



# COMHAIRLE NAN EILEAN SIAR

*Roinn an Fhoghlaim is Seirbheisean Chloinne*



**Sgoil a' Bhac**

**Aithisg Ìre de Mhathas 2021-22  
Plana Leasachaidh na Sgoile 2022-23**

**Standards & Quality Report 2021-22  
School Improvement Plan 2022-23  
(SQIP)**

# Combined Standards & Quality Report for 2021-22 and School Improvement Plan 2022-23 (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

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### 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 118 primary pupils and 36 pre-school pupils supported by 40 teaching and non-teaching staff. For the majority of Session 2021-22 the school was under a shared leadership structure, first of all being managed alongside of the neighbouring school-Tong Primary School and latterly by an Acting Head Teacher, who had responsibility for Uig 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-ionannachd 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 Àraich 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:

This session has seen significant disruption due to Covid-19 and other illnesses, frequently leading to high levels of staff and pupil absence, particularly in Terms 2 and 3. In addition, the Head Teacher had shared responsibility for Tong School for a period at the start of the session, then a period of absence from February 2022, during which time the school was managed as a shared headship with Uig School. As a result, some areas for improvement were not fully completed.

Despite this, the following progress has been made:

**Project 1:** the stretch aim has been achieved.

**Project 2:** the stretch aim has been achieved. Further work is required to embed STEM learning throughout the school year.

**Project 3:** the stretch aim has largely been achieved, but issues with staffing, including a lack of Gaelic-speaking relief staff, has made it very challenging to have the desired level of consistency.

**Project 4:** the stretch aim has been achieved, in addition to regular Seesaw updates being provided by nursery staff.

## 2. Standards & Quality Report 2021-22

This section reports on the progress the school has made during the 2021-22 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. Placing the human rights and needs of every child and young person at the centre of education

There has been a whole-school approach to embedding rights, including working towards silver award for Rights Respecting Schools. Teachers regularly refer to rights in the course of learning and almost all pupils are becoming more aware of what rights are and what they mean. Whole-school assemblies have focused on a range of rights, helping to embed them in the ethos of the school. All children are treated with respect and dignity, and all staff strive to meet their needs in a range of ways.

#### 2. Improvement in children and young people's health and wellbeing

Children's health and wellbeing is valued and our approaches to supporting all children embeds GIRFEC principles. Health and wellbeing remains a core priority within the school, in terms of Covid recovery and in the widest sense. 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. All pupils are supported by staff to continue to develop their understanding of the wellbeing indicators.

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.

#### 3. 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.

Our Education Apprentice has worked closely with class teachers to support identified children and in delivering wider Health and Wellbeing experiences, and disadvantaged children are supported to attend holiday activities, where appropriate.

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

**4. Improvement in 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.

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. Improvement in attainment, particularly in literacy and numeracy**

Almost all of our P1, P4 and P7 pupils reached their curricular milestones in literacy and numeracy. 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.

## 2.2 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 2021-22 academic year.

Improvement Priority One	Supporting Health and Wellbeing Experiences Across the Curriculum
<b>Project Progress (What have we done?)</b>	
<ul style="list-style-type: none"> <li>Health Promotion Interdisciplinary Learning Week was planned for and held during Term 4 with a range of partners being able to come in to school to enhance the learning and teaching opportunities in that week.</li> <li>Extended the tracking of Health and Wellbeing to include curricular tracking-in line with the Health and Wellbeing progression pathways and also to track children's responses to the Wellbeing Indicators.</li> <li>Class Teachers used progression pathways throughout Session 2021-22 and annotated and adapted each of the phases to their teaching.</li> <li>Pupils and staff developed their knowledge and understanding of the Silver Award descriptors, in relation to Rights Respecting Schools.</li> <li>There was a whole school focus on UNCRC and Children's Rights within the school. The Head Teacher led focused Assemblies based on children's rights and class teachers followed up work in class.</li> <li>Most staff undertook training with UNICEF on Children's Rights and were able to embed this into their teaching and look for opportunities to include teaching about Children's Rights.</li> <li>All children worked collaboratively within their classes to produce Classroom Charters which were founded on Children's Rights.</li> <li>All children in all classes participated in International Children's Day with a particular focus on Article 12 where every child has the right to express their views about what they learn.</li> <li>Teaching staff delivered high quality learning and teaching relating to children's rights and linked this to the Health and Wellbeing curriculum and the wellbeing indicators.</li> <li>Class Teachers worked on the next phase of the Eco-Schools Agenda determining which Sustainable Development Goals to focus on.</li> <li>Staff training was undertaken on Nurture Principles. During revision of Curriculum Rationale, nurture was placed at the heart of the curriculum as being a central part of the ethos of the school.</li> </ul>	
<b>Evidence &amp; Impact (How are we doing and how do we know?)</b>	
<ul style="list-style-type: none"> <li>Feedback from pupils, staff and partners to the Health Week was very positive with all who participated speaking of how teaching had impacted positively on children's experiences.</li> <li>Tracking of Wellbeing indicators shows that children are developing a growing understanding of these. Spreadsheets evidence patterns within the data which can now be addressed by teaching staff.</li> <li>Progression Pathways were found to be detailed and thorough and helpful in determining where children were in each level through ongoing tracking.</li> <li>Teaching, Non-teaching and Nursery staff were able to speak knowledgeably of children's rights and link these to experiences and outcomes which were being covered.</li> <li>Children were able to make connections within their learning and speak of children's rights and how these impacted them.</li> <li>Staff questionnaires showed that there was a real focus on children's rights and that it was foundational to all classroom activities.</li> <li>The curriculum rationale was revised and placed Children's Rights at its heart.</li> <li>Children were empowered to express their views about what they wanted to learn and had positive learning experiences within their classes.</li> <li>Children were able to articulate the difference the Articles made in their own lives and the lives of others.</li> <li>Almost all children were engaged and motivated in their Health and Wellbeing learning across the school.</li> <li>Our most challenged learners are making progress and responding well to the use of nurturing approaches across the school.</li> <li>Environmental Review and Eco-Schools Action Plan was completed and submitted to Eco-Schools Scotland. School is on track to achieve its next Green Flag by June 2023.</li> </ul>	
<b>Next Steps (What are we going to do now?)</b>	
<ul style="list-style-type: none"> <li>Work on RSHP was not completed as this was being guided by work being done by the wider HT Working group which is developing a Local Authority approach to the resources which will be used to meet Experiences and Outcomes. Further work on RSHP will be directed by the Working Group.</li> <li>Build a regular Health Week into a Sustainability Framework which allows for Interdisciplinary Learning as part of a 3 yearly rolling programme.</li> <li>Embed the tracking of Health and Wellbeing curriculum and the Wellbeing indicators into the life of the school with three regular tracking points each session.</li> <li>Apply for and achieve Silver accreditation through the Rights Respecting Schools programme.</li> <li>Apply for and achieve Silver accreditation using the CNES e-Safety Schools Accreditation Programme.</li> <li>Carry out actions related to Eco-Schools Acton Plan and submit application for next Green Flag by June 2023.</li> <li>Develop the use of the nurture spaces in the school into fully staffed spaces to continue to meet the needs of our most challenged learners.</li> </ul>	

Improvement Priority Two	Developing STEM Education
<b>Project Progress (What have we done?)</b>	
<ul style="list-style-type: none"> <li>A whole school audit of Science and Technology equipment was completed. An audit on Maths resources was started. These audits enabled us to identify areas of the curriculum that we did not have so many resources for. Budgets were then used to purchase resources for identified areas.</li> <li>Staff training was undertaken through RAiSE programme for all Class Teachers.</li> <li>All children engaged in and experienced rich learning opportunities through STEM Focus Days held each term.</li> <li>Maths planners were completed and updated for Early, First and Second Levels.</li> <li>All teaching staff and almost all nursery staff undertook STEM related training through the RAiSE initiative.</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 reported greater confidence in the teaching of STEM related subjects as a result of training which had been undertaken.</li> <li>Children reported enjoyment and greater understanding of STEM related topics which had been covered through Focus Days.</li> <li>Staff better able to track Science and Maths by linking with progression pathways.</li> <li>STEM focused days provided good opportunities for learning and teaching which was evidenced in the Staff Questionnaires.</li> <li>Maths planners provide teaching staff with a complete programme of learning across Early, First and Second Levels linked to the CfE Experiences and Outcomes and Benchmarks.</li> </ul>	
<b>Next Steps (What are we going to do now?)</b>	
<ul style="list-style-type: none"> <li>Introduce Young STEM Leaders programme.</li> <li>Seek to build STEM related Interdisciplinary learning into a 3yr rolling programme as part of a Sustainability Framework.</li> <li>Build STEM days into Interdisciplinary Focused Weeks across the session.</li> <li>Introduce resources to develop creativity and design (Makedo Kits)</li> </ul>	

Improvement Priority Three	Developing Gaelic Language-Indoors and Outdoors
<b>Project Progress (What have we done?)</b>	
<ul style="list-style-type: none"> <li>All Gaelic staff undertook training on Gaelic Immersion and the importance of Gaelic Advice for Education.</li> <li>Nursery staff conversed with, modelled and encouraged children to speak Gaelic during meals and play.</li> <li>Staff focused on teaching children specific vocabulary each week and through each topic, building up their vocabulary over time.</li> <li>Seesaw was used to support children and parents in learning new vocabulary and developing oral Gaelic through recording and sharing focus words and phrases, Gaelic singing sessions and key vocabulary from topics. Parents were encouraged and supported to use this as a resource to develop children's Gaelic language.</li> <li>Sgoil Araich Key workers supported English Nursery Colleagues by leading a Gaelic Story on a weekly basis in the English Nursery.</li> <li>All children's Gaelic language was enhanced through the use of Gaelic Music, play, and the introduction of talking tubs which had a topic focus.</li> <li>Wall displays were regularly updated to reflect new vocabulary and Gaelic language being learnt.</li> </ul>	
<b>Evidence &amp; Impact (How are we doing and how do we know?)</b>	
<ul style="list-style-type: none"> <li>Primary 1 class teacher reported that more children went up speaking Gaelic words and phrases than in Session 2020-21.</li> <li>Nursery staff observed children during freeplay, documenting how frequently they used Gaelic.</li> <li>Children were observed to be regularly using familiar Gaelic words and phrases. Staff chose different areas of words to focus on through Nursery observations and kept a tally.</li> <li>Nursery observations on the development of Gaelic Language were shared on Seesaw and in floor books</li> <li>Staff received positive feedback from non-Gaelic speaking parents about how Seesaw was being used and the degree to which it helped and supported them at home with their children's Gaelic.</li> <li>Big book introduced to staff team where all were able to feedback from training, and record evidence, observations, tally sheets, and photos to evidence improvement work.</li> <li>Children are using Gaelic which has been learnt in the playrooms and are wanting to share what they are doing with families via Seesaw.</li> </ul>	
<b>Next Steps (What are we going to do now?)</b>	
<ul style="list-style-type: none"> <li>Discuss with team on how to further develop home links with parents to support children with Gaelic language at home.</li> <li>All staff to have a Gaelic focus on their chosen curricular area.</li> <li>Learner Gaelic staff to undertake any Gaelic training available.</li> <li>Work with primary staff to develop a progression pathway for the Gaelic learner programme in English Nursery.</li> </ul>	



Improvement Priority Four	Big Book Planning
<b>Project Progress (What have we done?)</b>	
<ul style="list-style-type: none"> <li>Floorbook planning was introduced in each playroom.</li> <li>Staff reviewed training courses previously attended and used self-evaluation Big Books to track children's progress.</li> <li>Staff worked with children to document learning and revisit learning using the Big Book. Photos were then taken and shared on Seesaw explaining to parents about our Big Book Planning Project.</li> <li>Staff worked with children to explain the purpose of the Big Books. Children were given ownership of Big Books and participated in recording their learning within the Big Books.</li> <li>Staff used the Big Books to sit with children and capture their observations of children reflecting on their activities. This was then also recorded within the Big Books.</li> <li>Nursery Staff undertook training in self-evaluation and in the moment planning through the Virtual Nature School and applied principles and skills to Big Book Planning.</li> <li>Children were supported and encouraged to share the work they had undertaken with parents through the Big Books.</li> <li>Playleaders highlighted curricular areas and used the progression pathways for each curricular area and the activities covered in the Nursery within the books.</li> </ul>	
<b>Evidence &amp; Impact (How are we doing and how do we know?)</b>	
<ul style="list-style-type: none"> <li>Children used Floorbooks to share their learning with others on a weekly basis. Floorbooks showed evidence of children's input to planning, their contribution of ideas and of children's reflections on what they have learnt</li> <li>Floorbooks evidenced that learning was being led by the children and that plans followed their interests.</li> <li>Floorbooks provided the evidence of staff being reflective in their practice.</li> <li>Children enthusiastically shared their learning with parents through the floorbooks and positive feedback was received from parents at open day events.</li> <li>Staff, in rotation took responsibility of Playroom floorbook to ensure the learning journey was being documented.</li> <li>Staff documented progress in self-evaluation floorbook recording strengths and also identifying next steps.</li> </ul>	
<b>Next Steps (What are we going to do now?)</b>	
<ul style="list-style-type: none"> <li>Nursery staff to begin recording children's engagement with the Floorbooks.</li> <li>Staff to investigate how best to incorporate home-school input into the Floorbooks.</li> <li>Further develop self-evaluation to include evaluation of Care Standards and HGIOELCC Quality Indicators.</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 2021-22</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> </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 2021-22</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 extend children's outdoor learning experiences and improve outcomes for pupils.	<ul style="list-style-type: none"> <li>Curriculum Planning</li> <li>Feedback from Staff</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> </ul>

		<ul style="list-style-type: none"> <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.	<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.	<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>
	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>

	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>
<b>3.1</b> <b>Ensuring Wellbeing, Equity and Inclusion</b>	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 2021-22</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 2021-22</li> <li>Anecdotal evidence</li> <li>Formal/Informal observations of day to day school life</li> <li>Letters/ Emails from partners</li> <li>HMIe 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>HMIe Report</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>
	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>HMIe 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> </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, IEPs and BSPs</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, IEPs and BSPs</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>
	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.	<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>
	Literacy and Numeracy related activities are carefully planned for. Sgoil Àraich 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.	<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>
	All class teachers have high expectations of attainment for the children they teach.	<ul style="list-style-type: none"> <li>Teaching Staff Questionnaires</li> <li>Parent-Carer report 2021-22</li> <li>Curriculum Planning</li> <li>Pupil Work</li> </ul>
	Attendance levels are high. The average attendance for Session 2021-22 was 90.77%. Attendance data is used to support reviews and monitor progress and achievement of levels.	<ul style="list-style-type: none"> <li>Attendance Data</li> <li>PEF Five Measures Sheet</li> </ul>
	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.	<ul style="list-style-type: none"> <li>Termly Attainment Grids</li> <li>Information from Tracking Meetings</li> </ul>
	All class teachers have expressed increased levels of confidence when making professional judgements about achievement of a level.	<ul style="list-style-type: none"> <li>Suite of Progression Pathways</li> <li>Assessment and Moderation Feedback</li> </ul>
	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	<ul style="list-style-type: none"> <li>Classroom Observations</li> <li>Curriculum Planning</li> <li>Observational evidence around the school.</li> </ul>

	pupils transfer into Gaelic Medium.	
	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.	<ul style="list-style-type: none"> <li>Classroom Observations</li> <li>Seesaw Learning Journals</li> <li>Pupil Committee Meeting Minutes</li> </ul>
	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.	<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>
	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.	<ul style="list-style-type: none"> <li>Cohort Assessment and Tracking data.</li> <li>Termly Attainment Meeting Records</li> <li>Pupil Reports</li> </ul>
	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.	<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>
	<b>HGIOS4 Six-Point Scale Evaluation</b>	<b>Good</b>

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

Sgoil a' Bhac and Sgoil Araich Loch a' Tuath received a Follow Through Inspection from Her Majesty's Inspectorate in Nov-Dec 2021. As a result of this visit the school was signed off and no further inspection activity will take place in relation to the HMI Inspection of May 2019.

## 2.5 What are our key priorities for improvement in 2022-23?

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 2022-23

- Development of the Gaelic Curriculum
- Supporting Effective Transitions
- Learning for Sustainability
- Reducing the Poverty Related Attainment Gap

### 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 2022-23

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

Recovery, renewal and intensification of support to mitigate against ongoing impacts of the pandemic will continue to be relevant considerations. Taking account of and acting on learners' views will be central to the school's improvement agenda.

The priorities identified will take into account collegiate working time agreements and avoid unnecessary bureaucracy. Professional learning within the school and Authority will focus on the successful delivery of the agreed improvement priorities.

The Local Authority Improvement Priorities are:

Theme	Priority	NIF Priority	ES&CS Priority	CNES Business Plan
<b>Attainment and Equity</b>	Raising Attainment & Closing the Poverty-Related Attainment Gap across the BGE and Senior Phase	3, 4, 5	1, 3	✓
<b>Gaelic</b>	Develop and implement a strategic approach to support the progression of Gaelic Medium learning for all ages and stages.	1, 4, 5	1, 2, 3, 4	✓
<b>Learning for Sustainability</b>	Support and promote an effective whole-school and community approach to Learning for Sustainability through global citizenship, sustainable development education and outdoor learning.	1, 2, 4	1, 4	✓
<b>Health &amp; Wellbeing</b>	Support children and young people's mental health and wellbeing to allow them to grow up loved, safe and respected.	1, 2	3, 4	✓

#### Continuing Themes:

- COVID-19 Recovery
- Curriculum Development and evolution
- Play Pedagogy

Having considered all the evaluative information across section two and guidance available about local and national priorities, the school should identify what its key areas are for the 2022-23 SQIP.

#### 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?

Improvement Project One		Development of Gaelic Curriculum	
NIF Priority:		Improvement in attainment, particularly in literacy and numeracy	
HGIOS4 or HGIOELC QIs:		1.2 – Leadership of Learning, 2.2 – Curriculum, 2.3 – Learning, Teaching and Assessment, 3.2 – Raising Attainment and Achievement.	
CnES Priorities:		Attainment and Equity Gaelic	
Stretch Aim(s)			
<ul style="list-style-type: none"><li>• To increase attainment in Gaidhlig for pupils in Gaelic Medium so that 75% of pupils are achieving as per expected milestones at P1, P4 and P7 by May 2023.</li><li>• To show progress and increased engagement in Early, First and Second Levels in the Gaelic Learner programme for over 90% pupils in English Medium education.</li></ul>			
Target Group			
<ul style="list-style-type: none"><li>• All pupils and nursery children with reporting on P1, P4 and P7 pupils in GM only</li><li>• All staff</li></ul>			
Planned Outcomes (SMART Primary Drivers)			
<ul style="list-style-type: none"><li>• Build on and develop Gaidhlig vocabulary, grammar, idiom and sentence structure in spoken Gaidhlig.</li><li>• Review the current spelling resources and further develop a progressive Gaidhlig spelling programme for use in GM classes.</li><li>• Improve the teaching approaches and strategies to develop spoken and written Gaidhlig in all GM classes</li><li>• Improve staff confidence and consistency across the school when making achievement of a level judgements.</li><li>• Review current practices for teaching the Gaelic Learners programme to ensure consistency across the EM classes.</li><li>• Further develop a Gaelic Learner Tracking Tool to ensure coverage of experiences and outcomes at all levels in EM classes.</li><li>• Further embed a positive attitude and ethos to Gaelic across the whole school.</li><li>• Continue to develop good immersive practices in the Sgoil Araich.</li></ul>			
Baseline Measures			
June 2022 ACEL data (GM) Cohort Assessment Data Tracking Sheets (All) Baseline data for Gaidhlig grammar and spelling			
Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Implement new Gaelic Framework in all GM classes	PT	End of term 1	Completed Gaelic Framework shared with and discussed by all GM teachers
	GM CTs and SA Key Workers	November 2022	All GM teachers and Sgoil Araich Gaidhlig practitioners are beginning to implement the framework in their planning and practice
	GM CTs and SA Key Workers	End of term 3	Almost all GM teachers and Sgoil Araich Gaidhlig practitioners reporting increasing familiarity with and use of framework in planning and practice

Develop opportunities for spoken Gaidhlig sessions (Cluich is Clabadaich) across classes to improve listening and talking skills.	GM CTs	May 2023 (Review progress in January 2023)	All pupils in GM participating in regular Cluich is Clabadaich sessions
	GM CTs	May 2023 (Review progress in January 2023)	90% of pupils showing improved skills in listening and talking.
Develop and build on a focused word of the week and phrase of the fortnight, to be recorded and shared on Seesaw for parents to encourage children at home	Sgoil Araich Staff	Implement in Term 1	Sgoil Araich children using the Word of the Week and the Phrase of the Fortnight in playroom in a correct context.
Develop teaching of spelling and grammar to ensure there is a coherent, progressive approach in line with the Sgoil a' Bhac Gaelic Framework, Local Authority Framework and the updated Advice on Gaelic Education (2022)	Sgoil Araich practitioners	May 2023	All Sgoil Araich practitioners modelling good Gaidhlig grammar with nursery children.
	PT	May 2023	All GM teachers reporting increased confidence in teaching spelling and grammar in a structured, progressive manner
	GM CTs	May 2023	All GM teachers report positive impact of approaches on pupils' writing
	GM CTs	May 2023	Almost all GM pupils show an improvement in independent writing (using Scottish criterion scale)
	HT/ EHT	May 2023	Most GM pupils will have achieved the appropriate level in writing
Approaches to Early Level oral Gaelic developed for nursery staff and children to use	P1 CTs and Sgoil Araich staff	March 2023	<p>All nursery staff reporting increased confidence in Early Level Gaelic oral skills.</p> <p>All nursery children will experience Gaelic story activities and Gaelic singing on at least 3 times per week</p> <p>Almost all pre-school children can understand and use basic greetings and instructions.</p>
Embed the use of Literacy in Gaidhlig Progression Pathway.	GM CTs	May 2023	>75% children achieving the standard described in the National Benchmarks.
Develop a Progression Pathway for the Gaelic Learner Programme	EM CTs	June 2023	EM Class Teachers will have a clear structure of progression for Gaelic Learners across the school.



Review the use of a planning and tracking tool for Gaelic Learner programme across the school.	EM CTs	October 2022	Children are exposed to and experience a good coverage of Gaelic vocabulary in English Medium classes.
	EM CTs	January 2023	EM Class Teachers will have a clear structure of progression for Gaelic Learners across the school.
	EM CTs	May 2023	Increased use of Gaelic language from EM children.
Implement a range of strategies across school life to positively embed a Gaelic ethos e.g. Gaelic Word of the Week, Gaelic Phrase of the Fortnight, Gaelic Speaker of the Month, increased promotion of Là na Gaidhlig	All CTs and Sgoil Araich practitioners	June 2023	A positive Gaelic ethos is embedded across all areas of the school.
Moderation of spoken Gaelic, focussing on borderline cases and using a range of evidence to inform achievement of a level judgements	HT	May 2023	All teaching staff reporting increased confidence in making achievement of a level judgements in Listening and Talking of Gaelic/Gaidhlig.
<b>Resources</b>			
Sgoil a' Bhac Gaelic Framework		Realising the Ambition	
Local Authority Gaelic Framework			
Advice on Gaelic Education (2022)			
Collegiate Time with Staff			
Go Gaelic and other online resources			

Improvement Project Two		Supporting Learners with Effective Transitions	
NIF Priority:		Improve the learning progress of every child, by reducing inequality in education. Improvement in attainment, particularly in literacy and numeracy	
HGIOS4 or HGIOELC QIs:		2.3 – Learning, Teaching and Assessment, 2.4 – Personalised Support, 2.6 – Transitions, 3.2 – Raising Attainment and Achievement, 3.1 – Ensuring Equality, Inclusion and Wellbeing	
CnES Priorities:		Attainment and Equity Health and Wellbeing	
Stretch Aim(s)			
<ul style="list-style-type: none"><li>• To increase engagement and participation in learning for our 2 most challenged P1 pupils by 7% for one pupil and up to 65% for the other by June 2023.</li><li>• To support identified pupils in literacy tasks within a nurture room setting so that &gt;90% of them show good levels of progress with their individual target by June 2023.</li></ul>			
Target Group			
<ul style="list-style-type: none"><li>• 2 x P1 Pupils with additional support needs</li><li>• 2 x GP1 Pupil, 1 x EP2 Pupil, 1 x EP3 Pupil, 2 x EP4 and 2 x GP4 Pupils, 2 x EP5 and 1 x GP5 Pupils, 1 x EP6 Pupil and 2 x EP7 Pupils with additional support needs</li></ul>			
Planned Outcomes (SMART Primary Drivers)			
<ul style="list-style-type: none"><li>• Develop the use of our nurture spaces (Rainbow Room and Rùm Òr) to provide a relevant, responsive, individualised curriculum for our most challenged learners.</li><li>• Identify appropriate diagnostic and assessment instruments, monitoring and evaluating the effectiveness of the provision in promoting the positive social, emotional, and educational development of each child</li><li>• Develop bespoke programmes of work for individual pupils to ensure that they are fully accessing a broad and balanced curriculum whilst identifying and understanding their stage of development.</li><li>• Build and develop strong relationships with identified children which plans and prepares carefully for transitions between nurture spaces and the mainstream classroom environment based on the child’s individual needs and the promotion of building other positive relationships.</li><li>• Collaborative planning is improved across the school for the benefit of pupils using nurture spaces.</li><li>• Children’s learning is understood developmentally.</li><li>• Improved tracking of children using the Wellbeing indicators.</li><li>• Improved individual targets setting within action plans and IEPs.</li></ul>			
Baseline Measures			
Cohort Assessment Data Tracking Sheets (Wellbeing Indicators) Leuven Assessments Boxall profile			
Change Actions & Methodologies (Secondary Drivers)		Reporting Responsibility	Completion Deadline
<ul style="list-style-type: none"><li>• Develop an effective strategy for the use of our nurture spaces (Rainbow Room and Rùm Òr) to provide a relevant curriculum responsive to the individual needs of our most challenged learners.</li><li>• Provide a flexible and preventative resource</li><li>• Teach in ways that suit the child’s developmental levels</li><li>• Provide ongoing assessment and support for children showing signs of emotional stress, distress, and behavioural difficulties, with the aim of enabling the child to access the curriculum and participate fully in school life</li><li>• Provide a secure and reliable setting where children can learn by re-experiencing pre-school and primary level nurture from caring adults, who actively work towards enabling their successful reintegration into their mainstream class</li></ul>		Head Teacher	August 2022
			June 2023
		Head Teacher Class Teachers	August 2023 Ongoing
		SfL Teacher	Termly
		Head Teacher	Termly
		By June 2023	
			Measures of Success
			<ul style="list-style-type: none"><li>• Rainbow Room is moved into Primary corridor for easy access to primary classrooms.</li><li>• Nurture space Strategy is drawn up.</li><li>• Nurture spaces provides a safe space for pupils to build positive relationships and manage their emotions to allow them to engage more successfully with their learning</li></ul>
			<ul style="list-style-type: none"><li>• Use of a sensory based environment and a calm environment meets the varying needs of children using these spaces.</li><li>• Staff knowledge of children’s needs and what</li></ul>

			kind of environment they best respond to (calm/sensory stimulus) recognised. Children are happy, calm, and learning in classroom and nurture environment.
<ul style="list-style-type: none"> <li>Staff training in relation to additional support needs is focussed on the nurturing principles and these are applied in practice.</li> </ul>	Head Teacher	May 2023	<ul style="list-style-type: none"> <li>Staff knowledge and understanding of the value of nurture spaces is increased and refreshed through training and relevant CLPL</li> </ul>
<ul style="list-style-type: none"> <li>Develop bespoke programmes of work for individual pupils to ensure that they are accessing the curriculum.</li> <li>help children learn to behave appropriately and improve their self-esteem by developing trusting relationships with adults</li> </ul>	SfL Teacher  Class Teachers	Ongoing  Termly  By October 2022	<ul style="list-style-type: none"> <li>Classroom and Nurture room environments provide learning experiences which are relevant to their additional support needs.</li> <li>Use of Developmental Overviews and targets from Staged Intervention Plans to plan individual programmes for pupils.</li> <li>Use of the Boxall profile</li> </ul>
<ul style="list-style-type: none"> <li>Build and develop strong relationships with identified children that lead to healthy emotional and cognitive development which helps them transition between nurture spaces and the mainstream classroom environment.</li> <li>Build and develop structured and predictable environments for children where modelling good adult relationships lead to the development of trust and security</li> </ul>	Head Teacher	By October 2022  By October 2022  By June 2023  By April 2023	<ul style="list-style-type: none"> <li>Children respond well to symbols and are observed to be happy in nurture room environment.</li> <li>Children feel secure and do not display aggression or violence as a result of frustration.</li> <li>Children feel able to move between classroom and nurture room without displays of frustration</li> <li>provides opportunities for social learning through co-operation and play with others</li> </ul>
<ul style="list-style-type: none"> <li>Collaborative planning is improved across the school for the benefit of pupils using nurture spaces.</li> <li>working in partnership with class teachers and parents to enable consistency of approach both at home and across the whole school.</li> </ul>	Class Teachers	By September 2022  By September 2022	<ul style="list-style-type: none"> <li>Effective timetabling of spaces which provides seamless provision for pupils.</li> <li>Staff are able to identify curricular areas and plan for these collegiately.</li> </ul>
<ul style="list-style-type: none"> <li>Improved tracking of children using the Wellbeing indicators.</li> </ul>	Head Teacher	Tracking Points (Sept, Jan, May)	<ul style="list-style-type: none"> <li>Better understanding and use of the language of the Wellbeing Indicators.</li> <li>Results of Wellbeing Questionnaires are reviewed and tracked by HT</li> </ul>
<b>Resources</b>			
Boxall profile			
Sensory resources			
Play resources			

Improvement Project Three		Learning for Sustainability	
NIF Priority:		Improvement in employability skills and sustained, positive school-leaver destinations for all young people	
HGIOS4 or HGIOELC QIs:		1.1 Self-evaluation for self-improvement, 1.2 Leadership of learning, 2.2 Curriculum, 2.3 Learning, teaching and assessment, 3.3 Increasing Creativity and Employability	
CnES Priorities:		Learning for Sustainability	
Stretch Aim(s)			
All staff will report an increase in confidence in applying the principles of Learning for Sustainability in their teaching by May 2023. All learners will benefit from a whole school approach to Learning for Sustainability by May 2023			
Target Group			
<ul style="list-style-type: none"><li>All staff</li><li>All learners</li></ul>			
Planned Outcomes (SMART Primary Drivers)			
<ul style="list-style-type: none"><li>Decide on what our priorities need to be in relation to Learning for Sustainability.</li><li>Implement a 3yr rolling programme which incorporates aspects of Learning for Sustainability with IDL weeks across the session.</li><li>Improve Learning for Sustainability by developing partnerships with external agencies</li><li>Children and staff have a better understanding of the Sustainability Development Goals and how these and Children’s Rights connect to learning and teaching within the school.</li></ul>			
Baseline Measures			
Completion of the CNES Learning for Sustainability Toolkit			
Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Senior Management Team and some teaching staff commit to professional development activities which encourage them to engage and reflect on Learning for Sustainability in relation to the GTCS Professional Standards.	Head Teacher	June 2023	SMT will demonstrate engagement with learning for sustainability in their practice.
Complete the CNES Learning for Sustainability Tool in order to set a baseline for the school.	Head Teacher	September 2022	Baseline has been set and areas of strength and next steps have been identified.
Develop a whole school approach to Learning for Sustainability and develop a rolling programme of Interdisciplinary weeks which incorporate Learning for Sustainability.	Head Teacher	January 2022	Almost all learners are experiencing increased breadth and depth of learning.  Almost all learners are beginning to talk about the skills they are developing through focused weeks.
Develop partnerships with parents and within the local community to help provide outdoor learning experiences for pupils.	Head Teacher	May 2023	Almost all pupils benefit from learning for sustainability with partners on agreed themes and topics.
Class Teachers to incorporate the linking of Children’s Rights and the use of the Sustainability Development Goals across topics.	Class Teachers	Termly	Almost all learners are able to talk about how Children’s Rights and the Sustainable Development Goals link with their learning.
Ensure all classes are timetabled to undertake work in the school polytunnel to apply their skills in an outdoor learning context.	Principal Teacher	October 2022	All pupils have the opportunity to work in the poly tunnel and extend their gardening skills.
Resources			
GTCS Learning for Sustainability Hub			
CNES Learning for Sustainability Toolkit			

Improvement Project Four	Reducing the Poverty Related Attainment Gap		
NIF Priority:	<ul style="list-style-type: none"><li>Closing the attainment gap between the most and least disadvantaged children and young people</li><li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li><li>Improvement in attainment, particularly in literacy and numeracy</li></ul>		
HGIOS4 or HGIOELC QIs:	2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement		
CnES Priorities:	Raising attainment and closing the poverty-related attainment gap across the BGE and senior phase		
Stretch Aim(s)			
By May 2023, the identified pupils on the pupil equity fund list will have increased attainment in Literacy and Numeracy and be achieving targets and milestones in line with their cognitive ability.			
Baseline Measures			
- Data gathered at termly attainment meetings			
Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
In collaboration with school leaders across Lewis, identify a clear, consistent, criteria for pupils whose attainment and achievement is affected by poverty using FSM and professional judgement as a basis.	School leaders	Sept 2022	Creation of clear criteria of pupils requiring support from PEF.
Gather data using the new criteria and identify the poverty related attainment gap for your school.	SMT and CTs	Oct 2022	School tracking attainment meetings.
Use the data to plan ensuring there is a clear focus on raising attainment of pupils from socio economic disadvantage	CTs, EEAs and GLAs	Oct 2022	Plans created identify a focus on raising attainment in literacy and numeracy.
Meet with EEAs and GLAs to clarify roles and remits in relation to closing the gap.	SMT	Oct 2022	Timetables identify pupil groups and targeted interventions.
Plan collaboratively with staff to identify interventions and strategies, focusing on literacy and numeracy to close the attainment gap.	SMT/CTs, EEAs and GLAs	Oct 2022	EEAs and GLAs are working with pupils and have a clear focus on raising attainment in literacy and numeracy.
Meet regularly with CTs, EEAs and GLAs to review progress of the targeted interventions.	SMT	Termly	Feedback from staff and pupils. Evidence of data.
Submit predicted ACEL data for June 2023	SMT	Feb 2023	Predicted ACEL data shows an increase in attainment

### 3.3 Outline Plans for 2023-2025

<b>2023-24</b>	1	Improve Learning and Teaching in Religious and Moral Education
	2	Develop programmes of study for Social Studies
<b>2024-25</b>	1	Learning and Teaching of 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 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 **Specific, Measureable, Achievable, Relevant and Timed**.

**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.