COMHAIRLE NAN EILEAN SIAR

Roinn an Fhoghlaim is Seirbheisean Chloinne

Tolsta Primary School

**Aithisg Ìre de Mhathas 2017-18
Plana Leasachaidh na Sgoile 2018-19**

**Standards & Quality Report 2017-18
School Improvement Plan 2018-19
(SQIP)**

A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together

**Combined
Standards & Quality Report for 2017-18
and School Improvement Plan 2018-19
(SQIP)**

Contents

The Language of Evaluation

All	100%
Almost All	90% - 99.9%
Most	75% - 89.9%
Majority	50% - 74.9%
Less than half	15% - 49.9%
Few	> 15%

A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together

1. The Context of the School

1.1 The school and its community

Tolsta School is a non-denominational local authority school serving the villages of North Tolsta and New Tolsta on the east side of the Isle of Lewis. The school offers primary and nursery education in English.

The school currently has a roll of 29 primary pupils and 5 pre-school pupils who attend one day a week. The school is supported by 8 teaching and non-teaching staff. The school is managed by a Head Teacher who has a shared leadership responsibility for Sgoil a' Bhac in the neighbouring district of Back.

In drawing up this report and plan, consultations took place with pupils, staff and partners to establish their views about our progress and improvement needs.

1.2 Our vision, values, aims and curriculum rationale

Our Vision: Ag Ionnsachadh Comhla – Learning Together

Our Values: Family, Friendship, Teamwork, Respect, Learning, Health, Confidence, Trust

Our Aims:
We aim to ensure that pupils feel happy, safe and secure when they are in school and that their concerns are addressed with care and consideration. We do this by:

- having smooth transitions and liaising closely with parents/colleagues
- providing 'Buddies' at key transitions, or for particular needs
- pupil rotas for organising indoor games during wet weather
- Pupils' views are sought through various methods such as Pupil Council, Focus group meetings and questionnaires.
- using the Restorative Practice approach to conflict resolution
- having a clear Behaviour Code (drawn up by pupils and staff)
- having clearly defined PSE programmes
- identifying pupils' learning needs regularly and systematically through ASN procedures and practices
- annual staff training in Child Protection
- routine monthly monitoring of attendance by SMT
- the GroupCall system which alerts parents/carers if an absence is unexplained
- having appropriate procedures for monitoring the effectiveness of our pupil care and welfare arrangements

Our Curriculum Rationale: Children at Tolsta School follow a curriculum that embraces the ethos and expectations of 'Curriculum for excellence,'whilst acknowledging the place of the school within the community.

As well as providing a broad education that offers depth, challenge and enjoyment, we want our curriculum to focus on:
- the culture and history of our community
- the promotion of Gaelic language and culture
- the landscape and rich environmental resources surrounding the school
- instilling strong values and a positive ethos in all that we do

In addition, we aspire for the curriculum at Tolsta School to:
- Encourage involvement and engagement from all children
- Help and support children in reaching their full potential
- Set high expectations for all
- Instil an ethos of confidence, success, respect, responsibility and achievement
- Help children to understand their community and their place within it
- Provide children with the skills needed for learning, life and work
- Give opportunities to celebrate success and achievement within and out-with the school.

1.3 Summary of progress towards improvement:

During 2017-18, 75% of our learners reached their curricular milestones and our average attendance rate was 96.04%.

Two of the three planned improvement projects achieved their stretch aim in the 2017-18 session. The other project, achieved approximately 70% of its targets.

In terms of the Scottish Attainment Challenge, Tolsta School did not receive any funding under the Pupil Equity Fund. However the Head Teacher has worked with her staff to try to ensure that projects designed to Raise Attainment for All were put in place for underachieving pupils and that their progress was monitored across the session.

2. Standards & Quality Report 2017-18

This section reports on the progress the school has made during the 2017-18 session on improvement priorities, School Improvement Plan projects and with the four key National Improvement Framework priorities.

The National Improvement Framework for Scottish education is a framework to drive improvement in our education system. It brings together a range of key performance information to improve outcomes for every child in Scotland. In addition, it sets out our vision and priorities for Scotland's children, particularly for the most disadvantaged, and the drivers of improvement which support those priorities. It builds on the best practice within Curriculum for Excellence in using a range of data and evidence to report and plan improvements for children.

2.1 Our progress towards achieving National Improvement Framework Priorities

1) **Improvement in Literacy & Numeracy**
   This priority was a major focus of Improvement Project One and a detailed review of progress is provided in Section 2.2 below. In addition:
   - Reasoning and Literacy Baseline tests were successfully completed for P1, as were Emergent Writing Checklists for all pupils in Nursery. Results were recorded and analysed appropriately and these baseline measures were used by teachers to identify areas of weakness which were then targeted in children's learning.
   - A range of Standardised Assessments were undertaken across the session. Results were recorded and analysed appropriately and used to support planning of learning and teaching. In some cases pupils received targeted support through RAFA projects to support their learning and in all cases met the targets which had been set for them thereby raising attainment.
   - All parents were informed of their children's performance in assessments and results were explained to them. Parent-Teacher appointments provided teachers with opportunities to share strategies with parents which were then used to support children's improvement needs at home as well as in school. The majority of parents worked well with the school in this manner and it was evident that pupils skills in particular areas were strengthened because of this joint approach.
   - A successful pupil led evening was held in the school and this provided pupils with the opportunity to prepare to share their learning with their parents. 85% of the feedback received from 82% of the parents present at this evening was positive and staff noted improvements in children's confidence from pupils in P1-7 to present their work knowledgeably.

2) **Closing the attainment gap between the most and least disadvantaged children**
   The interventions planned for our use of Pupil Equity Fund are also described in Improvement Project One in Section 2.2. In addition to this planned work, we also supported disadvantaged families in a range of other ways:
   - We promoted the use of Free School Meals and the Uniform Grant with our parents and made accessing the application forms easier by putting these on our school website.
   - We encouraged our parents to recycle good-quality used uniform and also to use this resource within the school.

- We obtained grant funding for the P6-7 residential school trip and we also provided a range of free school outings.
- We started a savings scheme earlier in the year for parental contributions towards the residential school trip and we also reduced the parental contributions for parents with more than one child attending.
- We worked with the Parent Council who supported us by making monetary contributions to fund different resources within the school.
- As a school staff we have planned our fundraising ventures at the start of session and decided on which charities we are going to support throughout the year. Subsequently we have not allowed ourselves to be drawn into fundraising ventures outside of these.
- We have worked with school staff to consider the poverty gap and to ensure that class teachers are not asking parents for money for activities which the school could fund.
- We have given consideration to the development of enterprise across the school and have encouraged class teachers to consider forms of enterprise other than business enterprises with their classes.

3) **Improvement in Children and Young People's Health & Wellbeing**

- We are 68% of the way to achieving the Online Safety Mark for our School under the 360° Safe Audit.
- All pupils benefited from attending an assembly about online safety delivered by the NSPCC and our Primary 6-7 pupils benefitted from attending workshops on the same topic.
- A Health and Wellbeing update and information evening was held for parents covering the themes of Anti-Bullying, e-Safety and Grounds for Learning.
- Information relating to these themes was also made available to parents on the school website.
- A recent Health and Well-being questionnaire carried out in school showed that almost all pupils stated that they felt they were Active (93%). Most pupils also stated that they felt Safe (82%), felt they were Achieving (89%), felt they were Nurtured (82%), felt Responsible (86%) and felt Included (82%) in school. The majority of pupils stated that they felt Healthy (71%), and that they felt Respected (71%).

4) **Improvement in Employability Skills and sustained positive school leaver destinations for all young people.**
- School staff have actively encouraged parents to become more active in their involvement with the school and some parents have visited classes to talk about their work, where that related to topics being undertaken.
- All classes were involved in at least one enterprise project during Session 2017-18. This needs to be built on to ensure pupils recognise the skills they are learning have relevance to learning, life and work.
- Better links need to be made with My World of Work. However, involvement in Masterclass with Sgoil a' Bhac has allowed children to focus on technologies skills and built into learning and teaching has been the relevance of these skills to the working world. Building on this will be a major focus within the School Improvement Plan for next session.

We intend to survey our pupils to find out what their interests are in terms of the world of work. This survey will be issued in June 2018 and an Improvement Project for 2018-19 in this area is detailed in Section 3.1.

2.2 How successful were our improvements?

This section provides a detailed summary of the progress made in the delivery of the School Improvement Plan projects for the 2017-18 academic year.

Improvement Priority One	Raising Attainment in Literacy and Numeracy for All (with a focus on additional support needs /planning, assessment and moderation / health and wellbeing.
NIF Priority:	Raising Attainment
NIF Driver:	Assessment of Children's Progress Performance Information School Improvement
HGIOS4 or HGIOELC QIs:	HGIOS4 HGIOSELCC - 2.3 – Learning, Teaching and Assessment, 2.4 – Personalised Support, 3.2 – Raising Attainment and Achievement, 3.2 – Securing Children's Progress
Project Stretch Aims:	• Improve the attainment of all pupils in literacy and numeracy by ensuring pupil needs are being appropriately met. (All) • Improve the attainment of the target group to close the gap in literacy and numeracy, in one year.
Project Progress (What have we done?)	

- Class teachers redesigned their timetables to ensure that pupils who required it received a positive and nurturing start to each day which focused on their strengths. (PEF)
- The RAFA methodology (PDSA) was used by all class teachers to plan, implement and measure targeted approaches to improving identified aspects of attainment (literacy and numeracy). In 100% of cases where this was used children met their targets.
- Teaching staff provided parents with a range of additional opportunities to engage in dialogue about their children's learning, thereby improving partnerships between home and school.
- The timetables of the support for learning assistant and the school assistant were redesigned to ensure that class teachers were supported for significant periods during the school week in delivering positive outcomes for their pupils.
- Precision Teaching was used on a daily basis in both classes by class teachers or the Support for Learning Assistant to focus on making small but measurable improvements in aspects of literacy and numeracy.
- All Class Teachers offered a block of Homework Support to pupils in their classes throughout this session.
- Class teachers provided a range of After School Clubs and Lunch time Clubs for pupils.
- All class teachers undertook training in the writing of SMART Targets for IEP's and Action Plans. This resulted in more focused plans and more specific targets being met by almost all pupils.
- All pupils in P1 undertook Scottish National Standardised Assessments covering Literacy and Numeracy. Results were recorded and analysed appropriately. *
- All pupils in P4 undertook Scottish National Standardised Assessments covering Reading, Writing Skills and Numeracy. Results were recorded and analysed appropriately and 100% of pupils showed improvements from their performance in the previous session. *
- All pupils in P7 undertook Scottish National Standardised Assessments covering Reading, Writing Skills and Numeracy. 83% of pupils achieved a High level score in Reading and in Numeracy with 100% of pupils receiving a High Level Score in Writing Skills.

- All teaching staff participated in both internal and external assessment and moderation activities for Literacy and Numeracy focusing on the evaluation of teacher judgements and the strengthening of the understanding of what achievement of a level looks like and how it can be evidenced.
- Individual Termly Attainment Meetings were held between the Head Teacher and all class teachers, who were supported to analyse relevant data and make appropriate interventions for pupils in their classes.
- Training was provided to all teaching and support staff in TEACCH strategies which focused on increasing pupil's skills by delivering more structured teaching and modifying the environment for pupils.
- Class teachers worked closely with SfL Teacher to decide on strategies for improvement for pupils on Staged Intervention and to improve classroom practices in relation to GIRFEC agenda.
- Class teachers recorded children's opportunities for wider achievement both in and out of school.

* Where data relates to a cohort of less than 5 pupils, specific results are not being made public so as to not identify pupils concerned.

Evidence & Impact (How are we doing and how do we know?)

- Pupils whose needs were all being addressed by RAFA Projects (Raising Attainment for All) showed an increase in their average attendance since Term 1 of Session 2017-18 of 3%.
- In 100% of cases where RAFA was used as the model for improvement, children met the targets which had been set for them.
- No days of education were lost due to exclusion over the course of the session.
- There was an uptake of 71% across the school for Homework Support Clubs which focused on aspects of Literacy or Numeracy and provided additional support to pupils in attendance.
- 100% of pupils targeted by Pupil Equity Fund attended Homework Support Club.
- Almost all parents provided positive feedback to the school about aspects of their child's learning on a minimum of three occasions through across the session.
- Improved SMART Targets resulted in more focused plans and more specific targets being set for pupils which resulted in targets being met by most pupils and attainment being raised.
- 67% of pupils in P1, P4 and P7 who were assessed using the Scottish National Standardised Assessments in Literacy achieved levels of High capacity with 28% of pupils achieving Medium capacity and 5% achieving Low capacity.
- 58% of pupils in P1, P4 and P7 who were assessed using the Scottish National Standardised Assessments in Numeracy achieved levels of High capacity with 42% of pupils achieving Medium capacity.
- Classroom observations show that the majority of learners across the school are on track to achieve their literacy and numeracy milestones.

Next Steps (What are we going to do now?)

- Ensure all teaching staff and Support for Learning Assistants are trained in the principles of Precision Teaching as a core intervention strategy and roll this out to all classes.
- Ensure that 100% of learners receive high quality feedback on their learning, particularly in relation to Literacy and Numeracy.
- Identify pupils who require targeted support through Session 2018-19 and ensure that their Literacy, Numeracy and Health and Wellbeing needs are met through SMART targets and RAFA Projects.

- Focus on strengthening the teaching of maths and literacy, particularly at the infant and middle stages to ensure that most pupils are reaching their cognitive potential.
- Encourage staff to visit other schools and classrooms where they can observe best practice and make improvements to their own learning environments.

Improvement Priority Two	Improve Learning and Teaching in Technologies
NIF Priority:	Raising Attainment, Improving Employability Skills
NIF Driver:	School Improvement, Performance Information
HGIOS4 or HGIOELC QIs:	HGIOS4 HGIOSELCC - 2.3 – Learning, Teaching and Assessment, 3.2 – Raising Attainment and Achievement, 3.3 – Increasing Creativity and Employability, 3.2 – Securing Children's Progress
Project Stretch Aim:	To enrich the provision of learning in the Technologies by focusing on a skills based programme, and to secure better understanding and improved skills of >10% in the Technologies for each learner by May 2018. To ensure that partnership working allows all pupils to develop their Technologies skills and to participate in a Masterclass programme on three occasions across the session by May 2018.

Project Progress (What have we done?)

- Staff read and discussed Principles and Practice Technologies documents and compared these to current practice.
- Teaching staff worked together to review and develop stimulating, challenging and relevant Technologies Programmes of Study at Early, First and Second Level.
- New Technologies Rolling Programmes were devised and will be implemented in Session 2018-19.
- Staff collaborated with staff in Sgoil a' Bhac to extend the Masterclass programme to all pupils from P1-7 in both schools. This programme provided stimulating, challenging and relevant programs of work for all pupils.
- School staff implemented the next steps of the 360˚ Safe Online Audit relating to aspects of education with pupils, parents and staff.
- The appropriateness of resources for the delivery of Technologies was reviewed across the school.
- Common approaches for the teaching of Technologies were decided across school.
- All learners were taught about how to stay safe online. Issues relating to online safety were addressed both in classes and in school assemblies and parents were all provided with opportunities to attend specific workshops, run by the school and also by the NSPCC.
- School staff worked with staff in the neighbouring school and collaborated on Technologies activities to deliver the Masterclass programme during three weeks of the session.

Evidence & Impact (How are we doing and how do we know?)

- Teaching staff have grown in knowledge and understanding of the updated Experiences and Outcomes for Technologies and are more confident in their abilities to deliver these at the levels at which they teach. This has resulted in clearer learning intentions and success criteria in specific lessons which has seen pupils having a better understanding and achieving targets which have been set for them.

- Class teachers focused on digital literacy and cyber bullying with pupils and were able to report a heightened awareness of pupils on these issues. Resources used at a Health and Wellbeing evening were made available to all parents via the school website and were also promoted through letters to parents/school newsletters.
- The school is now 68% of the way to achieving the Online Safety Mark. This puts us in the Above Average band for the 586 schools using the 360° Safe Audit Tool.
- Seven programmes of Technologies were offered to P4-7 pupils and five choices were offered to P1-3 in a menu choice, where staff from this school and the neighbouring school collaborated in delivering a comprehensive programme of skills based learning under the Masterclass programme. This provided pupils in Tolsta with a wider choice of learning in Technologies and almost all pupils attained the success criteria set out for them.
- A survey of pupils related to Technologies skills carried out in May 2018 showed limited increases in score compared to the baseline which was taken in August 2017.Some notable results were as follows:
  → In relation to the preparation of food. 38% of our pupils stated that they now regularly help in the kitchen at home. This was in comparison to 30% at the start of the session.
  → 65% of pupils indicated that they enjoyed working with different materials and textiles in order to make things. In addition 62% of our pupils stated that they thought they were good at deciding what materials to use for particular jobs. This was in contrast to 52% of our pupils at the start of the session.
  → 88% of pupils indicated that they had a better understanding of the importance of looking after the environment. This score showed an improvement of 18% over the course of the session.
  → 35% of pupils stated that they felt confident talking about technological inventions from long ago. This was in comparison to 26% at the beginning of session.
  → 73% of pupils stated that they understood how information was stored on a computer and this represented a 20% increase from the baseline questionnaire in September 2017.
  → 46% of pupils surveyed stated that they could now programme the computer ti do what they told it. This was in contrast to 19% of pupils who had made the same statement at the time of the baseline survey in September 2017. The large increase in percentage for this appeared to be linked to the success of a Lunchtime Club where pupils were taught how to programme a micro:bit.
- Class teachers identified online safety as an issue with their classes and almost all classes planned to address this area of work through the session. All class teachers stated that they were not certain that pupils would actually be able to identify someone online who was not who they said they were.
- Most pupils stated in focus groups and feedback that they had enjoyed and benefited from the skills they had learnt during the Masterclass weeks and would like to further progress these.

Next Steps (What are we going to do now?)

- Continue to work on the 360 Safe Agenda and work towards the Online Digital Mark
- Implement new rolling programmes in Technologies from August 2018.
- Develop skills based work done in Technologies and build on it to relate to the world of work.

Improvement Priority Three	Curriculum Development
NIF Priority:	Raising Attainment
NIF Driver:	School Improvement
HGIOS4 or HGIOELC QIs:	HGIOS4 HGIOSELCC – 2.2 – Curriculum, 2.3 – Learning, Teaching and Assessment,
Project Stretch Aim:	To improve the planning, structure and delivery of the curriculum and ensure that robust systems are in place for tracking and assessment.

Project Progress (What have we done?)

- The Curriculum Overview and Rationale was reviewed and refreshed by school staff in line with the place that the school has within its own community. Staff sought to ensure that all learning activities which were undertaken reflected the statements within these. The Curriculum Rationale was then shared with parents via the Parent Council and the School Website.
- New curriculum planners were implemented across the school for all curricular areas. These took account of learning activities, assessment opportunities and significant aspects of learning.
- Planning across the school was linked with the Curriculum Overview, Termly Planners and Daily Diaries linking effectively the activities which are ongoing across the school. As the year progressed it was also decided to replace the daily diaries with a new format for Session 2018-19.
- Teaching staff used the curricular benchmarks to assess and moderate literacy and numeracy work and also to determine whether levels had been achieved by pupils.
- Teaching staff developed Progression Pathways for Literacy and Numeracy and these were used to show where learners were in terms of their progress through the levels.
- Rolling programmes of study ensuring coverage of the Experiences and Outcomes at Early, First, and Second Level were put in place for Social Studies and Technologies. A programme of work for Maths and Numeracy was put in place across the school.
- A Masterclass Programme for pupils to engage in Interdisciplinary Learning along with their peers, and which related specifically to Technologies was implemented.
- Rolling programmes for Technologies and Social Studies were reviewed for all stages from P1-7. These will come into place in August 2018.

Evidence & Impact (How are we doing and how do we know?)

- Parents were 100% satisfied with the Curriculum Overview and Rationale.
- School staff worked collaboratively to develop the Curriculum Overview for the session. This was shared with parents via the school website. All learning and teaching activities related to aspects of planning within the Curriculum Overview.
- The use of the daily diary to provide information for short term planning was reviewed and a new format is to be introduced from August 2018. This will enable teachers to streamline their planning and devote more time to learning and teaching.
- School staff worked on a progression pathway for Maths and Numeracy and cross referenced what they did with the Maths and Numeracy Benchmarks to ensure that learning opportunities which would meet the Benchmarks were evident in their programmes of work with all stages.

- School staff worked on a progression pathway for Language and Literacy and cross referenced what they did with the Literacy Benchmarks to ensure that learning opportunities which would meet the Benchmarks were evident in their programmes of work with all stages.
- Assessment and Moderation of Literacy and Numeracy was undertaken. As a result teaching staff grew in confidence at being able to award achievement of a level.
- There was far better engagement in learning from pupils. This was observed during classroom observations and resulted in improvements in attainment of >65% of pupils.
- New resources were purchased to assist teachers in planning for and delivering Maths and Numeracy lessons at all levels. This enabled teachers to provide more structured teaching and a range of activities for pupils at all levels.
- Pupils developed their skills in areas of Interdisciplinary learning related specifically to Technologies. 89% of pupils engaged with the programme positively and this rose to 100% over the course of the session.

Next Steps (What are we going to do now?)

- Develop Rolling Programmes for Health and Wellbeing, Religious and Moral Education and Science
- Work on Progression Pathways for Religious and Moral Education and Science.
- Continue to focus on Literacy and Numeracy, particularly in the infant and middle years of the school in order to raise attainment with these pupils.

2.3 What progress have we made?

Section 2.3 provides evaluative judgements against key quality indicators from How Good is Our School? 4th Edition (HGIOS4)

Quality Indicator	Evaluation	Evidence
1.3 Leadership of Change	• The school's Vision, drawn up in Session 2015-16 underpins all learning and teaching activities. All staff have worked to ensure that they make more reference to the Vision and Values in their teaching and that children can relate to this when engaged in talking about their learning. This needs to be further developed.	• Curriculum Rationale • Curriculum Overview • Teacher's Forward Plans
	• Staff, pupils and parents worked together to refresh the values for the school. The values eventually chosen reflected the shared understanding of the ethos of the school and its place in the local community by stakeholders.	• Values exercise Questionnaires • Correspondence with parents • School Assemblies
	• Most staff have higher expectations of learners and collaboratively plan with one another to set SMART targets for them.	• Observation records • Focus group feedback
	• The Head Teacher has encouraged and motivated staff to link the Vision, Values and Aims to all learning.	• Classroom Observations, Daily Planners
	• All teaching staff are committed to change and improvement. This has resulted in class teachers making improvements for learners which have been recorded through the use of RAFA for pupils, targeted through the Pupil Equity Fund.	• CPD / PRD records • Attainment data • RAFA Driver Diagrams and Run Charts • Pupil feedback
	• Most staff understand the school's strengths and improvement needs, based on a range of evidence.	• Staff focus groups • Staff Self-Evaluation Tasks
	• Some staff have regularly reflected on their learning and teaching activities and have engaged in good professional dialogue with one another in order to develop and improve their current practice.	• Classroom Observations and feedback sheets • Professional Learning Records
	• One member of staff undertook the SCEL Teacher leadership course to improve her classroom practice and focused on parental engagement as an area of improvement.	• Successful completion of the Teacher Leadership programme

		• Improved strategies put in place for parental engagement.
	• Primary pupils have a strong sense of identity in relation to their school. Pupils from this school are very proud to be here and to be a part of the school community.	• Wall displays • Learning Logs • Pupil Focus Groups
	• Feedback from Quality Assurance activities is given to teaching staff and next steps for improvement are identified.	• Classroom Observations • Jotter Sampling Feedback • Executive Summary
	• All staff have been provided with opportunities to participate in the Standards and Quality and School Improvement Planning process.	• Staff meeting Minutes • Quality Indicator Reviews • Graffiti Walls
	• The Head Teacher of this school worked with Head Teachers in other schools (Sgoil a' Bhac/ Breasclete/ Shawbost/ SATS/ Lionel) in a Quality Improvement Hub to supplement Quality Assurance procedures within the school, to help with the triangulation of data from a variety of different sources and to validate judgements.	• Executive Summary from November 2017.
	• All teachers have worked together to plan, assess and moderate work. In so doing they are becoming better acquainted with the standards required at each level, particularly in Literacy and Numeracy.	• Assessment and Moderation Activities.
	HGIOS4 Six-Point Scale Evaluation	**3 - Satisfactory**
2.3 Learning, Teaching & Assessment	• The majority of children work well and are well motivated, enthusiastic and engaged in their learning. The learning environment is built on positive relationships between staff and pupils, leading to good quality learning outcomes.	• Attainment Data • Jotter Sampling • Classroom Observations • Learning Logs
	• Most children understand the purpose of their learning and have been given opportunities to lead their learning across the school.	• School Assemblies • Pupil Led Evening • Classroom Opportunities
	• All teaching staff have worked well with their pupils and are developing in knowledge and understanding of what their pupils strengths and areas for	• Attainment Data • Jotter Sampling • Classroom Observations • Learning Logs

	improvement are so that these can be effectively targeted.	• RAFA Projects
	• Most teachers have improved their use of technology with their classes to enhance learning and teaching.	• Class Forward Plans • Classroom Observations
	• The majority of pupils play an active role in a range of school activities. There is a requirement for more children to regularly take on leadership roles within the school.	• Forward Plans • Wider Achievement Records • Learning Logs • School Website
	• Termly attainment meetings between the Head Teacher and Teaching staff ensure that the progress of all pupils is regularly tracked and monitored.	• Attainment Data • RAM's and TAM's • Informal Notes
	• Tracking and monitoring in Literacy and Numeracy and the monitoring of Health and Well-being provide clear information on attainment and what areas require to be strengthened.	• Termly attainment meetings and notes. • Attainment data. • Health and Well-being Questionnaire's • PEF Tracking Tool
	• All class teachers record and recognise pupils' wider achievements in and out of school. Pupils are developing in understanding about how these achievements help them develop skills for learning life and work More regular learner conversations about pupils wider achievement and their learning logs needs to be taking place.	• Wider Achievement Grids • Learning Logs • Pupil Reports • PEF Tracking Report • Achiever's Assemblies
	• All staff are improving their skills in interrogating data well and using this to focus on next steps in order to improve outcomes for children.	• Attainment Meeting Notes • RAFA Driver Diagrams and Run Charts • Assessment Results
	• Quality Assurance and self-evaluation procedures highlight our continued commitment to providing high quality learning and teaching.	• Feedback from Quality Assurance activities.
	• Arrangements for moderation are included in the school calendar at local authority and school level. Almost all teaching staff have participated in these and this has resulted in higher quality learning and teaching.	• LQAG folio's of evidence • Moderation activities and feedback.
	HGIOS4 Six-Point Scale Evaluation	**3 - Satisfactory**

3.1 Ensuring Wellbeing, Equity and Inclusion	• All staff model behavior which promotes and supports the wellbeing of all our pupils.	• School ethos • Example of school staff
	• In a recent Health and Well-being questionnaire almost all pupils stated that they felt they were active.	• Health and Well-being Questionnaire • School Ethos
	• All staff comply with statutory requirements including GIRFEC, Children and Young Peoples Bill and ASN legislation. Most teaching and non-teaching staff are developing in knowledge and understanding of what is expected of them and how to ensure the curriculum meets pupils' needs.	• Pastoral Notes and Wellbeing App • Forward Plans • PPR's
	• All pupils on Staged Intervention are on a regular cycle of review and have the appropriate plans and targets in place. The Team around the Child work collaboratively through the staged intervention process, taking account of GIRFEC and the Well-being indicators. The Team around the Child work to ensure children's needs are identified and appropriate supports are accessed. Parents are invited to all review meetings and their views are taken into account when drawing up targets for children, a few of which have also been involved at meetings.	• Minutes of Meetings • ASN Checklist • Children's Plans
	• Staff know the children in their classes well. Almost all staff are aware of the socio economic background of the catchment area in the school and are also aware of family circumstances of learners and take account of this when planning learning for pupils in order to ensure equity of provision.	• Children's plans • Local knowledge • Regular dialogue with families
	• Almost all staff actively seek opportunities to include pupils in a wide range of external events e.g. links with An Lanntair, sports events etc to support their wider achievement.	• Curriculum Overviews • Class Forward Plans • Daily Diaries
	• Healthy eating initiatives are regularly undertaken across the school. The School Cook promotes Healthy eating initiatives in the canteen and also promotes theme days to encourage pupils to eat healthily.	• Curriculum Overviews • Class Forward Plans • Daily Diaries

	HGIOS4 Six-Point Scale Evaluation	4 - Good
3.2 Raising Attainment & Achievement	• The majority of children have made good progress from prior levels of achievement.	• RAM's and TAM's • Attainment Meetings • Classwork and Jotter Sampling
	• The CfE levels attained in Session 2017-18 demonstrated that 75% of our learners reached their curricular milestones in Literacy and in Numeracy. Pupils who did not achieve these levels made very good progress towards their individual targets.	• RAM's and TAM's • Attainment Meetings • Classwork and Jotter Sampling • SNSA Results
	• 100% of RAFA Projects undertaken this session with PEF pupils met the targets which had been set and as a result attainment was raised.	• RAFA Driver Diagrams and Run Charts
	• The majority of teachers are using a good range of strategies and teaching methods in their classes e.g. Precision teaching / RAFA / Involvement in LQAG and assessment and moderation activities / Number Talks etc. As a result, pupil attainment has been raised in Literacy and Numeracy.	• Class Forward Plans • Daily Diaries • Professional Learning Meetings Attendance • Assessment and Moderation • Quality Assurance Feedback.
	• The Head Teacher holds termly attainment meetings with all class teachers to monitor pupil attainment in Literacy and Numeracy. Results reflect progress of pupils in their learning.	• SEEMiS Data • Attainment Meeting notes • CfE Teacher Judgements
	• The Support for Learning teacher works closely with teaching and non-teaching staff to draw up appropriate targets for pupils with additional support needs.	• Children's Plans • IEp's • Action Plans • RAFA Driver Diagrams
	• Effective systems are in place to promote successes and achievements for all our pupils.	• House System • Achievers Assemblies • Submissions to Seanachas
	HGIOS4 Six-Point Scale Evaluation	3 - Satisfactory

2.4 Outcome of external review or inspection in the last 12 months

No external reviews or inspections have taken place in Tolsta Primary School over the course of the last twelve months.

2.5 What are our key priorities for improvement in 2018-19?

Taking into account all of the information set out in section two of the report as well as local and national priorities, the school has identified the following areas for improvement in 2018-19

- Developing the Young Workforce
- Curriculum Development – Religious and Moral Education
- Raising Attainment in Literacy and Numeracy (PEF)

3. School Improvement Plan 2018-19

This section uses the evaluative evidence from the Standards and Quality Report to develop improvement plan projects for the coming school session.

3.1 Creating the Plan

The School Improvement Plan set out below was created as a combination of the priorities identified from our evaluative work described in section two and a number of surveys and evaluative activities undertaken with learners, parents and staff following projects undertaken in Session 2017-18. The third project below has been included to specifically follow on from Project 1 in Session 2017-18 and is designed to meet the needs of those pupils being targeted with Pupil Equity Funding.

As well as the formal planning set out in section 3.2, we will create an A4 summary page of our projects to support communication of them to all our stakeholders and distribute this to parents and also make it available on the School website.

3.2 What are our improvement projects?

Improvement Project One	Developing The Young Workforce
NIF Priority:	Improvement in employability and sustained positive school leaver destinations for all young people.
NIF Driver:	Assessment of Children's Progress
HGIOS4 or HGIOELC QIs:	3.3 – Creativity and Employability
CnES Business Plan Links:	To deliver high quality learning and teaching in all educational settings.

Stretch Aim(s)
To improve pupil skills for learning, life and work by holding minimum of two skills focused DYW events by May 2019.

Target Group
2 x Primary Class Groupings

Planned Outcomes (SMART Primary Drivers)
100% of pupils will engage with the Developing the Young Workforce Agenda and participate in an Introductory World of Work Day.   - Pupils will work with each other and lead others in showcase events to celebrate their achievements.   90% of pupils are able to successfully identify DYW skills which have been acquired)   - Develop a tracking system in the school to show planning and progression of skills for life, learning and work.   - Pupils are able to identify the skills required for certain career paths and discuss these with others.   - Increase partnerships in and across the local community.

Baseline Measures
- Baseline Questionnaire to ascertain children's views of their own skills and abilities and those of others.   - Teacher judgement of pupil's skills for Learning, Life and Work.   - Pupil surveys of areas of interest in the world of work.

Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Survey pupils to determine which areas of interest they have in the world of work.	Head Teacher	June 2018	100% of pupils engage in survey and identify areas of interest.
Survey pupils to determine how they rate their skills according to the Career Education Standards.	Head Teacher	June 2018	100% of pupils engage in survey and provide a baseline of skills they have.
Engage with parents with an introductory World of Work evening and evaluate the success of pupil presentations with parents	Head Teacher	September 2018	>70% parents in attendance provide positive views and reflective evaluations about the World of Work evening.
Develop partnerships with parents and workforces within the local community to help provide learning to pupils about the skills needed for a variety of jobs.	Head Teacher	October 2018	There is an observable increase in the creativity skills of almost all pupils in P5-7
Develop a planning and tracking tool to show progression for pupils as they develop their skills for learning, life and work.	Head Teacher	October 2018	Skills progression will be evident for almost all pupils.
Organise a minimum of two and a maximum of four visits in the session for pupils to visit a workplace in order to see skills in a real life context.	Head Teacher	January 2019	All pupils will have the opportunity to visit two work places that they have interest in and evaluate the visit.
Organise a minimum of two and a maximum of four speakers to visit classrooms and speak about their world of work.	Head Teacher	May 2019	90% of pupils will experience a minimum of two visitors to class to speak about their and evaluate the visit.
Track pupil skills and partnership involvement in project through focus groups and surveys.	Head Teacher	June 2019	>90% of pupils will be able to describe the skills they have developed over the course of the session.
Pupils will experience Enterprise on at least two occasions through the year.	Head Teacher	June 2019	100% of pupils have experienced two different kinds of

			enterprise project across the session.
Showcase and celebrate Developing the Young Workforce achievements at a Pupil Led evening for parents.	Head Teacher	April 2019	>90% parents in attendance provide positive views and reflective evaluations about the Pupil Led Evening.

Resources	
Iain Stewart – Skills and Enterprise Officer - CNES	
Partners and Parents	
Developing the Young Workforce - Career Education Standard (3-18)	
Building the Curriculum 4: Skills for Learning, Skills for Life and Skills for Work.	
My World of Work – online resource	

Improvement Project Two	Curriculum Development: Religious and Moral Education
NIF Priority:	Improvement in attainment, particularly in literacy and numeracy.
NIF Driver:	School Improvement Assessment of Children's Progress Our Priorities
HGIOS4 or HGIOELC QIs:	1.2 2.2 2.3 3.2
CnES Business Plan Links:	To deliver high quality learning and teaching in all educational settings.
Stretch Aim(s)	
To raise attainment in Religious and Moral Education by ensuring that >80% of learners are attaining appropriate Benchmarks for their Curricular Level by May 2019.	
Target Group	
100% of Learners in two class groups – P1-4 and P5-7.	
Planned Outcomes (SMART Primary Drivers)	

- Improve teacher confidence in the teaching of RME thereby securing an improvement in attainment across all classes.
- Develop the thinking skills of pupils in Religious and Moral Education in order to raise expectations of the level of critical thinking expected of pupils in lessons.
- Improve systems of planning for and monitoring children's progress and the quality of the delivery of RE for all pupils.
- Plan and implement a Special Focus Week for the teaching of Religious and Moral Education to showcase improvements.
- Improve teacher confidence in identifying the skills of pupils and in judging the achievement of a level.

Baseline Measures

- Teacher judgements about CFE attainment
- Staff surveys
- Learner surveys.

Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Staff read and discuss Principles and Practice Religious and Moral Education documents and compare these to current practice.	Head Teacher	September 2018	All teaching staff are confident in being able to deliver the Religious and Moral Education programmes at their stages.
Review and develop stimulating, challenging and relevant Religious and Moral Education programs of Study at Early, First and Second Level.	Head Teacher	October 2018	Rolling Programmes/ Topic Banks are put in place and ensure coverage of the Experiences and Outcomes
Draw up and implement Progression Pathways for Christianity, World Religions and the Development of Beliefs and Values which show where learners are in terms of their progress.	Head Teacher	January 2019	Class teachers are more readily able to track and monitor where pupils are across levels of learning.
In partnership with local partners, staff will plan collaboratively for and deliver a Special Focus Week at which Religious and Moral Education will be the focus for learning and teaching. Work will also be showcased to a wider audience at this time.	Head Teacher Principal Teacher	March 2019	Children will develop in knowledge and understanding of their own beliefs and values and the beliefs and values of others.
Staff will plan for and progress assessment and moderation opportunities for Religious and Moral Education	Head Teacher	June 2019	Teaching staff will develop in confidence when determining whether levels have been achieved or not.
Staff will familiarise themselves with the Religious and Moral Education Benchmarks and use them to assess and moderate work in this curricular area.	Principal Teacher	December 2018	All teaching staff are confident in the standards presented within the Benchmarks at the levels at which they teach.
Resources			
Education Scotland Website			
Religious and Moral Education Experiences and Outcomes and Benchmarks			
Professional Discussion Papers in RME			
School Chaplain, parents and other partners			

Improvement Project Three	Closing the Attainment Gap in Literacy & Numeracy
NIF Priority:	Closing the attainment gap between the most and least disadvantaged children and young people.
NIF Driver:	School Improvement Assessment of Children's Progress Performance Information
HGIOS4 or HGIOELC QIs:	1.2 2.2 2.3 3.2
CnES Business Plan Links:	Deliver high quality learning and teaching in all educational settings. Improve the use of data to secure excellent outcomes for all learners in the Outer Hebrides.

Stretch Aim(s)

To close the attainment gap by securing at least 10% increase in literacy and numeracy attainment for each learner in the target group by May 2019.

Target Group

Learners identified from analysis of attainment and achievement data and Pupil Equity Fund criteria as follows:

1 x P4, 1 x P5, and 2 x P7

Planned Outcomes (SMART Primary Drivers)

- Secure a 10% improvement in the attainment of the learners in the target group
- Close the attainment gap by evidencing attainment performance that matches cognitive potential (data).
- Increase opportunities that the target group have for their wider achievement both in and out of school by at least four instances.

Baseline Measures

- Teacher judgements about CFE attainment
- Data from 2017-18 PEF Five Measures
- Data from core and additional standardised assessments
- Attendance data
- Number and breadth of wider achievement opportunities
- Rates of current parental engagement

Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Use of RAFA projects and PDSA change methodology to implement short-cycle interventions for the group	Head Teacher	June 2019	All target learners linked to RAFA projects
Provide additional opportunities for parents to engage with the school about their child's work.	SfL Teacher	Mar 2019	A minimum three-instance increase in parental engagement. Positive responses from parent survey

Ensure that the day of learner's in the target group begins with an area of strength before moving on to challenge topics.	Head Teacher	September 2018	Observable increase in motivation and positive views about learning
All teaching staff and Support for Learning Assistants engage in training relating to precision teaching and mastery learning approaches (Link to RAFA)	Head Teacher	September 2018	10% gain test scores compared to baseline
Implement precision teaching and mastery learning approaches (Link to RAFA)	Head Teacher	October 2018	10% gain test scores compared to baseline
Provide daily tasks in literacy and numeracy supported by Support for Learning Assistant	Head Teacher	Termly check in	Observable increase in learner engagement, motivation and confidence resulting in improved attainment and steps towards 10% attainment gain
Provide opportunities for pupils to attend After School Clubs or Lunchtime clubs and extend their wider achievement.	Head Teacher	June 2019	All target learners attending >4 opportunities for wider achievement.
Resources			
Education Attainment Apprentice			
Emerging Literacy Champion			
EEF Toolkit			

3.3 Maintenance Areas

Project/Area	Responsibility	Completion Deadline	Measures of Success
Ensure a strong focus on pace and challenge, good quality differentiation and good quality feedback to pupils in learning and teaching.	Head Teacher	May 2019	Improved learning and teaching in all classrooms resulting in a raising of attainment.
Continue implementation of Technologies curriculum across Early, First and Second Levels	Principal Teacher	Jan 2019	All learners engage with new programme of study
Introduce Curricular Progression Pathway for Maths	Head Teacher	March 2019	>85% of pupils are revisiting maths topics more frequently across the levels and able to remember strategies thereby raising attainment.

3.4 Outline Plans for 2019-2021

2019-20	1	Improve Learning and Teaching in Science
	2	Self-Evaluation
2020-21	1	Assessment and Tracking including Curricular Transitions
	2	Health and Wellbeing

4. Glossary of Terms

Attainment is the measurable progress within the curriculum which children and young people make as they progress through and beyond school.

Achievement refers to the totality of skills, attributes and experiences of children and young people across all aspects of learning in and beyond school.

Baseline Measures are a set of measurements taken at the beginning of a project. They are used to make comparisons with measurements taken at the end of the project to evidence the degree of improvement achieved.

EEA describes the post of Education Attainment Apprentice. This is a post created to provide a broad range of support to pupils identified as being recipients of Pupil Equity Funding.

EEF is an abbreviation of the Education Endowment Foundation and is widely used to describe the toolkit of research-based interventions that schools can use to inform their improvement planning.

HGIOELC is an abbreviation of '*How Good is Our Early Learning and Childcare?*' This is a set of quality indicators issued by Education Scotland to measure the performance of early years provision (nursery/sgoil araich) and inform continuous improvement.

HGIOS4 is an abbreviation of '*How Good is Our School? 4th Edition*' This is a set of quality indicators issued by Education Scotland to measure the performance of schools and other education settings and inform continuous improvement through self-evaluation and quality assurance activities.

Measures of Success are measurements that will be taken to confirm the service improvement that a project has delivered. These measures are often compared to baseline measures to evidence degrees of success.

NIF is an abbreviation of '**National Improvement Framework**', a Scottish Government publication that sets out the national plan and framework to raise attainment for all, close the poverty-related attainment gap and deliver better outcomes for learners.

PEF is the widely-used abbreviation for Pupil Equity Fund. This is a sum of money provided directly to schools from the Scottish Government and is based on the number of pupils entitled to Free School Meals. The funding is to be targeted by schools at closing attainment gaps and promoting equity for the most disadvantaged learners.

Primary Drivers are the key areas of improvement within a project and the outcomes that will deliver the project stretch aim.

Quality Indicator refers to a quantifiable statement used consistently to measure performance against and agreed standard.

Rationale (for the Curriculum) is a statement of reasoning, values and aims that form the foundation of curriculum design for the school. It should always state how the school's curriculum reflects its unique context and its place within the community.

Secondary Drivers are the specific actions and interventions that bring about the improvement need identified in a project. They build towards the achievement of the project stretch aim.

SMART Targets are project targets that are **S**pecific, **M**easureable, **A**chievable, **R**elevant and **T**imed**.**

Stretch Aim is the overarching and aspirational aim of the project. It should define who the aim refers to; what is to be improved; how much improvement is expected and by what deadline.