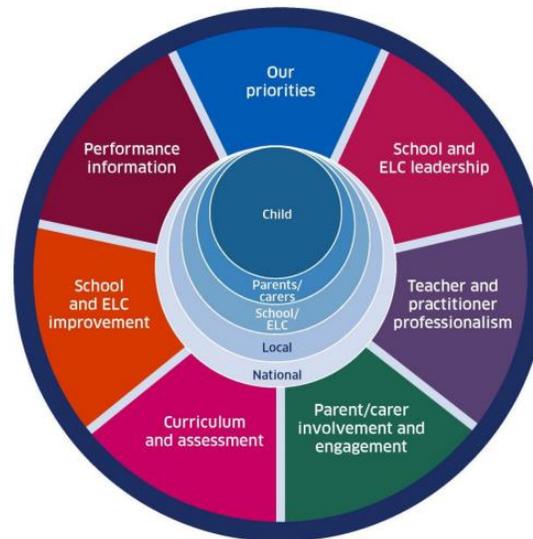


Education and Learning Directorate

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

(2022 - 2023)



School: Kirkcowan & Wigtown Partnership

Date: June 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 *Wigtown Burgh motto 'Let Wigtown Flourish' new school motto 'Be the best' Feb 20*

Wigtown School Statement

Vision

That pupils, staff and parents work actively together encouraging all children to develop skills for life, which will enable them to make responsible choices and achieve their full potential.

Values

The key values that we believe will help us to achieve this are based on our learning dispositions: Curiosity(I want to know more) Connecting(I make links) Reciprocity(I learn with others) Resilient(I never give up) &

Self-Motivated(I challenge myself)

Aims

We aim to provide children with opportunities that help them to become:

Successful learners, Confident Individuals, Effective Contributors, Responsible Citizens

Possible vehicles for this include: PLPs – involvement in direction of learning/self evaluation, masterclasses(developing young workforce), committees, Eco School, charities, outdoor learning, enterprise, interdisciplinary learning, Scotland's Book Town and festival week, Reading Passports, transition activities, digital literacy and community involvement.

Review Date:

staff & pupils ongoing throughout the year & assembly June 21, Parent Council throughout the year, Parents newsletters & shared on return in August 21 when appropriate –New Curriculum rationale sketchnote to be shared pupils & parents Aug/Sep22

Review Activities (as appropriate):

Collegiate sessions, display in staffroom, assembly/house time, SMT in class discussions/learning conversations, visible learning impact coaches. Parent council, parental questions – whole parent body.

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Kirkcowan School Statement: 'Together we Succeed'

Vision

At Kirkcowan School we provide a safe and welcoming environment where individuals can realise their potential.

Values

We are committed to ensuring that Kirkcowan School is a community in which:

- **Children develop a strong sense of self-worth that endures through successes and failures.**
- **Children develop a sense of responsibility for themselves, others and the environment with strong community links.**
- **We respect and care for each other and value the diversity that exists among people, developing teamwork within school.**

Aug 19

The key values that we believe will help us to achieve this are based on our learning dispositions: Curiosity(I want to know more) Connecting(I make links) Reciprocity(I learn with others) Resilient(I never give up) & Self-Motivated(I challenge myself)

Aims

- **Learning is engaging and challenging and fosters a sense of curiosity.**
- **Education is seen as a life-long experience.**
- **Children and their wider families feel supported.**

Review Date: Aug 19 staff, pupils, parents & parent council(ongoing throughout the year) New curriculum rationale consultation with parents Aug/Sep 22

Review Activities:

- **Parents were asked to identify things that the school does well and aspects we can improve on.**
- **Discussion took place with staff throughout the session.(not complete due to covid 19)**
- **Children were asked to comment on what their school does well and what we need to improve & engaged with learning dispositions through assemblies & use in class.**

1. Vision, Values and Aims

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- **Members of the Parent Council were asked to comment revised school aims and curricular overviews**
- **Pupil voice display/assembly house time. Reflective questions.**
- **Staff display in the staffroom to annotate.**

2. School Improvement Progress Report

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

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

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1</p> <p>NIF Priority Improvement in attainment...literacy and numeracy</p> <p>NIF Driver Assessment of children Teacher professionalism Parental engagement</p> <p>HGIOS 4 / HGIOELC QIs 2.2 2.3 2.5 2.7</p>	<p>Visible Learning</p> <p>Staff have refocused themselves and pupils on the learning dispositions and through use of their PLPs have encouraged children to identify their next steps. Covid absence of both pupils and staff especially during term 3 impacted on the full effectiveness of this. Visible learning input was limited due to being virtual but staff have refocused on feedback and the impact coaches have gathered information on feedback with staff and pupils to be shared next session. Most parents are positive about the PLPs but some feedback has been on user friendly language. Development work has been completed this session through working parties. New rubrics & numeracy DNK formats will be introduced in August.</p> <p>Staff increasingly confident with the 4 stages model for achievement of a level. Positive increase in children achieving a level from predication at the start of the year.(see attached data)</p> <p>Writing rubrics were embedded well & involved children directly in setting their next steps.</p> <p>Training with Stephen Graham, has upskilled staff in the teaching of writing & the genre specific skills. Staff feel this has been a really positive input and they can clearly see the impact on the quality of the children's writing. Pupils' attainment in writing has significantly increased. As has pupil confidence in how to attempt & execute it independently.</p> <p>Due to covid impact this didn't happen -Parental engagement through information leaflets/chat & end of term movie night with the children being the</p>	<p>-use of & understanding impact of feedback information gathering to be a shared & acted on –Aug 22(impact coaches)</p> <p>-updated rubrics & PLPs to be rolled out Aug.</p> <p>-SNSA data & previous year data to be focus for progress in learning.</p> <p>-create a folder of WAGOLLs for each stage to show progression through the level.(? probationer project)</p> <p>-next input of Stephen Graham writing for further 4 genres. -introduce updated writing rubrics with SG information.</p> <p>-Consider where the Leuven scale to measure impact would be most</p>

	<p>stars of their own production carried over from last session.</p> <p>Staff projects repeated with a new cohort of children & impact evaluated-reading bookmarks have been rolled out across the partnership & allow parents to engage with the return of reading with books not online. Positive feedback so far.</p>	<p>effective.</p>
<p>School Priority 2</p> <p>NIF Priority</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver</p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parent/carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>HGIOS4 / HGIOELC QIs 1.3, 2.2, 2.5, 2.7, 3.1</p>	<p>Review of the 3 year curriculum structure in line with updated curriculum rationale to reflect visible learning and play pedagogies was completed in both schools. Staff reflected on curriculum refresh and self-evaluate/moderate effectiveness of areas of the curriculum. All learners were be able to reflect on their skills progression and experience a range of skills and experiences. All pupils were given the choice to identify something they wanted to learn, flexibility of the IDL programme to allow personalisation and choice.</p> <p>All staff have raised awareness and understanding through training of UNCRC, preparation work underway for bronze level. Both schools registered.</p> <p>Opportunities and experiences of outdoor learning will be embedded for all stages across all areas of the curriculum, more work to be done on this. Review of current guidance, ideas from other schools to widen our offer to the children. Share ideas, create the rationale & programme in consultation with children, parents & staff.</p> <p>80% of targeted children increased their self-esteem. Lockerbie Manor in particular allowed the P6/7 children the opportunity to fully grow. They had access to strategies to support their resilience and confidence. Relax Kids sessions 4 x6 week blocks, one a term. Whole class/individual needs responsive support.(both schools, covid allowing)-really effective as always. All children are so positive and look forward to their input. HT checks with identified pupils for mental health/self esteem chat</p>	<p>-now ready to look at the wider life of the school through learning for sustainability.</p> <p>-reintroduce 3 x year moderation cycle & work with IM-QAMSO & cluster.</p> <p>-work on recording of child chosen areas & how to measure impact.</p> <p>-fully reintroduce classroom monitoring/tracking & review associated paperwork for maximum impact.</p> <p>-restart masterclasses and whole school committees. Look for opportunities for intergenerational working.</p> <p>-outdoor learning –focus to be taken forward next session & ideas shared with staff.</p> <p>-continue Relax Kids, use Leuven scale to measure impact on targeted children.</p> <p>-continue HT check ins where required.</p>

<p>School Priority 3 Cluster Shared Focus</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver Improvement School Leadership, Assessment of Children's Progress, School, Performance Information</p> <p>HGIOS4 / HGIOELC QIs: 1+2 1.2, 2.2, 2.3, 2.7, 3.3</p> <p>Numeracy & Mathematics 2.2,2.3, 2.7, 3.2</p> <p>Moderation 2.3, 2.7, 3.2</p> <p>Science 2.2, 2.3, 2.7, 3.2</p>	<p>Digital Literacy To complete a programme for consistent use across the cluster. Digital leaders met to progress a 3 year overview. One of them presented to the HT Cluster.</p> <p>1+2 Establish an agreed consistent programme across the DEHS cluster. Refresher training in French to be offered and also training in Spanish.</p> <p>Science To build pupil confidence in skills, vocabulary & scientific approaches through refreshing the cluster science programme.</p> <p>Writing To increase cluster data by 5% the percentage of children achieving the expected level in writing.(P1, P4, P7 & S3)</p> <p>Numeracy To increase cluster numeracy data by 10%.</p>	<p>Share the plan with cluster schools to begin to implement next session. Work towards the Digital Schools Award.</p> <p>3 year Spanish programme agreed and to be fully implemented next session. Refresher training was carried out. Continue training when necessary.</p> <p>Review of main focus skills carried out in cluster Science plans to begin implementation next session.</p> <p>Still waiting for authority data due to impact of COVID. To be continued.</p> <p>Still waiting for authority data due to impact of COVID. To be continued.</p>

2.1.1 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?**
- **How well are you removing barriers to learning and ensuring equity for all?**

(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)

PEF-all core teaching staff trained in Stephen Graham –CBRBW-impact on children's writing is significant. Targeted children more confident to attempt longer pieces of writing due to the structure and clear repetitive style. Learning assistant & teacher input to support writing has ensured more children achievement and progress through & of a level.

Learning assistant trained in Closing literacy gap. Targeted children have made significant progress.(Wigtown)

Targeted children supported through literacy ladders and closing the literacy gap activities – Kirkcowan. Allowing the gap to close and the impact of covid lockdown/absence to be almost reversed.

Mental maths strategies reviewed & implemented

LA support in number bonds, maths games, real life experiences. Learning assistant trained in developing number knowledge – small test of change started, improvement in skills and confidence noticed.

Participation in small group & whole class Relax Kids sessions-successful across both schools in the partnership.

Teaching staff understanding of the 10 mindframes of Visible learning & how to put this not practice in their own classroom.

Pupils understanding of the key learning dispositions, through learning pit activities increased through assemblies, shared language of learning across the school & displays to refer to. Pupils involved in shaping the refresh of our PLPs to ensure it's their voice that is guiding their learning.

Impact and quality of feedback, information gathered to be reviewed and implemented on return in August 22.

PEF learning assistants have supported learning in all children due to covid absence and allowed focused teacher time. Nurture and time to talk have been essential this session.

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change. 	<p>Almost all pupils in Kirkcowan school are able to talk about their school motto and further discussions during assembly and house time have been directed to build on their sense of pride in their school.</p> <p>Reintroduction of learning dispositions across the school from P1 to P7 and sharing these with parents has further developed the sense of shared identity-ELC need further involvement. A child friendly SIP is displayed in the hall to encourage all stakeholders to engage with it during assembly time. Online assemblies allowed this together time to continue and the children gained confidence in participating.</p> <p>Staff absence in both classes during the session impacted slightly on the pace of progress of the children's learning. In the upper class some children showed the impact of covid & staffing changes through behaviour, programmes of support were put in place. A new appointment to the team brings skills in STEM/ICT so will add to a now established teaching team. PEF LA now established in post and worked successfully alongside the asfl LAs to support the needs of the children.</p> <p>Staff worked together to review the curriculum rationale.</p> <p>Senior leaders in our school community promote and support innovation, creativity and practitioner enquiry which lead to positive change. PT remit clarified this session to be built on & reviewed annually to challenge and build leadership skills.</p>	<p>Some pupils at Kirkcowan mentioned the teachers involving the children in decisions that affected them i.e. how/where to display things within their classroom. Others mentioned areas of their learning and outside play was still identified as an area to improve.</p> <p>Re-establish pupil voice questions within each class & gather data covid didn't allow it to be in the corridor until term 4 for school children with adult/child led questions has provided really valuable insight into our children. Staff can then able to follow up with circle times/class discussion about positive things the children could do at home or in school. These questions and responses plus actions can then be shared with parents through the monthly newsletter again.</p> <p>Use the revamped curriculum rationale to refocus and invigorate our direction which has been slowed due to covid and continued absence.</p> <p>Continue to focus was on covid recovery, supporting families. Emotional impact of two lockdowns more evident in older children but progress of reading in the P3s. Ensure PTs get time to lead development & set timescales to ensure impact of progress.</p>	<p>4</p> <p>8</p>

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	<p>HT part of SWEIC family of schools. PTs given clear areas of responsibility. QAMSO, outdoor learning & UNCRC. Not all have been as impactful. Ensure enough time is given to make this achievable, covid absence of staff & HT covering impacted on SMT capacity for full strategic progress.</p> <p>Reintroduction of learning dispositions across the school from P1 to P7 and sharing these with parents has further developed the sense of shared identity. More work to be done in ELC. House captions continued at Wigtown with the focus of being role models and leaders within the school. Encourage all stakeholders to contribute to it with current and relevant information. School achievements were shared for all the children to engage with. Staff development in last session led to greater clarity about each committee & its remit. PEF LA now established in post and worked successfully alongside the asfl LAs to support the needs of the children. Review of the curriculum rationale focused staff and children on what makes Wigtown unique & aspirations for the future.</p> <p>This session saw the 5th ASfL teacher across the partnership in three years which has impacted on the continuity of experiences. Moving forward this will hopefully improve as it is a seconded member of our staff team.</p> <p>Parent council's at both schools have engaged with the SIP and in influencing future developments. More work now needs to be done</p>	<p>Due to covid assemblies were moved online even on our return to school. This seemed to work well & classes engaged well. More scope for class & pupil led opportunities. Pupil voice committee started question of the month and it was beginning to influence the changes within the school, more work to continue next session</p> <p>A member of teaching staff has been working at national level as a QAMSO for numeracy although there were not many opportunities this year so was identified to lead cluster maths review across levels to show progression & consistency of standard.</p> <p>Ensure ASfL teacher clarity on processes and training needs are identified early next session, PT supporting learners to support. Ensure AsfLT has access and understanding of the assessments & data held.</p>	

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
	<p>to access the whole school body and its community but future work around a parent council facebook page & use of Microsoft forms to gather data.</p> <p>HT has implemented a few changes to DEHS cluster tracking format for staff allowing access to this information at a glance.</p> <p>All teaching staff this session were involved in staff development encouraging leadership and ownership of curriculum development.</p> <p>All staff across the partnership continually strive for the best for the young people in their care.</p> <p>Multi agency working further embeds this ability.</p> <p>Our SMT vision continues to gather clarity. This session ends with main staffing in place.</p>	<p>Ensure all core teaching staff have a greater awareness of each school's SIMD and the children within this. Government focus through PEF has raised awareness of FME.</p>	
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>Learning & Engagement</p> <p><i>Kirkcowan has an inclusive and nurturing ethos. The school motto of 'Together we succeed' is embedded within the attitude and culture of the children and staff. It is a whole school team. Values further developed with the introduction of the visible learning dispositions.</i></p> <p>Wigtown reviewed the motto, vision, values and aims to give the current pupils and staff a sense of ownership. House groups at assembly created 'Be the best' alongside the burgh motto of 'Let Wigtown Flourish'. A much more settled staff has paved the way for the development of a strong staff team.</p> <p>-P7 role of liaising directly with HT in influencing decision making within the school has developed well.</p>		4

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	<p>Across the partnership development of PLPs including rubrics & rainbow progression sheets with children and parents allowed focused discussion around next steps in literacy, numeracy, personal targets for HWB & a chance to share & celebrate wider achievements & record skills learned through masterclasses. Visible learning dispositions alongside parental feedback were introduced.</p> <p>Quality of teaching</p> <p>Due to covid observation & focus groups by HT& SMT were not carried out it, it was informal learning walks. Information was gathered by impact coaches on feedback to be shared Aug 22. -There are a variety of different ICT resources and software used to extend and support the curriculum across the schools. Staff integrate these into their lessons; Tigtag, Sumdog, doorway online etc. There is also some use of video, photographs and PowerPoints to evidence a variety of learning and daily use is made of the interactive whiteboard in all classes. Development of digital schools award should highlight the value & role of ICT with all staff to ensure consistency across the classes/partnership. Delayed arrival of resources has impacted on both schools use of technology. Both PTs have led development of a digital literacy policy and a progressive programme of skills for the children to use. Teacher guides have also been created to support less confident staff in teaching coding etc. A new staff member has also</p>	<p>Reintroduce classroom observations by HT & peer. Involve teaching staff through visible learning methodology to identify the areas to be observed either for quality assurance or as part of their own self evaluation. As part of the tracking process develop with staff a new format to ensure the clear link with planning and assessment to make smarter use of time together & show clarity linked with the cyclic nature of planning assessment and moderation. -Feedback development as part of ongoing visible learning development. -ensure all staff are familiar with the new cluster ICT skills progression from Aug. Look at the digital schools award for both schools & establish time for lead teacher to carry it forward. -focus next session on procuring new laptops/ipads liaise with Anne Harkness re shortfall at Wigtown.</p>	

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	<p>taken on the role of STEM coordinator for the partnership.</p> <p>Effective use of assessment Staff across both schools gather information effectively through observation, effective questioning and observation to inform their professional judgement. They also have a range of assessments across the curriculum to aid this knowledge, benchmarks, PM benchmarking, writing rubrics, Twinkl maths. All staff use this information to inform future learning & teaching and to support in differentiation. Staff are becoming increasingly aware of the importance and value of sharing this with almost all the children. -Almost all staff are confident interpreting data from standardised assessments such as SNSAs. They use the data effectively to inform future learning & teaching. -Diagnostic assessments are used to inform interventions but also to measure progress over time. Staff find them reassuring and rewarding as the majority of pupils make significant progress. Staff confidence in using the information gathered to inform professional judgement has grown in experienced staff. -Tracking system allows staff to reflect on pupil progress across and throughout a year, ensuring maximum effect. Changes to this to add the rainbow progression level have focused staff teaching to ensure progression matches expectations ensuring pace and challenge. -Staff work alongside ASfLT & LAs to ensure all learners needs are met.</p>		

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Planning, tracking & monitoring Collaborative partnership planning allows for professional discussion and sharing of good/best practice. Staff then take account of their pupil's prior learning/knowledge & refine the activities. -More scope for consistently involving the children in deciding the context. -Rainbow progression for literacy and numeracy ensure all staff are familiar with the progression pathway and where to support or challenge a pupil to best meet their needs. PLPs ensure learners are involved in discussing their next steps in learning for literacy and numeracy and identifying personal HWB targets. SMT have led training on the effectiveness of pupils being directly involved in their learning(visible learning) -Cluster working between HTs and school reps to refine planning, current work on maths & numeracy progression. Parents are involved in the learning journey through conversations on a minimum of three times through the year. Completed this year by phone & parents feedback was positive. -Class teachers meet with HT three times a year to formally track, record and discuss progress and identify clear action points. . -Staff also consult with the ASfLT termly to ensure a shared understanding and to focus & share strategies for maximum impact.</p>	<p>-link with comment above about linking planning with tracking & impact on children's progress to ensure all staff are fully onboard. -more cluster moderation work as well as across the partnership next session will further build staff clarity on progress through and achievement of a level. Ensure staff clarity on what achievement a level looks like(link with WAGOLLS)</p>	

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
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>Further development this session has increased staff awareness of children's SIMD circumstances.</p> <p>Multi agency working to best meet the needs of individual children is securely in place and tracking meetings ensure this is robust.</p> <p>Kirkcowan's ethos of nurture is strong and its place within the community ensures a culture of respect. Children are confident within the settings (school & ELCC) and have members of staff they feel they can approach. All staff understand the importance of information sharing with SMT and have a good understanding of child protection etc.</p> <p>Wigtown's ethos of nurture is developing and staff are showing their desire to meet the needs of the children in their care. Wigtown's place within the community is growing and staff with pupils are building on a culture of respect. Work with community police has supported this. Anti-social behaviour/racist comments in the community have been discussed and targeted children supported. Children are confident within the settings (school & ELCC) and have members of staff they feel they can approach. All staff understand the importance of information sharing with SMT and have a good understanding of child protection etc.</p> <p>All partnership staff accessed the full Child Protection training at partnership refresher level in August or online through FLO.</p> <p>New ASfL teacher supports staff in removing barriers to learning and identifying IEP/ASLP targets for specific children. All staff engage with multi agency staff to best meet children's needs through child's plans, health care plans etc.</p>	<p>Monthly SMT meetings to review safeguarding across the partnership need to be smarter to ensure that referrals etc are acted on timely. Record updated for reports/info coming in ensuring that all staff involved with the child are informed (incl specialists). Ensure all staff update pastoral notes on seemis timely to keep accurate chronologies of events.</p> <p>HT to ensure new staff are familiar with named person/child protection/safeguarding responsibilities.</p> <p>Audrey Lowrie to complete the full training once covid allows via twilights.</p> <p>Closer working with ASfL teacher, class teacher, SMT & parents in setting IEP/ASLP targets at the beginning of the session to ensure clarity and focus for the child in a united and coherent approach.</p> <p>Reintroduce playground buddies/leaders and playmaker activities. Source training form active schools for P6 & P7.</p> <p>Ensure positive behaviour strategies are being shared with all playground staff.</p>	4

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	SMT attended regular GIRFEC authority named person training.		
3.2 Raising attainment and achievement <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> 3.2 Securing children's progress (for Early Learning Childcare) <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>Numeracy – Developing Number Knowledge – All core teaching staff now trained after two sessions of training, impact on achievement is beginning to show & interventions CLG are supporting children where needs/covid lockdown have been an impact.</p> <p>Working well across all classes, pace slightly slower but progress is more secure – school is starting to see the benefits of this approach. Evidence in both infant classes of flexible use of number.</p> <p>Literacy – Use of rainbow progressions to support tracking through a level. Writing – use of Rubrics along CfE Benchmarks – as part of Visible Learning these have been turned into child friendly statements to support progression and next steps.</p> <p>At Kirkcowan staff implemented closing the literacy gap & literacy ladder materials for use at home. This was then continued in school on return.</p> <p>At Wigtown targeted support following lockdown with closing the literacy gap showed significant increase and impact in reading age. Some children still off track but motivated and staff feel confident will be on track by October. PEF</p>	<p>Embed developing number knowledge training & strategies & review PLP pages for pupils as some of the jargon isn't pupil or parent friendly especially at 2nd level.</p> <p>Use closing numeracy gap to target ASN & PEF children to give additional support.</p> <p>Complete the leaflet for parents involve the children in its creation.</p> <p>Next step to look at talking about writing, more opportunities to write across the curriculum. Development in writing next sessions to increase upskill staff & develop their confidence. Visit other settings within family of schools who have higher writing % once covid 19 allows. Cluster focus on attainment in writing. Moderation planned for later in the year. QAMSOs to support.</p> <p>Staff in the partnership predicted expected levels of achievement in September for June across all stages to ensure focus. Due to covid</p>	4

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Learning assistant trained in CLG making a significant impact, ASfLT & HT identified to be trained next session. Other staff also expressed interest.</p> <p>Targeted children were given literacy ladders, closing the literacy gap, SNSA or access to Nessy. With change again of ASfL teacher assessment needs to be done on return in August around which interventions are making most impact.</p> <p>Kirkcowan – June 2022 data Primary 1 children – almost all children achieving early level across all areas. Primary 4 – majority children achieving first level in reading & writing. All for listening & talking and numeracy. Primary 7s – Almost all were on track for all 4 areas.</p> <p>Wigtown – June 2022 data Primary 1s - Almost all children achieved in L&T and reading. Most were on track for writing and numeracy. Primary 4 – All children achieved first level for L&T, almost all for writing and numeracy. Most for reading with interventions in place to support where required planned for early next session.</p>	<p>19 the data was still impacted on for some children more than others.</p> <p>Kirkcowan showed the need for interventions in P1 & P7 as most extreme. Targeted & focused support has ensured a high success rate with almost all children achieving the level as expected. Next session focus will be required in Numeracy at P2 & P6; Reading at P2, P4 & P7 & Writing at P2 & P6. Continue using closing the literacy gap & literacy ladders for targeted intervention with PEF learning assistant ASfLT& HT to be trained in interventions.</p> <p>Staff changes in the last 3 years see greater confidence in using benchmarks & teacher judgement.</p> <p>Wigtown showed need for a focus in Numeracy at P2, Writing at P2, P5& P7; Reading at P4& P7. HWB focus as identified but in the upper school. TLQ at P1.</p>	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Primary 7 – Almost all children achieved second level for L&T and reading. Most for writing & numeracy.</p> <p>HT confident in teacher's professional judgement. Moderation activities have taken place. Examples of work collected literacy/numeracy. School has established a three-year cycle for this. Staff meeting to plan together, share learning and next steps. Cluster working as part of maths development, updated E/F/S maths programmes and assessment through the level.</p> <p>SNSA – last year's data was more in line with school tracking – less anomalies than previous years. SNSA likely to be presented in groups, with high achieving groups in January (P4/P7) and others towards May. Early stages of engaging with SNSA data. SNSA data used during part of tracking meetings</p> <p>Tracking meetings take place three per year – Sep, Jan, May. Two parts to tracking meetings. CT meets with ASN T, then HT meets CT. 1st meeting set predications for end of year – based on rainbow progression, action plans created for individual children. These contain names, actions, personnel & timescales. Shared on Teachers Community for all staff to access. HT then meets with ASN T to discuss action plans. ASN T meets with LAs to share appropriate information and actions. 2nd/ 3rd meeting – reflect on predications, make changes, track progress. Revisit action plan, update in different colour font,</p>	<p>Continue using closing the literacy gap & literacy ladders for targeted intervention as well as closing the numeracy gap. Ensure DNK strategies are used. Ensure new members of staff are confident in expectations.</p> <p>ELC discussions re mark making/foundations of writing and numeracy across the setting.</p> <p>Moderation cycle altered to reflect writing development next session. Moderation focus as a cluster through greater use of QAMSO role</p> <p>Identified P4 &P7 children Oct/Nov then rest & P1 March.</p> <p>New ASfL teacher next session. Ensure she is familiar with tracking format etc. HT continue to take data form tracking meeting s and share predications etc with staff. Value in whole staff ASN meeting to ensure LA support is well & effectively targeted for impact.</p>	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Spreadsheet is updated before & during tracking meetings. EO discussion re contextualise information – adding AF, Attendance, Flexi-School, Travel – also discussion re noting historic information if available.</p> <p>HT produces summary of tracking meetings to share with all staff. This identifies number of children on track/not on track across each stage, and across L&T, R, W & N. Has been able to identify some issues & trends the school will need to work on. This has been completed for both schools, really useful in identifying June 2022, and beyond data. Has been shared with staff so conversations around 'big picture' have taken place. Table also identifies number of children exceeding expectations, this links to tracking spreadsheet, additional comment box to support this. HT aware of correlation to planning folders, differentiation within classroom teaching etc.</p> <p>Achievements recognised in online assemblies, wall displays and PLPs. Wall display show clubs with information. Achievements printed in newsletters – wider achievements, and school pupil of the week. Information re these is held within PLPs.</p>	<p>Work to be done next session on linking planning folder/tracking meetings together to make the link explicit to all staff & ensure maximum impact for all children.</p> <p>Following covid re-establish Wider Experiences identified on a whole school overview. Individual wider exp shared at assembly and within PLPs. Masterclass skills progression, linked to DYW, held with PLPs.</p> <p>Committees held, each child involved in a committee. Skills have been identified for each committee. School tracks which committee children are involved in – children have opportunity to be in each committee twice, over</p>	

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<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>P1-6 and then choose in Primary 7. Press, Eco, HWB, generic and specific skills, and what these look like when revisited.</p> <p>Next steps to track /create an overview of wider achievement, with a focus on skills progressions.</p> <p>School not yet looking at accreditation – something to look at in the future.</p> <p>DYW progression across the school, links to masterclasses. More to do re World of Work, STEM offer. Working with Arts inc – on a community project/intergenerational.</p>	
2.2 Curriculum: Theme 3 Learning Pathways	<p>Partnership pathways have been updated to include benchmarks within art, ICT/digital technologies & 1+2 (Spanish-cluster level). Due to staff changes & absence this was not fully used, explained & reviewed fully at Aug twilight, embed next session & ensure all staff use these as part of HT monitoring calendar. When covid 19 allows.</p> <p>SMT updated a music progression incorporating existing experiences such as Feis Rois & RSNO alongside Further work to be done matching benchmarks & progression of skills. PT at Kirkcowan to follow up with this.</p> <p>Review of the curriculum structure in line with inquiry based learning created a flexible column for child chosen themes/ideas for learning. Further work to be done on how we capture these E&Os to share with future teachers.</p>	<p>HT/SMT to ensure that the new programmes are being used by all staff when constraints allow. Make sure everyone knows where they are saved & are easily accessible.</p> <p>Look at creating a master folder for staff to access as well as within the shared group. KM started –allow more time</p> <p>Embed the genres for writing to ensure progressions are used within PLPs-MS+AC – to share Stephen Graham rubrics –Aug 22 Embed through greater knowledge of Visible Learning encourage staff to use the rubrics, in an appropriate way with their learners. Create What A Good One Looks Like(WAGOLL) examples for each stage of progression & across writing genres. Promote confidence through professional discussion/moderation.</p> <p>Ensure a record is kept of child chosen E&Os. Remind all staff at the start of the year together children's views & plan the year to encompass their requests. Track the coverage and link with prior/future learning.</p>	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Professional discussion with colleagues prompted development work around skills progression through rubrics. Staff worked together to review these in line with writing benchmarks, throughout the year all areas were reviewed against writing genres ready for August 22 full implementation. Through development work on visible learning staff felt it was vital to share this work with both parents & children & to see it with children all the time to allow them to see their progress & determine their own next steps. Spelling programme was reviewed during term3 with development work assigned to staff to complete when working from home. Handwriting policy written & shared by Kirk PT, rolled out to parents during session 21/22.</p> <p>Due to staff changes we don't have any communication champions currently trained at Kirkcowan. Look at opportunities for staff to access this training next session. Infant teacher at Wigtown could support in the interim.</p> <p>Initial work through Raise team has begun on incorporating STEM into our curriculum but time constraints impacted on this. Something to build on next session, possible through a STEM focus week/masterclasses. Plans in place & completed in some aspects in class but covid 19 impacted on wider experiences.</p>	<p>Ensure communication champion shares these skills and experiences with all staff & highlight the need for new staff to be trained.</p> <p>Assessment resources etc for DNK will be uploaded on to the one drive for all staff to access.</p> <p>Ensure ELCC are fully aware of the progressions to include their pace & challenge. Look for opportunities for ELC staff to be trained.</p> <p>Through Visible Learning allow staff time to embed & build on training, involving the children fully in the next steps in their learning & using/discussing any assessments that are completed. Begin to build skills in making the children assessment capable. Create WAGOLs for staff & pupils.</p> <p>DT to lead on digital literacy in both schools. Programme & resources now there to be implemented when able during session Aug 22.</p>	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p>	<p>All parents participated in both parent's night phonecalls at Wigtown and staff felt that there was greater clarity around interest in their children's learning and next steps in the learning. Parents</p>	<p>Review and explain the thinking behind the PLPs with new staff across the partnership.</p> <p>Continue to assess the effectiveness of engaging children and</p>	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>The impact of parental involvement on improving children and young people's learning.</p>	<p>commented that they valued the involvement and felt better placed to support and challenge their children. They liked the rubric sheets and rainbow progressions to show what areas their child needed supported with and where they could be/were being challenged. They could see that within a class their child was still being taught as an individual. All teachers involve the children in their next steps and the children when questioned most can discuss their learning. Discussion took place at parent council around the expectations for children to set their own personal target as well as shared goals. The idea behind this is to allow more personalisation and child participation in identifying the next steps; this was more successful with the older children.</p> <p>A high majority of parents attended the June stay, play and chat sessions into school and feedback was positive towards more time in school to share in learning together.</p> <p>All parents participated in parents phonecalls for both parents' night or made an alternative date to discuss their child's progress. Most of the children attended but this requires further clarity in expectation. Staff felt that the rubric & rainbow progression sheets were useful and helped them remain focused and on track. Parents commented that they liked the individual focus on their child's progress. Staff added the wider achievement section of the PLP to record the successes of the children outside school in a slightly different way and visible learning sheet to encourage the children to add the learning dispositions. Almost all families attended a stay, play and chat parents in school session in May. Feedback was really positive and everyone, pupils, staff and parents</p>	<p>their parents with their next steps in learning through monitoring and tracking. Through staff development in Visible Learning look at extending the PLP to include other curricular areas.</p> <p>Continue to build staff confidence in using holistic assessments/rich tasks as assessment evidence.</p> <p>Now we have a stable ASfL teacher we need to ensure clarity between PLP targets and IEP/ASLPs.</p>	

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

Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>enjoyed being together in school. There was a strong desire for more of this next session.</p> <p>Across the partnership children and staff collate evidence to support progression in a curriculum folder in P4-7 and a scrapbook from ELC to P3. Through staff discussion a clear expectation of selected pieces to show a range of skills and experiences was decided, monitor this.</p> <p>Across both schools the children were mainly successful in reaching their targets and clear expectations are set within tracking information to ensure no slippage as they transition between classes.</p>		

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

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

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

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p> <p>HGIOS 4 / HGIOELC QIs 2.2 ,2.3, 2.5, 2.7,3.2</p>	<p>Increased awareness of all stakeholders (staff/pupils/parents) in the benefits of being fully involved in & making decisions around next steps in learning.</p> <p>Increased awareness of the impact this has in their learning.</p> <p>Minimum of 90% of children able to discuss their current skills & identify the next steps.</p> <p>Diagnostic assessments to show minimum 80% progress for all learners & 70% for targeted in literacy & numeracy.</p>	<p>To continue staff training in CBRBW with Stephen Graham's genre's of writing. All teaching staff to be trained & implement in their classes for the benefit of all children.</p> <p>Staff trained in CLG & CNG –focus for targeted children as identified by PEF & tracking.</p> <p>Refocus on moderation process at school & cluster level. Build confidence in 4 scale model for ACEL data.</p> <p>To make daily use of PLPs/scrapbooks within the class. Encourage all children to discuss their progress in learning using learning dispositions & work on identifying next steps.</p> <p>To continue tracking & monitoring & link with review of planning with HT. review and agree new format for recording this.</p> <p>Welcome parents back into school life – gather views. -3 curriculum inputs Literacy (writing) Numeracy(money & HWB – visible learning dispositions/RRS focus.</p>	<p>Visible learning training Year 3(due to covid) Impact Coaches –MS & CS to lead</p> <p>Supply cost (DSM/HT cover) – support for VL impact coach/follow up Kirk -£400(PEF) Wig -£600(DSM)</p> <p>2 x In-set training days (9th Jan & 22nd Feb, teaching staff)</p> <p>Stephen Graham writing develop-CBRBW- 4 x twilight (dev sessions online Sep, Oct 2xNov) PEF Kirk – 5X 4 sessions £460 Wig – 5x 4sessions £460</p> <p>PEF – LA(to support HWB, literacy & numeracy) Kirk - £12,383 (18 hrs a week) Wigtown – 2 x LA £6980 (10 hrs a week) LA £16,511(24 hrs a eek)</p>

			<p>Memorable experiences to support writing. DSM/Friends of Kirk/PC</p> <p>Moderation –QAMSO –IM to lead</p> <p>Mentor support -AC</p>
<p>School Priority 2</p> <p>NIF Priority</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver</p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parent/carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>HGIOS4 / HGIOELC QIs 1.3, 2.2, 2.5, 2.7, 3.1</p>	<p>Learning for sustainability</p> <p>To provide all of our children with a clear understanding of their rights and the importance of them and their identity and responsibility as part of a school and wider community.</p> <p>To ensure all children have an increased awareness of diversity and culture and their place within the wider world. Build on skills of respect and understanding through links with global communities.</p> <p>To encourage children to gain enjoyment and skills from learning outdoors and allow opportunities to transfer skills from the classroom out into the community.</p> <p>To build on children's technological awareness and skills. To provide children with developing skills to access the wider</p>	<p>Learning for Sustainability</p> <p>UNCRC –Rights Respecting Schools – complete action plan for bronze level(min)</p> <p>Ensure assembly focus & whole school holistic overview is in place. Decide discrete topics to be taught at each stage. Review where needed school policy and ensure ethos is throughout.</p> <p>Diversity/global citizenship – review books/games/jigsaws available. Look for opportunities from our community & beyond to extend our interaction and awareness of diversity of culture/religion/experience.</p> <p>Outdoor learning –establish resources/bank of ideas to use outdoor learning experiences throughout all areas of the curriculum. Staff to be trained as appropriate & explore options within and out with the school grounds. Link with intergenerational aspects of the local community.</p> <p>Digital schools award –to ensure that the cluster progressive ICT skills plan is rolled out and that all classes are engaging with developing skills. To highlight resources or software to further support and develop skills and identify next steps.</p>	<p>MS/KM to lead in each respective school.(& Eco focus)</p> <p>-2 x twilight with staff</p> <p>KA to share assembly overview</p> <p>IM to lead for partnership.</p> <p>2 x twilight with staff</p> <p>DT to lead for partnership.</p> <p>Wigtown -D&GC-to fund laptops/ipads shortfall (PC to support-£2000)</p> <p>Kirkcowan –resources in place –</p>

	<p>world and prepare skills for the future.</p> <p>To ensure all children have skill sin resilience and self belief to access all areas of school life.</p>	<p>Relax kids session per class to ensure children take time for their mental health & learn different techniques. Reintroduce fully committees and masterclasses to encourage opportunities for children to feel part of the wider community and to give everyone an opportunity to shine.</p>	<p>ensure staff training is at the correct level. Source software/apps. -New cluster progression shared Aug inset. -2 x twilight with staff</p> <p>Relax Kids PEF Kirk 4 x 6 week sessions £1200 Wig 4 x 6 week sessions £1200</p>
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<p>Cluster Priority</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver Improvement School Leadership, Assessment of Children's Progress, School, Performance Information</p> <p>HGIOS?4 / HGIOELC Qis 1+2 1.2, 2.2, 2.3, 2.7, 3.3</p> <p>Numeracy & Mathematics 2.2,2.3, 2.7, 3.2</p> <p>Moderation 2.3, 2.7, 3.2</p> <p>Digital Literacy and RSHP 2.2, 2.3, 2.7, 3.2</p>	<p>Moderation of Literacy</p> <p>Child Protection Training</p> <p>Numeracy</p> <p>Digital Literacy</p> <p>Rights Respecting Schools</p> <p>RSHP</p> <p>P7 Transition</p> <p>1 + 2</p>	<p>QAMSO led activities in writing. Follow Authority Moderation Programme.</p> <p>Rep. from each partnership to lead within partnership working with QAMSOs. Digital Moderation – staff training. Raise attainment in writing by 5%.</p> <p>Cluster training.</p> <p>Raise attainment in Numeracy by 5%. Mrs Morton to lead discussion on Maths progression and Achievement of a Level. PTs to meet to review Maths Assessments.</p> <p>Share the plan with cluster schools to begin to implement next session. Cluster schools work towards Digital Schools Award.</p> <p>Cluster Schools work towards Rights Respecting Schools Award once it is funded. Review RSHP</p> <p>Review Transition Programme.</p> <p>Training in French and Spanish.</p>	<p>½ day Early and First Level – D&G January INSET.</p> <p>½ day Second and Secondary – D&G February INSET.</p> <p>12 x days from cluster budget - £3000</p> <p>½ day August INSET - DEHS</p> <p>½ day August INSET - DEHS</p> <p>12 x days from cluster budget - £3000</p> <p>Whole Session – work within our own schools at own pace.</p> <p>Whole Session – work within our own schools at own pace.</p> <p>Cluster Budget will be used if there is a need.</p>
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