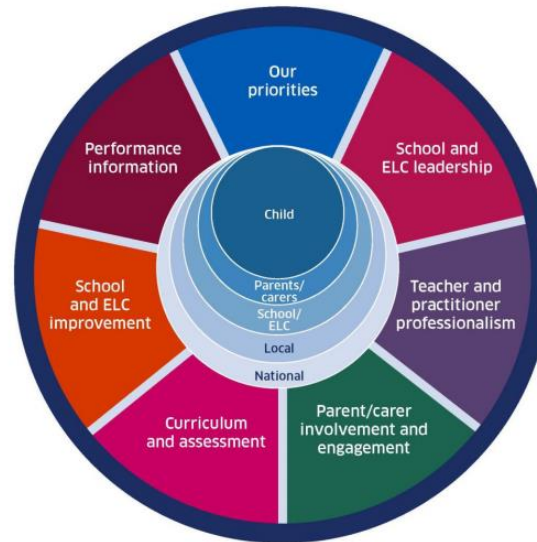Dumfries & Galloway COUNCIL

Education and Learning Directorate

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

(2022 - 2023)

School: North West Community Campus

Date: May 2022

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims

School Statement

Our school motto and aims remain unchanged, although throughout the course of the next session we will reflect upon these with key stakeholders.

School Motto: Aspire together, Achieve together

School Aims:

• To develop motivated, resilient and independent learners.
• To nurture positive relationships and effective partnerships within and beyond the school community.
• To prepare all our learners for the next steps in their learning, whether that is in education or employment.
• To promote excellence, equity and fairness for all; ensuring that the widest opportunities are available to our learners.
• To encourage creativity and instil self-belief in all.

Our school learning powers are:

- Relational
- Self-motivated
- Resilient
- Embracing challenge

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

Review Date: Ongoing
Review Activities: Consultation with learners, parents and the wider community

This session we conducted a review of our vision, values and aims for the school. This work was carried out throughout the school session as a continuation of our work in relation to Visible Learning. We consulted widely across our school community, working with staff young people and parents to establish what our key stakeholders felt defined our school and what we are aiming to achieve.

Feedback from stakeholders told us that our old school values were not seen as being 'owned' by our school community and through our consultation process these have been replaced by 'learning powers'. The young people have been the main driving force behind their creation and as part of the process a new school logo, along with 'superhero' characters (primary) and icons (secondary) were designed by young people to complement the learning powers.

We will continue to work with our whole school community throughout the coming session in developing a shared understanding of what our learning powers mean, as well as considering our school aims and values and whether any further change is needed.

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

2. School Improvement Progress Report

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) 4 key priorities and the 6 NIF drivers.

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: **Raising Attainment for All Learners** **We aim to support our learners to achieve 80% of national performance (based upon the most recent national attainment data from SNSA/Insight) in reading (literacy) at all stages.** **NIF Priority** **Closing the attainment gap between the most and least disadvantaged children and young people** **NIF Driver** **Teacher professionalism/School Leadership** **HGIOS 4 / HGIOELC QIs** **3.2/1.3**	The impact of Covid-19 throughout session 2021-22 has been significant and ongoing in our school community. As a result of this, the majority of our improvement priority activities have either been curtailed or have not been overtaken. Our greatest challenge has been the absence of staff and young people from school. This has caused a great deal of disruption and discontinuity in learning for our young people in early years, primary and secondary. A significant proportion of time this session has been spent on recovery activities such as redirecting resources to ensure that that the school remained open for our young people. Our staff team has met this challenge with positivity, flexibility and optimism, often in the most challenging of circumstances. Progress in relation to School Priority 1: - All leavers from NWCC achieved at least level 4 literacy in session 20-21. - Level 5 literacy achievement for leavers, shows an increasing 5 year trend and in 2021 was above virtual comparator for the first time. The level 5 literacy achievement was slightly below 80% of national performance (64% vs 67%). - Achievement of a level (S3): 85% of current S3 have achieved level 3 in reading.	1. Maintaining the focus upon our improvement priority, which will be taken forward through the work of our 7 workstreams. 2. Ensuring a focus health and wellbeing outcomes and Numeracy attainment and achievement is also clearly noted in workstream plans. 3. Continuing to build on the successful, data and research-led approaches such as Accelerated Reader to improve the outcomes for all learners.

Accelerated Reader is a PEF intervention that has been used consistently in primary this session with the aim of improving achievement in reading.

Primary 6/7:
- Average increase of 10.73 months across the stage. Star reader Growth report shows this, across 3 month period (Sept-Jan).

Primary 4-5:
- 57% of Primary 4 and 5 pupils made at least 3 months or more progress in reading with an average increase of +7 months.

Primary 1-3:
- 100% of the P2 intervention group made progress with reading attainment over a 6 week period.
- The individual P3 pupil made 5 months gain in reading attainment over a 5 week period.
- 72% of P1 pupils achieved Early Level Reading by May 2022. This compares with 33% of P1 pupils achieving Early Level Reading by May 2021.

Nursery:
- 71% of children achieved good progress in their reading attainment.
- Children's levels of engagement have increased on average from level 2 to level 4 using the Leuven Scale of engagement.
- On average in Term 4, 98% of children arrived happy when observed over the course of 1 week.

Reference to progress this session with workstream priorities which support the above, is summarised under each workstream heading.

Vision, values and aims (1.3)
This session we conducted a review of our vision, values and aims for the school. This work was carried out throughout the school session as a continuation of our work in relation to Visible Learning. We consulted widely across our school community, working with staff young people and parents to establish what our key stakeholders felt defined our school and what we are aiming to achieve. The outcome has been the identification of new 'learning powers' to replace our

4

	school values, learning characters and icons and a new school logo. Further development will continue into session 2022-23.	
	Improving Teaching and Learning (2.3) (VL/T&L Framework) We were unable to take forward planned approaches to improving teaching and learning through observation and quality assurance. In term 4 we reinstated classroom observations and colleagues engaged in peer observation related to promoting positive relationships and creating a safe classroom environment for all. This remains a priority workstream for session 22-23.	4. Plans in place.
	Attendance and Family Learning (2.5/2.7) School attendance has been significantly impacted again this session because of Covid 19 absence. Our overall attendance levels will be lower than our 5-year average across all sectors. Our PEF funded Attendance administrative assistant role unfortunately has not had the impact that we had hoped and given our pressing needs in other places, we have decided to discontinue with this approach.	5. Retain a focus on improving overall attendance levels of learners.
	Health and Wellbeing (3.1) **(Positive Relationships/ UNCRC/Nurture/Pupil voice)** Our young people have been presenting with greater levels of dysregulation, mental health concerns and learning needs. This has put enormous strain on our resources. Progress in relation to building the capacity and resilience of our young people and staff is noted below. - A new positive relationships framework has been implemented this session after consultation with young people and staff. - Professional learning took place for all staff to develop understanding of trauma informed approaches. Internationally renowned expert Dr Suzanne Zeedyk led the learning session. - Next steps in developing capacity in relation to this have been led by staff feedback. - Consistency of approach is being developed through simplifying our shared rules and expectations to 3 key aspects which are displayed in every classroom.	6. Continue with work which has been started this session.

5

- NWCC was the first school in Scotland to achieve Emotion Works Whole School Bronze Accreditation (May 22), which recognizes a whole-school approach to developing emotional literacy.
- Pupil voice is demonstrated through the action and achievements of senior and junior learner council, digital leaders, YPI,
- Planned Nurture provision is being delivered across the school with a consistency of approach and intervention. Targeted nurture groups have successfully run in primary and secondary. Staff have been trained in the approach.
- PEF funding is being used to staff the Nurture provision in primary. Positive impact can be demonstrated in terms of the young people's engagement and positive relationships.
- An action plan has been submitted for the Bronze Rights Respecting Schools award.

Curriculum, data, assessment and moderation (2.2) (Tracking and monitoring)
Planned work in this workstream was not taken forward. A review of our curriculum will take place as part of our 2022-23 improvement plan.

PEF Interventions
Please see section 2.1.1

Faculty/Stage Improvement Plans
All faculties and stages in primary have taken forward aspects relating to our whole school improvement priority and individual and subject and stage priorities. The action plans and impact of activities has been reviewed with middle leaders, by their immediate line managers.

7. This is maintained as a priority to be overtaken during session 2022-23.

8. Further capacity building in relation to demonstrating impact at stage and faculty level has been identified as a priority for next session and will be taken forward during the in-service days in August.

6

2.1.1 Report on the impact of PEF • **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?**	Pupil Equity Funding has been used in the following ways to reduce the poverty related attainment gap. For each bullet point there is data to support the impact statement. • Accelerated Reader has now been implemented for a full academic year in primary and for readers from P3-P7 there is clear data evidence that this consistent and planned approach to improving reading proficiency is having a positive impact. • Our Nurture provision has been furnished and resources purchased to support some of our most vulnerable learners engage more fully in school. There is clear evidence from the intervention by our two funded teaching staff and learning assistant, that those learners who have engaged with the programme are displaying more regulated and learning-focussed attitudes. • Our Home Link Workers, funded through PEF, have demonstrated positive impact with the families they are working with in terms of attendance and engagement • Attendance procedures and processes have been clarified and reinstated this session through our funded administration post for attendance. This has not had the impact in terms of overall attendance levels that we might have hoped for, but some of this is explained by the impact of Covid absence across the school community. • We have continued to partially fund our Cadets linked detachment officer. This has resulted in a curricular intervention for S3 students and the opportunity to gain a qualification in uniformed and armed services. We feel that this funding could be utilized to greater effect elsewhere in the school and we are discontinuing our partial funding for this position. • We have improved digital literacy and curriculum opportunities through the purchase of 120 laptops across primary and secondary. These laptops are replacing ageing and obsolete hardware and ensuring that our learners have access to digital learning on a daily basis. In addition, we have been able to directly support learners who have been identified as having additional support needs which can be well supported through access to a laptop as part of everyday learning. The impact of this intervention is yet to be evaluated. • We have augmented the 'cost of the school day' funding we received by purchasing blazers which we issued free to senior learners. These blazers were purchased at the request of learners who were engaged in 'networking' with other Dumfries schools as it helped them feel 'on a par' with their peers in other schools. In addition when we changed the colour of our primary school polo shirt and school logo after the review of our school values, we purchased a polo shirt (primary) or a school tie (secondary) to be provided free of charge to every learner. • Our improvement programme for teaching and learning 'Visible Learning' continues to be PEF funded. We have built staff capacity in understanding values-based leadership and the impact of trauma and adversity, often associated with living in poverty, though training and engagement with internationally renowned experts in the field. Staff have reported having a greater understanding of the needs of learners as a result of this professional learning.

	• We have funded a learning assistant for our breakfast clubs (in school and in association with Queen of the South), supported learner health and wellbeing through funding 'Let's Get Sporty' to deliver lunchtime activities throughout the session. • The PEF funded Emotionworks programme is now embedded across primary and about to be launched in S1. The positive impact upon the emotional literacy of learners has been demonstrated through discussion and feedback from learners, as well as through the recognition of our school as the first school in Scotland to receive the Emotionworks Bronze School Award.

8

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.*	Build upon the very good work which has taken place this session to agree new 'learning powers' for the school. Staff have agreed to retain the focus of the improvement plan for the coming session as it has been acknowledged how significant an impact Covid has had on our capacity to take forward strategic improvement priorities during session 2021-22. Clear impact can however be demonstrated, particularly in secondary on levels of literacy. Our challenge is to maintain and improve on these gains and develop greater consistency of attainment outcomes in both primary and secondary learners.	Next steps are to agree a common understanding across the school community of what these words mean and build them into the fabric of the school through review of policy and implementation of schools procedure, as well as through opportunities to celebrate success.. Continued focus upon the effective use by **all staff** of the significant volume of data available to ensure a consistency of approach and expectations for all learners. Continuing with planned priorities for this session which have started but not yet fully been overtaken.	4

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
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	Learner engagement has continued to be very variable this session as a result of Covid absence amongst staff and students. Our pupil support team, primary PTs and teaching staff continue to encourage learners who face challenges with their levels of attendance. Assessment continues to be used effectively in some classes and subjects to understand progress and support improved outcomes for learners. This is continues to be most evident in the senior phase for learners studying towards SQA qualifications. However, approaches are not consistent across all stages/subjects/faculties.	Continue to create opportunities for learner participation and pupil voice through the Learner Councils, MVP and other school approaches. Continue with planned work to improve the quality of teaching and learning through our engagement with Visible Learning. Review T&M policy and procedure during session 22-23	3
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	Achieving positive health and wellbeing for all is a focus of our school improvement plan and will remain so. Staff are involved in leading activities related to improving aspects of health and wellbeing for both learners and staff. Statutory obligations and duties are being met in relation to student wellbeing. We continue to develop approaches to ensure that all staff and learners understand the principles of inclusion and equality, as well as their rights and responsibilities in this respect.	Further development of approaches to self-evaluation procedures and our quality assurance calendar. Engaging further with parents about our approaches to promoting positive relationships, developing a shared understanding and working more closely in partnership. Mentors in Violence Prevention to be implemented this session as was not taken forward during session 21-22.	4

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
	Most staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own needs, risks and rights. We continue to develop approaches to ensure children and young people are active participants in discussions and decisions which may affect their lives. Most children and young people feel well supported to do their best. We continue to develop effective strategies to improve attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.		
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners* **3.2 Securing children's progress (for Early Learning Childcare) SEE**	SQA attainment in literacy and numeracy levels have continued to increase for leavers. SCQF level 5 literacy levels were above virtual comparator levels for first time in at least 5 years. This demonstrates that we are continuing to reduce the attainment gap for learners. The attainment of learners from SIMD 1-2 and those entitled to free school meals still falls below that of other learners and remains a priority for intervention as we move forward into next session.	Continue to focus on improving reading skills and achievement for the whole school during session 2022-23. Aim to consistently achieve 80% of national performance (and above) in BGE(SNSA) and senior phase (Literacy). Improve our use of data to enable a sharper focus and demonstration of progress for our learners who come from most disadvantaged backgrounds.	3

11

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
NURSERY SELF-EVALUATION • *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*	Please see statement on Primary and nursery achievement above. See also nursery improvement plan and progress report.		
2.2 Curriculum: Theme 3 Learning Pathways	It is recognized that our curriculum (across all stages) requires review, to ensure we are meeting the needs of all learners with an appropriately balanced and stimulating curriculum. (No change) Furthermore, clarification of curriculum pathways in the secondary school for groups of learners is needed to ensure that the curriculum offer in our senior phase reflects the needs of our learners and is appropriately challenging for all learners and provides the greatest chance of progress and achievement, leading to positive and sustained destinations for all. (No change)	Curriculum review is necessary both in primary and secondary.	
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving**	We have taken forward more opportunities to engage with parents this session. 'Grub Club' where learners and parents are given the recipe and ingredients to prepare a dish together have been set up and we will build on these during session 22-23.	Ongoing engagement with parents is required next session to ensure we build on the work undertaken this session and further build positive relationships, trust and the participation of our wider parent body.	

12

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
children and young people's learning.	We have consulted on Values, Parents' evenings, Improvement planning, Positive Relationships framework, PEF spending and the general work of the school with parents. In each case we provided feedback and have established next steps.		

13

3. SCHOOL IMPROVEMENT PLAN 2022 – 2023

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 **Raising Attainment for All Learners** **NIF Priority** **Closing the attainment gap between the most and least disadvantaged children and young people** **NIF Driver** **Teacher professionalism/School Leadership** **HGIOS 4 / HGIOELC Qis 3.2/1.3**	We aim to support our learners to achieve 80% of national performance (based upon the most recent national attainment data from SNSA/Insight) in reading (literacy) at all stages. (This priority is unchanged from session 21-22.) *The above priority encompasses our continued recovery from the Covid 19 pandemic.*	These have been split into 7 work streams as follows: Vision, values and aims (1.3) Improving Teaching and Learning (2.3) (VL/T&L Framework) Attendance and Family Learning (2.5/2.7) Health and Wellbeing (3.1) (Positive Relationships/ UNCRC/Nurture/Pupil voice) Curriculum, data, assessment and moderation (2.2) (Inc. Tracking and monitoring) PEF Interventions Faculty/Stage Improvement Plans	**Each work stream has a separate action plan associated with it.** **VVA – B Smith** **Teaching and Learning – BM/JM** **Attendance and Family Learning – KT/EH** **HWB – EH/KT** **Curriculum, data, assessment and moderation – JM/BM** **PEF Interventions – SLT** **Faculty/Stage Improvement Plans – PTC/PTPS/PT Primary** (Separate workstream plans for details of the above)

14

15