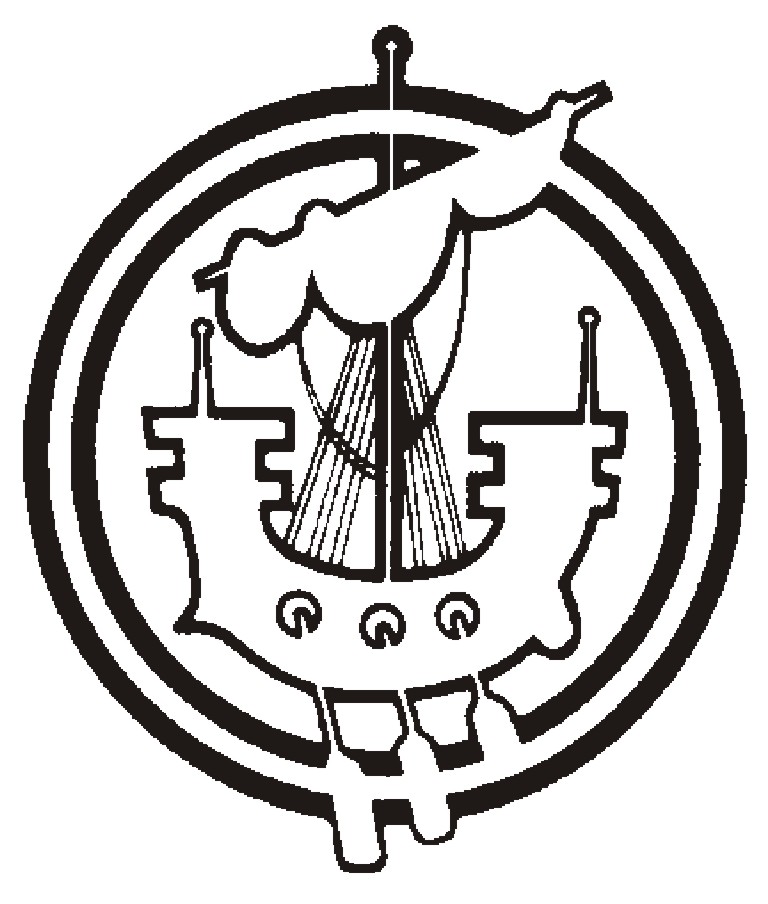
*Roinn an Fhoghlaim is Seirbheisean Chloinne*

Sgoil Bhreascleit

**Aithisg Ìre de Mhathas 2017-18**

**Plana Leasachaidh na Sgoile 2018-19**

**Standards & Quality Report 2017-18**

**School Improvement Plan 2018-19**

**(SQIP)**

**Combined**

**Standards & Quality Report for 2017-18**

**and School Improvement Plan 2018-19**

**(SQIP)**

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**The Language of Evaluation**

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

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

**1. The Context of the School**

* 1. **The school and its community**

Sgoil Bhreascleit is a non-denominational local authority school in the village of Breasclete on the west coast of the Isle of Lewis. The school offers primary education through Gaelic and English Medium and Gaelic pre-school.

The school has a roll of 34 primary pupils and 11 pre-school pupils supported by 16 teaching and non-teaching staff. During 2017/18 our average attendance rate was 98%. The school is managed by a Head Teacher who has a shared responsibility for a neighbouring school, Sgoil Shiaboist.

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

**Our Vision:** Leasaich clann cruthachail, cùramach, misneachail agus soirbheachail” / “*Create caring, confident, creative and successful citizens*.”

**Our Values:** Coibhneas / Kindness, Co-thruas / Compassion Ceartas / Fairness, Fireantachd / Honesty , Urram / Respect, Fulangas / Tolerance, Tuigsinn / Understanding, Co-fhaireachdainn / Empathy

**Our Aims:**

* We aim to provide a happy, caring and inclusive learning environment where every child feels valued, confident and motivated to learn.
* We aim to develop children’s health and wellbeing including their physical, personal, moral, social and emotional skills.
* Create educational opportunities where pupils experience challenge and success in their learning, developing the skills needed to enable them to plan for their future.
* Enhancing learning experiences that reflect the Gaelic language and culture in our unique environment and small rural community.
* Encourage high expectations of all our pupils in relation to their talents and abilities, both in and out with school.

**Our Curriculum Rationale**

**Sgoil Bhreascleit - The Rationale for our Curriculum**

**Vision**

*“*Leasaich clann cruthachail, cùramach, misneachail agus soirbheachail.”

“Create caring, confident, creative and successful citizens.”

**Values**

Kindness/thoughtfulness, compassion, fairness, honesty, respect

tolerance, understanding, empathy



**Our pupils at Sgoil Bhreascleit**

**Caring**

* Are encouraged to show respect for others
* Care for the local community and the wider world

**Confident**

* Participate in cultural activities
* Take the lead when working with others

**Creative**

* Think creatively and applying new skills in different contexts
* Involved in the planning of their learning

**Successful**

* Celebrate the successes and achievements of children
* Planning and undertaking events in the community
* Encouraged to consider future careers through opportunities to Develop the Young Workforce.

**At Sgoil Araich Bhreascleit we aim to:**

* Raise the standards of attainment of all pupils by having high but realistic expectations and by encouraging and promoting positive self-esteem in pupils.
* Support children to learn and develop their Gaelic language skills through well planned and challenging play opportunities.
* Provide stimulating and challenging learning experiences which will motivate and cater for all pupils with differing abilities, aptitudes and interests and provide them and their parents with regular, relevant and helpful reports about their progress.
* Promote the health and well-being of pupils and support them in their learning, ensuring that those who are having difficulty are provided with appropriate targets, tasks and activities which take into account their individual needs.
* Provide a happy, caring, stimulating and welcoming environment creating mutual respect among pupils, staff, parents and the local community, whilst encouraging family and community participation
* Utilise the resources and available accommodation to support pupil and staff activities and ensure the maintenance of these to match educational needs.
* Ensure that the Sgoil Araich is effectively managed and led, recognising the need for all staff to work together towards clear goals and a shared vision.

**Principles for Curriculum Design**:

•challenge and enjoyment

• breadth

• progression

• depth

• personalisation and choice

• coherence

• relevance

**Curricular areas**:

* Literacy/Language
* Numeracy/Mathematics
* Health and Wellbeing including Physical Education
* Sciences
* Social Subjects
* Religious and Moral Education
* Technologies
* Expressive Arts

**1.3 Summary of progress towards improvement:**

During the 2017-18 session, almost all of our pupils reached their curricular milestones in literacy (reading) and the majority of pupils reached their curricular milestones in literacy (writing). Most of the pupils reached their curricular milestones in Numeracy. Our average attendance rate was 97.6%

All four of the planned improvement projects achieved their stretch aim in the 2017-18 session.

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

**2. Standards & Quality Report 2017-18**

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

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

* 1. **Our progress towards achieving National Improvement Framework Priorities**

1. **Improvement in Literacy & Numeracy**

Almost all pupils attained high outcomes in reading, listening and talking and most pupils attained good outcomes in numeracy. Standardised testing was undertaken and completed: Reasoning (P1) and CAT (P5) – results were recorded and analyzed; parents were informed of results and appointments offered to discuss the results. The outcome of recent P7 Scottish National Standardised Assessments (SNSA) will be discussed with parents in the overall context of achieving a level.

1. **Closing the attainment gap between the most and least disadvantaged children**

Some pupils evidenced increased confidence in personal and social wellbeing. In addition to this planned work, we also supported (all) families in a range of other ways:

* Funding of school trips and provision of cost-free school outings
* Establishment of an annual overview of fundraising across the whole school session – ensuring a distribution of events throughout the session in order to minimize and spread out any financial impact on families
* Encouraging, via advertising, the uptake of free school meals and clothing grants – ensuring all families are aware of this
* Promotion of school meals for all of P1-3 (free to all P1-3 as part of Scottish Government initiative).

1. **Improvement in Children and Young People’s Health & Wellbeing**

This priority has been a focus of Improvement Project three and is linked to “closing the attainment gap between the most and least disadvantaged children.” Further detail on this is to be found in the review of progress provided in section 2.2. All the pupils in P5-7 classes were supported to progress their understanding of the meaning of the 8 SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included). The school has completed over 50% of an audit “360° Safe” that reviews and improves e-safety provision – two certificates have been awarded to the school in recognition of the work undertaken: “Certificate of progress” & “Certificate of commitment”. The school is now ready to take this forward to the next level.

1. **Improvement in Employability Skills and sustained positive school leaver destinations for all young people.**

We have continued to drive forwards, using our school vision as a focus, the pupils’ knowledge and understanding of the world of work. We have provided rich learning opportunities and continue to work with a wide range of partners who enhance the learning and teaching experiences for pupils. Partnership working is a recognized and known key intervention strategy that supports equity for all. Pupils are all encouraged to have goals and aspirations – in class and beyond. We aim to ensure that all children are participating in working groups and / or clubs and activities both within and out with 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 2017-18 academic year.

|  |  |
| --- | --- |
| **Improvement Priority 1** | Curriculum development |
| **NIF Priority:** | Improvement in attainment |
| **NIF Driver:** | School improvement |
| **HGIOS4 /HGIOELC QIs:** | 2.2 |
| **Project Stretch Aim:** | By May 2018 all learners will benefit from a curriculum that sets out a clear rationale and offers progression in numeracy. |
| **Project Progress** | |
| * The project aim was achieved. * A full review of the curriculum rationale was undertaken with staff , parents and stakeholders including the Parent Council; * Staff researched three numeracy progression pathways (Fife, Highland and Clackmannanshire) * An audit was completed using the Clackmannanshire pathways and the updated Education Scotland Benchmarks(December 2017), cross-referencing both documents; * Sgoil Bhreascleit has a numeracy progression pathway in place across the whole school from early level to second level and beyond into third level. Staff liaise with staff from the Nicolson Institute when pupils begin third level . | |
| **Evidence & Impact** | |
| * An updated rationale was created and shared with all staff, pupils and stakeholders; * The pupils now see the rationale as linked to the school vision and values; * The rationale reflects the uniqueness of Sgoil Bhreascleit including its success in providing opportunities to develop the young workforce. * Pupils learning and progression in numeracy / maths is planned , monitored and tracked using the numeracy progression pathway; * A few pupils are now developing an awareness of how to use the progression pathways to set their own individual targets. | |
| **Next Steps** | |
| * Review the rationale on a (3) year cyclical basis; * Ensure that the school handbook fully reflects our updated rationale; * Embed the use of progression pathways (Numeracy) across the school; * Further extend pupils’ engagement with the pathways to support their target setting. | |

|  |  |
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| **Improvement Priority 2** | Self evaluation to raise attainment |
| **NIF Priority:** | Improvement in attainment |
| **NIF Driver:** | School improvement / Assessment of Children’s Progress |
| **HGIOS4 /HGIOELC QIs:** | 1.1, 3.2 |
| **Project Stretch Aim:** | All staff will have participated in 3 self-evaluation activities to help inform the school’s self-evaluation processes and focus on raising attainment and achievement by April 2018. |
| **Project Progress** | |
| * The project aim was achieved. * Almost all teaching staff observed and recorded good practice during observations; * There has been full implementation of the newly-devised peer observation template; * Staff consistently record and share suggestions and recommendations from observations; * All class teachers implemented the use of baseline measures in numeracy and literacy; * All pupils’ progress and attainment in literacy & numeracy is tracked using an internal system “On Track to Achieve”. | |
| **Evidence & Impact** | |
| * Good practice is disseminated across classes and reflected on eg. peer observations, sharing of professional reading and practice. * Staff evaluations of new templates was very positive – an easy-to-complete template; * Learning and teaching has been enhanced as a result with high expectations for all pupils – pupils are creating and using success criteria and targets for their work. * Almost all pupils are attaining high outcomes in their learning in reading (95%) and Listening and Talking (91%) * Most pupils are attaining good outcomes in Maths (82%) and Writing (77%). * Data from RAFA projects (Raising Attainment for All) and pupil focus groups shows that there has been an improvement in speed and accuracy in mental maths for almost all pupils. | |
| **Next Steps** (What are we going to do now?) | |
| * All staff will select observation visit themes at the start of the session * Baseline results will be shared during the termly attainment review meetings * Baseline results will be shared with the Support for Learning teacher during the fortnightly meetings * Embed the systematic use of baseline measures. | |

|  |  |
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| **Improvement Priority 3** | “Closing the Gap” |
| **NIF Priority:** | Improvement in Children’s Health and Wellbeing |
| **NIF Driver:** | School Improvement |
| **HGIOS4 /HGIOELC QIs:** | 1.1, 3.1, 3.2 |
| **Project Stretch Aim:** | Improve the wellbeing and inclusion of the target group (PEF pupils) in one year. |
| **Project Progress**  done | |
| * The project aim was fully achieved. There was a 3 point increase on the SHANARRI Wellbeing Wheel for identified pupils. * Timetables were reviewed and adjusted to meet pupils’ needs; * Each class has a nurturing start to the day; * Pupils at all levels received additional support with maths bookmarks created; * Additional support with homework was given in class to meet all children’s needs; * A few pupils can confidently discuss different health and wellbeing indicators; * Older pupils have become familiar with the health and wellbeing wheel and can self-assess their own health and wellbeing. | |
| **Evidence & Impact** (How are we doing and how do we know?) | |
| * Pupils were ready to learn and engage with their learning; * Pupils increased their personal confidence and can now contribute effectively to class activities/learning; * A few pupils have not been engaging with the maths bookmarks at home; * Some pupils evidenced increased confidence in personal and social wellbeing and were able to articulate their learning; * Pupils are making progress in their learning. * Pupils gave feedback eg. using the SHANARRI wheel / Leuven Scale of Participation | |
| **Next Steps** (What are we going to do now?) | |
| * Staff to become familiar with “How Good is OUR School” Theme 4 : Our health and wellbeing * Pupils to become familiar with “How Good is OUR School” Theme 4 : Our health and wellbeing * With support, pupils to plan/do and reflect on the suggestions and questions within theme 4; * Use a pupil-led approach to gather/evaluate and share findings * (review of existing Health and Wellbeing rolling programme) | |

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| **Improvement Priority 4** | Provide greater opportunities for Sgoil Araich learners to lead their own learning whilst maintaining the frequency and quality of Gaelic language interactions. |
| **NIF Priority:** | Improvement in children’s health and wellbeing |
| **NIF Driver:** | School Improvement |
| **HGIOS4 /HGIOELC QIs:** | 1.1, 3.1, 3.2 |
| **Project Stretch Aim:** | By April 2018 100% of Sgoil Araich children will experience play sessions that are self-directed and allow open-ended play. |
| **Project Progress** | |
| * This project was achieved. * *Building the Ambition* , Sections 6 & 7 were reviewed; * Some research into play has been undertaken eg. “*Play Toolkit*” * Staff have visited other pre-school settings and implemented examples of good practice observed; * Children are asked about what they want to learn and how they want to do things; * Children can access resources, ensuring they make their own choices; * Children make choices about their own learning. | |
| **Evidence & Impact** | |
| * Children experienced planned learning opportunities and were able to choose what they wanted to learn; * Children have opportunities to participate in open-ended play; * Children in the Sgoil Araich have the opportunity to display examples of their own learning on an internal display board; * Children can confidently talk to adults about their choices and can indicate when they want to change to other activities; * Children can choose their own resources to match their learning. * Pupils were observed during sessions. | |
| **Next Steps** | |
| * Further training to embed knowledge and understanding of all the different types of play as outlined in the *Play Toolkit*; * Continue to provide opportunities for pupils to have access to resources both indoors and outdoors. | |

**2.3 What progress have we made?**

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

|  |  |  |
| --- | --- | --- |
| **Quality Indicator** | **Evaluation** | **Evidence** |
| **1.3**  **Leadership**  **of Change** | * The school has been embedding the Vision, Aims and Values during the session. * Current thinking and research underpins improvements. * Staff are confident in initiating change and share their approaches with colleagues. * Staff are good at knowing what is important in their setting. * Staff capacity for improvement is continuously being built upon. Professional dialogue is evident at Sgoil Araich level and school level. * Staff know the community very well and build on this and children’s experiences. * Creativity is valued and encouraged – children contribute to their own learning and their ideas are acted on. * Staff work collaboratively, continually reflecting on and developing practice. Staff reflect on the impact on pupils of change and strategies. | * Feedback sheets * Vision statement * Values & aims * Curriculum rationale * Assemblies * Minutes * Meetings (school) * Meetings(Parent Council) * Rolling programmes of work * CLPL * PRDs (teaching staff) * SDAs (non-teaching staff) * Peer observations |
| **HGIOS4 Six-Point Scale Evaluation** | **3: Satisfactory** |
| **2.3**  **Learning, Teaching & Assessment** | * Sgoil Araich pupils are actively engaged in learning through spontaneous play and children experience a range of rich and challenging indoors and outdoors learning. * Pupils are actively encouraged from the early level to use digital technologies to enhance their learning experiences. * SA staff record pupils learning and achievements and share this with parents regularly via Learning Logs. * Professional dialogue supports effective transition partnerships from SA to P1 for at least half of the session. * Sgoil Araich staff involve children and parents in planning learning; ideas are acted on. * Activities are appropriately challenging across classes. * Pupils are provided with opportunities to contribute to the planning of their own learning across curricular areas. * All our pupils contribute to the life of the school and almost all of them (92%) participate in activities after school. * Pupils’ views are sought and acted on. * Good use is made of standardised and non-standardised data to improve outcomes for learners. * We have clear information on pupil attainment across the curriculum, particularly Literacy and Numeracy. * Very good partnership working leads to very good learning and teaching in classrooms. * Our staff are highly skilled and work together to ensure learning is motivating and meaningful. | * Classroom observation records * Planning folders and feedback sheets for staff * IDL planning sheets * Focus group feedback * Planning carousels * RAFA projects – for individuals and/or groups – including the use of run charts. * Attainment review meetings – minutes. * Tracking of pupils’ progress / CfE levels in literacy and numeracy * Baseline measures – results * Teacher professional judgements +   SNSA results (for P7)  RAFA focus projects |
| **HGIOS4 Six-Point Scale Evaluation** | 4: Good |
| **3.1**  **Ensuring Wellbeing, Equity and Inclusion** | * Very positive relationships across the Sgoil Araich and school including families and partners. * Positive behaviour promoted via positive relationships and good role models. * Pupils are involved in decisions that affect them eg. via Pupil Council, Buddies * Any (potential) barriers to learning identified as soon as possible – advice sought from colleagues, parents to “close the gap” and address any issues. * Pupils are developing a good knowledge and understanding of the wellbeing indicators (8 in total) with the majority of older pupils confidently articulating what they are. * A vibrant and busy Pupil Council and Newsletter group. * A vibrant and busy Eco Committee who have driven forward our vision for the school garden and polycrub; they are working together, in partnership , with a parent and the school assistant. * Outdoor spaces are used effectively to enhance learning and teaching; in association with partners, the school is aiming to acquire a “Teaching Polycrub: Classroom”. * We created a *Fundraising Calendar* in the context of poverty-proofing our school and shared it with the Parent Council – an effective and very visual tool. | * Focus groups * Classroom observations * Minutes * Child’s Plans (ASN) * Fundraising calendar * Pupil Council minutes * Parent Council minutes * Newsletter minutes * Eco group minutes |
| **HGIOS4 Six-Point Scale Evaluation** | Good |
| **3.2**  **Raising Attainment & Achievement**  **HGIOELCC:**  **(Sgoil Araich) Securing Children’s Progress** | * Most pupils are achieving in Numeracy: 82% * Almost all pupils are achieving in Literacy (Reading): 95% * Almost all pupils are achieving in Literacy (Listening and Talking) : 91% * Most pupils are achieving in Literacy (Writing) : 77% * Staff use assessments and data to plan learning and intervention strategies. * Our pupils are excellent contributors to the life of the school and can demonstrate their skills out with school. * Pupils will share their achievements with staff and peers. * A continued focus on the STEM subjects (Science, Technology, Engineering and Maths) with specific focus weeks on Science and Maths during 2017/18. * Pupils showcase their learning eg. at Assemblies, concerts, national competitions (STEM @ Inverness). * Children develop very good physical skills and make use of a very good outdoor environment – they are outdoors every day. * Individual pupil progress is shared with parents via Learning Logs/profiles * Children learn new vocabulary with a focus on a new word/phrase each week – this is displayed for parents – they are encouraged to learn as well! * Staff talk to children about their learning and use well-timed interventions; there is good role-modelling of Gaelic language. * Strong ethos of, and on, developing Gaelic language skills. * Very good partnership with the early years classroom; planned learning and transition activities that are engaging and motivating. * Transition activity calendar in place and shared with staff and parents. | * “On Track to Achieve” * Gender data analysis * Attainment Review meetings (termly) * Moderation * Tracking of Wider Achievements * Assemblies * Noticeboards * Attendance monitoring (monthly) – info shared with staff. * Letters to parents re dropping attendance * Learning Logs/profiles * Observations * Learning logs * Sgoil Araich noticeboards * Transition timetables * Transition activities * Planned learning including participation in focus weeks eg. Science |
| **HGIOS4 Six-Point Scale Evaluation** | Good |

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

Following the HMIE inspection in May 2017, no further reviews have taken place.

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

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

* Tracking skills across the curriculum
* Develop the Digital Literacy (Technologies)organiser and skills across the curriculum

**3. School Improvement Plan 2018-19**

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

**3.1 Creating the Plan**

The School Improvement Plan set out below was created as a combination of the priorities identified from our evaluative work described in section two and action pints identified by the Inspection in May 2017. The third project below has been created specifically from the views expressed by learners and parents about how we communicate and engage with them.

In addition, we will work in partnership with our Pupil Council to create a pupil-friendly version of the plan for all our learners to access.

**3.2 What are our improvement projects?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improvement Project 1** | Tracking skills across the curriculum | | | |
| **NIF Priority:** | Improving employability skills for all young people | | | |
| **NIF Driver:** | School Improvement | | | |
| **HGIOS4 or HGIOELC QIs:** | 1.1, 1.3, 2.2, 3.2, 3.3 | | | |
| **CnES Business Plan Links:** | Key priority 1 and 4 | | | |
| **Stretch Aim(s)** | | | | |
| Pupils from Sgoil Araich to P7 will know and demonstrate appropriate core **(employability)** skills by May 2019. | | | | |
| **Target Group** | | | | |
| Sgoil Araich – P7 | | | | |
| **Planned Outcomes (SMART Primary Drivers)** | | | | |
| * Create a common skills set * Share skills list with pupils and with parents * Develop and embed the language of skills * Link the skills to the 3-18 Career Education Scotland “I can “ statements * Link the skills to the Health and Wellbeing SHANARRI indicators * Skills to be developed will be indicated at the planning stage * Pupils in P5-7 will identify skills being developed when creating their success criteria. | | | | |
| **Baseline Measures** | | | | |
| * Pupils will complete a health and wellbeing self-evaluation in September 2018 and March 2019 | | | | |
| **Change Actions & Methodologies (Secondary Drivers)** | | **Reporting Responsibility** | **Completion**  **Deadline** | **Measures of Success** |
| Staff to create a core set of skills. | | Staff  HT | Sept 2018 | A core set of skills will be created. and identified in planned learning. |
| Share the core skills list with pupils and with parents. | | Staff  HT | Sept 2018 | Interactive wall in corridor displaying skills. |
| Develop and embed the language of skills across the curriculum. | | Staff  HT | May 2019 | Language of skills evident in almost all Learning Logs, focus groups and learner conversations. |
| Track and monitor skills development. | | Staff  HT | May 2019 | Use of the “I can“ statements at the planning stage. for all areas of the curriculum. |
| Pupils will record and reflect on learning using the language of skills. | | Staff | May 2019 | >90% of pupils will be able to identify up to 10 skills being developed (Early & Frist level) and up to twenty skills (Second level). |
| Staff will use the Career Education Scotland “I can” statements to assess progress. | | Staff  HT | May 2019 | “I can” statements are tracked in plans. |
| Pupils use the Health and Wellbeing SHANARRI templates to assess personal progress. | | Staff  HT | Sept 2018  May 2019 | An increase of 1 level in >4 of the SHANARRI Indicators for almost all of the pupils.  (on a 10 point scale) |
| **Resources** | | | | |
| Health and Wellbeing (Hub C) resource incl templates | | | Moray Council skills set | |
| Aberdeenshire skills framework | | | Parents/Partners | |
| CNES 3-18 toolkit / CES 3-18 | | | My World of Work | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Improvement Project 2** | Develop the Digital Literacy (Technologies) organiser and skills across the curriculum with a focus on literacy. | | |
| **NIF Priority:** | Improving attainment in literacy | | |
| **NIF Driver:** | School Improvement | | |
| **HGIOS4 or HGIOELC QIs:** | 1.1, 1.3, 3.1, 3.2, 3.3 | | |
| **CnES Business Plan Links:** | Key priorities 1 and 4 | | |
| **Stretch Aim(s)** | | | |
| By May 2019 improve ( literacy) skills of almost all pupils by up to 10% through the application of digital literacy skills. | | | |
| **Target Group** | | | |
| All children from SA – P7 | | | |
| **Planned Outcomes (SMART Primary Drivers)** | | | |
| * Audit of Digital Literacy curriculum organiser (Technologies) * Create a common skills list * Pupils plan their learning in Digital Literacy with a focus on literacy skills * Almost all pupils will improve their attainment in literacy * Partnership planning to increase knowledge and understanding of cyber resilience and internet safety | | | |
| **Baseline Measures** | | | |
| * Baseline audits for pupils / staff / parents * “On Track to Achieve “ : June 2018 & June 2019 * Baseline on pupil confidence in digital literacy skills * Digital Schools Award criteria to be met (long term) * 360° Safe audit progressed to next level | | | |
| **Change Actions & Methodologies (Secondary Drivers)** | **Reporting Responsibility** | **Completion**  **Deadline** | **Measures of Success** |
| Review existing practice of digital literacy. | Staff  Parents  Pupils | Jan 2019 | Pupil audit will be completed.  Staff audit will be completed.  Parent audit will be completed |
| Identify areas in digital literacy that need to be developed. | Staff  HT | Jan 2019 | Collated audit results will be analysed. |
| Provide relevant, stimulating and challenging learning experiences. | Staff | May 2019 | >90% of pupils will indicate challenge in their learning. |
| Develop a common skills list.  Pupils will identify, know and demonstrate skills being developed in their learning. | Staff  Staff  HT | Oct 2018  April 2019 | A skills list will be created for use across all levels/classes.  >90% of pupils will be able to identify two skills being developed (Early & Frist level) and up to four skills (Second level) |
| Pupils identify where digital literacy skills can be applied to literacy tasks. | Staff | May 2019 | >90% of pupils will , through literacy tasks, improve attainment in literacy. |
| Pupils identify opportunities where they can apply their skills in a range of contexts | Staff | April 2019 | Pupils will contribute to planning learning experiences.  Pupils at 2nd level will use the benchmarks at the planning stage. |
| Revise progress to date with the 360° Safe audit. | HT  Staff | Nov 2018 | Next steps in the audit will be identified. |
| Develop partnerships to progress knowledge and understanding of cyber resilience & internet safety. | Staff  HT | March 2019 | Track progression within the Digital Schools Award. |
| **Resources** | | | |
| Digital Schools Award resources (on-line) | | Technologies Experiences & Outcomes | |
| Technologies Benchmarks | | NSPCC | |
| LA personnel incl. H Budge/ G Mackay | | Play Scotland site (cyber resilience tab) | |
| *Digital Literacy Week – planned for May 2019* | |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improvement Project 3** | Support the mental and emotional wellbeing of pupils in relation to change. | | | |
| **NIF Priority:** | Improvement in children and young people’s health and wellbeing. | | | |
| **NIF Driver:** | School improvement | | | |
| **HGIOS4 or HGIOELC QIs:** | 3.1, 3.2, 2.7 | | | |
| **CnES Business Plan Links:** | Key priority 3 | | | |
| **Stretch Aim(s)** | | | | |
| By May 2019 pupils in the target group will be supported to develop skills and strategies in relation to change including P7 transition. | | | | |
| **Target Group** | | | | |
| Pupil Equity Fund pupils ; P7 pupils | | | | |
| **Planned Outcomes (SMART Primary Drivers)** | | | | |
| * Pupils engage in activities that support emotional needs * Partnership planning to enhance learning activities * Track pupil progress * Develop coping strategies * Have a nurturing start/approach to pupils’ day | | | | |
| **Baseline Measures** | | | | |
| * Monitor engagement using Likert Scale / Leuven scale * Monitor attitudes towards change using a Wellbeing Wheel * Use of Hub C materials (SHANARRI templates etc) | | | | |
| **Change Actions & Methodologies (Secondary Drivers)** | | **Reporting Responsibility** | **Completion**  **Deadline** | **Measures of Success** |
| Staff to increase knowledge and understanding of mental and emotional wellbeing. | | HT | Dec 2018 | Staff knowledge and understanding will have increased. |
| Staff will draw on the expertise of others to ensure that children progress in the most effective way. | | HT | May 2019 | Skills and activities will be planned alongside partners.  >90% of pupils will show clear signs of involvement and improved confidence. |
| Staff will work with partners to plan opportunities to support mental and emotional wellbeing.  Pupils will be involved in planning their learning. | | Staff | May 2019 | All pupils will participate in planned opportunities.  Pupils will contribute to planning their own learning experiences. |
| Learning and teaching will engage in and take account of pupils’ views and experiences. | | Staff | April 2019 | Almost all observe learning and teaching will evidence that pupils’ views and experiences are taken account of. |
| Partnership working to engage the active support of parents. | | HT | Oct 2018 | All parents will complete a Parent planning Carousel in Sept 2018.  A follow-up evaluation will be undertaken in May 2019. |
| **Resources** | | | | |
| Hub C resources (Cycle 1) | | | Education Attainment Worker | |
| Transition resources | | | Support for Learning staff | |

**3.3 Maintenance Areas**

|  |  |  |  |
| --- | --- | --- | --- |
| **Project/Area** | **Responsibility** | **Completion**  **Deadline** | **Measures of Success** |
| Updating of policies | HT / Staff | June 2019 | All relevant policies will be updated. |
| Health and Wellbeing: SHANARRI | Staff / HT | May 2019 | >90% will know (Early & First level) what up to 4 of the indicators mean.  100% will know (Second level) what all 8 indicators mean. |
| RAFA: raise attainment with a plan, do, study, act approach across all classes. | Staff / HT | May 2019 | >10% increase in pupil attainment in focus themes. |
| Baseline measures to be planned. | Staff / HT | October 2018 | >80% of baseline measures will be planned and carried out. |
| Eco School: Green Flag: continue progress towards achievement of Green Flag status | Staff/ HT | May 2019 | Identified actions towards completion of Green Flag completed |

**4. Glossary of Terms**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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