



# Argyll and Bute Council: Community Services: Education

## Annual Standard and Quality Report and Establishment Improvement Plan


Establishment	Bun-sgoil Bhogha Mòr (Bowmore Primary School)
Area	MAKI
Session	2018-2019



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SIGNATURES			
Head of Establishment		Date	June 2018
Education Officer	Kathleen Johnston	Date	June 2018

## 1. Establishment Context

### The School

Bowmore Primary School is a non-denominational and co-educational school providing Gaelic Medium Education from 3-12. There are 4 classes in English Medium – P1, P2-4, P5-6 and P6/7 with a combined roll of 68 and 1 ELC session in the morning for 3 and 4 year olds with 12 children. There are 2 Gaelic Classes, one is an Early Level class every morning attended by children from Sgoil-Àraich to P3 with a combined roll of 12 and P1-4 in the afternoon (6 ). The other Gaelic Medium class is P4-7 am (10) and P5-7 pm (8). Bowmore ELC is equipped to accommodate 2 year olds and currently there are three 2 yr olds who benefit from this service. The SIMD (Social Index of Multiple Deprivation) decile for the area of Bowmore ranges between 4 and 7 . This calculation is based on income, employment, education, housing, health, crime, and geographical access within the area.

### Staffing

The F.T.E. (full time equivalent) teaching compliment for the school this session is 7.47. This figure is determined by the number of pupils enrolled in the school in Gaelic and English Classes and the shared headship arrangement between Port Ellen and Bowmore Primaries. The school has 2 PT teachers. Both PTs work with staff to continuously develop the curriculum and to support the School Improvement Agenda. Teaching staff take responsibility for developing an aspect of the improvement plan.

The staff configuration is as follows;

#### English Medium

- P1- Class Teacher - Probationer
- P2-4 Miss MacArthur
- P5/6 Ms MacKerrell / Mrs Morris
- P6/7 Miss MacAskill

#### Gaelic Medium

- Early Level Class/ P1-4 – Miss Alexander
- P4-7/P5-7 – Class Teacher – Probationer

#### EM Nursery

- Angela Small
- Dionne MacKerrell

#### 2 Year Olds

- Laura Woodrow

#### Sgoil-Àraich

- Sophie Ferguson

## 1. Establishment Context

The school has a history of forming strong links with Gaelic and Scottish history and culture and the school Gaelic choir is strong and competitive. The school reached the finals of the Scottish Education Awards for Gaelic 2017/18 after the implementation of the Early Years Class which was seen as innovative practice.

The school also benefits from having an AMF – Assessment moderator facilitator and a SSERC Mentor.

### Scottish Attainment Challenge

Every council area is benefitting from **Pupil Equity Funding (PEF)** and 95% of schools in Scotland have been allocated funding for pupils in P1-S3 known to be eligible for free school meals. This funding is to be spent at the discretion of Head Teachers working in partnership with each other and their local authority.

In order for us to ensure that our PEF Funding is utilised to meet the needs of our learners and to gain maximum impact we engage with the Education Endowment Fund Learning and teaching toolkit. This enables us to ;

- Ensure our work supports the aspirations of the Scottish Attainment Challenge.
- Look at ways the poverty-related attainment gap be addressed across the school and cluster?
- Ensure an effective approach in our setting to involving parents and carers in reducing the poverty-related attainment gap.

**In session 2017/18**, Bowmore Primary decided to use our PEF funding towards Better Movers and Thinkers.

### Better Movers and Thinkers

School attainment data indicates an overall improvement in literacy and numeracy over this session. There is a recognition that learners from Early -Second level will benefit from thinking about their own learning more explicitly by , setting goals and monitoring and evaluating their own academic development. The focus of BMT is on metacognition and self-regulation.

### Session 2018/19

The learning and Teaching Toolkit has informed our actions for this coming session 2018/19 to focus on the following areas;

- **Metacognition and Self-Regulation**
- **Peer Tutoring**
- **Collaborative Learning**
- **Individualised Instruction**

We plan to enhance our resources to maximise participation in STEAM activities. We will supply a range of resources that children can interact with purposefully, independently and in groups. All learners will have the opportunity to develop skills in science, technology,

## 1. Establishment Context

engineering, art and maths. It is hoped that we will be able at times to secure staff and parents/carers, community members with specific provide 1:1 and group support when children are participating in various projects and developing skills for life and work. Being the **year of the young person**, we will enhance and develop our outdoor space to increase understanding of sustainability and encourage creativity through the medium of English and Gaelic.

We also plan to work closely with Port Ellen Primary on the following;

- **Effective Feedback**
- **Reading Comprehension Strategies**
- **Improving Numeracy**
- **Metacognition and Self-Regulation**
- **Behaviour Interventions**

Being in a shared HT situation we will maximise opportunities to work closer together focusing on the above. All teaching staff are Familiar with the moderation cycle and will continue to moderate literacy, numeracy and other areas of the curriculum. Staff will also Engage in peer monitoring and evaluation, sharing effective practice and sharing an understanding of the impact of providing high quality Feedback for learners (+8mnths). The staff will have one more session working with professor Andy Dalziel and PE development officer Rona Young to develop work already carried out in Better Movers Thinkers. We will involve parents in Andy's last session. Bowmore Primary has piloted a new approach to behaviour management this year which has improved behaviour in the P1-3 class considerably. This approach will be shared across the two schools, implemented and evaluated.

Both Primary schools have started to engage with Accelerated Reading as an holistic approach to improving reading . Both schools Provide Scotland Reads mentors to children who require extended reading opportunities and to those who benefit from 1:1 support. In numeracy we will benefit from using the SEAL resource and approach to numeracy . Numeracy development officer, Maria MacArthur Is engaging with both schools to increase staff awareness, understanding and confidence to use the tool.

Across the cluster schools will continue to come together for ASD Training, Developing a digital strategy, Islay specific Topics, e.g with Islay Heritage (Dunyvaig Castle Project) and Islay Wildlife (Pollination Project) . This may require utilising funding from PEF.

## 2. Our vision, values and aims

Bowmore Primary is in the unique position of providing Gaelic Medium Education in Argyll and the only primary school on Islay with this provision. Our Curriculum Rationale is displayed at the front of the school and clearly illustrates our ethos of inclusion and equity. This is in the form of a tree. The Rationales for both English Medium and Gaelic Medium Education have been documented and disseminated to stakeholders. The Gaelic Medium Rationale was reviewed and updated this session to align with the key components of the **National Gaelic Plan**.

## 2. Our vision, values and aims

The school values were agreed in collaboration with children, staff and parents. These are:

- Respect
- Inclusion
- Persevere
- Excellence

*Our children are RIPE for learning*

In Gaelic this is :

- Sàr-mhaitheas - Excellence
- Urram – Respect
- In-Gabhail - Inclusion
- Leanaltas - Perseverance

*Cumaidh sinn SÙIL air ar ionnsachadh*

*We keep an eye on our Learning*

Through the principles of our vision and values we **aim**:

- to provide a happy, caring and safe environment where creative, effective teaching and learning can take place and where mistakes are made in the effort to try new things and become successful.
- For parents and staff work closely together to help children learn, achieve and celebrate their personal best.
- To respect and value differences in people in Bowmore, Islay and our world.
- To continue to get better at being an Eco School and to develop positive attitudes to the environment and towards our health and wellbeing.
- To enable staff to function happily, professionally and effectively by promoting an ethos where their work is valued and respected.
- To continue to maintain good relationships with other schools, agencies and the community by supporting and being involved in joint ventures, sharing information, ideas and expertise

## **2. Our vision, values and aims**

The Gaelic Medium Education Curriculum differs from English Medium as there is a focus on acquiring vocabulary and developing fluency in the language. Our Rationale in Gaelic includes the following;

### **Aithris Rùin / Mission Statement**

Gaelic language and culture is at the centre of learning in Bun-Sgoil Bhogha Mòr. We aim to maximise the skills and capabilities of each child, nurturing them to become confident in the Gaelic language.

**Experiences** - We provide the highest standard of education and care for our children, ensuring they receive a range of high-quality experiences while also following their interests; promoting their curiosity, inquiry and creativity. These experiences will support the development of good communication skills in Gaelic.

**Environment** - Learning takes place in a safe, happy, stimulating and welcoming Gaelic rich environment which sets high expectations for literacy and the use of the Gaelic language. We aim to create an environment where Gaelic is valued and used at all times.

**Interactions** - Staff are important role models for our children enabling them to hear and absorb high-quality Gaelic through daily interactions. As children play and learn, staff work alongside and interact with children to enable them to develop their knowledge and skills in the Gaelic language, with emphasis on developing social language so children begin to speak Gaelic for real and purposeful reasons.

We recognise that Gaelic is the responsibility of all, and that learning does not take place in the classroom alone, therefore children, staff, parents and the wider community will work closely in a partnership based on mutual respect and support.

### **Amasan/ Aims of Gaelic Medium Education at Bun-sgoil Bhogha Mòr**

- To help children acquire skills in speaking, listening to, reading and writing the Gaelic language so they can communicate effectively.
- To ensure the children are motivated to use their Gaelic and support them in developing their confidence in a range of social settings.
- To create a positive ethos of respect towards Gaelic, ensuring it is seen and heard throughout the school.
- To create a Gaelic rich environment where the quality of Gaelic used is of a high standard.

## 2. Our vision, values and aims

Our curriculum and our plan for improvement reinforces the key objectives contained within the Argyll and Bute's Education vision and strategy ***Our Children Their Future*** which are to;

- ❑ **Raise educational attainment and achievement for all**
- ❑ **Use performance information to secure improvement for children and young people**
- ❑ **Ensure children have the best start in life and are ready to succeed**
- ❑ **Equip young people to secure and sustain positive destinations and achieve success in life**
- ❑ **Ensure high quality partnership working and community engagement**
- ❑ **Strengthen leadership at all levels**

Our school improvement plan compliments and reinforces the work being taken forward by the school and the local authority to deliver improving outcomes for all our learners.

The four key priorities of the **National Improvement Framework** are considered and included when developing our plan. They are :

- **Improvement in attainment, particularly in literacy and numeracy.**
- **Closing the attainment gap between the most and least disadvantaged children.**
- **Improvement in children's and young people's health and wellbeing.**
- **Improvement in employability**

### 3. Summary of our self-evaluation engagement process

Participants	Engagement Details
Staff (teaching and non-teaching)	<p>The PRD process is used to determine next steps and self-reflection. Professional learning is linked to the Improvement Strategy and self-evaluation. Staff also engage in professional dialogue and peer evaluation and monitoring. HGIOS 4 &amp; HGIOELC as well as documents such as Building the Ambition, Gaelic Advice Paper 2015 inform our self-evaluation. This is built into the working time agreement. There is a strong focus on moderation, across curricular areas and also of pedagogy.</p> <p>Staff engage with the GTCS and the Professional Standards Staff in ELC are familiar with the SSSC Code of practice</p> <p>Staff work jointly with other cluster schools and in particular and because of the shared HT arrangement, they work closely with staff from Port Ellen Primary. Staff are involved in ongoing self- evaluation. Opportunities for joint planning are identified within each of the priorities. This year teaching staff from both schools engaged in joint self-evaluation activities and have carried out detailed plans to jointly take forward some of the actions under each of the key priorities.</p> <p>This is highlighted in <b>PURPLE</b> within each of the joint actions.</p> <p>ELC staff also benefit from sharing practice and evaluation across Port Ellen and Bowmore. The staff engage in activities that specifically look at Environment, Staff Interaction and Experiences. ELC Improvements are highlighted in <b>BLUE</b>. The responsibility for ELC is shared between the HT and the PT.</p> <p>Staff from both schools including GME from Bowmore have built up trust and a level of professionalism to engage in critical evaluation in order to improve. The staff in Gaelic Medium Provision meet at Local Authority level at various times throughout the year. Staff have input into Improvements in GME at all levels which in turn impacts school improvement.</p> <p>Management of GME is shared between the HT and the PT . This enables us to;</p> <ul style="list-style-type: none"> <li>• effectively monitoring</li> <li>• drive improvements in GME</li> <li>• keep abreast of current practice and legislation</li> <li>• have input into LA actions for improvement</li> </ul> <p>Specific Actions for GME are highlighted in <b>GREEN</b></p> <p>The actions from the SIP are reviewed several times a term to track progress. This is normally led by the HT.</p>



Participants	Engagement Details										
<p>Parent Council and Commun Nam Pàrant</p>	<p>Regular meetings with the Parent Council and with Comunn nam Pàrant enables parents to be well informed of developments within the school. Parents engage with documents such as the Parent Involvement strategy and this is used as a benchmark for practice within the school. The Parent council seek the opinions of parents and provide feedback to the HT. Parent Questionnaires are issued as part of our ongoing self-evaluation strategy. Parents across the school including Pre 5 are represented on the council. Parents are involved in the life of the school and we have a well-established ethos promoting equity and inclusion. This provide an opportunities for parents to support improvement.</p> <p>This school session, the parent Council were presented with the new actions for improvement and were encouraged to give feedback, suggestions, opinions. Some of the feedback is as follows;</p>										
<p>Pupils</p>	<p>The Pupils are very active within the school with most children in the upper school taking on a leadership role. This can be as captains, through our Changmakers groups and also through leading clubs e.g lunchtime clubs, sports clubs etc . School assemblies provide the children with a forum for seeking the opinions of their peers. The Captains meet with the PT and disseminate information, seek guidance and plan for improvement. All children have a learning Log which provides information of learning and achievement as well as engaging children in self-evaluation of progress.</p> <p>Data of progress in literacy and numeracy is stored on our shared drive and all <i>teaching</i> staff can access.</p> <p>The children participate in school evaluation. There are a range of questions about aspects of school life (modified for P1-3). Percentage of positive results are as follows;</p> <table border="0"> <tr> <td>Happy at School- 76%</td> <td>School is welcoming – 98%</td> </tr> <tr> <td>Feel Safe - 94%</td> <td>Teacher gives feedback- 92%</td> </tr> <tr> <td>Rules are fair 67%</td> <td>I know what to do to improve 90%</td> </tr> <tr> <td>Pupil Voice - 89%</td> <td>Meals are good 71%</td> </tr> <tr> <td>Toilets are good 18%</td> <td>Behaviour in school is good 67%</td> </tr> </table> <p>Next year we will use G forms and the new evaluation tool HGIOUR 1+2 to provide opportunities for ongoing evaluation.</p> <p>Children’s evaluations inform improvements.</p>	Happy at School- 76%	School is welcoming – 98%	Feel Safe - 94%	Teacher gives feedback- 92%	Rules are fair 67%	I know what to do to improve 90%	Pupil Voice - 89%	Meals are good 71%	Toilets are good 18%	Behaviour in school is good 67%
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Participants	Engagement Details
<b>Volunteers working in school</b>	<p>Any volunteers are welcome to provide verbal feedback to staff. There are many ways of communicating their opinions, evaluations. The school encourages this via Twitter, on the Website.</p> <p>There will be more systematic approach to gathering the views of volunteers and community partners and this is highlighted under Leadership. We will continue to share positive feedback via the methods highlighted above.</p>
<b>Community Partners</b>	<p>Partners are involved in aspects of school development, helping to drive forward improvements. Through professional dialogue and discussion we seek input from our partners. Partners are involved in improving outcomes for our children and evaluating the service we provide. This is done with rigour, is ongoing and informs change and improvement.</p>
<b>Local Cluster</b>	<p>As a Cluster our joint improvement planning enables us to monitor and track progress, determine what is working well and identify what we need to do to improve.</p> <p>Our rigorous approach to moderation, transition, assessment and joint planning e.g. literacy and numeracy, use of holistic assessment, STEM, IDL (WW1) and languages, enable staff to share standards and collaboratively drive forward developments to raise attainment across the curriculum. Cluster head teachers are using the Model For Improvement as a tool to raise attainment in literacy and numeracy across Islay and Jura.</p>
<b>Local Authority</b> <b>Education Officer – K Johnston</b> <b>Gaelic Development – C Garvin</b>	<p>Quality Assurance school visits provide guidance and structure around School Improvement and identified priorities.</p> <p>EO raised awareness of the importance of social &amp; economic profile of the school which helped target intervention with PEF Funding.</p> <p>Professional dialogue around OCTF and the NIF provided a focus for school improvement. Discussions are focused on driving improvement, informative about current policy/initiatives/opportunities and evaluative.</p> <p>Bowmore's ambitions and School success are shared and celebrated with the EO. Engagement with the EO also provides challenge enabling the HT to self-reflect and raise expectations.</p> <p>It is important for Bowmore Primary to foster a close working relationship with the Gaelic Development Officer as this enables the school to link and network with other schools within and out-with the cluster. The GDO keeps schools up to date with the latest legislation in GME, shares effective practice, provides support and advice for the school.</p> <p>Our Children, Their Future, A&amp;B Framework for Improvement provides clarity and a framework for improvement. The school's improvement agenda is closely linked to OCTF, The NIF and Education Scotland's Advice on School Improvement Planning , Driving Excellence and Equity</p> <p>Children's progress in literacy and numeracy is tracked on Seemis at P1,4,7.</p>

Participants	Engagement Details
	<p>The Early years provide questionnaires to gain feedback from parents. The developmental milestones are tracked and monitored for 3 and 4 year olds.</p> <p>Staff attend training within the LA which informs aspects of school improvement. The Management Team inform HTs of priorities for development and this is disseminated to school staff. HT meetings are held several times a year including shared HT meetings. The content of the meetings is closely linked to the LA Business Plan.</p> <p>The LA consult with HTs and Parent Councils about new policy and strategies (when appropriate)</p>
Overall impact of stakeholder engagement	<p>Bowmore Primary community is involved in ongoing self-evaluation which enables us to be a reflective school. The pace of change is quick and school developments reflect the direction the school is taking. Staff, pupils, partners and the community strive to make the school the best it can be.</p> <p>Our inclusive approach to Self-evaluation empowers stakeholders and helps to raise confidence about the school within the community. There are high expectations for improvement from all within the school community of Bowmore.</p> <p>The school recognises that all stakeholders who make up Bowmore School Community have an impact on children's learning and lives and their contribution is valued greatly. Our vision is underpinned by our values and aims and working together with parents, partners and the Education Service not only supports us to enable our children to reach their full potential but also to deliver school improvements most effectively.</p>

#### 4. Review of Progress for Session 2017-2018 – Leadership and Management

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 1.3 Leadership of Change – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> Developing a shared vision, values and aims relevant to the school and its community <input type="checkbox"/> Strategic planning for continuous improvement <input type="checkbox"/> Implementing improvement and change
<b>Establishment Priority – Leadership of Change</b>			
<b>Progress and Impact:</b> <ol style="list-style-type: none"> <li>Implement the Cluster SSERC Programme ;             <ul style="list-style-type: none"> <li>Increased confidence in teaching science across level as a result of training. SSERC programme of CPD implemented in response to needs analysis</li> <li>One training event for ELC staff</li> <li>Attendance at SSERC conference in December</li> <li>Progression Pathways from Early – second level ensures depth and challenge</li> <li>Development of staff leadership skills and motivation.</li> <li>Increase in science Resources across the cluster</li> <li>Positive feedback from children</li> <li>100% positive feedback from staff about the Hydraulics Training – 91% Very Good , 9% Good</li> <li>100% Teaching staff will use their training to teach Inheritance</li> </ul> </li> <li>Review of Vision, Values and Aims             <ul style="list-style-type: none"> <li>Values in EM/GME embedded and shared with all stakeholders</li> </ul> </li> </ol>			

- **Aims reduced to 5**
  - **Aims specific to GME aligned with the National Gaelic Plan (5)**
3. Strategic Approach to Leadership
- **Successful deployment of staff (teaching and Non-teaching)**
  - **Clear strategy for communication**
  - **Shared Focus for improvements as appropriate**
  - **Effective use of PTs to share workload**
  - **HT Strategic view of Improvement Plan Priorities**
  - **HT – Use of PEF to support Meta- cognition /Self – regulation strategies, notable better behaviour of children in ELC, increased listening skills, increased levels of perseverance on tasks, Increased attention span, successful induction for Pre school children to P1**
  - **HT – Created document – Planning the Curriculum in a Total Immersion Setting**
  - **PT, GME - Effective mentoring of Gaelic Probationer to pass teaching qualification**
  - **PT, GME – Helped to implement the Early Level Gaelic Class – increased numbers, building parent confidence**
  - **PT, GME- Monitoring ASN , organising meetings, gathering feedback from staff and deciding next steps for ASN.**
  - **PT EM – Shared ELC management remit**
  - **PT, EM – Led moderation as an AMF**
4. Effective implementation of Early Level GME
- **Early level GME class implemented to include all children in the Total Immersion Phase (Sgoil-Àraich – P3)**
  - **Early Level Class now situated in the self- contained modular unit**
  - **Successful Care Inspection – achieving an evaluation of Very Good in Care and Support and Environment**
  - **Increase in number of children in Sgoil-Àraich**
  - **Clear understanding among staff of progression in learning**
  - **Increase in listening and talking activities, use of social language, children using Gaelic**
  - **Clear strategy for improving outcomes for children shared with parents/.carers**
  - **Closer working with community groups e.g. Bogha Frois**
  - **The Early Level class reached the final of this year's Scottish Education Awards**
5. Change floorplan of ELC EM from 3 separate rooms to 1 large room separated into 3 zones  
 Create a facility to accommodate eligible 2 year olds  
 Change service provision from morning and afternoon sessions to 1 morning session facilitated by 3 CCEW
- **More space for children to engage in a variety of activities as zones are set up**
  - **Increased opportunities for children to engage in open ended learning and playing**
  - **The one space ensures increased monitoring and interactions from CEWs**
  - **Secure entry system**

- Facility designed to accommodate 2 year olds . Currently 3 attend
  - Increased staffing
  - 100% positive feedback from parents and partners about the space and the new staff
6. Use of AMFs to implement a robust moderation action plan working within the WTA
- Shared approach to moderation across the cluster – focus was WW100. Children and staff worked very well together and work formed part of the 4<sup>th</sup> May International Service held in Port Ellen . The work carried out by children was very positively received by VVIPs, VIPs, Parents, Community Members, children and staff.
  - In-house moderation action plan increased understanding of progression
  - Use of new planning formats and holistic assessments – staff more confident to carry out holistic assessments
  - Positive feedback
  - WTA complete
  - All teaching Staff engaging in moderation
7. CLPL in line with SIP priorities
- SSERC
  - Gaelic
  - Moderation
  - Giglets
  - Accelerated Reading
  - BMT
  - Emerging Literacy
  - SEAL
  - STEM
  - Talking Maths ELC
  - Child Protection
  - L1+2
  - GDPR
  - FFT
8. Children's Leadership  
Changemakers and Clubs
- Gaelic Changemakers started to make badges for the whole school to encourage children to speak Gaelic
  - Eco Group led the Eco Flag update and were successful in gaining our 5<sup>th</sup> Green Flag
  - Health group run Breakfast club twice a week and worked with parents to gain funds to resource this
  - Library Group coded books according to their ZPD . They provide reading certificates for star readers.

- Global Go Getters organized a ceilidh and raised £114 for a hospital in Glasgow
- Reading Club- read weekly to P1-3 children . This helps both sets of children gain confidence in reading
- Sports Club – run a sports club during lunchtime . They timetabled and communicated effectively with class teachers and pupils
- Blog – The team hold meetings and delegate jobs. The Blog keeps parents/carers up to date with what the children are learning  
Captains/Vice Captains
- Collect house points and share achievements throughout the school  
Children share responsibility and develop leadership skills

9. Food For Thought Project – see also H&W, E, I

- P6/7 involvement
- Children researched the origins of food from around the world
- Chn calculated food miles and examined the advantages and disadvantages of reducing this
- Chn Made links with the Community garden to explore seasonality
- Early and First level carried out scientific experiments to show what plants need for optimum growth
- Second level explored effects of synthetic and organic fertilisers
- All information used to make a long term plan for growing vegetables
- Local Community involvement in tidying the school grounds, planting raised beds and erecting a poly tunnel
- Each class involved in germination of seeds

10. L1+2

- Progress identified from Early – second level; Early level children engaging in rhyme and stories, Second level children are reading and writing sentences
- P6/7 increased knowledge of Gaelic place names on Islay
- Use of Go Gaelic resource to ensure progression of skills
- P1-3 children join in activities , sing and games on Cabag
- Teaching staff using Gaelic in everyday routines

### Next Steps

SSERC;

- Use of STEM evaluation tools to identify needs and future planning
- Funding secured for further staff training across the authority
- Staff to attend training in Dunfermline

- ELC staff training
- STEM homework bags
- Year to View Planning in science to include topics covered in 2017/18

#### Vision, Values and Aims

- Children to create a logo to go on to Fridge Magnets to increase stakeholder awareness and link with home
- School to work with Islay Quilters to produce Wall hangings of the school values

#### Strategic Leadership

- Use of G Suite resources to ensure effective and efficient evaluation, feedback and communication
- Effective deployment of staff to meet the needs of the school – teaching and Non teaching
- Complete Columba 1400 training - HT
- Complete Gaelic Training – HT and PT GME
- Manage Probationers in both EM and GME to achieve successful passes
- Increase joint school actions across 4 key priorities

#### Strategy for Gaelic Medium Education

- Use of the New Gaelic Plan to add strength to Gaelic Provision in Bowmore
- Continue with the Early Level Class
- New full time CEW for Gaelic to be employed and mentored by the Class teacher
- Continue to network with the community – Bogha Frois, ICCI, GortanVogie
- Hold Termly Open Events to Include all stakeholders
- PT to mentor the probationer teacher in P5-7
- Review Oral Language Pathway
- Work with Local Authority GME schools to form a Gaelic Cluster
- Increase opportunities for cross 'Cluster' Moderation as implemented by the GDO C.Garvin
- HT and PT GME to focus on developing the P5-7 curriculum to raise attainment , increase learning opportunities, implement effective transitions, develop the learning space, increase networking opportunities off Islay, promote equity and inclusion.
- Increase S/À to 1140 hrs
- Develop an outdoor space for GME



#### ELC- English

- Reduction to 2 CEWs because of reduced role
- Implement 1140 hours
- Secure staffing for 2 year olds
- Secure staffing for children with significant learning needs
- PT – increased management remit – PT to take P1 class to work closer with ELC
- Participation in cross cluster Pollination Project

#### Moderation

- Cross Cluster Moderation – Focus on 2 Islay Projects; Dunyvaig (in conjunction with Islay Heritage) Early - 4<sup>th</sup> Level
- Islay Pollination Project – ELC/First Levels
- In House Moderation Plan to focus on raising attainment in literacy and numeracy and 1 other area of the curriculum each term
- Increased moderation with Port Ellen

#### CLPL

- Fire training
- Child Protection
- Giglets
- SSERC
- FFT
- ASD
- L1+2 Pilot
- Emerging Literacy
- SEAL
- Digital Training
- STEM
- Minibus Tests
- Moderation
- Columba 1400 Leadership Training

#### Children's Leadership

- Consistency with clubs and changemakers within the timetable
- Monthly evaluations to a member of the management team

#### Food For Thought

- Funding applied for
- Poly Tunnel to be used for transferring seeds
- Purchase of convection ovens and hobs
- Invite local chefs in to cook healthy foods
- Parents invited in to cookalong sessions to learn how to Eat well for Less

#### L1+2

- P5-7 staff and children to pilot the new French Resource
- Staff to continue to engage in CPD activities once a term
- Staff to continue to learn phrases to help with daily routines
- L1+2 leaders to engage with staff from HIS to create a comprehensive progression tool for transition
- The excavation at Dunyvaig will provide a backdrop for learning Gaelic within a topic
- More staff trained to carry out Gaelic Bookbug session

### 4. Review of Progress for Session 2017-2018 – Learning Provision

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 2.3 Learning, Teaching and Assessment – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> Learning and engagement <input type="checkbox"/> Quality of teaching <input type="checkbox"/> Effective use of assessment <input type="checkbox"/> Planning, tracking and monitoring

<input type="checkbox"/> community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> Performance Information		
Establishment Priority – Learning, Teaching and Assessment			
<p><b>Progress and Impact:</b></p> <ol style="list-style-type: none"> <li>Develop use of digital technologies to enhance learning and teaching           <ul style="list-style-type: none"> <li>See Digital evaluation in Leadership</li> <li>Digital strategy in place</li> <li>65% of children using Sways on at least one occasion to present their learning to an audience.</li> <li>Increased parental awareness of Internet safety through workshop</li> <li>Staff attended G Suite Training</li> </ul> </li> <li>Increase learning in science           <ul style="list-style-type: none"> <li>100% teaching staff Port Ellen/Bowmore attended Staff Training sessions</li> <li>SSERC Programme</li> <li>100 % Participation across the school in renewables and engineering Rolls Royce Programme</li> <li>Achieve breadth across science</li> <li>KNEX boxes purchased , STEM homework bags , topics boxes purchased e.g. –Teddy in the Park (Materials), inheritance, hydraulics</li> <li>Funding from the Rolls Royce award to buy resources to increase opportunities for developing skills in engineering</li> <li>Increased confidence among staff and pupils of engineering and renewables</li> <li>Use new rolling programme and amend as necessary</li> </ul> </li> <li>Implement cluster moderation plan           <ul style="list-style-type: none"> <li>Increased understanding of holistic assessments and 100% teaching staff using holistic assessment</li> <li>Holistic planning tool used for IDL</li> <li>Evidence of teaching using the NAR in planning, classrooms</li> <li>Effective shared planning, moderation, evaluations from early – 4<sup>th</sup> level</li> <li>WW100 – All schools inc IHS participated in moderation of Social Studies. All feedback was positive and all staff were clear about progression</li> <li>All classes visited the museum and good cross cluster links were made</li> <li>Successful participation of P6/7 in WW100 International Commemorative service</li> </ul> </li> <li>Develop programmes of study for all curricular areas           <ul style="list-style-type: none"> <li>Science, Health and Wellbeing in Place and to be reviewed</li> </ul> </li> </ol>			

5. All children from P1-P7 given the opportunity to Increase independent learning and develop skills in line with DYW
  - 100 % of pupils participated in Endeavour from P5-7
  - Presentation of learning – using digital technologies and at least 80% of parents attending the annual Endeavour Fair.
  - Improved Curriculum links between school and businesses, agencies and partners
  - Successful visit from Education Scotland DYW representatives
  - Through engagement with the Rolls Royce Science Award, 100 % children will have the opportunity focus on engineering skills within the context of renewable energy.
  - All stages including ELC participated in an Enterprise topic
  - GME presented their endeavour Projects bilingually
  - GME P7 presented their work at the Gaelic Career's Fair In Corran Halls, Oban (June 2018)
  - GME P5-7 participated in Film G for the first time
6. Use the new ELC environment to provide a balance of rich learning experiences.
  - Range of equipment and resources used to develop skills in learning, life and to work.
  - New layout enables CEWs to create 3 zones for learning – Messy zone, investigation, number and construction zone , role play and literacy zone
  - Children involved in planning their learning in each zone through the use of floorbooks
  - Children to gain experience more learning in science through the cluster SSERC plan of lessons – Teddy in the Park
  - Involvement of parents/carers in floorbook planning sessions.
  - Successful Care Inspection
  - Facilities are now in place for 2 yr olds and three currently attend. Successful provision for 2 yr olds – well resourced and staffed
7. Children in Sgoil-Araich and P1-3 Total Immersion to form an Early Level Class to increase socialisation and use of Gaelic
  - Children will hear Gaelic 100% of the time
  - Children in Sgoil-Araich will be encouraged to speak Gaelic to their peers in P1-3. The children will socialise through shared snack everyday. They will use Gaelic in a meaningful context
  - Children in Sgoil-Araich will plan their learning through their floorbooks and staff interactions will be focused on promoting Gaelic.
  - Children in Sgoil-Araich will begin P1 demonstrating a higher ability to communicate in Gaelic.
  - Good role modelling from older and children and from staff
  - New Aims aligned to the National Gaelic Plan
  - VVA amended and updated – all stakeholders involved
  - Increase in numbers in sgoil-àraich
  - Successful management of staffing and secure staffing for next session (2018/19)

- ELC provision recognized as an example of good work by Education Scotland and reached the finals of this Year's Scottish Education Awards in the Gaelic Category
- Increased motivation and enthusiasm from staff and children
- Increased Parental involvement in planning and showcasing learning events
- Increased networking with partner/community groups
- BPSELC involved in the ELC evaluation and the LA's vision for future ELC delivery

## Next Steps

Develop use of digital technologies to enhance learning and teaching

- **Digital Strategy to be implemented fully**
- **Increase use of digital technology to support learners with needs**
- **100% of teaching staff to use tools from G Suite for evaluations, planning , communication and organization**
- **Joint school staff training to use tools on G suite – to be incorporated into the WTA.**
- **Continue to promote internet safety among children and parents, 50% parents attend workshops. 100% of classes to build into planning**
- **Use digital technologies to run L1+2 new programme**

## Increased Learning in Science

- **Staff to continue on the SSERC programme**
- **Continued staff training**
- **Implement SSERC projects across the year –**
  - colour & vision
  - microbes for minors
  - dissolving and mixing
  - lenses and mirrors
  - useful microbes
  - separating
  - Beyond the Visible
  - Beat the Bugs
  - Using indicators
- **Review the science rolling programmes**
- **Cross cluster ELC pollination project using Plan , Do , Review method**

#### Moderation

- Joint school Year to view ensures closer working together – Measure and Scale, Biodiversity, Music (discussion and evaluation only), presenting and data handling
- Moderation topics identified – Dunyvaig and the Islay Pollination Project (Both cross cluster)
- Digital Moderation through the L1+2 programme.
- In-house moderation to continue throughout the year.
- Plan to be implemented

#### Develop programmes of study for all curricular areas

- Review science and H&W
- Programmes to be developed for Social Studies, Art and Music
- All cross Cutting themes to be delivered at least once a year
- IDL to be delivered through Enterprise, Sustainability, Using IT

#### Use the new ELC environment to provide a balance of rich learning experiences.

- Continue to utilise the space to engage the children in learning experiences underpinned by the 7 design principles
- More joint planning between ELC and P1, change of staffing will enable this to happen
- More literacy and numeracy will be evident in the outdoor area
- Children to have more opportunities for learning beyond the setting
- IT hardware to be reviewed as appropriate
- Continue provision for 2yr olds and staff appropriately
- Staff to attend CLPL to enhance the area and practice
- ELC shared practice and planning to be done through the joint Islay Pollination Project

#### Children in Sgoil-Araich and P1-3 Total Immersion to form an Early Level Class to increase socialisation and use of Gaelic

- Staffing in place , confirmed and to be utilized to continue the Early Level Class Next Session
- Future of the ELC to be decided after the evaluation to be complete in July 2018
- More focus on progression across all subject areas
- Programme for Oral Language to be amended
- Bowmore ELC GME to be part of the A&B cluster which will hopefully be part of a Gaelic Alliance
- All staff to continue to plan relevant and cohesive topics to further develop Gaelic language skills
- Continue to promote the ELC and aim to increase numbers coming into sgoil-àraich session 2019/20 intake by 30%
- Aim for 80% of children being on track with their learning
- Staff using Giglets as a resource to enhance literacy , particularly reading skills
- Parental participation to continue

- Increase learning opportunities beyond the classroom
- New staff trained in ELC , possible newly qualified CEW

#### 4. Review of Progress for Session 2017-2018 – Successes and Achievements

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.1 Ensuring Wellbeing, Equity and Inclusion – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input checked="" type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input checked="" type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input checked="" type="checkbox"/> Wellbeing <input checked="" type="checkbox"/> Fulfilment of statutory duties <input type="checkbox"/> Inclusion and equality
<b>Establishment Priority – Ensuring Wellbeing, Equity and Inclusion</b>			
<b>Progress and Impact:</b> <ol style="list-style-type: none"> <li>PTs attended Level 2 Child Protection             <ul style="list-style-type: none"> <li>• Increased confidence in ability to deal with incidents</li> </ul> </li> <li>BMT             <ul style="list-style-type: none"> <li>• Implemented into PE sessions</li> <li>• Training Provided by Prof Andy Dalziel</li> <li>• Feedback from Nursery staff is that 100% of children have improved their ; listening skills, ability to follow instructions, persevere on an activity for longer</li> </ul> </li> </ol>			

- Whole school participation in better movers thinkers programme.
  - Focus on meta-cognition and self-regulation approaches to help learners think about their learning more explicitly.
  - Pupils P1-7 set goals and monitor and evaluate their own development. Evidence in Learning Logs
  - The quality of Learning Logs has improved in all classes, teachers and children are using differentiated success criteria to set targets and evaluate their learning.
  - Most children from P1-7 are engaged in BMT activities and all children in ELC engage and participate in daily BMT sessions.
  - In ELC - ?% are on track with developmental milestones
3. Encourage children to be healthy and active, participate and lead sports activities and make healthy food choices .  
Children to be more active with open ended play in the playground through the development of the new scrapstore
- School received £1000 funding to build a scrapstore
  - Children organized workmen to provide the base and to build the wooden shed
  - Scrapstore utilized to hold a variety of open ended scrap materials and resources e.g. tyres, nets, fishboxes,
  - Children organized the materials by communicating with parents and businesses
  - Children enjoy using the scrapstore daily
  - Open ended resources encourage children to use their imagination, sustain attention on play, being creative
  - All children have given positive feedback
  - The health and Wellbeing Group have taken responsibility for resourcing it and maintaining it.
  - Breakfast Club funding secured to run twice weekly for the year
  - FFT project started to increase participation in growing, health promotion
4. Continue Nurture group focusing on behaviour interventions and social and emotional literacy.
- **New approach** (*based on the book – When Adults Change – Everything Changes*) to behavior intervention used in P1-3 has shown a marked difference in children’s behavior. Children are aware of consequences
  - See next steps
5. Management of support needs.
- ASN staffing reduced had a negative impact on teaching and learning, staff stretched , Risk assessments had to be implemented to ensure safety of children due to lack of staff, no support in P1-3 for any of the children with UCPs and with a range of learning needs, no support available in P6/7 – composite class of 25 with 7 UCPs in P7.
  - This had a marked impact on staff and pupils
  - Staff Morale low- prolonged staff absence which significantly affected the cover budget
  - Affected time available to teachers to support individual needs
  - Timetables changed daily due to unavailability of staff



- **Successful MTA application for extra hours increasing hours by 30 . This has made a marked difference to the level of support available to pupils across the school, albeit too late in the session.**

6. **Changemaker groups.**

**Whole school participation.**

**Effective engagements with parents and partners.**

**Children leading various groups e.g. healthy and active, media, eco.**

- **Development of skills in line with DYW**
- **Positive feedback from children**

7. **Participation of pupils on a variety of trips to extend learning beyond the classroom.**

**Positive feedback from pupils and staff from Stramash trip.**

**GME trip to Edinburgh with National CNP group was a success. Positive feedback from children, staff and parents**

**Children's participation in World War One commemoration was successful and children across Islay and Jura worked together**

**Children participated in local and national Mods.**

**Outdoor learning opportunities increased with all classes participating in at least 2 trips outwith the school. ELC play outdoors at least 95% of the year**

**Effective transitions to high school and to primary school. Children with UCPs had successful extended inductions**

**More joint working with partner school. WW100, SSERC , Moderation, ELC shared practice, planning and meetings, STEM**

**Installation of Poly Tunnels to Grow Food – as part of the Food for Thought Initiative – successful involvement from parents**

**All children in ELC have an outdoor suit**

**Ensure all practice aligns with Care inspectorate**

**Promote hand washing with children**

**New buzzer to be fitted to front door and dropping off /picking up protocol to be updated and shared with parents, staff**

**Staff Handbook still to be developed to ensure new staff are familiar with the layout, practice, protocols**

**All Risk Assessments up to date and in place**

**Staff familiar with national documents like Infection Control, Nappy Changing**

**Appropriate ratio of children :staff implemented**

**New alarms for door to outdoors fitted in ELC EM and Sgoil-Araich**

**Cleaning Rotas and logs up to date.**

**Fire/emergency procedures up to date.**

**Achievement of Very Good for the two areas evaluated**

**Increase Parental Involvement in ELC**

**Twice yearly meetings with parents to update DM**

**Parents to be invited into nurseries once every three weeks to participate in planning in the Floorbook.**

**PLPs to go home every three weeks and parent comments to be encouraged.**

95% of ELC / Sgoil-Araich parents use DOJO for sharing learning and communicating with ELC staff.  
Parents involved in developing the outdoor area erecting the new cottage etc

## Next Steps

### BMT

- Incorporate BMT into the classroom setting – more consistency with this approach across the whole school
- Focus on training parents during Andy Dalziel's next visit in August
- Continue to gain feedback from children throughout the school
- Use the developmental milestones and tracking in literacy and numeracy to gauge improvements .

### Scrapstore

- Further Promotion of Scrapstore among all classes
- Rota put in place so 100% of pupils are using it
- Increase in resources
- Use for Nurture Group
- Continue breakfast club
- Raise awareness of healthy eating among children and parents through the next phase of the Food for Thought project.

Continue Nurture group focusing on behaviour interventions and social and emotional literacy.

- Implement Nurture time into the timetable
- Use the Boxall to assess key groups – August 2018 and reassess June 2019
- Use support staff to run Nurture
- Continue to use PATHs in ELC and P1 for Social Emotional Wellbeing
- Use the PATHs pack suitable for P2,3,4 for SEW
- Continue to use Friends for Life for children P5-7 for SEW
- Implement a whole school approach to building resilience
- Implement the new approaches to behaviour currently being piloted in P1-3 across the whole school. Create a measure tool to measure impact

Management of support needs.

- Worked closely with Principal Teacher, Pupil support
- Support staff within the LA aware of the level of pupils with significant needs requiring 1:1 adult support all the time
- Application for 120.5 hours to ensure that pupils needs are met across the school.
- SMT to work together to implement a timetable that will run for at least 70% of the session
- Secure long term temporary staff
- All support and teaching Staff to participate in ASD training in October (2 inservice days)

#### Changemaker Groups

- Timetable efficiently to enable weekly sessions
- Track skills
- Showcase work with parents
- Gain feedback from pupils-gather data from questionnaires

#### Participation of pupils on a variety of trips to extend learning beyond the classroom.

- Stramash Trip 2018/19
- GME P5-7 trip to Ireland – Collum Cille Trip
- Implement ELC woodlands trip again
- Participation in the Islay Pollination Project and the Dunyvaig excavation project
- 2yr olds to be provided with outdoor suits
- Apply for a grant to Continue the FFT project – growing , planting , cooking
- Review use of the scrapstore and build a mini scrapstore in the ELC area.
- Continue to develop the outdoor area
- GME to continue trips to Gortanvogie and Bogha Frois

#### Ensure all practice aligns with Care inspectorate

**Staff handbook to be updated**

**New Janitor to be trained with procedures e.g fire logs , risk assessments**

**Continue to build on practice and confidence of staff with two year olds**

#### Increase Parental Involvement in ELC

- Continue Parental floorbook planning
- Literacy, Numeracy and STEM homelink bags to be sent home to encourage parental engagement
- Hold ELC action afternoon in spring to engage parents in helping with cleaning outdoor toys , painting, developing the outdoor area
- Parents to be invited into showcasing events once a term and to help with trips
- Parents involved in story sessions
- Use parent skills to enhance learning e.g create a recipe book as a fundraiser
- Implement stay and play sessions January 2019

#### 4. Review of Progress for Session 2017-2018 – Successes and Achievements

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.2 Raising attainment and achievement – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> Attainment in literacy and numeracy <input type="checkbox"/> Attainment over time <input type="checkbox"/> Overall quality of learners' achievement <input type="checkbox"/> Equity for all learners
<b>Establishment Priority – Raising attainment and achievement</b>			
<b>Progress and Impact:</b> <ol style="list-style-type: none"> <li>More systematic recording of Listening and Talking data             <ul style="list-style-type: none"> <li>Not started in English</li> <li>GM Tracking in place</li> <li>Staff are ready to make amendments to the content of the Oral Language Tracker</li> <li>Tracking Oral Language has had an impact on classroom practice – there is a much bigger focus on developing skills</li> </ul> </li> </ol> <p>On Track- 59% of pupils in GME</p> <p>Boys – 43%</p> <p>Girls – 70%</p> <p>Further Development – 41% of Pupils</p> <p>Boys – 57%</p> <p>Girls – 30%</p>			

2. Adjustments to the Spelling programme to target High Achievers
  - **Teacher's using professional judgement as well as assessment evidence to place children appropriately within the programme.**
  - **Use of 100 Tricky words for children who are dyslexic and/or are making little progress on the programme**
  - **Increasing use of IT for writing tasks to enable pupils to edit spelling.**
3. In-House Reading Assessments to be reviewed and amended to ensure progression  
 More use of Scotland Reads to improve Motivation and attainment in Reading  
 Participate in Reading Challenges / Connect 4 as possible strategies  
 Accelerated Reading Programme to be fully implemented
  - **Staff using Accelerated reading and Schannel**
  - **Scotland Reads timetable implemented – use of Islay high School Pupils.**
  - **Accelerated Reading Programme used more consistently – now working with joint school . Staff Trained and pupils fully familiar with the system and of their achievements**
  - **Need for engaging texts , low reading age books**
  - **Extended reading sets , connectors sets , sets of books for children with literacy difficulties, Gaelic books**
4. Review and amend Marking Criteria for Big Writing at Early and First Level to Raise Attainment in Writing  
**See writing tracking below**
  - **Cluster schools worked together to create progression**

#### **NIF Data - Pupils on Track**

Class	Reading %		Writing %		Numeracy %
P7	36		45		64
P6	57		86		71
P5	50		50		58
P4	100		80		100
P3	57		57		71
P2	67		67		83
P1	83		100		100
G7	40	40	40	40	40
G6	0	0	0	0	100
G5	60	80	60	80	60
G4	0	0	0	0	100
G3	100		0		100
G2	100		100		100
G1	100		100		100

5. Better use of assessments to review teaching of maths to raise attainment
  - **GL Assessments used for year groups not participating in SNSA**
  - **Significant Improvement of children on track in numeracy – see table**
6. Consistent use of Number Talks throughout the school to Raise Attainment
  - **All class Teachers Using Number Talks consistently**
  - **Increased confidence in ability in mental agility**
  - **Ability to talk about maths**
  - **Increase in attainment**
  - **Increase in teacher's confidence**
7. Parental Engagement
  - **Various workshops provided for parents throughout the year- Sensory, Internet Safety**
  - **Participation of Fathers, Grandads, Male relatives during Action Day**
  - **Parents given the opportunity to be involved in various topics /IDL e.g WW1**
  - **Parents regularly invited into ELC/Sgoil-Araich for planning , involvement in physical developments. Increased Parental involvement in topics e.g. Road Safety and in developing the Rationale**
8. Sgoil-Araich / ELC EM to use Numicon as first steps to learning basic number
  - **90% of 4 year olds to count to 10 by June 2018-achieved**
  - **90% of 3 and 4 year olds to recognise more and less – achieved**
  - **All children to have experience of all number outcomes at least twice by P1 transition**
9. Homelink literacy and numeracy bags Implemented
  - **100% children have had the opportunity to participate in numeracy and literacy activities at home**
  - **100% parents/carers involved**
  - **New Bags purchased**

#### Next Steps:

More systematic recording of Listening and Talking data

- **Amend Oral Language Progression in GME**
- **Implement Emergent Literacy – see separate insert**

#### Reading

- **Participation in the Emerging Literacy Pilot – BPS, PEPS to implement strategies**

- Joint evaluation
- Work and plan closely with Pupil Support Teachers to achieve More consistency with Scotland Reads programme
- Improve approaches to early reading instruction , including phonics – as a result of above target
- Develop children’s use of higher order thinking skills through continuing reciprocal practice
- Increase range of texts that children engage with- PEF
- Introduce more appropriately challenging text -PEF
- Develop children’s independent reading for pleasure –PEF
- Implement HTs Award
- Visual displays to be made to motivate and keep focus on reading

**See separate insert**

#### Writing

- Plan more opportunities to apply writing skills across curricular areas and contexts
- Feedback provided on writing to be consistently specific in order to aid progress
- More attention to grammar , spelling and punctuation – consistent approach across the school
- Provide more opportunities for extended writing
- Provide more opportunities for independent writing – Early Primary
- Cross schools moderation
- Implementation of Emerging Literacy Pilot

**See separate insert**

#### Better use of assessments to review teaching of maths to raise attainment

- Continue to use GL, Transition Assessment for Pupils in P7
- Use of SEAL in Early Years and for pupils with gaps in learning , ASN
- Twice yearly discussions with CTs/CEWs about Data
- Continue to Use Number Talks

#### Parental Involvement

- Use of SSERC Homework Bags
- Continue DOJO
- ASD Training and other workshops



- **Continue to plan and deliver whole school activities, events, sharing learning, showcasing, planning , Parent Council**

Raise Attainment in Numeracy in Sgoil-Àraich and ELC

- **Consistent use of tracking**
- **Use LAs updated tracking tool- increase expectations**
- **More focus on providing opportunities to engage in numeracy outdoors.**
- **PT to mentor and model teaching and learning of numeracy**
- **95% of all children in Sgoil-Àraich and ELC achieving their potential in numeracy by June 2019**

Implement Bedtime Story Programme with Pre 5 Parents.

- **Use a questionnaire to gauge current practice**
- **Raise Parent Awareness of the benefits of reading a bedtime story during Parents Information Evening in November**
- **Questionnaire disseminated in June**
- **85% increase in parents regularly reading a Bedtime story**
- **100% children will have had a bag home**
- **75% positive feedback from parents**

Engaging parents in Literacy and numeracy for children in ELC/SÀ

- **Emerging Literacy resources**
- **Continue to increase bags**
- **Parents to run the Lending Library**

<b>5. Our overall evaluation of our establishment's capacity for continuous improvement:</b>			
<b>HGIOS?4</b>	<b>Quality Indicator</b>	<b>School self-evaluation</b>	<b>Inspection evaluation</b>
<b>1.3</b>	<b>Leadership of change</b>	Very Good	
<b>2.3</b>	<b>Learning, teaching and assessment</b>	Very Good	
<b>3.1</b>	<b>Ensuring wellbeing, equity and inclusion</b>	Very Good	
<b>3.2</b>	<b>Raising attainment and achievement</b>	Good	
<b>1.1</b>	<b>Self-evaluation</b>	Very Good	

<b>6.</b>	<b>Priorities for improvement in the current year</b>	<b>2018-2019</b>
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Number	Priority	Main driver of priority:			Alignment to:				
		Self-Evaluation School Review VSE	Education Scotland Report	OCTF Our Children, Their Future	A&B Business Outcomes	NIF	HGIOS?4 QI	Wellbeing Wheel	Partnership Working
<b>1</b>	<b>Leadership and Management</b>			3,4,5,6	BO16 BO17 BO30 BO31 BO32	2 4	1.3 2.3 2.1 3.2, 4.1, 6.1, 6.4	Achieving Included Responsible Safe	Cluster L/A IHS BnG, CNaG ICCI Health
<b>2</b>	<b>Learning Provision</b>			1,3,4,5	BO17 BO18 BO19 BO30	3 1 2 4	3.1 2.3 2.2	Achieving Healthy Included Active	Cluster L/A IHS BnG, CNaG Health SSERC Islay Wildlife Trust
<b>3</b>	<b>Successes and Achievements</b>			1,2,4,6	BO30 BO31 BO32	1 2 4	3.1 3.2	Nurtured Respected Included Achieving	Cluster L/A IHS BnG, CNaG ICCI Health

## 7. Action Plan – Priority Number 1 – Leadership and Management

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 1.3 Leadership of change – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> Developing a shared vision, values and aims relevant to the school and its community <input type="checkbox"/> Strategic planning for continuous improvement <input type="checkbox"/> Implementing improvement and change
	What are we going to do now? Specific actions related to priority	Measures of Success	
1	<ul style="list-style-type: none"> <li>Digital Strategy</li> </ul>	<ol style="list-style-type: none"> <li><b>Updated strategy</b> Include updates technology benchmarks and Es&amp;Os in policy, refer to A&amp;B digital strategy and national digital strategy in policy as well as cluster strategy</li> <li><b>Increased teacher confidence around skills</b> – baseline/audit in August, Dec, June</li> <li><b>Support staff to be trained in the use of digital technologies to support ASN-</b> Russell Pollock at High School leading along with Elaine Ross. Create a guide to digital tools to support ASN for all staff</li> <li><b>Increased parental engagement around internet safety-</b> from 19% 2017/18 to 36% 2018/19</li> <li><b>Increase pupil knowledge and understanding of internet safety</b> – 80% of children to know their 5 a day for online safety . 100% of children to have Online Safety Learning Experience. Planning proforma from Early to Second in e-safety along with resources to use</li> </ol>	

		<p>from CEOP.</p> <p>6. <b>Increase digital literacy among pupils</b> – establish baseline of skills level August 18 , track progress Dec, June. Complete digital skills passport to recognize digital skills</p> <p>7. <b>Use moderation to trial and review digital technology systematically</b></p> <p>8. <b>Review and upgrade estate regularly-</b> implement a plan to replace 20% of ipads each year.</p>
2	<ul style="list-style-type: none"> <li>• <b>Staff Development</b></li> </ul>	<p>1. <b>100% of staff will have engaged in the following training /developments within the school session;</b></p> <ul style="list-style-type: none"> <li>• GIRFEC</li> <li>• Child Protection</li> <li>• Health and Safety</li> <li>• Fire</li> <li>• GDPR</li> <li>• Risk Assessments</li> </ul> <p>2. <b>100% Teachers and CEWs will attend at least 1 CPD off island training event</b></p> <p>3. <b>100% Teaching staff attend planned twilights for ;</b></p> <ul style="list-style-type: none"> <li>• Digital support</li> <li>• Better Movers Thinkers</li> <li>• STEM</li> <li>• L1+2</li> </ul> <p>4. <b>70% staff (teachers, ASN, C/As, CEWs) to attend ASD training.</b></p> <p>5. <b>HT to attend Leadership Training</b> – Columba 1400 - planned attendance for Oct 2018 , Dec 2018, Jan 2019</p>
3	<ul style="list-style-type: none"> <li>• <b>Early level Pedagogy –</b></li> </ul>	<p>1. Early Level tracking to be updated for Literacy and Numeracy</p> <p>2. All staff will engage in Play based learning training by the end of June 19</p> <p>3. 100% children will make <b>expected</b> progress in Lit/num/dev milestones throughout the Early Level</p> <p>4. All Nursery Tracking to be online – aligned with P1-7 Tracking and put on to shared drive</p> <p>5. Increase in acquisition , use of Gaelic, skills and aptitude in Gaelic with the implementation of the 1140 hrs</p>

		6. Increase visits from and to Bogha Frois to raise awareness of GME pedagogy. 7. Continue to monitor ELC and evaluate.
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	What are we going to do now? Specific actions related to priority	Measures of Success
4	<ul style="list-style-type: none"> <li>Implementation of National Gaelic Plan</li> </ul>	<ul style="list-style-type: none"> <li><b>Key priorities within the National Plan are embedded within school policy by June 19;</b></li> <li><b>USEAGE</b></li> <li>95% families with children in GME will attend at least 2 Gaelic Events throughout the session</li> <li>70% of School staff working in GME to engage with 4 Comunn Nam Pàrant Meetings per session</li> <li>100% children from P5-7 to attend GME Colluim Cille trip to Ireland</li> <li>100% of sgoil-àraich parents to receive support and advice on GME</li> <li>P5-7 children to participate in the Film G E.g. Oral Language , Parental Engagement, Learning Experiences in line with DYW</li> <li>Gaelic Changemaker group to continue to promote Gaelic Throughout the school and track/celebrate achievements</li> <li><b>LEARNING- CORPUS</b></li> <li>PT/HT to continue Gaelic Training</li> <li>Teaching staff and PT to develop Oral Language Framework</li> <li>100% teaching staff to use Giglets for Reading</li> <li>100% children in GME Early Level to be on SEAL numeracy plan</li> <li>100% of children in P6/7 to present their Endeavour in a public venue e.g. ICCI, Corran Halls</li> <li>Bowmore Primary to lead at least 1 initiative within the LA cluster</li> <li>Primary and secondary staff to implement new transition strategy</li> </ul>

	What are we going to do now? Specific actions related to priority	Measures of Success
		<ul style="list-style-type: none"> <li>• Parents, children and staff to promote Gaelic websites</li> <li>• Staff Training</li> <li>• <a href="#">ELC class to continue – See previous priority</a></li> </ul> <p><b>STATUS</b></p> <ul style="list-style-type: none"> <li>• 100% of staff in GME aware of the contents of the National Gaelic Plan</li> <li>• National Plan to inform Gaelic strategy</li> <li>• Promoting a positive image of Gaelic and raising awareness through ; <ul style="list-style-type: none"> <li>- Gaelic Media</li> <li>- Gaelic Education</li> <li>- Gaelic Arts</li> <li>- Sport</li> <li>- Networking with other schools within A&amp;B, Northern Alliance?? Scotland</li> </ul> </li> <li>• Update the website regularly</li> <li>• Use Social Media to showcase learning, network with national Gaelic bodies and promote examples of Good Practice</li> <li>• Increase participation of children within GME in the Local and National Mòds</li> </ul>

Action Plan – Priority Number 1 – Leadership and Management					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	Jo Clark	June 2019	<b>August 10<sup>th</sup> 2018</b> – ASN inservice <b>August 2018</b> – baselines for teacher and pupil skills <b>September 2018</b> – Jo and Russell Pollock to run twilight 1 <b>September 2018</b> – purchase 2 ipads <b>November 2018</b> – Run twilight 2 <b>February 2019</b> – Internet Safety for parents <b>March 2019</b> – Run twilight 3 <b>March 2019</b> – purchase 3 ipads <b>May 2019</b> – Run Twilight 4 <b>June 2019</b> – Update audit of pupil and parents skills <b>June 2019</b> – Pupils complete passport <b>June 2019</b> – Strategy and Policy complete	Russell Pollock – Islay High School Parents Local Authority IT dept	Finance – Purchase of 2 ipads from PEF funding = <b>TARGETED INTERVENTION</b> £235 x 2 32g ipad minis = £470- PEF £235 x 3 32g ipad minis = £705 – GP Fund 4 x 1.5 hrs from WTA for staff training = 6hrs 1hr Parents Evening from WTA 4hrs planning for leaders from WTA.
2	Maureen Macdonald	June 2019	<b>August 2018-</b> Inservice1 – Child	John Cowden Gwen McCrossan	2 x 2hrs from WTA for Gaelic and French Training



			Protection / GDPR update <b>August 2018-</b> BMT <b>September 2018</b> – H&S and Fire Training/ Risk Assessments <b>October 2018</b> – Inservice 2+3 – ASD training <b>November Training</b> – L1+2 <b>January 2019-</b> complete Columba 1400 training STEM training <b>February and May 2019</b> – Update PRDs Other training dates TBC	Andy Dalziel Autism Scotland and Strathclyde Uni Columba 1400	2 x Days Inservice for ASD training in Oct 1 x ½ Day training for Child Protection and GDPR 1 x 2 hr twilight H&S, Risk Assessment and Fire Training – post John Cowden HT training 6 x full days for Columba 1400 Training 1 x 2 hr PRD meeting  1 night Accommodation for off island staff CPD 1 rtn ferry journey c86 miles claim 2 nights accommodation for Andy Dalziel, Flight for BMT – shared with BPS c£150 1 Full day with Andy Dalziel - £1000 <b>PEF carry forward</b>
3	Maureen Macdonald	June 2019	<b>August 2018</b> – 3 yr and 4yr old tracking in place. Date for completion of Early Level 3 tracking Literacy and Numeracy <b>TBC</b> (LA Early Years Team) <b>January 2019</b> – check and Analyse Data with CEWs (PT) All nursery Tracking on shared drive by <b>Oct 2018</b> <b>Oct 2018</b> Implementation of 1140 hrs ELC	Kathleen Johnston Sophie Ferguson Kirsty Alexander Gillian Morris Rachael MacAffer Dionne MacKerrell Angela Small Sine MacKellar Niall Woodrow Bogha Frois	1 x day cover for 2 CEWs for Play Based Training (x2) 2.5hrs to upload tracking online 1hr weekly for KA/ RM to plan learning for joint sessions 2 hr weekly meeting between SMT and CEWs ½ hr weekly evaluation meetings of joint sessions

			Weekly Joint Sessions between P1, 2 and Nursery in place from <b>November 2018</b> Play based learning training dates for Early level staff TBC		
4	Maureen Macdonald	June 2019	<p><b>August 2018</b> - NQT to begin placement in P4-7</p> <p><b>September 2018</b> – GME staff to receive abbreviated version of the National Plan Start visits to and from Bogha Frois – year long plan in place. Staff to attend An T-Alltan Staff familiar with Giglets Parents Information event – raise awareness of GME</p> <p><b>October 2018</b> – Attendance at National mòd by 30% of gME children Implementation of 1140 hrs in GME November 2018 Film G competition</p> <p><b>January 2019</b> GME run annual community Burns ceilidh</p>	<p>CnP ICCI BnG CNaG Film G/ BBC Alba Catriona Garvin Partner GME primaries Islay High School</p>	<p>1 x Digital camera, accessories - £300 – PEF Range of Reading Books for GME- £500 – PEF 3 x Cover days for Probationer days 2hr weekly for 10 weeks to complete Gaelic Language Training PT/HT 2x days cover for staff to attend An T-Alltan</p>

			Ongoing update of website and communication using Twitter Staff Training Dates and probationer Days throughout the session		
<b>Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?</b>					
1					
2					
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## 7. Action Plan – Priority Number 2 – Learning Provision

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 2.2 2.3 Learning, teaching and assessment – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> Learning and engagement <input type="checkbox"/> Quality of teaching <input type="checkbox"/> Effective use of assessment <input type="checkbox"/> Planning, tracking and monitoring

	What are we going to do now? Specific actions related to priority	Measures of Success
1	<ul style="list-style-type: none"> <li>Joint IDLs – considering local context</li> </ul>	<b>1. Pollination Project</b> <ul style="list-style-type: none"> <li>- Early Years / P1,2, 3, and P4 (BPS - GME)</li> <li>- Partnership working with Islay wildlife trust</li> <li>- Science and social studies <b>based</b> project – minibeasts</li> <li>- Cross ELC planning and moderation- – increased understanding of progression, sharing practice, skills and resources</li> <li>- Creation of a comprehensive topic package with input from Port Ellen, Bowmore EM/GME ELCs</li> <li>- Links across literacy, numeracy, H&amp;W and IT</li> <li>- P1-7 whole school moderation – increased understanding of progression</li> <li>- Partnership working with Rural Skills HIS pupils to revamp</li> </ul>

	What are we going to do now? Specific actions related to priority	Measures of Success
		<p>school grounds and include a wildflower area.</p> <ul style="list-style-type: none"> <li>- Partnership working with Scottish National Heritage to increase green areas and plant life to attract bees.</li> </ul> <p><b>2. Dunyvaig Project</b></p> <ul style="list-style-type: none"> <li>- Cross cluster moderation</li> <li>- SS based IDL</li> <li>- Partnership working with Islay Heritage and Reading University</li> <li>- Presentation of primary schools learning in a central location</li> </ul> <p><b>3. Peat, Moss, Water, Whisky</b></p> <ul style="list-style-type: none"> <li>- Work with Rsc.li – Nicola Jordan, happy to come over to Islay</li> <li>- IDL at 2<sup>nd</sup> level</li> <li>- Permeating themes – heavily focused on numeracy , literacy but Science and Social Studies based</li> </ul> <p><b>4. 100% children will engage in joint IDL</b></p> <ul style="list-style-type: none"> <li>- Children from 3yrs to P7 , S1</li> <li>- GME Immersion Phase links to Film G , Endeavour , Scottish history and Culture</li> </ul> <p><b>5. 80% children report that collaborative working together enriched their Learning Experiences</b></p> <ul style="list-style-type: none"> <li>- Use of NAR process to ensure participation and engagement</li> <li>- Evaluations from children</li> <li>- Audit of knowledge and understanding of their local environment</li> <li>- Children will have the opportunity to developed informed attitudes about sustainability</li> </ul> <p><b>6. 100% staff feedback indicate that joint working increased understanding of progression and moderation</b></p> <ul style="list-style-type: none"> <li>- Audit of skills</li> <li>- Staff evaluations</li> </ul>
2	<ul style="list-style-type: none"> <li>• Storyline Approach to planning</li> </ul>	<p><b>1. 75% of practitioners will use a storyline approach to deliver Experiences + outcomes within at least 3 areas of the curriculum by the end of June 2019</b></p>

	What are we going to do now? Specific actions related to priority	Measures of Success
		<p>2. <b>Tracking across Oral Language in GME throughout the session</b></p> <ul style="list-style-type: none"> <li>- to gauge increase acquisition of vocabulary and usage of Gaelic as a result of learning through a storyline approach</li> </ul> <p>3. <b>Increase engagement in reading</b></p> <p>4. <b>Increase reading resources</b></p> <p>5. <b>25% staff attend LA training</b>– Cohort 1 in August, Cohort 2 in January</p> <p>6. Increase children in P6/7s knowledge and understanding of Travel and Tourism.</p>
3	<ul style="list-style-type: none"> <li>• <b>SSERC – ongoing and growing</b></li> </ul>	<p>1. <b>75 % of parents within the Early Level will be engaged in Science activities by the end of June</b></p> <ul style="list-style-type: none"> <li>- STEM Homelink Bags to in the new session be implemented across both schools + PCPS</li> <li>- Audit parents skills in science</li> <li>- Re audit at the end of the session</li> <li>- 65% will report an increase in confidence</li> </ul> <p>2. <b>100% of teachers will deliver at least 1 science topic with a focus on Physics in session 2018/19</b></p> <ul style="list-style-type: none"> <li>- 2<sup>nd</sup> level staff to attend SSERC Training day in Dunfermline in September</li> <li>- Phil Kitching to provide training on Pulleys, Gears etc. in January 2019</li> </ul> <p>3. <b>PTs (MH and RM) to deliver training</b> for colleagues across the LA.</p> <p>4. <b>85% of practitioners</b> who attend training will report an increase in confidence to teach physics</p>
4	<ul style="list-style-type: none"> <li>• <b>L1+2- Pilot (cluster)</b></li> </ul>	<p>1. 100% of second level staff to participate in training</p> <p>2. 100% of children at second level will participate in the French</p> <p>3. 100% of staff will report an increase in confidence in teaching French</p> <p>4. 90% of children will increase their skills in French</p> <ul style="list-style-type: none"> <li>- Tracking in place</li> </ul>

Action Plan – Priority Number 2 – Learning Provision					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	Head Teachers (to co-ordinate cluster working)	June 2019	<b>August Inservice</b> – ELC plan to moderate progression of Es and Os within 1 curricular area <b>August</b> – site visit at Dunyvaig 1 for 1 <sup>st</sup> and 2 <sup>nd</sup> level pupils <b>September</b> – Plan 1 <sup>st</sup> and 2 <sup>nd</sup> level moderation – Joint school working Once termly moderation meetings <b>June 2019</b> – Inservice Final evaluation	Islay Wildlife Trust Islay Heritage Reading University Bowmore distillery Port Ellen Maltings Lagavulin, Laphroaig, Ardbeg Distilleries Cluster ELCs	Moderation and planning time from WTA Specialist input from Nicola Jordan - Rsc
2	Morvern McPhee Kate Brown Maree McMillan		MMP to attend Cohort 1 training in <b>August 2018</b> KB/MM to attend Cohort 2 Training <b>January 2019</b> Storyline approach to learning used in P5/6 in BPS Teacher Evaluation <b>October 2018</b> <b>March 2019</b>	Clare Bryden Joint Schools	Travel, subsistence, mileage and Accommodation for staff to attend training £203 PP £500 from PEF on English reading Resources inc appropriate apps Twilight for all staff in March (2hrs from WTA)

Action Plan – Priority Number 2 – Learning Provision					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
3	Maggie Harrison Rachael MacAskill	June 2019	SSERC Training August 2018 Moderation and planning October 2018 Training for practitioners – January 2019 Cross LA training - TBC	SSERC Phil Kitching -IHS Pauline Inglis Maggie MacLellan PCPS	Funding from LA for STEM Homelink Bags Accommodation , subsistence and mileage costs for staff to attend SSERC training
4	Jo Clark Morvern Mcphee Linsay MacArthur	June 2019	Dates of training with Gwen McCrossan TBC January – June – Inclusion of French in 2 <sup>nd</sup> level curriculum	Gwen McCrossan Maggie Maclellan	3 x 2hrs for twilights to train staff from WTA (done on Islay )
Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?					
1					
2					
3					
4					



## 7. Action Plan – Priority Number 3 – Successes and Achievements: Ensuring wellbeing, equity and inclusion

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.1 Ensuring wellbeing, equity and inclusion – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> Wellbeing <input type="checkbox"/> Fulfilment of statutory duties <input type="checkbox"/> Inclusion and equality

	What are we going to do now? Specific actions related to priority	Measures of Success
1	<ul style="list-style-type: none"> <li>H&amp;W – 1 indicator, bundle outcomes, work together, consider local context, part of Rationale</li> </ul>	<ol style="list-style-type: none"> <li><b>Embed a focused aspect of H&amp;W within the life of the school e.g. within Programmes of work and within wider opportunities like Breakfast Club and Healthy Tuck.</b> <ul style="list-style-type: none"> <li>Parent participation to secure year-long funding for breakfast club resources</li> <li>Increased Uptake of pupils attending breakfast club</li> <li>Focus on healthy eating as part of year planning</li> <li>All children to have the opportunity to prepare a dish from home grown fruit and vegetables</li> <li>Pupils to organise and deliver a cooking workshop open evening for parents – target 40% of parents to attend – see part 3</li> <li>Increase cooking facilities to include 6 electric hobs</li> </ul> </li> <li><b>Bundle Es and Os to deliver planned experiences within the progression framework</b> <ul style="list-style-type: none"> <li>At least 1 IDL / Learning in context experience to focus on H&amp;W (particularly healthy eating)</li> <li>50% improvement in school snack choice from sweets to a healthier choice</li> <li>Children to have input into amended Rationale</li> <li>100% families to be provided with a school brochure</li> </ul> </li> <li><b>Incorporate wider opportunities to apply key aspects of H&amp;W – see above</b> <ul style="list-style-type: none"> <li>After school club for One term in the year will focus on healthy eating</li> <li>All staff and children running the club to be familiar with the 'Eat well for less' NHS guidance and use it as a focus for cooking food.</li> </ul> </li> </ol>

	What are we going to do now? Specific actions related to priority	Measures of Success
2	<ul style="list-style-type: none"> <li>Approaches to supporting chn with ASD– Autism Network Scotland (2 Days)</li> </ul>	<ol style="list-style-type: none"> <li><b>90% of practitioners to participate in ASD training</b> <ul style="list-style-type: none"> <li>Training for practitioners to be held in October (Inset Days)</li> <li>Training provided by Strathclyde University</li> </ul> </li> <li><b>100% of staff who participated in staff training report increased confidence</b> <ul style="list-style-type: none"> <li>Conduct audit with staff to identify needs</li> <li>Re-issue audit after training to gauge increase in knowledge /understanding /level of upskilling and confidence</li> </ul> </li> <li><b>100% practitioners implement at least 3 strategies within the training</b> <ul style="list-style-type: none"> <li>All classes with pupils with ASD to liaise with PTs to discuss strategies</li> </ul> </li> <li><b>10% reduction in incidences of violence</b> <ul style="list-style-type: none"> <li>PERS100 and recorded incidences reduced.</li> </ul> </li> </ol>
3	<ul style="list-style-type: none"> <li>Behaviour Strategy/PATHs/FFL/ Leadership Clubs/BMT</li> </ul>	<ol style="list-style-type: none"> <li><b>Update behaviour strategy to incorporate key wellbeing programmes e.g. PATHs , Friends for Life</b> <ul style="list-style-type: none"> <li>Joint school approach – led by Lorraine Gillies and Arlene McKerrell</li> <li>Amend policy to incorporate new approaches to managing behaviour</li> <li>All staff familiar with the book ‘When the Adults Change, Everything Changes ‘</li> <li>Disseminate information to parents in September</li> <li>100% of children from P1-3 + Pre 5 to be familiar with PATHs</li> <li>100% of children from P4-7 to be familiar with Friends for Life</li> </ul> </li> <li><b>Increase from 30% to 50% engagement with behaviour strategy</b></li> </ol>

	What are we going to do now? Specific actions related to priority	Measures of Success
		<p><b>across the two schools</b></p> <ul style="list-style-type: none"> <li>• Evaluation from all staff in May 2019</li> </ul> <p>3. 30% decrease in recorded behaviour incidences across the two schools</p>
4	<ul style="list-style-type: none"> <li>• <b>Finish BMT with Andy in August- see previous PEF . Targets Ongoing</b></li> </ul>	<p>School Attainment Data - % increase of pupils 'on track' – OVER TIME</p> <ul style="list-style-type: none"> <li>• ASN Data - % of pupils receiving intervention</li> <li>• Case Studies</li> <li>• Reduction of UCPs</li> <li>• Boxall Profile data</li> </ul> <p><i>Data will be monitored and gathered at transition to nursery and transition to school and over time . Progress will be monitored each term. Attendance at the sessions will be monitored and feedback from parents will provide the basis for our summative report. HGIOELC and Building the Ambition will provide benchmarks for providing a quality service.</i></p>
5	<ul style="list-style-type: none"> <li>• <b>Stay and Play – PEF</b></li> </ul>	<p><b>1. Incorporate Stay and Play Sessions into the Expansion of ELC (1140hours after October)</b></p> <ul style="list-style-type: none"> <li>• Consultation between staff and LA to configure working week in order to implement 1.5 hrs of stay and play from December 2018</li> <li>• SCP 41- £1598</li> <li>• SCP 37- £736.50</li> <li>• ASN Data - % of pupils receiving intervention</li> <li>• Case Studies</li> <li>• Reduction of UCPs</li> <li>• Boxall Profile data</li> </ul>

	What are we going to do now? Specific actions related to priority	Measures of Success
		<ul style="list-style-type: none"> <li>• Increase engagement of families from 10 to 15</li> </ul> <p><b>2. 90% of parents report that the Stay and Play sessions have provided a greater confidence in engaging in their children's learning and development.</b></p> <ul style="list-style-type: none"> <li>• Evaluation in May 2019</li> <li>• Implement suggestions made by parents from this year's evaluation – 100% positive</li> <li>• Input from SAL, Health Visitor, School Nurse re Vocabulary Acquisition , Healthy Eating and diet .</li> <li>• 70% of Children starting nursery on target with vocabulary</li> </ul>

Action Plan – Priority Number 3 – Successes and Achievements: Ensuring wellbeing, equity and inclusion					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	Maureen Macdonald	December 2018	September 2018 December 2018 March 2019 June 2019	All teaching staff School Nurse Health Visitor	4 hrs from WTA across the year
2	Maureen Macdonald	October 2018	October 2018 January 2019 April 2019	Strathclyde University Autism Network Scotland Elaine Ross Gerry Geoghan	2 Inservice days
3	Arlene McKerrell/ Lorraine Gillies	June 2019	October 2018 January 2019 April 2019	All staff across PEPS/BPS	Books – When adults change everything changes x 4 copies Time during Inset Day 1 2 hrs from WTA
4	Andy Dalziel	August 2018	August 2018	Rona Young	£1150 from PEF carry forward for Training ,

			February 2019b	Staff inc CEWs	Accommodation, Travel
5	Maureen Macdonald	June 2019	Strategy for implementation Oct 2018 Implementation January 2019 Evaluation June 2019	Lorna Cameron CEWs – Sophie Ferguson Angela Small Dionne McKerrell PTs – Gillian Morris Rachael MacAskill Kate Dumigan Louise Russell Gillian Nelson Edwards Lesley Gibson Sam Arch	SCP 41- £1598 SCP 37- £736.50 £400 on Resources
<b>Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?</b>					
1					
2					
3					
4					
5					

## 7. Action Plan – Priority Number 3 – Successes and Achievements: Raising attainment and achievement

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.2 Raising attainment and achievement – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> Attainment in literacy and numeracy <input type="checkbox"/> Attainment over time <input type="checkbox"/> Overall quality of learners' achievement <input type="checkbox"/> Equity for all learners

	What are we going to do now? Specific actions related to priority	Measures of Success
1	<p>• <b>SEAL – BPS Pilot this session.</b></p> <p>We aim to raise attainment, engagement and enjoyment in Numeracy and Mathematics in <b>Bowmore Primary School</b> by developing teacher confidence and leadership and building capacity in our staff by introducing SEAL across the school. This will be done in two ways:</p> <ol style="list-style-type: none"> <li>1. SEAL planners, activities and teaching strategies will be introduced in our P1 classes, replacing current Numeracy planners;</li> <li>2. Targeted pupils highlighted by tracking and monitoring will be assessed through the SEAL diagnostic and appropriate numeracy interventions will be put in place for them throughout the year.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>100% of EL practitioners to participate in SEAL training</b> <ul style="list-style-type: none"> <li>• EM/GME staff to attend training in August</li> <li>• Staff cascade information to all teaching staff and CEWs</li> </ul> </li> <li>2. <b>100% of staff who participated in staff training report increased confidence in numeracy</b> <ul style="list-style-type: none"> <li>• All staff to use and familiar themselves with resources</li> <li>• 100% of children to participate in diagnostic assessment</li> <li>• Staff to discuss assessment results with HT</li> <li>• P1-3 staff and staff with ASN to use resources</li> </ul> </li> <li>3. <b>100% practitioners implement all strategies within the training</b> <ul style="list-style-type: none"> <li>• Staff will have developed their pedagogies and approaches to</li> </ul> </li> </ol>

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		<p>teaching numeracy and will have embedded appropriate SEAL strategies into their planning, teaching and learning across the school.</p> <p>4. <b>90% will have achieved their targeted level within numeracy by June 2019</b></p> <ul style="list-style-type: none"> <li>• Monitor data over time</li> </ul> <p>5. <b>Bowmore Primary</b> will have developed a robust intervention strategy for pupils who require additional support in their numeracy</p>
2	<ul style="list-style-type: none"> <li>• <b>Emergent Literacy</b></li> </ul> <p><b>Pupils as learners will:</b></p> <ul style="list-style-type: none"> <li>➤ experience a developmentally appropriate curriculum in early literacy, language and communication</li> <li>➤ develop the foundational skills required to achieve Early Level in listening &amp; talking, reading and writing.</li> </ul> <p><b>Staff as learners will:</b></p> <ul style="list-style-type: none"> <li>➤ have confidence in their approach to early literacy, language and communication</li> <li>➤ understand how children are making progress in literacy, language and communication.</li> </ul>	<p>1. <b>90% of children in P1 have secure foundational skills which enable them to listen, talk, read and write by June 2019</b></p> <p>2. <b>90% of children in P1 to make appropriate progress within and through the Early Level in listening and talking, reading and writing.</b></p> <p>3. <b>100% of Early level staff be able to articulate the progress of each learner, based on robust evidence.</b></p> <ul style="list-style-type: none"> <li>• Data to be recorded on shared drive</li> </ul> <p>4. <b>100% of early level staff to be able to articulate the impact the professional learning and collaboration is having on their practice.</b></p> <p>5. <b>Develop POLAAR Gaelic Version</b></p>
3	<ul style="list-style-type: none"> <li>• <b>Reading</b> – Developing a school strategy using current resources such as ; Accelerated Reading , GIGLETS Standardised assessments/Resources</li> </ul>	<p>1. 10% increase in children achieving their expected level</p> <p>2. Establish a robust standardised approach to assessing reading</p> <p>3. 5% increase in NIF data for reading at each level</p> <p>4. Increase reading resources to suit all 100% of children</p>



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Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	Rachael MacAskill Kirsty Alexander	June 2019	Attendance at P1 training day - <b>13<sup>th</sup> August 2018</b> ; Attendance at SEAL training day 1 – <b>6<sup>th</sup> September 2018</b> ; Diagnostic assessments completed for targeted pupils – <b>14<sup>th</sup> September 2018</b> ; Appropriate teaching and learning strategies identified and implemented for targeted pupils – <b>28<sup>th</sup> September 2018</b> ; SLT Learning visit to P1 class to observe implementation of P1 Numeracy guidance – <b>5<sup>th</sup> October 2018</b> Training from day 1 cascaded to all staff members – <b>end of October 2018</b> ; Attendance at SEAL training day 2 – <b>8<sup>th</sup> November 2018</b> Training from day 2 cascaded to all staff members – <b>end of December 2018</b> ; Attendance at SEAL	Staff; Pupils; Authority PT for Numeracy; Maria MacArthur Parents.	2 hr Collegiate time for sharing knowledge with other staff; x 4 = 8hrs Central training provided by Authority PT; Support staff.

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Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
			<p>training day 3 – <b>17<sup>th</sup> January 2019</b>;  Progress of targeted pupils reviewed and teaching/learning strategies updated – <b>31<sup>st</sup> January 2019</b>  Training from day 3 cascaded to all staff members – <b>end of February 2019</b>  Attendance at SEAL training day 4 – <b>19<sup>th</sup> March 2019</b>  Training from day 4 cascaded to all staff members – <b>end of March 2019</b>  Progress of targeted pupils reviewed and teaching/learning strategies updated – <b>30<sup>th</sup> April 2019</b>  Sharing of SEAL journey to other staff in cluster at twilight – <b>9<sup>th</sup> May 2019</b></p>		
2	Rachael MacAskill Kirsty Alexander	June 2019	<p><b>August 2019</b>  Initial Emerging Literacy assessments completed as a baseline and on-going assessment completed during the year to track and monitor</p>	Clare Bryden Parents Catriona Garvin Maeve MacKinnon	Whole-day Training – 5 hours Network Twilights – 11 hours (4 x 2 hours and 2 x 1.5 hours) Time to complete initial assessments/screens

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Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
			<p>progress</p> <p><b>September 2019</b> Attend 6 Local Networks during the 2018/2019 session</p> <p><b>December 2018</b> <b>March 2019</b> <b>June 2019</b> Engagement with Emerging Literacy support materials to assess and analyse data, organise learners using data, and plan developmentally appropriate learning experiences, tracking progress</p> <p><b>January 2019</b> <b>June 2019</b> Ongoing universal and targeted support is given to families on the progress children are making and ways which they can support at home</p> <p><b>June 2019</b> End of Level Teacher Judgements for Primary 1 – Achievement of Early Level Evidence of family engagement</p>		<p>Ongoing dialogue – Nursery/P1 Teacher/ SMT</p> <p>POLAAR training / development days out for GME staff and PT</p> <p>Improving Practice in Gaelic Education Document</p>

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Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
			<p>Progress of embedding the approach monitored through the Emerging Literacy Audit Tool and the ADKAR evaluation model</p> <p>Information to be passed from the Primary 1 teacher (2018/2019) to Primary 2 teacher (2019/2020) on the progress that learners have made within the key skill areas of Emerging Literacy</p> <p><b>All staff clear on use of POLAAR for assessing children in GME</b></p>		
3	School Staff	June 2019	<p><b>August 2019</b></p> <p>All staff to discuss reading within the school – PEPS/BPS</p> <p>Plan focus for the year and investigate standardised assessments</p> <p>Implement Scotland Reads</p> <p>HTs Award</p> <p>Play , Talk , Read bus</p> <p>Islay Book Festival –</p>	<p>Islay Book Festival</p> <p>Play , Talk, Read Bus</p> <p>Staff</p> <p>Parents</p>	<p>£500 on reading resources / material suitable for GME and EM, diverse needs. 4 x 1 hr from WTA (in line with Emergent Literacy )</p>

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Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
			author visits  <b>November 2019</b> Monitor progress and amend <b>January 2019</b> Evaluation of SAs Purchase SAs May 2019 Issue SAs		

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
1	
2	
3	

**8. Action Plan Summary for Stakeholders eg Parent Council, Pupils, Community Partners**

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Leadership and Management	<b>Implement a new Digital Strategy which aims to;</b> <ul style="list-style-type: none"> <li>• Increase pupil digital literacy</li> <li>• Increase teacher skills</li> <li>• Support ASN</li> <li>• Increase pupil and parent engagement around cyber resilience and safety</li> <li>• Review resources</li> </ul>	Jo Clark	June 2019
		<b>Staff Development;</b> All staff trained in accordance with school priorities and legislation	Maureen Macdonald	June 2019
		<b>Early Level Focus;</b> <ul style="list-style-type: none"> <li>• Implement 1140 hrs in nursery</li> <li>• Focus on play-based learning</li> <li>• Children to make expected progress in literacy and numeracy</li> <li>• Increase parental engagement</li> </ul>	Maureen Macdonald Maggie Harrison	October 2019 June 2019
		<b>Implementation of the National Gaelic Plan</b> <ul style="list-style-type: none"> <li>• Key priorities within the National Plan are embedded within school policy by June 19</li> </ul>	Maureen Macdonald Gillian Morris	June 2019
2	Learning Provision	<b>Consider Local Context in Topic Work</b> <ul style="list-style-type: none"> <li>• Pollination Project – Early Years. Shared Practice between all ELC settings across Islay and Jura. Focus on science , literacy and numeracy</li> <li>• Dunyvaig Project – across all schools on Islay and Jura. Focus on ICT, science literacy and numeracy</li> </ul>	Early Level staff Second level staff	June 2019
		<b>Storyline Approach to planning</b> <ul style="list-style-type: none"> <li>• Using literacy and reading to deliver cross curricular learning</li> </ul>	Morvern McPhee Maree McMillan	February 2019

		<b>SSERC</b> <ul style="list-style-type: none"> <li>• Homelink bags</li> <li>• Focus on Physics</li> <li>• Staff training</li> </ul>	<b>Rachael McAskill</b> <b>Linsay MacArthur</b>	<b>June 2019</b>
		<b>L1+2</b> <ul style="list-style-type: none"> <li>• Continue whole school Gaelic Learning</li> <li>• P5-7 learn French</li> <li>• Track skills and progression</li> <li>• Robust transition project to ensure progression</li> </ul>	<b>Gillian Morris</b> <b>Alice Stewart</b>	<b>June 2019</b>
<b>3</b>	<b>Health, Wellbeing, Inclusion and Equity</b>	<b>Develop and amend current Health and Wellbeing Practice and planning in line with the needs of the pupils and community</b> <ul style="list-style-type: none"> <li>• Focus on Healthy Eating / Food</li> </ul>	<b>Gillian Morris</b>	<b>June 2019</b>
		<b>Develop approaches to supporting children with ASD</b> <ul style="list-style-type: none"> <li>• Staff training</li> <li>• Parent Training</li> <li>• Increase staff and parent confidence</li> </ul>	<b>Maureen Macdonald</b>	<b>October 2018</b>
		<b>Review and develop the behaviour strategy</b> <ul style="list-style-type: none"> <li>• All staff to trial new strategies</li> <li>• Parental consultation</li> <li>• Amend policy</li> </ul>	<b>Arlene McKerrell / Lorraine Gillies</b>	<b>June 2019</b>
		<b>Complete BMT Training</b> <ul style="list-style-type: none"> <li>• Parental involvement and training</li> <li>• Implement BMT into classroom practice</li> <li>• Track attainment over time</li> </ul>	<b>Andy Dalziel</b>	<b>August 2018</b>

		<b>Stay and Play</b> <ul style="list-style-type: none"> <li>Continue stay and play sessions after December</li> <li>Positive parent feedback/engagement</li> <li>Engage with health professionals</li> <li>Increase knowledge and understanding of child development</li> <li>Smooth transition into nursery</li> <li>Increased play and talking opportunities</li> <li>Increase acquisition of vocabulary</li> <li>Raise attainment in literacy</li> </ul>	Maureen Macdonald	June 2019
Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
4	Raising Attainment in Literacy and Numeracy	<b>Implement SEAL (Stages of Early Arithmetical Learning)</b> <ul style="list-style-type: none"> <li>Staff training</li> <li>Joint Working with BPS</li> <li>Diagnostic assessments</li> <li>Staff to work with SEAL planning</li> <li>Sound understanding of number bonds in Early /First level</li> <li>Raise Attainment in Numeracy</li> </ul>	Rachael MacAskill Kirsty Alexander	June 2019
		<b>Emergent Literacy</b> <ul style="list-style-type: none"> <li>Staff training</li> <li>Early level children develop foundational skills to enable them to be ready to listen, talk, read and write</li> <li>Raise Attainment in literacy</li> <li>Develop standardised Assessment practice for GME</li> <li>Develop Oral Language pathway for GME</li> </ul>	Rachael MacAskill Kirsty Alexander Gillian Morris Morvern McPhee	June 2019
		<b>Develop a reading strategy</b> <ul style="list-style-type: none"> <li>Increase resources</li> <li>Implement standardised assessment to track progress over time</li> <li>Involve parents</li> <li>Whole school and ELC focus on Reading</li> <li>Implement a reading award e.g. HT Award</li> </ul>	All teaching Staff	June 2019