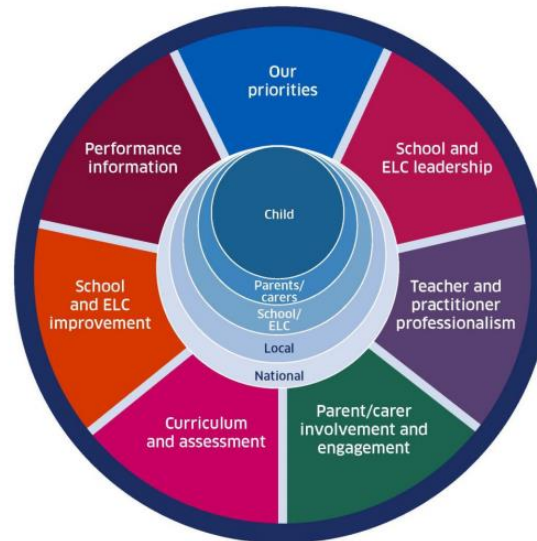


Education and Learning Directorate

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

(2022 - 2023)



Kirkbean and New Abbey Partnership
Date: May 2022

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims School Statements

Kirkbean Primary

Successful Learners

- Focus on the task in hand.
- Always do your very best.
- Keep looking for ways to improve.
- Don't be afraid to make mistakes.
- Ask questions.

Our Vision

Together, we will create a happy, safe, caring and welcoming environment where everyone feels valued. We will respect and help each other. We will provide an inspiring education that prepares our children for the future.

Responsible Citizens

- Be a good friend to everyone.
- Always be honest and kind.
- Try to be helpful.
- Look after each other and yourself.
- Respect and improve our environment.

Honesty
Equity
Ambition
Respect
Teamwork

Confident Individuals

- Never give up – persevere!
- Think before you act.
- Be ambitious – 'go over and above'.
- Be happy being you!

Effective Contributors

- Work as a team, co-operating with each other.
- Listen carefully and respect other's views.

Join Team Kirkbean!

We reviewed our Vision, values and Aims with pupils, parents, staff, partners and our local community. We are working hard to embed them in everyday life at Kirkbean Primary.

SAFE HEALTHY ACHIEVING NURTURED ACTIVE RESPECTED RESPONSIBLE INCLUDED

New Abbey Primary

Successful Learners

- Listen carefully and work hard.
- Learn from your mistakes.
- Never give up, keep trying.
- Take pride in yourself and your work.
- Be a responsible learner.

Our Vision

Together, we will create a supportive environment that celebrates individuality and promotes equity, resulting in happy, confident children. We will provide a high-quality education which will help our children to realise their full potential, giving everyone a passion for lifelong learning.

Responsible Citizens

- Set a good example to others.
- Represent the school positively.
- Always use good manners.
- Value others.
- Arrive equipped for the day.

R.I.S.E

Confident Individuals

- Believe in yourself.
- Encourage others to be the best they can.
- Think positively.

Effective Contributors

- Don't be afraid to share your ideas.
- Work as a team, valuing all contributions.
- Ask questions, challenge thinking.
- Be a Global Citizen.
- Be brave – share your ideas.

Aim High!

We reviewed our Vision, values and Aims with pupils, parents, staff, partners and our local community. We are working hard to embed them in everyday life at New Abbey Primary.

SAFE HEALTHY ACHIEVING NURTURED ACTIVE RESPECTED RESPONSIBLE INCLUDED

Review Date: 2023/24

During 2019-20, we worked with pupils, parents, staff, partners and each local community to create a new Vision, Values and Aims. Each school had their own journey). Our children are confident in their knowledge and understanding of our Values. They are becoming increasingly confident in their understanding of our Vision and Aims. We created a Curriculum Overview with pupils using the Refreshed Curriculum Guidance and created a Curriculum Rationale which links to our Vision, Values and Aims. We continue to embed our Values in everyday school life. We will create a Learning and Teaching Position Statement during 2022/23. **The work on our Vision, Values and Aims was graded as Very Good by Education Scotland during Kirkbean's Inspection in 2020**

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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: Improve attainment in Literacy and Numeracy.</p> <p>NIF Priority Improvement in Attainment</p> <p>NIF Driver Assessment of Children's Progress School Improvement Performance Information</p> <p>HGIOS? 4 / HGIOELC? Qis 2.3 Learning and Teaching 3.2 Raising Attainment 2.2 Curriculum</p> <p>National Standard Criteria N/A - ELC</p>	<p>Key Actions from SIP 2021/22</p> <ul style="list-style-type: none"> • Staff training on the Stages of Arithmetical Learning (SEAL) teaching methodology. • Implementation of Authority Numeracy Progression Planning (that incorporate SEAL methodology). • Use InCAS to track progress and prioritise intervention. • Increase opportunity for the systematic review of practice which includes time for reviewing Summarised Inspection Findings and for reflecting on HGIOS 4 Challenge Questions. <p>Progress and Impact</p> <ul style="list-style-type: none"> • The implementation of the Authority's Developing Number Knowledge planning and methodology has been a significant undertaking, particularly in a multi-composite setting while pupil and staff covid-related absence continued to impact. Unfortunately, the partnership inset training that had been booked months in advance was cancelled. Instead, we were guided by a Lead Teacher who attended two Development Meetings and joined our partnership for a day, modelling strategies in each class. The latter was particularly helpful. Despite the challenges, all teachers are teaching the strategies and have started to use the methodology within some of 	<p>Fully launch the DNK Progression Planning. Facilitate further training to support staff with this. This is likely to be Authority CPD.</p> <p>Create a Maths Progression Planner to compliment the new numeracy planning (DNK).</p> <p>Continue to facilitate peer observation as part of moderation. Reintroduce moderation of writing across the partnership. Work on moderation with our Cluster partners.</p> <p>Create a Learning and Teaching Policy for each school with the school community.</p> <p>All either endorsed or recommended by our Covid-recovery inspectors March 2022.</p>

	<p>the key strands (Number Word Sequences, Numerals, Addition and Subtraction). Since starting to use the methodology, most children are able to identify different strategies to support their mental calculation. Teachers and Learning Assistants are also using the Authority's Numeracy Launch Pads to support intervention (which link to DNK). DNK will be fully launched in August 2022 so it will be included in our School Improvement Plan for next session. Pupil Equity Funding supported this improvement priority.</p> <ul style="list-style-type: none"> • InCAS assessments have been used to support the judgement of a CfE Level and to help track progress as a whole. They were initially very difficult to implement due to glitches in their system and in our connectivity but the process was issue-free in Term 4. • During February Inset, our teachers and learning assistants revisited the Summarised Inspection Findings from Kirkbean's 2020 inspection. Due to Covid-19, there were no other current relevant full inspection findings to review. This was a worthwhile experience as, although we had done it before, it reaffirmed our direction of travel around school improvement. All recommendations became SIP priorities and are either complete or underway. • During our January Inset, our teachers and learning assistants used the Building Capacity Practice Papers to evaluate HGIOS 2.3 Learning and Teaching and 3.2 Raising Attainment. This provided a great deal of positive information, almost all in agreement, some of which has fed into our school improvement journey. Summarising the evaluation was difficult. Upon reflection, it would have been more effective to have had the evaluations completed separately for each school, possibly using a digital survey. Following helpful dialogue with our Covid-recovery inspectors, a next step will be to create a learning and teaching policy for each school. • Peer observation of literacy or numeracy began in Term 3 and will continue in Term 4. The experience has supported professional dialogue and shared good practice. During our Covid-recovery inspection, this was confirmed as being good practice. 	
<p>School Priority 2: Creating and Tracking Skills Pathways for Life, Learning and Work</p>	<p>Key Actions from 2021/22</p> <ul style="list-style-type: none"> • Investigate ways in which we can help our children to better understand how achievements help them develop knowledge and skills for life, learning and work. 	<p>Introduce P1-7 Learning Journey folders which show progression. Include the Skills Progression within the folder. Reintroduce a World of Work Week. Reintroduce Pupil Parliament to increase opportunities</p>

<p>NIF Priority Improvement in employability skills</p> <p>NIF Driver School Leadership Performance Information</p> <p>HGIOS? 4 / HGIOELC? Qis 3.2 Raising Attainment</p> <p>3.3 Increasing Creativity and Employability</p> <p>National Standard Criteria N/A - ELC</p>	<ul style="list-style-type: none"> • Launch a new teaching observation template using the information gathered from the children and teachers. • Update Digital Technologies Progression Planner. <p>Progress and Impact</p> <ul style="list-style-type: none"> • Our new Skills Progression is completed and ready for launch in August 2022. During our review of learning and teaching with the children using HGIOURS, the area about which they felt least confident was in the identification of skills learned, confirming that this piece of work was required. Children and parents were asked for their views on our draft document. These views led to further updates. We aim to add some skills-themed awards to our end of year celebrations next session, once our skills progression has been in use. • Our new observation of teaching record was created following work with our children and staff which asked, 'What helps us/children learn?'. The final version was also linked directly to HGIOS 4. A similar peer observation record has now also been created. During our Covid-recovery visit, the inspectors liked it and said it could inform the creation of our own Learning and Teaching Policy. • When reviewing our Digital Technologies progression planning, it became clear that it should in fact become a Technologies Progression Planner, which includes digital technologies but also other aspects of engineering and problem solving. The food technologies aspects have been added to our Health and Wellbeing Progression Planners. A significant amount of time was given to this task during our February Inset. The dialogue was extremely productive and resulted in a much-improved document. At the time of writing, it is in draft format and will be shared with pupils and parents once complete. It will also be shared with our partners at Dumfries Academy. It should be ready for launch in August 2022. 	<p>for learning new skills. With help from our Parent Council, invite local businesses to sponsor some end of term awards and to come to talk to the children about the skills required to do their job.</p>
<p>School Priority 3: Health, Wellbeing and Inclusion</p>	<p>Key Actions from 2021/22</p> <ul style="list-style-type: none"> • Take the Rights Respecting Schools journey (including inviting the Pupil Council to a Parent Council Meeting) • Wellbeing Days planned with the children. 	<p>Earn UNICEF's Rights Respecting Schools Gold Award.</p> <p>Continue to prioritise wellbeing in the same way.</p>

<p>NIF Priority</p> <p>Placing the human rights and needs of every child and young person at the centre of education.</p> <p>NIF Driver Teacher Professionalism Parental Engagement School Improvement Performance Information</p> <p>HGIOS? 4 / HGIOELC? Qis 3.1 Ensuring Wellbeing, Equality and Inclusion</p> <p>2.2 Curriculum</p> <p>National Standard Criteria</p> <p>N/A - ELC</p>	<ul style="list-style-type: none"> • Introduce a Partnership Choir. <p>Progress and Impact</p> <ul style="list-style-type: none"> • Our partnership earned UNICEF's Rights Respecting School Bronze Award. We have completed the actions on our Silver Action Plan and await a visit for assessment. At New Abbey, our Pupil Action Group talked about the creation of a School Charter to parents at a Parent Council event. We aim to include the Pupil Action Groups at some Parent Council meetings next session. • As requested by our children, we have had two Wellbeing Days. They were included in the planning of the first day (Term 2). Their feedback following the day was extremely positive; in fact, the children all enjoyed the karate session so much that we now have a weekly partnership karate after school club which is our most popular to date. We used the feedback to plan our second day (Term 4). Both days were used to reinforce what wellbeing means, how we can improve it and how to build resilience. This is linked to our weekly assemblies and our Wellbeing Trackers. Our Covid-Recovery Inspection 'Note' was highly complimentary of our management of wellbeing and gave no further action. • P1-7 choirs have been created in each of our schools. We aim for them to sing at our End of Term Services. Next year, we will bring them together as a partnership. 	
<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>How is PEF 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> <p>We continue to combine the Pupil Equity Funding allocation across our partnership to support each other and get best value whenever possible. Over and above our PEF allocation, we were also allocated £4018 to support Covid-recovery. This was spent on increasing one of our learning assistant's hours from 16 to 22.5 per week. This has facilitated further targeted intervention.</p> <p>See over...</p>	

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

Partnership Pupil Equity Fund Spending 2021/22	
SIP Priority 1	
<u>Learning Assistant Hours</u> Literacy, Numeracy & play	Part-way through the session, we funded a slight increase in Learning Assistant hours, having them start at 9am rather than 9.30am (2 more hours per week). This was to facilitate the observation and extension of play and to support targeted intervention.
<u>Closing the Literacy Gap</u> Literacy	Purchase of reading books and CLG materials from the Print Unit to support targeted intervention.
<u>InCAS</u> Literacy & Numeracy	P2-7 online assessments for literacy, numeracy and developed ability. InCAS assessments have been used to support the judgement of a CfE Level and to help track progress as a whole. They were initially very difficult to implement due to glitches in their system and in our connectivity but the process was issue-free in Term 4.
<u>Accelerated Reading</u> Literacy	P2-P7 digital assessment and tracker of reading. Used all year. Highly motivating for children and a useful tool for tracking progress and measuring attainment. Will be purchased next year.
<u>Nessy Spelling</u> Literacy	Online spelling programme for targeted intervention with spelling for specific children. As the year progressed, when children showed improvement, they were assessed again and moved back on to our school spelling programme. There is evidence of 'Nessy fatigue' for many so we stopped using it in Term 4.
<u>Sumdog</u> Literacy & Numeracy	Digital numeracy and literacy programme (Kirkbean and P4-7 New Abbey). Used all year in P1-7 Kirkbean and P4-7 New Abbey. Sumdog gives opportunity for the repeated practice of numeracy skills. It also provides helpful information on progress and allows the teacher to set specific priorities for each child. Also used for authority Maths Challenges that the children find motivating. Will be purchased next year.
<u>Education City</u> Literacy & Numeracy	Digital numeracy and literacy programme (P1-3 New Abbey). Was very useful for reinforcing learning during school closure but has now been replaced by other apps.
<u>Writing Webinars</u> Literacy	Access to Stephen Graham writing webinars building on last year's training.
<u>Developing Number Knowledge</u> Numeracy	Purchase of staff books and resources. Staff training with DNK Lead Teacher. Purchase of supply teacher days to support staff development, assessment and preparation.
SIP Priority 2	
Equity for all	Payment of milk money for FME children. Support with residential trip payment for FME children. Subsidising costs of an end of term partnership trip/treat (also with help from our Parent Councils). The purchase of two extra iPads to remove barriers to learning due to specific needs.
SIP Priority 3	
Govt. and D&G priority	Cost of registering for UNICEF's Rights Respecting Schools journey.

We track pupil progress across literacy, numeracy and health and wellbeing throughout the year. We hold three formal Progress Meetings each school year when class teacher, support for learning teacher and head teacher discuss all pupils, identifying needs/next steps, planning group/targeted interventions and discussing possible agency referrals. Our learning assistants are included in this process. The progress of agreed actions is tracked throughout the year, with a live, shared record maintained by all teachers.

We use a range of data to support our decisions: class assessments, class work, InCAS and SNSA results to inform teacher judgements on progress towards achieving a level.

We aim to complete interventions within the recommended number of weeks (often eight weeks) and to measure the impact in an efficient, timely fashion. Unfortunately, this has proven to be particularly challenging this year, due to a very small allocation of learning support teacher hours, staff changes, staff absence and pupil absence. Despite the challenges, we have kept moving forward.

All pupils are within SIMD 5 – 12. We have 8 Free Meal Entitled (FME) children. Almost all of our FME children are on track with their learning.

The Pupil Equity Fund has been used to support those children that are not on track with their learning (both FME and not FME), to give financial help towards costs, to fund the purchase of resources including improving access to technology and for teacher/learning assistant training to the advantage of all learners.

New Abbey Primary				
Percentage of Pupils Achieving/on Track to Achieve CfE Level				
Year	Reading	Writing	Listening & Talking	Numeracy
2021-22	78	67	75	72
2020-21	67	50	94	69
2018-19	86	83	91	86

Kirkbean Primary				
Percentage of Pupils Achieving/on Track to Achieve CfE Level				
Year	Reading	Writing	Listening & Talking	Numeracy
2021-22	92	92	92	100
2020-21	79	71	94	79
2018-19	90	90	90	90

Partnership Learning Interventions 2021/22				
Pupil	Intervention	Timescale	Impact (data is available)	Next Steps
1	CLG	Term 1	Significant improvement, now on track	Resumed class reader
2	CLG	Term 1	Some improvement, not quite on track	Started class reader, further investigation. Improvement continues.
3	CLG	Term 1	Too challenging	Changed to SRS, further investigation
4	CLG	Term 1	Too challenging	Changed to SRS, further investigation
5	CLG	Term 1	Some improvement,	Resumed class reader
6	CLG	Term 1	Significant improvement, now on track	Resumed class reader
7	Fast Lane	Term 2/3	Some improvement	Resumed class reader
8	Fast Lane	Term 2/3	Some improvement	Resumed class reader
9-12 (Group)	Focused Writing	Terms 3 & 4	Marked improvement	Continue in Term 4
13	CLG	Term 3	Slight improvement	Class reader resumed, further investigation.
14	CLG	Term 3	Slight improvement	Class reader resumed, further investigation & referral

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
1.3 Leadership of Change <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<ul style="list-style-type: none"> • All teachers and learning assistants have consistently high expectations of all learners. • Pupils, parents, partners and staff were all involved in the creation and ongoing review of the vision, aims and values of the school (2019/20). • All teachers and learning assistants are committed to change which results in improvements for learners. • All teachers are clear on the school's strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. • All teachers are involved in the process of change and in evaluating the impact of improvements. • Pupils, parents and partners are given the opportunity to contribute to and give feedback on school improvement. • In November 2021, parents were surveyed about their views on our schools. The results were very positive (see table below). • In February 2022, the head teacher asked all staff to complete an anonymous evaluation of her leadership. The response was almost all positive with a common request for the pace of school improvement to slow a little, allowing time for change to embed, and for the streamlining of communication around support for learning actions. 	<ul style="list-style-type: none"> • Reintroduce Pupil Parliament. • Create more opportunities for our Pupil Action Group to meet with our Parent Council. • Slow down on pace of improvement and allow change to embed. 	5

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						
	<ul style="list-style-type: none"> In March 2022, the head teacher invited HMIE Inspectors to school for a Covid Recovery Visit. The visit provided highly positive feedback and rich professional dialogue around next steps for school improvement. With regard to leadership and implementing improvement they said: <i>'Despite COVID-19, the headteacher has continued to work well with staff in addressing school improvement priorities. She is a strong leader who provides clear direction for school improvement. Staff absence is rare. She used recent findings from the HM inspection of Kirkbean Primary School to inform improvements in New Abbey Primary School. The headteacher involves all stakeholders in school improvement. As a result, they are knowledgeable and involved in improving aspects of school life.'</i> HMIE March 2022. Following Kirkbean's HMIE Inspection in 2020, Education Scotland graded QI 1.3 as Very Good. <i>'The highly effective leadership of the headteacher, which is improving the life and work of the school and its community. She promotes a strong sense of teamwork, with everyone involved in progressing the work of the school.'</i> 'The successful review and sharing of the school's vision, values and aims. Everyone in the school community has a shared responsibility for contributing towards a positive ethos and a climate of respect and trust.' <table border="1" data-bbox="653 1333 1247 1408"> <thead> <tr> <th>Partnership Survey Nov 2021</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>My child likes being at this school</td> <td>27/27</td> <td>0</td> </tr> </tbody> </table>	Partnership Survey Nov 2021	Yes	No	My child likes being at this school	27/27	0		
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<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> 	<ul style="list-style-type: none"> • The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. • Learners' achievements in and out of school are recorded and recognised. Learners are beginning to understand how these achievements help them develop knowledge and skills for life, learning and work. • Learners receive good-quality feedback and have an understanding of their progress in learning and what they need to do to improve. • Most learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve. • Planning is proportionate and manageable and clearly identifies what is to be learned and assessed. • Assessment approaches are matched to the needs of learners and are used to support them to demonstrate where they are in their learning. 	<ul style="list-style-type: none"> • Launch our new Skills Progression to help learners understand how achievements help them build knowledge for life, learning and work. • Launch our new Technologies Progression Planner. • Fully launch Developing Number Knowledge planning. • Create a Maths Progression Planner that runs in parallel with DNK. • Create a Learning and Teaching Policy in each school to support consistency of expectation for current, visiting and new teachers. <i>'This should set clear expectations of what children should experience consistently and are core entitlements as they move from stage to stage.'</i> HMIE 2022 	<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
	<ul style="list-style-type: none"> • A quality body of evidence is used to support assessment judgements and decisions about next steps. • Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching. • Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners. All teachers have well-developed skills of data analysis which are focused on improvement. HMIE commented on this: <i>The headteacher has developed useful tracking systems for monitoring and evaluating children’s progress in literacy, numeracy and health and wellbeing. Staff use the information gathered to help identify gaps in children’s learning due to disruptions to their education over the past two years. As a result of this approach, they identified suitable interventions to support children’s progress.</i> • Our new teaching observation record was created with pupils, staff and using HGIOS4. It was viewed as positive by HMIE. • During Term 4, we introduced weekly outdoor learning for all pupils. • This session, we observed that the quality of presentation of work in jotters had dipped for many children. Modelling New Abbey’s ‘Aim High’ motto and Kirkbean’s ‘Ambition’ Value, during Term 3, we introduced, ‘Ambitious Presentation’. The terminology and expectations across all classes are now more consistent and the quality of presentation has soared. The head teacher regularly does ‘spot-checks’ of jotters with the children, giving stickers 		

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(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>and points as rewards. We have extended this expectation to include homework jotters. Our end of year awards now have an 'Ambitious Presentation' Award.</p> <ul style="list-style-type: none"> • Writing attainment dipped in one of our schools so, at the time of writing, a whole school intervention is taking place in Term 4 ('Ambitious Writing'). A dip in writing attainment is common locally and nationally due to school closure as writing was challenging to teach and feedback on virtually. At the time of writing, it is too soon to know the impact of the intervention. • At the time of writing, P3-7 children (plus one P2!) are beginning a term of 'Ambitious Multiplication' which includes two short lessons per week, initially with the head teacher, then continuing with the P4-7 teacher. The aim is to help improve knowledge of times tables, recall speed and increase confidence in individual next steps, further building on our <i>ambitious</i> theme. The intervention is still ongoing but almost all children have said their knowledge of tables has improved. All children said their recall of table facts has improved. <p>28 pupils started. At the time of writing, 22/28 showed notable improvement. Two missed sessions due to absence. 8 were moved into a smaller group to build their knowledge of strategies. Education Scotland graded QI 2.3 as Good during Kirkbean's Inspection in 2020. Teachers use a broad range of assessment information to judge children's progress in literacy and numeracy. They gather useful information on children's progress</p> 		

2.2 Summary of Key Strengths and Areas for Improvement

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	<p>through observations of learning, ongoing class assessments, standardised assessments, engagement with National Benchmarks and learner conversations.' '...a strong emphasis on robust tracking and monitoring of children's learning and progress in literacy and numeracy. Regular discussions between teachers, learning support staff and the headteacher focus strongly on raising children's attainment and expectations. Where there are concerns about children's progress, staff take appropriate action, discuss, agree and implement appropriate interventions.'</p>		
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<ul style="list-style-type: none"> • Children, teachers and learning assistants have a shared understanding of wellbeing and children's rights. • All stakeholders promote a climate where children feel safe and secure. • All staff are sensitive and responsive to the wellbeing of each individual child. • Staff and children know, understand and use the wellbeing indicators. • Staff have created an environment where children feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. • Twice yearly, the children complete wellbeing records with their teachers. The findings are added to our wellbeing trackers when further action is taken, if required. • Wellbeing and resilience are strong features of every assembly, with children using 'thumbs' to share how they are feeling then talking about ways 	<ul style="list-style-type: none"> • Continue to promote wellbeing in the same way. • Become a 'Silver' level Rights Respecting School. • Create an assembly timetable which routinely visits the protected characteristics and discrimination. 	<p>5</p>

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	<p>in which they can improve their wellbeing and resilience.</p> <ul style="list-style-type: none"> • Following a request from a pupil when reflecting on school improvement, we now have two Wellbeing Days each year. They are planned with the children, who also feedback afterwards. Following feedback from our last day, we now have weekly karate after school. • All staff are up to date with child protection training. • All teachers and learning assistants have completed UNCRC Bronze Level training. Our school has been awarded Bronze Level and is awaiting accreditation for Silver. • Our HWB curriculum was recently re-written and provides children with opportunities to explore diversity, to challenge racism and intolerance. • Almost all children can confidently talk about equality and equity. • We have fantastic outdoor spaces and staff take account of research linking the benefits of outdoor learning and green space with wellbeing. Weekly outdoor learning was introduced across the partnership in Term 4. • Wellbeing was one of the areas for review by HMIE at New Abbey. Their findings were extremely positive and they recommended continuing as we are. <i>The headteacher has had a relentless focus on wellbeing since children returned to school in August. She works closely with staff and, where appropriate, partners to nurture and include children. The headteacher discusses and exemplifies the wellbeing indicators effectively at assemblies. Staff equip children with relevant,</i> 		

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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><i>practical ways to improve their mental wellbeing as part of this focus. Teachers use a tracker effectively to support children to reflect on their sense of self. The regular whole school focus and 1:1 discussions are having a positive impact. They support children to talk about their feelings, identify reasons for how they feel and what they can do if they are feeling upset. As a result of this successful approach, children are able to relate the wellbeing indicators to their own lives.' HMIE 2022</i></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> 	<ul style="list-style-type: none"> • Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment. • There is robust tracking of attainment for literacy and numeracy. • Across the partnership, most children are attaining appropriate levels and a few have exceeded them. • Where attainment is not on track, action is agreed through professional dialogue during Progress Meetings. • There have been multiple individual and paired/group interventions to support improvement in numeracy and literacy. Most saw improvement. Those that did not show improvement led to further action. • The Covid-recovery budget funded an increase in learning assistant hours which facilitated intervention. • PEF also funded a slight increase in learning assistant hours, which also facilitated intervention. • Teachers are beginning to use Developing Number Knowledge teaching methodology and children are more able to identify different mental strategies (SIP 	<ul style="list-style-type: none"> • Fully launch Developing Number Knowledge planning and assessment, including further training. • Moderation: Continue with head teacher and peer observation (literacy and numeracy). Partnership moderation of writing. • Ambition: Spot check 'ambitious presentation', particularly homework. Review the impact of 'ambitious writing/multiplication' and plan next steps. 	4

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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>2021/22). We will fully launch DNK planning in August 2022.</p> <ul style="list-style-type: none"> • Whole school initiatives of 'ambitious presentation, writing and multiplication' have been launched to address a dip in writing attainment, improve pace, set consistency of expectation, improve metacognition and so, improve attainment (see also QI2.3). Quality of presentation and response to feedback has significantly improved. The impact of ambitious writing and multiplication will be measured at the end of term. • Attendance levels are above 95% for almost all and are tracked monthly. Those who fall below 95% are contacted directly by the head teacher. Exclusion rates are zero and inclusion is successful for all. • Children are increasing their achievements through extra-curricular opportunities provided during and after school, and within our local community. • From New Abbey's Inspection: <i>Teachers and learning support staff work well with children who need additional help. Staff should continue to support children who have gaps in their learning which impact on their progress and attainment, including in writing and numeracy.</i> HMIE 2022 • Education Scotland graded QI 3.2 as Good during Kirkbean's Inspection in 2020. <i>A more robust approach to tracking children's progress has been in place since last session.</i> <i>Overall, the school assessment information shows that most children are making good progress from their prior levels of attainment.</i> <i>Those children who need support through targeted interventions are achieving and attaining. The headteacher has effective systems in place to monitor the impact of these interventions.</i> 		

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	ensuring improved attainment for children in literacy or numeracy.		

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.)
School Priority 1 Create a Learning and Teaching Policy in each school. NIF Priority Improvement in attainment. Improvement in Employability Skills NIF Driver School Improvement HGIOS?4 2.3, 3.2, 3.3	Clarity and consistency around expectations for learning and teaching within multi-composite settings.	Create a Learning and Teaching Policy for each school.	School Management Team By end of June 2023
	Improved understanding of what skills are, why they are important and how to acquire them.	Launch our new Skills Progression and P1-7 Learning Journey Files. Create some awards linked to skills (possibly sponsored by local business) Reintroduce a World of Work Week.	Class teachers By end of Term 1 P Lyle & E Monk By end of Term 3 G Potts by end of Term 3
School Priority 2 Fully launch new numeracy and maths planning. NIF Priority Improvement in attainment, particularly literacy and numeracy. NIF Driver School Improvement Assessing children's progress Performance information HGIOS?4 2.3, 3.2	Greater pupil confidence using mental strategies. Improved numeracy attainment.	Fully launch DNK Progression Planning (numeracy). Further staff training on DNK and linked numeracy interventions.	Class teachers PEF funding to support supply cover.
	Improved Maths learning pathways.	Create and launch updated Maths Progression Planning.	H Anderson By end of Term 1
	Improved confidence using digital technologies and increased technologies learning.	Launch Technologies Progression Planning.	Class teachers

This School Improvement Plan is linked to our Annual Development Calendar.

During 2022/23, teachers and SMT will be given time to engage with the new GTCS Standards and updated PRD process.

