COMHAIRLE NAN EILEAN SIAR

Roinn an Fhoghlaim is Seirbheisean Chloinne

Sgoil Bhreascleit

Aithisg Ìre de Mhathas 2018-19
Plana Leasachaidh na Sgoile 2019-20

Standards & Quality Report 2018-19
School Improvement Plan 2019-20
(SQIP)

A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together

Combined
Standards & Quality Report for 2018-19 and School Improvement Plan 2019-20 (SQIP)

Contents

What the words mean:

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

A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together

1. The Context of the School

1.1 The school and its community

Sgoil 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 29 primary pupils and 4 pre-school pupils supported by 14 teaching and non-teaching staff. During 2018/19 our average attendance rate was 95.6%. 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.

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

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.

1.3 Summary of progress towards improvement:

During the 2018-19 session, almost all of our pupils reached their curricular milestones in literacy (reading) and most of our pupils reached their curricular milestones in literacy (writing). Most of the pupils reached their curricular milestones in Numeracy. Our average attendance rate was 95.6%

Our 2 identified projects during session 2018/19 achieved their aim.

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 2018-19

This section reports on the progress the school has made during the 2018-19 session on improvement priorities, School Improvement Plan projects and with the four key National Improvement Framework priorities.

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

2.1 Our progress towards achieving National Improvement Framework Priorities

1) **Improvement in Literacy & Numeracy**
   Almost all pupils attained high outcomes in reading, listening and talking and most pupils attained good outcomes in writing and numeracy. Standardised testing was undertaken and completed: Reasoning (P1), MCNG (P1), SNSA (P4), CAT (P5), MCNG (P7) and SNSA (P7) – results were recorded and analyzed; parents were informed of results and appointments offered to discuss the results. *Raising Attainment for All (RAFA)* projects during 2018/19 all fully achieved their aims and planned outcomes.

2) **Closing the attainment gap between the most and least disadvantaged children**
   Across all classes there has been a consistent approach in the use of improvement methodologies to deliver and measure planned interventions in learning and teaching. There has been a sharing of strategies and approaches that have supported the school in improving pupil engagement through teaching and learning activities.
   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, supported in the main by our very proactive Parent Council.
   - 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.
   - There has been a relentless focus on "Poverty-proofing" the school at Parent Council meetings (once per term).
   - 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).
   - Posters regarding applying for free school meals/clothing grants are displayed on noticeboards in the school, in the Sgoil Araich and in the local community hall. Parents are made aware of the potential availability of £100 (criteria applies) as outlined in the Cost of the School Day document.

3) **Improvement in Children and Young People's Health & Wellbeing**
   All the pupils in P5-7 classes continue to be supported in progressing their understanding of the meaning of the 8 SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included). The school has now completed almost 75% 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 has been further progressing this throughout 2018/19 – an Action Plan is in place with 10 identified actions. Over half of the actions have been completed. Parents are involved in supporting the school achieve the (applicable) targets.

4) **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 outwith school. Partners are now evaluating the learning experiences as well as planning them alongside staff/pupils.

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 2018-19 academic year.

Improvement Priority 1	Tracking skills across the curriculum
NIF Priority:	Improving employability skills for all young people
NIF Driver:	School Improvement
HGIOS4 /HGIOELC QIs:	1.1, 1.3, 2.2, 3.2, 3.3
Project Stretch Aim:	Pupils from Sgoil Araich to P7 will know and demonstrate appropriate core skills by May 2019

Project Progress

- A common skills set was developed
- Pupil-friendly skills sentence starters created and shared with pupils
- Pupils use the sentence starters when completing their learning logs
- Teachers' planning identifies the skills being developed across the curriculum.

Evidence & Impact

- All staff use and implement the "Skills " set
- Pupils use the sentence starters
- Pupils are becoming confident at talking about "skills"
- Pupils record in their learning Logs using the language of skills
- Staff select identified skills at the planning stage

Next Steps

- Continue to develop the language of skills
- Build on identifying a wider range of skills

Improvement Priority 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 /HGIOELC QIs:	1.1, 1.3, 3.1, 3.2, 3.3
Project Stretch Aim:	By May 2019 improve (literacy) skills of almost all pupils by up to 10% through the application of digital literacy skills.

Project Progress

- An audit of Digital Literacy was completed including the Digital Schools Award (pupils, staff & parents0
- Digital Literacy skills were identified and listed
- Tracking shows that pupil attainment in Literacy has improved – there has been a 3% increase in Gaelic writing and English writing evidences a 7% increase in attainment
- Partnership planning has increased knowledge and understanding of cyber resilience and non-line safety

Evidence & Impact

- Completed audit of digital literacy across the school
- An Action Plan was created and implemented for the digital skills Award
- An Action Plan was created for 360° Safe - almost all actions have been completed
- "On Track to Achieve" documents evidence progress in literacy attainment
- A transition plan by Community Learning and Development (CLD) was created and implemented

Next Steps

- Parent & pupil workshops : On-line Safety
- Consider creating a Digital Literacy Progression Pathway
- The Parent Partnership Group to review existing e-safety policy

Improvement Priority 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 /HGIOELC QIs:	2.7, 3.1, 3.2
Project Stretch Aim:	By May 2019 pupils in the target group will be supported to develop skills and strategies in relation to change including P7 transition.

Project Progress
• Staff knowledge and understanding of mental and emotional wellbeing has increased • Staff have monitored and planned learning alongside partners to ensure effective progress • Staff have worked with partners to plan opportunities to support pupil wellbeing; pupils are given opportunities to be involved in planning their learning • Observed learning and teaching, including focus Groups, show that pupils views and experiences are taken account of

Evidence & Impact
• Staff working with and learning from up-to-date guidance • Likert scales evidence a high level of engagement ; a transition programme is in place for all of P7, with some additional learning experiences planned for P7 girls (alongside Sgoil Shiaboist) • Pupils are involved in planning their learning on a termly basis • Pupils have a voice in their learning via classroom planning , scheduled focus groups

Next Steps
• Continue to plan and evaluate alongside partners

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 continues to embed the Vision, Aims and Values, sharing it with partners and parents. • 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. • All pupils are provided with opportunities to plan and lead their own learning. • 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 • SCEL teacher Leadership courses
	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 outdoor 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.	• 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

	- 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 (97%) 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. - Pupils engage in peer and self-assessment regularly. - 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.	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 and parents to "close the gap" and address any issues. - Effective strategies are in place that improve attainment and achievement for pupils who face specific challenges. - 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, working towards our Green Flag. - 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 - Eco Schools site
	HGIOS4 Six-Point Scale Evaluation	Good
3.2 Raising Attainment & Achievement	- Most pupils are achieving in Numeracy: 79% - Almost all pupils are achieving in Literacy (Reading): 94% - Almost all pupils are achieving in Literacy (Listening and Talking) : 94% - Most pupils are achieving in Literacy (Writing) : 88% - 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 a specific focus week in May 2019. - Pupils showcase their learning eg. at Assemblies, concerts, national competitions (STEM @ Glasgow). - Staff make confident professional judgements about how well pupils are learning and progressing.	"On Track to Achieve" - Gender data analysis - Attainment Review meetings (termly) - Moderation - Tracking of Wider Achievements - Assemblies - Noticeboards - Attendance monitoring termly) – info shared with staff. - Letters to parents re dropping attendance - Learning Logs/profiles - Baselines

HGIOELCC: (Sgoil Araich) Securing Children's Progress	- 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 selected words/phrases – this is shared with 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.	- 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 an interim follow-up visit was undertaken in October 2018 – this was done in conjunction with the Local Authority.

2.5 What are our key priorities for improvement in 2019-20?

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 2019-20

- By May 2020, all pupils will experience a developmentally appropriate curriculum in literacy – specifically phonics and grammar.
- By May 2020, over 90% of pupils will be aware of an increasing number of rights, linking their learning to the wellbeing indicators.

3. School Improvement Plan 2019-20

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 , taking cognisance of local authority and national priorities.

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	Taking a whole school approach to literacy development
NIF Priority:	Improvement in attainment
NIF Driver:	School improvement
HGIOS4 or HGIOELC QIs:	1.1, 1.3, 2.2, 3.2
CnES Business Plan Links:	

Stretch Aim(s)			
By May 2020, all pupils will experience a developmentally appropriate curriculum in literacy – specifically phonics and grammar.			

Target Group			
SA – P7			

Planned Outcomes

- A whole school understanding of literacy development , language and communication
- A consistent whole school approach to phonics/phonological awareness and grammar
- A consistent whole school approach to grammar
- Almost all pupils will achieve >5% increase in spelling attainment using the common words
- Families will develop a knowledge and understanding of the school's approach to Emerging Literacy

Baseline Measures

- Emerging Literacy baselines- use of continuums

Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Develop a whole school understanding of Emerging Literacy principles including available resources.	HT	Dec 2019	All staff will have a basic knowledge and understanding of Emerging Literacy.
Embed the Emerging Literacy approach at early level (Sgoil Araich and P1)	HT	April 2020	100% of early level children will have been tracked in all 4 areas of foundational literacy skills. Trackers will be updated termly.
Audit of existing phonics programme/ spelling programme	HT	Sept 2019	Audit complete
Create a developmentally progressive approach to phonics/spelling	HT	Feb 2020	A phonics spelling programme will be in place.
Audit of existing grammar programme.	HT	Sept 2019	Audit complete
Create a developmentally progressive approach to grammar.	HT	March 2020	A grammar programme will be in place.
All class teachers will identify and assess any pupils with gaps in their foundational literacy skills.	Class teachers	Oct 2019	100% of identified pupils will be assessed using the emerging literacy resources.
Teachers will plan emerging literacy activities to support literacy development.	Class teachers	Oct 2019	Completion of Emerging Literacy overview planner.

Teachers will develop strategies to support pupils working memory. Teachers will adapt language and tasks to promote success in learning.	Class teachers	March 2020	Pupils will identify an appropriate strategy (referencing class wall display).
Deliver a family learning workshop on Emerging Literacy.	HT	October 2019	>50% of families invited will attend the workshop.
Resources			
Northern Alliance resources		Emerging Literacy on-line resources	
Staff meetings			

Improvement Project 2	To further develop Health and Wellbeing, putting the "Rights of the Child" at the centre of the school ethos.
NIF Priority:	Improving children and young people's health and wellbeing
NIF Driver:	School Improvement
HGIOS4 or HGIOELC QIs:	1.2, 2.3, 3.2
CnES Business Plan Links:	

Stretch Aim(s)			
By May 2020, over 90% of pupils will be aware of an increasing number of rights , linking their learning to the wellbeing indicators.			

Target Group

SA – P7

Planned Outcomes (SMART Primary Drivers)

- All pupils will have a knowledge of the principles of children's rights
- All pupils will be able to identify a number of Children's Rights (age and stage appropriate)
- Pupils will have an increased involvement in decision –making opportunities within the school
- Pupils (identified by staff) will be able to identify and discuss the impact of change
- The majority of parents will have developed their knowledge and understanding of Children's Rights

Baseline Measures

- Baseline audits in August 2019; follow-up audits in May 2020 (Rights Respecting Schools)
- Monitor inclusion in "decision-making" groups (September + April)
- Monitor engagement using Likert Scale / Leuven Scale

Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Complete a Rights Respecting Schools questionnaire: One for pupils One for parents	HT/Staff	9/19	The questionnaire will be completed by pupils. The questionnaire will be completed by parents
Create an Action Plan based on the results of the above questionnaires.	HT/Staff	Sept 2019 May 2020	An Action Plan will be in place . Actions will be completed.
Pupils will develop knowledge and understanding about children's rights.	Staff	May 2020	>90% of pupils will increase their knowledge and understanding of children's rights.
Pupils will show increased involvement in whole-school decision making.	HT/Staff	May 2020	All pupils at second level will have been involved in decision-making (Focus Groups). All other pupils will have had at least 1 opportunity to be involved in whole school decision-making.
Pupils will be able to evaluate the impact of whole school decision-making, including their involvement.	HT/Staff	May 2020	Pupils will, once a month, share and evaluate whole-school decision-making.
Through partnership working, support pupils to develop coping strategies in relation to change.	Staff	May 2020	All pupils will participate in opportunities planned alongside partners.
Parents will know and understand "Children's Rights" and how they support learning experiences.	HT	Dec 2019	>50% of parents will attend a planned session on children's rights

Resources	
Rights Respecting Schools website including registration	*How Good is OUR School* Parts 1 & 2 (Publication)
United Nations Convention on the Rights of the Child materials (available in Gaelic)	*Getting it Right for Every Child* (SHANARRI) resources
Learning for Sustainability resources	

3.3 Maintenance Areas

Project/Area	Responsibility	Completion Deadline	Measures of Success
Updating of policies	HT / Staff	June 2020	All relevant policies will be updated.
Health and Wellbeing: SHANARRI	Staff / HT	May 2020	>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: continue to raise attainment with a plan, do, study, act approach across all classes.	Staff / HT	May 2020	>10% increase in pupil attainment in focus themes.
Eco School: Green Flag: continue progress towards achievement of Green Flag status	Staff/ HT	May 2019	Identified actions towards completion of Green Flag completed
Digital Schools Award: review actions and add to on-line evidence	Staff	Oct 2019	Further progress towards achieving the next stage of the award will be evidenced.
360 Safe Audit	HT	Oct 2019	Further progress towards achieving the next stage of the award will be evidenced.

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.