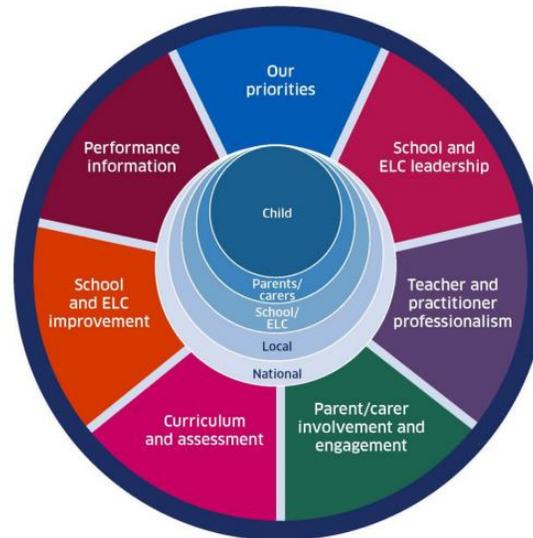Dumfries & Galloway COUNCIL

Education and Learning Directorate

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

(2022 - 2023)

School: Langholm and Canonbie Schools

Date: 31.05.22

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

Our core purpose is to ensure that every child and young person reaches their full potential and is well prepared to succeed in learning, life and work in the 21st century. We remain committed to closing the poverty related attainment gap.

Our Vision

To be a cluster of schools where everyone is listened to, supported and encouraged to aim high and do their best; where everyone takes responsibility for learning and every experience is a learning opportunity.

Our Values

Respect - we act with care for the feelings, wishes and rights of ourselves and each other and we look after our environment

Endeavour - we try hard and aim high

Responsibility - we are accountable for our actions and deal with things in the right way

Our Aims

We aim to raise attainment and deliver excellence and equity through:

• A safe and supportive culture where everyone's individual talents are recognised, respected and developed

• Strong partnerships between home, school and our community where we all share responsibility for learning and improvement

• Learning and teaching which is engaging, active and appropriate to each learner, based on a rich, relevant and well-planned curriculum

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• *Progression in learning from 3-18 for all children and young people in all curricular areas particularly in literacy & numeracy*

• *A range of opportunities for wider achievement, adding breadth, choice and richness to our curriculum - allowing all pupils to experience success and*

develop confidence and self-belief

• *Improvement in the health and well-being of our children and young people and high quality, coordinated support for all those who need it in an*

inclusive and nurturing setting

• *Learning about employability and positive and sustained destination for every young person*

Review Date: Our Vision, Values and Aims will be reviewed this academic year, 2022/2023

Review Activities (as appropriate)

At the start of each academic year these aims will be discussed with all pupils to ensure clarity and understanding. Teachers will discuss what these aims look like within their individual classes. The SIP priorities are all linked to the school's vision, values and aims and as such Staff, Pupils and Parents will be regularly reminded of them through their regular use across the school year. We will carry out a full consultation with pupil, staff parents and wider community partners to shape our review of VVAs.

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2. School Improvement Progress Report
Include evaluative statement/s on the impact of Covid-19 on priorities.

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

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate *(Include evidence of impact.)*	Next Steps (Looking Forwards)
School Priority 1 To raise attainment and close equity gaps following school closures**.** **NIF Priority** 1.Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 4. Improvement in employability skills & sustained, positive school-leaver destinations for all **NIF Driver** School and ELC Leadership Teacher & Practitioner Professionalism Parental/Carer Involvement and Engagement Curriculum and assessment **School Improvement** **HGIOS?4 / HGIOELC QIs**	**Learning & Teaching** Within our Cluster of Schools, Early Years, Primaries and Secondary Faculties have all created their own action plans linked to the SIP priorities to ensure a more focused approach to delivering a high quality learning and teaching experience. This is now a well-established practice, with most staff reporting they taking ownership and leading on change in our schools. Our approaches to teaching and learning have adapted and responded to the changing needs of our school communities through the Covid-19 pandemic. This year, we have worked collaboratively across the Cluster to implement raising attainment action plans for literacy and numeracy, utilizing teachers' knowledge and experiences to work across sectors to ensure pace and challenge in lessons, and continuity of skills, knowledge and understanding. Most pupils surveyed this year reported they felt supported in their learning in the school environment. Almost all teaching staff have reported that senior leaders encourage self-evaluation through a range of means, to help teachers develop their practice. The majority of teaching staff also reported that lesson observations, carried out using a coaching model this year, helped them to reflect on their strengths and identify areas to develop. Through self-evaluation of teaching practice, most pupils reported that they experience good learning in all of their lessons. Through our self evaluation of practice, we have identified that a cluster approach to pace and challenge within lessons should now be better developed for	Cluster approach to differentiation, pace and challenge further developed using the Teaching and Learning policy. Cluster approach to developing metacognition and self-regulation. Cross sector peer observations to support the progression of knowledge, understanding and skills between primary and secondary sector.

| 1.1, 1.5, 2.2-2.6, 3.1-3.3 **National Standard Criteria** Criteria 2 - Development of children's cognitive skills, health and wellbeing Criteria 4 – Self-Evaluation and Improvement Criteria 5 - Parent and carer engagement and involvement in the life of the setting | the cluster. This year, our school staff worked collaboratively together to review the BGE curriculum, to ensure pupils are experiencing a seamless transition in learning from P7 into the BGE. This involved subject action plans being implemented and working groups developing consistent approaches across P6-S3. Our next steps are to reintroduce cross sector observations within this working group, to further develop our transition for pupils, ensuring good progression of knowledge, understanding and skills from primary sector into secondary. **Moderation** Most teaching staff report assessment is an integral part of their teaching and learning, and are now more familiar with high quality assessments, with most confident in using these assessments to support the achievement of a CfE level across the BGE. This year moderation has adapted to become a mix of physical and digital sampling of work across the cluster. The majority of staff have identified that development is required within this area to further increase confidence in assigning CfE levels. Moderation has been added to the new cluster trackers for each year group, identifying which departments will contribute to moderation of work, and achievement of a level. **Learner Pathways** All teachers have created programmes of work linked to CfE outcomes, experiences and benchmarks to ensure that progress across the BGE is progressive and continuous from primary into secondary. Significant work has been carried out to ensure that we are offering a broad and balanced curriculum offer across the Cluster, taking account of pupil's interests and experiences in the Nurseries and Primaries, and extending the Secondary curricular offer to include new subjects such as Photography, Psychology, Computing, NPAs in Business and Art, YASS courses and International Baccalaureate. The curriculum on offer has been extended to enable relevant pupils to opt for a range of progressive learning courses such as SQA National Progression Awards e.g. Drawing Skills level 5, Business Skills Level 5 | More opportunities to carry out moderation within and out with the cluster. |

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	or more practical courses such as Rural Skills. Next year we will implement our new MFL 1 + 2 strategy, introducing German in our Nurseries through to Senior Phase as Language 2, and introducing British Sign Language in Primary 5 through to S2, with European Culture and Languages for Life and Work within S3. **Positive Relationships** Almost all staff report the learning environment is built upon positive, nurturing and appropriately challenging relationships which lead to high quality learning outcomes. Through pupil surveys and self-evaluation groups, most pupils report they feel safe and supported to achieve their best and know who they can turn to if they feel worried or upset about anything. The majority of our pupils report they get to have a say in what happens in our schools through pupil surveys, discussion groups and talking with teachers. Following full reopening last year, we have observed more occasions where pupils have felt social isolation, which has led to an increase in behavioural incidents between pupils in the lower secondary. Our next steps are to introduce the Respect Me programme to support our young people within our secondary, and become Rights Respecting Schools accredited across our Cluster. **My World of Work** We have participated in Skills Development Scotland training on developing a progressive skills-based curriculum. We have carried out evaluation work with our young people, staff, parents/carers, and local employers to identify which Careers Education skills are a priority for development across our curriculum. This allowed us to design a progressive, skills based curriculum for pupils, focusing on their STEM and DYW skills. Each pupil self-assesses twice per year, to measure the impact of the skills programmes. Most staff feel our curriculum has a strong focus on developing the skills our young people need in the world of work. In our primaries, most children report that lessons make careful links to STEM and DYW skills. In our secondary, more work is needed as just the majority of pupils feel the school prepares them well for employment by developing their STEM and DYW skills. **Self Evaluation** We have developed a very consistent approach to self–evaluation this year. Self-evaluation exercises have identified the need to increase	MFL 1+2 policy implemented, introducing British Sign Language to P5-S2 With Local Authority support, become Rights Respecting Schools accredited for 22/23 Introduce Respect Me programme to PSP to reduce the number of behavioural incidents which have led to social isolation. Provide a more conductive learning environment encouraging pupils to feel their views are important. Carry out self-evaluation of the Skills programme in the secondary, to identify areas for improvement.

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	staff knowledge and understanding of differentiation, moderation & tracking and monitoring pupil progress. Senior Leaders and Middle Leaders carefully follow the self-evaluation cycle, sharing results with their faculties. New initiatives, such as the school's Positive Behaviour Policy, our Skills Programme and the Wellbeing delivery are reviewed through self- evaluation and adjustments are made in recognition of stakeholder's views. Pupils are given regular opportunities to contribute to self-evaluation, through pupil focus groups, surveys and Pupil Council. Parents and carers are encouraged to attend Parent Focus Groups, complete online evaluations and participate in the life of the Parent Council. All staff have undertaken personal and faculty self-evaluation exercises. These have resulted in all staff being involved in the review of the current SIP and the creation of the new SIP. This has led to a more effective whole team approach and ownership of the SIP. **Parent Partnerships** Our Parent Councils have continued their important work of supporting and challenging our schools to be the best they can be. As we shifted into remote meetings, so too did our connection with parents. We have offered termly Parent Council meetings to ensure we remain connected with our families. Through parents identifying they required more information about what their children and young people were learning about, we have introduced termly home learning bulletins. We publish more information on our school website, sharing curriculum planners, wider achievements and events/successes regularly to promote the work of the schools. We have also introduced Class Dojo in both Nurseries and Primaries, and School App within the secondary to improve our communication. Self-evaluation of our communication with parents shows most parents/carers believe we have improved our communication and now communicate well with them through a range of forums.	Continue to develop staff's involvement in the self-evaluation cycle to gather feedback and measure impact. Improve and increase parental engagement and involvement through open sessions, events and information evenings. Continue to involve parents in self-evaluation processes such as focus groups, surveys and PC meetings.

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Cluster -Data Analysis - Monitoring and Tracking of Pupil Progress

Our most recent Achievement of a level data shows:

Canonbie	P1	P4	P7	S3 3rd level	4th level
Writing	90	80	63		
Reading	90	100	81		
Talking & Listening	70	70	81		
Numeracy	90	70	63		
Langholm	P1	P4	P7	S3 3rd level	4th level
Writing	73	82	90		
Reading	93	87	90		
Talking & Listening	100	100	100		
Numeracy	93	87	85		
Combined	P1	P4	P7	S3 3rd level	4th level
Writing	80	81	78	95	73
Reading	92	91	86	90	85
Talking & Listening	88	91	92	95	87
Numeracy	92	82	75	95	60

Tracking and monitoring demonstrates 55% S4 pupils are expected to achieve 5 level 5 awards in S4

Tracking and monitoring also demonstrates almost all school leavers have obtained a minimum level 4 in literacy and numeracy qualifications.

Most staff are more aware of how to analyse data more effectively to ascertain national and local trends, dips, areas of concern, progressive learning pathways etc. The majority of staff have identified the need to carry out more training in monitoring and tracking pupil progress, including the addition of Support For Learning Information, behaviour

Early intervention for pupils in Early years through TLQ and pre TLQ Early intervention for primary pupils through CLG, CNG and Nurture - with an identified focus on Primary 3 and 4.

Continue with the increased number of literacy and numeracy sessions in S1.

Intervention programmes to run in S1 and S2 during core periods to maximize impact.

Literacy and Numeracy Action plans to remain in place, with working group time factored into SWTA to prioritise focus on this development area.

Option Choice interviews carried out carefully to ensure pupils are being ambitious and challenging themselves.

Introduce 7th National subject to widen pathways and improve pupils overall attainment at National 5 2022/23

Encourage the option of 6 Highers.

Programmes are having success – continue primary approach. Secondary utilize additional funding to deliver by a lead teacher working alongside LSA.

	and moderation of a level information. **Cluster - PEF Interventions**: Cluster - Closing the Numeracy Gap All identified pupils who have fully participated within this programme have evidenced progression of knowledge and skills. Cluster - Closing the Literacy Gap All identified pupils who have fully participated within this programme have evidenced progression of knowledge and skills. Primary – Talking, Listening and Questioning All identified pupils who have fully participated within this programme have evidenced progression of knowledge and skills. Academy and Langholm Primary –Counselling All identified pupils who have fully participated within this programme have evidenced progression of knowledge and skills. Almost all pupils identify that they are benefitting from this input. Academy 1:1 Mathematics and English sessions. The majority of pupils have evidenced progression of knowledge and skills. Almost all pupils identify they are benefitting from this input.	
School Priority 2 To improve the physical, emotional and mental health of the children at Langholm and Canonbie Schools. **NIF Priority** 1. Placing the human rights and needs of every child and young person at the centre of education 2.Improvement in children and young people's health and wellbeing **NIF Driver** School and ELC Leadership Teacher and practitioner Professionalism	**Health and Wellbeing of pupils** This year we have increased the number of opportunities for extracurricular clubs to increase pupil's participation in wider opportunities. Working with our wider community partners, we have organized new clubs including Gaming Club, Young Chefs, Chess, Multi sports, Art Journal, Girls' football and Origami. Tracking and monitoring evidences at Canonbie Primary almost all (97%) pupils actively participate in activities to support their health and wellbeing. At Langholm Primary most (88%) pupils actively participate in activities to support their health and wellbeing. At Langholm Academy most (75%) pupils actively participate in activities outside of school. To improve our pupil's enjoyment and engagement in learning, staff undertook outdoor learning training and, working in partnership with a community partner, increased the opportunities for outdoor learning. Wellbeing tracking demonstrates that at Canonbie Primary 61% pupils have improved how active they are this year. At Langholm Primary 96% of pupils report they now live an active lifestyle. At Canonbie Primary, 52% pupils have improved how healthy they are. At Langholm Primary, 99% of pupils report they feel healthy. At Canonbie	Continue utilizing opportunities to take learning outdoors, both through class teachers and working in conjunction with our community partners – Buccleuch

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Parent/Carer Involvement and Engagement Curriculum and Assessment **HGIOS?4 / HGIOELC Qis 1.1-1.5, 2.1-2.7, 3.1-3.3** **National Standard Criteria** Criteria 2 - Development of children's cognitive skills, health and wellbeing Criteria 5 - Parent and carer engagement and involvement in the life of the setting Criteria 6 - Inclusion	Primary, 74% of pupils reported they felt safer this year in our school environment. At Langholm Primary this percentage was 97%. In Langholm Academy, tracking evidences an improvement across all SHANARRI indicators from August 2021 to February 2022, with the exception of SAFE. This is believed to be a direct result of the timing of the second survey and the link to the Omicron variant. The percentage of pupils grading themselves as low (1-4) in SHANARRI indicates was 2.8% Through our self-evaluation processes, most pupils reported to us that they know who they can ask for help in school if they are struggling with their mental health or learning. Alongside academic interventions, we run interventions to support pupils HWB, These can be nurture sessions (either 1:1 or in a group) or 1:1 sessions with our school counsellor. All interventions have a pre and post assessment to allow us to evaluate impact. We have continued to utilize our attainment meetings to identify those pupils who would benefit from support with their mental health through our School Counsellor, and working with Youth Work Information Workers. The majority of pupils who have accessed our School Counsellor reported an improvement in their mental health, with an average improvement of SHANARRI indicator rising from 7.1 to 8.1. Attendance from pupils who accessed the Counselling service was consistently high across the year, averaging at 95%. We also observed an improvement in pupil's perception of their own confidence and self worth. **Outdoor Learning** Across our nurseries and primaries, our teaching staff have been upskilled in delivering outdoor learning through the OWL (Outdoor and Woodland) project. All pupils report they have benefited from experiencing outdoor learning with class teachers and through involvement in the Tarras Valley Nature Reserve, in conjunction with the Langholm Initiative. Within our secondary, all S1-S3 pupils experienced outdoor learning this year. We have re-introduced our annual outdoor trips, to Winmarleigh (P7-S1), Loch Eil (S5-6) and Ullswater (S3) for key groups of children to support their transition and to develop their team working and leadership skills. Pupils report, through our self-evaluation processes, that they would like to see more outdoor learning incorporated into our curriculum next	Estates, Tarras Valley Nature Reserve, Langholm Initiative and Xcel Project. Begin working on values based approach – Rights Respecting Schools across the Cluster. Continue working through LGBT status to progress opportunities for pupils to be better supported. Continue utilizing opportunities to take learning outdoors, both through class teachers and working in conjunction with our community partners – Buccleuch Estates, Tarras Valley Nature Reserve, Langholm Initiative and Xcel Project

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	academic session.	
	Pupil Voice Within our Nurseries, Primaries and Secondary we have well established Pupil Councils which meet regularly to evaluate school priorities and developments. They participate in self-evaluation exercises and have identified their priority areas are to lead their own learning, to work as teams and to find solutions to problems. Our pupils have evaluated the school behaviour policy, a consistent approach to homework and the need for better outdoor equipment for break and lunch times. Pupils discuss a weekly self-evaluation question taken from How Good is Our School? Pupils have now identified the need to improve the number of opportunities for outdoor learning, and would like more opportunities to shape change in our schools. Secondary students engaged in a whole school evaluation where they identified strengths and areas for development. Identified as an area of development for secondary pupils was having a say in what happens in classes/school and being asked for their views. They also would like clearer links within lessons to the skills being developed for Career Education. Lesson observations over the last 2 years have demonstrated that most students behave very well and are engaged in their learning. The Cluster's values of respect, responsibility and endeavour were observed as prominent in almost all lesson observations.	Change the process for appointment to Pupil Council positions to ensure pupils will support their peers in shaping change in the schools. Raise profile of secondary pupil council to demonstrate the positive changes the group have made and promote the involvement to include other pupils.
2.1.1 Report on the impact of PEF *(Not required for ELC if PEF has not been used for children in the nursery.)* • **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?**	*(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)* **How rigorous is the school's approach to providing robust evidence of closing the attainment gap?** At **Langholm Primary**, we track pupil progress in reading, writing numeracy. We are currently developing a more robust way to track Listening and Talking using High Quality Assessments to do this. Alongside assessment data we also monitor attendance and punctuality, and wider achievement. We use a range of data to draw conclusions regarding pupil progress and attainment. These include: Star Reader (accelerated reader), Sumdog, writing assessments, class work and assessments. This allows us to triangulate data. A school assessment calendar ensures that assessments are carried out at timely intervals throughout the year. SNSAs are completed in term 1 for P4 and P7 and term 4 for P1. The data from this is used diagnostically	

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	by teachers to identify gaps in learning.
• **How well are you removing barriers to learning and ensuring equity for all?**	All teachers input data to the tracker and analyse it for our attainment meetings which take place 3 times a year. We use our data to compare identified groups (SIMD, LAC, PEF, and Gender). Through our attainment meetings, teachers identify pupils who are not making expecting progress. We then work with our PEF and SfLT to identify suitable interventions for these pupils. Interventions include CtNG, CtLG, Fast Lane and Short Reads. We also do pre learning sessions with pupils and tailor interventions to meet academic needs. Alongside academic interventions, we run interventions to support pupils HWB, These can be nurture sessions (either 1:1 or in a group) or 1:1 sessions with our school counsellor. All interventions have a pre and post assessment to allow us to evaluate impact.
	At **Canonbie Primary** we track pupil progress across literacy and numeracy to review progression and identify needs early on. We use a range of data to verify our decisions: high quality assessments, class assessments, class work, SNSA's to inform teacher judgements on progress across and of a level. We carry out attainment meetings to track and monitor progress, review SNSA data along with other assessments. We evaluate interventions regularly and act promptly to make changes if desired outcomes are not being achieved.
	At **Langholm Academy**, we track pupil progress across all subject areas. We use a range of data and assessment to draw conclusions regarding pupil progress and attainment. These include: SNSA data, formative and summative assessment, class work and teacher judgement. Teachers input assessment data to the tracker termly. This is built on across the BGE and Senior Phase and allows us to evidence that we are successfully closing the attainment gap for young people impacted by poverty. We report on and monitor achievement of a level data across the BGE. Individual profiles are in place for pupils in receipt of PEF to track and monitor their attainment, progress and wellbeing.
	In all 3 schools, we use a participatory budgeting approach to ensure our parents, carers, pupils, staff and wider community partners are consulted on the use of Pupil Equity Funding, and in the creation of the School Improvement Plan through surveys and discussion groups. We draw together this information to ensure all views are considered. Targets are then set to meet the improvement needs of our schools in their own contexts.
	How well are you removing barriers to learning and ensuring equity for all? At **Langholm Primary** we now have a set of I-pads and laptops which can be used within classes. Homework is often set as an online task and pupils who can't access it at home are given the opportunity to complete it during the school day. We have allocated PEF to support pupils in receipt of FSM to attend the class residential in P7. We are also working closely with charitable trusts within our community to provide us with additional funding. This has been used to support pupils not in receipt of PEF to attend the P7 residential. We have recently started a Pupil Support Fund which has again been supported by the local trusts. This allows parents to apply for

funding to support them with things like new school shoes, winter coats etc. We are continuing to encourage parents to apply for FSM and the uniform grant. With pupils in P1-P5 now receiving FSM we want parents to know the importance of still applying for this funding.

At **Canonbie Primary** the purchase of additional IT resources (I-pads/mifi boxes) has helped to ensure that more pupils have an increased access to IT and appropriate programmes to support their learning. Our older children support across the stages to ensure they can guide our younger pupils to be able to log-in and access resources. Our tracking evidences that most children access Sumdog to support learning at home for Maths and we have introduced this, in response to pupil voice during Covid, for literacy. We have altered our Cluster Assessment Calendar to include Sumdog Diagnostic assessments aligned to the CfE.
The school continues to actively engage with ways to reduce the cost of the school day for parents (with all after school clubs free including Active School sessions this session in partnerships with local trusts). In addition, we have access to the Elizabeth Armstrong Hardship fund and the recently established Cluster Hardship fund. During lockdown, online check-ins were used well and families indicating any worries / support needs were supported quickly through direct contact / weekly catch ups. Use of our Class Dojo App has extended to the whole school with all parents registered. Engagement with online learning remained high during lockdown (>80% most days) with moves to online blended learning now possible as part of our recovery phase. Weekly family learning activities enhanced the link between home/school and have been extended linked to our STEM focus.

At **Langholm Academy**, where appropriate, young people who are identified with barriers to their learning are supported through IEPs or CPs. We work closely with our partner agencies to ensure young people receive the right support at the right time. We have sourced funding to provide laptops for all young people in receipt of PEF or with an identification of dyslexia who did not have access to a device at home. We made a successful bid to "Cash for Kids" and in December were able to provide 22 families impacted by poverty with a Voucher to the value of £35. We continue to encourage parents to apply for FSM and share information in relation to EMA with young people in Senior Phase. Young People's health & wellbeing is tracked termly and where appropriate pupil's mental health is supported by Youth Work or Counsellor.

How much progress have you made in reducing the poverty related attainment gap? What are the lessons learned?
Langholm Primary 2017/18 and 2018/19 showed comparable data between FSM and non FSM pupils. 2020/21 showed a dip in data across the school but closer analysis showed that there was greater impact of school closures for those pupils in receipt of PEF across Reading, Writing and Numeracy. We now have a PEF teacher who works in the primary 3 days per week. They attend the attainment meetings and ensure that the pupils entitled to PEF are making progress and are getting the correct interventions.
There was no significant difference when comparing our SIMD 1-4 to SIMD 5-7 data.

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% of pupils achieving CfE levels at P1, P4 and P7

Year & % of FSM pupils	Criteria	Listening & Talking	Reading	Writing	Numeracy
2017/18 13%	FSM	78%	89%	78%	89%
	NON-FSM	87%	87%	78%	85%
	Overall % achieved	85%	87%	78%	85%
2018/19 10%	FSM	100%	86%	86%	86%
	NON-FSM	88%	81%	80%	80%
	Overall % achieved	87%	80%	78%	78%
2020/21 28%	FSM	65%	43%	48%	61%
	NON-FSM	79%	81%	71%	83%
	Overall % achieved	73%	68%	62%	75%

PEF Project/spending area: CLG/CNG/Fastlane
Rationale: To reduce barriers to learning for those identified pupils within our tracking and monitoring system who are identified through PEF as working below the expected level for their age.
Impact:

Year Group	Time Scale	Intervention	Standardised Score – Pre intervention	Standardised Score – Post intervention	Age equivalent improvement
P2	Term 1 & 2	CNG	76	84	+7m
P2	Term 1 & 2	CNG	105	105	+6m
P2	Term 1 & 2	CNG	87	98	+1yr 3 m
P2	Term 1 & 2	CNG	78	88	+1yr 2 m
P2	Term 1 & 2	CNG	78	91	+11m
P3	Term 1 & 2	CNG	81	81	+8m
P3	Term 1 & 2	CNG	86	105	+1yr 4 m

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P4	Term 1 & 2	CNG	71	79	+1yr
P4	Term 1 & 2	CNG	>67	97	+2yr 3m
P6	Term 1 & 2	CNG	N/A	N/A	+1yr 2m
P6	Term 1 & 2	CNG	N/A	N/A	+ 11m
P6	Term 1 & 2	CNG	N/A	N/A	+1yr 3m
P2	Term 1 & 2	CLG	69	81	N/A
P2	Term 1 & 2	CLG	86	P3	N/A
P2	Term 1 & 2	CLG	83	92	N/A
P3	Term 1 & 2	CLG	81	81	N/A
P5	Term 1 & 2	CLG	69	76	+3m
P5	Term 1 & 2	CLG	79	85	+5m
P2	Term 3 & 4	CNG	79	90	+ 8m
P2	Term 3 & 4	CNG	98	103	+4 m
P5	Term 3 & 4	CNG	Raw score 82	Raw score 95	+12 m
P6	Term 3 & 4	CNG	Raw score 89	Raw score 99	+ 9m
P6	Term 3 & 4	CNG	Raw score 86	Raw score 97	+10m
P6	Term 3 & 4	CNG	Raw score 84	Raw score 96	+11 m

Year group	Timescale	Intervention	Reading single word	Reading accuracy	Reading comp.	Spelling	Fastlane instructional
P6	Term 1&2	Fastlane	76 > 80	77 > 84	70 > 83	73 > 76	13 > 17

Evaluative Comment:
Results show the positive impact these interventions have on pupil attainment. Where there has been limited progress we used this information to support an application to the literacy panel. This allowed us to gain an identification of dyslexia for this pupil and put appropriate support and strategies in place.
Our next steps are to ensure that detailed feedback is given to the class teacher following the interventions and that strategies used in intervention sessions are being encouraged in class too.

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PEF Project/spending area: TLQ and Pre TLQ
Rationale: Through careful assessment, monitoring and tracking, we have identified children from Nursery
TLQ and Pre TLQ programme. This began in January 2022. TLQ is a programme specifically designed to de
and Questioning skills in the Early Years.
Impact:
Pupils are currently at week 14 of both the pre TLQ and TLQ and therefore no data can be submitted.
Evaluative Comment:
Staff and parents have commented that they are seeing the positive impact of TLQ. It has improved the pupils
communicating, they are listening better and their social interactions with both peers and adults have improved
confidence within the nursery setting with their communication skills.
1 pupil who has just started in nursery, but will transfer to P1 in August, has been identified as needing further
Two more staff are being trained in the delivery of TLQ and a new member of staff has already got training in

PEF Project/spending area: Counselling
Rationale: 6x 30 minute blocks 1:1 counselling/play therapy sessions per term for pupils who may require
additional emotional support. Pupils are identified through the SHANARRII wheel or How Nurturing is Our
School? Both of these are self-evaluation activities carried out by the pupil. Pupils are also identified as
requiring counselling/play therapy through teacher or parent request.
Impact: Pupils rated themselves on a 1-10 scale around the 4 topics of Family, Friends, School and Me.
The lowest score for all pupils was 'me'. Following the sessions all scores had improved positively and pupils
were able to identify positives in themselves, rather than pick up on bad points.
Within class, teachers also saw a positive impact and felt it positive having a clear 'outlet' for the pupils,
which was separate form school.
Sessions are tailored to the individual pupils.
The counsellor has also carried out follow up sessions with parents (with the child giving permission) to
enable them to better understand the child's feelings. Parents have commented on the positive impact of
this.
Evaluative Comment:
The school counsellor has had a positive impact for all of our pupils. It has allowed the pupils to open up and
be supported by someone who isn't a family member or teacher. This is something which we would invest in
again through our PEF funding.

PEF Project/spending area: Nurture sessions (1:1 and small group)
Rationale: Nurture group sessions for pupils requiring additional support with HWB needs. Identified
through pupil attainment meetings and SHANARRI indicators.
Impact: Pre and post pupil self-evaluation shows that the pupils feel more confident in identifying how they
are feeling. They are now able to talk about things which have made them feel angry or upset (for example)
and reflect on how they can deal with it. Class teachers have been able to discuss this with pupils in class
too when needed. The pupils have worked on a range of skills in these sessions including Talking &

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listening, following instructions, play, social skills and emotional literacy. This has allowed pupils to improve social skills and recognise how they are feeling.

Evaluative Comment: Consider a specific programme to follow in the future such as Emotion works which will develop knowledge & understanding about how emotions work and support pupils to regulate and respond to their emotions. This will allow for a clearer focus and will allow the same programme to be delivered throughout school to give a consistent approach.

Canonbie Primary

P1	2016	2017	2018	2019	Avg	2021	May 2021	May 2022
Reading	88.9	90	100	88	91	60	70	90
Writing	66.7	80	100	63	77	50	60	90
L & T	66.7	100	100	100	91	80	80	70
Numeracy	88.9	80	100	100	92	70	70	90
P4	2016	2017	2018	2019	Avg	2021	May 2021	May 2022
Reading	77.8	72.7	100	80	82	83	83	100
Writing	77.8	72.7	100	73	80	50	67	80
L & T	77.8	54.6	100	87	79	66	100	70
Numeracy	55.6	72.7	100	73	75	50	50	70
P7	2016	2017	2018	2019	Avg	2021	May 2021	May 2022
Reading	100	91.7	73.3	73	84	25	75	81.2
Writing	50	91.7	80	100	80	50	50	62.5
L & T	100	91.7	73.3	100	91	75	75	81.2
Numeracy	58.3	50	53.33	82	60	100	100	62.5

Interventions targeted at pupils are showing an improvement in Literacy and Numeracy, however attainment in Writing had been identified as a downwards trend across the school. All stakeholders have been involved with a range of evaluation activities with both quantitative and qualitative data combined to create shared actions to shape our Literacy Writing Circle linked to CALL Scotland work to reduce barriers. We have also introduced Pre-TLQ and TLQ as Early Intervention is key and we can see Listening and Talking has been affected during school closures. All staff have engaged with international, national and local professional learning with actions fed into our plan continuing next session ensuring wider impact.

PEF Project/spending area: TLQ/DNK/Sound Knowledge (fortnightly input)
Rationale: To reduce barriers to learning
Impact: Data set cannot be published due to GDPR

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Langholm Academy

PEF Spending: Numeracy & Literacy Interventions

Rationale: To reduce barriers to learning for pupils identified within our tracking and monitoring system as working below the expected level for their age.

Impact: 16 young people have been in receipt of 1:1 sessions with a PEF LSA focusing on numeracy and/or literacy. Gaps in learning have been identified through a mix of data, pupil voice and teacher judgement and these have signified the starting point for interventions.

Based on pre and post intervention data, all pupils in receipt of interventions in literacy improved their attainment, with an increase ranging from 17% to 40% from pre to post assessments.

Based on pre and post intervention data, the majority (66%) of pupils in receipt of interventions in numeracy demonstrated increased attainment. The remaining pupils attainment was consistent.

Feedback from pupils in relation to interventions was positive, with 99% of young people scoring the statement "I found going to the Den useful" as a 5/5. All young people were able to identify how their time in the Den had supported increased understanding and confidence across areas of learning.

Evaluative Comment: This data shows the positive impact that these interventions have had on pupil attainment. Numeracy and literacy interventions remain ongoing for some young people with a further four sessions still to be delivered. Further data in relation to Term 4 interventions will be available then. The pre and post assessment tool used in the numeracy interventions has not been reflective of the work carried out and we will look to identify a more appropriate assessment in the next academic year, by appointing a lead teacher to work alongside the LSA, planning assessment materials and intervention delivery. Timing of interventions will be reorganised to ensure pupils are benefiting from both specialist teacher provision, and intervention time.

PEF Spending: Counselling

Rationale: 1:1 weekly counselling sessions of 45 minutes (number of sessions flexible dependent on need) to provide personalised support to vulnerable pupils (trauma, additional support needs, neuro diverse) – by giving them space without judgement or agenda to express themselves freely. Young people are identified through the SHANARRI Indicator tracking or are referred by PTs of Pupil Support. Young people may also be referred through a Childs Plan, a self-referral or a parental request.

Impact: 17 young people have benefited from a total of 215 sessions.

The Counsellor's experience of the young people's change within the room was reported as follows:

"Some have relaxed and are now laughing, joking and able to be at ease. We've played games (allowing them to be in charge of an adult) had creative activities – one pupil in particular has invented a fictional "film" script around models and sand, for the whole year. This gave them a place to relax from the emotional demands school has for them, allowing the rest of the day to be bearable. Some have used me as to voice their frustrations about their life – be it home/friends/school or other matters. The benefit of confidentiality and removed in perspective. It is a positive adult relationship, the benefit being when they are worried or upset, I am able to listen as a counsellor. Some have taken their time to trust me and are working through some of their darkest feelings and fears."

Comments from young people in receipt of counselling -

"Gives me a space to talk"
"You have time for me"
"You know my story, know where I came from"
"You don't tell me to shut up"
"We can talk about (fill blank with whatever interests the pupil has)"

Evaluative Comment: The opportunity for counselling has had a very positive impact for our young people. It has allowed the pupils to open up and be supported by someone other than a family member or teacher. Staff, parents and pupils have commented on the positive impact engagement with counselling sessions has had on a range of aspects including improved self-worth, improved confidence, reduced anxiety, consistently high attendance, increased engagement with learning and improved resilience. An average improvement in SHANARRI indicators from 7.1 to 8.1 was achieved through counselling this year.

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
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	• Most staff agree that senior leaders effectively guide and manage the strategic direction and pace of change across the schools. • School leaders work collaboratively across and out with the authority including Network East, CSI Group, HT Strategy Groups and the SWEIC, and are jointly involved in the strategic improvement planning for the cluster schools • School leaders are committed to their own professional development and that of others. Currently, all senior leaders are involved in national development programmes -eg Into Headship, Middle Leadership and Columba 1400. • Most staff take responsibility for implementing change. Most staff report that they are now encouraged to use self-evaluation as a basis for continued self-improvement. • The majority of staff across the cluster work effectively as a team and are engaged in promoting through practice and engagement the vision, values and aims. • Additional leadership posts have improved leadership capacity and brought about improvement for children and young people including: transitions, literacy, numeracy, DYW and tracking and monitoring. All staff are encouraged to develop through PRD and Professional Update, Into Headship, Intro to School	Cluster focus • Continue to develop curriculum collaborative working between primary and secondary staff to ensure that there is a joint approach to learning and teaching, with a cohesive and progressive curriculum. This will help to ensure that the knowledge, understanding and skills progression within programmes of work and IDL focus are progressive from Primary into Secondary. • Continue to encourage small test of change approaches, to ensure that the research methodology will be extended to have a greater impact upon attainment across all schools. • Focus on the leadership of improving attainment in literacy, numeracy and mental health and wellbeing of all pupils, particularly in light of the schools closures 2020-2021.	4

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2.2 Summary of Key Strengths and Areas for Improvement

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

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	Leadership, Middle Leadership and Columba 1400. Some staff are also undertaking professional development to become dual qualified, to offer a second subject within the secondary. • Very close links with our community have allowed us to bring about improvement for children and young people including Xcel Project delivering Why Try programme; Making the Most of Moorlands/John Muir Awards, Tarras Valley Nature Reserve, SDS, Outpost Art Awards and Community Leadership Awards.		
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	• Across the cluster school communities are positively committed to the promotion of children's rights and positive relationships. This has resulted in an increase in children being more actively engaged and independent within their learning. Pupil Leaderships Groups effectively contribute to the life of the schools and organise as appropriate a range of activities to support learning and the school ethos. • Across the cluster a wide range of formative and summative assessment activities are used effectively to identify strengths as well as groups for targeted support in most classes. This has been particularly effective in identifying those pupils who have returned from school closures with gaps in attainment. • Primary pupil progress is carefully tracked by both staff and SMT to ensure early	Cluster focus - • Ensure that all children are involved in their learning through engagement with learning targets, involvement in metacognition and self-regulation work, through continuous evaluation of learning both of their own and others. • Teachers across the Cluster to extend peer observations to self-reflect and promote high quality motivating, learning experiences for all children as well as extending a more in- depth knowledge of curriculum progression across the BGE CfE levels. • To continue to develop robust arrangements across all stages for moderation activities – literacy, numeracy and subject specific for secondary. This will develop a shared understanding for all of the achievement of a CfE level.	4

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2.2 Summary of Key Strengths and Areas for Improvement

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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
	identification of any required support. There is clear data for Literacy and Numeracy. This data is interrogated to monitor progress and promote professional dialogue. Regular attainment meetings support pace, challenge and identification of additional support for all. Children with specific additional challenges are discussed and individual programmes of work are agreed as appropriate. • Classroom observations and pupil feedback show that most pupils are engaged and enthusiastic about learning. Pupil voice tells us that pupils enjoy their learning most of the time. High number of opportunities for wider achievement: DofE, SQA Employability Awards, Sports Leaders. Pupil successes are celebrated through assemblies, letters home to families and showcasing work through social media and through Awards Ceremonies such as Langholm Common Riding Concert and Celebration Ceremony.	• Continue to use data robustly to ensure a comprehensive understanding and enable the early identification of support or interventions required. (SNSA – Primary & Secondary BGE, Insight – Secondary) • To use this data effectively to raise attainment, particularly in literacy and numeracy, following school closures in 2020-2021.	
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	• Across the cluster almost all children through the regular use and clear understanding of the Wellbeing Indicators are able to discuss with confidence their SHANARRI entitlements and how these are actively promoted across the schools. The Wellbeing Web / How Nurturing is our school is used to support dialogue with	• Cluster - Continue to develop cluster awareness of LGBT and attain the LGBT Charter Silver Award next session • Continue to review the accessibility and widening of extra-curricular clubs across all stages • Continue to develop a climate of trust	5

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2.2 Summary of Key Strengths and Areas for Improvement

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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
	pupils with regard to their HWB and enables more focused discussions with regard to reviewing and identifying support available. • Almost all pupils report they feel safe and supported in our schools. • Almost all children with Child's Plans are consulted and their opinions are recorded. All relevant parents are provided with opportunities to positively engage with individual education plans as well as children's plans. • Statutory duties are shared with parents and the local community via the school hand books which are published on line. The Cluster currently meets at least the 2 hour minimum PE requirement or two periods within secondary. • All staff across the cluster are trained and actively engage in authority child protection procedures. Staff are aware of the role of the Named Person and their part in supporting meeting the needs of all learners across the school. • The schools and community partners meet all extra-curricular clubs costs. Attendance at these are monitored, and where applicable parents are consulted about non-engagement. Clubs are organised at various times to provide maximum opportunities for all to attend activities. • The cluster diligently follows Council Policy and actively promotes respect for	and mutual respect. • Promote a strong sense of community through a whole school approach focus on Respect Me and achieving Rights Respecting Schools status.	

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2.2 Summary of Key Strengths and Areas for Improvement

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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
	• all through a whole school approach. This has increased pupil awareness and respect of the diversity both within our local and wider community. • Pupil Attainment Funding has enabled us to identify key strategies to support positively small groups of children in the closing of the attainment gap. • LGBT – Across the cluster there is a positive approach to develop knowledge and understanding of LGBT and to support the improvement of the inclusion of LGBT within our schools. We have achieved LGBT Bronze Charter status. • Academy –Most staff now identify that they are proactive in promoting positive relationships and managing conflict effectively. Almost all staff report that the learning environment is built upon positive, nurturing and appropriately challenging relationships, which lead to high quality learning outcomes.		
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners*	• Langholm and Canonbie Schools have a robust Quality Assurance Framework in place, which includes key activities to be carried out, dates and responsibilities. There is a clear, shared responsibility to improve the quality of learning and teaching across our schools. The Quality Assurance Overview includes the whole school community. In light of the Covid – 19 pandemic, we have adjusted our self-evaluation activities to gather qualitative	• Primaries – Continue to develop pupil confidence, developing metacognition and self-regulation skills. Encourage pupils to take responsibility for their individual learning pathways as well as collectively utilising how they can contribute effectively to the life of the school and the wider community. • Cluster – To reflect upon best practice and methodologies and the way we use evidence from data, tracking,	4

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2.2 Summary of Key Strengths and Areas for Improvement

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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
3.2 Securing children's progress (<u>for Early Learning Childcare</u>) • *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*	and quantitative data focusing on the impacts of school closure on attainment in literacy and numeracy, health and wellbeing, referrals for pupil support and impacts on intervention programmes led through Pupil Equity Funding and Restart and Recovery Funding. The continuing restrictions related to Covid 19 meant we adapted our QA process to include alternative ways to observe lessons – focusing on teacher reflection – increased learning walks and placed greater emphasis on pupil feedback. Staff feedback in December showed teachers wanted to increase their involvement in the QA process, and subsequently have carried out pupil focus groups, jotter checks and SE reviews on training in Term 3 and 4. We will continue this model moving forward. We have strong evidence to demonstrate or QA process has led to better outcomes for our young people across the cluster, which we collate in QI files in relation to HGIOS4 • Continued increased attainment levels in literacy and numeracy are a key priority for the cluster. Strategies and approaches trialed over the last 2 years have had a positive impact in increasing attainment for specific cohorts of children. • PEF and intervention data evidences for the cluster that progress has been achieved in reducing the attainment gap. 2021 Primary combined SSR attainment	professional dialogue, intervention road maps and assessments to increase attainment across the cluster specifically within literacy and numeracy, following school closures 2021-21. • Academy – Continue to develop teacher confidence in assigning BGE CfE levels to ensure improved pace and challenge of the skills and knowledge required for the SQA courses. • Review how we track, recognise and utilise pupil achievements to obtain accreditation where possible (NPA awards) • Review our learner pathways to ensure appropriate level of challenge within the curriculum for our highest 20% of pupils.	

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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
	data also indicates that across most measures our schools are in line, with, or performing better than, D&G averages. Achievement of a level data for 2022 indicates our primaries have raised attainment across all areas with exception of 3: Canonbie P4 Listening and Talking, Numeracy and Canonbie P7 Numeracy. There was no submission of Achievement of a Level data for S3 in 2021. Achievement of a level data for 2022 indicates our S3 will have outperformed usual D & G and National averages in all areas. Secondary improving attainment for all data demonstrates appropriate level of expectation and challenge within our curriculum for our lowest 20% and broadly for our middle 60%. More work is needed to improve attainment for our top 20% of pupils. • Equity for all learners is firmly embedded within the ethos of the cluster. Barriers to learning are identified and addressed appropriately where possible within the remits of the schools and staff available. **3.2 Securing children's progress (<u>for Early Learning Childcare</u>)** • Play experiences are relevant and based on a clear focus on the development of literacy, numeracy and HWB. • Staff have taken on leadership roles within both settings and have a sound		
		3.2 Securing children's progress (<u>for Early Learning Childcare</u>) • Continue to self-evaluate with all stakeholders to review and improve learning outcomes and experiences • Continue to develop relationships with	5

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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
	understanding of the importance of play and their role in supporting children's play experiences. • Regular staff meetings and a termly development overview ensure that all staff are working as an effective team to collaborate, self-evaluate and share an understanding of the curriculum. • We work closely with a range of agencies to support families and children with additional support needs: Educational Visitor Service, SALT, etc. • When possible, regular family learning opportunities take place within the setting such as Stay, Play and Learn sessions, evening Schematic Play sessions and regular parents' forum meetings. Parents are involved in evaluating the success of the nursery through these sessions. • Parents have regular opportunities to discuss their child's learning and are given information on how to support their child e.g. Stay, Play and Learn sessions. • Staff across the Early Level (Nursery & P1) work together to allow learning opportunities to be shared and build on the 'Realising the Ambition' ethos. • All staff participate in CLPD opportunities that ensure the development of literacy, numeracy and HWB at both a regional and national level through the Professional Learning Academy. • Clear processes are in place for the exchange of relevant information through	outside Agencies to support transition into Nursery. • To review opportunities for children to develop leading the learning within both nurseries • Increase Family Learning opportunities	

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2.2 Summary of Key Strengths and Areas for Improvement
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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
	regular Care Plan meetings. • Transitions are managed effectively to meet the individual needs of children and their families. . • Children participate in daily outdoor learning activities relating to all aspects of the curriculum. • Children have meaningful learning opportunities within the community e.g. visit to library/post office/local shops/bus journeys etc.		
2.2 Curriculum: Theme 3 Learning Pathways	Primaries • There are clear differentiated progressive pathways built upon the design principles and 4 capacities for all children across most curricular areas. • Children across all stages now have planned outdoor learning activities related to the delivery of the curriculum and benefit from these experiences through active engagement in learning and collaborative working. Cluster • Children with specific learning challenges are supported with IEP, ASLP and Child Plans. • There is a clear focus on the development of literacy, numeracy and HWB- these permeate and support all aspects of the curriculum. Academy • The curriculum on offer has been	Primary • Continue to refresh the progressive learning pathways and the curriculum structure for pupils to ensure that they reflect best practice and assessments linked to national bench marking. • Creative learning pathways need to be reviewed and enhanced to better support identified children in order to provide more effective opportunities for the children to work in a more relaxed and informal environment. • Outdoor learning will continue to be used to support pupil's mental health and physical wellbeing, and to encourage them to apply skills they are learning in new contexts. Academy • Within the Senior Phase continue to ensure progressive learner pathways are in place for all learners (increase the variety of courses offered e.g. SQA National Progression Awards, Skill Based Awards, On line OU courses…) • BGE Progressive pathways to be refreshed to ensure that	

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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
	reviewed and now offers more flexible learning pathways for some of our curriculum areas e.g. Art and Business Studies. Courses such as Rural Skills have been introduced at Nat 4. • Teaching staff have attended awareness raising sessions and have identified relevant E's and O's within literacy and numeracy which can be developed within single subject areas to support the attainment of these curricular areas as well as in providing a meaningful context in which to apply these skills.	planned assessments are linked to National Benchmarks to enable teachers to identify the achievement of a CfE level more accurately and confidently. BGE Curriculum to be also updated to reflect better development of DYW skills. • Responsibilities of All – continue to have a clear focus on ensuring that HWB, literacy and numeracy skills are applied consistently across all curricular areas. Staff development required re developing their awareness, understanding and identification of key E's and O's within digital literacy and technologies across all curriculum areas.	
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	• The Cluster Parent Council is well established and keen to develop their role to support all schools. There is fairly good attendance at Parent Council meetings in digitally, and this has had a positive impact upon engaging parents with developing their knowledge and understanding of the life of the school. • Across the cluster all schools have pupil leadership groups. These groups work effectively to review aspects of the school work as well as in identifying areas for improvement. They successfully identify and support wider activities across the schools to fund raise for both school events and charities. • There are key partnerships across the cluster (Social Work, Health, Psychology, Xcel project, Langholm Initiative, Out post	• Cluster - Parent and Pupil Councils / School Leadership Groups - continue to develop these partnerships to promote active engagement and involvement to support the continued improvement of all schools within the cluster. • Academy - Develop pupil participation opportunities for all students. • Develop planned opportunities for regular meeting of partners. • Continue to develop relationships with outside Agencies to support transition into Nursery.	

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2.2 Summary of Key Strengths and Areas for Improvement
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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
	Art Service) • Partnerships across the cluster are proactive and are built upon trust and respect. These partnerships enhance the learning opportunities for pupils and staff regularly share expertise with each other. This has resulted in our pupils having access to a wide support network as well as a wider range of learning pathways.		

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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	Outcomes for Learners / School Community	**How are you using pupil equity funding to improve outcomes for learners?**	
		Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
School Priority 1 To raise attainment in literacy and numeracy, and close equity gaps following school closures in 2019/2020. **NIF Priority** 2.Improvement in attainment, particularly in literacy and numeracy 3. Closing the attainment gap between the most and least disadvantaged children 5. Improvement in employability skills & sustained, positive school-leaver destinations for all **NIF Driver** School Leadership Teacher Professionalism Parental Engagement Curriculum and Assessment School Improvement **HGIOS?4 / HGIOELC QIs** 1.1, 1.5, 2.2-2.6, 3.1-3.3 **National Standard Criteria**	Improved attainment for pupils in literacy and numeracy through recovery, renewal and intensification of support to mitigate against ongoing impacts of the pandemic. Attainment targets set below. ELCC staff have a clear focus on monitoring and evaluating the quality of children's learning, progress and achievements. Pupils to have greater responsibility for learning and increased ownership through the development of metacognitive skills and self-regulation 90% of pupils experience and achieve early level literacy, numeracy and HWB by end of P1 85% of pupils experience and achieve first level literacy, numeracy and HWB by end of P4 85% of pupils experience and achieve second level literacy, numeracy and HWB by end of P7 85% of pupils experience and achieve third level literacy, numeracy and HWB by end of S3 60% of pupils experience and achieve	Early intervention for primary pupils through CLG, CNG and Nurture -with an identified focus on Primary 3 and 4. Early intervention for pupils in Early years through TLQ and pre TLQ Continue with the increased number of literacy and numeracy sessions in S1. Intervention programmes to run in S1 and S2 during core periods to maximize impact. Secondary utilise lead teacher working alongside LSA. Literacy and Numeracy Action plans to remain in place, with working group time factored into SWTA to prioritise focus on this development area. A cluster focus on metacognition and self-regulation through calendar of specialist training. Option Choice interviews carried out carefully to ensure pupils are being ambitious and challenging themselves. Introduce 7th National subject to widen pathways and improve pupils overall	Nursery Managers and Primary DHTs to identify pupils in Term 1 – September 2022 Timetabled for session 22/23 PEF intervention timetable prepared and implemented August 2022 start – See Funding Details below. Results to be shared with PT termly – Oct 2022, Dec 2022, April 2023, June 2023. All SLT Working groups to meet once per term to review progress and update planning – Primary DHT leads CW and KV Training INSET booked August 2022 INSET time built into Working Time Agreement LMG March 2023 DHT KM Introduced June 2022. Review with teaching team through attainment and

| Criteria 2 - Development of children's cognitive skills, health and wellbeing

Criteria 4 – Self-Evaluation and Improvement | fourth level literacy, numeracy and HWB by end of S3.

Effective use of baseline assessments and progress data in the classroom to ensure that pupils attain expected levels of entry at N5, leading to 55% pupils achieving 5 L5 in S4.

All pupils leave school with minimum level four literacy and numeracy qualifications (N4)

Increase pupils confidence in identifying the links made in secondary lessons to developing the young workforce skills. Target to achieve most pupils (75-90%) can identify the skills they are developing through their learning.

Improve teacher's confidence in achievement of a level by providing greater opportunities for moderation. | attainment at National 5 2022/23 Encourage the option of 6 Highers to improve highest 20% average total tariff points.

Self-evaluation calendar of activities for whole cluster implemented and embedded within practice

Cross-sector peer observations and learning walks to take place (primary/secondary subject partnerships and nursery/P1 teachers)
Cross sector teaching P7-S1.

Attainment meetings carried out to carefully evaluate impact of practice using SNSAs and assessment data.

Academy PUPS process followed to support pupils at risk of not achieving potential.

To continue to develop robust arrangements across all stages for moderation activities – literacy, numeracy and subject specific for secondary. This will develop a shared understanding for all of the achievement of a CfE level. | progress DM meetings. DHT KM lead. March 2022 – March 2023 through option choice process. DHT KM lead.

LMG, KV, CW and Nursery Managers DN and KS

Nov 2022 – Feb 2023 Working group

August 2022 January 2023, April 2023 Primary DHTs CW and KV, PTCs

DM meetings diarized throughout the year. PTCs lead

Moderation events to be held during January 2023 and February 2023 INSET periods.

PEF intervention timetable prepared and implemented August 2022 start. Results to be shared with PT termly – Oct 2022, Dec 2022, April 2023, June 2023.
PEF funding:
£4,900 Canonbie Primary (CW lead)

£31,850 Langholm Primary plus additional 21/22 underspend of £7,300 (KV lead)

£23,275 Langholm Academy plus additional 21/22 underspend of £6,000 (LJ lead) |

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School Priority 2	Improving health and wellbeing for those pupils who self-identify through wellbeing indicators, they have poor physical and or mental health.	Wellbeing wheels used to track pupils' perception of own health and wellbeing.	DHTs and PT Pupil Support to co-ordinate September 2022 and May 2023
To improve pupils' health and wellbeing following school closures in 2019/2020			
NIF Priority	To increase extra curricular opportunities offered to pupils across the cluster.	Identification and access to school counsellor for 1:1 counselling, and Dumfries and Galloway Youth Worker for low level mental health support.	Identified through attainment meetings Term 1, 3 and 4 DHTs
1. Placing the human rights and needs of every child and young person at the centre of education			
4.Improvement in children and young people's health and wellbeing		Nurture interventions made available for identified pupils in P1 – S6 through PEF funding	
		A range of clubs organised, in conjunction with community partners, to encourage pupils to be physically active outside of school.	Clubs to begin in Term 1 (August 2022) utilising community partners offer.
NIF Driver			
School Leadership Teacher Professionalism Parental Engagement Curriculum and Assessment		Trackers uses to monitor and promote participation in extra-curricular activities.	
		Increased opportunities for outdoor learning through collaboration with TVNR and Xcel Bushcraft Skills, Den Building and Team Building Projects.	Ongoing throughout the year
HGIOS?4 / HGIOELC Qis			
1.1-1.5, 2.1-2.7, 3.1-3.3			
National Standard Criteria			
Criteria 2 - Development of children's cognitive skills, health and wellbeing	Increased opportunities to seek and act on learner's views and rights to influence change, with an improvement to most pupils (75%-90%) reporting they can share their views and feel listened to.	Progression through LGBT award to increase awareness and support for pupils across the cluster.	Term 2 2022 – SC and AG
Criteria 6 - Inclusion			
Criteria 5 - Parent and carer engagement and involvement in the life of the setting	Improving pupil awareness of rights and responsibilities through becoming Rights Respecting Schools in 2022/23	Undertake Rights Respecting Schools training	September Cluster Collegiate time LMG and DHTs
		Continue use of Skills for Life HWB programme throughout the primaries.	Ongoing throughout the year KV, CW DHTs
	Full roll out of MVP programme will increase awareness of acceptable behaviour and pupils' role within the school community to respect each other's safety.	Initial training carried out in June 2022	June 2022, ongoing and monitored by S1-S3 DHT
	Reduced incidents of social isolation within peer groups through embedding the	Assembly focus to deliver Respect Me programme	Tracking and monitoring SLT meetings October 2022, December 2022, March

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	Respect Me programme. Target S1-S3 improvement, with a reduction of 25% less referrals.		2023, June 2023. HT and DHTs
	Increased engagement with opportunities for parents and carers to become involved and engaged in the work of the schools, to improve pupil support. Tracking and monitoring to show the majority of parents (50-75%) engage with opportunities this year.	Events are organised to increase awareness of how to support pupils learning, including Stay, Play and Learn, UCAS information event, Open Mornings, How to evenings and Skill Sharing Workshops.	HT and DHTs to co-ordinate termly opportunities across session 22/23.

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