

From: [REDACTED]
Sent: 12 September 2017 08:22
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Nomination of Professional Associate - Dumfries and Galloway

Thank you [REDACTED]
We are all well and busy moving offices. But all good.
Given we are only allowed one nomination this year, from the two we had named, I am delighted to step down and nominate [REDACTED] is replying on [REDACTED] behalf. Once we have established what the role and workload specifically is for the professional associate, [REDACTED] can discuss best fit/workload management.
With best wishes as always
[REDACTED]

From: [REDACTED] [REDACTED]
Sent: 11 September 2017 21:37
To: [REDACTED]
Subject: FW: Nomination of Professional Associate - Dumfries and Galloway

[REDACTED]
FYI
[REDACTED]

Hope you are well

From: [REDACTED]
Sent: 11 September 2017 16:03
To: [REDACTED]
Cc: [REDACTED]
Subject: Nomination of Professional Associate - Dumfries and Galloway

I would be grateful if you would please forward the attached letter requesting a nomination for a Professional Associate to your Chief Education Officer. Please note responses are to be emailed to [REDACTED] by **Wednesday 20 September**.

Thank you.

[REDACTED]

[REDACTED]

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From: [REDACTED]
Sent: 09 March 2017 13:25
To: [REDACTED]
Subject: RE: September Proposal Timeline.docx

Confidentially –

Batch 1 – likely to be Ae, St Teresas, Kirkinner or Garlieston
Batch 2 – Carsephairn, Springfield, Caerlaverock

But these are not finalised and would need direction from members but as we stand at the moment - there are others we are engaging. [REDACTED]



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FOR THE
FUTURE



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Fax: [REDACTED] Drop Point: [REDACTED]
mailto: [REDACTED]

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Please click here for Project updates:

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From: [REDACTED] [REDACTED]
Sent: 09 March 2017 13:18
To: [REDACTED]
Subject: RE: September Proposal Timeline.docx

Ok [REDACTED]

We just need to wait on a response from [REDACTED] now. Could you please send me a list of batch one and batch two in case he wants to look at flexibility.

Thanks

[REDACTED]

From: [REDACTED]
Sent: 09 March 2017 12:47
To: [REDACTED]
Subject: September Proposal Timeline.docx

Hi again – please find the second timeline for the potential second batch – for another three schools. [REDACTED]

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Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson adhbhar laghail eile. Dh'fhaodadh nach eil beachdan anns a' phost-d seo co-ionann ri beachdan Riaghaltas na h-Alba.

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From: [REDACTED]
Sent: 29 August 2017 18:39
To: [REDACTED]
Subject: RE: Statutory Consultation

Sorry [REDACTED] been in meetings all day so that's me just back at desk.
Speak tomorrow?

From: [REDACTED]
Sent: 29 August 2017 09:50
To: [REDACTED]
Subject: Statutory Consultation

[REDACTED]
It would be good to catch up about the public meetings. If you have five minutes
I am in Dumfries overnight again tonight .
Thanks
[REDACTED]

Sent from my BlackBerry 10 smartphone.

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Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson adhbhar laghail eile. Dh'fhaodadh nach eil beachdan anns a' phost-d seo co-ionann ri beachdan Riaghaltas na h-Alba.

From: [REDACTED]
Sent: 29 June 2017 14:30
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Statutory Consultations

Thanks for remembering [REDACTED], just out.

Smooth – not so much with new members and political groupings - touch session. But we are being supported in taking all three schools to Stat Con. We are informing schools, parents and schools now with the aim of further informal work over the summer if they are willing.

Looking to start timeline 28th Aug (not the 21st Aug which is the first day of term). [REDACTED] will confirm any movement to dates of public meetings.

Appreciate your input. Thanks [REDACTED]

From: [REDACTED] [REDACTED]
Sent: 29 June 2017 14:25
To: [REDACTED]
Subject: RE: Statutory Consultations

[REDACTED]
Hope all went smoothly this morning. I will attend the meetings
[REDACTED]

PS piece in Daily Record about Ae

From: [REDACTED]
Sent: 24 June 2017 11:08
To: [REDACTED]
Cc: [REDACTED]
Subject: Statutory Consultations

[REDACTED]
Hope all is well with you, as we have spoken about we are taking three schools to committee on 29th June to confirm if we can start the formal Statutory Consultation process – these three schools are Ae, Kirkbean and Garlieston. We will let you know what decision is made, if supporting we will be working to the timeline shared with you starting on 21st August.

We are provisionally setting up public meeting dates before the end of term as follows -

- Ae 3.30pm and Aimsfield 6pm – Monday 28th August
- Kirkbean 3.30pm and New Abbey 6pm– Wednesday 30th August
- Garlieston 3.30pm and Whithorn 6pm – Wednesday 6th September

Please let us know if you require any further information in support of your support to this process. [REDACTED]

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From: [REDACTED]
Sent: 05 January 2017 11:18
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Support and Challenge Visits - January to March 2017

Happy New Year [REDACTED]
Just considering your kind offer of additional use of your time as mentioned, [REDACTED]. I am in the process of organising a first meeting of the amalgamated 2-18 Literacy Steering Group and Early Literacy and Communication groups under the over-arching theme of Excellence and Equity- Raising Attainment Literacy on the 16th January. I am aware that you are out on Inspection that week but wonder if you could attend the following one (date tba approx. 6 wks later so thought I would consult you first) and give some input on latest literacy developments in SAC from outwith our region? We would be particularly interested in hearing about effective well-evidenced interventions for closing the Vocabulary gap in Early, any Secondary S1-3 Reading, and/or Writing across P4- S2 which you might be able to share with us. These areas have been highlighted from the National and D&G data recently published CfE levels. We can then research further and 'tweak' to suit our individual context here in D&G. It is a varied multi-agency group which includes NHS, Moat Brae Trust, Wigtown Book Festival, ASN etc.

Kind regards,
[REDACTED]

[REDACTED]

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DGC mail [REDACTED]
GLOW mail [REDACTED]

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From: [REDACTED]
Sent: 19 July 2017 11:04
To: [REDACTED]
Subject: RE: Survey Monkey responses - meeting to discuss and plan ahead

Fine by me, see you all then...

Kind regards,
[REDACTED]

[REDACTED]

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From: [REDACTED]
Sent: 19 July 2017 11:02
To: [REDACTED]
Subject: RE: Survey Monkey responses - meeting to discuss and plan ahead

Hi all,

Can we please do this Friday from 10.30am in Woodbank?

Many thanks,
[REDACTED]

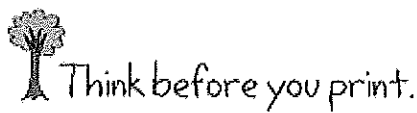
From: [REDACTED]
Sent: 18 July 2017 11:14
To: [REDACTED]
Subject: RE: Survey Monkey responses - meeting to discuss and plan ahead

I can do the morning of the 21st July.

are: 21st

[Redacted]
t: [Redacted] | dp: [Redacted] | e: [Redacted]

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From: [Redacted] [Redacted]
Sent: 14 July 2017 14:43
To: [Redacted]
Subject: RE: Survey Monkey responses - meeting to discuss and plan ahead

Hi all,

Thanks [Redacted] for your responses.

We may be looking at the morning of 21st July if that suits [Redacted].

Regards,

[Redacted]

From: [Redacted]
Sent: 14 July 2017 14:29
To: [Redacted]
Subject: RE: Survey Monkey responses - meeting to discuss and plan ahead

Hi there,

I can do the 21st July and the 7th August.

Thanks

[Redacted]

[Redacted]
Mobile: [Redacted]
[Redacted]

From: [Redacted]
Sent: 13 July 2017 11:47

To: [REDACTED]
Subject: RE: Survey Monkey responses - meeting to discuss and plan ahead

Not sure about the 'voting buttons' as they don't appear to have forwarded but I have availability on all of the first three dates (19th, 21st, 27th July) but I cannot do 7th August as I am on leave. I have checked [REDACTED] diary in her absence (she is back from Monday) and she has an appointment on two of the afternoons 19th & 21st and one mid-morning on 27th but she will know best regarding whether these can be worked around. BTW, for future information Doodle Poll is free and easy to use for exactly these situations, [REDACTED]

Kind regards,
[REDACTED]

[REDACTED]

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From: [REDACTED]

Sent: 13 July 2017 11:00

To: [REDACTED]

Subject: Survey Monkey responses - meeting to discuss and plan ahead

Hi all,

I'm just looking at potential dates for us to meet to discuss the results of the survey monkey and to make some plans for professional learning opportunities for the coming session. If we are able to meet soon, I will be able to feed in our discussions to one here about the SAC professional learning programme on 9th August?

Some potential dates when [REDACTED] appear to be available are: 19, 21, 27 July or 7 August. I've added these dates as voting buttons*. *(I've not done this before so hope that it works!)

Please let me know if you are available on any of these dates and if you are happy to meet?

Kind regards,

[Redacted]

[Redacted]

Tel: [Redacted]
Address: [Redacted]

Web: www.education.gov.scot

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Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson adhbhar laghail eile. Dh'fhaodadh nach eil beachdan anns a' phost-d seo co-ionann ri beachdan Riaghaltas na h-Alba.

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From: [REDACTED]
Sent: 30 August 2017 16:56
To: [REDACTED]
Subject: RE: Tomorrow

That is reassuring many thanks

From: [REDACTED]
Sent: 30 August 2017 16:53
To: [REDACTED]
Subject: Re: Tomorrow

[REDACTED]
A very constructive , well attended meeting at Kirkbean.
Closed on a positive tone
[REDACTED]

Sent from my BlackBerry 10 smartphone.

From: [REDACTED]
Sent: Tuesday, 29 August 2017 18:53
To: [REDACTED]
Subject: Tomorrow

If you were free between 12.30-1.30 that would be great, am at Woodbank then or speak before 10.30 if that is preferable?
I had a quick chat to [REDACTED] today – recognise the challenges.
Best wishes

From: [REDACTED]
Sent: 29 August 2017 18:44
To: [REDACTED]
Subject: Re: Statutory Consultation

That would be great. I am up at Wallace Hall in the morning so am free to drop into Woodbank early afternoon or we could speak by telephone at a time that suits you. Also attending the public meetings tomorrow
[REDACTED]

Sent from my BlackBerry 10 smartphone.

From: [REDACTED]
Sent: Tuesday, 29 August 2017 18:38
To: [REDACTED]
Subject: RE: Statutory Consultation

Sorry [REDACTED] been in meetings all day so that's me just back at desk.
Speak tomorrow?

From: [REDACTED]

Sent: 29 August 2017 09:50
To: [REDACTED]
Subject: Statutory Consultation

[REDACTED]
It would be good to catch up about the public meetings. If you have five minutes I am in Dumfries overnight again tonight .
Thanks
[REDACTED]

Sent from my BlackBerry 10 smartphone.

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Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson adhbhar laghail eile. Dh'fhaodadh nach eil beachdan anns a' phost-d seo co-ionann ri beachdan Riaghaltas na h-Alba.

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Children, Young People and Lifelong Learning

Towards a More Collaborative Way of Working - Proposal

In identifying ways of engaging with schools in Session 2017 – 18, the education authority recognises the role of school leaders in developing a culture of collaboration to secure improvement and aims to build on past systems to develop capacity and partnership to improve outcomes for children and young people in the coming session.

Working together, all involved in education in Dumfries and Galloway have a part to play in our collective focus of delivering excellence and equity for our children and young people. School leaders are acknowledged as key drivers of change and improvement and as such are best placed, with the support of their communities and parents to drive educational focus and improvement in their schools. We also know that effective collaboration is an important driver of improvement and as such needs to be the focus of our ways of working moving forward.

Benefits of collective, collaborative working

- Opportunities to connect with one another in new ways as colleagues and critical friends.
- Opportunities to organise yourselves in more flexible ways for school-to-school improvement.
- Securing improvement through networks which support each other and share learning
- Improved transparency in relation to resources

The OECD Report (2015) recommends a vision of collective responsibility in “closing the gap” and “raising the bar” simultaneously. In working together, schools, clusters and partnerships collective moral purpose can improve learner attainment and achievement and ensure gaps are closed. Schools are encouraged to seek opportunities to work with each other to exercise collective initiative and collective responsibility for each other and outcomes for all students.

Quality Assurance, Support and Challenge - Schools across Dumfries and Galloway

Each cluster has two identified Education Officers (EOs) who will work with schools within the cluster to provide, as appropriate, support and challenge in relation to 2-18 provision. The officers will endeavour to carry out, as a minimum, three scheduled contact visits with Headteachers / Senior Leadership Teams in their schools over the course of the session. In addition to this EOs will be involved with PRD process of headteachers.

Education Officers will where possible attend one cluster meeting per term.

Agenda for Education Officer Visits:

Term 1: As a ‘critical friend’ the EO will focus this visit around the SIP progress report / SIP discussion, PEF and outcome measures

Term 2: Closer Performance Scrutiny Meeting (QI 3.2) – CfE Achievement of a level data, standardised assessment data, performance of particular groups of pupils e.g. LAC, SQA results, Exclusion and Attendance Data, Profiling, Monitoring and Tracking, Reporting, Quality Assurance and Moderation.

Term 3: Follow up School Improvement visit – progress report.

In addition to these visits, it is proposed **School Self Evaluation for Self-Improvement Collaborative Reviews** will be introduced during Session 2017-18. These will build on the successful school review visits which took place over the sessions from 2013-2016 and the Primary and Secondary Collaborative Forums. All schools will be engaged in a validated self-evaluation process on a two year cycle alternating between peer and local authority led input.

Validated self-evaluation (VSE) is a collaborative, evaluative process. The process aims to improve the quality of provision and outcomes for learners by providing support and challenge to the work of a school. It is led by the school and involves collaboration, where the local authority and peer schools will work alongside the school applying their knowledge of education, in addition to expertise in evaluation.

The purpose of the VSE process is to support, extend and challenge a school's own self-evaluation, to affirm, or otherwise, their evaluation of strengths and areas for improvement, thereby strengthening outcomes for learners. The process is collaborative and uses many of the principles which underpin a collaborative enquiry approach to evaluation, intervention and improvement to address the national improvement priorities. This will be achieved through working together with partner agencies and other stakeholders, to improve outcomes for all. Early intervention and prevention are key to the work of schools and as such, underpin much of the school's delivery in which they engage. It is anticipated that self-evaluation of schools will demonstrate the impact and outcomes from the application of early intervention and prevention to improve attainment for all.

The model aims to:

- build and support the capacity of schools to evaluate their provision and improve the quality of services they provide;
- support school's own self-evaluation and quality improvement systems;
- support, promote, develop and share good practice across schools.

Rationale: School Self Evaluation for Self-Improvement Collaborative Reviews

Within the framework of school improvement planning and school improvement planning progress reports, schools are responsible for their school improvement and self-evaluation based on the guidance provided by "How Good is Our School?" and "How Good is Early Learning and Childcare?".

The Authority has an overview of these systems. It is responsible for ensuring that the systems in place are of a sufficient quality to allow the school to produce an annual school improvement planning progress reports and school improvement plan that is in line with the Authority Improvement Plan and the national improvement framework priorities which results in improvements for **all** learners.

The current priorities for the National Improvement Framework are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

The National Improvement Framework sets out a clear vision for education in Scotland. **Excellence** through raising attainment: ensuring that every child achieves the highest standards in literacy,

numeracy and health & wellbeing, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and achieving **Equity**: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

In Dumfries and Galloway, we need to deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best. In our continuing quest for excellence it is therefore important that we effectively use self-evaluation at Authority and school level to quality assure the delivery of the entitlements of CfE in all four contexts for learning for **all** learners through:

- effective, high quality leadership, management and partnership working;
- high quality support for **all** learners; and
- excellent learning and teaching.

We therefore want to empower schools to build self-evaluation systems for quality assurance, which are supported and validated by the Authority and peers to ensure that all children and young people in Dumfries and Galloway have the best possible educational experience which provides them with the necessary skills for learning, life and work.

All Collaborative Reviews are informed by the **PRAISE** framework (Appendix 1), which will be used to help build on the positive relationships with all involved. All discussions and engagements with the review team are opportunities to share and develop thinking, and to learn from each other.

Framework and purpose

- The School Review will take place over a period of one to two days depending on the school involved; school size and context, availability of panel members and individual school priorities.
- All schools, primary and secondary have been allocated to a collaborative group. This group has been made up as far as possible using a 'historic' collaborative grouping, schools of similar size, locality or number in partnerships.
- The focus of the collaborative school review will be QI 1.1 Self-Evaluation for School Improvement, QI 2.3 Learning, Teaching and Assessment and one additional QI/Theme chosen by the school. These QIs have been chosen to allow schools to reflect on the impact of their self-evaluation and practice in relation to improving outcomes for all learners and the provision of high quality learning experiences and assessment.
- The Education Officer linked to the school will in consultation with the Headteacher, shape and agree the school review panel and programme. For each local authority led reviews, it is anticipated that the review panel will be made up of an Education Officer, a representative from the participating school, representatives from collaborative group of Head Teachers or members of their senior leadership team, and any other appropriate local authority staff eg. Educational Psychologists, PT Supporting Learners.


The School Review Programme will include:

The programme builds on the evaluations and feedback from previous school review formats.

- Review panel meeting at start and conclusion of the visit.
- Headteacher presentation of scoping paper based on the key QIs 1.1 and 2.3 (Appendix 2).
- Classroom visits (Appendix 3a).
- Focus group meetings for professional dialogue with learners, parents, staff and partners as appropriate (Appendix 3b /3c).
- The focus groups and classroom visits professional dialogue and reflections will draw on the challenge questions and the features of highly effective practice linked to the appropriate QIs /themes being reviewed.
- Feedback to teachers following classroom visits as part of the review.
- Schools will provide a timetable for the review team which will include time for feedback, classroom visits and meetings as required.
- Feedback and discussion with the Headteacher/Senior Leadership at the end of the one/two day review to agree strengths and aspects for development for summary report.
- The summary report will be **no more** than two sides of A4 and will refer **only** to the key areas of strength and aspects for development in relation to the QI/Themes reviewed. The summary report will also outline agreed next steps and timelines. (Appendix 4).

Alongside the scoping paper produced by the headteacher, the review visit will draw on current knowledge about the school including:

- School improvement plan progress reports
- School improvement plan
- Performance data (Standardised assessment, achievement of a level data, SQA)
- School summary statistical report
- Pupil equity funding information.

 August 2017

Appendix 1: The PRAISE Framework

Best Practice Framework for Education Scotland inspections and reviews will shape our collaborative school reviews. This Framework is based on data gathered from: representative samples of experienced inspectors from Education Scotland and heads of organisations that have been inspected; and feedback from post-inspection questionnaires.

The following principles were identified as underpinning best practice:

Purpose – being clear about the overall purpose of the inspection and retaining this throughout. Creating a shared agenda with staff in the organisation and amongst members of the inspection/review team.

Relationships – building and maintaining constructive relationships throughout the process as the basis of a high quality inspection/review.

Awareness – maintaining a high level of awareness of the context in which staff are operating, of their feelings and reactions to the process and of the inspector's own approach and its impact.

Information gathering – careful inquiry to gather and analyse evidence. Retaining an objective stance, testing assumptions and assimilating data before evaluating.

Sharing information – communicating thoroughly throughout the process to prepare and inform staff. Encouraging staff to be open in providing their perspective and providing appropriate feedback as the inspection/review progresses.

Enabling – treating people with respect, engaging them in professional dialogue, recognising their efforts and providing feedback in a constructive way to encourage ownership and learning to take place.

Appendix 2: School Self Evaluation for Self-Improvement Collaborative Review: Scoping Paper

Name of School:

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/ HGIOELC? six-point scale?
QI 1.1 Self-Evaluation for Self-Improvement Collaborative approaches to self-evaluation Analysis and evaluation of intelligence and data Impact on learners successes and achievements Collaborative approaches to self-evaluation			
Analysis and evaluation of intelligence and data			
Impact on learners successes and achievements			
QI 2.3 Learning, Teaching and Assessment Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring Learning and engagement			
Quality of teaching			
Effective use of assessment			
Planning, tracking and monitoring			
Additional QI			

Appendix 3a QI 2.3 Learning, Teaching and Assessment

Prompts to contribute to classroom visits relating to the Learning Experience: Classroom Visits

- How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge?
- How well do we deploy a wide variety of innovative and creative resources and teaching approaches including digital technologies?
- How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?

Theme	Prompts for classroom observation	Comments
Learning and engagement	Are learning intentions / success criteria (and relevance) shared with learners?	
	Was the skill focus evident in the learning intention? (including HOTS)	
	What evidence is there of linkage with previous learning?	
	What provision is being made for the different abilities in the class?	
Quality of teaching	Does the classroom environment foster high expectations and ambition in the terms of attainment in literacy, numeracy and HWB?	
	Was learning supported by the use of digital technologies?	
	Are the young people experiencing a range of learning and teaching approaches to support progression and meet learning needs?	
	How is / was feedback being used to inform and support progress in learning?	

	<p>How well do questioning strategies enhance the learners experience and enable higher order thinking skills?</p>	
<p>Effective use of assessment</p>	<p>Are young people aware of learning targets and did they participate in the setting of these targets?</p> <p>Are opportunities built in to the assessment of the learning experience?</p>	
<p>Planning, Tracking and Monitoring</p>	<p>Is there evidence of a range of assessment approaches and are the young people aware of tracking and target setting?</p> <p>Do the young people know what to do to improve their attainment and achievement?</p> <p>Was there any evidence of any specific interventions being used with individual or groups of learners? How is this being monitored for impact?</p>	

Appendix 3b QI 1.1 Self -Evaluation for Self-Improvement

Prompts for professional dialogue relating to Self-Evaluation for Self-Improvement

- How well do all staff understand their responsibility in improvement through self- evaluation?
- How do we ensure improvement for the learner is central to all self-evaluation activity?
- How well do we involve all stakeholders (children, staff, parents and carers, families and partners) in self-evaluation and planning for improvement?

Theme	Prompts for professional dialogue	Comments
Collaborative approaches to self-evaluation	What type of self- evaluation activities are you actively engaged in? When does this engagement take place?	
	Describe any opportunities you have with others to reflect on the life and work of the school?	
	What are the school’s strengths and improvement needs? How do you reach agreement on these? How are these shared with others?	
	What opportunities are there for staff to be involved in and lead aspects of school improvement? Examples?	
	What mechanisms are used to consult with stakeholders and how are their views used to inform change?	
	How is information shared with stakeholders?	

<p>Analysis and evaluation of intelligence and data</p>	<p>What type of information has been shared with you to support and develop your understanding of the local community and the circumstances affecting the children and young people's lives and learning?</p> <p>How has this information being used to build your rationale, reflect on current practice and support new initiatives, ideas and changes?</p> <p>What type of moderation and quality improvement activities have you been involved in?</p> <p>How have these supported your understanding of standards and expectations?</p> <p>What data and information is gathered to monitor and track progress of learners? How are you ensuring it is manageable, relevant and appropriate?</p> <p>How is data interrogated to support learner progress and evidence impact?</p> <p>What opportunities do you have to seek out and share good practice within and beyond the school? What impact have these opportunities had on your professional practice?</p>
<p>Impact on learners successes and achievements</p>	<p>What opportunity do the learners have to reflect on their own learning and the work of the school?</p> <p>How confident and articulate are they in doing this?</p> <p>What opportunities do parents have to support improvement by participating in a range of formal and informal activities?</p> <p>What evidence is there of impact of improvement arising from self-evaluation on learning and teaching, attainment, achievement and wellbeing evaluation - reference here that you have to know the focus <i>before</i> gathering evidence</p>
<p>Additional key questions</p>	<p>How effective are we at ensuring an inward, outward and forward focus in our evaluation and improvement activities?</p> <p>How do/will we know that changes we have made have improved outcomes for children? – particular reference here to evidence supported use of PEF.</p> <p>How well is evidence from self-evaluation being used to drive forward change?</p>

Appendix 3c Q1 2.3 Learning, Teaching and Assessment

Prompts to contribute to professional dialogue relating to the Learning Experience

- How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge?
- How well do we deploy a wide variety of innovative and creative resources and teaching approaches including digital technologies?
- How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?

Theme	Prompts for professional dialogue	Comments
Learning and engagement	<p>How do you support learners to become more independent in their learning and to develop the four capacities?</p> <p>How do you know this is having an impact?</p> <p>What opportunities do learners have to take on leadership roles?</p> <p>Are learners encouraged to take an active role in all aspects of school life?</p> <p>In developing quality learning experiences how is the community and wider environment used to enhance learning?</p>	
Quality of teaching	<p>How do you ensure your classroom environment fosters high expectations and ambition in terms of attainment in literacy, numeracy and HWB?</p> <p>How are you making use of digital technologies to enhance the learning experience?</p> <p>How do you ensure all learners have the opportunity to experience varied, differentiated, active learning activities which provide effective support and challenge?</p> <p>What opportunities have you had to engage with educational research to improve teaching and learning?</p> <p>What has changed in your practice as a result of this?</p> <p>How do you use feedback to support learners to understand their progress and identify what they need to</p>	

Effective use of assessment	<p>do to improve?</p> <p>How do you record, analyse and use assessment information to identify development needs for individual learners and specific groups?</p> <p>How are you ensuring it is manageable, relevant and appropriate?</p> <p>What type of reliable evidence do you use to support assessment judgements and decisions about a learner's next steps in learning?</p> <p>Across the learning community what arrangements are in place for moderation across stages and across the curriculum?</p>	
Planning, Tracking and Monitoring	<p>How do you involve learners and parents in planning and evaluating learning?</p> <p>What opportunities do learners have to engage in self and peer assessment to improve their learning?</p> <p>How are you assessing the impact of these opportunities on improving their learning?</p> <p>What processes are in place to monitor and evaluate progress of specific groups of children and young people eg. young carers, LAC, FME?</p> <p>How do you monitor and evaluate the effectiveness of interventions designed to improve outcomes for all learners?</p>	

Appendix 4

Sample Summary Report



Name of School:

In (*insert date*) as part of Dumfries and Galloway CYPLL School Self Evaluation for Self-Improvement Collaborative Reviews process (*insert school name*) was visited by a team of colleagues to carry out a review.

During the visit, which was over (*insert number of days*) the team worked closely with the headteacher, staff, children and parents to gather evidence to evaluate the impact of the school's self-evaluation and practice in relation to improving outcomes for all learners and the provision of quality learning experiences and assessment.

As a result of this validated self-evaluation visit the review team identified and agreed the following strengths in the school's work:

-
-
-
-

The following aspects for development were also identified and discussed:

-
-
-
-

Agreed next steps and timeline:

-
-
-

From: [REDACTED]
Sent: 06 September 2017 11:44
To: [REDACTED]
Cc: [REDACTED]
Subject: Confirmation of Education Scotland visit - Ae Primary School

[REDACTED]

[REDACTED]

Dear [REDACTED]

**Education Scotland schools consultation visit to Ae Primary School
Dumfries and Galloway Council**

I am contacting you to confirm that I will visit your school on 4 October 2017 in the morning. I will be in touch to confirm the details of the visit. It may include discussions with yourself, promoted staff, teachers, support staff, parents and children, and other activities to help us prepare a report on the council's proposals.

If you have any queries regarding the visit, please do not hesitate to contact me.

Yours sincerely

[REDACTED]

[REDACTED]

Tel: [REDACTED]
Address: [REDACTED]

Web: www.education.scot

From: [REDACTED]
Sent: 18 August 2017 19:07
To: [REDACTED]
Cc: [REDACTED]
Subject: Dumfries & Galloway Statutory Consultation Proposal papers 1 of 3

Please find attached Statutory Consultation Proposal Papers for the following school:

- Ae Primary School

These will be published on Wednesday 23rd August 2017 at 9am.

With best regards

[REDACTED]
[REDACTED]
[REDACTED]

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

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has been swept for the presence of computer viruses.

From: [REDACTED]
Sent: 06 September 2017 11:46
To: [REDACTED]
Cc: [REDACTED]
Subject: Confirmation of Education Scotland visit - Amisfield Primary School

[REDACTED]

[REDACTED]

Dear [REDACTED]

**Education Scotland schools consultation visit to Amisfield Primary School
Dumfries and Galloway Council**

I am contacting you to confirm that I will visit your school on 5 October 2017 in the morning. I will be in touch to confirm the details of the visit. It may include discussions with yourself, promoted staff, teachers, support staff, parents and children, and other activities to help us prepare a report on the council's proposals.

If you have any queries regarding the visit, please do not hesitate to contact me.

Yours sincerely

[REDACTED]

[REDACTED]

Tel: [REDACTED]
Address: [REDACTED]

Web: www.education.scot

From: [REDACTED]
Sent: 03 October 2017 21:06
To: [REDACTED]
Cc: [REDACTED]
Subject: Dumfries and Galloway, Ae Primary School Statutory Consultation

Hi [REDACTED]

Please find attached the following documents for the Ae Primary School statutory consultation:

1. Proposal paper
2. On-line petition
3. Adverts in newspapers
4. Screenshot of being on website
5. Summary of category of representations and viewings
6. Letter to parents of children receiving Early Years Provision
7. Letter to parents / staff

With many thanks

[REDACTED]
[REDACTED]
[REDACTED]

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

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Ae Summary

Category	number
Parent	█
Community Member	█
Current Pupil	█
Retired teacher	█
Grandparent	█
Parent of former pupil	█
Former pupil	█
Prospective parent	█
Public Officials	█
Miscellaneous	█
Radio / media interview	█
Total	142

Proposal Paper viewings

Location	Number of views
Education HQ, Woodbank	0
St Teresa's Education Centre	0
Ae Primary School	0
Amisfield Primary School	0
Lochthorn Library	0
Council website hits	Requested – still to be received. Will follow first thing 4 th October.

Hand delivered Petition

Signatures	386
------------	-----

From: [REDACTED]
Sent: 03 October 2017 21:19
To: [REDACTED]
Cc: [REDACTED]
Subject: Dumfries and Galloway, Ae Primary School Statutory Consultation

Hi [REDACTED]

Please find attached the following documents for the Ae Primary School statutory consultation:

1. Representations (1 of 4)

With many thanks

[REDACTED]

[REDACTED]

[REDACTED]

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

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From: [REDACTED]
Sent: 03 October 2017 21:17
To: [REDACTED]
Cc: [REDACTED]
Subject: Dumfries and Galloway, Ae Primary School Statutory Consultation

Hi [REDACTED]

Please find attached the following documents for the Ae Primary School statutory consultation:

1. Public meeting notes
2. Public meeting attendance Sheets
- [REDACTED] Children's questionnaires [REDACTED]

With many thanks

[REDACTED]

[REDACTED]

[REDACTED]

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

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From: [REDACTED]
Sent: 03 October 2017 21:20
To: [REDACTED]
Subject: FW: Dumfries and Galloway, Ae Primary School Statutory Consultation

Hi [REDACTED]

Please find attached the following documents for the Ae Primary School statutory consultation:

1. Representations (2 of 4)

With many thanks

[REDACTED]
[REDACTED]
[REDACTED]

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

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From: [REDACTED]
Sent: 03 October 2017 21:21
To: [REDACTED]
Cc: [REDACTED]
Subject: FW: Dumfries and Galloway, Ae Primary School Statutory Consultation

Hi [REDACTED]

Please find attached the following documents for the Ae Primary School statutory consultation:

1. Representations (3 of 4)

With many thanks

[REDACTED]

[REDACTED]

[REDACTED]

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

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From: [REDACTED]
Sent: 03 October 2017 21:23
To: [REDACTED]
Cc: [REDACTED]
Subject: Dumfries and Galloway, Ae Primary School Statutory Consultation

Hi [REDACTED]

Please find attached the following documents for the Ae Primary School statutory consultation:

1. Representations (4 of 4)

With many thanks

[REDACTED]

[REDACTED]

[REDACTED]

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

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From: [REDACTED]
Sent: 03 October 2017 21:32
To: [REDACTED]
Cc: [REDACTED]
Subject: Dumfries and Galloway, Ae Primary School Statutory Consultation

Hi [REDACTED]

Please find attached the following for the Ae Primary School statutory consultation.

1. Radio / media interview

The radio / media interviews submitted by [REDACTED] for each of the three consultations is exactly the same.

With many thanks

[REDACTED]

[REDACTED]

[REDACTED]

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

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From: [REDACTED]
Sent: 03 October 2017 21:53
To: [REDACTED]
Subject: RE: Dumfries and Galloway, Ae Primary School Statutory Consultation

They are the final public meeting notes which have been published on our website. I have attached a copy of meeting notes for Ae and Amisfield without the watermark.

Thanks
[REDACTED]

From: [REDACTED]
Sent: 03 October 2017 21:46
To: [REDACTED]
Subject: RE: Dumfries and Galloway, Ae Primary School Statutory Consultation

Good
[REDACTED]

The public meeting note for Ae has a 'draft' watermark on them. Is this the final note or is another without the watermark to come?

Thanks
[REDACTED]

From: [REDACTED]
Sent: 03 October 2017 21:44
To: [REDACTED]
Subject: RE: Dumfries and Galloway, Ae Primary School Statutory Consultation

That's great. I had pasta and [REDACTED] had a baked potato – glad to have a microwave in the office.

Thanks
[REDACTED]

From: [REDACTED]
Sent: 03 October 2017 21:40
To: [REDACTED]
Subject: RE: Dumfries and Galloway, Ae Primary School Statutory Consultation

THANK YOU I have and have forwarded them on as well as saved them on my machine. I am having to delete them as we go as my mail box will never cope otherwise. All good so far.

Have you had your tea?
[REDACTED]

[Redacted]

Tel: [Redacted]
Address: [Redacted]

Web: www.educationscotland.gov.uk

From: [Redacted]
Sent: 03 October 2017 21:38
To: [Redacted]
Subject: Dumfries and Galloway, Ae Primary School Statutory Consultation

Hi [Redacted]

You should have received 7 emails for Ae primary school.

With many thanks

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Tel: Internal: [Redacted]
Mobile: [Redacted]
Drop Point: [Redacted]
mailto: [Redacted]

Website: <http://www.dumgal.gov.uk>

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Tha am post-d seo (agus faidhle neo ceanglan còmhla ris) dhan neach neo luchd-ainmichte a-mhàin. Chan eil e ceadachd a chleachdadh ann an dòigh sam bith, a' toirt a-steach còraichean, foillseachadh neo sgaoileadh, gun chead. Ma 's e is gun d'fhuair sibh seo gun fhiosd', bu choir cur às dhan phost-d agus lethbhreac sam bith air an t-siostam agaibh agus fios a leigeil chun neach a sgaoil am post-d gun dàil. Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson adhbhar laghail eile. Dh'fhaodadh nach eil beachdan anns a' phost-d seo co-ionann ri beachdan Riaghaltas na h-Alba.

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From: [REDACTED]
Sent: 03 October 2017 20:28
To: [REDACTED]
Cc: [REDACTED]
Subject: Dumfries and Galloway, Garlieston Primary School Statutory Consultation 4 of 4

Hi [REDACTED]

Please find attached the following for the Garlieston Primary School statutory consultation.

1. Radio / media interview

This is the fourth and final one for Garlieston.

[REDACTED] still working on Ae and Kirkbean.

With many thanks

[REDACTED]
[REDACTED]
[REDACTED]

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

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From: [REDACTED]
Sent: 03 October 2017 20:13
To: [REDACTED]
Cc: [REDACTED]
Subject: Dumfries and Galloway, Garlieston Primary School Statutory Consultation

Please find attached the following documents for the Garlieston Primary School statutory consultation:

1. Public meeting notes
 2. Public meeting attendance sheets
- [REDACTED] Children's questionnaires [REDACTED]

With many thanks

[REDACTED]

[REDACTED]

[REDACTED]

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

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From: [REDACTED]
Sent: 03 October 2017 20:19
To: [REDACTED]
Subject: Dumfries and Galloway, Garlieston Primary School Statutory Consultation

Please find attached the following documents for the Garlieston Primary School statutory consultation:

1. Representations

With many thanks

[REDACTED]
[REDACTED]
[REDACTED]

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

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This email has been received from an external party and has been swept for the presence of computer viruses.

From: [REDACTED]
Sent: 03 October 2017 20:07
To: [REDACTED]
Cc: [REDACTED]
Subject: Dumfries and Galloway, Garlieston Primary School Statutory Consultation

Please find attached the following documents for the Garlieston Primary School statutory consultation:

1. Proposal paper
2. Adverts in newspapers
3. Screenshot of being on website
4. Summary of category of representations and viewings
5. Letter to parents of children receiving Early Years Provision
6. Letter to parents / staff

Please note that web hits have been requested and chased up. I will contact them early tomorrow and forward on data straight away.

With many thanks

[REDACTED]
[REDACTED]
[REDACTED]

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

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Garlieston Summary

Category	number
Parent	1
Community Member	1
Current Pupil	1
Retired teacher	1
Grandparent	1
Parent of former pupil	1
Former pupil	1
Prospective parent	1
Public Officials	1
Radio / media interview	1
Total	35

Proposal Paper viewings

Location	Number of views
Education HQ, Woodbank	0
St Teresa's Education Centre	0
Garlieston Primary School	8
Whithorn Primary School	0
Council website hits	Requested – still to be received. Will follow first thing 4 th October.

Our Ref: [REDACTED]

26th September 2017

Dear Parents/Carers

Proposed closure of Garlieston Primary School and realign its catchment with its partnership school, Whithorn Primary School – Statutory Consultation

As part of the Statutory Consultation process we are writing to parents/carers of children of nursery age who are currently in receipt of Council funded Early Years provision.

We ask if you could let us know which primary school you intend to send your child/children to when they reach school age.

Returns can be submitted through [REDACTED] email address or via the stamped addressed envelope enclosed.

For this information to be included within the Public Consultation Report it needs to be **received by 5pm on Tuesday 3rd October 2017.**

Yours sincerely

[REDACTED]

From: [REDACTED]
Sent: 22 September 2017 11:15
To: [REDACTED]
Cc: [REDACTED]
Subject: Confirmation of Education Scotland visit

[REDACTED]
Dear [REDACTED]

**Education Scotland schools consultation visit to Kirkbean and New Abbey Primary
Schools
Dumfries and Galloway Council**

I am contacting you to confirm that I will visit your schools on 5 October 2017. I will be in touch to confirm the details of the visit. It may include discussions with yourself, promoted staff, teachers, support staff, parents and children, and other activities to help us prepare a report on the Council's proposals.

If you have any queries regarding the visit, please do not hesitate to contact me.

Yours sincerely

[REDACTED]

From: [REDACTED]
Sent: 03 October 2017 22:17
To: [REDACTED]
Cc: [REDACTED]
Subject: Dumfries and Galloway, Kirkbean Primary School Statutory Consultation

Hi [REDACTED]

Please find attached the following documents for the Kirkbean Primary School statutory consultation:

1. Proposal paper
2. Website screenshot
3. On-line petition
4. Adverts in newspapers
5. Summary of category of representations and viewings
6. Letter to parents of children receiving Early Years Provision
7. Letter to parents / staff

With many thanks

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

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From: [REDACTED]
Sent: 03 October 2017 22:26
To: [REDACTED]
Cc: [REDACTED]
Subject: FW: Dumfries and Galloway, Kirkbean Primary School Statutory Consultation

Hi [REDACTED]

Please find attached the following documents for the Kirkbean Primary School statutory consultation:

1. Public meeting notes
2. Public meeting attendance sheets

[REDACTED] Children's Questionnaires [REDACTED]

With many thanks

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

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From: [REDACTED]
Sent: 03 October 2017 22:31
To: [REDACTED]
Cc: [REDACTED]
Subject: FW: Dumfries and Galloway, Kirkbean Primary School Statutory Consultation

Hi [REDACTED]

Please find attached the following documents for the Kirkbean Primary School statutory consultation:

1. Representations (2 of 3)

With many thanks

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

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-----Original Message-----

From: [REDACTED]
Sent: 03 October 2017 22:44
To: [REDACTED]
Subject: RE: Blocked Message - Executable Attached

There was a shortcut within one of the files so [REDACTED] has changed this - all the rest are emails so hopefully will come through.

1. Representations 1 of 3

Thanks
[REDACTED]

-----Original Message-----

From: [REDACTED]
Sent: 03 October 2017 22:41
To: [REDACTED]
Subject: RE: Blocked Message - Executable Attached

[REDACTED]
Got this but not anything else which may be in the representation 1 email [REDACTED]

You must be exhausted by now.

-----Original Message-----

From: [REDACTED]
Sent: 03 October 2017 22:38
To: [REDACTED]
Subject: RE: Blocked Message - Executable Attached

We had issues with a file from [REDACTED]. (an odt file?) [REDACTED] has saved as word so hope this is the one.

Thanks
[REDACTED]

-----Original Message-----

From: [REDACTED]
Sent: 03 October 2017 22:32
To: [REDACTED]
Subject: FW: Blocked Message - Executable Attached

This has just come through to me. I have 2 Kirkbean emails so far

-----Original Message-----

From: [REDACTED]
Sent: 03 October 2017 22:29
To: [REDACTED]
Subject: Blocked Message - Executable Attached

An email sent by

to

on Tue, 3 Oct 2017 21:29:27 +0000 with subject

Dumfries and Galloway, Kirkbean Primary School Statutory Consultation

has been blocked under the terms of the Scottish Government IT Security Policy. The reason is that it contains an attachment which is executable.

For further information please email

Please do not include the original message with the enquiry.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

Tha am post-d seo (agus faidhle neo ceanglan còmhla ris) dhan neach neo luchd-ainmichte a-mhàin. Chan eil e ceadaichte a chleachdadh ann an dòigh sam bith, a' toirt a-steach còraichean, foillseachadh neo sgaoileadh, gun chead. Ma 's e is gun d'fhuair sibh seo gun fhiosd', bu choir cur às dhan phost-d agus lethbhreac sam bith air an t-siostam againn agus fios a leigeil chun neach a sgaoil am post-d gun dàil.

Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson adhbhar laghail eile. Dh'fhaodadh nach eil beachdan anns a' phost-d seo co-ionann ri beachdan Riaghaltas na h-Alba.

From: [REDACTED]
Sent: 03 October 2017 22:47
To: [REDACTED]
Cc: [REDACTED]
Subject: Dumfries and Galloway, Kirkbean Primary School Statutory Consultation

Hi [REDACTED]

Please find attached the following for the Kirkbean Primary School statutory consultation.

1. Radio / media interview

The radio / media interviews submitted by [REDACTED] for each of the three consultations is exactly the same.

With many thanks

[REDACTED]

[REDACTED]

[REDACTED]

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

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