

School Improvement Planning Returns to Local Authority (2020 - 2021)

School: Kirkbean and New Abbey Partnership

Date: April 2020

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims

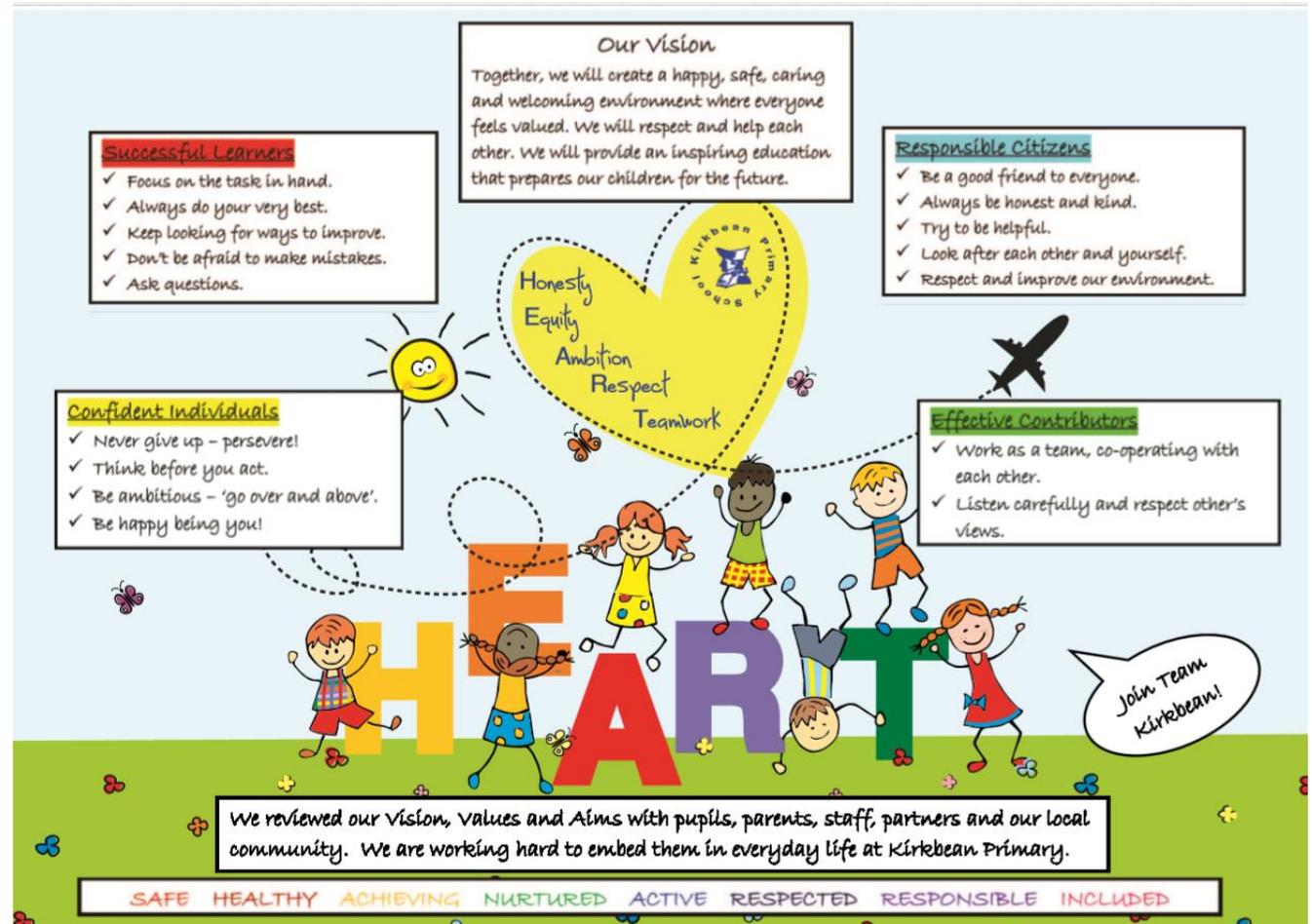
School Statement

During 2019-20, we worked with pupils, parents, staff, partners and each local community to create a new Vision, Values and Aims. Each school had their own journey (see next page as well).

Our children are confident in their knowledge and understanding of our Vision, Values and Aims. They are becoming increasingly embedded in everyday life at school.

The work was graded as **Very Good** by Education Scotland during Kirkbean's Inspection in January 2020.

In each school, we also created a new Curriculum Overview with pupils using the Refreshed Curriculum Guidance and created a Curriculum Rationale which links to our Vision, Values and Aims.



Review Date: 2022/23

Review Activities (as appropriate)

Detailed evidence of each journey has been maintained. Our Vision, Values and Aims becoming increasingly embedded in each school.

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).

Successful Learners

- ✓ Listen carefully and work hard.
- ✓ Learn from your mistakes.
- ✓ Never give up, keep trying.
- ✓ Take pride in yourself and your work.
- ✓ Be a responsible learner.

Confident Individuals

- ✓ Believe in yourself.
- ✓ Encourage others to be the best they can.
- ✓ Think positively.

Resilient

Independent

Supportive

Equal

Our Vision

Together, we will create a supportive environment that celebrates individuality and promotes equity, resulting in happy, confident children. We will provide a high-quality education which will help our children to realise their full potential, giving everyone a passion for lifelong learning.

Responsible Citizens

- ✓ Set a good example to others.
- ✓ Represent the school positively.
- ✓ Always use good manners.
- ✓ Value others.
- ✓ Arrive equipped for the day.

Effective Contributors

- ✓ Don't be afraid to share your ideas.
- ✓ Work as a team, valuing all contributions.
- ✓ Ask questions, challenge thinking.
- ✓ Be a Global Citizen.
- ✓ Be brave - share your ideas.

R.I.S.E

Aim High!

We reviewed our vision, values and aims with pupils, parents, staff, partners and our local community. We are working hard to embed them in everyday life at New Abbey Primary.

SAFE HEALTHY ACHIEVING NURTURED ACTIVE RESPECTED RESPONSIBLE INCLUDED

NEW ABBEY PRIMARY SCHOOL
FOUNDED 1900

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>NIF Priority Attainment in Literacy</p> <p>NIF Driver School leadership Teacher professionalism Performance information Assessment of children's progress.</p> <p>HGIOS?4 QIs 2.3 Learning and teaching 1.5 Managing resources to promote equity 3.2 Raising Attainment and achievement</p>	<p>Actions Select a new spelling resource for use with P2-7 children (NA only). ✓ Use jotters for home and class work, consistently modelling excellent presentation and showing evidence of feedback. ✓ Embed effective use of personal spelling word lists. ✓ Implement a revised Programme of Learning for Spelling. ✓ Utilise the new ipads for reinforcement. ✓ Introduce targeted spelling homework. ✓ Utilise Small Test of Change (PDSA) methodology for targeted spelling intervention. ✓ Continue to use Sound Reading System (CLG) for intervention if required. ✓ HT to continue to attend ASLT Consultation meetings. ✓ (new phonics/blending trackers introduced in T2) ✓</p> <p>Impact TRACKING SPELLING KB – 7/12 improved. 3/12 stayed the same, 2/12 joined recently so only tested once. NA – Almost all have shown improvement in spelling. CLG – Very good progress for two pupils involved (NA). Results not available at time of writing. PDSA – One KB pupil 4-week intervention. Results: 1/22 to 19/22. Continue to monitor. Spelling 'Monsters' (personal spelling lists) are impacting on individual spelling errors and increasing pupil responsibility for improvement. Ipads have been helpful but I have requested that they no longer link with the Local Authority due to issues with adding apps and updating. We ensure we remain diligent regarding cyber-safety and child protection.</p>	<p>Refresh Progression Planners for:</p> <ol style="list-style-type: none"> Talking and Listening Reading Writing Refresh writing assessment criteria. Increase the use of High-Quality Assessments. <p>(Session 2021/22: Numeracy and Maths)</p>

	<p>CfE Writing Predictions: NA - Early Level: 4/8 on track *Interventions/support in place First Level: 11/14 on track Second Level: 12/14 on track KB - Early/First: 6/7 on track Second: 2/5 on track* Interventions/support in place</p>	
<p>School Priority 2 Improved Learning and Teaching</p> <p>NIF Priority Attainment in Literacy and Numeracy</p> <p>NIF Driver School improvement Teacher professionalism</p> <p>HGIOS?4 QIs 2.3 Learning and teaching 3.2 Raising Attainment and achievement</p>	<p>Actions **HT and Peer observation focus is on effective questioning and feedback. X Use of <i>Small Test of Change</i> Methodology to plan and measure impact. ✓ Reflect on the new Learning Conversation template. ✓ Introduce termly formal contact alongside Open Afternoons: ✓</p> <ul style="list-style-type: none"> • A formal communication from the school on pupil progress each term: • T1 - Learning Conversation ✓ • T2 – Interim Report ✓ • T3 – Learning Conversation ✓ • T4 – Final Report ✓ <p>Impact New Feedback Code introduced across the Partnership. Improved meta-cognition; pupils are becoming more responsive and independent. ISL project awaiting completion due to Covid19 which led to a change in the way fractions are taught in the Early Years. Learning Conversation template improved again based on parent feedback and PIE survey.</p> <p>Surveys KB – All families who responded were satisfied with the way we feedback on pupil learning. All pupils were satisfied with their feedback. (Education Scotland Inspection Survey) NA – 20/20 families who responded said they are satisfied with the way we feedback on pupil learning (there are 25 families). Peer observation was planned for T3 but did not happen due to Covid19. A template is ready for next session.</p>	<ol style="list-style-type: none"> 1. Create a new observation template with focus on: HOTS, Creativity & Skills 2. Use HGIOURS to evaluate Theme 2: Learning & Teaching. <ol style="list-style-type: none"> 1. Introduce informal Peer Observation to provide opportunities for Professional Dialogue and moderation. 3. Improve how we track skills through Wider Achievement (linked to Developing Young Workforce, DYW).
<p>School Priority 3 Create and embed a new Vision, Values, Aims and Rationale in each school community.</p> <p>NIF Priority Improvement in children’s HWB.</p> <p>NIF Driver School leadership</p>	<p>Action Clear, visible, VVA & R embedded in all aspects of school life. ✓ The VVA and R underpin our Positive Behaviour and Anti-Bullying Policies. ✓ Engage with the <i>Rights Respecting Schools</i> document. X A robust HWB Programme of Learning will ensure that there are no gaps and we are ensuring that our learners have equity of experience. ✓</p> <p>Impact From Education Scotland: Strength - <i>The successful review and sharing of the school’s vision, values and aims. Everyone in the school community has a shared responsibility for contributing towards a positive ethos and a climate of</i></p>	<ol style="list-style-type: none"> 1. <i>Gold Award</i> on the Rights Respecting Schools journey. 2. Launch new HWB Progression Planner (which includes specific lessons on diversity and discrimination, ES) 3. Improve how we track Wellbeing in alignment with existing Literacy and Numeracy Tracking.

<p>Parental engagement School improvement</p> <p>HGIOS?4 QIs</p> <p>1.3 Leadership of change 1.4 Leadership and management of staff 2.2 Curriculum 3.1 Improving well-being, equality and inclusion</p>	<p>respect and trust.</p> <p>In both schools, pupils, parents, staff, partners and the local community were involved in the creation of new Vision, Values and Aims. We are proud of the robust manner in which we led this journey and are pleased that Education Scotland acknowledged that it was successful. The children are confidently able to talk about the Values in particular.</p> <p>We created 'Behaviour Agreements with the children in each school (Policies – the children voted for the word Agreement) which include an anti-bullying section. We created a Home Learning Agreement in the same way. Parents were consulted throughout the process.</p> <p>Our HWB Progression Planner is in its final draft, awaiting final feedback from parents. It includes new key areas (gambling, RSHP...). It will be launched next session. We had planned a fantastic RSHP Parent Information session and Partnership Day for Term 4. It will carry over to next session.</p>	
<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>SIP 2019/20: <i>We have a smaller PEF allocation for 2019/20 than this session. Following analysis of data, we will use this to support interventions using Class Teachers and a Learning Assistant for two days per week, across the Partnership. We will share our PEF allocation with our Parent Council and ask if they could support further fundraising to support paying for a further day.</i></p> <p>Context and Reasoning</p> <p>We are in the fortunate position of being very well-resourced across our Partnership so using the money to purchase materials would not have been wise. Therefore, spending it on Human Resources (Learning Assistant) was a better investment. It also had proven successful during the previous year.</p> <p>Our Parent Councils kindly donated £1,600 towards raising attainment across our Partnership. We were able to fund a Learning Assistant for two days so that Kirkbean could have a LA once a week and New Abbey twice a week (rather than alternating with our allocation of one day across the Partnership). This meant there could be timetabling consistency and routine for children and staff. Unfortunately, the LA we had hoped to employ couldn't join us due to other commitments. We were finally able to employ a replacement mid-September. Our new Learning Assistant volunteered to attend three months of twilight sessions on Closing the Numeracy Gap. This increased her confidence. She learned about Closing the Literacy Gap from our ASLT.</p> <p>Each term, usually following our HT, CT and ASLT Progress Meetings, a timetable was created by Miss Potts (NA) and Mrs Lyle (KB) which maximised the impact our LA could have. The LA in each school supported all FSM children; often this was within a group so that others could also benefit from the input.</p> <p>Each month, I updated a Whole Child Tracker with information such as attendance, Wider Achievement and FSM which was then shared with the Class Teachers. In this way, we were able to amend and improve our plans in light of change. The Care-Experienced Children were also given LA support as required, alongside with Class Teacher support. I carried out a Small Test of Change for one of these children as well. Our ASLT assessed those involved in interventions at the start but has not been able to assess at the end due to school closure.</p> <p>Statistics</p> <p>Kirkbean – One FSM pupil (as of 11.3.20), three Care-Experienced pupils (who are not FSM) New Abbey – Four FSM pupils</p> <p>Evidence of Closing the Gap – I have used information from our CfE Trackers to give an indication of pupil progress. I cannot give percentages based on results because we have been unable to carry out final assessments.</p>	

Kirkbean

Pupils	Numeracy	L & T	Reading	Writing
FSM Pupil	Not on track	On track	On track	Not on track
CE Pupil 1	On track	On track	On track	Not on track*
CE Pupil 2	On track	On track	On track	On track
CE Pupil 3	On track	On track	On track	On track

*PDSA Spelling/Phonics Intervention with HT Baseline Test 1: 1/22 Final Test: 19/22

New Abbey

Pupils	Numeracy	L & T	Reading	Writing
Pupil 1 Illness and absence	Not on track	On track	On Track	Not on track
Pupil 2	On track	On track	On track	On track
Pupil 3	On track	On track	On track	On track
Pupil 4 Global Developmental Delay	Not on track	Not on track	Not on track	Not on track

Removing Barriers to Learning:

Education Scotland's Inspectors stated that at Kirkbean:

All children are included and valued within the school community. Children have a clear understanding of equity. They explain the difference between equity and equality very successfully. Staff's use of the Pupil Equity Fund has helped children to achieve success. Those children who need support through targeted interventions are achieving and attaining. The headteacher has effective systems in place to monitor the impact of these interventions, ensuring improved attainment for children in literacy or numeracy.

We follow the same procedures in New Abbey so I would hope the statement would be similar.

Next Steps:

Due staffing on-costs and school role changes, our Pupil Equity Fund became overspent during 2019/20 and will be recouped from our allocation 2021/20. Due to the limited Pupil Equity Funding we receive, we are waiting to find out what our new allocation will be so we can apportion it appropriately. It will not be possible to recruit a Learning Assistant with our PEF in 2020/21.

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.) Kirkbean Primary was Inspected in January 2020. <u>We do everything as a Partnership so I will use some of the evaluative comments provided by the Inspectors as evidence.</u>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<h3>1.3 Leadership of Change</h3> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change. 	<p><u>How are we doing?</u></p> <ul style="list-style-type: none"> Managing Pace of Change In order to foster a collective understanding of our improvement journey while instilling confidence and responsibility, several new systems, templates and routines have been established. Effective communication is core to this, ensuring all feel included and so, empowered. A great deal of change has taken place and I am mindful of workload and the importance of consolidation. Vision, Values and Aims All pupils, parents and staff, multiple partners and members of the local community actively collaborated in the creation of our new Vision, Values and Aims in each school. This was a significant piece of work which empowered, motivated all stakeholders. Pupil Voice All children are members of our School Parliament Groups where we ensure their voice is heard. Working Walls document progress. Pupils as Policy Makers Pupils collaborated to create our new Positive Behaviour Agreement which links directly with our Vision, Values and Aims. It includes anti-bullying actions. These documents have been shared with our Cluster HTs and RIC Group. Context of the School All staff have a good understanding of their school contexts. Staff at all levels take responsibility for implementing change for the benefit of the children. 	<p><u>Next Steps:</u></p> <p>Empowerment: <u>Continue</u> to include pupils, parents, staff, partners and the community in school development.</p> <p><u>Continue</u> to use HGIOURS with our pupils.</p> <p><u>Continue</u> to use our SIP and HGIOS 4 as a means of evaluating progress in order to drive improvement.</p> <p>Carefully manage pupil, parent and staff wellbeing on our return, following the Covid19 pandemic.</p>	<p>5 – HMI validated</p>

	<ul style="list-style-type: none"> • Self-Evaluation Our School Development Calendar includes protected time for Professional Dialogue about specific HGIOS 4 Challenge Questions so self-evaluation is embedded. The children are beginning to use the questions in HGIOURS to evaluate our school. • Building Capacity Encouraging Leadership at all Levels, all teachers within the partnership have an aspect of development they take forward, empowering <i>them</i> as learners, reinforcing a shared responsibility for improving outcomes for our children. Ancillary staff are given training opportunities throughout the year. They are valued members of the school team. <p>Impact Education Scotland Graded 1.3 as Very Good <i>'The highly effective leadership of the headteacher, which is improving the life and work of the school and its community. She promotes a strong sense of teamwork, with everyone involved in progressing the work of the school.'</i> <i>'The successful review and sharing of the school's vision, values and aims. Everyone in the school community has a shared responsibility for contributing towards a positive ethos and a climate of respect and trust.'</i> ES</p>		
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>How are we doing? New in Place:</p> <ul style="list-style-type: none"> ✓ A robust Overview of Learning is created by Class Teachers at the start of each term. This, plus a termly timetable is shared with learners and parents. ✓ The Programmes of Learning which underpin the overview are all kept in one, shared space so staff can access them from either partnership school. Benchmarks are included in programmes of learning and are used when judging the attainment of a level. ✓ Learners are involved in the planning of IDL experiences. 	<p><i>'Staff should continue with plans to develop the curriculum, ensuring clear progression in children's skills across all aspects of learning.'</i> ES Next Steps:</p> <p>Refresh Progression Planners for:</p> <ol style="list-style-type: none"> 1. Talking and Listening 2. Reading 3. Writing 4. Refresh writing assessment criteria. <p>Increase the use of High-Quality Assessments.</p> <p>Informal Peer Observation to provide opportunities for Professional Dialogue and</p>	<p>4 – HMI validated</p>

	<ul style="list-style-type: none"> ✓ Differentiation is fully embedded. ✓ Learners are given opportunities to apply their knowledge in real-life contexts. ✓ Success criteria (Learning Targets) are consistently discussed and revisited. ✓ Small Test of Change methodology has been used to improve spelling, reading and handwriting. ✓ Introduction of a Feedback Code following jotter monitoring to improve metacognition. ✓ Pupils self and peer assess to enhance their understanding. ✓ Children work collaboratively, supporting one another. ✓ Learning is enhanced through digital technologies. ✓ Staff use a wide range of evidence to determine next steps in learning. ✓ Robust Progress Meetings are held with CT, HT and ASLT three times a year. Each pupil is reviewed, interventions are planned and subsequently reviewed. CfE Level predictions are also discussed. ✓ Progress is tracked using our Class, CfE and Whole Child Trackers. Staff also discuss where we 'sit' locally and nationally within School Statistical Reports. ✓ Learner and parents are involved in target-setting during our twice-yearly Learning Conversations. These are followed-up with progress reports about which learners and parents are invited to comment. ✓ Parents in Kirkbean also have weekly updates in Learning Journals. New Abbey parents preferred having termly Learning Targets. ✓ Formal observations of lessons take place twice a year, followed by immediate reflective dialogue and written feedback. Informal, walking observations takes place regularly. 	<p>moderation.</p> <p>(Session 2021/22: Numeracy and Maths)</p>	
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- ✓ A new evaluation template is completed by staff at the end of each term.
- ✓ Our Partnership participated in Cluster Moderation of Writing and Numeracy.

Impact

Education Scotland Graded 2.3 as **Good**
 Teachers use a broad range of assessment information to judge children's progress in literacy and numeracy. They gather useful information on children's progress through observations of learning, ongoing class assessments, standardised assessments, engagement with National Benchmarks and learner conversations. '...a strong emphasis on robust tracking and monitoring of children's learning and progress in literacy and numeracy. Regular discussions between teachers, learning support staff and the headteacher focus strongly on raising children's attainment and expectations. Where there are concerns about children's progress, staff take appropriate action, discuss, agree and implement appropriate interventions.' ES

Kirkbean CfE Tracking	On Track for Level
Talking & Listening	11/12
Reading	10/12
Writing	8/12*
Numeracy & Maths	8/12*

*Interventions in place.

Evidence of Impact

New Abbey CfE Tracking	On Track for Level
Talking & Listening	33/36
Reading	29/36
Writing	27/36*
Numeracy & Maths	30/36

*A wide range of ability in Early Years. Interventions in place.

<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>How are we doing?</p> <ul style="list-style-type: none"> ✓ All members of our school communities feel valued and supported. Relationships across the schools are almost all very positive and supportive, founded on a strong sense of community and shared values. Our work on our Vision, Values and Aims reinforced this. ✓ Our pupils can talk about the wellbeing indicators and know they form part of our Vision, Values and Aims. ✓ HWB is monitored through use of wellbeing webs alongside CT/HT dialogue. ✓ Almost all children can talk about the difference between Equality and Equity. ✓ At our weekly assemblies, our children are given opportunity to talk about their feelings and how to manage them. ✓ Our children know that they are important and that they have rights. Almost all can talk about the UN Rights of the Child. The Charter informed the recent creation of our Behaviour Agreement and embedded in our new HWB Progression Planner. ✓ Visits from our Partners to promote, inclusion, health, wellbeing and safety. ✓ Our children are given responsibilities within the school such as House Captains, Fire Warden, dinner hall duties and litter picking. ✓ Our teaching staff are fully aware of the socio-economic status of our children. ✓ All teaching staff meet the wellbeing needs of our learners with sensitivity. ✓ Almost all staff are proactive in promoting positive relationships in the playground, in class and in the community. ✓ We ensure we share information about Holiday Grub Clubs, FSM provision, DAGC Leisure Access for CEC, Clothing Grants. 	<p>Next Steps:</p> <p>Safeguarding <i>'At the time of the inspection, there were no identified areas for development.'</i> ES</p> <p>Wellbeing, Equality and Inclusion</p> <ol style="list-style-type: none"> 1. <i>Gold Award</i> on the Rights Respecting Schools journey. 2. Launch new HWB Progression Planner (which includes specific lessons on diversity and discrimination, ES next step) 3. Improve how we track Wellbeing in alignment with existing Literacy and Numeracy Tracking. <p>Carefully manage pupil, parent and staff wellbeing on our return, following the Covid19 pandemic.</p>	<p>4 – HMI validated</p>
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	<p>Impact Education Scotland Graded 3.1 as Good</p> <p>Surveyed Views HGIOURS with Pupils. Theme 1: Relationships. KB Pupils: Full marks for all questions asked. Voting was anonymous. NA Pupils: Almost all results were positive. Voting was anonymous. Inconsistency of treatment by some adults. This has been addressed and will continue to be monitored. Full results were shared with all parties and are available on request.</p> <p>Education Scotland Surveys KB Parents: No issues raised at all by those who responded. There are 8 families, so when the survey results are less than 10, details are not given. Education Scotland said parents were all satisfied for each answer. NA Parents: HT Survey carried out in Term 3 using 10 Key ES survey questions. 20/25 families responded. The results were also very positive with all answers scoring 18-20/20. Full results were shared with all parties and are available on request.</p> <p><i>The headteacher and staff recognise that positive relationships and nurturing principles are central to developing a whole school approach to wellbeing. They have a shared understanding of wellbeing and of children's rights. Children are treated fairly and with respect. Older children show patience and care for younger children. Children feel happy, safe and included.</i></p> <p><i>Children know and understand the language of the wellbeing indicators and reflect regularly on their own wellbeing. They are confident teachers are sensitive and responsive to their needs. Children feel comfortable sharing concerns with an adult in school who knows them well. They trust staff to listen and care for them. Children create short-term wellbeing targets and know how to make improvements.' ES</i></p>		
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<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> • <i>Equity for all learners</i> 	<p>How are we doing?</p> <ul style="list-style-type: none"> ✓ Attainment is good. Most pupils are achieving the expected CfE Levels. Children's learning is supported through appropriate agreed intervention. ✓ Tracking and Monitoring systems are used for Literacy and Numeracy and Maths. ✓ We know almost all of our families extremely well and share information about achievement in the moment, using Class Dojo. ✓ We have three Care-Experienced children that are thriving in our nurturing, calm environment. ✓ Our HT and PT have had training on Closing the Literacy Gap for older children (Fast Lane). As a partnership, we have invested in the library of books for this intervention. ✓ Introduction of personalised 'Monster' spelling lists to give greater responsibility and so boost spelling. ✓ We have introduced Accelerated Reader across the Partnership as a tool to challenge children at their own levels. ✓ CTs and HT triangulate evidence alongside Benchmarks to confirm the Achievement of Levels. ✓ Learning Journals, Learning Conversations and very good home-school relationships ensure that parents are fully informed of progress and how best they can help their children. ✓ We regularly use social media to share learning at school, useful links for learning fun at home. ✓ We have improved the way in which we promote and track achievement beyond the classroom. ✓ Discuss with our children skills that will be valuable later in life. 	<p><i>'Continue to develop effective approaches to learning, teaching and assessment to raise further children's attainment and achievement.'</i> ES</p> <p><i>'The school has made a positive start to tracking children's involvement in wider achievement activities. Children need to continue to be aware of and identify the skills they are developing through their participation.'</i> ES</p> <p>Next Steps:</p> <ol style="list-style-type: none"> 1. Create a new observation template with focus on: HOTS, Creativity & Skills 2. Use HGIOURS to evaluate Theme 2: Learning & Teaching. 3. Introduce informal Peer Observation. 4. Improve how we track skills through Wider Achievement (linked to DYW). <p>Carefully assess and monitor pupil attainment (and wellbeing) following the Covid19 pandemic.</p>	4
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	<ul style="list-style-type: none"> ✓ We actively seek opportunities that excite and extend our children's experience. ✓ Our children are encouraged to talk about their future and how the choices they make in school can impact. ✓ We sensitively adapt resources to meet the needs of learners with additional needs, as required <p>Impact Education Scotland Graded 3.2 as Good See CfE Tracking for 2.3 and PEF Impact Report above.</p> <p><i>'A more robust approach to tracking children's progress has been in place since last session. Overall, the school assessment information shows that most children are making good progress from their prior levels of attainment. Those children who need support through targeted interventions are achieving and attaining. The headteacher has effective systems in place to monitor the impact of these interventions, ensuring improved attainment for children in literacy or numeracy.'</i> ES</p>		
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>How are we doing?</p> <ul style="list-style-type: none"> • This session, we created a Curriculum Overview with the children and a Curriculum Rationale with the teaching staff. Parents were invited to give feedback on both. They link with our new Vision, Values and Aims. Both have been shared with our Cluster and RIC HTs. See 2.3 for HWB and Spelling development. • Our Unique Environment We make regular use of our unique playground and the local environment to enhance learning. We work with our Partnership whenever possible, extending experiences, building relationships and confidence. We recently appeared in our local STEM newsletter. 	<p>Next Steps:</p> <p><i>'Staff should continue with plans to develop the curriculum, ensuring clear progression in children's skills across all aspects of learning.'</i> ES</p> <p>Refresh Progression Planners for:</p> <ol style="list-style-type: none"> 1. Talking and Listening 2. Reading 3. Writing 4. Refresh writing assessment criteria. 5. Improve how we track skills through Wider Achievement <p>(Session 2021/22: Numeracy and Maths)</p>	

	<ul style="list-style-type: none"> • Career Pathways <p>We take time to talk to the children about their talents, ambition, career choices, and gender-stereotypes in class and during assemblies. The children chose 'Ambition' as one of their values. The children participated in a World of Work Week with our Partnership school which included visits from STEM Ambassadors and parents. The experience led to a request from the children for more experience with Coding; this was arranged through our STEM coordinator and has led to greater use of the skill. Parents were also provided with a 'Skills for Life and Work' leaflet. Exciting links to learning experiences at home and beyond are shared on our Facebook page.</p> <p>Impact</p> <p><i>'...has clear principles for the curriculum which reflect its unique context. Children understand the overview of the curriculum and explain how it translates into their school experiences. The headteacher and teachers ensure the curriculum is underpinned by the school's vision, values and aims.'</i> ES</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><u>How are we doing?</u></p> <ul style="list-style-type: none"> • Partnership with Parents <p>We have a positive relationship with all families, all of whom engage with the school in ways that are convenient for them. Our methods of communication are robust, ensuring all families are fully informed of learning experiences and progress with School Improvement. Parents (and grandparents) volunteer to work with our children. Parents are often given opportunities to contribute to school development. Parents are keen to support us to ensure our children get the same opportunities as those at schools with bigger budgets, so they often help us with transport.</p> <ul style="list-style-type: none"> • Parent Council <p>Our Parent Councils meet at least once a term. Both HT and PTs attend. The HT provides a report at each meeting. The Minutes including the HT Report are shared with all members of the Parent Forum. The Minutes are also displayed</p>	<p><u>Next Steps:</u></p> <p><u>Continue</u> to maximise the potential in our own Partnership context.</p> <p><u>Continue</u> to look for ways in which we can enhance the experiences we offer our children through the positive relationships we have with our partners.</p> <p>Be mindful of the wellbeing of our parents and partners, following the Covid19 pandemic.</p>

outside. Our PCs recently liaised to create a refreshed Constitution. The Parent Councils and Parent Forums fully engaged with the writing of our Vision, Values and Aims, our new Handbook and our new Behaviour Agreement. They are creative and enthusiastic in their fundraising for the school. Our PCs are currently part-funding a Learning Assistant and have arranged for improvements to our playground, the latter following a request from our learners.

- **Non-Teaching Staff**

We ensure that all staff feel valued and are fully integrated into the life of the school. Staff are flexible with their time and with routines to the benefit of the children. Whole Staff Meetings are held. Minutes of Teacher Staff Meetings and newsletters are shared. All staff were involved in the creation of our Visions, Values and Aims. Opportunities for Information following Progress Meeting is discussed with our Learning Assistant. Professional Learning is provided for our Learning Assistant. Information from our Local Authority is emailed each week (Engage).

- **Partnership Working**

We are keen to maximise the benefits of being in a Partnership, arranging experiences for our children together. We take turns hosting events, such as Sports Day, WoW Week, Skills Days, Julie Dumbarton Day. We often share resources. Staff and Development Meetings and Inset Days are held together, alternating locations each term. Our School Improvement Plan is created as a Partnership with each member of teaching staff taking responsibility on an aspect of development, building capacity and empowering others.

- **Partnership with the Local Community**

Our new Facebook page has led to much greater publicity and so increased support from local community and beyond. Events are well-attended. Good relationships have been fostered with our Ministers and the congregations in each location. The children now benefit from time with a minister at assemblies, invitations to ceremonies and celebrations in the beautiful Southwick and New

Abbey Churches.
 Members of the community who have other faiths also come to talk to the children at assembly.
 The local community and our families took photographs from the local area for our new calendar.
 The children visit the surrounding local community, for example maintaining the graveyard and picking fruit at Southwick estate.

- **Active Schools**

We liaise with our Support Officer to provide opportunities curricular learning, participation in competitions and events and After School Clubs. They also gave input when we developed our Vision, Values and Aims, and our HWB curriculum.

- **Cluster Schools**

Moderation activities: Staff from each school have been involved in moderation activities and professional dialogue.

Funded QAMSO time for our Partnership for a focus on the creation of Holistic Assessments.

Transition Events

Cluster development work on HWB Programmes of Learning.

- **RIC**

Plans for HTs to visit schools out with D & G are underway. This should lead to the sharing of good practice.

Impact

Effective partnership working with parents is having a positive impact on children, and all families engage positively with the school. This ranges from participation in the Parent Council, sharing experiences in the workplace, supporting educational excursions and contributing to school developments. Staff often seeks parents' views. They listen to their ideas and opinions and act upon them. They are highly-valued partners in their children's learning.

The Parent Council is supportive of the school. Almost all families are represented on the committee and meetings are well attended. They

	<p><i>support fundraising, review school policies and make suggestions and improvements which relate to the school's life and work. In response to requests from children, parents have provided funds to improve further the playground. They reviewed the school's vision, values and aims along with children, partners and the local community. Children are proud of the contributions made by their parents and partners.</i></p> <p><i>'Parents appreciate the highly-effective ways in which the school communicates with them. These include a fortnightly newsletter, a termly curriculum overview for each level, texts, emails, phone calls and the use of social media. They appreciate the school keeping them up-to-date about a wide range of topics including progress with school improvement priorities.'</i> ES</p>	
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3. SCHOOL IMPROVEMENT PLAN (Session 2020 – 2021)

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 and time allocations; for example, collegiate sessions. Consideration should be given to the schools' empowerment agenda, and also to how bureaucracy will be reduced, and workload managed within 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>School Priority 1 Refresh Literacy Curriculum</p> <p>NIF Priority Improvement in attainment.</p> <p>NIF Driver Assessment of Children's Progress School Improvement Performance Information</p> <p>HGIOS?4 / HGIOELC QIs 2.3 Learning and Teaching 3.2 Raising Attainment 2.2 Curriculum</p>	<p>Improved, progressive curriculum pathways across all areas of Literacy.</p> <p>Continue to improve attainment and Close the Gap in Literacy taking account of gaps which may have widened due to Covid19.</p>	<p>Refresh Progression Planners for:</p> <ol style="list-style-type: none"> Talking and Listening (and begin tracking) Reading (include CtLG methodology) Writing (include spelling and grammar) Refresh writing assessment criteria. <p>Increase the use of High-Quality Assessments.</p> <p>Informal Peer Observation to provide opportunities for Professional Dialogue and moderation.</p>	<table border="1"> <thead> <tr> <th>Lead</th> <th>Task</th> <th>By Date</th> </tr> </thead> <tbody> <tr> <td>P Lyle</td> <td>Talking and Listening</td> <td>May 2021</td> </tr> <tr> <td>E Monk</td> <td>Reading</td> <td>May 2021</td> </tr> <tr> <td>E Edgar H Anderson</td> <td>Writing</td> <td>May 2021</td> </tr> <tr> <td>All</td> <td>HQ Assessments</td> <td>Oct 2020</td> </tr> <tr> <td>All</td> <td>Peer Observation</td> <td>Oct 2020</td> </tr> </tbody> </table>	Lead	Task	By Date	P Lyle	Talking and Listening	May 2021	E Monk	Reading	May 2021	E Edgar H Anderson	Writing	May 2021	All	HQ Assessments	Oct 2020	All	Peer Observation	Oct 2020
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<p>School Priority 2 Creating and Tracking Skills Pathways for Life, Learning and Work</p> <p>NIF Priority Improvement in employability skills</p> <p>NIF Driver School Leadership Performance Information</p>	<p>Continuing to develop Higher Order Thinking Skills (HOTS), Creativity and Skills for Life Learning and Work.</p> <p>Continue to build pupil confidence in the purpose of their learning.</p> <p>Be sensitive to pace in light of school closure due to Covid19.</p>	<ol style="list-style-type: none"> Create a new observation template with focus on: HOTS, Creativity & Skills Use HGIOURS to evaluate Theme 2: Learning & Teaching. Improve how we track skills through Wider Achievement (linked to Developing Young Workforce, DYW). 	<table border="1"> <thead> <tr> <th>Lead</th> <th>Task</th> <th>By Date</th> </tr> </thead> <tbody> <tr> <td>H Anderson</td> <td>Obs' template</td> <td>Sept 2020</td> </tr> <tr> <td>H Anderson</td> <td>HGIOURS</td> <td>All session</td> </tr> <tr> <td>G Potts</td> <td>Skills Pathways</td> <td>May 2021</td> </tr> </tbody> </table>	Lead	Task	By Date	H Anderson	Obs' template	Sept 2020	H Anderson	HGIOURS	All session	G Potts	Skills Pathways	May 2021						
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<p>HGIOS?4 / HGIOELC Qis 3.2 Raising Attainment 3.3 Increasing Creativity and Employability</p>																			
<p>School Priority 3 Health, Wellbeing and Inclusion</p> <p>NIF Priority Improvement in children’s Health and Wellbeing</p> <p>NIF Driver Teacher Professionalism Parental Engagement School Improvement Performance Information</p> <p>HGIOS?4 / HGIOELC Qis 3.1 Ensuring Wellbeing, Equality and Inclusion 2.2 Curriculum</p>	<p>Improved progression pathways across our Health and Wellbeing curriculum (in which the Wellbeing Indicators (SHANARRI) and the UN Rights of the Child are also embedded).</p> <p>More effective use of time and information as we monitor the wellbeing of each individual child (new tracking system).</p> <p>Building on the success of our Vision, Values and Aims journey from 2019/20, we will use the <i>Rights Respecting Schools</i> guidance to ensure that all members of our school community feel that they are included and are treated fairly. This particularly includes children who receive Free School Meals.</p>	<p>Wellbeing, Equality and Inclusion</p> <ol style="list-style-type: none"> 1. <i>Gold</i> Award on the Rights Respecting Schools journey. 2. Launch new HWB Progression Planner (which includes specific lessons on diversity and discrimination, ES next step) 3. Launch RSHP Partnership Information Session and Teaching Day. 4. Improve how we track Wellbeing in alignment with existing Literacy and Numeracy Tracking. <p>Carefully manage pupil wellbeing on our return, following the Covid19 pandemic.</p>	<table border="1"> <thead> <tr> <th>Lead</th> <th>Task</th> <th>By Date</th> </tr> </thead> <tbody> <tr> <td>E Monk/ P Lyle</td> <td>RRS Journey</td> <td>June 2021</td> </tr> <tr> <td>All</td> <td>HWB</td> <td>Aug 2020</td> </tr> <tr> <td>All</td> <td>RSHP</td> <td>May 2021</td> </tr> <tr> <td>All</td> <td>Track HWB</td> <td>Oct 2020</td> </tr> </tbody> </table>	Lead	Task	By Date	E Monk/ P Lyle	RRS Journey	June 2021	All	HWB	Aug 2020	All	RSHP	May 2021	All	Track HWB	Oct 2020	
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