

North Rhins Partnership
School Improvement Planning
Returns to Local Authority
(2018 - 2019)

May 2019

Leswalt Portpatrick Kirkcolm

VISION

Within the North Rhins Partnership, each school is at the heart of its local community and we strive to develop close partnerships in order to deliver excellent learning experiences. We provide a welcoming and nurturing environment within which individuals are supported and encouraged to **reach for the stars** and achieve their potential; ensuring excellence and equity for all are a priority. We aspire to empower pupils with the knowledge, skills and attributes to become active and responsible global citizens who act upon their ambitions.

Within a climate of mutual respect and with pupils at the centre of everything we do, we are committed to ensuring that:

Our Vision, Values and Aims

School Statement

In January 2014, following the authority cluster working review, Portpatrick and Leswalt Primary started their journey as partnership schools. We discussed Curriculum for Excellence and listened to what parents had to say about their views and aspirations for the schools. Parents and staff came up with a range of mottos that they felt encapsulated each individual Primary, and the partnership arrangement. After suggestions were put forward the motto for Leswalt Primary is "To be the best we can be". The motto for Portpatrick Primary is "Anchored in Excellence"

In April 2017 the partnership was extended to include Kirkcolm Primary school. At Parent council they looked at all mottos which were created in consultation with stakeholders and voted on "Unlocking potential". This was shared with a newly formed pupil council who are now looking at communicating how this will be interpreted.

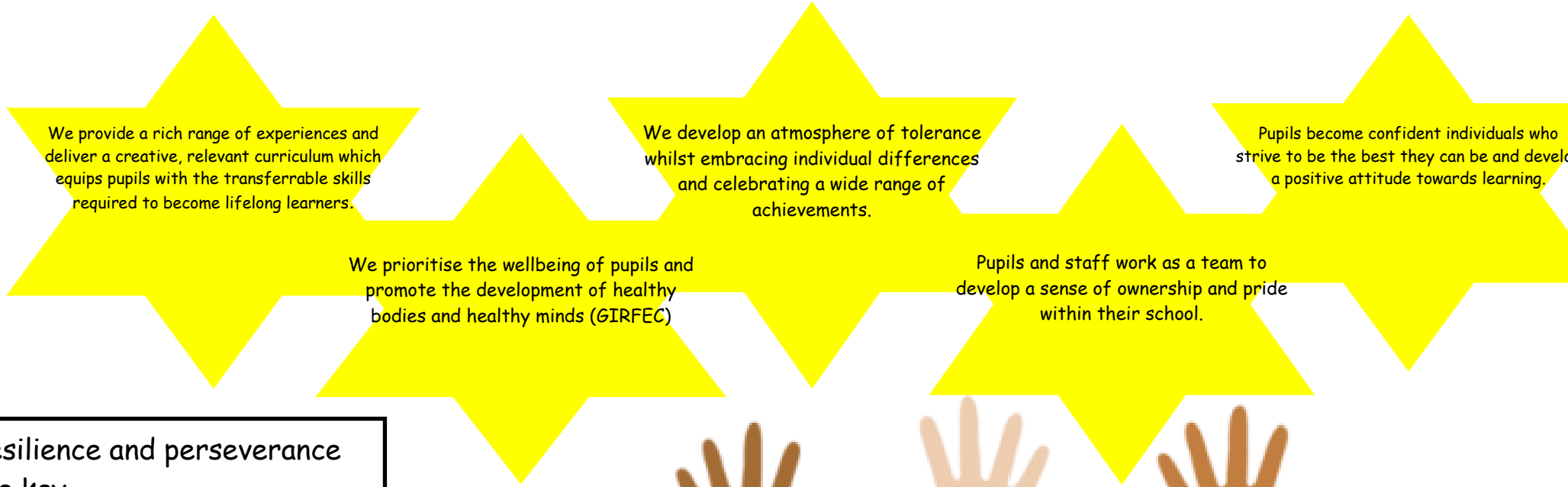
All 3 mottos aim to ensure excellent learning and teaching is at the heart of all we do (see rationale). Equity for all learners is achieved through the Parent Council subsidising and support pupil activities both in and out of the classrooms. The motto for the partnership is "United in partnership, individual in character"

Our vision was borne out of current National developments in education, backdrop of local priorities, and the views and opinions of parents, pupils, staff and members of the local community. Stakeholder's views were found most recently as part of a standards and quality exercise.

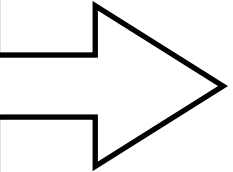
Review Date: February 2020, involving all stakeholders

Review Activities (as appropriate) Professional dialogue with staff on going. Termly Parent /pupil council meetings. Discussions and questionnaires with all stakeholders.

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



Resilience and perseverance are key,
Every mistake is an opportunity to learn,
Always try your best,
Concentrate, concentrate, concentrate!
Help others, and be a team player.



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 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)
<p>Raising attainment</p> <p>NIF Priority - Improvement in attainment Closing the attainment gap</p> <p>NIF Driver School improvement Performance information</p> <p>HGIOS?4 QIs: 2.2 The Curriculum, 3.2 Raising attainment and achievement</p>	<p>Literacy Big Writing was introduced as a resource and additional assessment and moderation tool to be utilised at all ages and stages. The writing missions were linked into existing writing overview to provide stimulation and provide further contexts and purpose for writing. This (and staff CPD/collegiate sessions) has promoted the importance of talk, spelling, punctuation, grammar and handwriting with regular assessment and moderation across the partnership schools involving all teachers. Collegiate planning sessions have allowed all teachers to share good practice and analyse approaches to writing, and moderate the end products.</p> <p>Closing the literacy gap has increased attainment, motivation and confidence of specific pupils in both reading and writing at Portpatrick Primary school (see CLG outcome reports). It has enhanced and developed the pedagogy in Portpatrick learning assistants and involved all staff across the partnership in professional development. It has involved specific parents more as partners in the education of their children.</p> <p>Numeracy Almost all teaching staff have developed their pedagogical knowledge and</p>	<p>Continuing with termly moderation sessions and tracking of writing - further embedding this and increasing staff familiarity with the benchmarks, Big Writing resources and assessment criterion.</p> <p>Identification of further learners who meet the criteria and extending CLG across all 3 schools sharing the methodologies with both parents, teaching and non-teaching staff becoming familiar with it on a practical level. Adaptation of CLG strategies to suit individual learner's needs (including P1 so any gaps don't widen)</p> <p>Adapting planning, learning and teaching of number knowledge at all ages and stages, to reflect this</p>

resources for teaching number, through participation in staff development and collegiate sessions (Maths recovery). This staff development has been extended to all teachers through colleigeite sessions and in-service days.

Resources have been identified and have been purchased to support and develop number skills.

Technologies:

Self-evaluation of current learning and teaching took place, prior to creating an action plan of development. This action plan has been revisited and reviewed throughout the year with all teaching staff in the process of self-evaluation and development.

Through participation in the Digital skills award scheme and participation in a range of CPD and staff collegiate sessions this has promoted the learning and teaching of technologies and subsequently boosted confidence of both staff and pupils. Staff have tapped into the support that exists from the D&G Raise team to support learning and teaching in the classroom, arranging coding and Green Screen sessions. Pupils and staff have also taken part in National events such as Safer Internet Day and Digital learning week to raise awareness and promote opportunities for technologies across the curriculum. This has been evidenced in our trio featuring in regular RAISE newsletters, partnership STEM days, the development of a STEAM room at Kirkcolm.

Digital leaders have been established in all 3 schools and came together for a training day, and subsequently shared their knowledge and skills with our pupils - both in class and in Digital skills clubs offered at lunchtime.

Technologies are further integrated into the curriculum, with a greater prominence in planning and shared space on the network for sharing good practice and websites/reviews etc.

Engagement with Technologies benchmarks has been initiated in our self-evaluation and through incorporating these benchmarks in focused assessments.

Sustainability strategy - learning for sustainability

Self-evaluation took place of current situation (environmental review),

developing number knowledge and ensure progression at all stages. Creating a tracking format to record pupil progression and identify next steps in number knowledge.

Implement Closing the Numeracy Gap, which runs parallel to DNK framework, for those not making the desired progress.

Ensuring cyber resilience is a focus and continuing to further engage and become familiar with the benchmarks and evidence this in skills progression of planning, learning and teaching. Participate in SID, with digital leader leading this and involve parents to raise their awareness.

Digital Skills Scotland portfolio has been submitted 13th May 2019 - we await feedback regarding accreditation /next steps

Extending the sharing of digital skills knowledge and skills beyond the classroom to parents and the wider community through placing a funding bid for I pads in school.

Adapting planning formats to ensure digital skills remain at the forefront of planning of learning.

Submitting evidence for Green Flag recognition at Leswalt and Kirkcolm

	<p>prior to creating an action plan of development which has formed the basis for development (specific to each of the 3 schools).</p> <p>There has been a raised awareness in the school community of global sustainable development goals through termly Eco group meetings in each school, involving parents and sharing discussions and action with all pupils, parents and wider school community (through assemblies and minutes of meetings/school blog) - increasing both pupil voice and parental engagement. There has been further engagement with local community groups, e.g. Eco Day where Wetlands Watchers and Keep Kirkcolm Tidy groups participated. All 3 schools have participated in National initiatives, such as the Big Battery Hunt or Switch-Off Fortnight. The Eco committee is the driving force behind taking the action plan forward, but all pupils in the school are encouraged to take on an Eco responsibility. A school Eco code has been created and is displayed/referred to. Outdoor learning opportunities are evident in monitoring of learning and teaching and in the school blog.</p>	<p>Primary schools. Use feedback from submissions to inform next steps. Formation of new committee in the new session who will create a new action plan to work on. Further opportunities for parental engagement and community involvement.</p> <p>Extend outdoor learning to offer greater opportunities and consistency across the partnership/for all stages</p>
<p>Moderation and assessment</p> <p>NIF Priority - Improvement in attainment Closing the attainment gap</p> <p>NIF Driver Assessment of children's progress School improvement Teacher professionalism</p> <p>HG1OS?4 / HG1OELC QIs: 1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment</p>	<p>All staff participated in Part 5 of authority moderation training, Holistic assessments. This raised awareness and supported staff in the process of holistic assessments and promoted the use of robust, quality assessment activities across the BGE in school.</p> <p>Peer planning/moderation of assessments and teacher swap day across schools were introduced enabling good practice to be shared in the aim of delivering high quality learning, teaching and assessment experiences across the trio.</p> <p>Through introduction of Big Writing criterion and moderation activities, almost all staff report greater staff confidence in judgements made in relation to assessing writing.</p> <p>A partnership system of tracking and monitoring pupil attainment was developed across all stages and all 3 schools. This enabled greater transparency in pupil attainment and allowed for moderation approaches not only to be a focus at termly attainment dialogue meetings but also on an ongoing basis throughout the year. Continuation of summative/standardized assessments with INCAS /PIPs for 2018-19 allowed for greater moderation of pupils/assessments across the trio . This generated another element of data for teaching staff to engage in as we embarked on SNSA data analysis using the 6 point scale.</p>	<p>Developing the existing school assessment structure - reviewing both the moderation and assessment cycle, ensuring this allows for holistic assessments. Development night to specifically focus on holistic assessments to ensure greater clarity in this.</p> <p>Extend planned moderation and teacher swap day to schools out with our partnership.</p> <p>Further engagement with literacy and numeracy benchmarks in moderation of planning and assessment</p> <p>Development of use of SNSA assessment as a diagnostic assessment tool to better inform learning and teaching</p>

	<p>Visible learning - All teaching staff engaged in professional reading dialogue (ie "Visible Learning" Professor John Hattie "When the adults change, everything Changes" Paul Dix, "Shine", "Diary of a Brilliant kid" etc.) Following this almost all staff have reported it has raised their self-awareness and professional reflection. All teaching staff set personal target in relation to the ethos and feedback culture within their classroom in order to effectively utilize feedback to pupils to improve learning, providing verbal and timely next steps for learners through clearer identification of learner progression and raising expectations in learners.</p>	<p>Ensuring greater consistency and use of effect LI and SC across the trio, in particular pupil developed SC which provides differentiation and focuses on skills.</p>
<p>Partnerships NIF Priority Health and wellbeing</p> <p>NIF Driver School leadership Parental engagement</p> <p>HGIOS?4 1.2 Leadership of learning 2.2 Learning pathways, skills for learning, work and life</p>	<p>Participation A mechanism for tracking of pupil attendance, achievement and participation has been developed across the partnership. This is a working document which is continually being updated by staff, pupils and parents to ensure it is reflective of individuals. This tool enables staff to identify any gaps which can be addressed by the school in relation to individual pupils and also plan activities as required to ensure equity for all. Children have actively engaged in both practices and dialogue with staff, parents and the community (within school and across the partnership) to create positive outcomes; in relationships, wellbeing, learning and teaching, engagement using "How good is OUR school" as a basis for the assembly programme in 2018/19. There are various opportunities for pupils to take on further responsibilities in school, such as monitors, Pupil Council, Eco committee, JRSO, House Captains and Digital Leaders. These pupil voice mechanisms enable pupils to lead learning.</p> <p>Wider achievement and community links There has been promotion of skills for learning life and work within an accreditation framework for wider achievement, STAR awards relaunch with pupils, parents and staff in all 3 schools. This has provided pupils with further opportunities for personal achievement and parental/community engagement. My World of work, Careers Standard 3-18 and digital skills were incorporated into the new targets to promote the development of associated skills. Recognition and achievement of pupils in this scheme has significantly increased across all 3 schools</p>	<p>Continuing to update attendance, achievement and participation trackers and refine as necessary.</p> <p>UNICEF rights of the child to form the basis for assembly programme in 2019/20 Theme 5 - Success and achievements, How good is OUR school to be an assembly focus in 2019/20 (term 4).</p> <p>Reinforcing and developing skills and attributes with pupils, parents and teaching staff.</p> <p>Further embed DYW links within curricular structures and IDL</p>

	<p>following the re-launch. Careers in the Community has been re-visited/introduced as an assembly focus, linking in with STEM ambassadors to further promote skills for learning/life and work as well as engaging parents and the wider community in the life and work of school.</p>	opportunities.
<p>2.1.1 Report on the impact of PEF</p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school's approach to providing robust evidence of closing the attainment gap? • How well are you removing barriers to learning and ensuring equity for all? 	<p>Excellence and equity tracking spreadsheets have been developed across all years groups and all stages, across the trio - enabling any pupils not achieving the expectations to be clearly identified and ensure that interventions can be targeted effectively utilizing PEF. Regular attainment dialogue between HT/PT and class teachers (3 times in the session) ensured PEF (planning, implementation and evaluating) was a focus. PEF pupil profiles were created this session to allow for greater analysis of individual pupils and further help identify any gaps required attention. Data drawn upon comes from a wide range of sources (see examples of trackers/attainment meeting records for details). Records of these meetings were revisited to ensure impact was evident/recorded.</p> <p>Additional ASLA time been used to target individual pupils and provided additional intervention. Spreadsheet trackers /specific pupil planning grids allowed intervention to have clarity of aims and be measured in success. Sharing the existing good practice of CLG which was piloted at Portpatrick across the trio allowed for moderation and raising of expectations and standards.</p> <p>Specific PEF profiles and planning trackers are in place to monitor the impact of such interventions, and INCAS assessments will be continued again next session to provide further data against previous years of pupil attainment - to give greater longitudinal evidence.</p> <p>Resources purchased with PEF have been directed at specific identified needs of pupils, aiming to raise attainment in both literacy and numeracy (eg CLG reading books and Maths recovery resources). Resources purchased have followed professional learning opportunities which staff have attended. PEF funding has enabled immediate impact and allowing for staff time to reflect, share and prepare for delivery eg with the planned implementation of developing number knowledge planners next session. This will have lasting impact as resources purchased will be in place for years to come and subsequently will benefit pupils in the future.</p> <p>PEF spending has focused primarily on Literacy and numeracy developments. However, PEF funding was utilized (in addition to Parent council fundraising) to assist in allowing pupils to attend a 3 day outdoor education residential experience - ensuring all pupils were offered equal opportunities regardless of financial background. Confidentiality in this approach ensured that individual pupils have not been identified to their peers/parents. Both the participation and health and well-being of targeted individuals has benefited eg in assisting pupils financially to attend a Christmas pantomime trip and after school clubs.</p> <p>Leadership at all levels was also developed through allocation of PEF funding, with ASLA and the partnership PT taking on specific roles relevant to their strengths and interests (CLG and Developing number knowledge).</p> <p>After the second year of funding all staff have had the opportunity to engage in a range of professional learning opportunities. Continued monitoring of learning and teaching and attainment data will ensure that such input has direct</p>	

OFFICIAL

impact and improves both learning and teaching across all 3 schools. PEF spending has been shared with all stakeholders via SIP summary progress summary. This document was initially shared at Parent council meetings before being shared with all parents, pupils and staff via the weekly newsletter. Spending was considered both at individual school level and as a trio - allowing for best value in purchases to be made and avoiding unnecessary duplication.

Transition partnerships with Stranraer Academy were enhanced with PEF by ensuring learners needs we addressed in the transition programme organized by Opportunities for all team which enabled pupils to have regular input across a range of activities to alleviate any concerns and issues on transition to Secondary school.

2.2 Summary of Key Strengths and Areas for Improvement (What is our capacity for continuous 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"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<p>*The Vision values and aims of all 3 schools are referred to in the weekly assembly programme/song/display in hall and awards. How good is OUR school was used as a focus for assembly. The assembly programme was designed this way to allow for the engagement of all pupils in developing shared vision - relevant to each school community, as subsequent dialogue allowed for pupils to make links with their setting.</p> <p>*Pupil voice a strong feature in trio partnership through a variety of mechanisms - pupil council, eco group, house captains , monitors, pupils running clubs, pupils attending community council, digital leaders, JRSO etc.</p> <p>* HT/PT promote and support innovation and practitioner enquiry eg through promoting professional reading</p> <p>* Staff work collaboratively within and across schools eg Meetings/planning/assessing/moderation and informal group chats. Transparency in data across the trio is used regularly for moderation and promoting raising attainment</p> <p>*Collegiate discussions are recorded in minutes of meetings and evidence the dialogue, discussion and reflection which is embedded.</p> <p>* Staff and parent council aware of social and economic context of the school and how this can influence the life and work of the school.</p> <p>*Priorities for use of PEF funding in 2018/19 were carefully considered, tracked and monitored</p> <p>* PEF funding used to enhance Equity for all learners</p> <p>*Management structure has been developed and embedded - allowing for succession management and leadership at all levels. This has allowed both the partnership PT and school based PT to take the lead on strategic developments eg role of Trio Pt on pupil voice / Closing the literacy gap, Portpatrick PT leading on Digital schools</p> <p>*The partnership takes a lead role in development of Cluster priorities, e.g. Collaborative working and networking - level planning and moderation.</p> <p>*Positive working relationships are embedded with cluster schools and agency partners.</p> <p>*Peer classroom swaps were implemented to enhance learning, teaching, assessment and moderation.</p> <p>* Self-evaluation is embedded in school through a variety of mechanisms and at a variety of levels. This provides a range of evidence from which we can create a clear rationale for future improvements.</p> <p>*The school improvement planning process promotes parental involvement with it being a standing item on the Parent council agenda, displays in school, newsletter updates and annual self-evaluation exercise</p> <p>* The learning environment is positive and nurturing. All staff in the school communities are committed to change which results in improvements for learners.</p> <p>* There have been several changes in recent year of staffing/class structures and approaches in school - developing the capacity for all to adapt with change</p> <p>*The pace of change is well managed by the Headteacher to support and challenge staff - in line with</p>	<p>* Extending peer moderation out with our partnership</p> <p>* Further attempts to engage parents in the school improvement planning process when identifying and agreeing improvement priorities.</p>	<p>4</p>

	<p>local/ National priorities and developments.</p> <ul style="list-style-type: none"> *Staff at all levels have responsibility for implementing change and promoting equality eg through Closing the literacy gap work. *The pace of change is well managed by the Headteacher to support and challenge staff. *Tracking, monitoring, attainment dialogue, pupil and parent choice mechanisms allow for changes to be monitored on an on-going basis. 		
<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> 	<ul style="list-style-type: none"> *Almost all pupil are eager and active participants who are fully engaged, resilient, and highly-motivated and interact well during activities. *Children are well behaved and motivated and keen to learn. Positive relationships are evident between children and adults. - "When adults change" focus for Feb In- service and informing Respect me agenda *Learning conversations have increased parental engagement and has created a more robust target setting process. Frequency of target setting has been altered to ensure targets are explicit to all, throughout the school year * Pupils know that their views are sought, valued and acted upon - through a variety of pupil voice mechanisms * Growth mindset principles and language was developed with pupils in all 3 schools, as a focus for assembly and embedded into the vision, values and aims. *With learning conversations and pupil reflection formats, most pupils are increasingly able to be involved in reflecting upon and identifying next steps for their learning. *All 3 schools follow curricular structures that support a programme of study for each curricular area. This ensures progression from early level and beyond and clarity of communication and consistency in planning. Curricular planning is supported by the use of the core skills planning formats introduced by the cluster in maths, and health and wellbeing. *In most classes, digital technology is used effectively and demonstrating a skills progression in learning and teaching *Most staff are developing an understanding of the process of moderation to support their judgements in the achievement of a level, and have participated in moderation at partnership, cluster and authority levels. *Evidence of data from a variety of sources including, Local authority, SIMD, InCas, SNSAs, teacher professional judgement, formal and informal monitoring, class work and focused assessments and achievement portfolios ensures all learners needs are quickly identified and supported - utilizing monitoring and tracking formats across the trio. There are effective systems for planning, monitoring and tracking across all curricular areas. *Collaborative planning in the partnership has developed moderation cycle of learning and teaching, and assessment within levels and across the trio. * Tracking and monitoring of attendance, participation and wider achievement (Linking in with Education Scotland "Participation") is now established and enabling all teaching staff to identify gaps from which we can attempt to ensure equity for all. *Creative resources and teaching approaches have been enhanced through participation in digital schools award and through all staff participating in CPD with STEM team and in school support. *Feb in-service focus on feedback with all teachers so that AiFL is utilised effectively, through the monitoring of learning and teaching. *Moderation calendar in place ensure BGE is a focus in a variety of monitoring mechanisms. 	<ul style="list-style-type: none"> *Continue to increase the involvement of children in the learning and assessment process to raise achievement by further developing their knowledge and use of higher-order thinking across the curriculum and supporting them to transfer learning across the curriculum. *Ensuring feedback is explicit and that AiFL (and specifically sharing of learning intentions and success criteria) is utilised consistently, through the monitoring of learning and teaching . * Reviewing curricular structures in line with changes to class composition and to involve pupils more in planning and increase opportunities for personalization and choice *Encourage staff to peer observe and build on best practice from colleagues including visiting other schools (looking outwards) - extending moderation and peer visits out with our partnership to other schools in our cluster * Greater engagement with listening and talking benchmarks to ensure assessments and judgments are robust 	4

<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>WELLBEING - Communication within staff, pupils, parents and the wider school community is very good. There is a consultative and collegiate approach to school improvement and strong teamwork within the staff. Regular communication ensures all are consulted and involved in improving learning, in relation to the school improvement plan. A weekly newsletter is sent out to all parents and staff. The school Blog is updated regularly.</p> <p>The school promotes a climate where all young people feel safe and secure. Pupils have a good understanding of the importance of a healthy lifestyle.</p> <p>There is a positive ethos and culture of respect, inclusion, participation and positive relationships across the whole learning community. In February 2019 all staff read "Paul Dix "When the adults change" as a focus for further developing positive relationships in school.</p> <p>GIRFEC principles were revisited with pupils in all 3 schools as a focus for assemblies and almost all pupils can demonstrate achievements across SHANARRI indicators.</p> <p>First aid training for staff in June 2018</p> <p>FULFILMENT OF STATUTORY DUTIES -</p> <p>Staff are confident in approaching GIRFEC, and the wellbeing indicators.</p> <p>Staff engage in regular professional learning to ensure they are up-to-date with local and national guidelines and legislation.</p> <p>All pupils have a good awareness of the importance of healthy lifestyles and physical activity through their learning in PE and HWB. Teachers have worked collegiately with partners to develop health and wellbeing programmes</p> <p>INCLUSION AND EQUALITY -</p> <p>Staff actively promote equality, fairness and diversity.</p> <p>All children are included and have equity in accessing the broad general curriculum to meet their needs. Interventions are monitored and assessed for impact in learning.</p> <p>Pupil data indicates they believe that are treated fairly and equally. Our pupils are confident and caring with a strong sense of community</p> <p>Arrangements are in place to address the needs of pupils to ensure that potential barriers to participation are addressed. Financial support, through PEF, is used to ensure equal access to school-based activities</p> <p>Portpatrick staff Evac training - March 2018</p>	<p>*Continuing with closing the attainment gap as a priority.</p> <p>* Annual update of Child protection for all staff</p> <p>*Greater use of Seemis wellbeing programme and bullying and inequalities module</p> <p>* Respect for all policy to be developed, across all 3 schools - staff, pupil and parental engagement required.</p> <p>* UNICEF rights respecting school to be pursued as assembly focus to emphasise the importance of wellbeing and reinforce the dignity and worth of all</p>	5
<p>3.2 Raising attainment and achievement</p> <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> 	<p>* Early literacy and numeracy has been developed through staff training in Closing the gap and Maths recovery has increased the knowledge and skills of almost all teachers and ASLA.</p> <p>*All staff and partners are ambitious and expect high levels of attainment and achievement for all learners.</p> <p>* Longitudinal data of attainment over time demonstrates improvements in performance. Almost all children are attaining appropriate levels and a few have exceeded these.</p> <p>*Attendance levels are high and there have been no exclusions (certificates at assembly and tracking of attendance)</p> <p>*Children achieve success in a wide range of ways throughout school - All pupils are given many opportunities for achievement and a variety of out of class activities are offered as opportunities for personal development and achievement. Learners' achievements in and out of school are recorded and recognized. Wider achievements are celebrated very well in a variety of different mechanisms (proud scrapbooks/proud wall/blog/assembly certificates etc.</p> <p>*Spreadsheets across all 3 schools for tracking and monitoring across BGE - is also used for moderation.</p> <p>This is increasing confidence in teacher judgements through analysis of wide range of data. Attainment</p>	<p>*Continue to engage with NIF to remove barriers to learning and ensure equity for all, through further in-depth analysis of all data available in school to help raise attainment of most disadvantaged. Consultation with parents of pupils attracting PEF.</p> <p>*Development of promoting skills and attributes across the curriculum (after initial focus being on technologies through Digital skills</p>	5

<ul style="list-style-type: none"> <i>Equity for all learners</i> 	<p>meetings with teaching staff 3 x a year. Predications of attainment levels is monitored and amended accordingly throughout the session.</p> <p>*Non-teaching staff share good practice across trio eg Closing the literacy gap. Analysis of data to ensure equity of experiences and pace /progression.</p> <p>* Assessment and moderation across the trio - with an initial focus on writing. Staff are making good use of the National Benchmarks to support their understanding of standards and these are now included in planning formats, and considered at the planning stage when planning assessments.</p>	<p>programme)</p> <p>* Develop assessment and moderation out with the trio - following an initial focus on writing, forging relationships with another partnership</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>*Almost all learners are successful and engaged in their learning. Recent developments have encouraged children to be more involved with their learning and commenting on it has encouraged them to become increasingly reflective.</p> <p>*Recording and accreditation of wider achievement show successes both in & out of school.</p> <p>*Curriculum development is robust and ongoing.</p> <p>* Staff knowledge of progression is increasing across the curriculum eg through engagement with benchmarks, cluster maths/mentals maths/Digital Schools programme, etc.</p> <p>*Pupils are offered a wide range of experiences both in and out of the classroom - evidenced in school blog , calendar and newsletters</p> <p>*Class learning activities are shared through the school website and other media such as the local press.</p> <p>*Skills for learning life and work are being developed with initiatives such as "Careers in the community" and the development of STAR awards</p>		<p>*Continue to develop tracking, monitoring and pupil profiling ensuring skills progression in all Curriculum areas.</p> <p>*Continue to develop effective ways of ensuring pupils know what they need to do to achieve the next level of their learning and reflecting upon achievements already passed</p> <p>*Ensuring all staff are engaging with benchmarks in planning and assessment.</p> <p>*Outdoor learning could be further embedded across all levels.</p> <p>* Further embed DYW opportunities within the curriculum.</p>
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people's learning.</p>	<p>*Pastoral care is very good. Positive steps are taken to ensure that family circumstances, social and emotional factors are promptly identified and addressed.</p> <p>*Learners play an active role in the school and wider community.</p> <p>*Staff work effectively with stakeholders. The school works hard to promote mutual trust and respect.</p> <p>*School creates regular and varied opportunities are offered to parents to become involved in pupil learning eg Read write count, re-launch of STAR awards, Careers in community, Scots language homework challenges, curricular workshops, etc.</p> <p>*Parental involvement has also been promoted in the development of the school handbook and School improvement plan</p> <p>*There is positive inclusion of pupils with ASN into mainstream classes.</p> <p>*Celebration of achievement and positive school ethos is shared with families.</p> <p>* Positive relationships with the parents are established early on e.g. Information sessions; open door policy; approachability with staff, Parent Council, open afternoons such as Maths Week and Science Week, assemblies and class visits.</p> <p>*Almost all parents attended Parents Evening in session 18/19</p> <p>*There is termly communication with parents on their child's attainment / progress through Targets setting, Learning Conversations, Open Evening, Reports, Open door Policy, Celebration of Learning Events, home / school diaries</p> <p>* Good communication with and between teachers - both in school and across the trio partnership</p>		<p>*Further develop parental engagement; further curricular workshop opportunities and involvement in the school improvement planning process</p> <p>*Use links in the Community more effectively and more often to enhance learning and establish strong relationships.</p>

3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

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.

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	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>Raising attainment</p> <p>NIF Priority - Improvement in attainment Closing the attainment gap</p> <p>NIF Driver School improvement Performance information</p> <p>HGIOS?4 QIs: 2.2 The Curriculum, 3.2 Raising attainment and achievement</p>	<p>LITERACY - Closing the literacy gap and Fast Lane - aiming to increase ability/raise aspirations of underachieving pupils both reading and writing. Engaging parents as partners in their Child's learning through initial meetings, homework tasks, home/school diaries, lesson observations and feedback meetings. Developing the pedagogy in learning assistants in implementing this programme.</p> <p>Robust assessments and tracking in place for listening and talking.</p> <p>NUMERACY - Introducing developing number knowledge in learning and teaching throughout all stages.</p>	<p>Analysing tracking and monitoring data to identify further learners who meet the criteria for input. CLG methodology being shared and extended across all 3 schools, with 2 pupils in each school being targeted every term. Parents informed and engaged, providing support at home. Adapt strategies to suit individual's needs. Purchasing further books to supplement existing resources and provide personalization and choice.</p> <p>Further engagement with benchmarks in the assessment and tracking of literacy. Reviewing the procedures already in place and enhancing these. Extending moderation from writing to incorporate listening and talking, across the partnership schools</p> <p>Introducing and incorporating new planners for number. Developing and introducing tracking of number</p>	<p>Led by S Mc Harg, coordinating ASLA in all 3 schools. ASLA providing 6-8 week block of 45min (for CLG) / 15min (for Fast Lane) sessions to accelerate progress in 2 pupils per term, in each school. PEF funded, with 4.5 hours per week ASLA time in each school.</p> <p>Led by HT, with collegiate session dedicated to listening and talking, develop strategies to be adopted and used subsequently be moderated by staff the following term (use of videos at staff collegiate sessions).</p> <p>Led by S Mc Harg, and building on skills of knowledge of staff who undertook training last session.</p>

	<p>Closing the Numeracy Gap intervention, focusing on number structuring to support number operations. Engaging parents as partners in their child's learning through information sessions where strategies are shared and feedback session.</p> <p>Rainbow tables scheme will better meet the needs of all learners with adaptations for younger/less able pupils (reducing division and worded problems)</p> <p>TECHNOLOGIES - Building on from recommendations from Digital Skills Scotland submission and ensuring all in the school community (pupils, parents and staff) are reviewing and developing digital skills and raising awareness of appropriate internet use and cyber resilience at all stages</p>	<p>Knowledge of pupils. Purchasing and linking resources to the learning and teaching of developing number knowledge Further engagement with benchmarks in the assessment and tracking of numeracy, including through moderation activities</p> <p>Analysing monitoring and tracking data to identify underachieving pupils in Numeracy. CNG methodology shared across all 3 schools with class teachers as ASLAs and ASLAs trained to implement. Diagnostic assessments used to measure progress. CNG resource packs to be created. Further resources to be purchased.</p> <p>"Over the rainbow" to be introduced to challenge pupils with division and worded problems once mastery in basic tables has been demonstrated.</p> <p>Digital skills to continue to be a focus in the planning, learning and teaching. Cyber resilience to be promoted in learning & teaching and by in school digital leaders. Parental permissions to be adapted in line with digital skills development. Transfer all files from school network onto One Drive. Bid submission for funding for i-pads in school - to develop both the skills and opportunities for pupils, parents and the community.</p>	<p>PEF funded resources.</p> <p>Cluster Numeracy twilight sessions to be led by N Henry, Numeracy Hub champion.</p> <p>Led by S McHarg, coordinating ASLAs in all 3 schools. ASLAs provide 4x15min sessions 4 times a week. PEF funded with 1-hour per week ASLA time in each school.</p> <p>Led by S McHarg, with consultation and development with staff at collegiate session, September 2019</p> <p>Planning formats to be adapted to allow for digital skills to be incorporated to show how it is being embedded across the curriculum. From August 2019 all staff and pupils will have training and be familiar with how to access and use One drive. S Mc Harg to prepare and submit a bid for I pad funding - if successful parental/community workshops will be held in school from Jan 2020.</p>
--	---	--	---

	<p>Ensuring there are greater opportunities for personalization and choice in pupil learning and relevance to skills for life, learning and work</p> <p>All learners to continue building confidence in acquisition of French as L2 language. Developing an approach to introducing a second foreign language to pupils, from p5-7 All learners in P5-7 to begin exposure to L3 language with a focus on culture. This will be developed over the next three school sessions to create a 3 year rolling programme (short-term IDL topic) with a focus on Spanish culture.</p>	<p>Reviewing curricular structures/IDL bundles in line with new class composition and adapting as necessary to ensure bundles are relevant and flexible enough to allow for greater pupil choice over learning pathways. Incorporating DYW and Rights of the Child links where applicable. Relevant benchmarks/digital skills to be considered in planning process - planners to be adapted as necessary.</p> <p>To review and promote learning and teaching of French at all stages. To introduce L3 this will be done through 3yr rolling programme with a focus on vocabulary and culture, delivered as an IDL block. Professional reading and reference - Education Scotland modern languages network hub https://glowscotland.sharepoint.com/sites/PLC/modernlanguages/SitePages/Home.aspx New progression frameworks and policy on National Improvement Hub: https://education.gov.scot/improvement/learning-resources/modern-languages-progression-framework</p> <p>Training will be offered for all teachers for the linguistic element. Eg SCILT/Power language, D & G, Nancy-Metz .Transition MFL event to be agreed with Primary staff and planned in conjunction with Stranraer Academy</p>	<p>In term 1 the curricular structures will be reviewed with all staff at in service day, to enable planning for the year ahead to be adapted.</p> <p>Classroom monitoring of French learning and teaching to be conducted by HT/PPT, as a focus of annual monitoring calendar. Cluster twilight, with Stranraer academy, to be arranged as part of L3 introduction. Framework for L3 will be developed from August 2019 and in place ready to commence delivery from August 2020.</p>
--	---	--	--

	Extending outdoor learning to offer greater opportunities and consistency across the partnership/for all stages and taking account of the unique settings of each of the 3 schools.	Professional reading - https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf Use of Creative Star and Grounds for Learning/LtL websites for ideas. Promoting and embedding further opportunities for outdoor learning, across the curriculum. Adapting planning formats to ensure outdoor learning is considered every term and planned for at collegiate planning sessions. Sharing outdoor education with parents in the school blog.	Focus for collegiate session with teaching staff from all 3 schools, term one to enable outdoor learning to be promoted and developed from the start of 2019/20 session
Moderation and assessment NIF Priority - Improvement in attainment Closing the attainment gap NIF Driver Assessment of children's progress School improvement Teacher professionalism HGIOS?4 / HGIOELC QIs: 1.1Self-evaluation for self-improvement 2.3 Learning, teaching and assessment	The assessment and reporting programme across the BGE will be reviewed to ensure assessment opportunities are relevant and embedded as part of learning and teaching at all stages. Tracking and reporting of pupil progress will also be adapted to ensure progression within a level has greater clarity. Continuing with moderation within the partnership and developing outwards - to extend professional dialogue across stages and ensure judgements are more rigorous.	Planning for assessment and engagement with the benchmarks at this stage. Reviewing format and timetable of focused assessments - further developing holistic assessments in line with authority and National guidance to ensure clarity. Use of Moderation Hub resources. SNSA training sessions. Use of standardized data /assessment process to evidence impact and measure pupil outcomes - using SNSA data diagnostically. Extending moderation opportunities out with our partnership to incorporate other schools in our cluster (South Rhins) Tracking and monitoring / learning conversation documents will be adapted to parents using a 4 point	Input from QAMSO's as required. All SNSA assessment will be conducted by Christmas 2019, to allow staff to adapt planning for rest of session accordingly. Staff to have one collegiate session following SNSA assessments to analyse results and plan subsequent learning and teaching, accordingly. Joint staff collegiate/ in-service morning with staff from South Rhins Primary to moderate. In term 1 and 2 HT will lead staff on the move to 4 point scale within a level and adapt school systems accordingly. Reporting to parent

		scale within levels.	from 2020 will be based on the adapted 4 point scale within a level.
<p>Partnerships</p> <p>NIF Priority Health and wellbeing</p> <p>NIF Driver School leadership Parental engagement</p> <p>HGIOS?4 1.2 Leadership of learning 2.2 Learning pathways, skills for learning, work and life</p>	<p>Ensure the school is proactive in emphasizing the importance of creating environments where everyone feels safe and respected in order to support attainment and achievement.</p> <p>HEALTH AND WELLBEING - Reviewing HWB programme of learning and teaching to reflect changes in class composition and resources.</p> <p>Promoting the skills and attributes in skills for leaning life and work with pupils as a basis for development for lifelong learners in adult and social</p>	<p>Review Scottish Government anti-bullying guidelines with all staff, pupils and parents (Respect for all - The national approach to anti bullying) consultation with all stakeholders. Ensuring all incidents are recorded on Bullying and equalities module on Seemis.</p> <p>Repect policy to be developed and Positive relationships / Anti bullying policy created. Use of key documents and professional reading - Better Relationships, Better Learning; Paul Dix; Respect Me; Participation 3-18 document; UNCRC Rights.</p> <p>UNICEF rights of the child - utilizing the rights respecting schools approach as a focus for assembly Staff to consider restorative justice approaches and training peer mediators to support playground conflicts.</p> <p>Incorporating rshp.scot resource into learning and teaching of Health and wellbeing to promote positive relationships, sexual health and parenthood</p> <p>Professional reading - http://localapps.pkc.gov.uk/internet/SkillsFramework/skillsframework2015.pdf</p>	<p>Education Scotland readiness questionnaire to relationships based approach to be conducted in first term by HT with all staff.</p> <p>"Better relationships, better learning in Dumfries and Galloway" to be used as a focus for staff development throughout the session.</p> <p>HT/SMc H will promote the vision, values and aims of the school/partnership by incorporating relevant awards into the school calendar.</p> <p>Positive relationships, our anti bullying guidelines to be created and shared with all parents prior to transition of new pupils to Primary in term 4.</p> <p>To be led by 0.5 PT and be a focus for staff in-service and subsequent staff collegiate session, in 2020.</p> <p>Led by HT and PPT, to be a focus for staff collegiate sessions in 2020.</p>

	<p>working lives. Providing mechanisms for pupils to articulate more confidently about skills and attributes</p>	<p>https://blogs.glowscotland.org.uk/ab/sali/files/2016/05/skills-framework-april-2016-final.pdf Weaving a skills progression in skills for learning, life and work into STAR awards.</p>	
--	--	---	--