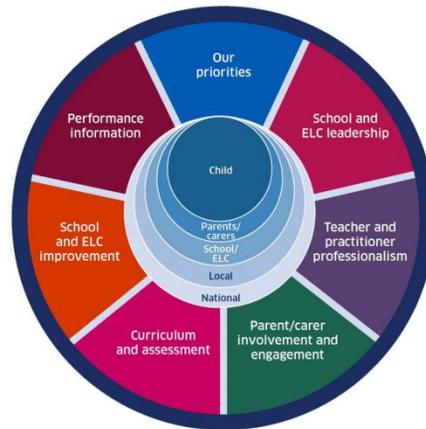


Education and Learning Directorate

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

North Rhins partnership of Kirkcolm, Leswalt and Portpatrick Primary Schools
May 2022

(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

In January 2014, following the authority cluster working review, Portpatrick and Leswalt Primary started their journey as partnership schools. We discussed Curriculum for Excellence and listened to what parents had to say about their views and aspirations for the schools. Parents and staff came up with a range of mottos that they felt encapsulated each individual Primary, and the partnership arrangement. After suggestions were put forward the motto for Leswalt Primary is "To be the best we can be". The motto for Portpatrick Primary is "Anchored in Excellence"

In April 2017 the partnership was extended to include Kirkcolm Primary school. At Parent council they looked at all mottos which were created in consultation with stakeholders and voted on "Unlocking potential".

All 3 mottos aim to ensure excellent learning and teaching is at the heart of all we do ([see rationale](#)). Equity for all learners is achieved through the Parent Council subsidising and support pupil activities both in and out of the classrooms The motto for the partnership is "United in partnership, individual in character"

Our vision was borne out of current National developments in education, backdrop of local priorities, and the views and opinions of parents, pupils, staff and members of the local community. Stakeholder's views were found most recently as part of a standards and quality exercise. The VVA

1. Vision, Values and Aims

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were reviewed in 2019 and the Rationale was reviewed in March 2021

Review Date: March 2022, involving all stakeholders took place, with all stakeholders via Microsoft forms and pupil discussion groups with a view to changing it to the acronym for North Rhins Partnership of

Nuture - helping children to grow in confidence and learn within an inclusive environment

Respect - for each other, our community and the environment

Persevere- achieve and be the best we can be, through participation in a wide range of experiences.

At time of writing the SIP, this requires further analysis and discussion on how/if we take this forward.

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

2. School Improvement Progress Report

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

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

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include <i>evidence of impact</i> .)	Next Steps (Looking Forwards)
<p>School priority 1</p> <p>NIF Priority -Improvement in attainment</p> <p>Closing the attainment gap</p> <p>NIF Driver</p> <p>School improvement Performance information</p> <p>HGIOS 4 QIs:</p> <p>2.2 The Curriculum,</p> <p>3.2 Raising attainment and achievement</p>	<p>INTERVENTIONS Numeracy Launch Pads were implemented as a new intervention/catch-up programme, up-skilling staff and developing parental engagement. PPT took ASLAs through the delivery of Numeracy Launch Pads as part of tailoring interventions to those children requiring stronger connections between pictorial and abstract concepts in numeracy. CLG@Home and Literacy Ladders were utilised catch-up programmes as part of Covid-recovery. PPT undertook training in CLG & CNG (21/22). Learning Assistants undertook training in Fastlane (Feb/Mar 22). Use of 5-minute boxes were implemented as additional intervention one pupil had phonics assessment of 57% on 24.1 22 which increased to 94% by 29.4.22, and is now on track to achieve Early level in literary as a direct result of the intervention. CLG Fastlane, Literacy Ladders and CNG were further embedded with new cohorts of pupils benefitting in additional input to raise attainment. Impact include pupils now being integrated into groups with other pupils, instead of working as individuals - further boosting confidence and self-esteem. Please see data table in PEF report for evidence of impact of interventions.</p> <p>LITERACY AND LANGUAGES</p> <p>Writing</p> <p>Stephen Graham training developed knowledge on developing a balanced reader and writer. The genre approach to writing this session focussed on Description text 31st Aug 21, Information report on 28th Sept 21, Explanation test on 26th October, Exposition text on 23rd Nov and Narrative text on 7th Jan 22. Two staff members attended the live lesson with Stephen Graham in January. One staff</p>	<p>Identifying further staff for training in interventions. Continue to develop the use of data/resources and skills of staff in school to support and develop further pupils in the range of interventions now becoming embedded in school.</p> <p>Developing a tracking pro-forma for writing and linking this to the Stephen Graham writing training and genre/ contextualised approach. Further Stephen Graham training planned for next session (4 additional inputs) on the teaching of writing and making links between all aspects of literacy - emphasizing verbal work and</p>

member shared the impact on thinking and practice with our staff team and was subsequently asked to share this across the authority and with a specific school who asked for direct input.

Data in Big writing assessments demonstrated positive impact on descriptive writing, following input from Stephen Graham on this.

Writing attainment this session has increased (too early to attribute to Stephen Graham input);

P1 - June 21 58% - June 22, 94%

P4 - June 21 65% - June 22 ,86%

P7 - June 21 72% - June 22, 78%

Listening and talking

The tracking of skills progression within a level in listening and talking was developed in conjunction with leadership at all levels with one member of staff undertaking the introducing school leadership course.

Professional dialogue and analysis of different formats resulted in an overview of progression within a level, across the curriculum organisers for listening and talking. These documents form a reference guide for staff to track pupil attainment in listening and talking with greater confidence for subsequent attainment conversations, reporting to parents and predictions/achievement of a level -

Confidence of teachers without the trackers in place -

1. How confident do you feel in making professional judgements about pupils' Talking and Listening levels?

[More Details](#)

Extremely confident	1
Somewhat confident	4
Neutral	1
Somewhat not confident	2
Extremely not confident	0



Staff confidence after development of Listening and talking trackers -

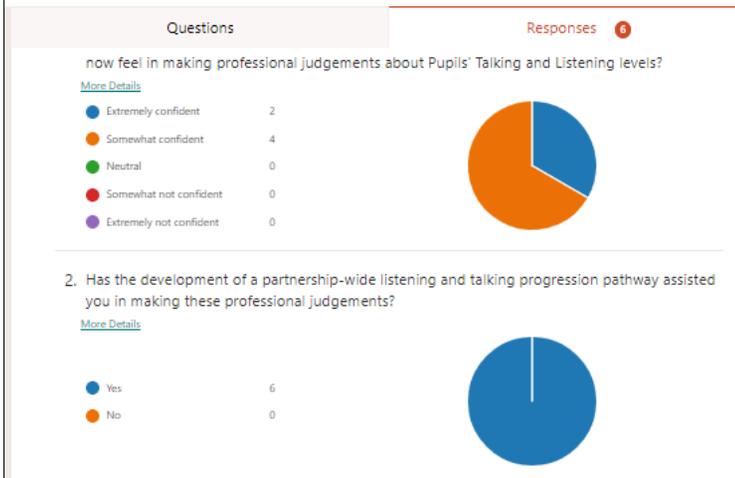
modelling. Attempting to address the dip in writing attainment as pupils progress up through the school

Consider merging our reading tracker with authority format which is currently in draft format.

Extending the tracking to incorporate writing /grammar framework- linking this as a planner.

Continue to embed reading and listening &talking trackers /benchmarks to monitor pupil progress and aid professional judgements.

Audit of reading books (accelerated reading and Guided reading) to identify gaps in genres and progression



Adaptations took account of feedback from staff with subsequent tabs added on spreadsheets for each year group and a comments box to note any additional info that may inform others e.g. re. new pupils, pace of individuals etc.

See further data generated as a result of research project for additional impact including comment from one class teacher "I feel that within my class certainly I have developed a greater sense of self confidence and I am better able to provide high quality teaching and learning experiences to allow them to progress and challenge their current abilities and also to put in place effective interventions and universal targeted support to ensure learners can make continual improvements - the effects of this I have noticed from my in-class observations and also in pupils self-reflections".

Listening and talking achievement of a level has increased from 95% last session to 98% this session

Reading

After the listening and talking tracker was created, staff worked on developing a progression for tracking of reading, in the same format. This extended staff in their thinking about progression within a level beyond book band progression and summative data - encouraging staff to consider the skills progression to focus upon in learning and teaching,

Upper staff from Leswalt and Kirkcolm took part in professional development "Reading classes" in conjunction with Wigtown Book Festival, to promote reading for enjoyment.

	<p>Staff reported this document has been beneficial in assisting with reciprocal reading as the focus on benchmarks highlights further skills and they are able to hone in on questioning targeted at developing these skills during group reading time e.g. inference and prediction.</p> <p>Reading attainment showed a slight increase from 82% to 84% overall achievement of a level (4 pupils in p7 cohort of 21 pupils this year are dyslexic)</p> <p>L1 + 2The partnership framework for learning and teaching of languages L1 +2 was adapted and embedded across the schools to maximise learning of Languages to pupils as appropriate.</p> <p>Staff were aware of, and subsequently utilised additional resources for the learning and teaching and Literacy and Numeracy following development time sharing good practice and resources in Sept 21.</p> <p>Staff looked outwards through accessing the modern foreign language conference, SWEIC 1 + 2 Teams page, as well as participation in a cluster collegiate twilight with Secondary staff in the development of the transition of learning and teaching. At the cluster twilight (Feb 22) staff learned of resources used at Secondary and some were subsequently adopted at Primary level. A transition languages Teams page was set up for the cluster to enable further sharing of good practice and communication/moderation between establishments. Staff reported a greater understanding of Secondary schools' expectations of pupils in terms of learning and have altered teaching accordingly. The impact of which is increased ability in terms of writing and a better understanding of concepts such as classroom commands.</p> <p>Embedding French in lessons is encouraging pupils' understanding of classroom commands and pupils appear more motivated to use French language in daily school routines</p> <p>SWEIC pathways were analysed, and cross referenced with the contexts for learning in French in our partnership. Self-evaluation and professional dialogue of both documents led to adaptations in school. Staff are now able to track skills and are promoting the writing of French for senior learners with the progression pathways as a document to aid planning, learning teaching and assessment.</p> <p>NUMERACY A tracking format to support both progress within a level and planning of Maths and numeracy was developed and implemented from February 2022. This built upon Developing Number knowledge tracking to continue to ensure judgements and progression of learning and teaching is robust, with greater use of DNK assessment materials at planned termly points to ensure reliable judgements. Comment from staff include "I think the new numeracy tracker is fantastic! I feel that having the data in table format allows for quick comparisons to be made within pupil progress, allowing strengths and areas of weakness to be easily identified which then informs future planning. I feel that in being able to make these simple comparisons I have been able to target these areas of weakness during Friday 'revision' maths day to boost attainment.</p>	<p>Consider updating planners in school to better reflect expectations of Secondary? eg topics revisited on a yearly basis to ensure progression of skills and consolidation of prior learning.</p> <p>Continue to embed the tracking of Numeracy and Maths across all stages</p> <p>One staff member has expressed interest in taking on the role of a QAMSO, with possible focus on Numeracy. This may lead to further development in line with information shared both in our partnership and cluster.</p>
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	<p>Since doing so I have noticed a great improvement in Big Maths results (particularly CLIC tests) and pupil motivation and confidence - as many more pupils are opting to sit several mini-multipliers tests on each test date. Maths Week focus (September21) promoted active outdoor maths - see blog for evidence .Numeracy attainment has shown a slight increase from 88% of pupils achieving a level to 92 %.</p> <p>ASSESSMENT AND MODERATION Moderation activities (literacy focus) took place throughout the session (both within and outwith the trio partnership) to develop staff confidence and ensure judgements are accurate and robust e.g. at termly collegiate planning and moderation days, digital moderation of Stephen Graham writing session - both in our partnership and cluster. Stephen Graham descriptive writing focus was used as cluster moderation 3 Nov 21. Partnership moderation utilised the Education Scotland moderation template to focus staff on the structure of lesson planning, Jan22. Staff confidence in reference to 4 stages of progress in literacy has increased with introduction of tracking documents and this participation in moderation. Participation in cluster collegiate session in input from QAMSO reinforced our on-going work in school.</p> <p>OUTDOOR LEARNING - Staff were empowered to deliver Outdoor learning - building skills and experience in the outdoors to give them the confidence and a range of suggested activities which they can use to take the core learning outside the classroom. This has been evidenced in the 4 contexts of learning, and subsequent blog posts sharing outdoor learning with the wider community. Self-evaluation feedback from pupils in Feb22 highlighted the focus on outdoor learning was an enjoyable element of their learning. Teaching staff participated in a series of 3 twilight sessions through engagement with DGOWL in a pilot scheme. Staff knowledge of the benefits of outdoor learning, risk-benefit assessments, supporting literacy in the outdoors , Using the outdoors as a resource for numeracy active learning (beyond number) Engagement with new D&G Outdoor Learning document, Outdoor learning Team and SWEIC outdoor learning development night encouraged staff to reflect and consider good practice evident in other establishments.</p>	<p>Extending digital moderation to other schools in our cluster and to other curricular areas before extending to other schools in Ayrshire through the SWEIC.</p> <p>Re-introduce peer observations to allow staff to experience working with pupils of same stage in another school</p> <p>Continue to ensure that outdoor learning experiences are offered on a regular basis (eg community events/ National days and "Fresh Air Fridays") to take advantage of the unique environments of all 3 schools.</p> <p>Look at skills progression for outdoor learning?</p> <p>Engagement with Nature awards as accreditation of Outdoor learning eg John Muir Trust or Junior Forestry</p>
<p>School priority 2 Partnerships</p> <p>NIF Priority</p> <p>Health and wellbeing</p> <p>NIF Driver</p> <p>School leadership</p>	<p>LESWALT PRIMARY REFURBISHMENT - Leswalt Primary building will be better equipped to meet the needs of all stakeholders - sadly this project which was due to be completed in November 2021 is still on-going. This did allow for increased partnership working, taking advantage of Leswalt Primary being sited at Kirkcolm e.g. joint pupil voice meetings, joint events such as Burns Supper and Comic relief talent show, ,Anti-Bullying Ambassador Training and pupils learning together. See minutes of meetings as evidence; House captains, Eco group, Pupil Council and staff meetings.</p> <p>MANAGEMENT STRUCTURE Clear communication and continuation of the role of the PPT during a period of maternity Continuity of learning and teaching of</p>	<p>Leswalt Primary pupils are due to move back to refurbished building from August 2022?</p> <p>Further developing leadership at all levels when PPT returns on a 0.8FTE</p>

<p>Parental engagement</p> <p>HGIOS 4</p> <p>1.2 Leadership of learning</p> <p>2.2 Learning pathways, skills for learning, work and life</p>	<p>Leswalt pupils, at Kirkcolm Primary from May 21- Dec 21.</p> <p>COVID RECOVERY Events are being planned to re-establish parental and community engagement, now Covid restrictions are being lifted eg inviting nursery pupils in for transition and learning conversations in school with parents again and arranging community events e.g. World Ocean Day Community Litter Pick 10/06 and a Harvest Festival in September 09/09/22. Prior to March 2022, parental engagement was promoted through digital methodology - and learning conversation were virtual. Additional staffing attempted to address COVID created gaps and accelerate to progress of all pupils. This staffing allowed for additional interventions to be deployed (<i>see PEF report for impact</i>). Attainment and achievement dialogue was also held 3 times in the session with HT/PPT. This enabled teachers to analyse data with management, highlight areas for improvement, create an action plan and the evaluate subsequent progress (<i>please see attainment dialogue documents for impact</i>)</p> <p>DEVELOPING THE YOUNG WORKFORCE - The Career standards exemplification evaluation was discussed, as a starting point for analysis, linked this to HGIOS 4 ; 2.2 Curriculum 2.7 Partnerships 3.3 Increasing creativity and employability . Relevant aspects and challenge questions were highlighted and discussed. Staff self-evaluated current practice against the career standards and rated where they felt we were, prior to taking this forward (<i>see self-evaluation documents for evidence</i>). DYW opportunities were shared with the school community as part of termly 4 contexts information. Teachers looked for career linked opportunities in IDL planning e.g. as evidence in recent risk taking behaviour HWB workshops planned as a trio day of learning together. Primary 5 - 7 pupils maintained a My world of work profile. Primary 7 pupils completed their profile which is transitioned to the Academy for the next level. Exemplification of some of the skills evident and good practice with our partnership was showcased at the Dumfries and Galloway STEM conference ThingLink.</p> <p>RIGHTS RESPECTING SCHOOL The partnership principal teacher lead pupils, parents and staff through this accreditation with a weekly assembly focus for pupils to embed the ethos. Pupils are far more aware of rights and equality, evident in dialogue. <i>An assessor visit is planned for August 2022 to gauge if impact is visible to gain Silver status. Partnership has undertaken Anti-Bullying Ambassador training and senior pupils have achieved accreditation of a RESPECT badge from the Diana Trust.</i></p>	<p>basis and offer the opportunity for another member of staff to be 0.2 PPT. Appointment of a new 0.5 Pt at Portpatrick</p> <p>Continuing to utilise parents and the wider community both in and out of school to enhance learning and teaching experiences.</p> <p>Creation of a DYW calendar to show opportunities given each term and how these link with the curricular structures, including enterprise activities</p> <p>Share journey towards Silver Award, once achieved, with parents and wider community. Work towards Gold Rights respecting school status</p>
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	<p>Pupil Survey RRS Silver Dec 21</p> <p>1. Do you know about the United Nations Rights of the Child?</p>  <p> ● Yes 42 ● No 1 </p> <p>LEARNING FOR SUSTAINABILITY Termly Eco meetings were held in all 3 schools by the PPT and our skills and knowledge was taken out with of school through participation in the authority LFS conference in May 2022. We have developed a draft LFS rationale to align with national and regional priorities as part of D & G's declared Climate Emergency. Eco Schools green flag status was achieved again for Kirkcolm and Leswalt in June 21 and Portpatrick gained a 5th Green Flag in May 22. The work of pupils in LFS was shared as good practice across the authority with the visit of elected members and press coverage to reflect the LFS ethos embedded. Our work was showcased in D & G learning for Sustainability Report Feb 22. The North Rhins partnership was also highly commended in Education Scotland Learning for sustainability awards (Community award) 2021. North Rhins LfS Award Teams PPT_300921 (2). (sharepoint.com)</p>	<p>Leswalt and Kirkcolm will continue to focus on Litter, Biodiversity and Food and the environment. Portpatrick may focus on litter, health and wellbeing and water</p> <p>Consideration is being given to pilot programme of caring for chickens at Kirkcolm (result of self evaluation request from pupils), in conjunction with Kirkcolm community trust</p>
<p>2.1.1 Report on the impact of PEF (Not required for ELC if PEF has not been used for children in the nursery.)</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>Excellence and equity tracking spreadsheets are continually updated and analysed across year groups and all stages, across the trio. A CfE predictions tab is revisited throughout the year for each year group - enabling any pupils not achieving the expectations to be clearly identified and ensure that intervention can be targeted effectively utilising PEF. This has also been designed to show the gap in attainment between those pupils who receive PEF and those who don't, which can be measured and tracked.</p> <p>Regular attainment dialogue between HT/PT and class teachers (3 times in the session) ensured PEF (planning, implementation and evaluating) was a focus. PEF pupil profiles have been created to allow for greater analysis of individual pupils and further help identify any gaps required attention. Parents were consulted on how best to utilise the funding to support their child. All Stakeholders are also consulted to consider their the views on use of PEF funding - see survey results for data generated</p> <p>Data drawn upon comes from a wide range of sources to verify decisions eg SNSA, INCAS, Star reader, focussed assessments, Big writing etc, (see examples of trackers and attainment meeting records for details). Records of attainment meetings are revisited to ensure impact was evident/recorded.</p> <p>Additional ASLA time been used to target individual pupils and provided additional interventions. Interventions were adapted and further appropriate resources and assessments were sought to best meet the needs of the individual pupil. Where possible, a small number of other pupils also benefitted from interventions where similar gaps in their learning existed to</p>	

Commented [MB1]:

Commented [MB2R1]:

those pupil who attract PEF. **Data tables /specific pupil planning grids allow interventions to have clarity of aims and be measured.**

Parents are involved in this as partners in their child's learning from the outset promoting parental engagement. **Specific PEF profiles** and planning trackers are in place to monitor the impact of such interventions, and **INCAS assessments provides further data against previous years of pupil attainment** - to give greater longitudinal evidence

Resources purchased with PEF have been directed at specific identified needs of pupils, aiming to raise attainment in both literacy and numeracy (e.g. CLG reading books, Sandwell Maths assessments for Level 2 and IT hardware). Resources purchased have followed professional learning opportunities which staff have attended to maximise their use. This year allowed for the sharing of resources between Kirkcolm and Leswalt during a period of refurbishment.

PEF spending has focused primarily on Literacy and Numeracy developments. However, PEF funding was utilized (in addition to Parent council fundraising) to assist in allowing pupils to attend an outdoor education residential experience to Lockerbie Manor- ensuring all pupils were offered equal opportunities regardless of financial background. Confidentiality in this approach ensured that individual pupils have not been identified to their peers/parents. Both the participation and health and well-being of targeted individuals has benefited e.g. in assisting pupils financially thus reducing the cost of the school day. After school clubs, swimming transport, ICT (software and hardware) provision were also further enhanced for groups of pupils to ensure equity for all (**see registers for this**).

Leadership at all levels was also developed through allocation of PEF funding, with ASLA and the partnership PT taking on specific roles relevant to their strengths and interests (CLG, CNG and Developing number knowledge). PEF spending has been shared with all stakeholders via school newsletter. Spending was considered both at individual school level and as a trio - allowing for best value in purchases to be made and avoiding unnecessary duplication. PEF spending features sustainable element of resources/staff development that will be in place for the future to benefit a range of pupils e.g. CNG Tutor kit and resources. **Stakeholder survey in June 2022 as part of participatory budgeting to consult on thoughts for future PEF spending**

PEF Project/spending area: CLG/Fastlane/Literacy Ladders/CNG/NLP

Rationale: To reduce barriers to learning for those identified pupils within our tracking and monitoring system

North Rhins Partnership Formal Intervention Summary 2021 - 2022

Pupil	Time scale	Intervention	Level at start	Level at end	Gains
A	Aug- Dec	CLG	PM 10	PM 17	+ 8 levels
B	Aug- Dec	CLG	PM3	PM10	+7 levels
C	Aug - Dec	CLG	PM19	PM24	+ 5 levels
D	Jan- Mar	CLG	PM4	PM6	+2 levels
E	Jan- Mar	CLG	PM1	PM 6	+5 levels
F	Jan-Mar	CLG	PM13	PM18	+5 levels
G	Jan- Mar	CLG	PM12	PM 16	+4 levels
H	Jan - Mar	CLG	PM1	PM5	+4 levels
I	Apr - June	CLG	PM 13		
J	Apr - June	CLG	PM 13		

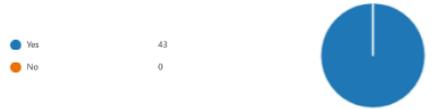
K	Aug - Dec	Lit ladders	Level 15	Level 20	+5 levels
L	Aug - Dec	Lit ladders	Level 15	Level 20	+5 levels
M	Aug - Dec	Fast Lane	Level18	Level 24	+6 levels
N	Aug - Dec	Fast Lane	Level18	Level 24	+6 levels
O	Jan - Mar	Fast Lane	Level 12	Level 14	+2 levels
P	Jan - Mar	Lit Ladders	Level 17	Level 20a	+ 3 levels
Q	Aug - Dec	CNG	Phase 3A	Phase 4A	+ 2 phases
R	Aug - Dec	CNG	Phase 5A	Phase 5A	0 phases
S	Jan - Mar	CNG	Phase 3 A	Phase 3 B	+ 1 Phase
T	Jan - Mar	CNG	Phase 2	Phase 3 A	+ 1 Phase
U	Apr - Jun	CNG	Phase 5 A		
V	Apr - Jun	CNG	Phase 2 A		
W	Apr - Jun	CNG	Phase 3A		
X	Apr - Jun	NLP	Phase 3 A		
Y	Apr - Jun	NLP	Phase 1		

This data, supported by regular in class assessments, Star reader, SNSAs for (P1, P4 and P7), INCAS and teachers' professional judgement evidences that the interventions have had a positive impact overall.

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"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change. 	<p>* VVA referred to in the assembly prog/song/display in hall and awards. Displayed in class and they are referred to during lessons, with some awarding Dojos for the various growth mindset attributes. *Pupil voice a strong feature through a variety of mechanisms - pupil council, eco group, house captains, monitors, anti-bullying ambassadors, pupils running clubs, digital leaders, play makers etc. Pupils are able to develop their leadership capacity - responsibilities are monitored and tracked through pupil participation grids and those who haven't taken on a role are encouraged to do so. Committees have enabled the trio to work towards national recognition for Rights Respecting School silver award.</p> <p>Pupil Responses RRS Survey Dec 21</p> <p>13. I can have a say in decisions made in school.</p>  <table border="1"> <tr> <td>Yes</td> <td>36</td> </tr> <tr> <td>No</td> <td>7</td> </tr> </table> <p>6. I am given opportunities to be involved in activities in school.</p>  <table border="1"> <tr> <td>Yes</td> <td>43</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table> <p>* HT/PT promote and support innovation and practitioner</p>	Yes	36	No	7	Yes	43	No	0	<p>*Ensuring the pupils staff and parents have a smooth transition back to Leswalt school in August 2022</p> <p>* Phasing in the new VVA of the partnership, and embedding this with all</p> <p>* Aiming for further continuous improvement with staffing changes, at all levels in session 21/22</p>	<p>4/with elements of 5?</p> <p>12</p>
Yes	36										
No	7										
Yes	43										
No	0										

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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>enquiry e.g. through promoting professional reading. * Staff work collaboratively within and across schools e.g. Meetings/planning/assessing/moderation and informal group chats. Transparency in data across the trio is used regularly for moderation and promoting raising attainment. *Collegiate discussions are recorded in minutes of meetings and evidence the dialogue, discussion and reflection which is embedded. * Staff and parent council aware of social and economic context of the school and how this can influence the life and work of the school - evidenced in minutes. *Priorities for use of PEF funding were carefully considered, tracked, monitored and shared with parents *Management structure has been developed and embedded - allowing for succession management and leadership at all levels. This has allowed both the partnership PT and class teachers to take the lead on strategic developments e.g. role of Trio PT on pupil voice /interventions, and the subsequent maternity leave leadership developed during session 21/22 *The partnership takes a lead role in development of Cluster priorities, e.g. Collaborative working and networking - level planning and moderation. *Positive working relationships are embedded with cluster and agency partners. Consultations are actively sought with other agencies by HT/PT to provide support and improve outcomes for pupils, e.g. online educational psychology/SaLT/inclusion team meetings. * Self-evaluation is embedded in school through a variety of mechanisms and at a variety of levels. This provides a range of evidence from which we can create a clear rationale for future improvements. *The school improvement planning process promotes parental involvement with it being a standing item on the Parent council agenda, displays in school, newsletter updates and annual self-evaluation exercise. Parents are all consulted prior to agreeing new priorities. * Pupil/parent-friendly SIP is created by pupil council and discussed under the</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>'learning & teaching' agenda heading at each meeting, so pupils are contributing to and evaluating current improvement priorities. * The learning environment is positive and nurturing. All staff in the school communities are committed to change which results in improvements for learners. * There have been several changes in recent year of staffing/class structures and approaches in school - developing the capacity for all to adapt with change *The pace of change is well managed by the Headteacher to support and challenge staff - in line with local/ National priorities and developments. *Monitoring & tracking calendar was adapted to be more thorough and detail responsibilities. *Staff at all levels have responsibility for implementing change and promoting equality e.g. through Closing the literacy gap work. *Tracking, monitoring, attainment dialogue, pupil and parent choice mechanisms allow for changes to be monitored. * 4 contexts of learning are considered and shared termly. *Rationale was revisited and reviewed Feb 2021. *. Maximizing partnership working while Leswalt Primary was based Kirkcolm Primary for one year 21/22</p>		
<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>*Almost all pupils are eager and active participants who are fully engaged, resilient, and highly-motivated and interact well during activities. *Children are well behaved and motivated and keen to learn. Positive relationships are evident between children and adults. *Learning conversations calendar is established and incorporates a long term target setting process. * Pupils know that their views are sought, valued and acted upon - through a variety of pupil voice mechanisms * Growth mindset principles and language continues to be developed with pupils in all 3 schools - it is embedded within the VVA, on display in classrooms and on the assembly display and is regularly referred to in class and at class assemblies., *With learning conversations and pupil reflection formats, most pupils are increasingly able to be involved in reflecting</p>	<p>*Continued recovery of the curriculum following COVID 19- with a particular focus on literacy, numeracy and HWB. *Continue to increase the involvement of children in the learning and assessment process to raise achievement by supporting them to be aware of skills for learning life and work and subject specific skills progression (for identified subjects that naturally lend themselves). *Ensuring feedback is explicit and that AiFL (and specifically sharing of learning intentions and success criteria) is utilised consistently, through the monitoring of learning and teaching. *Encourage staff to peer observe and build on best practice from</p>	<p>4</p>

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	<p>upon and identifying next steps for their learning. *All 3 schools follow curricular structures that support a programme of study for each curricular area. This ensures progression from early level and beyond and clarity of communication and consistency in planning. Curricular planning is supported by the use of the core skills planning formats introduced by the cluster in maths, and health and wellbeing.</p> <p>*Interventions are used to target those pupils not on track, as identified at attainment dialogues with CTs and through use of ACEL prediction data. Intervention outcomes are recorded to build up a chronology for individuals. *In most classes, digital technology is used effectively and demonstrating a skills progression in learning and teaching *Most staff are developing an understanding of the process of moderation to support the achievement of a level, and have participated in moderation at partnership, cluster and authority levels.</p> <p>*Evidence of data from a variety of sources including, Local authority, SIMD, InCas, SNSAs, teacher professional judgement, formal and informal monitoring, class work and focused assessments and achievement portfolios ensures all learners needs are quickly identified and supported - utilising monitoring and tracking formats across the trio. There are effective systems for planning, monitoring and tracking across all curricular areas - spreadsheets make clear the expectations for each year group, to identify if pupils are not on track. Longitudinal data is also used to ensure the gap is not widening and progress is continuing. *Collaborative planning in the partnership has developed moderation of learning and teaching, and assessment within levels and across the trio.</p> <p>* Tracking and monitoring of attendance, participation and wider achievement is now established and enabling all teaching staff to identify gaps from which we can attempt to ensure equity for all. *Creative resources and teaching</p>	<p>colleagues including visiting other schools (looking outwards) - extending moderation and peer visits out with our partnership to other schools in our cluster *Use of Balanced Reader & Write approaches in the teaching of literacy, to make connections between all aspect of literacy (e.g. grammar embedded within teaching of writing). Use of scope & sequence documents to provide clear differentiated success criteria.</p> <p>*Development of a reading and writing skills progression from Early-2nd Level.</p>	

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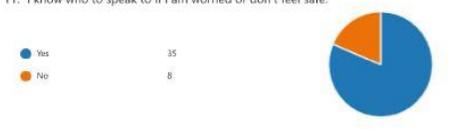
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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>approaches have been enhanced through participation in digital schools award/ STEM Nation, Scottish Education and LFS awards - and through all staff participating in CPD and in school support. *Moderation calendar in place ensure BGE is a focus in a variety of monitoring mechanisms. * Collegiate approach to sharing professional learning at staff development to benefit all.</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>WELLBEING - Communication within staff, pupils, parents and the wider school community is very good. There is a consultative and collegiate approach to school improvement and strong teamwork within the staff. Regular communication ensures all are consulted and involved in improving learning, in relation to the school improvement plan. A weekly newsletter is sent out to all parents and staff. The school Blog is updated regularly. The school promotes a climate where all young people feel safe and secure. Pupils have a good understanding of the importance of a healthy lifestyle. There is a positive ethos and culture of respect, inclusion, participation and positive relationships across the whole learning community.. GIRFEC principles were revisited with pupils in all 3 schools as a focus for assemblies and almost all pupils can demonstrate achievements across SHANARRI indicators. 'Respect for All' policy was created in conjunction with stakeholders and shared. The policy was amended in light of feedback and this was launched to pupils at class assemblies, to coincide with anti-bullying week. New Monthly HT Respect award implemented, which was designed by pupils to celebrate the qualities of respect in our pupils.</p> <p style="color: red;">Pupil RRS Silver Survey Dec 21</p>	<p>*Cluster Child protection training planned for August 2022. *UNICEF rights respecting school Silver assessment 20 Sept 2022* Gold award to be pursued as assembly focus to further emphasise the importance of wellbeing and reinforce the dignity and worth of all. * Building further capacity for inclusion through professional reading and reflection on "All our Children and all their potential (The Morgan report) *Eco Schools Element in our action plan for 2021 - 2023 for KK/L, Food & Environment for PP (HWB could maybe be our next target for PP Anti-Bullying Ambassadors HWB award for next badge?)</p>	<p>5</p>

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale														
	<p>5. I feel respected in school.</p>  <table border="1"> <tr><td>Yes</td><td>39</td></tr> <tr><td>No</td><td>4</td></tr> </table> <p>FULFILMENT OF STATUTORY DUTIES - Staff are confident in approaching GIRFEC, and the wellbeing indicators. * Seemis wellbeing programme is used and incidents recorded on Bullying and Equalities module on Seemis. Staff engage in regular professional learning to ensure they are up-to-date with local and national guidelines and legislation. All pupils have a good awareness of the importance of healthy lifestyles and physical activity through their learning in PE and HWB.</p> <p>10. I feel safe in school.</p>  <table border="1"> <tr><td>All the time</td><td>31</td></tr> <tr><td>Sometimes</td><td>12</td></tr> <tr><td>Hardly ever</td><td>0</td></tr> </table> <p>11. I know who to speak to if I am worried or don't feel safe.</p>  <table border="1"> <tr><td>Yes</td><td>35</td></tr> <tr><td>No</td><td>8</td></tr> </table> <p>INCLUSION AND EQUALITY - Staff actively promote equality, fairness and diversity. Respect theme was used as an assembly focus to help launch the Respect for All policy and we celebrated anti-bullying week as part of this.</p>	Yes	39	No	4	All the time	31	Sometimes	12	Hardly ever	0	Yes	35	No	8		
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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>UNICEF Rights respecting school Bronze award achieved Feb 21, Silver to be assessed Sept 22. All children are included and have equity in accessing the broad general curriculum to meet their needs. Pupils at each schools also created their own inclusion pledge as part of their Respect badge award with the Diana Trust.</p> <p>Pupil Responses RRS Silver Survey Dec 21</p> <p>12. I feel included at my school</p>  <table border="1"> <caption>Survey Data: I feel included at my school</caption> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>40</td> </tr> <tr> <td>No</td> <td>3</td> </tr> </tbody> </table> <p>Interventions are monitored and assessed for impact in learning. Pupil data indicates they believe that are treated fairly and equally. Our pupils are confident and caring with a strong sense of community Arrangements are in place to address the needs of pupils' importance of wellbeing and reinforce the dignity and worth of all.to ensure that potential barriers to participation are addressed. Financial support, through PEF, is used to ensure equal access to school-based activities. Trio staff First aid trained and Portpatrick staff Evac trained. Team Teach training for some staff Jan 22. Recent Fire warden training May 22 to ensure each school also has staff members up to date on this.</p>	Response	Count	Yes	40	No	3		
Response	Count								
Yes	40								
No	3								
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> Attainment in literacy and numeracy Attainment over time 	<p>Almost all children are attaining appropriate levels and a few have exceeded these.</p> <p>Predictions for this session for overall achievement of a level are -</p> <p>Reading 81% Writing 81% L& T 95% and Maths 87%</p> <p>* Use of Covid recovery funding to provide additional</p>	<p>* Development of progression pathways for writing and looking at our trackers for reading and merging with authority reading trackers</p>	<p>4/5</p>						

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<ul style="list-style-type: none"> • Overall quality of learners' achievement • Equity for all learners <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • Progress in communication, early language, mathematics, health and wellbeing • Children's progress over time • Overall quality of children's achievement • Ensuring equity for all children 	<p>staffing to support in raising attainment and achievement in identified cohorts of pupils.</p> <p>Literacy and numeracy has been developed through staff training in Closing the Literacy/Numeracy gap (also LA - Fastlane) and Maths recovery has increased the knowledge and skills of almost all teachers and ASLAs. Participation in Numeracy Launch Pads has provided a further resource to support pupils. Use of DNK framework across all levels to put Maths Recovery training into practice, and use of CNG and NLP interventions for pupils not making expected progress. CLG has been tailored and other interventions have been created to cater for individuals' needs, built upon evidence of best practice. 'Menu of interventions' guide created by PT so staff are aware what can be utilised to support their pupils. Interventions feature highly on use of PEF - benefitting many pupils. Progress measured through assessments before and after (model for improvement process followed). Parents engaged e.g. CNG parent games pack made. All staff and partners are ambitious and expect high levels of attainment and achievement for all learners. Joint planning days provide opportunities for staff to engage in dialogue regarding sharing of standards to ensure progression through the levels. Non-teaching staff share good practice across trio e.g. Closing the literacy gap. Analysis of data to ensure equity of experiences and pace /progression. Spreadsheets across all 3 schools for tracking and monitoring across BGE - is also used for moderation. This is increasing confidence in teacher judgements through analysis of wide range of data. Attainment meetings with teaching staff 3 x a year. Predictions of attainment levels monitored and amended accordingly throughout the session. Comparison of authority average ACEL data with our trio and school-specific predictions was undertaken to see any trends/areas for development. Assessment and moderation is embedded across the trio - in a variety of</p>		

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	<p>formal and informal mechanisms. Staff are making good use of the Benchmarks to support their understanding of standards. Benchmarks are incorporated onto planning documents, so are considered at the planning stage and assessments planned accordingly, in line with moderation cycle. Predictions of achievement of a level now a greater focus in attainment dialogue with staff and spreadsheet has been amended to allow for tracking of more detailed predictions - to be further embedded and subsequent challenge discussion in the future. Parental involvement promoted to raise attainment, e.g. curricular guide and workshop, suggested games/activities leaflets.</p> <p>ACHIEVEMENTS *Children achieve success in a wide range of ways throughout school - All pupils are given many opportunities for achievement and a variety of out of class activities are offered as opportunities for personal development and achievement. Learners' achievements in and out of school are recorded and recognised.</p> <p>Achievements are celebrated very well in a variety of different mechanisms (proud scrapbooks/proud wall/blog/assembly certificates etc.) Pupils involved in leading clubs, e.g. digital leaders & House Captains, utilising their skills too. Attendance, achievements and participation are tracked for individual pupils - utilised in snapshot jotters and better inform PEF priorities. They are also utilised as an overview for each year group and clearly show areas of strength and development needs.</p> <p>Accreditation in a variety of forms in school - STAR awards (wider achievements), Rainbow table/spelling, Scots language, Digital Skills Scotland, STEM nation, Eco Schools, Rights Respecting School - celebrated in assembly, proud wall, press wall, newsletters and on the blog Pupil confidence is high - evidenced in interaction with adults in and out of school. Development of skills for learning life and work promoted through links to My World of Work, Careers in our community involving parents and</p>		

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	<p>STEM ambassadors, application forms for pupil responsibilities in school, pupil voice etc. Careers Standard 3-18 incorporated into STAR awards from P1-P7. Differentiated employability skills used when discussing successes (e.g. proud wall) and displayed in class to be referred to through daily learning & teaching making the relevance of learning clear. Focus on effort and growth mindset through school VVA which are reinforced at assembly each week- thus recognising personal achievements. *Attendance levels are high and there have been no exclusions. Certificates @ assembly and tracking of attendance on participation grids.</p> <p>EQUITY Use of PEF to reduce the cost of school day eg in Lockerbie Manor residential in Feb 2022, Parent council fundraising support of school excursions/resources CLG data demonstrating impact. Tracking data over time further demonstrates impact e.g. reading age graphs, INCAS 'PEF analysis of equity' documents to highlight areas for development for those pupils. Progression pathways for reading, listening/talking and French launched in Feb 2022</p>	<p>Linking with Stranraer College STEM centre? workshops - developing Skills for learning life and work problem solving, cooperation, creativity, communication etc.</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>*Almost all learners are successful and engaged in their learning. Recent developments have encouraged children to be more involved with their learning and commenting on it has encouraged them to become increasingly reflective. *Recording and accreditation of wider achievement show successes both in & out of school. *Curriculum development is robust and ongoing. * Staff knowledge of progression is increasing across the curriculum eg through engagement with benchmarks, DNK, literacy trackers Digital Schools programme, etc. *Pupils are offered a wide range of experiences both in and out of the classroom - evidenced in school blog, calendar and newsletters *Class learning activities are shared through the school website and other media such as the local press. *Skills for</p>	<p>*Continue to develop tracking, monitoring and pupil profiling ensuring skills progression in all Curriculum areas. *Developing the dialogue of skills progression across the curriculum, *Continue to develop effective ways of ensuring pupils know what they need to do to achieve the next level of their learning and reflecting upon achievements already passed</p>	

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	learning life and work are being developed with initiatives such as "Careers in the community" and the development of STAR awards.		
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning.	<p>*Pastoral care is very good. Positive steps are taken to ensure that family circumstances, social and emotional factors are promptly identified and addressed. *Learners play an active role in the school and wider community.</p> <p>*Staff work effectively with stakeholders. The school works hard to promote mutual trust and respect. *School creates regular and varied opportunities are offered to parents to become involved in pupil learning eg Read write count, Scots language homework challenges etc *Parental involvement has also been promoted in the development School improvement plan and review of Vision, values and aims. *There is positive inclusion of pupils with ASN into mainstream classes. *Celebration of achievement and positive school ethos is shared with families. * Positive relationships with the parents are established early on e.g. Information sessions; communication through Dojo; approachability with staff and Parent Council. * Termly communication with parents on their child's attainment / progress through Target setting, Learning Conversations, Celebration of Learning Events, home / school diaries *</p> <p>Good communication with and between teachers - both in school and across the trio partnership</p>	*Further develop parental engagement and re-establish opportunities post -Covid; eg Learning and teaching blog, and further curricular workshop opportunities *Use links in the Community more effectively and more often to enhance learning and establish strong relationships.	

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 Raising attainment</p> <p>NIF Priority Improvement in attainment, particularly literacy and numeracy</p> <p>NIF Driver Curriculum and assessment Performance information</p> <p>HGIOS?4</p> <p>2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>	<p>Writing - To provide learners with a refreshed, focussed framework for developing writing from and to provide teachers with a structure and resources to support this (from 2023).</p> <p>Reading To ensure pupils experience progressive skills based learning and teaching of reading (listening and talking) across all stages and experiencing a range of different genres and texts.</p>	<p>Participation in further Stephen Graham writing training. Refresh of writing programme to develop a programme more reflective of Stephen Graham training and linking with tracking of writing. Re-organising the writing programme to ensure coverage with all genres and build on IDL opportunities. Develop a tracking and planning format which illustrates skills progression within a level. Reviewing the approach/resources to the learning and teaching of grammar</p> <p>Further embed our reading (listening and talking) trackers and possibly merge/adapt authority reading trackers. Audit of both Accelerated reading and guided reading books in school to enable further spending to be prioritised.</p>	<p>Stephen Graham writing training will use 6 hours of staff development time and be paid from out of cluster budget, as part of the cluster plan, at a cost of £23 per person, per session; 6th Sept - Recount 4th Oct - Procedure 1st Nov - Discussion 29 Nov - Response</p> <p>Subsequent collegiate sessions and in-service day (Feb 23) will be given over to developing our writing programme and framework of progression</p> <p>Led by HT and PPT with audit of texts by non-teaching staff. Development time utilised to examine/merge reading tracker formats (2 x 1.5 hour sessions). Use of PEF funding, if required to purchase specific texts. Paired reading to be led by 0.5CT/PT</p>

	<p>To increase pupil responsibility and leadership in learning opportunities by establishing paired reading in school - senior pupils to support younger pupils who require consolidation and reinforcement in reading, by reading together at least once a week by November 2022.</p> <p>Social studies - learning and teaching will be more tailored to meet pupils needs and responsive to their interests. There will be a greater skills focus, instead of "context" driven social studies evident from learning and teaching in 2023 onwards</p> <p>Moderation Judgements of attainment will be accurate and robust through increased staff confidence and effective use of the four stages of progress, supported by quality assurance and moderation activities. This will be reflected in reporting to parents , using Seemis format by June 2023</p>	<p>Introduce formal paired reading across stages in school</p> <p>Re-organising bundles of Es and Os - are all bundles still relevant and can contexts for learning be more open? Incorporating both benchmarks and skills progression in new planning formats</p> <p>QAMSO training for one staff member, linking in with existing cluster QAMSO to inform and support staff. Participation in authority moderation sessions Professional dialogue with colleagues - both in school and out with Digital moderation out with our trio partnership Re-introduce peer observations/class swaps to allow staff to work with pupils of same stage in another school. Setting up of Seemis format for reporting. Training of teaching staff in use of Seemis for reporting</p>	<p>staff members</p> <p>Led by HT. Use of Aug inset to look at current Social studies programme and identify action points to be taken forward at subsequent collegiate nights.</p> <p>Cluster twilight led by Wendy Rigg, Attainment advisor on 28th September to focus on achievement of a level and 4 stages of progress. Staff participation in planned authority moderation sessions; Oct 2022 - Moderation models twilight Nov 2022 Moderation support sessions Jan 2023 First level teachers - carousel moderation (half day on in-service) Feb 2023 Second level class teachers - carousel moderation (half day on in-service) March 2023 Moderation support May 2023 ACEL moderation Peer observation - 0.5 day per class</p>
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			teacher x 6 classes = 3 days cover to be paid for out of DSM Seemis reporting training to be delivered at collegiate sessions in conjunction with Anne-Marie Gordon.
<p>School Priority 2 PARTNERSHIPS</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</p> <p>Parent/carer involvement and engagement</p> <p>HGIOS?4</p> <p>2.7 partnerships 3.3 Increasing creativity and employability</p>	<p>The development and promotion of partnerships through collaboration and learning for improvement -</p> <p>Covid recovery - parental engagement Parents will have greater opportunities to be back in school and have increased knowledge and engagement in the life and work of the school. Harvest Festival in September 2022 will aim to bring all staff, pupils, parents and the community together for the first time in over 2 years. All pupils will have the opportunity to perform in a school show at either Christmas 2022 or Easter 2023</p> <p>Rights respecting schools Further embed Rights respecting schools in the curriculum (linked with Social studies review) by achieving Silver award and working towards Gold.</p>	<p>Parental workshops and open afternoons - Maths week, Science week, Read Write count launch, Scots language showcase, British Science week etc. Pupils actively involved in planning for Harvest festival in Sept 2022 to tie in with potato project</p> <p>Silver RRS accreditation assessment Celebrate Silver accreditation. Plan RRS gold targets Identify evidence to meet gold standards Measure impact Complete school evaluation for gold.</p>	<p>HT will create calendar of events to invite parental engagement throughout the year. Funding for Harvest festival will be from Dandelion project Class teachers will take on responsibility for production of school show for parents and community.</p> <p>RRS journey will be led by partnership PT in conjunction with Pupil council and house captains. RRSA to be funded by Scottish Government</p> <p>Staff development session (2 x 1.5) hours will focus on additional materials and CLPL provided by the authority.</p>

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