



**COMHAIRLE NAN EILEAN SIAR**

**Roinn an Fhoghlaim is Seirbheisean Chloinne**  
**Department of Education & Children's Services**

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## **Sgoil a' Bhac**

**Aithisg Ìre de Mhathas 2023-24**  
**Plana Leasachaidh na Sgoile 2024-25**

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**Standards & Quality Report 2023-24**  
**School Improvement Plan 2024-25**

**A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together**

# Standards & Quality Report for 2023-24 and School Improvement Plan 2024-25 (SQIP)

## Contents

<b>Section One - The Context of the School</b>	<b>3</b>
1.1 The School and its Community	
1.2 Our Vision, Values, Aims and Curriculum Rationale	
1.3 Collaboration & Consultation	
<b>Section Two - Standards &amp; Quality Report for 2023-24</b>	<b>6</b>
2.1 The Year in Review - Successes & Achievements	
2.2 Self-Evaluation & Quality Assurance Processes	
2.3 Progress Towards Delivery of NIF Priorities	
2.4 Review of School & ELC Improvement Projects 2023-24	
2.5 Summary of PEF Action & Impact	
2.6 Evaluation of Progress – HGIOS QIs	
2.7 Progress Towards Achieving Stretch Aims	
2.8 Key Improvement Priorities for 2023-24	
<b>Section Three - School Improvement Plan for 2024-25</b>	<b>19</b>
3.1 Creating the Plan	
3.2 SIP Planning Context & Influencing Priorities	
3.3 Planning for Pupil Equity Fund Delivery	
3.4 School Improvement Plan Projects for 2024-25	
3.5 School Improvement Plan Delivery Timeline	
3.6 Long Term Planning	

### 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%

## Section One - 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 127 primary pupils and 32 pre-school pupils supported by 40 teaching and non-teaching staff. 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:

Càirdeas, Ag ionnsachadh, Soirbheachadh, Coibhneis, Urram, Obair-sgiobaidh, Co-ionannachd agus Toileachas  
Friendship, Learning, Achievement, Kindness, Respect, Teamwork, Fairness and Enjoyment



#### 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 Collaboration and Consultation

In completing the Standards & Quality Report for the current year and the School Improvement Plan for the year ahead, a critical process in the gathering of evidence is to collaborate with key stakeholders and to consult to establish views about the service and opinions about how it should improve.

Who?	When?	How?	What did we find out?	Informed	
				SQR	SIP
Staff	• Nov 23	• Staff Survey	• Gathered staff views on the teaching of RME. Almost all teaching and nursery staff indicated a lack of confidence when teaching Other World Religions, whilst the majority of teaching and nursery staff also indicated that they were not altogether confident teaching Christianity.	✓	
	• Feb 24	• Self Evaluation Questionnaires	• Teaching staff have high expectations of what children should be achieving and work hard to ensure that children attain the appropriate levels.	✓	
	• Mar 24	• Staff Survey	• Following the planning and delivery of the RME Special Focus Week, almost all teaching staff reported an increase in confidence in teaching RME.	✓	
Children and young people	• Sep 23 and Jan 24	• Wellbeing Indicator Surveys	• Almost all children feel safe and secure within Sgoil a' Bhac. The learning environment is positive and behaviour across the school is very good.	✓	
	• Nov-Dec 2023	• Pupil Focus Groups	• Children's enjoyment of writing has increased as teachers have focused on one skill at a time.		
Parents and Carer	• Nov 2023	• Consultation of parents across Lewis Primary Schools	• Parents have a good understanding of the place of RSHP education in the Scottish curriculum. • The majority of parents expressed satisfaction with the content within the RSHP programme which had been developed locally for Lewis Primary Schools. • A few parents remained dissatisfied with the content of the programme and the benchmarks.	✓	
	• Mar 2024	• Feedback Form in relation to Children's Learning	• Almost all parents who responded stated that they felt well informed about their children's learning in Sgoil a' Bhac and believed that their children had made good progress in their learning this session.	✓	
Community and other stakeholders	• Mar 2023	• Discussion with members of Comunn Eachdraidh Sgìre a' Bhac	• Local historians were pleased to be able to work with the school on Dileab project in relation to Metagama and commented positively on behaviour and responsiveness of the children to the project.	✓	
	• Dec 2023.	• Consultation of School partners in relation to the RSHP Programme in Lewis Schools	• School partners had a good understanding of the place of RSHP education in the Scottish curriculum. • School partners recognised the need to share RSHP learning/content at all stages with parents. • The majority of school partners expressed satisfaction with the content within the RSHP programme which had been developed for Lewis Primary Schools.	✓	

## **Aithisg Ìre de Mhathas 2023-24**

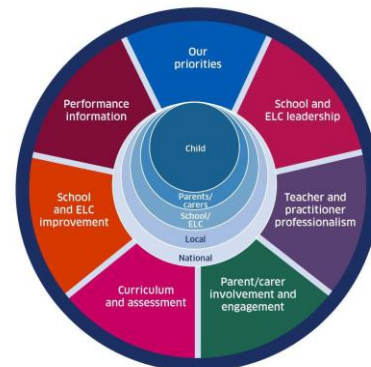


## **Standards & Quality Report 2023-24**

## Section Two – Standards & Quality Report 2023-24

The Standards & Quality Report documents the progress the school has made during 2023-24 in the delivery of a range of improvement priorities and key performance measures. This includes:

- The National Improvement Framework priorities
- School Improvement Plan projects
- National and Local Stretch Aims



### 2.1 The Year in Review - Successes and Achievements

This last year has been one in which the school has enjoyed several successes and achievements. In April 2023, the school achieved its second Green Flag from Eco Schools Scotland for the work being done to promote sustainability in our school. Pupils and staff were really proud of the work which was completed to attain this award.

This was very quickly followed up at the beginning of May 2023 when staff and pupils were delighted to be informed that the school had achieved a Silver Award from UNICEF as a Rights Aware School under the Rights Respecting School Awards scheme. This followed a successful online accreditation visit from UNICEF and a representative from the local authority.

A number of our pupils participated, first of all in Mòd Ionadail Leòdhas in June and then in Mòd Naiseanta Rioghall in Paisley in October. There was great delight across the community when some of our pupils were placed in their competitions both locally and nationally. Competitions included recitations, storytelling and solo singing.

We were delighted when two of our pupils wowed the judges and scooped up 2<sup>nd</sup> and 3<sup>rd</sup> place at the Dileab an t-Siorraidh competition in June 2023. This competition is aimed at Primary 7 pupils from schools in Lewis and Harris to encourage them in the use of the Gaelic language where their Gaelic fluency is assessed in conversation.

Regular fundraising activities have been part of our annual calendar for a long time and pupils and staff continue to show enthusiasm for raising funds for charities close to the heart of the school. Events were organised, some by the Pupil Council, and held across the school in support of a number of charitable organisations – local and national. This session, between £2000 and £2500 has been raised by our pupils to support the work of some very worthwhile causes.

Across this session, school staff have worked hard to progress aspects of our curriculum delivery through the School Improvement Plan projects which were set, particularly around Writing and Religious and Moral Education. They have also been fully engaged in and have participated in collegiate activities including assessment and moderation with colleagues across the Broadbay cluster of schools, development of the curriculum and self-evaluation of the school. Staffing in both the nursery and primary sector has been challenging and the school has experienced a high turnover of staff this session. However, we look forward to new staff beginning with us and hope to make further improvements in due course.

School staff and pupils welcomed the community in for two marvellous performances of Jack and the Beanstalk at Christmas. This event is proving to be a wonderful event which brings the community together at Christmas each year. Pupils are able to showcase their learning in more creative ways and to shine on the stage.

A Special Focus week which was held in March 2024 allowed staff and pupils to explore aspects of Christianity and Other World Religions. The depth of learning achieved during this week was of a very high standard and children confidently spoke of their enjoyment and their interest in the subjects which had been covered.

We have been pleased to partner with other schools for various events and purposes and in March welcomed the Glasgow Science Centre to the school where in partnership with Tong Primary School a range of workshops were delivered to pupils from both primary schools. This was a super opportunity to work with our neighbouring school and helped lay the groundwork for transition work planned for Primary 7 pupils later in the session.

As is the case in every session, our pupils have participated in Sports and Musical events which they have thoroughly enjoyed. This year one of our senior pupils was awarded Western Isles Young Musician of the Year (Primary) having played classical guitar in his competition. Our footballers and our netball players have once again performed well at local competitions and we owe a great debt to all our local coaches who support the school in coaching the children in these sports at After School Clubs. In addition, several of our pupils experienced success in Cross Country running through the winter series of races.

In partnership with our Support Worker from Comunn na Gaidhlig, our Gaelic Medium Primary 7 pupils were shocked beyond belief when their short film was shortlisted at the FilmG Awards. They travelled to Glasgow for the Awards Ceremony and were absolutely delighted to bring home the trophy for Best Youth Group in the Under 18 Category. Their achievement was made all the more special as this was the first time the school had ever entered the competition. It was also the first time our CNAG support worker had worked on a film making project with one of her groups.

Staff absence and a high turnover of staff across the session has caused significant challenges and some disruption in the life of the school. However, parent support for school staff throughout this time has remained strong. The Parent Council have continued to support the school particularly in helping to bring down the cost of the school day for parents by subsidising a range of activities which school staff have organised for pupils. All in all, the session has been filled with positive learning and teaching experiences for all our pupils and we look forward to building on our successes and achievements in the future.

## **2.2 Self-Evaluation, Quality Assurance and Evidence Gathering Processes**

Self-Evaluation activities continue to be an important part of school life. However, this session, as a result of high staff absences and a high staff turnover, there was a reduced capacity within the staffing of the school with many posts being filled by supply staff. This impacted on the amount of self-evaluation activities we were reasonably able to undertake.

Class Teachers have undertaken some self-evaluation exercises across the year in relation to How Good Is Our School Quality Indicator 2.3 – Learning Teaching and Assessment and have also undertaken self-evaluation exercises in relation to the School Improvement Plans project on Writing and on Religious and Moral Education. The results of these exercises have provided staff with a strong sense of the ongoing work in the school.

Quality Assurance activities this session have continued to follow an annual pattern. Classroom Observations and Pupil Focus Groups have been carried out regularly with staff and pupils. Jotter sampling has also been undertaken, along with Learning Walks across the school. These have shown that there is a high standard of teaching from almost all teachers in Sgoil a' Bhac and that ongoing learning and teaching is of very good standard. Almost all pupils from Nursery through to Primary 7 are engaged and motivated in their work and are given opportunities to lead the learning within their classes/playrooms. The ethos across the school is evident to all and visitors regularly comment on this when they are in the school.

Within the Sgoil Àraich, practitioners have continued to use 'In the Moment Planning' and this has helped to follow children's interests. Practitioners have continued to build on the improvements of the past session. The Care Inspectorate visited the setting in March 2023 and the service was rated Good in the four areas which were inspected. The Inspection Report was published in April 2023.

All teaching staff underwent Professional Review and Development Interviews between April and June 2023 and all non-teaching staff engaged in individual staff appraisals. Both of these processes have helped staff to consider, reflect on and evaluate their practice and have also helped to identify areas of improvement.



## 2.3 Progress Towards Delivery of the National Improvement Plan Priorities

Priority	Approaches/Interventions	Impact	Next Steps
<b>Placing the human rights and needs of every child and young person at the centre of education.</b>	<ul style="list-style-type: none"> <li>Children's learning is linked to the United Nations Convention of the Rights of the Child</li> <li>The school has achieved its Silver Award and is now working towards a Gold Award – Rights Respecting Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Children are able to speak informatively of their Rights and recognize how their Rights link with their learning.</li> </ul>	<ul style="list-style-type: none"> <li>School to continue working through the Gold Award Action Plan and to plan for a Gold Accreditation Award in 2024-25.</li> </ul>
<b>Improvement in children and young people's health and wellbeing</b>	<ul style="list-style-type: none"> <li>Emotional check-ups with pupils occur daily. All pupils are supported in being able to articulate their understanding of the Wellbeing Indicators and children's views are tracked three times a year.</li> <li>Children's health and wellbeing is valued and important and embeds GIRFEC principles. Health and Well-being is a core priority within the school.</li> <li>Children's achievements in areas of Health and Wellbeing are regularly recognised in a range of different ways across the school and the local community.</li> <li>Programmes of work in relation to RSHP, which reflect our local context have been developed for class teachers to use and roll out within the Local Authority.</li> </ul>	<ul style="list-style-type: none"> <li>Children confidently speak about their own Health and Wellbeing and are able to articulate how they feel in relation to each of the Wellbeing Indicators.</li> <li>Children recognize the importance of health and wellbeing in their own lives. Classwork evidences their understanding and is consistent with UNCRC.</li> <li>Children participate regularly in a range of clubs promoting physical activity e.g. football, netball, dance, cross country, active sports and recognise the importance of physical activity on their overall health.</li> <li>Our pupils are confident and articulate and are able to make connections between their wider achievements and the skills they are learning in school.</li> </ul>	<ul style="list-style-type: none"> <li>Work with parent body to develop confidence and trust around new RSHP resources.</li> <li>Organise a Health Week for the coming session as part of a rolling programme of priorities.</li> <li>Further develop nursery Care Plans to take account of the wellbeing indicators for pupils aged 2-5 yrs.</li> <li>Further provide opportunities for pupils to extend their skills in areas of health and wellbeing.</li> </ul>
<b>Closing the attainment gap between the most and least disadvantaged children and young people</b>	<ul style="list-style-type: none"> <li>Provision of Early Years funding for families of 2year olds to allow them to attend nursery.</li> <li>Soft starts and emotional check-ins with targeted pupils on a daily basis.</li> <li>Areas of challenge have been identified and targets have been set to close the gap.</li> </ul>	<ul style="list-style-type: none"> <li>Two-year-olds are able to access nursery and benefit from interactions with other children and staff.</li> <li>Children on our PEF list are progressing in areas of challenge.</li> <li>Targeted intervention in writing via CYPIC to address gaps in attainment within English and Gaelic writing.</li> </ul>	<ul style="list-style-type: none"> <li>Be flexible in implementing soft starts for those pupils who require them.</li> </ul>

<p><b>Improvement in skills and sustained, positive school-leaver destinations for all young people</b></p>	<ul style="list-style-type: none"> <li>• Inclusion of DYW in the regular content of topics. Invitation of visitors/partners to classes to discuss the world of work.</li> <li>• Visits to workplaces as part of social studies.</li> <li>• Focus on enterprise projects as part of an Interdisciplinary Week has allowed teachers to provide pupils with opportunities to practice their skills in real life contexts of organizing events, running campaigns or undertaking business enterprises across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are learning to recognise the skills they will need to undertake particular jobs.</li> <li>• Children are better able to articulate the links between what they are learning in school and their profiles on Seesaw.</li> <li>• Children develop confidence in applying skills to real life situations through enterprise.</li> <li>• Children have been encouraged to think of employment in gender neutral ways and to reduce stereotyping.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver Business Enterprise and DYW Skills through Interdisciplinary Learning Week in May 2024.</li> <li>• Consider inclusion of DYW in the School Improvement Plan for 2024-25 or 2025-26.</li> </ul>
<p><b>Improvement in attainment, particularly in literacy and numeracy.</b></p>	<ul style="list-style-type: none"> <li>• All our P1, P4 and P7 pupils reached their curricular milestones in Gaelic Listening and Talking (100%). Almost all our P1, P4 and P7 pupils reached their curricular milestones in English Listening and Talking (95%), English Reading (93%), Gaelic Reading (91%), English Writing (90%) and Maths and Numeracy (96%). Most of our P1, P4 and P7 pupils reached their curricular milestones in Gaelic Writing (86%)</li> <li>• The overall levels of attainment in Literacy and Numeracy across the school were 93% and 96% respectively.</li> <li>• Teachers provided a wide range of learning experiences across all curricular areas for pupils in their class, and this was evidenced in forward plans, lesson observations and the daily diaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Almost all pupils made progress from previous levels of attainment. Pupils who did not achieve their milestone levels made very good progress toward appropriate individual targets.</li> <li>• More children are attaining levels of achievement as teacher judgement of standards improves and staff have confidence to award levels to children who are consistently meeting the curricular benchmarks.</li> <li>• Children are benefiting from improved targeted interventions in relation to areas they are not achieving in.</li> <li>• Three tracking points across the year ensure that pupils progress is being closely monitored by staff and appropriate interventions are being put in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the knowledge and skills gained through participation in the CYPIC National Improving Writing project to spread across the school and realise impact at all stages.</li> </ul>

## 2.4 Review of School &amp; ELC Improvement Plan Projects 2023-24

Outcome	Actions	Impact	Next Steps
<p><b>Improvements in Writing</b></p> <ul style="list-style-type: none"> <li>To increase attainment in Gaelic and English writing from a majority of pupils achieving as per expected milestones at P1, P4 and P7 (June 2022) to most pupils achieving as per national milestones at P1, P4 and P7 by May 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Developed approaches to Early Level writing for nursery staff and children to use.</li> <li>Embedded the use of the Gaelic Framework in all GM classes.</li> <li>Further developed spelling and grammar programmes of work for Gaidhlig Literacy.</li> <li>Created a more coherent programme of work for Spelling and Grammar in English Literacy.</li> <li>Focused on developing the skills and using tools for writing independently through participation in the CYPIC National Improving Writing Project.</li> <li>Participated in professional development opportunities focused on improving writing (CYPIC and Talk for Writing)</li> <li>Collaborated with two neighbouring schools to moderate writing at Early, First and Second Level.</li> </ul>	<ul style="list-style-type: none"> <li>All nursery children experienced focused activities to develop writing through play at least 2 times per week.</li> <li>Less than half of nursery staff reported increased confidence in facilitating the development of writing skills and assessing progress at the Early Level.</li> <li>Almost all pre-school children have evidenced that that they can make up and tell stories at their level and make marks/drawings and explain what they represent to an adult/child.</li> <li>Almost all children speak confidently about the activities they have engaged in using their 'Writing Floorbook' as a prompt.</li> <li>Less than half the GM teachers have reported increased confidence in teaching spelling and grammar in a structured, progressive manner.</li> <li>All GM teachers report positive impact of approaches on pupils' writing</li> <li>Progress on Gaelic Literacy targets was adversely impacted by long term absence and a lack of resilience within the Gaelic staff.</li> <li>Almost all class teachers engaged in professional dialogue around the teaching of writing and shared good practice with one another. This impacted positively on children's experiences of learning how to write.</li> <li>All P4 pupils who participated in the CYPIC project demonstrated improvement in writing skills and are expected to attain First Level by May 2024.</li> <li>Predicted Acel data for this session for English Writing is 93% and for Gaidhlig Writing is 91%.</li> <li>All teaching staff have reported increased confidence in making achievement of a level judgements in writing using curriculum benchmarks to aid with judgements.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a writing strategy for the school which provides clarity at each stage of the school of the expectations in writing.</li> <li>Roll out the CYPIC approaches across the school so that all children benefit from the writing bundle and attainment in Gaelic and English writing is improved across the school.</li> </ul>

<p><b>Collaborative Approaches through Religious and Moral Education</b></p> <p>To review and refresh the Nursery and Primary curriculum in relation to Religious and Moral Education.</p>	<ul style="list-style-type: none"> <li>Nursery children were able to explore the Religious and Moral Education curriculum through play and learning was recorded in a floorbook.</li> <li>Teaching and Nursery staff continued to use Rights based approaches and help children make connections between their learning and their rights as children.</li> <li>The Religious and Moral Education programme being used across the school was reviewed and updated.</li> <li>Programmes of Study at Early, First and Second Level were developed in line with CfE, the Progression Pathways and the four capacities.</li> <li>Staff planned a Special Focus Week which focused on different aspects of Religious and Moral Education.</li> </ul>	<ul style="list-style-type: none"> <li>Nursery children experienced more activities related to Religious and Moral Education. Learning was monitored and documented via a Floorbook.</li> <li>As a result of staffing issues in primary and nursery sectors, staff progressed through the Gold Action Plan for RRS award at a slower rate than expected.</li> <li>Children's progress through the RME programme was tracked across the school.</li> <li>RME artefacts were audited and new resources purchased to help support. Children's understanding of 'Other World Religions' deepened as they considered beliefs and customs and practices.</li> <li>Programmes of Study have been updated and are being implemented across the school with a positive impact.</li> <li>Most class teachers reported increased confidence when planning and teaching RME and almost all children exhibited confidence when speaking about religion, beliefs and values following the Special Focus Week.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and Nursery staff will make better use of the community links which exist in relation to Religious and Moral Education.</li> <li>Review the School Chaplain's programme within the school and encourage class visits from School Chaplains to support the teaching of Religious and Moral Education across the school.</li> </ul>
<p><b>Using Seesaw to Profile Children's Learning</b></p> <ul style="list-style-type: none"> <li>To use Seesaw more efficiently as a tool for profiling learning.</li> <li>To ensure consistent use of Seesaw by staff across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Audited class teachers to find out how learning was being recorded.</li> <li>Draw up a set of revised guidelines for how Seesaw Messages is /is not to be used.</li> <li>Experiences and Outcomes for Curriculum for Excellence subject areas were archived within Seesaw as teachers did not find these useful.</li> <li>The skills within the progression pathways for Writing in Gaelic and in English and also the skills for Religious and Moral Education were prepared for upload.</li> <li>Staff opted for a traffic light system on progress through a skill.</li> </ul>	<ul style="list-style-type: none"> <li>Learning was being recorded in a variety of ways across the school. Where children were able to upload work to their profiles themselves, they had more ownership of their profiles.</li> <li>Learners' profiles are now being used solely for dialogue between home and school about children's progress.</li> <li>Children are able to discuss their progress with class teachers when shown how their skills are progressing.</li> <li>Skills within the Progression Pathways for English and Gaelic Writing and RME were prepared for use with learners. Local Authority work being conducted by a working group of HT's halted this as progression pathways were to be rationalised.</li> </ul>	<ul style="list-style-type: none"> <li>Difficulties with technology and age of netbooks that pupils have access to in the school meant that aspects of this project have had to be put on hold until new devices are made available to pupils.</li> </ul>

## 2.5 Summary of Pupil Equity Fund Action and Impact

Details of actions taken to support learners in receipt of Pupil Equity Fund and the evidence and evaluation of impact of this work.

Measure	Approaches/Interventions	Impact	Next Steps/Future Development
<b>Attainment</b> <ul style="list-style-type: none"> <li>• ACEL</li> <li>• Baselines and Gap</li> <li>• Achievement over Time</li> <li>• Local Measures</li> </ul>	<ul style="list-style-type: none"> <li>• Activities to support and develop Literacy work at the early stages has been implemented with two pupils on PEF list.</li> <li>• Targeted activities focusing on fine and gross motor skills has been implemented with just under one third of the pupils on the PEF list.</li> <li>• Nurture spaces are being used to support work on emotional regulation.</li> <li>• Soft starts have been implemented for two pupils on PEF list to help them be better ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Evident from observations that literacy targets are being met as a result of targeted work being undertaken by the Education Attainment Apprentice.</li> <li>• Children undertaking activities in fine and gross motor skills are showing a slow but steady improvement in their skills.</li> <li>• Targeted work on emotional regulation is impacting positively on one child who is better able to express how he is feeling and better able to learn.</li> <li>• Soft starts have had a positive impact on both children as they are coming in to class ready to complete tasks now when previously they were not.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on oral Gaelic with Gaelic Medium pupils to lay foundation for improving attainment in all areas</li> <li>• Refer to individual plans and targets for children to determine which interventions should be put in place.</li> <li>• Develop the use of SCERTS Model for some children with issues in social communication and emotional regulation.</li> </ul>
<b>Attendance</b> <ul style="list-style-type: none"> <li>• Attendance Change</li> <li>• Male/Female etc.</li> <li>• Patterns/Reasons</li> <li>• Exclusions</li> </ul>	<ul style="list-style-type: none"> <li>• The overall average attendance for pupils on the PEF list is 93.2%</li> <li>• All individuals on the PEF list have an overall attendance of 84% and above.</li> </ul>	<ul style="list-style-type: none"> <li>• Very good attendance for the majority of our pupils on the PEF list ensure that they are in school and can access learning and teaching activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor the monthly and overall attendance of the children on the PEF list.</li> </ul>
<b>Inclusion</b> <ul style="list-style-type: none"> <li>• Ethos and Culture</li> <li>• Reducing Exclusions</li> <li>• Meeting ASN</li> <li>• Social/Emotional Support</li> <li>• Equity/COSD</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of funding to transport all pupils on PEF list to attend Whole School trip to the Pantomime.</li> <li>• P7 Residential School trip was undertaken in June '23</li> <li>• Funding obtained from TCDL (local community trust) financed all costs for P7 pupil on PEF list to attend residential school trip in June '23 and FilmG Awards Trip in February '24.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils experienced the energy and excitement of being part of a large audience when attending the pantomime.</li> <li>• Pupils experienced equity of provision as all pupils attended the pantomime.</li> </ul>	<ul style="list-style-type: none"> <li>• Use SCERTS Model to help pupils with Autism be better able to communicate with others socially and regulate their emotions, thereby leading to more inclusive schooling.</li> </ul>

<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>Measures of Participation</li> <li>Change over Time</li> <li>Participatory Activity</li> <li>7 Golden Rules</li> </ul>	<ul style="list-style-type: none"> <li>Approximately half the pupils on the PEF list have accessed the holiday clubs which have been provided.</li> <li>Transition activities have been arranged for P7 pupils.</li> <li>Wider achievements and participation of activities is being monitored</li> </ul>	<ul style="list-style-type: none"> <li>Pupils who attended holiday club have developed as confident individuals.</li> <li>P7 Transition activities have helped P7 pupils get to know one another as they prepare for moving on to the Nicolson Institute.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer pupils on PEF list a place at holiday club activities.</li> <li>Ensure there is equitable opportunity for PEF pupils to engage in a range of activities to support their learning and achievement.</li> </ul>
<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>Targeted Measurement</li> <li>Emotional/Cognitive</li> <li>Change over Time</li> <li>Parents and Carers</li> <li>Equity/Removing Barriers</li> </ul>	<ul style="list-style-type: none"> <li>Attainment and progress of pupils on PEF list is being closely monitored.</li> <li>Pupil Led Evening – all parents of pupils on PEF list engaged and took an interest in children's work and achievements.</li> <li>Physical activity sessions such as 'Let's Move' have been implemented for pupils who require support with focus and concentration.</li> </ul>	<ul style="list-style-type: none"> <li>Almost all pupils in the school had one or more parent attending the Pupil Led Evening with them. This afforded the opportunity for pupils to share their work to a wider audience and grow in confidence as a result.</li> <li>Children on PEF list have been observed to be engaged in their work and to display better concentration when on task as a result of physical break.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to put strategies in place which promote engagement and increase pupil motivation.</li> </ul>

## 2.6 Evaluation of Progress - HGIOS4 Quality Indicators

Quality Indicator	Evaluative Judgements	Grading	Sources of Evidence
<b>1.3 Leadership of Change</b>	<ul style="list-style-type: none"> <li>The Vision, Values and Aims of the school are current and represent the ethos of the school very well. They are linked with Children's Rights and underpin all learning and teaching activities which take place across the school. They reflect the place the school has in its local community and encompass Gaelic language, traditions and culture. Our pupils have ownership of the school values and uphold these daily.</li> <li>Almost all pupils in our school have a growing sense of the importance of Children's Rights and have increased in their knowledge about Children's Rights through links to their academic work and also how Children's Rights are embedded across the school.</li> <li>Time for professional dialogue, collegiate learning and self-evaluation is included and protected within our Working Time Agreement. This enables all members of our school community to contribute to our plans for continuous improvement.</li> <li>Almost all teaching staff and most sgoil àraich staff, including the senior leaders in our school are committed to making improvements across the school which benefit our pupils.</li> <li>Almost all staff have high expectations of all our learners and foster positive relationships with partners to bring about school improvements.</li> </ul>	Unsatisfactory Weak <b>Satisfactory</b> Good Very Good Excellent	<ul style="list-style-type: none"> <li>Curriculum Rationale and Curriculum Planning</li> <li>Teaching Staff – Self Evaluation Questionnaires</li> <li>Pupil Focus Groups and Pupil Questionnaires</li> <li>Parent Questionnaires</li> <li>Professional Development Learning Plans and SDA Paperwork</li> <li>Completion of and Evaluation of Training Opportunities</li> <li>School Assemblies</li> <li>Rights Respecting Schools Evidence</li> <li>Feedback from Pupil Led Events</li> <li>Collegiate Calendar</li> <li>Assessment and Moderation evidence</li> </ul>
<b>2.3 Learning, Teaching &amp; Assessment</b>	<ul style="list-style-type: none"> <li>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 in class and contribute positively across the school.</li> <li>Our Sgoil Àraich pupils learn through spontaneous and well-planned play activities. Staff follow the interests of children when planning and this results in good engagement from our children.</li> <li>Almost all our pupils demonstrate high standards of behaviour and routinely help each other to learn.</li> <li>Well-timed interventions support our pupils, particularly those who face additional challenges in their learning. Teaching and SfL Assistants work in close conjunction with the SfL Teacher to plan for, track and monitor children with ASN.</li> <li>Our school and sgoil àraich continue to be data rich. We have clear information on pupil attainment across the curriculum, particularly in relation to Literacy, Numeracy and Health and Wellbeing. Assessment data is used to tailor programs of work for</li> </ul>	Unsatisfactory Weak Satisfactory <b>Good</b> Very Good Excellent	<ul style="list-style-type: none"> <li>Playroom and Classroom Observations</li> <li>Staff questionnaires</li> <li>Curriculum Planning and Sgoil Àraich Floorbooks</li> <li>Class and Corridor Displays</li> <li>Pupil Focus Groups and Pupil Questionnaires</li> <li>Data Hub and Curriculum Tracking</li> <li>Assessment materials and data</li> <li>Tracking and Assessment formats</li> <li>Termly attainment meetings</li> <li>Pupil Reports</li> <li>Progression Pathways</li> <li>School Assemblies</li> <li>Collegiate Calendar</li> </ul>

	<p>pupils and ensure that learning is progressing well. Recording and reporting is linked closely to work which is ongoing in class.</p> <ul style="list-style-type: none"> <li>• Quality assurance and self-evaluation procedures highlight our continued commitment to high quality learning and teaching. Observations show that almost all pupils are experiencing a range of challenging learning opportunities.</li> <li>• Staff confidence in applying the benchmarks to children's Literacy, Numeracy and Health and Well-being work is consistently high. Learners have progressed well through the levels as a result of this.</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment and Moderation evidence</li> <li>• Feedback to pupils</li> <li>• Evidence of Pupil Work /Jotters &amp; Folio's</li> <li>• TATC Meeting Minutes and Reviews</li> <li>• SflA Timetables</li> </ul>
<b>3.1 Ensuring Wellbeing, Equity &amp; Inclusion</b>	<ul style="list-style-type: none"> <li>• Almost all school and sgoil àraich staff have a shared understanding of wellbeing and of children's rights and nurture pupils in the school environment, by creating space for a daily emotional check in with them.</li> <li>• The school and the sgoil àraich have a strong Gaidhlig ethos. Pupils are well supported to acquire and develop the Gaidhlig language within a fully immersive environment. Through regular professional learning, almost all staff keep abreast of statutory requirements including the requirements of the Advice for Gaelic Education issued in February 2015.</li> <li>• Inclusion is well-reflected in the life of the school. All our staff work hard to develop positive self-esteem and self-worth in our children, support positive behaviour and regulate emotions. Almost all teaching and non-teaching staff use restorative practices and strategies to support this.</li> <li>• School staff promote an understanding and commitment to equality and diversity through school assemblies, health and well-being and Religious and Moral Education.</li> </ul>	<p>Unsatisfactory Weak Satisfactory <b>Good</b> Very Good Excellent</p>	<ul style="list-style-type: none"> <li>• Staff, Parent and Pupil Questionnaires</li> <li>• Rights Respecting Schools Evidence</li> <li>• Observations</li> <li>• Feedback from staff about wellbeing concerns</li> <li>• Gaidhlig ethos of school</li> <li>• Use of Gaelic outside classrooms</li> <li>• Data Hub and Wellbeing Tracking</li> <li>• Formal/Informal observations of day to day school life</li> <li>• Letters/ Emails from partners</li> <li>• Parent Council Meeting Minutes and Agendas</li> </ul>
<b>3.2 Raising Attainment &amp; Achievement</b>	<ul style="list-style-type: none"> <li>• Pupils in the school and sgoil àraich 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 children are enthusiastic about coming to school and sgoil àraich, are well motivated to learn and are able to communicate well with staff and confidently express how they feel and how well they are doing..</li> <li>• CfE Levels attained in Session 2022-23 demonstrate that almost all pupils achieved their curricular milestones in Gaelic Listening and Talking and Gaelic Reading. Most pupils in P1, P4 and P7 achieved their curricular milestones in English Listening and Talking, English Reading, English Writing and Numeracy. The majority of pupils in P1, P4 and P7 achieved their curricular milestones in Gaelic Writing Pupils who did not achieve these levels made very good progress toward appropriate individual targets.</li> <li>• Attendance data is used to support reviews and monitor progress and achievement.</li> <li>• The Senior Management Team are able to evidence trends of attainment over time. and use data to determine improvement agenda for the school and its pupils.</li> </ul>	<p>Unsatisfactory Weak Satisfactory <b>Good</b> Very Good Excellent</p>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Seesaw Learning Journals</li> <li>• Curriculum Overviews</li> <li>• Achievers Certificates and Awards</li> <li>• House System</li> <li>• Tracking of pupils via Data Hub</li> <li>• Termly Attainment Meetings</li> <li>• Pupil Reports</li> <li>• Staged Intervention Action Plans, IEP's and BSP's</li> <li>• Attainment over Time Data</li> <li>• Attendance Data</li> </ul>



## 2.7 Progress Towards Achievement of National and Local Stretch Aims

Summary data in relation to achievement of stretch aims to close the poverty-related attainment gap. Please reference the Comhairle's Stretch Aims Report 2023-24 when completing this section.

<b>1a</b>	<b>Increase the attainment in English literacy of learners registered for FSM in P1, P4 &amp; P7</b>
<b>Stretch Aim:</b> Reduce the poverty-related attainment gap between FSM and not FSM by 3.1%.	
<ul style="list-style-type: none"> <li>As a result of the data set being less than 5 pupils for this stretch aim, the data has not been disclosed so as not to risk identifying individual pupils.</li> </ul>	

<b>1b</b>	<b>Increase the attainment in numeracy of learners registered for FSM in P1, P4 &amp; P7</b>
<b>Stretch Aim:</b> Reduce the poverty-related attainment gap between FSM and not FSM by 3.0%.	
<ul style="list-style-type: none"> <li>As a result of the data set being less than 5 pupils for this stretch aim, the data has not been disclosed so as not to risk identifying individual pupils.</li> </ul>	

<b>6</b>	<b>Reduce the combined attainment gap in writing at P1, 4 &amp; 7 for learners registered for FSM in Gaelic and English</b>
<b>Stretch Aim:</b> Reduce the poverty-related attainment gap between FSM and not FSM in Gaelic and English by 2.5%.	
<ul style="list-style-type: none"> <li>As a result of the data set being less than 5 pupils for this stretch aim, the data has not been disclosed so as not to risk identifying individual pupils.</li> </ul>	

## 2.8 Identification of Key Improvement Priorities for 2024-25 and Beyond

Taking into account all of the information set out in section two of the report as well as local priorities and the National Improvement Framework and Improvement Plan (NIF) which sets out the vision and priorities for Scottish education, Sgoil a' Bhac has identified the following areas for improvement in 2024-25.

- People in Society, Economy and Business
- Planning for Children with Autism Using the SCERTS Model
- Curriculum Design

# **Plana Leasachaidh na Sgoile 2024-25**



# **School Improvement Plan 2024-25**

## Section Three – School Improvement Plan 2024-25

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

The School Improvement Plan takes into account collegiate working time agreements and avoid unnecessary bureaucracy. Professional learning within the school and authority will focus on the successful delivery of improvement priorities.

### 3.1 Creating the Plan

The setting of priorities for the School Improvement Plan is individual to each school and must, importantly, reflect the specific development and improvement needs of that setting. The priorities are informed by and are collectively drawn from a number of different sources.

#### School

- Standards & Quality Report
- How Good is Our School Framework
- Self-evaluation programme
- Views of learners, staff and parents
- Outcome of external reviews including those at Local Authority Quality Assurance Day

#### Local Authority

- CNES Corporate Strategy & Business Plan
- Education Skills & Children's Services Improvement Plan
- Northern Alliance Improvement Plan
- Local Authority Stretch Aims

#### National

- National Improvement Framework
- Scottish Attainment Challenge
- National Policy Focus Areas

### 3.2 School Improvement Planning Context and Influencing Priorities

In the development of the School Improvement Plan, the following table provides information about influencing priorities and local, regional and national level.

CNES ES&CS Department Priorities	CNES ES&CS Improvement Themes
<p><b>DP1</b> Deliver high-quality learning and teaching in all educational settings, recognising the rights and needs of all children and young people.</p> <p><b>DP2</b> Ensure effective and accountable leadership for all.</p> <p><b>DP3</b> Improve the use of data to secure excellent outcomes for all learners in the Outer Hebrides.</p> <p><b>DP4</b> Improve curriculum, learning and wellbeing transition planning at all key stages for children and young people.</p>	<p><b>IT1 Raising Attainment</b> For All, for PEF, for CECYP – Curriculum Design</p> <p><b>IT2 Gaelic Language, Culture &amp; Heritage</b> Strategy, GME, GLE, progression</p> <p><b>IT3 Learning for Sustainability</b> Citizenship, RRSA, Outdoor Learning, Play</p> <p><b>IT4 Health &amp; Wellbeing</b> Mental Health, Physical Health, Participation &amp; Engagement</p>
NIF Priorities	NIF Drivers
<p><b>NP1</b> Placing the human rights and needs of every child and young person at the centre of education.</p> <p><b>NP2</b> Improvement in children and young people's health and wellbeing.</p> <p><b>NP3</b> Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p><b>NP4</b> Improvement in skills and sustained, positive school-leaver destinations for all young people.</p> <p><b>NP5</b> Improvement in attainment, particularly in literacy and numeracy.</p>	<p><b>ND1</b> School and ELC Leadership</p> <p><b>ND2</b> Teacher and Practitioner Professionalism</p> <p><b>ND3</b> Parent/Carer Involvement &amp; Engagement</p> <p><b>ND4</b> Curriculum &amp; Assessment</p> <p><b>ND5</b> School &amp; ELC Improvement</p> <p><b>ND6</b> Performance Information</p>
CNES Corporate Business Plan Links	Northern Alliance Phase 4 Plan
<p><b>BP1 Strengthen the Local Economy</b> Increased level of skills across our community &amp; workforce (1.1.4).</p> <p><b>BP2 Support for Children, Families &amp; Young People</b> Attainment, Early Intervention, Lifelong Learning, Health, Childcare (2.1.1 – 2.1.5)</p> <p><b>BP3 Supporting Resilient Communities &amp; Quality of Life</b> Gaelic language, safe communities, reducing poverty &amp; inequality. (3.1.1, 3.1.4, 3.1.5)</p> <p><b>BP4 Be a Sustainable &amp; Inclusive Council</b> Environment, reduction in carbon footprint, Net Zero, Equity of opportunities (4.1.2, 4.1.3)</p>	<p><b>NA1 Wellbeing and Learning</b> Feeling well and learning well.</p> <p><b>NA2 Social Intelligence</b> How we work and learn together.</p> <p><b>NA3 Equality Investments</b> How we break down barriers to wellbeing and learning.</p> <p><b>NA4 Systemness</b> Working together to improve our system.</p>

### 3.3 Planning for Pupil Equity Fund Delivery

Headline planning objectives for the closing of the poverty-related attainment gap for learners in receipt of Pupil Equity Fund.

Attainment Gap English Literacy	Attainment Gap Gàidhlig Literacy	Attainment Gap Maths/Numeracy
Based on % of combined P1, P4, and P7 pupils that achieved all aspects of English Literacy in 2023, <b>no poverty related attainment gap was found.</b>	Based on % of combined P1, P4, and P7 pupils that achieved all aspects of Gaidhlig Literacy in 2023, <b>no poverty related attainment gap was found.</b>	Based on % combined P1, P4, and P7 pupils that achieved in Maths and Numeracy in 2023 <b>a poverty related attainment gap of 9% was found.</b>

Planning Objectives	Cohort	Improvement Actions	Resources	Monitoring
Improve children's readiness to learn.	1 Pupil	<ul style="list-style-type: none"> <li>Provide a soft start and/or a toast break for pupils</li> </ul>	<ul style="list-style-type: none"> <li>Funding to purchase snack and materials for soft start.</li> </ul>	<ul style="list-style-type: none"> <li>Class Teachers will report on focus and concentration in Termly Tracking Meetings.</li> </ul>
Improve concentration and focus in learning.	5 Pupils	<ul style="list-style-type: none"> <li>Include children in 'Let's Move' Groups to aid concentration</li> </ul>	<ul style="list-style-type: none"> <li>Let's Move Pack</li> <li>Staffing to undertake Let's Move sessions</li> </ul>	<ul style="list-style-type: none"> <li>Class Teachers will report on focus and concentration in Termly Tracking Meetings.</li> </ul>
To develop emotional regulation in pupils whose emotions and behavior is preventing them from achieving their full potential in their learning	1 Pupil	<ul style="list-style-type: none"> <li>Provide regular emotional check ins for pupils who require them with a consistent member of staff.</li> <li>Undertake activities to support pupils in building emotional intelligence and resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Staff member to work 1-1 with pupil for a short and concentrated time daily.</li> </ul>	<ul style="list-style-type: none"> <li>Head Teacher will monitor child's behavior and check in regularly with him.</li> </ul>
Develop children's perseverance, resilience and social communication skills.	3 Pupils	<ul style="list-style-type: none"> <li>Provide Lego Therapy Intervention for pupils who need help with emotional regulation and developing their social skills.</li> </ul>	<ul style="list-style-type: none"> <li>Staffing to undertake Lego Therapy sessions</li> </ul>	<ul style="list-style-type: none"> <li>Education Attainment Worker will report to class teachers on a weekly basis and monitor progress.</li> </ul>
Improve clarity of speech and word blending	2 Pupils	<ul style="list-style-type: none"> <li>Developing word blending skills through the use of word games, and focused Literacy activities.</li> </ul>	<ul style="list-style-type: none"> <li>Word Games</li> </ul>	<ul style="list-style-type: none"> <li>Class Teachers will monitor progress of children applying skills within class.</li> </ul>
Improve hand-eye co-ordination and academic readiness		<ul style="list-style-type: none"> <li>Developing fine motor skills through a range of activities such as games, small world play etc</li> </ul>	<ul style="list-style-type: none"> <li>Small World Play</li> <li>Threading activities</li> <li>Detailed activities with coloured pens and pencils</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers will monitor whether activities are having a positive benefit on children.</li> </ul>

### 3.4 School Improvement Plan Projects

Headline planning objectives for the closing of the poverty-related attainment gap for learners in receipt of Pupil Equity Fund.

<b>1</b>	<b>Project Title:</b>	<b>Curriculum Development: Social Studies - People in Society, Economy and Business</b>	<b>Baseline Data:</b>	Self-evaluation questionnaire which identified this organiser as a priority for development.
	<b>Objectives:</b>	To improve and develop the Social Studies experiences of all pupils in Nursery and Primary by increasing pupil engagement and confidence when working with the Social Studies Organiser People in Society, Economy and Business by April 2025.	<b>Target Data:</b>	Almost all pupils will achieve the appropriate levels in Social Studies
	<b>Links to Local/National Priorities or Stretch Aims:</b>	<b>DP1, IT3, NP1, NP4, ND3, ND5, BP1, NA2</b>	<b>Lead Responsibility:</b>	Principal Teacher

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
<b>1.1 NURSERY PROJECT</b> Develop approaches to People in Society, Economy and Business within the Nursery Setting including the development of DYW Skills for all children.	All Nursery children	December 2024	<ul style="list-style-type: none"> <li>Development of Progression Pathways will mean that children in Nursery will have a clear progression through the Early Level.</li> <li>All nursery children will experience focused activities which develop creative skills through play at least 3 times per week.</li> <li>Work which is undertaken in relation to People in Society, Economy and Business to be monitored and documented via a Floorbook.</li> <li>All pupils will have visited a minimum of four workplaces across the session to see skills in a real-life context and will have hosted a minimum of four visitors to their playrooms on planned activities around the world of work.</li> <li>All pre-school children will be able to talk about their rights and link these to what they are learning about in Social Studies.</li> <li>All nursery children will participate in some aspects of a DYW Showcase event and be able to talk about the work of different partners in the community.</li> </ul>
	All Nursery children	October 2024	
	All Nursery children	March 2025	
	All Nursery children	January 2025	
	All Pre-School children	February 2025	
	All Nursery children	April 2025	
<b>1.2 PRIMARY PROJECT</b> Draw up and implement a Progression Pathway for People in Society, Economy and Business which clearly outline the skills and knowledge expected at each stage, from Early to Second Level.	All Classes	December 2024	<ul style="list-style-type: none"> <li>Progression Pathways will provide staff with clear statements of the learning journey through this Social Studies organiser.</li> <li>Children's attainment in Social Studies will be tracked and will show improvement as a result of learning being progressive and matching the needs of the children.</li> </ul>
	All Classes	January 2025	

<b>1.3 PRIMARY PROJECT</b> Develop Entrepreneurial Skills by encouraging creativity through entrepreneurial thinking.	All Classes	December 2024	<ul style="list-style-type: none"> <li>All pupils will engage in some form of new enterprise activity (either a campaign, organise an event or undertake a business enterprise) within their class.</li> <li>All pupils will have visited a minimum of three and a maximum of five workplaces across the session to see skills in a real-life context and will have met with a minimum of three and a maximum of five visitors to their classrooms to speak about their world of work.</li> </ul>
	All Classes	January 2025	
<b>1.4 PRIMARY PROJECT</b> Promote Civic Engagement and Social Responsibility	Primary 3-7 Pupils	February 2025	<ul style="list-style-type: none"> <li>Children will be able to discuss and debate topics related to rights and responsibilities within society, the economy, and business.</li> <li>School will achieve a Gold Award as a Rights Respecting School.</li> </ul>
		February 2025	
<b>1.5 PRIMARY PROJECT</b> Foster Critical Thinking and Problem-Solving	All Classes	October 2024	<ul style="list-style-type: none"> <li>All pupils will participate in regular monthly collaborative problem-solving projects and will evidence improvement in their problem-solving skills.</li> <li>All children will be able to discuss scenarios where children's rights are at stake and develop potential solutions for some world problems.</li> </ul>
	All Classes	January 2025	
<b>1.6 PRIMARY PROJECT</b> Develop a progressive programme of practical Financial Literacy to run from Early to Second Level	All Classes	November 2024	<ul style="list-style-type: none"> <li>Almost all pupils will be able to discuss and show understanding of basic financial concepts such as saving, budgeting, and spending.</li> <li>The majority of pupils will be able to use age-appropriate language to explain concepts such as supply and demand, trade, and market economies.</li> </ul>
	All Classes	February 2024	
<b>1.7 PRIMARY PROJECT</b> Enhance Parental and Community Involvement by engaging parents and partners within the local community in supporting children's learning about local businesses and careers	All Pupils	April 2025	<ul style="list-style-type: none"> <li>Over 90% of local businesses and community partners will have engaged with school staff in planning aspects of the curriculum.</li> <li>100% of pupils will engage with the Developing the Young Workforce Agenda through participation in a DYW Showcase event.</li> <li>90% of pupils are able to successfully identify the skills required for certain career paths and discuss these with others.</li> <li>Meaningful partnerships will have been developed in and across the local community.</li> </ul>
	All Pupils	April 2025	
	All Pupils	April 2025	
	All Pupils	April 2025	



<b>2</b>	<b>Project Title:</b>	<b>Using the SCERTS Framework to Promote Effective Learning Experiences.</b>	<b>Baseline Data:</b>	ASN Audit Observations from class which have identified pupils with difficulties in social communication and/or emotional regulation.
	<b>Objectives:</b>	The selected group of pupils will show improvements towards becoming competent social communicators that are actively engaged in their learning environment by June 2025. This will be achieved by selecting targets that are research-based and are designed to match the preferences of the individual, developmental needs, and functional needs for a given setting.	<b>Target Data:</b>	All pupils in the selected group will show evidenced improvements in social communication and/or emotional regulation by the end of June 2025.
	<b>Links to Local/National Priorities or Stretch Aims:</b>	<b>DP1, DP3, DP4, NP5, BP2, IT1, IT4, ND5, ND6, NA3</b>	<b>Lead Responsibility:</b>	Head Teacher

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
<b>2.1 NURSERY AND PRIMARY</b> Further professional development to be undertaken with teaching staff to explain the benefits of the SCERTS approach and how to implement it across the school.	<b>[[Specific class or cohort]]</b> 1 x SA, 1 x EM Nursery, 1 x GP1, 2 x EP1, 1 x EP2, 1 x GP3, 2 x EP3, 1 x EP4, 2 x EP6, 2 x GP7, 1 x EP7	<b>[[When will this action be completed?]]</b> January 2025	<b>[[How will the delivery of the project be monitored? What data will be used for measurement? How will impact of actions be evidenced?]]</b> <ul style="list-style-type: none"> <li>• Staff who have undertaken training will assist in cascading training to teaching staff, SfLA's and Nursery staff.</li> <li>• Staff will become more confident in what SCERTS is and how it works.</li> <li>• Pupils' ability to communicate will show improvement as a result of the SCERTS strategies implemented in class.</li> <li>• Pupils will evidence fewer instances of emotional dysregulation in class and around the school.</li> </ul>

<p><b>2.2 NURSERY AND PRIMARY</b> Implement the SCERTS Assessment Process for selected children from each class.</p>	<p>1 x SA, 1 x EM Nursery, 1 x GP1, 2 x EP1, 1 x EP2, 1 x GP3, 2 x EP3, 1 x EP4, 2 x EP6, 2 x GP7, 1 x EP7</p>	<p>October 2024</p>	<ul style="list-style-type: none"> <li>Teaching staff will have a fuller understanding of the behaviors of the target group outside of school as a result of analysing the parent and family questionnaires.</li> <li>Evidence from feedback provided by teaching staff will show increased confidence in implementing the SCERTS Assessment Process.</li> <li>Pupils' ability to communicate will show improvement as a result of the SCERTS strategies implemented in class.</li> <li>Pupils will evidence fewer instances of emotional dysregulation in class and around the school.</li> </ul>
<p><b>2.3 NURSERY AND PRIMARY</b> Collaborate with staff and with other partners (Parents and families, Sfl colleagues and NHS colleagues) to draw up and implement relevant targets which relate to the preferences of the individual, their developmental needs, and their functional needs for a given setting across the school.</p>	<p>1 x SA, 1 x EM Nursery, 1 x GP1, 2 x EP1, 1 x EP2, 1 x GP3, 2 x EP3, 1 x EP4, 2 x EP6, 2 x GP7, 1 x EP7</p>	<p>February 2025</p>	<ul style="list-style-type: none"> <li>Children in the target group will benefit from focused targets around social communication and emotional regulation.</li> <li>Children are able to express their views, wants, needs etc as a result of improved communication strategies.</li> <li>Children are able to regulate themselves or be supported to co-regulate emotionally as a result of targeted strategies.</li> <li>Children are able to use the transactional supports which have been put in place to facilitate independence.</li> </ul>
<p><b>2.4 NURSERY AND PRIMARY</b> Monitor the benefits of the SCERTS approach across the school.</p>	<p>1 x SA, 1 x EM Nursery, 1 x GP1, 2 x EP1, 1 x EP2, 1 x GP3, 2 x EP3, 1 x EP4, 2 x EP6, 2 x GP7, 1 x EP7</p>	<p>September 2024 January 2025 May 2025</p>	<ul style="list-style-type: none"> <li>Staff are able to identify next steps as a result of classroom observations of the identified target group.</li> <li>When compared, evidence from Observation Forms show progression in areas of joint attention, mutual and self-regulation</li> <li>Minutes of TATC meetings will evidence the impact of targets in addressing issues of social communication and emotional regulation in all areas of the child's life.</li> </ul>

<b>3</b>	<b>Project Title:</b>	<b>Curriculum Design</b>	<b>Baseline Data:</b>	Staff Questionnaire and Pupil Questionnaire based on the design of the Curriculum
	<b>Objectives:</b>	To review and refresh the delivery of the curriculum for all pupils in Nursery and Primary.	<b>Target Data:</b>	All Staff and >80% of pupils are regularly referencing the 4 Capacities, the 4 Contexts for Learning and the 7 Curriculum Design Principles in learning and teaching experiences in the classroom.
	<b>Links to Local/National Priorities or Stretch Aims:</b>	DP1, DP4, IT1, IT2, IT3, ND1, ND4, NA2, NA4	<b>Lead Responsibility:</b>	Head Teacher

<b>Improvement Actions</b>	<b>Target Cohort</b>	<b>Completion Date</b>	<b>Measuring Impact</b>
<b>3.1 NURSERY PROJECT</b> Nursery staff will review the nursery curriculum and create an overview of learning for the next year. Nursery staff will develop pedagogical approaches to play, create an action plan and implement actions/targets from the plan to ensure coverage of the curriculum.	Nursery Staff  Nursery Staff	October 2024  March 2025	<ul style="list-style-type: none"> <li>Nursery staff will plan collaboratively to ensure that children have opportunities to engage with the four capacities and the four contexts of learning.</li> <li>Nursery experiences are evidenced via a floorbook showing the four capacities and the four contexts of learning.</li> <li>Nursery children will experience the totality of the curriculum through structured and unstructured play.</li> </ul>
<b>3.2 PRIMARY PROJECT</b> Review the coverage of the Curriculum for the next three years taking account of the Four Capacities, the Four Contexts for Learning and the Seven Curriculum Design Principles.	Teaching Staff  Teaching Staff  All Pupils	October 2024  November 2024  May 2025	<ul style="list-style-type: none"> <li>All pupils will have completed one or more aspects of the 'Understanding the Learners – Curriculum Design Toolkit'</li> <li>All teaching staff will review the curriculum overview for 2024-27 taking into account the local context of the school and its language, culture and heritage.</li> <li>Children will experience a wide and varied curriculum at all stages of the primary school.</li> </ul>

<p><b>3.3 PRIMARY PROJECT</b> Staff will plan learning in conjunction with pupils and partners using their local area well to provide children and young people with learning that helps them understand their local historical, geographical and economic context.</p>	<p>Teaching Staff  P1-P7 Pupils</p>	<p>December 2024  June 2025</p>	<ul style="list-style-type: none"> <li>• Planning in collaboration with one another will enable staff to make best use of their skills and talents for the benefit of all pupils.</li> <li>• Pupil attainment will be raised as pupils develop a better understanding of their local contexts and communities.</li> </ul>
<p><b>3.4 PRIMARY PROJECT</b> Pupils will add/contribute to the Curriculum Overview – they will be given opportunities to plan their learning in the 4 contexts (Curriculum, Ethos and Life of the school, Inter Disciplinary Learning (IDL) and Opportunities for Personal Achievement) whilst also taking account of the four capacities.</p>	<p>P1-P7 Pupils  P1-P7 Pupils</p>	<p>December 2024  March 2025</p>	<ul style="list-style-type: none"> <li>• All pupils will have had an opportunity to plan learning in the 4 contexts and be able to relate their learning to the four capacities.</li> <li>• The majority of pupils should be able to relate their learning and make connections to the four capacities and evidence this within their classrooms.</li> </ul>
<p><b>3.5 PRIMARY PROJECT</b> When planning learning, opportunities for Sustainability and Global Citizenship will be identified by staff and pupils. Other themes may also be explored as they arise.</p>	<p>P1-P7 Pupils  Teaching Staff</p>	<p>May 2025  March 2025</p>	<ul style="list-style-type: none"> <li>• All primary pupils will experience a wide curriculum which ensures good coverage of the E's and O's.</li> <li>• All staff will have an enhanced and critically informed understanding of the process of curriculum design within the school.</li> </ul>

### 3.5 School Improvement Plan Delivery Timeline

Indicative timeline for delivery of the School Improvement Plan projects during the 2024-25 academic session.

SIP Project Title	Aug to Oct 2024 (Term One)	Oct to Dec 2024 (Term Two)	Jan to Mar 2025 (Term Three)	Apr to Jun 2025 (Term Four)
Curriculum Development: Social Studies - People in Society, Economy and Business				
Using the SCERTS Framework to Promote Effective Learning Experiences.				
Curriculum Design				

### 3.6 Long-Term Planning

As well as this plan setting out in detail the school's improvement plans for the year ahead, the school operates a strategic high-level plan for its improvement priorities for the next three years. This is an indicative plan and may be subject to change if other local or national priorities are identified ahead of plan implementation.

Year/Session	Self-Evaluation Priorities	Pupil Equity Fund Priorities	School Improvement Planning Priorities
2025-26	<ul style="list-style-type: none"> <li>Leadership of Change</li> <li>Learning, Teaching and Assessment</li> <li>Raising Attainment and Achievement</li> <li>Management of resources to Promote Equity</li> <li>Improving Wellbeing, Equity and Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Raising Attainment and closing the Poverty Related Attainment Gap – where it exists.</li> <li>Systematic gathering of data to support and evidence the impact of PEF interventions on pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Developing Partnerships in the Wider Community</li> <li>Social Studies</li> </ul>
2026-27	<ul style="list-style-type: none"> <li>Management of resources to Promote Equity</li> <li>Partnerships</li> <li>Raising Attainment and Achievement</li> <li>Leadership of Change</li> <li>Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Raising Attainment and closing the Poverty Related Attainment Gap – where it exists.</li> <li>Systematic gathering of data to support and evidence the impact of PEF interventions on pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Raising Attainment in Maths and Numeracy</li> <li>Digital Technologies</li> </ul>
2027-28	<ul style="list-style-type: none"> <li>Learning, Teaching and Assessment</li> <li>Transitions</li> <li>Raising Attainment and Achievement</li> <li>Leadership of Learning</li> </ul>	<ul style="list-style-type: none"> <li>Raising Attainment and closing the Poverty Related Attainment Gap – where it exists.</li> <li>Systematic gathering of data to support and evidence the impact of PEF interventions on pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Learning for Sustainability</li> <li>Tracking and Attainment</li> <li></li> </ul>