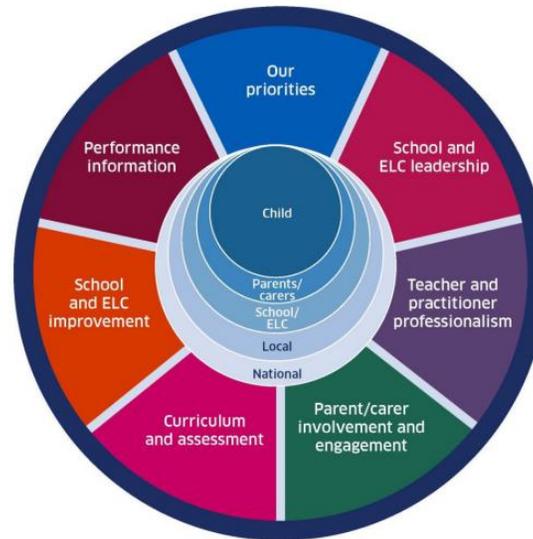


Education and Learning Directorate

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

(2022 - 2023)



School: Kirkinner and Port William Partnership

Date: June 2022

1. Vision, Values and Aims

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

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

| | Port William (PW) | Kirkinner (KK) |
|---------------|--|--|
| Vision | Grow and Learn Together | Big or Small we Can Do It All |
| Values | Friendship, Respect, Inclusive, Everyone co-operates, Never Give Up, Diversity, Support | Friendly, Resilient, Inspired, Encouraging, Nurturing, Determined, Supportive |
| Aims | Be the best that we can be in all our learning. Be healthy, active and safe. Build confidence and self-esteem in ourselves and in others. Be lifelong learners. | Always do our best in everything we do Promote a safe, healthy and active lifestyle. Learning will be fun and have a purpose |

Review Date: Ongoing

1. Vision, Values and Aims

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Review Activities (as appropriate)

The Vision, Values and Aims began to be reviewed in February/March 21 with all stakeholders, ready for a relaunch in August 2021.

- Initial consultation with learners during Lockdown using Purple Mash as vehicle to gather initial thoughts on pupil's perceptions of what they like about their own school.
- Further consultation with learners within all classes to. Learners using Word Art Cloud Creator to generate their ideas for pupil friendly Aims and Values.
- Pupil council meetings to analyse learner's suggestions and to co-create the new Values and Aims based on the ideas/suggestions generated by all the learners.
- Consultation with staff during collegiate sessions.
- Consultation with non-teaching staff through meetings and Microsoft forms.
- Consultation with parents and carers through use of Microsoft forms gathering opinions and/or suggestions for new Aims.
- Members of the Parent Council will be asked to comment on revised school Values and Aims.
- Launch of Vision, Values and Aims to follow using whole school assembly and parent/carer information leaflets - New Value and Aims to be on all newsletters, school letters, Purple Mash Class blogs and displayed throughout the school.

The review of the **Vision Values and Aims (VVA)** was started in 2021 and many of the above planned actions have taken place. However at the end of 2021 following two Acting HTs, a new HT was appointed along with new PTs and teaching staff. The VVA will continue be reviewed in 2022/23; with a new leadership team, new teaching and non-teaching staff across the partnership and all stakeholders.

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 evidence of impact.) | Next Steps (Looking Forwards) |
|--|--|---|
| <p>School Priority 1:</p> <p>Health and Wellbeing</p> <p>NIF Priority</p> <p>NIF Driver</p> <p>HGIOS? 4 / HGIOELC? Qis</p> <p>National Standard Criteria</p> | <ul style="list-style-type: none"> All staff attended twilights on Positive Behaviour and restorative practice: PACE, Lose It Line and behaviour strategies. All teachers attended Ed Psych twilight on attachment disorder and nurture support. SHANARRI webs completed twice per year in each class. Information gathered supported next steps in pupil support to improve how pupils felt. Most pupils respect each all the time. Increased pastoral support for 1:1 or small group HWB Nurture groups. Improved Nurture group supported by Las Further Nurture groups and nurturing activities created but not fully or regularly implemented due to Covid and staff shortages. All staff working hard to support nurture needs for all pupils. Skills for Life 3 year Programme PEF interventions timetables created. Pre and Post measures completed for all interventions. LA time focused on interventions and support. PEF time impacted by pupil behaviour challenges, LA staff absence and Covid related absence. | <p>Revisit Positive Behaviour /Restorative approaches and Respect for All for a consistent approach from all new staff. Share with pupils and parents</p> <p>Continue to build and develop clear nurture area within school. Review</p> <p>Embed into 3 year programme</p> <p>Continue to plan robust use of LA time to implement all PEF interventions.</p> |
| <p>School Priority 2:</p> <p>Learning and Teaching</p> <p>NIF Priority</p> <p>NIF Driver</p> | <p>Visible Learning</p> <ul style="list-style-type: none"> Capabilities reviewed. All 7 capabilities have been kept as pupils had identified them during the process. Due to Covid many of the VL priorities have not been covered yet. Feedback training started but moved back to September 2022. Jill Doyle (Osiris trainer) meeting HT in August to plan next sessions training in the Cluster. | <p>Continue with Visible Learning in 2022/23 to complete the programme for all Teachers.</p> |

| <p>HGIOS? 4 / HGIOELC? Qis</p> <p>National Standard Criteria</p> | <ul style="list-style-type: none"> Some self-evaluations were gathered and used to evaluate the progress of whole school actions | <p>Create a formal timetable for regular planned 'self-evaluation' to take place and be part of the whole school SIP process, including all stakeholders.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|------------|--------------|-----------------|-----------------------|-----------------|----------------|--------------|----------------|-------|------|-------|-------|----------|---------|-----|------|----|----|----|-----------------------|--|---------|-----|----|----|----|----|--|--|---------|-----|----|----|----|----|--|--|---------|-----|----|----|----|----|--|--|---------|-----|------|----|----|----|--|--|---------|-----|----|----|----|----|--|--|--|--|--|--|--|--|--|--|
| <p>School Priority 3: Curriculum</p> <p>NIF Priority</p> <p>NIF Driver</p> <p>HGIOS? 4 / HGIOELC? Qis</p> <p>National Standard Criteria</p> | <ul style="list-style-type: none"> Vision Values and Aims have been revisited by AHT and developed by pupils. A child friendly SIP has been created. Writing structures (Stephen Graham) have been developed further. All PTs attended a live Stephen Graham modelling of his Writing process. FD/LM attended Literacy group led by Leona Waugh for Reading. DNK training undertaken by CM PT with all staff (CTs & LAs) following staff survey. Most staff have a good understanding of the literacy and numeracy progressions. | <p>Share with all pupils, parents, all new staff and wider school community.</p> <p>Continue to develop Stephen Graham writing with PM writing Programme.</p> <p>Revisit and ensure all staff understand the literacy and numeracy progressions across the partnership.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? How rigorous is the school's approach to providing robust evidence of closing the attainment gap? How well are you removing barriers to learning and ensuring equity for all? | <p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>Both schools were impacted by Covid for almost all teaching and non-teaching staff.</p> <p><u>Kirkiner Primary ASL / PEF Interventions & Support Session 2021/2022</u></p> <p>KK has two PEF pupils. All pupils were assessed for intervention to support improving their learning. The learning assistant was trained to deliver the interventions. The PEF has impacted positively on the progress of pupils who used the interventions. P1 also received Let's Move 3 times per week for fine motor skills. A P4 group twice per week for gross motor and social skills and a P3/4 group HWB 1 session per week linked to SHANNARRI webs.</p> <table border="1" data-bbox="579 980 1990 1430"> <thead> <tr> <th rowspan="2">Pupil Name</th> <th rowspan="2">Intervention</th> <th colspan="2">Pre-Assessment</th> <th colspan="2">Post Assessment</th> <th rowspan="2">Intervention</th> <th rowspan="2">Pre-Assessment</th> </tr> <tr> <th>Info.</th> <th>Gram</th> <th>Info.</th> <th>Gram.</th> <th>Years at</th> </tr> </thead> <tbody> <tr> <td>Pupil 1</td> <td>TLQ</td> <td>26.5</td> <td>15</td> <td>34</td> <td>24</td> <td>5 minute numeracy box</td> <td></td> </tr> <tr> <td>Pupil 2</td> <td>TLQ</td> <td>29</td> <td>19</td> <td>35</td> <td>26</td> <td></td> <td></td> </tr> <tr> <td>Pupil 3</td> <td>TLQ</td> <td>22</td> <td>31</td> <td>18</td> <td>26</td> <td></td> <td></td> </tr> <tr> <td>Pupil 4</td> <td>TLQ</td> <td>27</td> <td>35</td> <td>19</td> <td>26</td> <td></td> <td></td> </tr> <tr> <td>Pupil 5</td> <td>TLQ</td> <td>28.5</td> <td>32</td> <td>16</td> <td>17</td> <td></td> <td></td> </tr> <tr> <td>Pupil 6</td> <td>TLQ</td> <td>21</td> <td>10</td> <td>30</td> <td>26</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | Pupil Name | Intervention | Pre-Assessment | | Post Assessment | | Intervention | Pre-Assessment | Info. | Gram | Info. | Gram. | Years at | Pupil 1 | TLQ | 26.5 | 15 | 34 | 24 | 5 minute numeracy box | | Pupil 2 | TLQ | 29 | 19 | 35 | 26 | | | Pupil 3 | TLQ | 22 | 31 | 18 | 26 | | | Pupil 4 | TLQ | 27 | 35 | 19 | 26 | | | Pupil 5 | TLQ | 28.5 | 32 | 16 | 17 | | | Pupil 6 | TLQ | 21 | 10 | 30 | 26 | | | | | | | | | | |
| Pupil Name | Intervention | Pre-Assessment | | | Post Assessment | | Intervention | Pre-Assessment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Info. | Gram | Info. | Gram. | Years at | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil 1 | TLQ | 26.5 | 15 | 34 | 24 | 5 minute numeracy box | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil 2 | TLQ | 29 | 19 | 35 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil 3 | TLQ | 22 | 31 | 18 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil 4 | TLQ | 27 | 35 | 19 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil 5 | TLQ | 28.5 | 32 | 16 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil 6 | TLQ | 21 | 10 | 30 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | |
|---------|-----|----------------|----|-------------|---------|
| Pupil K | CNG | 3A | 4A | LL | ongoing |
| Pupil A | CLG | See grid below | | LL | ongoing |
| Pupil B | CLG | See grid below | | | |
| Pupil E | | | | LL | ongoing |
| Pupil F | LL | ongoing | | | |
| Pupil G | LL | ongoing | | Talking mat | |
| Pupil H | | | | Digraphs | 9 |
| Pupil J | | | | Digraphs | 13 |
| Pupil C | CLG | See grid below | | Digraphs | 12 |

Kirkiner CLG Intervention 2021/2022

| Pupil Name | Reading Accuracy Assessment | | Reading Comprehension Assessment | | Single Word Spelling Test | | Phonics Skills Assessment | | Speed Words Assessment | |
|---|-----------------------------|-------------|----------------------------------|--------------|---------------------------|-------------|---------------------------|-------------|------------------------|-----|
| | | | | | | | | | | |
| Pupil A Age Equivalent Standard Score Chron age 7:11 (pre) Chron age 8:03 (post) | 7:01 93 | 7:05 92 | 8:05 100 | 8:05 103 | 6:10 88 | 7:05 92 | Steps 1-2 | Steps 11 | 278 | 389 |
| Pupil B Age Equivalent Standard Score Chron age 7:10 (pre) Chron age 8:02 (post) | 9:00 109 | 8:05 103 | 8:02 103 | 10:02 111 | 6:08 87 | 8:09 107 | Steps 9-10 | Steps 17-18 | 377 | 411 |
| Pupil C Age Equivalent Standard Score Chron age 7:00 (pre) Chron age 7:02 (post) | 5:10 83 | 6:11 99 | 6:10 98 | 8:10 112 | 5:10 16 | 18 | Steps 3-5 | Steps 9-10 | 156 | 219 |

| | | | | | | | | | | | |
|--|------|------|------|------|------|------|--------------|--------------|----|-----|--|
| Pupil D | | | | | | | | | | | |
| Age Equivalent | 5:07 | 6:02 | 4:10 | 6:01 | 5:10 | 5:10 | Steps 1-2 | Steps 6-8 | 52 | 116 | |
| Standard Score | 95 | 101 | 85 | 101 | 91 | 89 | | | | | |
| Chron age 5:10(pre) Chron age 6:00 (post) | | | | | | | | | | | |

Port William Primary

Port William PEF was used to purchase Learning Assistant time, in order to deliver the interventions to support closing the equity learning gap. All learning assistants have completed training in TLQ, 5 minute number box and CLG. All teachers and Learning assistants received training from the Maths lead PE in Developing Number knowledge Phase 4 in order to understand the process for delivering CNG.

Most PEF pupils in Port William were timetable to be receive a variety of PEF interventions across the year but this was heavily impacted by 3 changes in leadership and staffing both teaching and non- teaching. There has been 2 Acting Head Teachers for both Term 1 and Term 2. A final permanent Head teacher started in term 3. Permanent Principal Teachers were appointed in term 3. Three temporary class teachers delivered learning and teaching in P6/7 across the year and the permanent class teacher will be starting in August 2022. One learning assistant has been off for terms 3 and 4. Due to high tariff behaviour almost all learning assistants were reorganized to support PEF interventions and behaviour in each class, to ensure maximum learning and teaching was able to take place for all pupils.

HWB Nurture

HWB Nurture groups taking place weekly for 1:4 (two sessions 8 children) plus individual 1:1 sessions weekly. Pupils have experienced social visits to local shops in the community, village and beach. Pupils have also been baking and gardening. Individual 1:1 Nurture sessions have also been very successful; providing pupils with a quiet reflective calm space to share concerns and to just talk. All pupils have commented very positively about the nurture session.

Lego Therapy

A Lego therapy group was started for a 4 week block however pupil engagement and staff absence resulted in the group finishing earlier than planned.

Music

A guitar was purchased for 1 child to attend D&G guitar lessons. This was identified through a SHANARRI wheel. The pupil successfully completed guitar lessons via TEAMS for the whole year. It is planned to continue next session 22/23.

| PUPILS | Closing the Numeracy Gap | |
|---------|--------------------------|---------------------|
| Pupil A | Started Phase 4A | Completed Phase D2 |
| Pupil B | Started Phase 5A | Completed B5 and C1 |
| Pupil C | Started Phase 5A | Completed B5 and C1 |

TLQ – From 11/12/21 until 23/05/22 TLQ was delivered although not always consistently due to staff shortage.

| Pupil Name | Inter-vention | Pre-Assessment | | Post Assessment | | Comments |
|------------|---------------|----------------|--------------|-----------------|---------------|---------------|
| | | Info. | Gram. | Info. | Gram. | |
| Pupil 1 | TLQ | 4yr 6m | 3yr 6m | 4yr 1m | 5yr 3m | Recorded need |
| Pupil 2 | TLQ | Below 3yr 6m | Below 3yr 6m | 4yr 3m | 4yr 3m | |
| Pupil 3 | TLQ | Below 3yr 6m | Below 3yr 6m | Below 3yr 6m | Below 3yr 6m | |
| Pupil 4 | TLQ | 4yr 3m | 3yr 11m | 4yrs 1m | 6yr 6m | |
| Pupil 5 | TLQ | 4yr 3m | 5yr 9m | 6yr 3m | 7yr 3m | |
| Pupil 6 | TLQ | 6yr | Below 3yr 6m | Below 3yr 6m | Below 3yr 11m | Recorded need |
| Pupil 7 | TLQ | 4yr 9m | 4yr 3m | 5yr | 5yrs | |

From 25/02/22 until 23/05/22 TLQ was delivered although not always consistently due to staff shortage

| | | | | | | |
|----------|-----|--------------|--------------|----------|---------|---------------|
| Pupil 8 | TLQ | 3yrs 11m | 3yrs 11m | 3yrs 6m | 3yrs 6m | Recorded need |
| Pupil 9 | TLQ | 4yrs 3mm | Below 3yr 6m | 3yr 10m | 3yr 10m | Recorded need |
| Pupil 10 | TLQ | Below 3yr 6m | Below 3yr 6m | 3yrs 11m | 4yrs 3m | |
| Pupil 11 | TLQ | 3yrs 9m | 6yrs 3m | 6yr 9m | 6yrs | |

Writing Group- A writing group commenced over terms 2/3. Some improvements for some pupils were reported within the technical aspects of writing, letter formation, date/title/ and sentence construction. Interrupted due to staff shortage.

Cluster Shared Focus SQR

NIF Priority
Improvement in attainment, particularly in literacy and numeracy.

NIF Driver
Improvement School Leadership, Assessment of Children's Progress, School, Performance Information

HGIOS?4 / HGIOELC QIs:
 1+2
 1.2, 2.2, 2.3, 2.7, 3.3

Numeracy & Mathematics

Digital Literacy

To complete a programme for consistent use across the cluster. Digital leaders met to progress a 3 year overview. One of them presented to the HT Cluster.

1+2

Establish an agreed consistent programme across the DEHS cluster. Refresher training in French to be offered and also training in Spanish.

Science

To build pupil confidence in skills, vocabulary & scientific approaches through refreshing the cluster science programme.

Share the plan with cluster schools to begin to implement next session. Work towards the Digital Schools Award.

3 year Spanish programme agreed and to be fully implemented next session. Refresher training was carried out. Continue training when necessary.

Review of main focus skills carried out in cluster Science plans to begin implementation next session.

| | | |
|--|--|---|
| <p>2.2,2.3, 2.7, 3.2</p> <p>Moderation 2.3, 2.7, 3.2</p> <p>Science 2.2, 2.3, 2.7, 3.2</p> | <p>Writing To increase cluster data by 5% the percentage of children achieving the expected level in writing.(P1, P4, P7 & S3)</p> <p>Numeracy To increase cluster numeracy data by 10%.</p> | <p>Still waiting for authority data due to impact of COVID. To be continued.</p> <p>Still waiting for authority data due to impact of COVID. To be continued.</p> |
|--|--|---|

| 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> | <p>Developing a shared vision, values and aims relevant to the school and its community At KK, pupils, parents and staff have a clear shared understanding of the vision which is unique to the school. A refresh of values has been undertaken and will be embedded next session</p> <p>At PW the values are being refreshed with pupil involvement, this will underpin and drive forward planned improvements.</p> <p>Both schools have an inclusive and supportive ethos, relationships between staff and most learners are positive.</p> <p>Currently most staff have a clear understanding of the social and economic context of the schools. Staff are committed to closing any attainment gaps as well as delivering equity for all children.</p> <p>Strategic planning for continuous improvement</p> <p>Three changes in Leadership (2 Acting HTs and a new HT) in 1 year has impacted on the progress for moving school forwards with continuous change. HT has worked hard to create conditions where staff feel supported, confident and remain committed to moving forward with evidence based change.</p> <p>Committed and effective staff team work well to deliver positive improvements based on needs of children for example Partnership planning,</p> | <p>Complete Values refresh at PW and KK. Revisit the aims for each school. Ensure that as staffing changes take place in 22/23 that new staff no about the VVA for each school.</p> <p>Continue to monitor progress towards improvement targets explicitly with concise measurable outcomes. Update / annotate SIP as</p> | <p>3</p> <p>10</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>tracking meetings, use of digital technologies, introduction of play based learning.</p> <p>Staff are encouraged to lead development and leadership capacity is continuously being built. E.g. Digital Schools Leader CM – Skills Audit Stephen Graham Writing' (PTs- CM,FD,LM) DKN staff survey identified training needs CM ICL School Leadership Course (CM) Impact Coaches Visible Learning (LM FD CM) Senior LA/PT training LAs in interventions A range of initiatives are in place across the schools to improve learner's experiences and outcomes for learners.</p> <p>A range of mechanisms have been used to self - evaluate the work of the schools which include views of learners and parents.</p> <p>Implementing improvement and change</p> <p>A range of approaches are used as evaluative evidence to identify priorities for improvement such as attainment data, professional dialogue, tracking meetings, self- evaluation using HGIOS, use of Benchmarks and surveys on learning and teaching. (Not all able to be done during last 2 sessions)</p> <p>All staff are involved in evaluating the work of the school, a better recording mechanism is needed. Staff are encouraged and willingly undertake</p> | <p>progress is made.</p> <p>Continue collaborative working and ensure new staff are supported.</p> <p>A variety of circumstances during 20-21 affected the amount of self – evaluation carried out therefore 21-22 will see renewed rigour.</p> <p>Include more planned opportunities for staff to share classroom practice, practitioner and collaborative enquiry.</p> <p>Create a timetable for gathering evaluations of progress across the year that involves all stakeholders.</p> | |

| 2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i> | | | |
|--|--|--|---|
| <i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i> | | | |
| Quality Indicator | How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i> | Areas for Improvement | Evaluation of this QI using the HGIOS?4 six-point scale |
| | <p>implementation of whole school priorities by leading developments. All teaching staff participate in a wide range of professional learning activities which are aligned to school improvement plan.</p> <p>This year the school improvement planning has not been shared as fully as normal due to the changes. HT has tried to keep all stakeholders informed through PC meetings, staff development.</p> | | |
| 2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> | <p>Learning and engagement Staffing particularly at PW has been impacted by the constant changing of staff in P6/7 and new appointment of HT (2 Acting HTs plus new HT in December).</p> <p>Throughout these changes the ethos has remained positive with good working relationships and support across the partnership staff team. The Principal Teachers' have supported staff consistently during the changes.</p> <p>Most children at both schools enjoy learning at school and almost all feel supported in their learning based on teacher observation. Learner Capabilities (LC Visible Learning) are used regularly. Every Teacher awards an LC certificate weekly. These are celebrated and presented at the whole school assemblies and displayed in school.</p> <p>Almost all children have had opportunities to be involved in planning learning as a whole class (pre-topic assessments, class interests). Most children across the Partnership are eager to</p> | <p>Permanent staff (1.0fte and 0.5fte Teachers and 1xProbationer) will be appointed in June 2022, to complete the staff partnership team.</p> <p>Continue using learner capabilities which will develop skills of perseverance, resilience and improved recognition of their responsibilities and how they relate to their rights.</p> <p>Ensure all new staff understand the LC and Visible Learning pedagogy.</p> <p>Continue to engage pupils in opportunities to plan learning and to have opportunities for personalization and choice.</p> | 3 |

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>please, are confident and engage well in activities. All staff ensure the learning environments are adjusted to take account of all learner needs. One spare classroom in each school has been adapted to create new learning spaces for science, art and a library (KK) and a library and Nurture area (PW) to support those who find co-operating in class challenging or need a calm space when class becomes overwhelming.</p> <p>Learner experiences are well matched to the needs of most children which include approaches such as e.g. Closing the Numeracy Gap, Closing the Literacy Gap, TLQ, Growth Mindset, digital technologies and play based learning. Increasingly most children are able to explain what they are learning and why.</p> <p>From term 3, most children were beginning to have further opportunities to lead in school and contribute effectively to the wider life of the school and community e.g. Burns competition, end of term events, Playmakers, Playgroup P4 buddies.. KK have re-started Skills Fridays (Community and Cooking), pupil and eco councils and village litter picks.</p> <p>Children and staff are more confident in the use and range of digital technologies. A staff member has taken part in the Digital Leader programme and supports staff. P6/7 pupils have started coding. Training for Micro-bit and Coding has been attended.</p> <p>The range of digital technology to enhance learner</p> | <p>Further opportunities are needed to plan focus groups and seek pupil views. Introduce HGIOS 4 (pupil version)</p> <p>Use assessments to ensure developed literacy/numeracy progressions to be used & measured for impact</p> <p>Develop Skills Fridays linked to Developing the Young workforce.</p> <p>Continue to embed use of digital technologies</p> | |

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|-------------------|---|---|---|
| | <p>experiences includes PCs, IWB, laptops, kindles, cameras, video and Green-screen.</p> <p>ICT technology survey reports ICT equipment ratio KK 1:1 PW1:2</p> <p>Quality of Teaching Staff use a variety of learning and teaching approaches to support and motivate pupils Most pupils find lessons interesting. A range of learning environments including outdoors e.g. playground, trips to the farm and local community has been used this year.</p> <p>Play based learning continues to develop in both schools. A D&G play based leader spent 3 days in P1/2 (PW) supporting CT with further direction in the organisation of L&T. Monitoring & recording learner progress and assessment through play. P1/2 teacher has implemented recording progress.</p> <p>LI and co-constructed SC are increasingly in evidence across all classes. Staff use questioning well encouraging children to think</p> <p>Most pupils receive relevant feedback on their learning and some are able to act on it independently.</p> <p>Effective use of assessment All staff are using a range of assessments</p> | <p>Complete the Digital Schools self -evaluation with all staff for digital technology K&U and staff skills; teaching and non-teaching staff.</p> <p>Develop shared understanding of what constitutes effective teaching and learning in our Partnership to ensure consist high quality experiences. Create a simple guidance document to ensure consistency across the Partnership.</p> <p>Further develop staff skill and understanding of different types of feedback which will enhance pupil ability to talk about their learning and act on it. Continue to engage pupils in self / peer assessment using SC.</p> | |

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| | <p>including planned assessments, on-going pupil work, professional judgement and standardised assessments to plan next steps appropriately</p> <p>Almost all staff engage with the literacy and numeracy benchmarks to support planning for progression and in making more robust professional judgements.</p> <p>Whilst current staff have participated in a wide range of professional development activities in recent years to support their understanding of moderation, changes in staffing necessitate a review to ensure the new staff team are confident - Achievement of a Level.</p> <p>New literacy/numeracy progressions for pupils have been created which will be the basis for target setting.</p> <p>Planning, Tracking and monitoring Staff plan learning using E's and O's and benchmarks across all areas of the curriculum (year overview, medium, daily / weekly). New literacy/numeracy progressions will be beneficial in tracking and monitoring.</p> <p>A mgt tracking and monitoring system is used by all staff which shows pupil progress. This has been difficult to maintain with changing staff and staff absence with Covid. The HT met with staff to discuss all children's progress in learning and identify any interventions which may be necessary.</p> | <p>Continue collaborative activities across the Partnership and Cluster within moderation cycle.</p> <p>Continue work towards developing assessment capable learners where children can confidently talk about where they are in their learning and next steps.</p> <p>Ensure all new staff know how to access and complete the tracking and monitoring records at key times of the year as well as the progress and achievement module on SEEMIS.</p> | |

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

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| <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 There is a strong sense of community in our schools. There is a commitment to providing an inclusive learning environment where children are supported. Changes in Headship, and constant changes of teacher in P6/7 (PW) has impacted on staff/pupil relationships. However all staff are responsive in dealing with any personal challenges and difficulties. SMT have positively been more involved in the behaviour strategies and ensuring support across PW.</p> <p>Most staff have a clear understanding of the social and economic context of their school and feel that this is influencing their practice e.g. range of interventions, nurturing approach.</p> <p>Almost all children (KK), most children (PW) show consideration for others and positive behaviour is observed most of the time throughout the schools.</p> <p>Respect for All Guidance has been reviewed with staff. Revisit with pupils and parents. RESPECT is a school value.</p> <p>Most children feel encouraged to do their best and are supported in their learning. All staff endeavor to deliver high quality learning and detaching.</p> <p>Responsibility is encouraged in a range of ways e.g. children have specific roles PW – House Captains P4 buddies, pupil and eco councils, Playmakers, JRSO, job rotas,</p> | <p>Ensure all new staff are aware of individuals requiring support and current strategies in place to support them</p> <p>Ensure all new staff are aware of school context and timetabling for support including nurture for all identified pupils.</p> <p>HT to share context and rational of both schools to all staff.</p> <p>Respect for All Guidance and Positive Relationships to be shared widely and implemented. Finalise draft policy which was started with pupils and parents</p> <p>Clarify House Captain roles and increase leadership opportunities. Re-establish mechanisms for seeking pupil views e.g. pupil councils, use of Wee HGloS</p> | 4 |

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|-------------------|---|---|---|
| | <p>KK – pupil and eco councils, Playmakers, job rotas. Introduction of two school Houses and House Captains Galloway and Barnbarroch (20yrs)</p> <p>Staff are knowledgeable about the wellbeing indicators which have been included into the HWB planning. All pupils' complete SHANARRI wheels twice per year. Across the Partnership children's understanding of wellbeing indicators continues to be developed.</p> <p>Children are developing awareness of rights and responsibilities through curriculum contexts e.g. HWB plans</p> <p>HWB programme is seen to be useful and addresses a range of issues including resilience and mindset.</p> <p>Due to Covid the normal range of partners for the HWB programme is reduced however PC Martin (Safer Online Visit), Smile Tooth brushing P1/2, RHET and Community Safety Officer have attended school.</p> <p>NSPCC PW Almost all children took part NSPCC Childline KK All children took part in NSPCC Childline</p> <p>Both schools participated in all available events promoting active lifestyle e.g. rugby, cross country , Super 4s, P2 Potted Sports (held at PW for the Cluster attended by 85 x P2)</p> <p>No swimming due to cost of transport.</p> | <p>More explicit analysis of wellbeing indicators should be used to identify and support needs of individuals.</p> <p>Introducing "Rights Respecting Schools" through D&G staff development. Introduction to all stakeholders (2022/23)</p> <p>HWB programme to take account of 'Skills for Life' programmes. Re-establish and identify further opportunities Partner involvement.</p> <p>Consider more after school clubs, programmes to support HWB. Continue with parent led clubs</p> <p>D&G are paying swimming transport costs in</p> | |

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| | <p>D&G Active Schools 100% pupil attendance in sessions during the school day at both schools.</p> <p>Active Schools Afterschool clubs. 90% KK attended an AS afterschool club 77% PW attended an AS afterschool club</p> <p>Volunteer led Clubs PW had both football and netball parent/volunteer coaches led clubs & attended tournaments No P6/7s at KK could attend the afterschool clubs at PW due to other clubs.</p> <p>Active Schools Playmakers Leadership All P6s (x12) and KK P4/6s (x7) completed the training to lead playtime games for all pupils in each school. Activities / clubs which have supported HWB also include Nurture groups, Tutti Frutti Tuesdays and Fruity Fridays.</p> <p>Fulfilment of statutory duties All children receive their 2 hours entitlement of P.E. weekly Child protection training and procedures are kept up to date ASN framework is implemented appropriately Attendance is monitored monthly</p> <p>Inclusion and Equality Support for children's learning through IEP's are evaluated regularly, targets have short timescales, are shared and understood by staff and parents. No permanent ASLT as KM left the Cluster. PTs successfully shared the ALST role and completed all IEP information, record keeping and liaised</p> | <p>2022/23</p> <p>Arrange to bring Partner schools together for after school activities such as netball/football.</p> <p>CP training INSET 18th August 2022</p> <p>Families with low attendance have been contacted by HT.</p> <p>Continue to provide additional support for individuals and groups of children based on individual need with easily understood targets</p> | |

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| | <p>with LAs.</p> <p>Additional support is provided for individuals and groups of children which is well planned as a result of tracking meetings. Tracking meetings included HT and class teacher. Constantly changing staff and Covid illness impacted on the consistency of knowledge transfer and regular meetings. Tracking and monitoring of progression is well established for literacy and numeracy however is less consistent in the area of Health and Wellbeing.</p> <p>Usually Interventions are evaluated and used to inform next steps however Covid and staffing has impacted on amount and quality of interventions.</p> <p>Inclusion is paramount, all staff ensure all pupils are fully included. All pupils have equal access to opportunities appropriate to their stage e.g., after school clubs, trips, residential experience. KK awarded "Most Inclusive School" Certificate from D&G Active Schools for Dance entry.</p> <p>The updated HWB programme includes opportunities for children to recognize the importance of celebrating diversity and challenging discrimination. Children are beginning to have an understanding of these.</p> <p>HT is the Named Person, who attended and/or led all pupil meetings; LAC reviews, Child Planning meetings CDAT, SALT and School Nurse, ASN Moderation for Stage 3 Intervention, Educational & Clinical Psychologists and Parent meetings.</p> | <p>Appointment of new class teacher and ASLT will support improvement.</p> <p>Ensure HWB is on all T&M pupil meeting records.</p> <p>Ensure adequate staffing and training for those supporting pupils.</p> | |

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| | <p>PTs have great strengths in pastoral/behaviour parent meetings and pastoral recordings.</p> <p>Identified as an immediate school need in Term 3 All school staff attended; 2xTwilights on Positive Behaviour Reinforcement with Heather Smith and Educational Psychologist Fiona Irving which focused on PACE, Lose it Line, Behaviour strategies and Nurture. Virtual Consultations with the EP to support individual pupils.</p> | | |
| 3.2 Raising attainment and achievement <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> 3.2 Securing children's progress (for Early Learning Childcare) <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's</i> | <p>Attainment in literacy and numeracy- Port William All schools returned to fulltime education in school in August 2021. Recent staff developments in Stephen Graham Writing and the ongoing development of DNK with staff training will enable more pupils to achieve their potential.</p> <p>Attainment data is based on teachers' professional judgements supported by a range of assessments, standardised assessment, moderation, learning conversations and professional dialogue.</p> <p>All pupils in P1, P4 and P7 took part in SNSA this session. Partnership Attainment (ACEL) data indicates that Literacy particularly Writing needs further improvement across the partnership.</p> <p>Procedures are in place to monitor the progress of all pupils through tracking and monitoring</p> | <ul style="list-style-type: none"> • Continue to use a range of evidence to raise attainment in literacy and numeracy (excellence and equity) <p>Continue to develop/collaborate on Stephen Graham Writing and PM Writing programme / resources.</p> <p>Continue tracking and monitoring and ensure learning 'gaps' are known by new staff and</p> | 3 |

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| <p><i>achievement</i></p> <ul style="list-style-type: none"> • <i>Ensuring equity for all children</i> | <p>meetings.</p> <p>Attainment over time As a result of tracking and monitoring of children's progress, gaps in children's learning are identified and addressed to raise attainment. Children who have additional support needs have their progress towards their targets reviewed.</p> <p>Shared moderation across the partnership was impacted due to staff absence and constantly changing staff particularly in the senior PW class. (3 teachers over the year)</p> <p>Staff are making good use of the National Benchmarks to support their understanding of standards and are becoming increasingly confident in applying national standards when making professional judgements about achievement of a level.</p> <p>Attainment over time is tracked. At Kirkiner, small yearly cohorts do not give accurate representation of trends. At Port William data has not robust enough over 2 sessions to accurately reflect any trends however a focus area should be writing.</p> <p>Overall quality of learners' achievement Procedures are in place which recognizes achievement. They are recorded in a variety of ways e.g. wall displays, newsletters, and</p> | <p>those with new children next session.</p> <p>Ensure robust Moderation during 22/23.</p> <p>Develop further understanding of the BGE Four Stage Model. (When is BSGV a level achieved) Progress and Achievement Model linked to BGE</p> | |

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|-------------------|--|---|---|
| | <p>certificates.</p> <p>Participation in clubs and after school 90% pupils at KK attended an afterschool club. 77% pupils at PW attended an afterschool club</p> <p>Skills Friday is used as a vehicle to promote skills for learning, life and work which includes focus on STEM, Health (cooking), outdoors and community involvement. Parents and Partners are involved. Reintroduced on a small scale for Community and cooking at KK in Terms 3-4</p> <p>Pupils are developing important skills for life through a range of responsibilities e.g. councils, buddying, Playmakers, JRSO, Skills Friday and enterprise.</p> <p>All pupils experienced a wider range of opportunities (age and stage) which contribute to the life of the school and wider community which develop confidence and self-esteem e.g. concerts, competitions, music festivals, sports teams, charity work.</p> <p>Equity for all learners All LA staff have been trained in CLG, CNG, 5 Minute boxes and TLQ interventions to support equity of learning. Staff are aware of the focus to close the equity gap and raising attainment across the school.</p> <p>Some staff have a good understanding of the socio-economic background of the children.</p> | <p>Review the Skills Friday programmes across the Partnership.</p> <p>Continue to recognize and record achievements and ensure pupils can link to developing skills for life, learning and work. Monitor and track new formats to ensure all children access opportunities and achieve as best they can.</p> <p>Continue to use range of data to identify pupils and interventions which will have greatest impact. Continue to monitor progress.</p> <p>Research interventions to support HWB.</p> | |

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| <i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i> | | | |
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| | <p>Almost all staff know appropriate interventions to address individual children's needs which have been put in place where possible.</p> <p>Children are identified who require the greatest support and PEF has been used to access learning assistant time.</p> | PEF should be carefully targeted to improve children's progress in literacy, numeracy and HWB showing measurable progress over time. | |
| 2.2 Curriculum: Theme 3 Learning Pathways How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i> | <p>Children experience a broad curriculum based on a 3 year planning cycle which has been updated.</p> <p>Whilst there has been development of Learning for Sustainability in recent years, this needs revised as there have been staff changes. KK currently developing Outdoor Learning garden.</p> <p>Clear progression frameworks are in place for literacy and numeracy and are being used to create versions which are understood by parents and pupils.</p> <p>Updated HWB programme is in place and initial reflections are positive. RSHP has been introduced in the HWB programme.</p> <p>The progression in introducing the Digital Schools award has been impeded by staff changes throughout the year. All staff are very positive about improving and diversifying digital literacy across the curriculum.</p> <p>ICT Digital Ratio (desk top PC / ipads / laptops / kindles) KK 1:1</p> | <p>Revisit curriculum rationale and IDL and ensure all new staff become familiar with the cycle</p> <p>Continue outdoor learning / learning for sustainability opportunities</p> <p>Minor tweaks to be made to ensure 3 year coverage of Skills for Life programme. Review the programme with the HWB cycle</p> <p>Complete the 'Digital Literacy School Audit' as the first step along with staff self-evaluations of their digital L&T skills. Develop any staff training identified using DL Leader. Monitor digital literacy and continue to upskill staff as appropriate.</p> | |

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| | <p>PW 1:2</p> <p>Transition Programmes PW has fully included the PW Playgroup with weekly P4 Buddies every Tuesday playtime (T 3-4), joined whole assemblies, attended Platinum Jubilee Concert and Street Party Lunch and Sports Day. CT/HT attended Stay and Play sessions. The Playgroup Manager reported that "parents are really happy with P4 playtime buddies and the increased joined up timetabling for their children o visit the main school." KK has created a variety of transitions for new P1 pupils both in and after school and visits to the Nurseries. All N5 pupils attended 4 transition visits plus 2 full mornings and a lunch at KK &PW. P7 Transition included 4 x 1 day visits, plus inclusion in the Enhanced Transition programme and a yearlong Bespoke programme. EO took the Bespoke programme as a 'very good example' of a transition programme for a P7 ASN.</p> <p>Since December 2021 all cluster activities have been taken up by the partnership to maximize children's experiences/opportunities including: Burns Celebrations, Galloway Music Festival, Cross Country, Active Schools (clubs), Rugby, Netball and Football afterschool clubs and tournaments.</p> <p>We have started to return to using the local area and partners to enhance children's learning. All</p> | <p>Continue to build relationships with local Nurseries and PW Playgroup. Continue to identify individual and group needs for transition activities across the partnership.</p> <p>Begin to rebuild partner links using more local opportunities to enhance the quality of pupil experiences and learning within the curriculum.</p> <p>Continue to actively engage with all pupil opportunities.</p> | |

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| 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 |
| | PW pupils visited two local dairy farms with RHET (June2022). Both schools restarted using their local communities. | Continue to actively engage with all partners and local community groups. | |
| 2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning. | <p>It is clear that across the Partnership there are positive relationships with almost all parents. In terms 1 & 2 parents were still unable to come into school unless prearranged for pupil meetings. In terms 3 & 4 we have actively encouraged and promoted all opportunities for parents/families to be involved. All parents have been extremely positive about returning into school. All parents have visited their own schools to look around, go into classes, view children's work and feel part of school again.</p> <p>Communication includes monthly newsletters, purple mash blogs, termly curriculum news, and letters by email, phone calls and text messaging as appropriate.</p> <p>Both Parent Councils and a Parent and Friends Fundraising Group (PW) have completed AGMs and held further meetings. Families represented as % at meetings PW 30% KK 20%</p> <p>As the new HT we are beginning to build a working relationship. Parent Council is a consultative forum for School Improvement planning although this has been reduced this year due to all the changes. SIP priorities are shared and discussed at Parent Council meetings and</p> | <p>Continue to actively engage parents in the life of the school and further promote engagement in their child's learning</p> <p>Continue to develop the roles and engagement of parents in the Parent Council meetings and Parent Forum.</p> <p>Continue to develop target setting process to be more transparent and led by learners.</p> | |

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| | <p>shared more widely with Parent Forum</p> <p>Parent volunteers (PVG) have helped with activities out of school time .e.g. youth group, football and netball.</p> <p>'Reporting to Parents' included two 'Target setting' phone calls. Annual written reports summarise children's learning, attainment and next steps in learning.</p> <p>Curricular workshops are usually held each session which are found to be helpful and informative.</p> <p>Usually, Skills for learning, work and life are supported by parents and the community particularly through Skills Friday opportunities</p> | <p>Restart the provision of opportunities for parents to become familiar with new approaches to learning.</p> <p>The partnership will review "Skills Fridays" opportunities linked to Developing the Young Workforce. KK successfully restarted the Skills Friday's blocks (at a local level) in term 3 and 4. PW will be restarting Skills Fridays in the new session following an evaluation exercise.</p> | |

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

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

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

| Improvement Area | How are you using pupil equity funding to improve outcomes for learners? | | |
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| | 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 Learning and Teaching Writing</p> <p>NIF Priority Improvement in attainment, particularly in <u>literacy</u> and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver Improvement School Leadership, Assessment of Children's Progress, School, Performance Information</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>National Standard Criteria</p> | <p>Writing All staff will understand and use the Writing method led by Stephen Graham.</p> <p>Using the SG writing approach in teaching writing will improve the quality of children's writing.</p> <p>To improve writing attainment by 5% for all pupils in P1/P4/P7 ACEL data.</p> <p>Continue under Learning and Teaching COMPLETE VISIBLE LEARNING All children will receive high quality learning and teaching which will include -</p> <ul style="list-style-type: none"> • SOLO taxonomy • Pupil engagement • Feedback <p>All learners will understand the purpose of feedback. Pupils can identify their next steps to improve in their learning.</p> <p>Digital Schools Award To achieve the Bronze Level Award for a 'Digital Schools Award.'</p> <p>ES Digital Literacy document</p> | <p>All staff to become familiar and understand the Stephen Graham approach.</p> <p>Complete the Writing Genre Program linked to new PM Writing Resource (Stephen Graham).</p> <p>All teachers to attend collegiate sessions led by Jill Doyle focused on Feedback and Solo Taxonomy.</p> <p>Create regular pupil 'Feedback' groups. Staff to share examples of feedback. Create examples of feedback on A4</p> <p>To complete Digital Literacy audit and staff self-evaluation (incl. 3 x new teachers across the partnership) Continue use of new DL skills and technology in the classroom.</p> | <p>Purchase Stephen Graham writing Resource £1100 per school (PEF)</p> <p>HT/ PTs FD/LM Lead 2 days out 3 x staff developments</p> <p>PEF LA support for Literacy interventions (CLG/Literacy Ladders/TLQ)</p> <p>HT Meeting 30/08/2022 Jill Doyle Osiris provider 09/01/23 ½ day INSET 23/02/23 ½ day VLAT INSET Capability Assessment May 2023 (JD to confirm all sessions)</p> <p>CM Lead - Staff Audit / evaluation CM Lead – 2 x whole staff development sessions to share cluster plan</p> |

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| <p>School Priority 2 Developing a Rights Respecting Schools Partnership</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver School leadership Teacher Professionalism Parental engagement School improvement</p> <p>HGIOS?4 / HGIOELC Qis</p> <p>National Standard Criteria</p> | <p>The Kirkiner and Port William Primary Schools will become 'Rights Respecting Schools.</p> <p>Nurture approaches will be improved to support the mental, social and emotional wellbeing of all pupils.</p> | <p>'Introduce "Rights Respecting Schools" (RRS) ethos and practice through staff development.</p> <p>Understand the 4 key areas of impact for children at a RRS; wellbeing, participation, relationships and self-esteem and link to school values</p> <p>Introduction RRS to all pupils, families and wider community (2022/23)</p> <p>Develop nurture schools approach and a resourced and planned nurture space in each school.</p> | <p>HT/PT Lead 3 x staff development sessions</p> <p>PEF LA Time 1:1 and 1:4 small nurture group / activities / resources</p> <p>3 x staff development sessions</p> |
| <p>School Priority 3 Skills for Learning ,Life and Work and Developing the Young Workforce Program</p> <p>NIF Priority Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver School leadership. Parental engagement. School improvement</p> <p>HGIOS?4 / HGIOELC Qis</p> <p>National Standard Criteria</p> | <p>Skills for Learning ,Life and Work All staff will have a good understanding of the 'Skills Fridays' rationale and purpose in the curriculum.</p> <p>All children will experience a variety of activities using skilled partners and wider community members'</p> <p>All children will understand the links to Developing the Young workforce and learning in school.</p> | <p>Identify the purpose of Skills Fridays. Evaluate the previous programme and identify improvements.</p> <p>Identify a broad range of skilled partners to deliver the blocks for learning for life and work.</p> <p>Create strong links to the world of work where these 'skills' are used.</p> <p>Add employment/careers across the curriculum cycle.</p> | <p>2 x staff development sessions</p> <p>1 day out</p> <p>1 day out</p> |

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| <p>Cluster Priorities 2022-2023</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver Improvement School Leadership, Assessment of Children's Progress, School, Performance Information</p> <p>HGIOS?4 / HGIOELC Qis 1+2 1.2, 2.2, 2.3, 2.7, 3.3</p> <p>Numeracy & Mathematics 2.2,2.3, 2.7, 3.2</p> <p>Moderation 2.3, 2.7, 3.2</p> <p>Digital Literacy and RSHP 2.2, 2.3, 2.7, 3.2</p> | <p>Moderation of Literacy</p> <p>Child Protection Training</p> <p>Numeracy</p> <p>Digital Literacy</p> <p>Rights Respecting Schools</p> <p>RSHP</p> <p>P7 Transition</p> <p>1 + 2</p> | <p>QAMSO led activities in writing. Follow Authority Moderation Programme.</p> <p>Rep. from each partnership to lead within partnership working with QAMSOs. Digital Moderation – staff training. Raise attainment in writing by 5%.</p> <p>Cluster training.</p> <p>Raise attainment in Numeracy by 5%. Mrs. Morton to lead discussion on Maths progression and Achievement of a Level. PTs to meet to review Maths Assessments.</p> <p>Share the plan with cluster schools to begin to implement next session. Cluster schools work towards Digital Schools Award.</p> <p>Cluster Schools work towards Rights Respecting Schools Award once it is funded.</p> <p>Review RSHP</p> <p>Review Transition Programme.</p> <p>Training in French and Spanish.</p> | <p>½ day Early and First Level – D&G January INSET. ½ day Second and Secondary – D&G February INSET.</p> <p>12 x days from cluster budget - £3000</p> <p>½ day August INSET - DEHS</p> <p>½ day August INSET - DEHS</p> <p>12 x days from cluster budget - £3000</p> <p>Whole Session – work within our own schools at own pace.</p> <p>Whole Session – work within our own schools at own pace.</p> <p>Cluster Budget will be used if there is a need.</p> |
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