acting head Timescale)

Review Date: Throughout Academic Session 2022-2023 to be completed by July 2023.

Review Activities (as appropriate)

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

Staff, pupil and parent working groups, questionnaires and engagement sessions to review for the whole partnership as reviews have not been undertaken as planned previously. Opportunity for cohesion whilst maintaining individual school identities in partnership review.

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)

No engagement, consultation or review work is reported to have been undertaken during the 21-22 session, there was not a full awareness of the SiP amongst staff of the content of some priorities and there was no evidence of it having been shared with pupils or parents. PEF spend has not happened as planned, baseline data unavailable and no evidence of monitoring, quality assurance or progress analysis having taken place. Acting Headteacher has begun review process with all stakeholders. Acting Headteacher has created and shared a parent questionnaire, met with pupil council and met with the staff team to undertake evaluation of the current SiP where possible (given the challenges of it being unknown and much of it not being undertaken) and to gain views to use alongside data analysis to set the new, collegiately agreed school improvement targets for academic session 2022-2023.

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 Raising attainment in numeracy</p> <p>NIF Priority Improvement in attainment</p> <p>NIF Driver Assessment of children's progress Teacher professionalism</p> <p>HGIOS?4 / HGIOELC QIs 3.2 Raising attainment and achievement 2.7 Partnerships</p>	<p><i>In term 2 the substantive head teacher removed this priority from the school improvement plan.</i></p> <p>Staff have reported to Acting Headteacher that during term 1 DNK training was undertaken by some staff, it has been used inconsistently in some classes sporadically, it has not been developed or adapted and so does not fit with current teaching/curriculum, PIs were unable to access this as they had hoped.</p> <p>PEF spend has not happened as planned.</p> <p>Parents and children unaware of this priority or of its removal.</p> <p>No evidence of any monitoring, quality assurance or progress analysis</p>	<p>To ensure a shared vision and expectation of learning and teaching, improvement, attainment and progress across the partnership.</p> <p>To ensure a consistent, progressive programme of learning/curriculum offer that meets the needs of all learners offering challenge and support.</p> <p>To ensure consistent, high quality learning and teaching including accurate teacher judgment through</p>

	undertaken, no baseline to measure against.	monitoring, moderation, quality assurance and evaluation.
School Priority 2: Raising attainment in literacy NIF Priority Improvement in attainment NIF Driver Assessment of children's progress Teacher professionalism HGIOS?4 / HGIOELC QIs 3.2 Raising attainment and achievement 2.7 Partnerships	<p>Staff were only aware of the writing element of this priority and unaware that it contained elements pertaining to reading and listening and talking.</p> <p>Parents and pupils unaware of this priority, no work undertaken to share this/develop this with stakeholders.</p> <p>Stephen Graham Live and up to 5 webinars were attended by some staff, some staff sought support to implement in P1-P7 which was not forthcoming.</p> <p>Implementation has happened inconsistently and sporadically across the partnership with mixed outcomes.</p> <p>Child friendly writing criteria have been drafted but not further developed or agreed and are used inconsistently across the partnership.</p> <p>Staff again report that the current curriculum across the partnership is not well developed and has prevented smooth implementation of writing as there has been no adaptation or consistent approach taken.</p> <p>No evidence of any monitoring, quality assurance or progress analysis undertaken.</p> <p>PEF spend has not happened as planned.</p>	<p>To ensure a shared vision and expectation of learning and teaching, improvement, attainment and progress across the partnership.</p> <p>To ensure a consistent, progressive programme of learning/curriculum offer that meets the needs of all learners offering challenge and support.</p> <p>To ensure consistent, high quality learning and teaching including accurate teacher judgment through monitoring, moderation, quality assurance and evaluation.</p>
School Priority 3: Devise a coherent 3-year rolling HWB programme, NIF Priority Improvement in HWB NIF Driver	<p>In term 2 the substantive head teacher removed this priority from the school improvement plan.</p> <p>PTs have divided Es and Os into 3 years to begin an overview.</p> <p>RSHP is now being used in Term 4 to deliver HWB.</p> <p>Wellbeing webs/SHANAARI not undertaken since previous academic session.</p>	<p>To ensure a shared vision and expectation of learning and teaching, improvement, attainment and progress across the partnership.</p> <p>To ensure a consistent, progressive programme of learning/curriculum offer that meets the needs of all learners offering challenge and</p>

<p>Assessment of children's progress Teacher professionalism</p> <p>HGIOS?4 QIs 3.2 Raising attainment and achievement 2.7 Partnerships</p>	<p>PEF spend has not happened as planned.</p> <p>Parents and children unaware of this priority or of its removal.</p> <p>No evidence of any monitoring, quality assurance or progress analysis undertaken, no baseline to measure against.</p>	<p>support.</p> <p>To ensure consistent, high quality learning and teaching including accurate teacher judgment through monitoring, moderation, quality assurance and evaluation.</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>PEF spend has not been undertaken as planned for Hightae and St Mungo (Tundergarth received no PEF funding this session).</p> <p>PEF spend took place in Term 4 for Fastlane Reading Intervention across the partnership-going forward 3 pupils at St Mungo and pupils yet to be identified at the remaining schools will undertake the intervention-the expected impact is accelerated progress toward age expected attainment.</p> <p>At Hightae, a teacher delivered writing skills to a small group of selected pupils in Term 1, the impact of this was not monitored.</p> <p>Some PEF money was used to release PT's to implement change however due to HT absence the PT's undertook acting HT role at several points throughout the year.</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>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>Middle leaders have at several points taken on acting head roles in each of their own schools and maintained full classroom teaching responsibilities. They have tried, where possible to maintain the day to day running of each school to ensure the best for pupils given the situation. VVA is in place from historical development in each school, no review work has been undertaken. Expectations, practice and leadership across the partnership at a senior level has been variable and inconsistent. There is a lack of shared vision, direction and understanding, there has been no partnership work and little or no stakeholder involvement. Acting head along with middle leaders has begun to undertake some of this work in Term 4.</p> <p>Time for professional dialogue, collegiate learning and self-evaluation has not been protected or evident.</p> <p>Members of our school community have not been able to contribute to our plans for continuous improvement, the acting head along with middle leaders has undertaken some work pertaining to this during Term 4.</p> <p>Leadership has not lead to positive change.</p>	<p>To ensure strategic leadership to steer focus, direction and pace of change whilst maintaining consistent high expectations across the partnership.</p> <p>To ensure a shared vision and expectation of learning and teaching, improvement, attainment and progress across the partnership with all stakeholders through improved communication and engagement in all settings.</p> <p>To ensure a shared improvement plan with baseline data, key responsibilities, SMART targets, continuous monitoring and evaluation with all stakeholders involved in creation and evaluation to ensure positive change the improves outcomes for all learners.</p> <p>To ensure appropriate PEF spend, DSM spend, allocation of resources and SWTA to support improvement equitably across the partnership.</p>	<p>Unsatisfactory</p> <p style="text-align: right;">7</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
	Any work begun has been unable to be completed, it has not been collegiate and has little or no impact on pupils. No self-evaluation work has been undertaken, no evidence of monitoring or quality assurance. Staff development time has not been used as per the SWTA and on many occasions has not happened at all. Acting head along with middle leaders is beginning to plan the next academic session.		
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> 	Children's rights have not been fully explored across the partnership. Learners' experiences are varied across the partnership. Learners have inconsistent access to technology, the use of digital technology is not embedded across the partnership. Acting head has met with LA digital lead. Some learners do take increasing responsibility as they become more independent in their learning although this is inconsistent across the partnership. Learners do not always understand the purpose of their learning and there are few opportunities to lead the learning. Learners are not always achieving their potential, support and challenge is inconsistent across the partnership. Learners have opportunities to contribute to the life of the school and wider	A learning and teaching policy and minimum expectation needs to be collegiately created and agreed with all stakeholders across the partnership. Learners views need to be systematically sought, explored, and acted upon and feedback given. Curricular review and creation of learning and teaching policy need to maximize the available resources, learning environments and best practice.	Weak

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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>community although this is varied and has been limited at times. Learners do not feel that their views are sought, valued and acted upon by leaders. Acting headteacher has begun work with pupil council around SiP and this will need to continue with all aspects of school life.</p> <p>There are a range of learning environments and teaching approaches across the partnership. Our explanations and instructions are clear. We sometimes use skilled questioning and engagement to promote curiosity, independence and confidence and to begin to enable higher-order thinking skills in learners.</p> <p>Assessment is undertaken but not fully utilised in a systematic way across the partnership. Tracking and monitoring needs to be planned and undertaken systematically. (see 3.2 below)</p> <p>We need to develop our planning to ensure that it is relevant and can be differentiated to meet the needs of all learners in the three different settings. Progressive curricular plans need to be in place for staff. Learners and</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
	child led learning need to become central to our practice.		
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>Further work needs to be undertaken with all stakeholders around SHANAARI and wellbeing. Wellbeing data needs to be baselined, planned interventions/teaching priorities/UNCRC work undertaken and progress data taken. Staff and partners have not all felt valued and supported, acting head is meeting regularly with all staff to identify supports where needed. Relationships across the partnership are varied but this seems to be improving. Shared values and high expectations need to be created as a priority. Staff try to consider each child and young person as an individual with his/her own needs, risks and rights.</p> <p>Compliance with statutory requirements and codes of practice has been varied and at times middle leaders have had to ensure that this has been adhered to.</p> <p>Learners are included, engaged and involved in the life of the school. We try to value diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation.</p>	<p>HWB review needs to be undertaken for the partnership, progressions need to include embedding the UNCRC across the partnership.</p> <p>Systematic collection, evaluation and planning from HWB data needs to be undertaken.</p> <p>Strategic planning and monitoring of all learners particularly those facing challenges needs to be undertaken.</p> <p>Statutory procedures and authority procedures needs to be consistently adhered to. Seemis and Wellbeing need to be used. Partners to the partnership need to be used in the best way to provide support for learners. Resources need to be allocated fairly in order to maximize improvement for all.</p>	Weak

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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
	We have some strategies in place for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs although these need to be further developed strategically to maximize positive impact across the partnership.		
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> 	<p>Assessment across the curriculum and across the partnership varies. Our staff need more opportunities to moderate assessment together to ensure robust and reliable judgments that are consistent across the partnership. Progress and attainment needs to be carefully monitored, scrutinized and strategic planning needs to take account of this, staff need to work with leaders to evaluate and use data systematically to secure improvements for all learners. We must use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners across the partnership. This includes having an overview for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. Acting head is working to create a progress and achievement overview for the partnership, acting head has planned raising</p>	<p>Interventions need to be appropriately chosen to meet the needs of the learners with a particular focus on closing the gap, Baseline assessment needs to be undertaken, the intervention needs to be completed systematically and evaluated critically to understand its effectiveness and decide next steps.</p> <p>Moderation, assessment, attainment and progress meetings, monitoring and tracking, SLT data reviews, target setting and reviewing and self-evaluation against national standards need to be planned as part of the SWTA, undertaken as a staff team and used to inform next steps for development. Everyone must be held accountable at all levels for securing improvement for all learners. Learners and parents must understand where the pupil is</p>	Weak

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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>attainment consultations with all teaching staff to scrutinize data and plan next steps including interventions for session 22-23 and decide on whether RfA/CPM or other agency involvement is required to support individual learners.</p> <p>Interventions are not always drawn from data and are not used and evaluated systematically across the partnership. They are not always effective or completed. Feedback is given in different ways and with varying impact.</p> <p>Acting Head has planned intervention review meetings and met with ASLT. Acting head is creating a partnership overview of need/allocation/interventions.</p>	<p>at, strengths, areas for improvements and any additional supports in place.</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
2.2 Curriculum: Theme 3 Learning Pathways	<p>The curriculum does not yet provide flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways need to be developed to support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways will be based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. We ensure children and young people have access to learning in all curriculum areas and through outdoor learning although this is inconsistent across the partnership.</p>	<p>Creative learning and teaching, active learning, utilization of outdoor space and digital technology and use of natural curiosity need to be established and embedded consistently across the partnership.</p> <p>A curriculum review needs to take place for all areas but with an initial focus on literacy, numeracy and HWB to ensure progressive programmes to support staff in planning engaging, differentiated lessons which meet the needs of all learners.</p>	
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning.	<p>Parental involvement has been very limited, parent feedback tells us that they do not feel engaged in their child(ren)s learning and are not fully understanding of progress and attainment. Parental feedback tells us that the parents feel communication has been lacking and that there is no partnership working. During term 4 acting head has worked with</p>	<p>Through effective partnership working we can create a shared vision, shared improvement plan and begin to secure positive impacts for children, young people and families in our community. We need increased parental engagement in their children's learning as we know that their involvement has a positive impact on raising attainment and achievement particularly in literacy and numeracy. We want our effective partnerships to allow all our learners to have access to an</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? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	staff to hold open afternoons, brew and blether session and planned partnership events (1 in each school) to increase opportunities for parental engagement and positive relationships to be built so that next academic session effective partnership working can be undertaken.	extended range of learning pathways through which they are developing skills for learning, work and life and securing sustainable positive destinations.	

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

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

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

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area <i>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)</i>
<p>School Priority 1 Curricular development in creating balanced literacy across the partnership to develop consistent, high quality learning, teaching and assessment through building capacity and capability leading to improved outcomes.</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver School and ELC leadership Teacher and practitioner professionalism Curriculum and assessment Performance information</p> <p>HGIOS?4 / HGIOELC Qis 1.1 1.2 1.3 2.2 2.3 2.4 3.2 3.3</p>	<p>To create and consistently use progressive planners for the delivery of balanced literacy across the partnership.</p> <p>To have a learning and teaching policy for the partnership which reflects the minimum expectations of learning and teaching across the partnership.</p> <p>To have secure teacher judgements in literacy with a clear and consistent assessment approach that includes moderation amongst school staff the partnership and the cluster.</p> <p>To improve progress in literacy, (particularly writing) for all learners with accelerated progress to close the attainment gap between the least and most disadvantaged learners.</p> <p>To increase attainment in literacy (particularly writing) for all learners with an aim of 85% of learners making age related expectation or above.</p> <p>Learners and their families will understand where the learner is and their next steps.</p>	<p>To create progressive planners for the delivery of balanced literacy across the partnership.</p> <p>To consistently use progressive planners for the delivery of balanced literacy across the partnership.</p> <p>To have a learning and teaching policy for the partnership which reflects the minimum expectations of learning and teaching across the partnership.</p> <p>To have secure teacher judgements in literacy with a clear and consistent assessment approach that includes moderation amongst school staff the partnership and the cluster.</p> <p>Raising attainment consultations, quality assurance and moderation opportunities to ensure accurate teacher judgements, monitoring of progress and attainment, appropriate target setting and allocation of resources to support.</p> <p>Accurate and regular feedback to learners and parents.</p>	<p>PT to lead staff groups in creating/adapting and using progressive planners. Sharing good practice, quality Assurance and monitoring. Moderation and regular review to be undertaken-planned into SWTA. PEF cost of supply cover one day in Term1 and one in Term 3.</p> <p>HT to lead collaborative creation of learning, teaching and assessment policy for the partnership. Undertake during Inset-no costs associated.</p> <p>Moderation work to be undertaken with support from Education Officer (KB) and within schools, partnership and cluster.</p> <p>HT to have Partnership overview, termly update as part of RAC. Monitored in quality assurance (obs/jotter scrutiny/pupil voice) for support/challenge and high quality, L&T. Cost of targeted interventions within PEF budget.</p> <p>SWTA planning for parents conversations, termly reporting and informal engagement opportunities. Monitored by SLT.</p>

<p>School Priority 2 Refreshing the partnership vision, values and aims with all stakeholders to support the rights of the child, inclusion, equity and wellbeing and provide opportunities for connection and engagement to build capacity.</p> <p>NIF Priority Placing the human rights and needs of every child and young person at the center of education Improvement in children and young people’s health and wellbeing</p> <p>NIF Driver School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement School and ELC improvement Performance information HGIOS?4 / HGIOELC Qis 1.3 1.5 2.1 2.5 2.6 2.7 3.1</p>	<p>Learners, staff, families and wider partners will take part in a review of the individual schools VVA and for the partnership as a whole, these will be refreshed or renewed as appropriate.</p> <p>We will embark upon our Rights Respecting Schools Awards journey and work with learners, staff, families and wider partners to ensure they know and understand UNCRC rights of the child and that these are embedded within our everyday practice allowing us to achieve our Bronze RRSA award for the partnership.</p> <p>We will engage closely with partners to ensure that we are requesting assistance, engaging with GiRFEC process providing appropriate early interventions for identified learners.</p> <p>We will ensure all learners’ individual circumstances are taken into account and that they are being supported or challenged appropriately.</p> <p>We will ensure consistent high quality learning, teaching and assessment and consistent high quality experiences across the partnership through monitoring and quality assurance.</p> <p>Pupil Council will meet regularly to engage with our improvement plan and undertake evaluation through Wee HGiOS with HT.</p> <p>Parent representatives will be invited to meet regularly to engage with our improvement plan and undertake evaluation through HGiOS4 with HT.</p> <p>SHANARRI wellbeing indicators will be undertaken in classes and monitored termly as part of Raising Attainment Consultations.</p>	<p>Learners, staff, families and wider partners will take part in a review of the individual schools VVA and for the partnership as a whole, these will be refreshed or renewed as appropriate.</p> <p>Achieve our Bronze RRSA award for the partnership.</p> <p>We will engage closely with partners to ensure that we are requesting assistance, engaging with GiRFEC process providing appropriate early interventions for identified learners.</p> <p>We will ensure all learners’ individual circumstances are taken into account and that they are being supported or challenged appropriately.</p> <p>We will ensure consistent high quality learning, teaching and assessment and consistent high quality experiences across the partnership through monitoring and quality assurance.</p> <p>Pupil Council will meet regularly to engage with our improvement plan and undertake evaluation through Wee HGiOS with HT.</p> <p>Parent representatives will be invited to meet regularly to engage with our improvement plan and undertake evaluation through HGiOS4 with HT.</p> <p>SHANARRI wellbeing indicators will be undertaken in classes and monitored termly as part of Raising Attainment Consultations.</p>	<p>HT to lead review in Terms 1 and 2 engaging with all stakeholders, finalisation in term 3, launch in Term 4 ready for next academic session. No cost associated.</p> <p>PT lead to action planning, stakeholder engagement and review/assess. PEF for 2 days supply cover, 1 in Term 1 and Term 3. Achieve in Term 3 or 4.</p> <p>HT to have Partnership overview, plan and oversee all RfA and GiRFEC procedures, termly update as part of RAC. No cost associated.</p> <p>HT to have Partnership overview, plan and oversee all RfA and GiRFEC procedures, termly update as part of RAC. Monitored in quality assurance (obs/jotter scrutiny/pupil voice) for support/challenge and high quality, L&T. Cost of targeted interventions within PEF budget.</p> <p>HT to lead twice termly Pupil Council meetings. Agenda item for evaluation to feed into SiP/SEF, share regular updates with all. No cost associated.</p> <p>HT to lead termly opps for parental engagement with this. Agenda item for evaluation to feed into SiP/SEF, share regular updates with all. No cost associated.</p> <p>CT to undertake assessments in class, discuss with HT in termly RAC, info to feed into next steps decisions and monitoring. No cost associated.</p>
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