

# School Improvement Planning Returns to Local Authority (2019 - 2020)

**School:** Port William and Kirkinner

**Date:** May 2019

## 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 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

	Port William ( PW )	Kirkinner ( KK )
Vision	Grow and Learn Together	Big or Small we Can Do It All
Values	Respect, friendship, enjoyment, being responsible, teamwork and creativity.	Honesty, Kindness, Enthusiasm, Individuality
Aims	Stay safe and healthy Provide fun real and active learning Challenge each other to reach our potential Excel in reading, writing and maths Build confidence and be positive.	Always do our best Know how to stay safe and healthy Learning will be fun and have a purpose

**Review Date: Ongoing throughout 19/20**

#### **Review Activities (as appropriate)**

- In 18/19 we asked our staff, pupils and parents ‘what makes our school unique?’ This will be used as part of our review at both schools to update our vision, values, aims.
- We will also be considering the work we have embarked on within Visible Learning programme to ensure we have embedded our aspirations and expectations in the vision, values, aims. To do this we will have assemblies with pupils and information workshops for parents to share the significant aspects of Visible Learning. From this we will agree changes leading to joint and visible shared understanding of vision, values and aims.
- KK changed its vision, values and aims during session however it needs tweaked to allow for above.
- The vision, values and aims at PW have been in place for some time and now is time for a refresh to take into account the

above

- At the same time, we will update our curriculum rationale.

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

## 2. School Improvement Progress Report

*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><b>School Priority 1:</b> <b>To raise attainment in literacy and numeracy</b></p> <p><b>NIF Priority</b> <b>Improvement in attainment</b></p> <p><b>NIF Driver</b> <b>Teacher Professionalism</b> <b>Parental engagement</b> <b>Assessment of childrens progress</b></p> <p><b>HGIOS? 4 / HGIOELC? QIs:</b> <b>1.1, 1.2, 2.3, 2.5, 2.7, 3.2</b></p>	<p><b>Literacy - Port William</b> Identified pupils in P1-4 received literacy interventions eg Closing the Literacy gap and 5 Minute Box. <b>Impact - Learners</b> Most pupils in P1/2 and the majority of pupils in P3/4 achieved expected levels in reading. Reading data attainment trends improved for P2, P3 and P4. Most pupils in P1 and the majority of pupils in P2/3/4 achieved expected levels in writing. Trends in P3/4 writing attainment have not increased. Whilst Closing the Literacy Gap and 5 minute box have impacted on reading attainment, there has not been the same gain in writing.</p> <p><b>Literacy – Kirkiner ( Writing )</b> Class teacher focus with identified pupils included use of technology as a motivational tool in the upper stages and modelling with explicit use of success criteria in the middle stages. <b>Impact -Learners</b> At the upper stages there has been improvement in progress which will continue to be a focus. In the middle stages, most have achieved expected levels.</p> <p><b>Numeracy ( Both Schools – to improve enjoyment of numeracy )</b> <b>Port William</b> Incas data from previous session across four year groups showed approximately a third of learners to score their enjoyment of numeracy to be 3 or below out of a scale of 5 ( most of those were a 3 ). Pupils surveys were created to monitor pupil enjoyment over session 18/19 (all pupils) as well as monitoring whether or not learners worried about</p>	<p>Continue use of appropriate literacy interventions for identified pupils.</p> <p>Research writing interventions and suitable teaching pedagogy across the Partnership. Further analyse pupil writing to check for specific areas to improve.</p>

numeracy or whether it made them anxious.

**Impact – Learners**

So far 3 updates have been made to the survey ( Sept, Dec, March ) . Data shows that enjoyment of numeracy in P4-7 has increased steadily from 68% in September to 82% in March. Initial data in September showed 13% both worried about numeracy and felt it made them anxious. These figures rose in December however in March had dropped to 11% and 5% respectively. Further analysis shows that out of pupils from previous year who scored 3 or less, the majority now enjoy numeracy. Almost all pupils in P1 enjoy maths and do not worry about getting maths right. Across P2/3, enjoyment has risen from 65% in September to 95% in March and worries about getting maths right have dropped from 45% to 11%.

**Kirkinner see Impact of PEF.**

A range of tools and strategies have been introduced this session across the Partnership to achieve the above results including:

- Introduction to growth mindset generally and specifically in relation to maths and numeracy using the work of Dr Jo Boaler and Youcubed website ( staff development time and support days to read research and plan lessons, PEF funding was used for this at KK )
- Classroom displays were created to remind pupils of growth mindset messages
- Staff engaged with the Mathematical Mindset Guide and the 5 associated practices choosing an area to focus on and sharing their progress
- Staff indicate that their knowledge and understanding has been enhanced and they are increasingly considering the language they use in class as well as their teaching approach.
- Pupils now talk the language of growth mindset however this will be ongoing to embed the talk into practice.
- Parents had the opportunity to attend workshops which were positively received ( 31% of families attended at PW and 4 families 27% at KK )
- All pupils participated in Maths Week Scotland which included activities specifically relating to this theme.

**Parental engagement**

A Maths In Action afternoon was organized at PW at which 26% families attended to see activities showing Concrete, pictorial, abstract and maths recovery approaches. Parents at both schools were given the opportunity to comment on maths developments put in place this session.

**Impact – Parents**

At the Maths in Action afternoon at PW, parents engaged with learners on tasks and verbal feedback was positive particularly about range of strategies

Continue to share data with class teachers and collaborate to identify methods to engage the few who continue to be less engaged with numeracy.

Continue to embed growth mindset attitudes which is linked to our recently developing learner capabilities.

Reschedule maths afternoon at Kirkinner.  
Create updated leaflets for parents to support numeracy at home.

	<p>children use to support their learning.  A similar afternoon was organized for KK however the planned date was not suitable for most parents. This will be rescheduled for next session.  Survey responses from parents were positive .</p> <p><b>Numeracy – Attainment Levels</b>  <b>Port William</b>  There has been a 7% increase in attainment levels across the school this session however we expect to see further increases over time once new plans and approaches are embedded. It should be noted that almost all pupils at P1 achieved expected levels and this will be monitored more closely to support evaluations of Maths Recovery approach.  <b>Kirkinner</b>  Out of identified pupils targeted to achieve expected levels ( 8 ) , 63% have achieved</p> <p><b>Numeracy and Maths Programmes</b>  Staff at Early and First level attended twilight session run by the Authority on Developing Number Knowledge which included sharing of planning, assessment and resources in line with the Maths Recovery approach. Our Partnership has adopted this planning for numeracy at these levels. A member of staff is currently on the Authority working group to create similar plans for second level which we intend to adopt. This session therefore has seen a move from one planning format to another which is taking time to embed.  At cluster level it was agreed to review the cluster maths programme not including the numeracy experiences and outcomes. Head Teachers firstly worked on updating progressions and then working groups for each level were created. Each Partnership identified a member of staff for each level. The working groups moderated the planning and created suitable assessments for each point of progression. These will be finalized in June 19 ready for use next session.  At second level across the partnership, staff collaborated to create specific plans for a few maths contexts incorporating concrete,pictorial , abstract approach which they found to be an extremely useful exercise and pupil feedback is positive.</p>	<p>Monitor impact of new approaches.</p> <p>Implement new planning formats and ensure appropriate pace and challenge.  Joint planning to share learning and teaching activities to include all areas of work started this session.</p>
<p><b>School Priority 2:  To promote STEM with a particular emphasis on Technology engaging pupils in relevant learning experiences linking with World of Work</b></p>	<p><b>STEM – Engineering Focus ( What did we do?)</b>  All pupils engaged in a block of learning within the organizer of Craft, design and engineering.  Staff took part in staff development jointly led by a member of the RAISE team and PT ( KK ) to become more familiar in their knowledge and understanding of experiences and outcomes and related benchmarks in technology. Links were made to Learning for Sustainability and a useful</p>	

<p><b>NIF Priority Improvement in employability skills</b></p> <p><b>NIF Driver Teacher Professionalism Parental Engagement</b></p> <p><b>HGIOS? 4 / HGIOELC? QIs: 1.2, 2.2, 2.5, 2.7, 3. 3</b></p>	<p>overview for LfS was created to aid understanding . Staff worked collaboratively on plans to create a block of learning in engineering which both schools took part in together during Skills Friday sessions. The Skills Friday block finished with a Careers Fair. All parents were invited to take part in the Skills Friday block of lessons and to attend or represent their employment at the Careers Fair.</p> <p><b>Impact - Staff</b> Staff to become more familiar with Experiences and Outcomes and Benchmarks for Technology. <i>100% (6/6) staff have said they have become more familiar with Es and Os average went from 3/10 to 8/10</i> Staff to take part in training for engineering organizer in collaboration with RAISE team. <i>All staff 6/6 who attended collegiate sessions have said they are confident in delivering civil engineering but feel they would benefit from further training re other engineering disciplines</i> Staff to create block of lessons on engineering to include parental engagement. Include learning links with literacy and numeracy and relevance to World of Work. <i>All staff 6/6 said it was beneficial to plan together</i> Partners to be sought ( growth sectors ) and children to learn from them the relevance of their learning <i>Whithorn Pharmacy, RHET, SEPA, A P Designs, Tarff, 3b and Scottish Woodlands all attended careers fair</i> Display created to show relevant career opportunities and pathways. <i>STEM displays are evident in both schools</i></p> <p><b>Impact – Learners</b> Almost all learners( KK) , most leaners (PW) enjoyed the Skills Friday block and almost all learners across both schools felt their knowledge in engineering had improved. Most pupils could talk about engineering jobs. Pupil views were captured through Microsoft Form tool.</p> <p><b>Impact – Parents</b> 40% of parents ( KK) , 13% (PW) attended Skills Friday blocks. Parents at both schools were given the opportunity to comment on STEM developments put in place this session and responses were positive.</p> <p><b>STEM – Digital Literacy ( What did we do?)</b> Staff took part in staff development sessions to become more familiar with the terminology and progression within digital literacy. Staff looked at various digital literacy progressions and agreed a version</p>	<p>Further development in STEM activities</p> <p>Monitor and evaluate effectiveness of digital literacy progression – both staff and pupils.</p>
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	<p>which they thought would be most useful.  PT at KK created progressions for Early, First and Second level.  Staff had time to become familiar with the progression and identify resources to support the progression.  A member of staff has been identified to be part of Authority digital literacy group which will enable further support to all staff.</p> <p><b>Impact - Staff</b>  As the digital literacy progression had recently been developed , it will be monitored for impact next session</p> <p><b>Impact – Learners</b>  A pre survey has identified that few children understand the terminology 'digital literacy' so therefore are unable to confidently talk about these skills. Next session will see increased use of digital literacy skills and explicit teaching of skills across curricular areas.  Monitoring and evaluating will take place next session.</p>	
<p><b>School Priority 3:</b></p> <p><b>To increase pupil participation in their learning</b></p> <p><b>NIF Priority</b></p> <p><b>Improvement in attainment</b></p> <p><b>NIF Driver</b></p> <p><b>HGIOS? 4 / HGIOELC? QIs:</b></p>	<p><b>Increase Pupil Participation in their Learning – What did we do?</b></p> <p><b>Focused Observations</b>  Staff took part in discussion based on previous years standards and quality report on learning and teaching and from this identified what was to be basis for observation.  The focus for all staff was the creation of learning intentions ( LI) and co-construction of success criteria(SC).</p> <p><b>Impact Staff and Learners</b>  All staff shared appropriate learning intentions with pupils and most co-constructed success criteria with pupils.  Tasks were suitable for LI and SC.  When SC were co-constructed learners were engaged and knew the expectations. Further peer observations took place to investigate how pupils used SC to self and peer assess. Staff found this a useful exercise and feedback was informative.</p> <p><b>Impact – Learners</b>  In lessons observed the majority of pupils were able to talk about their learning.  Early indications from a range of evidence gathering tools shows that there is a need to develop further work to support pupils to talk about where they are in their learning and identify next steps.</p> <p><b>Target Setting to support pupil participation in their learning</b>  PT at PW took responsibility for reviewing target setting process which</p>	<p>Continue observation / walkthrough process to ensure data is robust and LI/SC are being used routinely by pupils to support their learning and next steps.</p>

included the review of Fab Folders ( KK) and learning and achievement Folders ( PW).  
 Tasks included liaising with another school from another Authority and meeting with a focus group of parents at PW.  
 Initial findings were that parents welcomed this review. Ideas suggested were a change to a simpler curriculum news format as well as changes to target sheet which could easily go back and forward between home and school. One class at each school in the partnership trialled a new format of target setting and how to evidence targets being reached.  
 Curriculum news which goes out termly to parents was reviewed and changed to be simpler and more concise.

**Impact – Staff**

As Visible Learning (see PEF) progressed it became clear that the target setting process was explicitly linked to learners knowing where they are in their learning and what their next steps would be.  
 Staff are increasingly using LI / SC however from evidence gathered it has been agreed to review our progressions in literacy and numeracy so they are transparent and clear to pupils, parents and staff enabling pupils to more easily identify and articulate where they are in their learning and next steps.

**Impact –Learners**

Having trialled new format for target setting, pupils in both schools feel there continues to be a need for further adjustments. A positive outcome of the trial is that children are more able to talk about their next steps in numeracy than was previously noted.

**Impact – Parents**

Parents have given their views on which curriculum news format they prefer and have chosen a simpler one page format which will be adopted by all classes next session. A minority of parents have indicated that more regular, helpful feedback would be welcomed and this will be taken into account when amending target setting process.

**Pupils have the opportunity to participate in decision making ( what did we do?)**

The pupil council structure at PW was reviewed and this session four groups were created one of which focused on both Eco developments and self evaluation using How Good Is Our School specifically on theme 2 learning and Teaching. The other 3 groups had SHANARRI links.

At KK it was decided the whole school would be part of the council.

Review literacy and numeracy progressions to enable target setting to be transparent to pupils, parents and staff.

Continue to use learner feedback to ensure effective pupil council work.

Continue to use HGIOS resource to support learner participation in self

	<p><b>Impact - Learners</b>  All learners completed an online survey using Microsoft forms created by pupils for their views on some aspects of learning and teaching related to resources and displays. This has given councils action points to work on and is ongoing.  P4-7 survey responses show all pupils (KK) and most pupils (PW) feel the school listens to and takes account of their views.  The main focus of councils included playground developments and a start to anti-bullying guidance.</p>	<p>evaluation and school improvement focus on Theme 2 Our Relationships and Theme 5 Our Successes and Achievements</p>
<p><b>Cluster Shared Focus</b></p> <p><b>1+2  Numeracy &amp; Mathematics Tracking</b></p> <p><b>NIF Priority  Improvement in attainment, particularly in literacy and numeracy.</b></p> <p><b>NIF Driver  Improvement School Leadership, Assessment of Children's Progress, School, Performance Information</b></p> <p><b>HGIOS? 4 / HGIOELC? QIs  <u>1+2</u>  1.2, 2.2, 2.3, 3.3</b></p> <p><b><u>Numeracy</u>  2.3, 3.2,</b></p> <p><b><u>Tracking</u>  2.3, 2.4, 2.6</b></p>	<p><b>1+2</b>  Cluster plan and implementation model was presented as an example of good practice at D &amp; G Modern Language Conference which was attended by Education Scotland.</p> <p>Programme planned and staff trained to deliver 2<sup>nd</sup> Language to start in Aug 2019. (Spanish) Lead practitioners to train P5-7 staff in delivery of second language. Increased teacher confidence in the delivery of Spanish in August 2019. Programme will lead to consistent approach to learning across the cluster which will enable us to measure the impact on uptake and attainment at secondary.</p> <p>Assessment materials available for P1-7 in French by March 2019  Lead practitioners to plan Spanish programme P5-7. Lead practitioners to agree / create a range of assessment materials for French (1<sup>st</sup> Language)  Change of staff and difficulty getting staff cover has impacted on the capacity to carry this through.</p> <p><b>Numeracy &amp; Mathematics</b></p> <p>Raise attainment at all levels across the DEHS cluster by 10% over the next 2 years. HTs revisited, reviewed &amp; updated cluster programme focusing on progression. Class teachers moderated the learning experiences, assessment and context. Cluster training for class teachers on Maths Recovery. Training in 'Developing Number Knowledge' has led to increased confidence in delivery of Numeracy and focus on targeting individuals to raise attainment. Following HT review of cluster Maths, assessments for all stages have been developed to measure attainment across the cluster to aid future moderation.</p>	<p>Assessment materials available for P1-7 in French by March 2019  Lead practitioners to plan Spanish programme P5-7. Lead practitioners to agree / create a range of assessment materials for French (1<sup>st</sup> Language)</p> <p>Primary HTs moderate French through learning conversations with pupils at each stage with view to making any relevant amendments to S1 programme to build on progression from primaries.</p> <p>Implement Spanish from P5 from August 2019.</p> <p>'Developing Number Knowledge' – continue training for staff.</p> <p>Implement assessment materials at all levels.</p> <p>HTs to share progressions and assessments with secondary colleagues.</p> <p>Partnership schools will continue to develop skills in 'Developing Number</p>

	<p><b>Tracking</b> HTs are ensuring pace and challenge of learning is appropriate meeting needs of all pupils through quality assurance and evaluation of data with staff to impact on specific learner needs and raise attainment.</p> <p>Barriers to Learning are identified and interventions implemented through further embedding the shared tracking document across the cluster and through tracking meetings within individual settings.</p> <p>P7 is shared with secondary as part of transition process.</p>	<p>Knowledge' in their own settings.</p> <p>Continue quality assurance, data analysis and tracking of pupils to raise attainment and meet the needs of all pupils.</p> <p>Continue to share data with secondary colleagues.</p>
<p><b>2.1.1 Report on the impact of PEF</b></p> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>• How well are you removing barriers to learning and ensuring equity for all?</li> </ul>	<p><b>Numeracy</b> <b>Port William and Kirkinner</b></p> <p>To support pupils who are not on track in numeracy all staff participated in Maths Recovery training and time was given to familiarize themselves with the approach. Staff at PW have started to use the approach mainly at Early and First level and with a few pupils at Second level. At Kirkinner the main focus was Early level and developing mental maths strategies at first level. Initial staff views are positive however more time is needed to embed the approach working collaboratively on planning learning and teaching activities.</p> <p>Staff at second level were given time to become familiar with the concrete, pictorial, abstract approach and have created plans for a few maths contexts eg Fractions, decimals, percentages .</p> <p>Resources were purchased to support both of the above approaches. £750 (KK), £1000 (PW)</p> <p>Data across both schools show that the overall trend in maths attainment has increased (PW by 7%, KK by 2%) however approaches need time to be imbedded and further increases are expected.</p> <p>At both schools, identified pupils who attract PEF funding were monitored closely both in terms of engagement and attainment.</p> <p><b>Port William</b> Of the number of pupils monitored in terms of engagement, there was a 50% increase ( 37.5% to 87.5% ). Five out of eight are now on track .</p> <p>Pre and post assessment tasks for identified pupils at second level showed that pupils being aware of where they were in their learning and what their next steps were positively helped them progress.</p> <p><b>Kirkinner</b> PEF funding was used to focus on mindset as well as Maths Recovery and CPA approach. Incas data showed attitudes to maths was an area to be improved . Staff undertook research in growth mindset and specifically with regards to maths.</p> <p><b>Impact – Learners Mindset</b> There has been a 28% rise in numbers of pupils who enjoy maths in P4-7 from Sept 18 to May 19 however there continues to be work to be done with a few pupils at the upper stages who prefer practical activities.</p>	

Initial data in September showed 45% of learners in P4-7 felt anxious about maths however this dropped to 0% in May.

#### **Impact – Learners (Maths Recovery)**

82% of pupils across Early/First levels have achieved expected levels including nearly all pupils who attract PEF. The new approach as well as targeted support has supported pupils to develop their number sense.

#### **Impact –Learners (CPA Approach)**

Pre and post assessments for fractions, decimals and percentages have shown improvement in all pupils' scores and general understanding of the topic.( fractions, decimals, percentages ). This included a particular focus on child attracting PEF funding.

At KK time was allocated to P5-7 teacher to research number talks to help children increase their ability to talk about their learning and mental maths strategies as this was identified as an area of focus for some pupils. There is evidence through observation that children are beginning to use different strategies and their ability to talk about their learning has improved which is evidenced through learning journey jotters.

#### **PW / KK**

##### **Visible Learning – What did we do?**

Funding was used for outside provider to provide training and for support days to enable staff to attend training. (£2500 PW, £1500 KK). The purpose of this was to focus attention on what makes the biggest difference to learners attainment and to apply the research to our contexts providing equity of learning to all with particular focus on those learners who attract PEF funding.

The Visible Learning programme is over 3 years and this first year has mainly encompassed training, evidence gathering to ascertain where we are now and the creation of an action plan showing next steps.

To ensure we are reaching learners who attract PEF funding an initial conversation took place with each to get a baseline of how well they were able to talk about their learning. This initial evidence showed that most pupils need to develop their ability to confidently discuss where they are in their learning and what their next steps will be.

This baseline will be used to measure progress as we continue developing our action plan along with measures we plan to put in place regarding progress towards being an effective learner.

##### **Visible Learning Programme – next steps**

Staff will attend training on 'Building and Developing Visible Learners' focusing on how to target learning through the use of effective LI/SC and embedding self/peer assessment' .

Class teachers will attend training introducing them to evidence gathering tools to use in own classroom and how to carry out an impact cycle based on their evidence.

All staff will implement the school based visible learning plan which is focusing on what makes an effective learner and creating pupil friendly progressions which will support them in knowing where they are in their learning and next steps. As each part of the action plan needs delivered and monitored robustly to ensure change is embedded timescales may shift. Session 20/21 would include what makes an effective teacher and feedback.

#### **Port William**

PEF funding ( £10,000) was used for three different literacy interventions : 5 Minute Box, Closing the Literacy Gap and

Fastlane. The latter two required training and resourcing. Funding was used to employ an additional support for learning assistant two days per week for the whole session.  
Resourcing included purchase of assessment materials, printing of home school materials and additional books for reading. Additional Support for learning Teacher and assistants completed training in order for them to assess, deliver and evaluate the interventions.

#### Five Minute Box

Five pupils benefitted from 5 minute box intervention four of whom attracted PEF funding. One pupil requires no further literacy input and is now on track. Two pupils made enough progress to move onto Closing the Literacy Gap training (one who attracted PEF funding and is now on track). One pupil moved school partway through and another continues to receive input.

#### Closing the Literacy Gap -

Ten pupils benefitted from this input three of whom attracted funding. Of these three, two are now on track and one continues to receive input. Data for these three show improvements of between 6 and 15 months.

The remainder of pupils all showed improvements of between 2 and 20 months over an 8 week period ( sometimes longer)

PM benchmarking levels showed improvements of between 4 and 12 levels for all 10 and between 6 and 12 levels for pupils attracting the funding.

It should be noted that some of this input was delivered through school allocated learning assistant time and not PEF funding.

#### Fastlane

Three pupils benefitted from this input of whom two attract the funding. Improvements made over an 8 week intervention are between 9 and 15months.

Of the 10 pupils who attracted the funding all have made progress however some will continue to receive input next session to further close the attainment gap .

**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? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li><i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li><i>Strategic planning for continuous improvement</i></li> <li><i>Implementing improvement and change.</i></li> </ul>	<p><b>Developing a shared vision, values and aims relevant to the school and its community</b>                      At KK, pupils, parents and staff have a clear shared understanding of the vision which is unique to the school. Pupils display values in their everyday routines.</p> <p>At PW the vision, values and aims have been in place for some time and a refresh is needed to underpin and drive forward planned improvements.</p> <p>Both schools have an inclusive and supportive ethos, relationships between staff and learners are positive.</p> <p>All staff have a clear understanding of the social and economic context of the schools and are committed to closing any attainment gaps as well as delivering equity for all children.</p> <p><b>Strategic planning for continuous improvement</b></p> <p>Strong leadership has created conditions where staff feel confident and are committed to moving forward with evidence based change.</p> <p>Committed and effective staff team work well to deliver positive improvements based on needs of children for example Partnership planning, tracking meetings</p> <p>Staff are encouraged to lead development and leadership capacity is continuously being built.</p>	<p>Refresh vision, values and aims with all stakeholders at PW and update at KK to take into account changing priorities</p> <p>Monitoring of progress towards improvement targets should be more explicit with concise measurable outcomes. Update / annotate SIP as progress is made.</p>	<p>4</p> <p>13</p>

	<p>A range of initiatives are in place across the schools to improve learners experiences and outcomes for learners.</p> <p>A range of mechanisms have been used to self - evaluate the work of the schools which include views of learners and parents.</p> <p><b>Implementing improvement and change</b></p> <p>A range of approaches are used as evaluative evidence to identify priorities for improvement such as attainment data, professional dialogue, tracking meetings, self- evaluation using HGIOS, use of Benchmarks and surveys on learning and teaching.</p> <p>All staff are involved in evaluating the work of the school. Staff are encouraged and willingly undertake implementation of whole school priorities by leading developments eg comprehension, reading, spelling, sustainability</p> <p>School Improvement Plan has proved to be a successful tool in securing school improvements over recent years through the overtaking of priorities which have included reading, science, sustainable learning, numeracy</p> <p>All teaching staff participate in a wide range of professional learning activities which are aligned to school improvement plan.</p>	<p>Ensure changes are monitored at regular points throughout the year to ensure they deliver maximum impact on learners.</p> <p>Include more planned opportunities for staff to share classroom practice and ideas and to be more involved in practitioner and collaborative enquiry.</p> <p>Extend ownership and responsibility in leading aspects of school improvement – all staff</p>	

<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p><b>Learning and engagement</b>                  Positive ethos and strong relationships are evident in both schools and across the Partnership where staff and children feel valued.</p> <p>Most (PW), almost all (KK) children enjoy learning at school and feel supported in their learning. Children have had opportunities to be involved in planning learning and creating targets however this should be consolidated.</p> <p>Most children across the Partnership are eager to please, confident and engage well in activities</p> <p>Learners experiences are well matched to the needs of most children and new approaches developed this session are supporting eg Maths Recovery, Closing the Literacy Gap, Growth Mindset</p> <p>Children have good opportunities to lead and to contribute effectively to the wider life of the school and community eg super safety, end of term events, Playmakers, litter picks, Skills Friday , councils, enterprise, buddies however there is scope to further develop experiences of leading in class based learning</p> <p>Increasingly most children are able to explain what they are learning and why.</p> <p>Children continue to have opportunities to make choices in their learning, eg at KK – chilli challenges in P5-7, variety of finisher tasks p1-4, at PW – choice of activities depending on how pupils like to learn, choice of resources, choice of tasks for feeding back their learning.</p> <p>Children are provided with opportunities to use digital technologies to support learning and are most confident in using digital tools to research</p>	<p>To continue with work started on ‘ what makes a good learner’ which will develop skills of perseverance, resilience and improved recognition of their responsibilities and how they relate to their rights.</p> <p>Further engage pupils in opportunities to plan learning .</p> <p>Further develop approaches to ensure all children consistently receive an appropriate level of pace and challenge across the curriculum eg open ended tasks, discussions, problem solving</p> <p>Continue to promote opportunities for children to lead learning.</p> <p>Continue to develop staff confidence in digital technologies to support pupil learning and monitor effectiveness of updated progression.</p>	<p>4</p>
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	<p>and present work. An updated progression developed recently will be monitored for effectiveness eg wider range of opportunities and choice. Teacher confidence is developing and staff have been identified to support others.</p> <p>The range of digital technology to enhance learners experiences currently used includes computers, IWB, laptops, cameras, video and Greenscreen, kindle at Kirkinner</p> <p>Achievements are recognized eg wall displays, certificates, newsletters</p> <p>Most children at PW and all at KK feel their views are sought and acted upon</p> <p><b>Quality of Teaching</b> Staff use a variety of learning and teaching approaches to support and motivate pupils. Most pupils find lessons interesting.</p> <p>We use a range of learning environments and contexts including outdoors eg playground, beach, forest, work experience in the community, trips, residential,</p> <p>LI and co-constructed SC are increasingly in evidence across all classes however there is a need to make the value of these more explicit to pupils.</p> <p>Explanations and instructions are clear in all classes.</p> <p>Staff use questioning well encouraging children to think eg how, why, explain, prove it.</p>	<p>Staff member to take part in the Digital Leader Programme which is aimed at building capacity at school and cluster level, demonstrating how digital technologies can be used to support learning &amp; teaching. ( programme includes Microsoft Office/Workflow, Internet safety, Cyber Resilience, Computing Science/Computation thinking, sel-evaluation tools )</p> <p>Develop childrens understanding of how their achievements help them develop knowledge and skills for life, learning and work . Ensure all learners have the opportunity to share achievements out with school</p> <p>Develop shared understanding of what constitutes effective teaching and learning in our Partnership to ensure consist high quality experiences. Moderate pupil experiences of this across the Partnership.</p> <p>Continue to make more use of learning outdoors and relevant learning contexts. Consider play based learning approach at Kirkinner ( new staff member June 19 )</p> <p>Continue to work with pupils to co-construct SC and support them in their use to evaluate and talk about their learning.</p>	
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	<p>Staff are using an increasing range of strategies to encourage thinking skills eg talking partners, Blooms questions, thinking hats, reciprocal reading, opportunities to explain thinking in numeracy tasks</p> <p>All pupils recognize that they receive feedback on their learning and are most able to talk about next steps in writing.</p> <p>Staff give useful feedback to pupils at task and process level and are increasingly linking feedback to SC.</p> <p><b>Effective use of assessment</b> All staff are using a range of assessments including planned assessments, on-going pupil work, professional judgement and standardised assessments to plan next steps appropriately</p> <p>Staff engage with the literacy and numeracy benchmarks to support planning for progression and in making more robust professional judgements</p> <p>Staff have participated in a wide range of professional development activities in recent years to support their understanding of moderation and are increasingly confident in their understanding of standards to be achieved particularly at 'achievement of a level' stage. This has involved working with staff at school, Partnership, cluster, local and National level</p> <p>The majority of the pupils can talk about their learning targets and these are shared in learning conversations with staff, pupils and parents.</p> <p><b>Planning, Tracking and monitoring</b> Staff plan learning using E's and O's and</p>	<p>Further develop staff skill and understanding of different types of feedback which will enhance pupil ability to talk about their learning.</p> <p>Continue to engage pupils in self / peer assessment using SC.</p> <p>Further develop a clear assessment framework to provide guidance and direction for staff.</p> <p>Continue collaborative activities across the Partnership and Cluster within moderation cycle.</p> <p>Continue to amend literacy and numeracy progressions to include planned assessment to more robustly track progress towards a level which is transparent to staff, pupils and parents.</p> <p>Continue to development holistic assessments to ensure children have opportunities to demonstrate and apply skills and knowledge in a range of contexts.</p> <p>Pilot activities have taken place this session to improve the target setting process so children have more ownership of their learning targets and progress however this work is ongoing</p> <p>Planning formats will be revised in literacy and</p>	
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	<p>benchmarks across all areas of the curriculum ( year overview, medium, daily / weekly )</p> <p>A useful tracking and monitoring system is used by all staff which shows pupil progress. The headteacher meets regularly with staff and L.S. teacher to discuss <b>all</b> childrens progress in learning and identify any interventions which may be necessary. These tracking meetings are useful and well documented.</p>	<p>numeracy to be more focused on progression through a level which is understood by staff, pupils and parents. These will further increase staff confidence in tracking and monitoring.</p> <p>Work towards developing assessment capable learners where children can confidently talk about where they are in their learning and next steps.</p>	
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<p><b>Wellbeing</b></p> <p>There is a sense of community in our school. There is a commitment to providing an inclusive learning environment where children are supported. Staff know pupils well and are responsive in dealing with any personal challenges and difficulties.</p> <p>All staff have a clear understanding of the social and economic context of their school and feel that this is influencing their practice eg range of interventions, nurturing approach</p> <p>Surveys show that all children (KK) , most children (PW) feel safe, happy, treated with respect and valued in school. Relationships across the school community are positive and respectful. Almost all pupils (PW), all pupils (KK) confirm they have someone to speak to if they have a concern.</p> <p>Almost all children (KK), most children (PW) show consideration for others and positive behaviour is observed most of the time throughout the schools.</p> <p>Most children feel encouraged to do their best and are supported in their learning.</p> <p>Responsibility is encouraged in a range of ways eg children have specific roles (PW - buddies, councils, Playmakers, JRSO, job rotas, KK –</p>	<p>Vision, values and aims are to be refreshed with all stakeholders at PW and updated at KK to take into account changing priorities eg wellbeing, respect for all, rights and responsibilities including learning capabilities.</p> <p>Update Respect for All, anti – bullying guidance 19/20</p> <p>Create further opportunities to find out from pupils what they want to learn in school.</p>	<p>4</p>

	<p>councils, Playmakers, job rotas )</p> <p>Staff are knowledgeable about the wellbeing indicators which have been included into the HWB planning.</p> <p>Across the Partnership childrens understanding of wellbeing indicators continues to be developed.</p> <p>Children are developing awareness of rights and responsibilities through curriculum contexts eg HWB plans</p> <p>Almost all parents feel we know their children well and are supporting their emotional wellbeing and development. Almost all parents feel comfortable approaching the school should an issue arise.</p> <p>Most pupils (PW), all pupils (KK) acknowledge they have opportunities to express their views eg learning conversations, assemblies, in class time, surveys, focus groups, councils, using HGIOS resource to support learner participation in self evaluation however this should be continuously extended</p> <p>An amended HWB programme started in August 18 which includes links with wellbeing indicators, UNCRC, mental and emotional health and equality / discrimination. Initial reflections are that staff value the links to SHANARRI and Skills Friday as well as the clear outline and reference to suitable resources.</p> <p>Programmes of work have been included to develop resilience strategies and positive mindsets including workshops for parents on Growth Mindset. This work will continue to be progressed and embedded.</p> <p>A range of partners complement the HWB programme ensuring children know how to keep safe eg Community Police, PIRSAC, Childline, GIRFEC officer, RHET, Community Safety Officer</p>	<p>More explicit analysis of wellbeing indicators should be used to identify and support needs of individuals.</p> <p>Continue to make links across the curriculum.</p> <p>Evaluate new programme and amend as necessary.</p> <p>Continue to embed resilience and growth mindset through HWB programme and soon to be introduced learner capabilities. Consider extended support for identified pupils.</p> <p>Identify further opportunities Partner involvement.</p>	
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	<p>After school activities are in place which promote active lifestyles eg football, netball, badminton, tennis at PW. KK – walk, run, jog and youth Group. Both schools participate in events promoting active lifestyle eg triathlon, rugby, cross country, Scottish country dancing</p> <p>Activities / clubs which support HWB include lego club, nurture group, Fruit Friday, Wake Up, Shake Up, worry box at PW and homework club at KK.</p> <p><b>Fulfilment of statutory duties</b> All children receive their 2 hours entitlement of P.E. weekly Attendance is monitored monthly Child protection training and procedures are kept up to date ASN framework is implemented appropriately</p> <p><b>Inclusion and Equality</b> Support for childrens learning through IEP's are evaluated regularly, targets have short timescales, are shared and understood by staff and parents</p> <p>Additional support is provided for individuals and groups of children which is well planned as a result of tracking meetings. Tracking meetings include HT, class teachers and support for learning teacher.</p> <p>Tracking and monitoring of progression is well established for literacy and numeracy however is less consistent in the area of Health and Wellbeing</p> <p>Interventions are evaluated and used to inform next steps Enhanced arrangements where necessary are put in place for those transitioning from Playgroup to P1 and P7 to S1.</p>	<p>Consider more after school clubs, programmes to support HWB</p> <p>Explore opportunities to bring Partner schools together for after school activities.</p> <p>Track and monitor HWB more consistently.</p>	
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	<p>All pupils have equal access to opportunities appropriate to their stage eg, after school clubs, trips, residential experience,</p> <p>The updated HWB programme includes opportunities for children to recognize the importance of celebrating diversity and challenging discrimination. Children are beginning to have an understanding of these.</p>		
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children's progress (for <u>Early Learning Childcare</u>)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li>• <i>Children's progress over time</i></li> <li>• <i>Overall quality of children's achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<p><b>Attainment in literacy and numeracy- Port William</b></p> <p>Overall, most children are achieving expected levels in listening and talking, reading and numeracy, whilst the majority are achieving expected levels in writing.</p> <ul style="list-style-type: none"> <li>• Almost all children achieved early level in literacy and numeracy</li> <li>• Majority of children in P4 achieved first level in writing and numeracy and most achieved first level in listening/talking and reading</li> <li>• Most children in P7 achieved second level in across literacy and numeracy</li> </ul> <p>•</p> <p><b>Attainment in literacy and numeracy- Kirkinner</b></p> <p>Overall most children across the school are achieving expected levels in listening and talking and numeracy and majority are achieving expected levels in reading and writing.</p> <p>Attainment data is based on teachers' professional judgements. This is supported by a range of assessments, standardized assessment, moderation , learning conversations and professional dialogue.</p> <p>Procedures are in place to monitor the progress of all pupils and is increasingly robust and reliable particularly at end of levels.</p>	<ul style="list-style-type: none"> <li>• Continue to use a range of evidence to raise attainment in literacy and numeracy ( excellence and equity )</li> </ul> <p>Specifically</p> <ul style="list-style-type: none"> <li>• Continue reading interventions put in place during last two years and ensure greater focus on reading in class and at home.</li> <li>• Continue to develop Maths Recovery approach and consistent use of concrete, pictorial, abstract to raise attainment in numeracy</li> <li>• Develop wider range of contexts for learning in maths and numeracy for application of learning</li> <li>• Implement 'learner capabilities' to develop skills of resilience, determination, perseverance etc</li> <li>• Evaluate writing to address any issues. Include writing in a wide range of styles ( First level KK ) , more contextual writing ( Early level KK )</li> </ul>	

	<p><b>Attainment over time</b>  As a result of thorough tracking and monitoring of children's progress, gaps in childrens learning are identified and addressed to raise attainment. Children who have additional support needs have their progress towards their targets reviewed regularly</p> <p>Moderation takes place across the Partnership, at cluster level and with staff across the local authority.</p> <p>Staff are making good use of the National Benchmarks to support their understanding of standards and are becoming increasingly confident in applying national standards when making professional judgements about achievement of a level.</p> <p>Attainment over time is tracked. At Kirkinner, small yearly cohorts do not give accurate representation of trends. At Port William literacy levels ( reading, listening and talking ) and numeracy levels continue to increase however in the middle school stages identified areas will be addressed.</p> <p><b>Overall quality of learners' achievement</b>  Most pupils are developing a wide range of achievements which are recognized and recorded in a variety of ways eg wall displays, newsletters, and certificates.</p> <p>Pupils record their achievements linked to the four capacities and reflect on next steps however there is some inconsistency. At KK achievements have started to be linked to leaner capabilities.</p> <p>Participation in clubs and after school activities is recorded and analysed to identify children who are not attending clubs and to investigate the reasons for this</p>		
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	<p>Skills Friday is used as a vehicle to promote skills for learning, life and work which includes focus on STEM, Health ( cooking ), outdoors and community involvement. Parents and Partners are involved .</p> <p>Pupils are developing important skills for life through a range of responsibilities eg councils, buddying, Playmakers, JRSO, Skills Friday and enterprise.</p> <p>All pupils experience a broad range of opportunities which contribute to the life of the school and wider community which develop confidence and self-esteem eg concerts, competitions, dance and music festivals, sports teams, charity work and attaining Eco-Schools green flag awards.</p> <p><b>Equity for all learners</b> There is a clear focus on closing the equity gap and raising attainment across the school using data and monitoring of progress</p> <p>Staff have a good understanding of the socio-economic background of all the children and appropriate interventions to address individual children's needs are put in place</p> <p>Children are identified who require the greatest support and PEF has been used to access a range of appropriate resources.</p> <p>PEF funds have been used to develop teachers' skills to ensure ongoing improvements in children's literacy and numeracy. Interventions and teacher input are based on research.</p> <p>PEF interventions are showing progress in improvement particularly in reading at PW.</p>	<p>Continue to recognize and record achievements and ensure pupils can link to developing skills for life, learning and work.</p> <p>More robust tracking of childrens achievements to ensure all children access opportunities and achieve as best they can.</p> <p>Involve parents and learners in focus group to review how we recognise and record achievements.</p> <p>Continue to use range of data to identify pupils and interventions which will have greatest impact. Continue to monitor progress.</p> <p>Research interventions to support HWB.</p> <p>PEF should continue to be carefully targeted to improve children's progress in literacy and numeracy showing measurable progress over time.</p>	
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**2.2 Curriculum: Theme 3 Learning Pathways**

Children experience a broad curriculum based on a 3 year planning cycle.

Staff have an increased understanding of Learning for Sustainability and a poster has been created to show how this can be embedded. Children are at the early stages of using the language of learning for sustainability.

Clear progression frameworks are in place for literacy and numeracy however these are to be reviewed to allow for pupils and parents to see and understand progression more clearly. Progressions in numeracy have been adopted at Early and First level to develop number knowledge based on Maths Recovery training.

Updated HWB programme is in place and initial reflections are positive.

A digital literacy progression has been recently updated and will be monitored for impact.

All pupils have taken part in a series of activities with a focus on engineering which evidenced increased knowledge of both staff and pupils. Parent views were positive and learners enjoyed the related careers fair involving a range of partners.

Transition programmes are in place from Nursery/Playgroup to P1 and P7 to S1.

Children benefit from a wide range of out of school activities eg sporting and musical activities

Effective use is made of the local area and partners to enhance childrens learning .Examples in recent years include( forest, beach, RHET, pirsac, book town ). Outside providers including Generation Science, Solway Tours add value to experiences.

Curriculum overview to be refined to further define connections across learning and across different curricular areas ( relevance , coherence , challenge ). Revisit curriculum rationale and IDL.

Skills for learning, life and work could be developed further and more explicitly although they are developed through Skills Friday

Continue outdoor learning / learning for sustainability opportunities

Amend literacy and numeracy progressions so they are transparent to staff, pupils and parents,

Monitor digital literacy and upskill staff as appropriate.

Continue STEM development to focus most on Technology and Engineering and promote use of partners from growth sectors

<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people’s learning.</b></p>	<p>Across the Partnership there are positive relationships with parents. Communication includes monthly newsletters, termly curriculum news and text messaging as appropriate.</p> <p>Targets are shared with pupil, teacher and parents which parents find helpful and informative.</p> <p>Parent Councils / Parents and Friends support schools through social events, fundraising and in discussion on SIP. Parent Council is a consultative forum for SIP. Kirkinner Parent Council has provided funding for breakfast club, trips, construction resources, Port William provided funding for outdoor learning, transport, fruit</p> <p>Parent volunteers help with activities in and out of school time eg Youth Group, football, bikeability, netball, tennis, walk/run/jog, craft club, Skills Friday and accompanying children on trips.</p> <p>Annual reports summarise childrens learning, attainment and next steps in learning.</p> <p>Surveys have evidenced almost all parents say their children like being at school and staff know their children well.</p> <p>SIP priorities are shared and discussed at Parent Council meetings and shared more widely with Parent Forum</p> <p>Curricular workshops are held each session which are found to be helpful and informative. Rhymetime has proved popular at Port William working together with Library, parents and Playgroup.</p> <p>Parents are positive in their view of school providing a safe and welcoming environment and they feel comfortable approaching the school.</p> <p>Opportunities are provided for parents to share their views eg post it notes at events, surveys,</p>	<p>Continue to actively engage parents in the life of the school and further promote engagement in their childs learning</p> <p>Continue to develop target setting process to be more transparent and led by learners .</p>
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	<p>workshops.</p> <p>Skills for learning, work and life are supported by parents and the community particularly through Skills Friday opportunities</p> <p>Most parents feel they have the opportunity to be involved in activities or events in school and feel they are kept well informed about their child's progress</p>	
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### 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><b>School Priority 1</b> Learning and Teaching/Curriculum</p> <p><b>NIF Priority</b> Improvement in Attainment</p> <p><b>NIF Driver</b> School Improvement</p> <p><b>HGIOS?4 / HGIOELC QIs</b> 1.2, 1.3, 2.2, 2.3,</p>	<ul style="list-style-type: none"> <li>Curriculum rationale reviewed and adapted to reflect needs of our community</li> </ul> <p>Impact Measure – *focus group- pupils can talk about rationale, what it is and how it impacts on the work of the school * Staff planning reflects rationale.</p> <ul style="list-style-type: none"> <li>Experiences are created which are relevant, motivating , enjoyable and challenging for all pupils</li> </ul> <p>Impact Measure- *Almost all pupils rate experiences positively and feel they are involved in the planning process.</p> <ul style="list-style-type: none"> <li>Pupils experience progressive, differentiated experiences in identified aspects of literacy and numeracy to increase attainment.</li> <li>Staff use and understand appropriate assessment tools (SNSA,</li> </ul>	<p>Create working group to include all stakeholders to review curriculum rationale with aim of producing simple, ( pictorial ) representation. Should include Learning for sustainability, relevant contexts, skills of learning.</p> <p>Share data from surveys with staff re enjoyment of learning.</p> <p>Pupils involved in Planning.</p> <p>Plan contexts for learning collaboratively each term ensuring rationale is reflected within them . Guidance and reflective questions to be provided.</p> <p>Collaboratively plan literacy/ numeracy contexts x5 over the session to ensure progression. (Moderation) .Include practitioner enquiry.</p> <p>Plans will include appropriate</p>	<p>HT to lead. Involve staff, pupils and parents in working group.</p> <p><b>2 Support days</b> to allow staff on working group ( x1 from June 18 allocation, x1 from August to March allocation</p> <p>One day per class each term. <b>12 Support Days PW</b> (9 from Aug to March allocation, 3 from April to June allocation)</p> <p><b>4 Support days ( KK )</b></p> <p>7.5 hrs taken from Planning time to do collaborative planning- Term 1 - 1 ½ hrs Term 2 - 1 ½ hrs Term 3- x2 1 ½ hrs Term 4 - 1 ½ hrs</p>

	<p>benchmarking, ASN diagnostic assessments)</p> <p>Impact Measure- *practitioner enquiry measure shows positive outcome for pupils and 5% increase in writing / numeracy at PW, 5% increase in reading/writing at KK by June 2020 *staff use and understanding of assessment data is used to support next steps for pupils evidenced through professional dialogue, plans and pupil progress.</p>	<p>differentiation, pace and challenge.</p> <p>Focus of observations will change from observations to ‘collaborative support’ ( staff to support each other and work in each others classrooms at time of their own choice and as often as required )</p>	<p>PRD targets included.</p> <p>Staff Development x2 for data</p>
<p><b>School Priority 2</b> Learning and Teaching</p> <p><b>NIF Priority</b> <b>Improvement in Attainment</b> <b>Closing the attainment gap</b></p> <p><b>NIF Driver</b> <b>Assessment of children</b> <b>School Improvement</b> <b>Parental Engagement</b></p> <p><b>HGIOS?4 / HGIOELC Qis</b> <b>1.2, 2.3, 2.5, 2.7. 3.2</b></p>	<ul style="list-style-type: none"> <li>Pupils to be aware of what makes a good learner and use learner capabilities daily (will link to wellbeing and updated rationale)</li> </ul> <p>Impact Measure-</p> <ol style="list-style-type: none"> <li>Pupils (with support) identify their starting point on rubric and can show their progress over the session</li> <li>Staff use learner capabilities daily along with LI/SC. Staff to support each other in measuring progress through collaborative support as and when required. Measure will be through professional dialogue notes.</li> </ol> <ul style="list-style-type: none"> <li>Pupils to be assessment capable eg can talk about what they are learning, where they are in their learning and next steps.( self-regulate)</li> </ul> <p>Impact Measure-</p> <ol style="list-style-type: none"> <li>Almost all pupils can articulate above using progressions which are to be created</li> <li>Almost all pupils can use progressions to help support target setting as an ongoing process</li> <li>Pace and challenge of learning is appropriate eg at least one year growth which will be checked on progressions.</li> <li>Whilst this will be a whole school priority, individuals will be targeted</li> </ol>	<p>Complete rubric.</p> <p>Staff to support pupils in identifying starting points.</p> <p>Staff to use learner capabilities daily and create Learning Pit.</p> <p>Collaborative support as and when required.</p> <p>Create pupil/parent friendly progressions in- Writing Reading Listening and Talking Numeracy</p> <p>Create leaflets for parents to support numeracy.</p> <p>Pupils (with support initially) create targets/ goals.</p> <p>Learning and Achievement Folders (PW) and Fab Folders (KK) amended to support all of above.</p>	<p>Impact coaches during assembly time Class time</p> <p>X2 staff development to understand and create Learning Pit.</p> <p>HT cover classes.</p> <p>X4 days PEF KK ( LMCS lead) X6 days PEF PW X6 days PEF PW X6 days PEF PW</p> <p>Staff development x6</p> <p>Impact Coaches ½ hr weekly plus 6 support days (3 PW PEF, 3 from June 18)</p>

	<p>to support their resilience and motivation to succeed.</p>		
<p><b>School Priority 3</b> Health and wellbeing</p> <p><b>NIF Priority</b> Improvement in young people's and children's health and wellbeing</p> <p><b>NIF Driver</b> <b>Assessment of children</b> <b>School Improvement</b></p> <p><b>HGIOS?4 / HGIOELC QIs</b> 3.1, 3.2</p>	<ul style="list-style-type: none"> <li>• Respect for All Policy updated</li> </ul> <p>Impact – procedures, rules are clear to all. Ethos is nurturing, inclusive and supportive.</p> <ul style="list-style-type: none"> <li>• All pupils have achievements which are recognized and recorded (linked to learner capabilities especially resilience and determination – growth mindset as well as skills for learning, life and work)</li> </ul> <p>Impact Measure-</p> <ol style="list-style-type: none"> <li>All pupils have a record of achievement which they can discuss including skills they have achieved</li> <li>Pupil and parent focus groups and surveys show all pupils feel their achievements have been recognised</li> </ol>	<p>Lead person to undertake reading and research, include stakeholders to update policy including respect for all, anti-bullying, procedures, rules.</p> <p>Work with parents across the partnership.</p> <p>Create rationale for praise/rewards eg what are we rewarding at assemblies, on displays, at end of year celebrations and why? Is it equitable?</p> <p>Create system to record achievements (Link to Skills Friday blocks)</p> <p>After school clubs to support resilience and wellbeing.</p> <p>Enhance system to track HWB including achievements</p>	<p>Lead Person FP <b>x10 support days</b></p> <p>FP/LMcS to link in developing this area</p> <p>Lead Person LMcS x6 or x8 days ( <b>x2 PEF, x 4 or 6 support days</b> )</p> <p>PEF time to directly support individual pupils at KK. PEF PW to support after school nurture groups</p> <p>Staff Development x1 and Inset Day</p>

<p><b>Cluster Shared Focus</b>  <b>1+2</b>  <b>Moderation</b>  <b>Numeracy &amp; Mathematics</b>  <b>Literacy</b></p> <p><b>NIF Priority</b>  <b>Improvement in attainment, particularly in literacy and numeracy.</b></p> <p><b>NIF Driver</b>  <b>Improvement School Leadership, Assessment of Children's Progress, School, Performance Information</b></p> <p><b>HGIOS?4 / HGIOELC QIs</b>  <b>1+2</b>  <b>1.2, 2.2, 2.3, 2.7, 3.3</b></p> <p><b><u>Numeracy &amp; Mathematics</u></b>  <b>2.3, 2.7, 3.2</b></p> <p><b><u>Moderation</u></b>  <b>2.3, 2.7, 3.2</b></p> <p><b><u>Literacy</u></b>  <b>2.3, 2.7, 3.2</b></p> <p><b><u>Science</u></b>  <b>2.3, 2.7, 3.2</b></p>	<p><b>1+2</b>  Assessment materials available for P1-7 in French by March 2019  Lead practitioners to plan Spanish programme P5-7. Lead practitioners to agree / create a range of assessment materials for French (1<sup>st</sup> Language)</p> <p>Primary HTs moderate French through learning conversations with pupils at each stage with view to making any relevant amendments to S1 programme to build on progression from primaries.</p> <p>Implement Spanish from P5 from August 2019 as part of National Priorities.</p> <p><b>Numeracy &amp; Mathematics</b>  'Developing Number Knowledge' – continue training for staff.</p> <p>Implement assessment materials at all levels to ensure progression, pace and depth of learning.</p> <p>HTs to share progressions and assessments with secondary colleagues to ensure progression, pace and depth of learning.</p> <p>Partnership schools will continue to develop skills in 'Developing Number Knowledge' in their own settings to measure impact on pupil learning.</p> <p><b>Moderation</b></p> <p>Moderate Number Knowledge on additional INSET day (primary and secondary) to ensure training has built</p>	<p>Lead practitioners to agree / create a range of assessment materials for French (1<sup>st</sup> Language)</p> <p>Create a shared focus group proforma.</p> <p>HTs to carry out focus groups in individual schools.</p> <p>Feedback to staff and HT cluster (invite secondary modern language representative for feedback)</p> <p>Staff to implement Spanish programme.</p> <p>Organise training and supply staff to cover.</p> <p>Implement assessment materials at all levels at cluster meeting.</p> <p>HTs to share progressions and assessments with secondary colleagues at cluster meeting.</p> <p>Implement 'Developing Number Knowledge' strategies.</p> <p>Moderate Number Knowledge on additional INSET day (primary and</p>	<p>Modern Language Lead Practitioners – by end of Term 2.  4 days from cluster budget 1 primary, 1 secondary rep.</p> <p>June 2019.</p> <p>By December 2019.</p> <p>January 2020 HT Cluster Meeting.</p> <p>P5-P7 – August 2019.</p> <p>By June 2020 (primaries).</p> <p>Cluster in August 2019.</p> <p>HTs and Secondary Maths – By October 2019.</p> <p>Partnership Plans – throughout the year.</p>
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	<p>teacher confidence and is impacting on pupil learning.</p> <p><b>Literacy</b> HTs to review Literacy frameworks to ensure progression across stages Early to Fourth. Share with secondary colleagues to raise attainment and show progression.</p> <p><b>Science</b> HTs to review with secondary Science department to ensure coverage of benchmarks and to raise attainment.</p>	<p>secondary).</p> <p>HTs to plan and develop Literacy Frameworks to share with cluster.</p> <p>HTs to review with secondary Science department</p>	<p>Additional INSET day (date to be confirmed).</p> <p>HTs to meet and produce by June 2020.</p> <p>HTs and Secondary Science by June 2020.</p>
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