



# COMHAIRLE NAN EILEAN SIAR

*Roinn an Fhoghlaim is Seirbheisean Chloinne*



**Sgoil a' Bhac**

**Aithisg Ìre de Mhathas 2020-21  
Plana Leasachaidh na Sgoile 2021-22**

**Standards & Quality Report 2020-21  
School Improvement Plan 2021-22  
(SQIP)**

# Combined Standards & Quality Report for 2020-21 and School Improvement Plan 2021-22 (SQIP)

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### 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

Sgoil a' Bhac is a non-denominational local authority school in the village of Vatisker, Back on the East side of the Isle of Lewis. The school incorporates Sgoil Araich Loch a' Tuath and therefore offers nursery and primary education through Gaelic and English Medium.

The school has a roll of 113 primary pupils and 36 pre-school pupils supported by 40 teaching and non-teaching staff. The school is managed by a Head Teacher who has a shared leadership responsibility for our neighbouring school, Tong Primary School.

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

### 1.2 Our vision, values, aims and curriculum rationale

**Our Vision:** Ar Sgoil – Ar n-ionnsachadh – Ar Lèirsinn. Our School - Our Learning - Our Future.

**Our Values:** Friendship, Learning, Achievement, Kindness, Respect, Teamwork, Fairness and Enjoyment  
Càirdeas, Ag ionnsachadh, Soirbheachadh, Coibhneis, Urram, Obair-sgiobaidh, Co-Ionnanachd agus Toileachas

#### Our Aims:

#### In Sgoil a' Bhac we aim to:

- Raise attainment by providing high quality learning and teaching experiences in a safe and secure environment enabling pupils to enjoy their education and develop positive attitudes towards learning.
- Create a warm and welcoming ethos in the school, promote positive behaviour and the school values and celebrate all achievements.
- Provide appropriate support to children in all aspects of their learning and wider achievement, promote a physically active and healthy lifestyle and encourage pupils to develop their skills, creativity, talents and personalities.
- Work in partnership with pupils, parents and the wider community to foster a sense of belonging and nurture an appreciation of our languages, culture, heritage and traditions.

#### Our Curriculum Rationale:

At Sgoil a' Bhac, our curriculum aims to embrace the ethos, values and principles of the Curriculum for Excellence. In doing so, we aspire to provide inclusive, broad and challenging educational experiences for our children, both in Gaelic and in English from Sgoil Araich to P7.

As well as providing a broad education that offers depth, challenge and enjoyment, we want our curriculum to focus on:

- Understanding the history and heritage of our local community
- Promoting Gaelic language and culture in Gaelic and English classes
- Using the landscape and environmental resources surrounding the school
- Instilling strong values, respect and a positive ethos
- Making links with parents and the wider community

In addition, we aspire for the curriculum at Sgoil a' Bhac 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:

As a result of a Lockdown in March 2020, School Improvement Plans for the 2019-2020 session were extended through to October 2020 to allow schools to close off aspects of their work that they had begun that session. The 2020-21 School Improvement Plan ran from 1<sup>st</sup> November 2020 to the end of the 2020-21 Session. The challenging circumstances of the global Covid-19 pandemic continued into Session 2020-21 as schools sought to find ways to keep pupils in school and keep learning and teaching alive. However, a further lockdown ensued from January to mid-March. A number of pupils were able to access learning through School Hubs but the great majority of pupils were once again engaged in remote learning through that period. All pupils returned to school in the period from 22<sup>nd</sup> Feb 2021 to 15<sup>th</sup> March 2021-two weeks before schools broke up for their Spring break.

This period of interrupted learning, coupled with much tighter restrictions as a result of the local authority being in Tier 3 impacted on the school and the sgoil àraich as some actions which had been intended to be carried out as part of the school improvement plan were not completed to their fullest extent.

In spite of these circumstances data recorded for Session 2020-21 shows that during the 2020-21 session, 90% of our learners reached their curricular milestones in Literacy and 86% in Numeracy and our average attendance rate was 97.96%. There was also evidence to show that pupils who did not achieve these predicted levels made very good progress towards their individual targets.

Project One – Curriculum Development with a particular focus on Health and Wellbeing. The stretch aim for this project during Session 2021-22 was achieved. Some elements of the additional targets relating to Nurture were not completed due to the second lockdown. These will be incorporated into a new Health and Wellbeing project in Session 2021-22.

Project Two – Sustainable Development and Outdoor Education. The stretch aim for this project during Session 2020-21 was completed and the school achieved its first Green Flag award from Eco Schools Scotland. Aspects of learning for sustainability will continue into Session 2021-22 as targeted work related to Health and Wellbeing.

Project Three – Rights Respecting Schools. The stretch aim for this project during Session 2020-2021 was partially completed. As a result of Lockdown 2 we do not feel confident in saying that over 90% of pupils were aware of an increasing number of rights. However, a growing number of children were able to speak of their rights. The school achieved a bronze Award from Rights respecting Schools and has decided to continue this work as one aspect of a Health and Wellbeing project in Session 2021-22,

In terms of the Scottish Attainment Challenge, the school has worked within a local cluster hub to pool Pupil Equity Funding and resources in support of its key individual and collective school targets. These were developed using the Interventions for Equity grid and the Education Endowment Foundation Toolkit.

## 2. Standards & Quality Report 2020-21

This section reports on the progress the school has made during the 2020-21 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

Almost all of our P1, P4 and P7 pupils reached their curricular milestones in English Listening and Talking (96%), Gaelic Listening and Talking (100%) and English Reading (90%). Most pupils reached their curricular milestones in Gaelic Reading (75%), English Writing (84%) and Gaelic Writing (75%). Most pupils reached their curricular milestones in Numeracy (86%).

The overall level of attainment in Literacy across the school was 90% and the overall level of attainment in Numeracy across the school was 86%.

The school's focus on raising attainment in early literacy, through Gaelic and English, is showing signs of positive impact. In addition, for those children with additional barriers to their learning, the evidence provided by their class teachers indicates that most are attaining appropriate to their individual level of need. The concerted focus through periods of remote learning and a recovery curriculum have shown a positive impact on the attainment levels across the school.

#### 2. Closing the attainment gap between the most and least disadvantaged children

Across all classes there has been a consistent approach in the use of precision teaching, specific interventions and a proportionate inclusion of improvement methodologies to deliver and measure planned interventions in learning and teaching. Staff collaborate well with one another for the benefit of all children but personalised and targeted support is given to those children with additional support needs. During periods of remote learning, pupil engagement remained consistently high (+90%) each week.

Our Education Apprentice has worked closely with class teachers to support identified children and in delivering wider Health and Wellbeing experiences. We also benefited from a Gaelic Language Assistant who worked with GM class teachers to support pupils in their Gaidhlig Literacy. This was crucial in strengthening the immersive experiences of all pupils in our Gaelic Medium classes.

In addition to this planned work, we also supported (all) families in a range of other ways:

- We planned fundraising ventures at the start of session and decided on which charities we intended supporting throughout the year. This enabled parents and families to plan for these events without applying undue financial pressure.
- School staff actively promoted Free School Meals and the Clothing Grant through newsletters, our school website and our social media channels.
- Good quality second hand uniform was also made available to parents within the school.
- The Parent Council worked with school staff and supported them financially, making monetary contributions to fund different resources/events within the school. These events were more cost effective for all families and provided a number of families with the opportunity to attend when they would not otherwise have the chance to do so.
- A reduction in paid non-uniform days
- Working in partnership with CLD to deliver holiday provision for families
- A CLD supported transition programme for all Primary 7 pupils to support Health and Wellbeing

### 3. Improvement in Children and Young People's Health & Wellbeing

All our pupils continue to be supported in progressing their understanding of the meaning of the Wellbeing Indicators All classes sought to link the Wellbeing Indicators to planned topics of work.

Children's health and wellbeing is valued and important and embeds GIRFEC principles. Health and Well-being is a core priority within the school. All staff and partner agencies are sensitive and responsive to children, supporting them in their wellbeing, and pupils, parents and staff have all supported work being done to improve health and well-being within our school community. In our most recent wellbeing questionnaire undertaken with P1-2 pupils, almost all our pupils scored 4 or more out of 5 and felt that they were Achieving and were also Responsible. Most of our pupils felt that they were Healthy, Nurtured, Active, Respected and Included. The majority of our pupils indicated that they felt Safe. This was a decrease from previous years but could be related to how the Covid-19 global pandemic has left them feeling.

In our most recent wellbeing questionnaire undertaken with P3-7 pupils, most of our pupils scored 8 or more out of 10 and felt that they were Safe, Healthy, Active, Responsible and Included. The majority of our pupils felt that they were Achieving, Nurtured and Respected.

Having continued to progress matters of digital safety, the school is now ready to undertake the Local Authority Accreditation process.

Children's achievements in areas of Health and Wellbeing are regularly recognised in a range of different ways, but particularly through Seesaw, Class and Head Teacher Awards and Achievement Awards across the school community.

### 4. Improvement in Employability Skills and sustained positive school leaver destinations for all young people.

Our vision and our commitment of introducing the world of work to our pupils remains strong. Strategic planning around the skills for learning, life and work had, pre-pandemic, shown pupils to be developing skills within the four capacities through activities related to Developing the Young Workforce.

This area of employability skills has however, been severely impacted by restrictions placed on us and on the wider community as a result of the Covid-19 global pandemic. Our work with partners has to a large degree been paused as a result of the wide and far-reaching restrictions. Class teachers have sought to be creative and innovative in the ways in which they have continued to conduct enterprise projects and deliver high quality learning and teaching to our pupils.

There is a strong recognition across the school that once restrictions are lifted that partnership working will resume across the school as teachers recognize the importance of it. Wider achievements, through which our pupils are able to focus on a range of different skills continue to be encouraged and class teachers have observed good engagement in clubs and activities where they have been able to be restarted.

### 5. Initial response to supporting children, families and school communities throughout the Covid-19 crisis

All pupils across all classes, including the Sgoil Araich were supported in a recovery curriculum of Literacy, Numeracy and Health and Wellbeing and also through remote learning when the country entered a second lockdown. Pupil engagement continued to be strong through the second period of remote learning with almost all pupils consistently engaging with their teachers and continuing to learn. Pupils shared their learning with staff via online platforms such as Seesaw and Glow. Staff set up Microsoft Teams or V-Scene links for teaching and learning and provided weekly timetables of focused high quality teaching times for pupils.

In addition:

- Comprehensive learning packs were sent home with pupils in January 2021.
- High levels of face to face teaching took place on a daily/weekly basis allowing children to be well supported with regular contact from school staff (Class Teachers and Sfl Assistants).
- Deanamaid Dihaoine provided families with alternative focuses once a week which were active and engaging.
- Children of Key Workers and Vulnerable Pupils were able to access the Hub, based within the school throughout lockdown.

## 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 2020-21 academic year.

Improvement Priority One	CURRICULUM DEVELOPMENT WITH A FOCUS ON HEALTH AND WELLBEING
<b>Project Progress (What have we done?)</b>	
<p>This project was extended from Session 2019-2020. The progress achieved in Session 2019-2020 has already been outlined within the SQIP for 2019-21. Listed below are further points of progress which were achieved during Session 2020-21.</p> <ul style="list-style-type: none"> <li>▪ Class Curriculum Newsletters were piloted to replace the more traditional curriculum overviews in use within the school.</li> <li>▪ Seesaw was fully implemented across the school in all classes and playrooms. The Learning journals of children provided parents with up to date information about children’s learning and progress and parental engagement improved greatly throughout 2020-21 as a result.</li> <li>▪ It was agreed to collect data from pupils relating to the Wellbeing Indicators three times a year instead of twice yearly. As a result of the pandemic and lockdown 2 this did not happen and this data was only collected twice. The intention is to fully implement this in Session 2021-22</li> <li>▪ The progression pathway for all aspects of Health and Well-being from Early to Second Level was implemented across the school and provided staff with clear steps across phases of learning. The Progression Pathway for Health and Well-being has helped class teachers to track and monitor where pupils are across levels and phases of learning in these subjects.</li> <li>▪ 100% of pupils engaged in a Health and Well-being survey in September 2020 and March 2021 provided their views about the SHANARRI indicators. Results were gathered, analysed and distributed back to class teachers to plan Health and well-being work.</li> <li>▪ Staff fully implemented the structure of healthyschools.scot materials to use as a rolling programme for Health and Wellbeing during Session 2020-21. Materials from this resource were also used but teachers have begun to adapt these to our local context.</li> <li>▪ All pupils have experienced a Health and Wellbeing curriculum which provides depth and challenge and progression across the levels.</li> <li>▪ Assessment and Moderation events planned across the year within the collegiate timetable included the assessment and moderation of Health and Well-being. All class teachers reported these sessions as being helpful and made comment on improved levels of confidence when applying achievement of a level.</li> <li>▪ Baseline data was gathered from Teaching staff, Nursery staff and Support for Learning Assistants in relation to Nurture using the self-evaluation toolkit “Applying Nurture as a Whole School Approach.” Following analysis, training was offered to teaching staff to address areas of weakness.</li> <li>▪ 360 Safe Audit and Action Plan was undertaken and highlighted further actions which required to be taken in order to ensure safety in digital literacy in a Covid-19 world.</li> </ul>	
<b>Evidence &amp; Impact (How are we doing and how do we know?)</b>	
<ul style="list-style-type: none"> <li>▪ Class Teachers are clear about what planning formats to use and planning for classes follows the progression pathways in place.</li> <li>▪ Health and Well-being questionnaires were issued to all pupils in August 2020 and March 2021 and children’s responses were monitored. The following results were recorded during March 2021:</li> <li>▪ Using a 1-5 scale, the average rating recorded by P1-2 pupils were as follows: Safe - 4.47, Healthy - 4.54, Achieving - 4.90, Nurtured - 4.68, Active 4.75, Respected 4.83, Responsible - 4.97 and Included—4.72. These results represented positive increases in the views of this year’s P1-2 group in relation to Achieving, being Respected and Being Responsible.</li> <li>▪ Using a 1-10 scale, the average rating recorded by P3-7 pupils were as follows: Safe - 8.63, Healthy - 8.62, Achieving - 8.21, Nurtured—7.95, Active 8.88, Respected 8.08, Responsible - 8.85 and Included—8.63. These results represented positive increases in the views of this year’s P3-7 group in relation to Being Safe. Achieving, Being Active and Being Responsible.</li> <li>▪ All class teachers have reported improved levels of confidence when applying curricular benchmarks to determine achievement of a level. Staff confidence has increased as a result of progression pathways being in place and teacher judgements across the school are robust and backed up with pupil work. Assessment and Moderation sessions related to Health and Wellbeing work have also helped to affirm levels as teachers engage in professional dialogue with one</li> </ul>	

another.

- Data gathered from baseline questionnaires around nurture provided the senior management team with a clear picture of areas of strength and areas which required to be addressed across the school.

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

- As a result of the Covid-19 global pandemic, there has been a much greater focus on sustainability and outdoor learning. As a result of this, the Curriculum Rationale will be reviewed at the start of Session 2021-22 as staff have a much clearer vision for the curriculum moving forwards.
- Embed the tracking of Health and Wellbeing for each pupil as they progress through the school.
- Introduce tracking of Wellbeing Indicators for each pupil as they progress through the school.
- Further training on nurture principles will be undertaken and questionnaires will be reissued in order to identify progress and further areas of improvement.
- Classroom observations will be undertaken with the nurture principles as a focus to build up a stronger evaluative picture of how nurture is being used in classes across the school.
- Consultation with parents on the introduction of RSHP materials ([rshp.scot](http://rshp.scot)).
- Register for CNES e-Safety Awards Scheme and achieve a Digital Safety Award.
- Participate in Anti-Bullying Week 2021
- Work with learners, parents and community partners to run a Health Promotion Week.

Improvement Priority Two	SUSTAINABLE DEVELOPMENT AND OUTDOOR EDUCATION
<b>Project Progress (What have we done?)</b>	
<ul style="list-style-type: none"> <li>This project was extended from Session 2019-2020. The progress achieved in Session 2019-2020 has already been outlined within the SQIP for 2019-21. Listed below are further points of progress which were achieved during Session 2020-21.</li> <li>Pupil elections were held and a new Eco Committee were appointed to assist with progressing the Learning for Sustainability Agenda.</li> <li>School staff worked together to pull the evidence of learning that they had for an Eco Schools Award and then reviewed this. Priorities were re-set in order to see what could be achieved working within the Covid-19 restrictions.</li> <li>Evidence of learning from August 2020 to March 2021 was gathered across Early, First and Second Levels and the Eco Committee worked with their Sustainability Lead Teachers to meet the criteria for a Green Flag Award.</li> <li>Throughout Term 4 with a lessening of restrictions, more classes were able to timetable the polytunnel for use and pupils enjoyed this aspect of outdoor learning.</li> <li>Evidence of work which was completed was gathered and used to populate the Eco Schools site to support the accreditation process. The school achieved its first Green Flag Award in April 2021.</li> </ul>	
<b>Evidence &amp; Impact (How are we doing and how do we know?)</b>	
<ul style="list-style-type: none"> <li>Learning for Sustainability Self-Evaluation was completed for the school and identified priorities for improvement.</li> <li>Almost all pupils experienced some learning for sustainability in Terms 1-3 and demonstrated an observable increase in their skills during this time.</li> <li>The process of Green Flag accreditation helped to clarify the importance of Learning for Sustainability in the minds of class teachers and the vision for the teaching of sustainability was extended. This was evidenced through professional review and development procedures.</li> <li>The Green Flag Award application was submitted and Eco Schools Scotland awarded the school its first Green Flag in April 2021.</li> </ul>	
<b>Next Steps (What are we going to do now?)</b>	
<ul style="list-style-type: none"> <li>All classes will plan for learning for sustainability through Session 2021-22 working within the restrictions and guidelines for Covid-19 and linking the Eco Schools work with Rights Respecting Schools and Outdoor Learning initiatives.</li> <li>Embed the use of outdoor learning across the school and also the use of the school polytunnel to improve and benefit children's learning experiences.</li> <li>Begin the process of work for a second Green Flag and embed Learning for Sustainability in the life of the school and the wider community.</li> <li>Review the curriculum rationale to demonstrate the place that learning for sustainability has in the life of the school.</li> </ul>	

Improvement Priority Three	RIGHTS RESPECTING SCHOOLS
<b>Project Progress (What have we done?)</b>	
<ul style="list-style-type: none"> <li>▪ This project was a new project for the period from 1<sup>st</sup> November 2020 to the end of session in June 2021. The progress achieved in Session 2020-2021 was hampered by a further lockdown and period of remote learning between January and March 2021.</li> <li>▪ School registered with UNICEF on the Rights Respecting Schools programme.</li> <li>▪ Rights Respecting Schools Steering Group was elected and one teacher took the Lead with this supported by the Head Teacher.</li> <li>▪ Action Plan was drawn up with staff and implementation began in Term 4.</li> <li>▪ Class Teachers drew up class charters with all classes following discussion around children's rights.</li> <li>▪ Fortnightly Assemblies focused on an Article of the Week and encouraged children to apply their learning to their own context.</li> <li>▪ A number of class teachers undertook projects which looked at the rights of children. In this way, children's knowledge and understanding of their rights was extended and children were able to make connections between their rights and other aspects of curricular work.</li> </ul>	
<b>Evidence &amp; Impact (How are we doing and how do we know?)</b>	
<ul style="list-style-type: none"> <li>▪ Rights Respecting Schools Bronze Award was achieved in June 2021.</li> <li>▪ A good range of pupils are involved in Pupil Council, Eco Committee, and Rights Respecting Schools Steering Group and actively participate and are involved in decision making processes across the school.</li> <li>▪ Where possible focus groups that don't cross bubbles have provided pupils with the opportunity to speak about different aspects of the school's work and given opportunities to allow children to present their ideas.</li> <li>▪ Most children are able to talk more knowledgably about their rights and how these impact on their lives.</li> </ul>	
<b>Next Steps (What are we going to do now?)</b>	
<ul style="list-style-type: none"> <li>▪ School Staff to register for online training modules.</li> <li>▪ School to work towards Rights Respecting Schools Silver accreditation.</li> <li>▪ Ensure almost all children are able to speak knowledgably about their rights and how the work of Rights Respecting Schools ties in to the school values and underpins the work which is being done across the school.</li> <li>▪ Extend the House System to provide opportunities for more pupils to participate in groups and decision making roles.</li> </ul>	

## 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 Vision, Values and Aims of the school continue to be current and relevant and represent the ethos of the school very well. These have been strengthened and underpinned by the work which has been done around children's rights. Almost all parents, pupils and staff have a strong sense of affiliation with the Vision, Values and Aims.	<ul style="list-style-type: none"> <li>▪ Curriculum Rationale</li> <li>▪ Curriculum Planning</li> <li>▪ Parent-Carer Report 2020-21</li> <li>▪ Children's Questionnaires</li> <li>▪ Summarised display poster</li> <li>▪ School Assemblies</li> </ul>
	Senior leaders provide strong leadership, encouraging and motivating staff to live the vision and values of the school and to link these very strongly to children's rights in order to improve outcomes for learners at Sgoil a' Bhac and Sgoil Araich Loch a' Tuath.	<ul style="list-style-type: none"> <li>▪ Questionnaires</li> <li>▪ Feedback from Staff</li> <li>▪ Rights Respecting Schools Evidence</li> <li>▪</li> </ul>
	Pupils, parents and staff engaged in self-evaluation activities across the session which allowed them to reflect on the work of the school. Almost all of those who participated in these activities had a growing awareness of the strengths and areas of improvement across the school.	<ul style="list-style-type: none"> <li>▪ Whole School Evaluation</li> <li>▪ Parent-Carer report 2020-2021</li> <li>▪ Feedback from Pupil Led Events</li> <li>▪ Pupil Focus Groups</li> </ul>
	Teaching staff know the school community very well and have built on their knowledge of this, particularly this session, to	<ul style="list-style-type: none"> <li>▪ Curriculum Planning</li> <li>▪ Feedback from Staff</li> </ul>

	extend children's outdoor learning experiences and improve outcomes for pupils.	
	Newly developed and introduced progression pathways for Health and Well-being, and Literacy and Gàidhlig have helped class teachers track pupils progression through each phase much more robustly than previously, thereby increasing teacher confidence around the awarding of achievement of a level.	<ul style="list-style-type: none"> <li>▪ Action Plan</li> <li>▪ School Improvement Plan</li> <li>▪ Suite of Progression Pathways</li> </ul>
	All class teachers are more confidently applying the benchmarks to assess pupil's learning as a result of increased Assessment and Moderation activities across the session.	<ul style="list-style-type: none"> <li>▪ Curriculum Planning</li> <li>▪ Collegiate Calendar</li> <li>▪ Assessment and Moderation evidence</li> </ul>
	Most teaching staff are committed to making changes in their classroom practice which result in improvements for the pupils. A few class teachers have used Improvement Methodologies proportionately within their classes to evidence improvements.	<ul style="list-style-type: none"> <li>▪ Curriculum Planning</li> <li>▪ RAFA Projects</li> <li>▪ Teaching Staff Questionnaires</li> </ul>
	PRD/SDA processes have provided opportunities for staff to highlight areas of development and progress these through training opportunities and/or further study, e.g. in relation to STEM, Rights Respecting Schools and Nurture.	<ul style="list-style-type: none"> <li>▪ Professional Development Learning Plans</li> <li>▪ SDA Paperwork</li> <li>▪ Completion of and Evaluation of Training Opportunities</li> </ul>
	The Parent-Carer Report for 2020-2021 showed that parents had positive views about the work the school undertakes in order to improve the attainment of its pupils. Almost all parents recognized that the progress of the school was reported each year in the Standards and Quality Report and that identified improvements were progressed through the School Improvement Plan.	<ul style="list-style-type: none"> <li>▪ Parent-Carer report 2020-2021</li> <li>▪ Standards and Quality Report</li> <li>▪ School Improvement Plan</li> <li>▪ Self-Evaluation Tasks</li> </ul>
	Learners have benefited from improved learning and teaching as a result of feedback from Quality Assurance procedures. Next steps for improvement are identified, planned for and monitored.	<ul style="list-style-type: none"> <li>▪ Classroom Observations</li> <li>▪ Playroom Observations</li> <li>▪ Feedback from QA Activities</li> </ul>
	<b>HGIOS4 Six-Point Scale Evaluation</b>	<b>Good</b>
2.3 Learning, Teaching & Assessment	All staff believe the learning environments within the school and sgoil àraich to be built on positive, nurturing, and appropriately challenging relationships between pupils and staff.	<ul style="list-style-type: none"> <li>▪ Playroom and Classroom Observations</li> <li>▪ Self-Evaluation evidence on Nurture.</li> <li>▪ Teaching staff questionnaires</li> <li>▪ Daily Planning Folders</li> <li>▪ Class Displays</li> </ul>
	Almost all children in Sgoil a' Bhac understand the purpose of their learning. They work well, are motivated, enthusiastic and engaged in their work and have regular opportunities across the school session to lead their learning e.g. Pupil Led events.	<ul style="list-style-type: none"> <li>▪ Pupil Focus Groups</li> <li>▪ Quality Assurance Evidence</li> <li>▪ Self-Evaluation Nurture evidence</li> <li>▪ Teaching staff questionnaires</li> <li>▪ Daily Planning Folders</li> </ul>
	Some pupils have had a number of opportunities to further their leadership and other skills through decision making groups across the school e.g Pupil Council Eco-Committee, Rights Respecting Schools Steering Group. This has had a positive impact on the school ethos and also on pupils' participation in influencing changes in school life.	<ul style="list-style-type: none"> <li>▪ Pupil Forum elections</li> <li>▪ Minutes of Meetings for participation and pupil forum groups</li> </ul>
	Digital Technologies are used effectively within classrooms in order to enrich learning and teaching. Pupils' skills in the use of the digital technologies have been extended and this is evidenced across a range of platforms which are used to support learning.	<ul style="list-style-type: none"> <li>▪ Learning and Teaching Observations</li> <li>▪ Curriculum Planning</li> <li>▪ Range of platforms in use in class</li> </ul>
	Almost all class teachers provide clear explanations to help children understand the purpose of the lesson or task and how they will achieve success. Classroom observations show that most pupils are experiencing a range of challenging learning opportunities with good levels of differentiation going on in almost all classes.	<ul style="list-style-type: none"> <li>▪ Learning and Teaching Observations</li> <li>▪ Curriculum Planning</li> <li>▪ Feedback to pupils</li> </ul>

	The school/sgoil àraich has used an increasing range of good quality learning environments to promote good quality learning opportunities. These are encouraging pupil independence and confidence and in the sgoil àraich there is increased evidence of children's curiosity being promoted.	<ul style="list-style-type: none"> <li>▪ Playroom and Classroom Observations</li> <li>▪ Daily Planning Folders</li> <li>▪ Class Displays</li> </ul>
	Timetables and observations show that Sgoil Àraich children have increased good opportunities for planned and spontaneous play indoors and outdoors, which fosters personalisation and choice at the Early Level.	<ul style="list-style-type: none"> <li>▪ Sgoil Araich Floorbooks</li> <li>▪ Playroom Observations</li> <li>▪ Timetables</li> <li>▪ Curriculum Planning</li> </ul>
	Assessment data is used to tailor programs of work for pupils and ensure that learning is progressing well. Recording and reporting is linked closely to work which is ongoing in class and to the phases of the progression pathways.	<ul style="list-style-type: none"> <li>▪ Assessment materials and data</li> <li>▪ Tracking and Assessment formats</li> <li>▪ Termly attainment meetings</li> <li>▪ Pupil Reports</li> </ul>
	Almost all learners have been able to add breadth and depth to their learning experiences through opportunities which have encouraged them to engage with the local environment around the school.	<ul style="list-style-type: none"> <li>▪ Curriculum Overviews</li> <li>▪ Class Forward Plans</li> <li>▪ Class displays and photos of activities</li> </ul>
	The recovery curriculum has provided all class teachers with the opportunity to concentrate on the core curriculum of Literacy, Numeracy and Health and Wellbeing. This has benefited pupils and has allowed them to focus on core skills which can be applied across all areas of the curriculum.	<ul style="list-style-type: none"> <li>▪ Curriculum Planning</li> <li>▪ Lesson Observations</li> <li>▪ Assessment and tracking data</li> </ul>
	Learners have been able to add breadth and depth to their learning experiences through opportunities which have encouraged them to engage with the outdoor environment in their local community.	<ul style="list-style-type: none"> <li>▪ Curriculum Overviews</li> <li>▪ Class Forward Plans</li> <li>▪ Class displays and photos of activities</li> </ul>
	We have clear information on pupil attainment across the curriculum, particularly in relation to Literacy and Numeracy. The school is data rich and most staff are using data effectively to determine next steps.	<ul style="list-style-type: none"> <li>▪ Formal Assessment Data</li> <li>▪ Data trends over time</li> <li>▪ Literacy and Numeracy classroom assessments</li> <li>▪ Assessment and Moderation feedback</li> </ul>
	Staff have a very good knowledge of individual pupils in their classes/the school which ensures that barriers to learning are identified quickly and addressed.	<ul style="list-style-type: none"> <li>▪ Formal Assessment Data</li> <li>▪ Curriculum Planning</li> </ul>
	Staff confidence in applying the benchmarks to children's Literacy, Numeracy and Health and Well-being work is consistently high and learners have progressed well through the levels as a result of this.	<ul style="list-style-type: none"> <li>▪ Feedback from staff</li> <li>▪ Assessment and Moderation activity feedback</li> <li>▪ CfE Levels</li> <li>▪ Pupil Work</li> </ul>
	<b>HGIOS4 Six-Point Scale Evaluation</b>	<b>Good</b>
3.1 Ensuring Wellbeing, Equity and Inclusion	All staff in our school promote a climate where children feel safe and secure and where staff and partners are sensitive to the wellbeing of each child in our school. This has been evidenced through questionnaires	<ul style="list-style-type: none"> <li>▪ Questionnaires with Teaching Staff, Non-Teaching Staff, Parents and Pupils</li> <li>▪ Parent-Carer Report 2020-21</li> </ul>
	Most school and sgoil àraich staff have a shared understanding of wellbeing and of children's rights and almost all staff create space for a daily emotional check in with their children, thereby nurturing children in the school environment.	<ul style="list-style-type: none"> <li>▪ Classroom and Playroom Observations</li> <li>▪ Feedback from staff about wellbeing concerns</li> <li>▪ Emotion boards in classrooms</li> </ul>
	The school community has very good positive relationships with stakeholders and partners. All staff and partner agencies are sensitive and responsive to children, supporting them in their wellbeing.	<ul style="list-style-type: none"> <li>▪ Pupil Questionnaires</li> <li>▪ Parent Questionnaires</li> <li>▪ Parent-Carer Report 2020-2021</li> <li>▪ Anecdotal evidence</li> <li>▪ Formal/Informal observations of day to day school life</li> <li>▪ Letters/ Emails from partners</li> <li>▪ HMle data from parents</li> </ul>

	Children's health and wellbeing is valued and important and embeds GIRFEC principles. Information about pupils' wellbeing is shared with relevant partners ensuring pupils are appropriately supported.	<ul style="list-style-type: none"> <li>▪ Health and Wellbeing Questionnaires and data</li> <li>▪ Pastoral Notes</li> <li>▪ HMle Report</li> </ul>
	Staff recognise the importance of their own well-being as they support pupils across the school. Staff have worked to maintain the Gold award, which was achieved under the Healthy Working Lives scheme pre-pandemic.	<ul style="list-style-type: none"> <li>▪ Healthy Working Lives e-Portfolio</li> <li>▪ Healthy Working Lives Gold Award</li> </ul>
	The wellbeing indicators are an integral feature of the work undertaken by all class teachers. The wellbeing indicators are linked to Health and Wellbeing learning and children are able to speak more knowledgeably about them.	<ul style="list-style-type: none"> <li>▪ Classroom Observations</li> <li>▪ Pupil Focus Groups</li> <li>▪ Curriculum Planning</li> <li>▪ Classroom Displays</li> <li>▪ Teaching Staff Questionnaires</li> </ul>
	A recent Health and Wellbeing questionnaire carried out in school evidenced positive results in relation to the SHANARRI indicators as outlined in Section 2.2.	<ul style="list-style-type: none"> <li>▪ Health and Wellbeing Questionnaires and data</li> </ul>
	Through regular professional learning, almost all staff keep abreast of statutory requirements which affect the rights and the wellbeing of all children.	<ul style="list-style-type: none"> <li>▪ Professional Review and Development Records</li> <li>▪ SDA Records</li> </ul>
	School staff are actively meeting the requirements of the Advice for Gaelic Education issued in February 2015 and promoting immersive environments for learning. There is a strong Gaidhlig ethos across the school which is promoted by almost all staff.	<ul style="list-style-type: none"> <li>▪ Learning and Teaching observations</li> <li>▪ Gaidhlig ethos of school</li> <li>▪ Staff and pupil use of Gaelic outside of classrooms</li> </ul>
	Inclusion is well-reflected in the life of the school. All our staff work to develop positive self-esteem and self-worth in our children and support positive behaviour and emotions. Almost all teaching staff and most non-teaching staff would use restorative practices and strategies to support this.	<ul style="list-style-type: none"> <li>▪ Learning and Teaching observations</li> <li>▪ Pupil Focus Groups</li> <li>▪ Staff Feedback</li> <li>▪ HMle Report</li> </ul>
	The Parent Council is well attended and parents continue to take an active interest in and show enthusiasm in participating in the improvement agenda of the school.	<ul style="list-style-type: none"> <li>▪ Parent Council Minutes</li> <li>▪ Parent Council Working Groups</li> <li>▪</li> </ul>
	The needs of individual learners vary greatly across the school and a wide range of additional support needs are experienced by pupils. These needs are reviewed regularly to make sure they're continually met.	<ul style="list-style-type: none"> <li>▪ Staged Intervention Action Plans, IEP's and BSP's</li> <li>▪ TATC Meeting Minutes and Reviews</li> <li>▪ Health Care Plans</li> <li>▪ Risk Assessments</li> <li>▪ Special Medical Diets</li> <li>▪ Staff Training (Epi-pen)</li> </ul>
	Almost all staff have increased the extent to which they undertake outdoor learning with their classes. All learners have benefited from using the local environment around the school to enhance their learning as well as to promote positive relationships and wellbeing.	<ul style="list-style-type: none"> <li>▪ Curriculum Planning</li> <li>▪ School diaries</li> <li>▪ Feedback from staff and pupils</li> </ul>
	A strong emphasis is placed on developing learners' core skills in literacy, numeracy and health and well-being. Potential barriers to learning are identified as soon as possible – advice is sought from colleagues, parents and other stakeholders to “close the gap” and address the issues.	<ul style="list-style-type: none"> <li>▪ Staged Intervention Action Plans, IEP's and BSP's</li> <li>▪ TATC Meeting Minutes and Reviews</li> <li>▪ Curriculum Planning</li> </ul>
	<b>HGIOS4 Six-Point Scale Evaluation</b>	<b>Good</b>
3.2 Raising Attainment & Achievement	Almost all children are enthusiastic about coming to school and sgoil àraich and are well motivated to learn. They show interest in a range of contexts and almost all children confidently engage in activities.	<ul style="list-style-type: none"> <li>▪ Classroom and Playroom Observations</li> <li>▪ Quality Assurance Evidence</li> <li>▪ Seesaw learning Journals</li> </ul>

<p>CfE Levels attained in Session 2020-21 demonstrate that almost all pupils in P1, P4 and P7 achieved their curricular milestones in English Listening and Talking, Gaelic Listening and Talking and Gaelic Reading. Most pupils in P1, P4 and P7 achieved their curricular milestones in English Reading, English Writing and Gaelic Writing and Maths. Pupils who did not achieve these levels made very good progress toward appropriate individual targets.</p>	<ul style="list-style-type: none"> <li>▪ Attainment Meeting Data</li> <li>▪ Classwork and Jotter Sampling</li> <li>▪ Assessment and Moderation exercises</li> <li>▪ Achievement of a Level Data</li> </ul>
<p>Literacy and Numeracy related activities are carefully planned for. Sgoil Araich staff use Early Level Developmental Overviews and Progression Pathways for Literacy and Numeracy to help plan a range of activities for children to extend their knowledge through play.</p>	<ul style="list-style-type: none"> <li>▪ Developmental Overviews</li> <li>▪ Floorbook Planning</li> <li>▪ Playroom Observations</li> <li>Observation of children's skills</li> </ul>
<p>All class teachers have high expectations of attainment for the children they teach.</p>	<ul style="list-style-type: none"> <li>▪ Teaching Staff Questionnaires</li> <li>▪ Parent-Carer report 2020-21</li> <li>▪ Curriculum Planning</li> <li>▪ Pupil Work</li> </ul>
<p>Attendance levels are high. The average attendance for Session 2020-21 was 97.96%. Attendance data is used to support reviews and monitor progress and achievement of levels.</p>	<ul style="list-style-type: none"> <li>▪ Attendance Data</li> <li>▪ PEF Five Measures Sheet</li> </ul>
<p>Termly Attainment data provides a detailed summary of how children are progressing in Literacy and Numeracy. Also contained is relevant information from which we analyse data, plan and implement impactful interventions.</p>	<ul style="list-style-type: none"> <li>▪ Termly Attainment Grids</li> <li>▪ Information from Tracking Meetings</li> </ul>
<p>All class teachers have expressed increased levels of confidence when making professional judgements about achievement of a level.</p>	<ul style="list-style-type: none"> <li>▪ Suite of Progression Pathways</li> <li>▪ Assessment and Moderation Feedback</li> </ul>
<p>The school and the Sgoil Araich have a strong Gaidhlig ethos. Staff in the Sgoil Araich help children learn the Gaidhlig language focusing on topic-based vocabulary and class teachers build on this in a fully immersive environment as pupils transfer into Gaelic Medium.</p>	<ul style="list-style-type: none"> <li>▪ Classroom Observations</li> <li>▪ Curriculum Planning</li> <li>▪ Observational evidence around the school.</li> </ul>
<p>Pupils in the school learn well and school staff are able to evidence how they engage within the four contexts of learning and across the four capacities. Almost all pupils are keen and eager to contribute to the wider work of the school through participation in a range of committees and school wide activities.</p>	<ul style="list-style-type: none"> <li>▪ Classroom Observations</li> <li>▪ Seesaw Learning Journals</li> <li>▪ Pupil Committee Meeting Minutes</li> </ul>
<p>Effective systems are in place to promote the successes and achievements of all our pupils in and out of school and all class teachers regularly make time to celebrate the achievements of their pupils.</p>	<ul style="list-style-type: none"> <li>▪ Classroom Observations</li> <li>▪ Seesaw Learning Journals</li> <li>▪ Curriculum Overviews</li> <li>▪ Achievers Certificates and Assemblies</li> <li>▪ House System</li> </ul>
<p>An improved tracking system is in place to monitor pupil attainment and progression through the levels, linking the tracking with the phases in the progression pathways. Staff make good use of the Termly Attainment Records to track progress with specific interventions.</p>	<ul style="list-style-type: none"> <li>▪ Cohort Assessment and Tracking data.</li> <li>▪ Termly Attainment Meeting Records</li> <li>▪ Pupil Reports</li> </ul>
<p>Teachers benefit from the experience the Sfl Teacher brings to the school to put appropriate interventions in place for children with additional support needs. Pupils with Additional Support Needs are well supported and are making good progress with their individual targets.</p>	<ul style="list-style-type: none"> <li>▪ Staged Intervention Action Plans, IEP's and BSP's</li> <li>▪ TATC Meeting Minutes and Reviews</li> <li>▪ SflA Timetables</li> </ul>
<p>The school is data rich and is able to evidence trends of attainment over time. The Senior Management Team and teaching staff use the data to determine next steps of improvement for the school and for individual pupils.</p>	<ul style="list-style-type: none"> <li>▪ School Data Hub</li> <li>▪ Literacy and numeracy attainment data</li> <li>▪ Attainment over Time Data</li> </ul>
<p><b>HGIOS4 Six-Point Scale Evaluation</b></p>	<p><b>Good</b></p>

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

No external reviews of Sgoil A' Bhac or Sgoil Araich Loch a' Tuath took place in the last 12 months.

## 2.5 What are our key priorities for improvement in 2021-22?

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 2021-22

- Continue and extend the work being done in relation to improving Health and Wellbeing across the school and developing the Health and Wellbeing curriculum, linking it with learning for sustainability and children's rights.
- Build capacity across the staff and raise confidence in the teaching of STEM subjects.
- Develop planning using Big Book formats in our English and Gaelic playrooms
- Develop Gaelic language and the immersion environment in GM playroom and Gaelic as L2 in EM Playroom.

### HGIOS 4 Self Evaluation Rolling Programme 2021-2026

Year	Session	Core Focus			Supplementary			Follow-Up/Impact		
1	2021-2022	1.5	2.7	3.2	1.3	2.2	2.3			
2	2022-2023	2.3	2.6	3.2	1.2	2.1		1.5	2.7	
3	2023-2024	2.2	2.5	3.2	2.4	3.3		2.3	2.6	
4	2024-2025	1.1	3.1	3.2	1.4			2.2	2.5	3.3
5	2025-2026	1.3	2.3	3.2	1.5	3.1		1.1	2.7	

### 3. School Improvement Plan 2020-21

#### 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, including taking account of our local recovery plans to support the health and wellbeing of our children and young people and the approaches to assessment to assist in identifying gaps in learning. Also, a number of surveys and evaluative activities undertaken with learners, parents and community partners.

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.

#### 3.2 What are our improvement projects?

<b>Improvement Project One</b>	<b>Supporting Health and Wellbeing Experiences Across the Curriculum</b>		
<b>NIF Priority:</b>	Improvement in Children and Young People's Health and Wellbeing <b>DRIVERS</b> - Our Priorities, Assessment of Children's Progress, Performance Information		
<b>HGIOS4 or HGIOELC QIs:</b>	<b>1.2</b> – Leadership of Learning, <b>2.3</b> – Learning, Teaching and Assessment, <b>3.1</b> – Ensuring Wellbeing, Equity and Inclusion, <b>3.2</b> – Raising Attainment and Achievement.		
<b>CnES Priorities:</b>	Delivering high quality learning and teaching in all educational settings.		
<b>CnES Business Plan Links:</b>	<b>3.1.2</b> - <i>Ensure that children and young people continue to grow in confidence and develop wide ranging abilities that prepare them for study, training or employment.</i> and <b>4.1.3</b> - <i>Work with partners in the interests of better physical and mental health and wellbeing.</i>		
<b>Stretch Aim(s)</b>			
Our overall aim is to support teaching staff in developing and deepening learning and teaching experiences related to Health and Well-being for pupils.			
<b>Target Group</b>			
All Pupils Teaching Staff			
<b>Planned Outcomes (SMART Primary Drivers)</b>			
<ul style="list-style-type: none"> <li>Pupils and staff will develop their knowledge and understanding of the Silver Award descriptors, in relation to Rights Respecting Schools and work towards Silver accreditation.</li> <li>Achieve Silver accreditation using the CNES e-Safety Schools Accreditation Programme.</li> <li>A staff team who are delivering high quality learning and teaching and impacting raising attainment</li> <li>Children who are engaged and motivated in their Health and Wellbeing learning</li> </ul>			
<b>Baseline Measures</b>			
<ul style="list-style-type: none"> <li>Data from Silver Accreditation Report from Rights Respecting School</li> <li>Data from 360 Safe Self-Evaluation Action Plan, Report and Next Steps</li> <li>Termly Wellbeing Webs and data gathered form Microsoft Forms</li> </ul>			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
<ul style="list-style-type: none"> <li>Staff to familiarise and deepen their understanding of RSHP Experiences and Outcomes and the resources that are used to deliver curriculum content.</li> <li>Engage with parents and share resources used by the school to ensure good curriculum content and coverage of RSHP Experiences and Outcomes.</li> </ul>	Head Teacher	February 2022	<ul style="list-style-type: none"> <li>Staff, parents and learners will have a clear understanding of Relationships, Sexual Health and Parenthood experiences and outcomes and the resources used to deliver learning and teaching.</li> <li>Improved parental engagement around</li> </ul>

			learning and teaching of RSHP.
<ul style="list-style-type: none"> <li>Work with learners and staff to organize a Health Promotion Week focusing on different aspects of Health and Wellbeing.</li> <li>Staff collaborate on development of assessment of Health and Wellbeing</li> </ul>	Principal Teacher	June 2022	<ul style="list-style-type: none"> <li>Increased motivation and engagement through planned focuses and experiences and outcomes across the session.</li> <li>Staff confidence in the assessment of Health and Wellbeing is increased and embedded across the school.</li> </ul>
<ul style="list-style-type: none"> <li>Review and update progression pathways for Health and Wellbeing.</li> <li>Develop tracking of Health and Wellbeing outcomes.</li> </ul>	Head Teacher	June 2022	<ul style="list-style-type: none"> <li>Health and Wellbeing lessons will demonstrate high-quality learning and good progression across the school which ties in with curricular benchmarks.</li> <li>Staff are confidently able to track children's progress in Health and Wellbeing.</li> </ul>
Continue to embed Rights based approaches and develop work towards Silver Accreditation.	Head Teacher	February 2023	<ul style="list-style-type: none"> <li>Progress through 75% of the Gold Action Plan for RRS award during Session 2021-22 and achieve Gold accreditation by Feb 2023.</li> </ul>
Undertake Environmental Review and draw up Eco-Schools Action Plan to work in conjunction with RRS work and Health and Wellbeing experiences and outcomes, highlighting Health as one of the topics for Eco-Schools Scotland.	Principal Teacher	October 2021	<ul style="list-style-type: none"> <li>Improved understanding of pupils and staff in relation to Eco-Schools topics.</li> </ul>
Use data gathered from 360 Safe Audit carried out in 2020-21 to formulate an Action Plan with next steps for improvement and work through the CNESafety Schools Accreditation Programme.	Head Teacher	November 2021	<ul style="list-style-type: none"> <li>Progress through Action Plan and achieve Silver accreditation using the CNES e-Safety Schools Accreditation Programme.</li> </ul>
Complete self-evaluation of nurture using "Applying Nurture as a Whole School Approach" Toolkit.	Head Teacher	October 2021	<ul style="list-style-type: none"> <li>Staff knowledge and understanding of the importance of nurture will have been developed and extended.</li> <li>Pupils will benefit from consistent nurturing approaches being used across the school</li> </ul>
<b>Resources</b>			
Rights Respecting Schools website including registration		How Good is OUR School Parts 1 & 2 (Publication)	
United Nations Convention on the Rights of the Child materials		Getting it Right for Every Child (SHANARRI) resources	
Learning for Sustainability resources including Eco Schools Scotland website		"Applying Nurture as a Whole School Approach" Self-Evaluation Toolkit.	
CNESafe Accreditation – Comhairle e-Safety Accreditation Programme.		RSHP resource, Experiences and Outcomes, Progression Pathways and Curricular Benchmarks	

<b>Improvement Project Two</b>	<b>Developing STEM Education</b>
<b>NIF Priority:</b>	Improvement in Attainment <b>DRIVERS</b> - School Improvement, Parental Engagement, Teacher Professionalism
<b>HGIOS4 or HGIOELC QIs:</b>	<b>1.2</b> – Leadership of Learning, <b>2.3</b> – Learning, Teaching and Assessment, <b>3.2</b> – Raising Attainment and Achievement, <b>3.3</b> – Increasing Creativity and Employability

<b>CnES Priorities:</b>	Delivering high quality learning and teaching in all educational settings.		
<b>CnES Business Plan Links:</b>	<b>3.1.2</b> - Ensure that children and young people continue to grow in confidence and develop wide ranging abilities that prepare them for study, training or employment.		
<b>Stretch Aim(s)</b>			
Our overall aim is to build capacity of staff to develop the confidence and skills of all practitioners in the delivery of STEM.			
<b>Target Group</b>			
<ul style="list-style-type: none"> <li>Teaching Staff</li> <li>Nursery Practitioners</li> <li>Pupils</li> <li>Parents</li> </ul>			
<b>Planned Outcomes (SMART Primary Drivers)</b>			
<ul style="list-style-type: none"> <li>Skilled practitioners who can effectively collaboratively plan and deliver STEM subjects</li> <li>Revision of Technology Progression Pathways</li> <li>Pupil awareness of employment relating to STEM (DYW)</li> <li>Resources available to support STEM subjects</li> <li>Confident nursery practitioners providing rich technological curricular experiences for children</li> </ul>			
<b>Baseline Measures</b>			
<ul style="list-style-type: none"> <li>Audit of resources</li> <li>Staff questionnaire</li> <li>Pupil focus group</li> </ul>			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
<ul style="list-style-type: none"> <li>Undertake an audit of all STEM resources to address gaps in materials.</li> </ul>	Head Teacher	October 2021	<ul style="list-style-type: none"> <li>Developmentally appropriate resources being used to support/challenge children's learning.</li> </ul>
<ul style="list-style-type: none"> <li>Introduction of Young STEM Leaders to promote pupil leadership.</li> </ul>	Principal Teacher	November 2021	<ul style="list-style-type: none"> <li>All pupils engaged report increased confidence</li> </ul>
<ul style="list-style-type: none"> <li>Development of technology curriculum in Early Years to include rich learning experiences utilising 'real-life' tools</li> </ul>	Play Leaders and Head Teacher	June 2022	<ul style="list-style-type: none"> <li>Almost all pupils have an understanding of STEM</li> <li>All pupils have the opportunity to engage meaningfully in STEM learning opportunities</li> </ul>
<ul style="list-style-type: none"> <li>Termly application of learning opportunities through STEM masterclasses, to develop deep learning experiences which reflect DYW, creativity, parental engagement etc.</li> </ul>	Principal Teacher	June 2022	<ul style="list-style-type: none"> <li>All pupils experience learning that is relevant and matches the needs of pupils.</li> </ul>
<ul style="list-style-type: none"> <li>Pupils to engage in First Lego League and KNEX challenge to encourage pupil engagement and develop problem solving skills.</li> </ul>	Principal Teacher	November 2021	<ul style="list-style-type: none"> <li>Participating pupils will be understand the basics of STEM and apply their skills in a competitive context while gaining productive learning habits, confidence, and teamwork skills along the way.</li> </ul>
<ul style="list-style-type: none"> <li>Complete a review and updating of all Maths Planners across the Early, First and Second Levels.</li> </ul>	Head Teacher	December 2021	<ul style="list-style-type: none"> <li>Curriculum plans to be updated and tied in with curricular benchmarks</li> <li>Impact on pupils attainment as teachers are more confidently awarding achievement of a level in line with benchmarks.</li> </ul>

<ul style="list-style-type: none"> <li>Promote professional learning for staff through Raise (Primary staff) and University of West of Scotland (Nursery Staff)</li> </ul>	Head Teacher	December 2021	<ul style="list-style-type: none"> <li>Staff confidence in the teaching of STEM is increased and embedded across the school, including in the Sgoil Àraich.</li> </ul>
<b>Resources</b>			
Raise Resources			
University of West of Scotland online Science course			
Lego, KNEX etc			
Inservice Time and Staff Collegiate Time			

The following two projects have been developed by Nursery staff following a self-evaluation exercise undertaken in May-June 2021. The focus of the Self-Evaluation exercise was QI 1.2 – Leadership of Learning from HGIOLECC and Play Pedagogy. Specific projects were then designed for nursery staff to work on with a view to making improvements in the delivery of learning and teaching in the nursery setting.

<b>Improvement Project Three</b>	<b>Developing Gaelic Language -Indoors and Outdoors</b>		
<b>NIF Priority:</b>	Raising Attainment for All <b>DRIVERS</b> - School Improvement, Our Priorities, Assessment of Children's Progress		
<b>HGIOS4 or HGIOELC QIs:</b>	<b>1.2</b> – Leadership of Learning, <b>2.2</b> – Curriculum, <b>2.3</b> – Learning, Teaching and Assessment, <b>3.2</b> – Securing Children's Progress		
<b>CnES Priorities:</b>	Delivering high quality learning and teaching in all educational settings.		
<b>CnES Business Plan Links:</b>	<b>3.1.2</b> - <i>Ensure that children and young people continue to grow in confidence and develop wide ranging abilities that prepare them for study, training or employment.</i>		
<b>Stretch Aim(s)</b>			
Staff to consistently speak and encourage Gaelic, children to respond appropriately, children use keywords and phrases			
<b>Target Group</b>			
<ul style="list-style-type: none"> <li>All Sgoil Araich children</li> </ul>			
<b>Planned Outcomes (SMART Primary Drivers)</b>			
<ul style="list-style-type: none"> <li>80% of children will understand what is asked of them and be confident at having a go at responding in Gaelic.</li> </ul>			
<b>Baseline Measures</b>			
<ul style="list-style-type: none"> <li>How often children respond to Gaelic and repeat</li> </ul>			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
All Gaelic staff to attend INSET on Gaelic Immersion	All Staff	August 11 2021	<ul style="list-style-type: none"> <li>Staff will note down 2 things they took away from the training in self-evaluation Big Book and how they will try to implement what they learned.</li> </ul>
Baseline of English use in room to be taken, 1 free play 1 staff initiated. <ul style="list-style-type: none"> <li>Choose area of room, group of children and time of day to measure.</li> </ul>	Playleader	Week 1	<p><b>Freeplay</b> Document an observation of children's conversation in freeplay. How many if any Gaelic words are being used.Highlight.</p> <p><b>Staff Initiated</b> Snack and lunch time. Use check list to document if children can respond to simple questions about themselves or food.</p>

Check progress against baseline	Playleader	End of each term	Same process as baseline. <ul style="list-style-type: none"> <li>• Reflect on progress with staff at planning meetings and determine whether improvements can be made.</li> </ul>
Total immersion of Gaelic in Playroom to children and each other	All staff	3 weeks	<ul style="list-style-type: none"> <li>• Playleader will check in and document at weekly planning meetings how staff are progressing with the they areas they chose to focus on in INSET.</li> </ul>
Focus word of the week, recorded and shared on Seesaw for parents to encourage at home	All staff, PL to share on seesaw. Parents	Term 1, to be continued throughout	<p>Staff to check in with parents at drop off and pick up time to check how they are finding WOW. Playleader to check in with staff weekly at planning meeting and documents positive comments or any parents who need further support/encouragement.</p> <ul style="list-style-type: none"> <li>• Playleader set up simple checklist to check if children can remember and use words at the end of each week/month.</li> </ul>
Fortnightly phrase of the week, recorded and shared on Seesaw for parents to encourage at home	All staff, PL to share on Seesaw. Parents	Term 2, to be continued throughout	<ul style="list-style-type: none"> <li>• As above.</li> </ul>
Focus words and phrases to be displayed around the room	KW (EM)	Term 1, to be continued throughout	<ul style="list-style-type: none"> <li>• Photographs of wall displays taken as they go up to be printed off and shared in self evaluation big book. Staff to review monthly at planning meetings and reflect on whether the displays are being used to enhance language and if improvements can be made.</li> </ul>
Introduce Talking Tub, focusing on a theme/topic, to be used indoors and outdoors	All staff	Term 1, to be continued throughout	<ul style="list-style-type: none"> <li>• Staff to review and document reflections at weekly planning meetings.in self-evaluation big book What's working, what needs refreshed.</li> </ul>
<b>Resources</b>			
Big Books			
Twinkl for Display and Resource Materials			
Storlann Gaelic Materials			

<b>NIF Priority:</b>	Raising Attainment for All <b>DRIVERS</b> - Our Priorities, Assessment of Children's Progress, Parental Engagement Performance Information		
<b>HGIOS4 or HGIOELC QIs:</b>	1.2 – Leadership of Learning, 2.2 – Curriculum, 2.3 – Learning, Teaching and Assessment, 3.2 – Securing Children's Progress		
<b>CnES Priorities:</b>	Delivering high quality learning and teaching in all educational settings.		
<b>CnES Business Plan Links:</b>	3.1.2 - <i>Ensure that children and young people continue to grow in confidence and develop wide ranging abilities that prepare them for study, training or employment.</i>		
<b>Stretch Aim(s)</b>			
100% Preschool children involved & have input in book by end of year			
<b>Target Group</b>			
<ul style="list-style-type: none"> <li>All Sgoil Araich children – Mainly Pre-School children</li> </ul>			
<b>Planned Outcomes (SMART Primary Drivers)</b>			
Children to have ownership of Big Book			
<b>Baseline Measures</b>			
<ul style="list-style-type: none"> <li>How often children engage with book</li> <li>How often children have input in the book</li> </ul>			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
Introduction of floorbook, daily use	Play Leaders	Term 1	<ul style="list-style-type: none"> <li>Playleader set up tally chart for each day of the week to check if and when staff led, children independent access.</li> <li>Seesaw photograph when in use once a week to share and explain use to parents.</li> </ul>
Book open in playroom	All staff	Ongoing	<ul style="list-style-type: none"> <li>Column on daily tally chart.</li> </ul>
Capturing children's voice Children's input	All staff & children	Ongoing	<ul style="list-style-type: none"> <li>Playleader to review with staff weekly at planning meetings</li> <li>EYSO to check progress on visits.</li> </ul>
Incorporating home to school input into big book	All staff, families & children	Ongoing	<ul style="list-style-type: none"> <li>Playleader to review monthly at planning time.</li> <li>EYSO to check progress on visits.</li> </ul>
<b>Resources</b>			
Big Books			
Twinkl for Display and Resource Materials			
Tablets			

### 3.3 Outline Plans for 2022-2024

2022-23	1	Improve Learning and Teaching in Religious and Moral Education
	2	Develop programmes of study for Social Studies
2023-24	1	Improve Learning and Teaching in Maths
	2	Developing the Young Workforce

## 4. Glossary of Terms

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**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? 4<sup>th</sup> 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 an 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**easurable, **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.