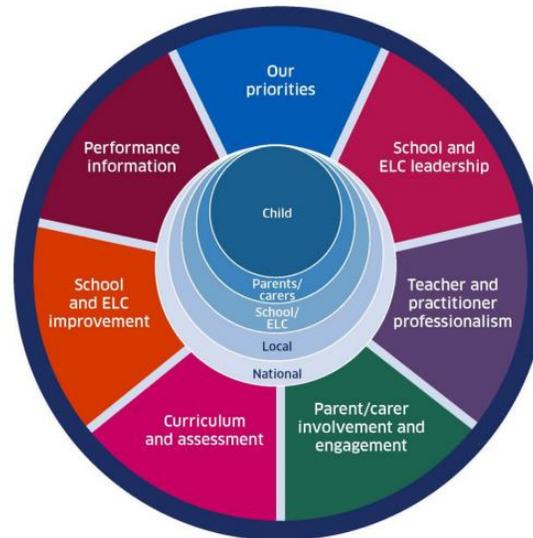


## Education and Learning Directorate

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

(2022 - 2023)



**School:** Kirkpatrick Fleming and Springfield Partnership

**Date:** May 2022

## 1. Vision, Values and Aims

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

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

## Our Vision, Values and Aims

### Partnership Statement

**Courage** **Ambition** **Respect** **Enjoyment**

*With kindness and trust, our pupils will experience safe, positive and creative schools. We will work in and with our communities to provide learning experiences promoting courage, ambition, respect and enjoyment. We will listen to the voices of our pupils, families, staff and communities and underpin our work with the United Nations Convention on the Rights of the Child. We will take measured risks to push beyond our comfort zones as we continue on our journey of lifelong learning.*

**Review Date:** This has been reviewed with all stakeholders throughout session 2021/22. If you would like a copy of the consultation document, please contact the school offices.

**Review Activities (as appropriate)** Embedding and discussion only in 2022/23

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

## 2. School Improvement Progress Report

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

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

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

### 2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: <b>Learners' successes and achievements</b> <b>The school community's successes and achievements - as appropriate</b> <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
<p><b>School Priority 1: Visible Learning</b></p> <p><b>NIF Priority Improvement in attainment, particularly in literacy and numeracy</b></p> <p><b>Closing the attainment gap between the most and least disadvantaged children</b></p> <p><b>NIF Driver Teacher professionalism School improvement</b></p> <p><b>HGIOS 4 Qis 1.1 2.3</b></p>	<p>Teachers refreshed the work from 19-20 in Visible Learning including INSET on Clifton Strengths analysis. This has allowed teachers to identify their strengths and areas of development in their own practice and also allowed time to discuss strengths and similarities/differences across the schools/partnership and Cluster.</p> <p>Teachers demonstrated an increased confidence and understanding on how to improve practice and take forward an element to support an identified need for learners after lockdown.</p> <p>All teachers in the Cluster were trained in the visible learning methodology and will now approach a small test of change in their classroom based on the training given. This should relate to an identified gap from data collected this session.</p>	<p>Conduct individual active research projects.</p> <p>*Funding- Annan Academy- is this available to continue the project?</p>

<p><b>School Priority 2: Emotion Works</b></p> <p><b>NIF Priority Improvement in children and young people's health and well being</b></p> <p><b>NIF Driver Closing the attainment gap between the most and least disadvantaged children</b></p> <p><b>HGIOS4 Qis 3.1</b></p>	<p>Pupils continued to learn about and develop a supportive language to help them deal with the emotional impact of time away from school.</p> <p>The Cog Model framework and tools is now consistently used for staff consultation and pupil voice activities when there is an interest or need to discuss real-life emotional events and experiences, and supporting children to communicate their feelings Training has been delivered to all teaching staff and learning assistants. Teaching staff engaged in the 'Beyond Recovery' training. Catch up training for new staff/mat leave returners was completed.</p>	<p>Embed EW targets into Bundles to create progression and tracking.</p>
<p><b>2.1.1 Report on the impact of PEF</b> <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>• How well are you removing barriers to learning and ensuring equity for all?</li> </ul>	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>PEF was used to allow a teacher to purchase resources (literacy ladders etc) to deliver specific programmes in blocks across the year and also to release the PTs to undertake and track interventions. It also allowed LAs to receive training. See below for data relating to these interventions in TLQ, SRS, CNG and CLG and their impact. PEF was also used to support pupils to attend residential stay. This led to 100% of pupils in receipt of PEF being able to take part. All had a positive experience. PEF has allowed the purchase of ipads but impact cannot be tracked as they have not arrived in school yet!</p>	

Term 3 CNG	Jan 2022					March 2022				
	Child & Class	Actual Age Yrs:M	Score / 30	Number Age Yrs:M	Standardised Score	Percentile	Actual Age Yrs:M	Score / 30	Number Age Yrs:M	Standardised Score
Child W	7:3	4	5:1	73	4	7:5	8	6:3	100	50
Child X	8:2		< 5:0	70-	1	8:4	7	5:11	70-	1
Child Y	9:3	11	7:1	78	7	9:5	20	9:9	100	50
Child Z	11:10	11	7:1	70-	1	12:0	15	8:3	71	3

TLQ Age Yr (months) Aug 2020      Information Score Aug 2020      Expected Information Score      Grammar Score Aug 2020      Expected Grammar Score

A	4(6-11)	24	29	14	21
B	4(6-11)	17.5	29	13	21
C	5(0-5)	18	30	14	23
D	6(6-11)	31	34	20	28

Age Yr (months) Dec 2020

	Age Yr (months) Dec 2021	Age Yr (months) Dec 2022	Age Yr (months) Dec 2023
5(0-5)	30	30	21
5(0-5)	32.5	30	29
5(6-11)	28	31	27
6(6-11)	36	34	28



Dates of Assessment Place value 1-20	14/9	18/1	22/2	08/3	03/5
Child A2	11/20	18/20	20/20	20/20	20/20
Child B2	08/20	10/20	12/20	14/20	17/20
Child C2	13/20	Abs	14/20	Abs	16/20
Child D2	12/20	14/20	15/20	16/20	15/20

<b>SRS</b>	17/1	24/1	31/1	7/2	11/2	28/2	15/3	29/3	25/4
Child A2	refused	8/8	refused	8/8	8/8	0/8	2/9	1/8	2/8
Child B2	8/8	8/8	8/8	8/8	8/8	8/8	9/9	8/8	8/8
Child C2	8/8	8/8	8/8	8/8	8/8	8/8	5/9	6/8	5/8

Dates of Assessment Initial Sounds	14/9	18/1	22/2	08/3	03/5
Child A2	7/46	10/46	15/46	20/46	31/46
Child B2	9/46	11/46	20/46	27/46	35/46
Child C2	11/46	Abs	16/46	Abs	27/46

Dates of assessment Tricky Word recognition	14/9	18/1	22/2	08/3	03/5
Child A2	2/30	6/30	8/30	14/30	16/30
Child B2	1/30	7/30	8/30	15/30	18/30
Child C2	0/30	Abs	4/30	Abs	2/30

**Pupil P Spelling****Intervention:** Nessy Spelling introduced Term 3, January

Date	Percentage
Term 1	87%
Term 2	51%
Term 3	100%
Term 4	TBC

**Pupil P Single Word Spelling Test**

Date	Spelling Test	Score	Spelling Age
October 2021	Spelling Test A	14/30	6
	Spelling Test B	12/35	6
May 2022	Spelling Test A	19/30	6
	Spelling Test B	20/35	7

**Pupil P Reading****Intervention:** Toe by Toe introduced Term 3, January

Date	Page	Letter Sounds
January 2022	11	Initial sounds e.g. a
May 2022	18	Real Words e.g. bat, and, have

**Pupil P Reading Progress:**

Date	Reading Programme	Reading Age	CfE Level
August 2021	Oxford Owl Stage 5a	5.0-6.5	1B
November 2021	Oxford Owl Stage 6	6.5-7.0	1S
February 2022	Younger Novels	8.0-8.5	1V
May 2022	Younger Novels	8.5-8.0	2B

## 2.2 Summary of Key Strengths and Areas for Improvement

*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li>• <i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li>• <i>Strategic planning for continuous improvement</i></li> <li>• <i>Implementing improvement and change.</i></li> </ul>	<p>Staff work effectively together as a team. They are highly motivated and have been incredibly willingly to make changes in practice in order that pupils can still get the best experience through these challenging times. All staff have begun reengaging with the Partnership as time has allowed.</p> <p>This joint working is valued by staff and is essential in supporting them to develop greater confidence in their own self-evaluation and professional judgements. We feel we have a sound understanding in all teaching staff in reporting a level and progress within it.</p> <p>Children are also motivated by the links they have with children in the partnership school. This has helped pupils foster a strong sense of pride and achievement. We have tried to maintain this link digitally with some success. As time has allowed, small groups of pupils have worked together, along with sub groups and house captains who gave the core focus for steering the VVA refresh with Mr Callaghan.</p> <p>The Headteacher provides clear leadership, direction and positivity and communicates effectively to support staff in identifying change in their own practice and across the work of the school. This has led to LAs undertaking training this year in several intervention programmes as well as leading after school groups.</p> <p>Staff are using challenge questions from HGIOS 4 to evaluate the school's progress and Improvement.</p> <p>Our rationale and VVA have been thoroughly reviewed by all stakeholders this session giving a</p>	<p>Embed and share the new VVA work with all stakeholders and increase engagement with the wider community back to pre Covid levels. Reintroduce community events and links with Notwen House/Springfield walking group etc.</p>	<p>5</p>

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>clear, refreshed direction for the Partnership post Covid.</p> <p>ALL teachers have a responsibility for the development of an identified area of the curriculum.</p>		
<b>2.3 Learning, Teaching and Assessment</b> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p>All staff work hard to create a positive learning environment in each school. Relationships are consistently positive between staff and children and across schools as evidenced by this year's consultation on VVA with all stakeholders.</p> <p>Outdoor learning is embedded well across the partnership and supports all children to engage in their learning and has been refreshed and given a stronger refocus since the return from lockdown.</p> <p>Teachers give clear explanations and use questioning well to challenge children's learning and encourage them to think. They identify opportunities to develop literacy and numeracy skills and take account of the different needs of learners in planning their lessons, including a wide range of intervention programmes for identified pupils. This is thoroughly tracked and shared by Mrs Matthews.</p> <p>Teachers gather a range of information at key points in children's learning to inform the next steps and learning conversations.</p> <p>The use of digital technologies is extending through teachers and is used effectively to motivate learners across the schools. This has been further increased by the need to use Teams etc to deliver high quality home learning during lockdown. The school is working towards Digital Leader award, led by Mrs Craig. The school has invested in new digital technology hardware to</p>	<p>Increase confidence in use of new literacy planning to ensure levels are accurate.</p> <p>Increase understanding of 4 phase reporting and communicate to parents.</p> <p>Introduce, trial and assess new listening and talking planning documents.</p> <p>Purchase and undertake training in new Read, Write Inc programme to support early phonics and reading.</p> <p>Begin Digital Schools Award application process.</p>	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
	<p>support learning and Covid recovery programmes. Teachers use an appropriate and wide range of assessment approaches to evaluate children's learning and inform their planning. All children have individual targets in literacy, numeracy and health and wellbeing. Children's personal learning targets provide a clear focus for biannual learning conversations between children and teachers and parents.</p> <p>The partnership has successfully encouraged parents to become involved in learning conversations and this has been re-established since lockdown. This approach allows children and their parents to understand what children need to do to improve in their learning and how well they are progressing. It is valued by parents and feedback from the reintroduction of face to face conversations in May 2022 has been extremely positive.</p>		
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<p>The partnership's approach to wellbeing is well embedded and firmly focused on improving outcomes for children and their families. Staff are committed to creating a positive climate for learning where children are supported well and enjoy learning. Relationships are positive and respectful between all members of the school community.</p> <p>A 'cosy corner' has been developed in what was the old dining hall space, including books on feelings, de-stress toys, a tent and sensory toys. This has been well used to support nurture work as well as a time out space.</p> <p>The Headteacher and staff work in collaboration</p>	<p>Achieve silver award and progress to Gold in RRS.</p> <p>Track and identify barriers to attendance at After School clubs.</p>	5

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>with key partners to promote awareness of health and wellbeing and the importance of healthy lifestyles.</p> <p>Children show an excellent awareness and understanding of their rights and responsibilities and are enjoying the focus on Rights Respecting Schools, working towards our silver award in both schools led by Mrs Murray.</p> <p>The partnership has developed positive relationships with partners such as the Active Schools Coordinator and Health Improvement team at SONAS which promote healthy life styles.</p> <p>Key partners such as community police officers, fire officers and the NHS improvement team enhance and support children's learning around keeping themselves safe and the importance of exercise and healthy lifestyles.</p> <p>Emotion Works has had a positive impact on the pupils' ability to talk about their wellbeing.</p> <p>The partnership has a positive behaviour policy which was developed by all stakeholders.</p> <p>Children's attendance across the partnership is high.</p>		
<b>3.2 Raising attainment and achievement</b> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul>	<p>Attainment is tracked for individuals and small groups of learners, including samples at each stage tracked across the partnership. Data is gathered through a variety of standardised assessments and summative assessments to inform teachers' professional judgements on progress in Curriculum for Excellence. Tracking is monitored and dialogue regularly involves how well children are making progress.</p> <p>Pupils involved in intervention groups are tracked</p>	<p>Embark on Digital Leaders Award.</p> <p>Embed UNCRC work across the curriculum.</p> <p>Develop a consistent awareness of climate issues and ensure that all measures that can be taken in school are adhered to and promoted, (reduce, reuse, recycle, repair electricity usage, travel to school options.)</p>	4

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<b>3.2 Securing children's progress (for Early Learning Childcare)</b> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li>• <i>Children's progress over time</i></li> <li>• <i>Overall quality of children's achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<p>closely and next steps agreed/impact analysed. Of those pupils who undertook SNSA assessment, we can confidently make the following judgements on levels of those completing assessments as of May 2022-</p> <p><b>KPF</b>  P1 numeracy 100% , writing 100%, reading 100%  P4 numeracy 76%, writing 58% reading 66%  P7 numeracy 67% writing 80% reading 67%</p> <p>This reflects data for 27 pupils at these stages. In P1, 8 pupils completed both assessments and in P4, 12 completed all. 5% follow individual milestones .In Primary 7, 6 pupils completed reading, writing and numeracy assessments.</p> <p><b>Springfield</b>  P1 numeracy 75%, writing 75%, reading 75% (25% pupils individual milestones)  P4 numeracy 50%, writing 25%, reading 50% (25% follow individual milestones.)  P7 numeracy 66%, writing 66%, reading 66%</p> <p>This reflects data for 12 pupils at these stages. In P1, 3 pupils completed both assessments and in P4, 5 completed writing and reading and completed numeracy. In Primary 7, 3 pupils completed reading, writing and numeracy assessments.</p> <p>Data for intervention groups showed improvements for all learners who undertook</p>		

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>TLQ/CLG/CNG. Data for this can be found under the PEF impact.</p> <p>Teachers make use of data to reflect on children's attainment and progress over time. Teachers are secure in applying a shared understanding of standards through termly data analysis development sessions and moderation work with partnership school.</p> <p>Across the schools, teachers have focused on children applying their learning in numeracy and literacy to real life contexts and using the outdoors.</p> <p>The partnership places a strong importance and value placed on children's achievements, celebrating these at weekly assemblies, which are now reestablished and through the Partnership Facebook page.</p> <p>Children are involved in making decisions and sharing ideas on how to improve school life. The school communities actively support a variety of local causes.</p> <p>Outcomes for children in wider achievements is a growing feature in both our schools. We offer a growing range of opportunities to children which gives them a choice that appeals to their interests.</p> <p>We have recently begun to offer after school groups again which are all well attended.</p>		
<b>2.2 Curriculum: Theme 3 Learning Pathways</b>	<p>The curriculum rationale shapes the current thinking, vision, values and aims of each school community. Children experience a broad curriculum which is based on a three year planning cycle. The curriculum includes a clear</p>	<p>Continue to develop a play based approach in infant stages in both schools.</p> <p>Continue to develop ICT planning.</p>	

## 2.2 Summary of Key Strengths and Areas for Improvement

*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>focus on health and wellbeing and outdoor learning to reflect the partnership's small, rural context.</p> <p>Regular, planned opportunities for outdoor learning allow children to be creative and reinforce their understanding of learning concepts. Inter-disciplinary learning is well planned to ensure that children experience a range of themes and learn skills coherently across different curriculum contexts.</p> <p>A play based approach has been successfully developed in the P1-3 class in Springfield led by Mrs Vallance. This will continue to develop in both infant classes.</p> <p>Continuity from P7 to S1 is strengthened through a strong and varied programme of events from Annan Academy school staff which the children benefit from and always enjoy.</p> <p>Children with identified additional support needs and those who are vulnerable, experience enhanced transitions which help them to settle well in secondary school and ensure that secondary teachers plan to meet their needs effectively. This session we have been able to re-establish this in person with face to face sessions.</p>		
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people's learning.</b></p>	<p>The headteacher and teachers are well respected by parents and the wider school community. They work well together to provide welcoming and supportive school environments and have worked hard to get parents, carers and the community back in the building or involved online.</p> <p>Good use is made of social media, texting, newsletters and leaflets to share information</p>	<p>Continue to develop Parent Council events and links with Community Councils. Make best use of our local assets such as the Blacksmith's shop and Notwen House to increase opportunities for learning.</p>	

**2.2 Summary of Key Strengths and Areas for Improvement**  
*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

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

Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	about events and children's learning experiences. Staff are committed to improving parental engagement and welcome ideas from parents on how they would like to be more involved. The schools are supported extremely effectively by their Parent Councils who go above and beyond to support the life and work of both schools.		

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

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

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

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p><b>School Priority 1</b> <b>Raising attainment in literacy</b></p> <p><b>NIF Priority</b> <b>Improvement in attainment, particularly in literacy and numeracy</b> <b>Closing the attainment gap between the most and least disadvantaged children</b></p> <p><b>NIF Driver</b> <b>School improvement</b> <b>Assessment of children's progress</b></p> <p><b>HGIOS4 Qis</b> <b>1.2 3.2</b></p> <p><b>UNCRC Article</b> <b>28 29</b></p>	<p>Attainment in L&amp;T will increase to 85% achievement. Reading attainment will rise to 85% of all learners. Reading will be tracked consistently by all teachers. Tracking in L&amp;T will be carried out using new programmes of study</p>	<p>Develop new programme of listening and talking assessments across the Partnership. Update tracking system on what is tracked and how for L&amp;T. Increase timetabled opportunities for reading for pleasure. Refresh library books. Use new ipads to increase opportunities for independent reading – Oxford Owl. Purchase and train staff in the use of Read, Write Inc resources. Purchase short novels for first level independent readers.</p>	<p>7 x 1.5hr collegiate PEF funding for library books, ipad software, complete by June 2023 PEF funding to purchase Read, Write Inc resources, complete by Dec 2022</p>

<p><b>School Priority 2</b> <b>Digital Technologies</b></p> <p><b>NIF Priority</b> <b>Improvement in attainment</b></p> <p><b>NIF Driver</b> <b>Teacher Professionalism</b> <b>School Improvement</b></p> <p><b>HGIOS4 Qis</b> <b>1.2 2.2</b></p> <p><b>UNCRC Article</b> <b>28 29 31</b></p>	<p>Pupils will experience a wider range of digital technologies curriculum including use of Microbits and ipads. Pupils will engage with Digital Leaders Award. Teachers will use new digital technologies programme to ensure coverage of Es and Os, using new tech available.</p>	<p>Develop new digital technologies programme which reflects new tech available in school, coding etc.</p>	<p>2 x 1.5hr collegiate led by SC PEF funding for Microbits, ipad software, additional hardware requirements. Complete by Sept 2022</p>
<p><b>School Priority 3</b> <b>Rights Respecting</b> <b>Schools/Learning for</b> <b>Sustainability</b></p> <p><b>NIF Priority</b></p> <p><b>Improvement in children and young people's health and wellbeing</b></p> <p><b>NIF Driver</b> <b>Teacher professionalism</b> <b>School Improvement</b></p> <p><b>HGIOS4 Qis</b> <b>1.1 2.7 3.1</b></p> <p><b>UNCRC Article</b> <b>12 42</b></p>	<p>All pupils will be involved in learning about UNCRC on a weekly basis. All pupils will understand the purpose of their class charter. All pupils will be able to talk about the UNCRC and be involved in moving towards applying for their Gold status.</p>	<p>Achieve Silver Award status. Create plan to progress to Gold Award. Work with all staff to ensure an equal understanding of UNCRC and embed across the schools.</p>	<p>2 x 1.5hr collegiate led by LM</p>