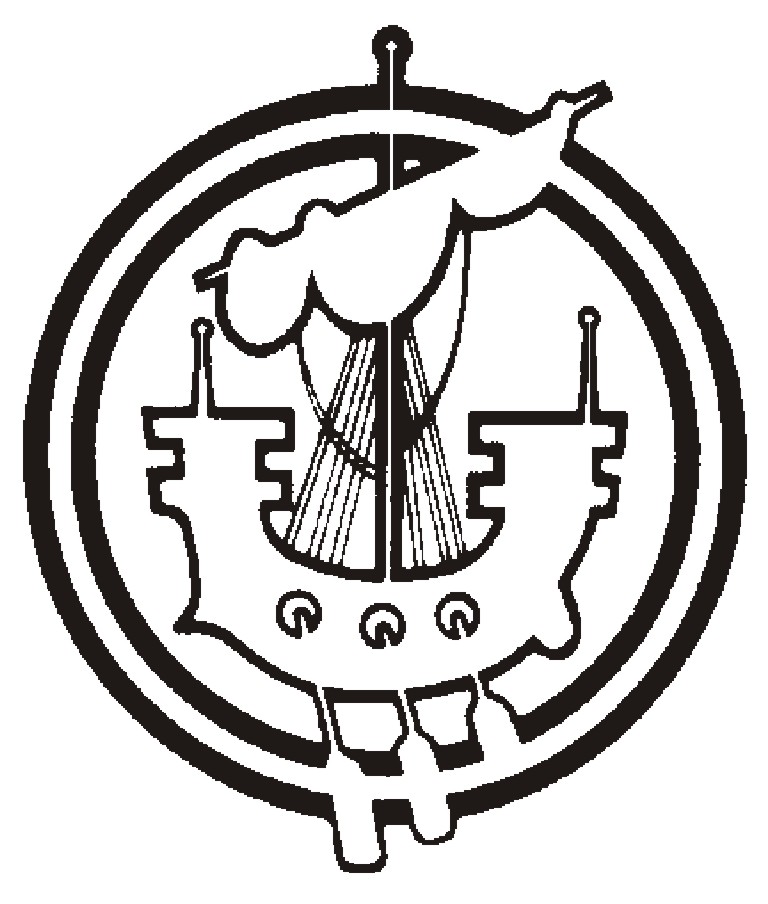
*Roinn an Fhoghlaim is Seirbheisean Chloinne*

Sgoil Bhreascleit

**Aithisg Ìre de Mhathas 2020-21**

**Plana Leasachaidh na Sgoile 2021-22**

**Standards & Quality Report 2020-21**

**School Improvement Plan 2021-22**

**(SQIP)**

**Combined**

**Standards & Quality Report for 2020-21**

**and School Improvement Plan 2021-22**

**(SQIP)**

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**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. **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 in Gaelic including a Gaelic pre-school.

The school currently has a roll of 20 primary pupils and 13 pre-school pupils supported by 15 teaching and non-teaching staff. During 2020/21 our average attendance rate was 97.44%, an increase of just over 1%. 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 apply new skills in different contexts
* Be 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 (any) difficulties 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 2020-21 session, most of our pupils reached their curricular milestones in Gaelic reading , the majority of pupils reached their curricular milestones in Gaelic writing and most of our pupils reached their curricular milestones in English writing. Most pupils reached their curricular milestones in Numeracy. Almost all pupils (not P1-3) achieved their appropriate levels in English reading and the majority achieved the appropriate level in English writing. Our average attendance rate was 97.44%

Our 2 identified projects during session 20120/21 partially achieved their aims (due to lockdown periods they were not fully completed/achieved).

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.

**2. Standards & Quality Report 2020-21**

This section reports on the progress the school has made during the 2020-21 session on improvement priorities, School Improvement Plan projects and with the 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 the 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**

Most of our pupils reached their curricular milestones in Gaelic reading , the majority of pupils reached their curricular milestones in Gaelic writing and most of our pupils reached their curricular milestones in English writing. Most pupils reached their curricular milestones in Numeracy (80%). Almost all pupils (not P1-3) achieved their appropriate levels in English reading (92%) and the majority achieved the appropriate level in English writing.

1. **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 continues to be a sharing of strategies and approaches that have supported the school in improving pupil engagement through teaching and learning activities – this was evident during lockdown with an average of 92% of pupils engaged weekly.

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

* Sharing 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 – this was reduced during the past session due to COVID19.
* There has been a relentless focus on “Poverty-proofing” the school at Parent Council meetings (once per term). This is a regular item on the agenda.
* Encouraging, via advertising, the uptake of free school meals and clothing grants – ensuring all families are aware of this.
* All funded children in Sgoil Araich are entitled to a free school meal.
* Promotion of school meals for all of P1-3 (free to all P1-3 as part of Scottish Government initiative).
* All P3 families have been informed that the entitlement to Free School Meals will be continuing beyond June 2021 ; all families were informed that P5 will become eligible for free school meals in January 2022. All other families have been encouraged to apply for free school meals if they meet the criteria. A note was issued to all families in June 2021.
* 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. The information is also shared electronically with parents.
* Parents are made aware of the potential availability of £100 (criteria applies) as outlined in the Cost of the School Day document.

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

All the pupils 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 focus for the session, 2020/21, was on – **Healthy** and **Achieving.** In a questionnaire most of our pupils indicated that they felt they were healthy (over 77%) and none of them scored themselves lower than a 7 (out of 10); a few (6%) thought that they were not achieving – this is a slight increase to September 2020 but it could be as a result of the second lockdown. This is particularly relevant in the current context with COVID-19 and lockdown. A lot of work was undertaken during 2019/20 on progressing our 360°Safe agenda. The school is now ready to undertake the Local Authority Accreditation for 360°Safe, Internet Safety (this was scheduled for April 2020 but is to be rescheduled). Information on progress has been shared regularly with the Parent Council through the Head Teacher’s termly report. All parents received a Learning and Teaching update in June 2021 that summarized learning across the Wellbeing Indicators.

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- COVID19 has impacted on this. 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 (there is currently an acknowledgement that many clubs, post lockdown, have not restarted). Partners evaluate the learning experiences as well as planning alongside staff/pupils.

**5) Initial response to supporting children, families and school communities throughout the COVID-19 crisis**

All pupils across all classes, including the Sgoil Araich were supported with home learning during the

COVID-19. There was 92% engagement on a weekly basis across the school community. Pupils

shared their learning with staff via online tools such as Seesaw. Staff set up V-scene links for teaching

and learning and ensured that all pupils had functioning GLOW accounts/passwords. Almost all pupils

had access to technology and where it was identified that a child required a laptop at home, school

secured/sourced this for them.

**2.2 How successful were our improvements?**

This section provides a detailed summary of the progress made in the delivery of the School Improvement Plan projects for the 2020-21 academic year.

|  |  |
| --- | --- |
| **Improvement Priority 1** | Develop oral Gaelic language skills and fluency. |
| **Project Progress** | |
| * The audit was completed and gaps in listening and talking were identified * Learning was planned using the audit - this included focussed input / support from the Education Attainment Worker on a fortnightly basis * Pupils experienced play-based learning experiences (within COVID restrictions) with a focus on Gaelic language acquisition | |
| **Evidence & Impact** | |
| * Listening and Talking audits have shown an improvement in skills * The focussed input with the Education Attainment Worker showed an improvement in Gaelic oral language skills * Play-based experiences have developed oral Gaelic language skills | |
| **Next Steps** | |
| * Pupils in the older classes to work collaboratively alongside P1-4 to provide further virtual opportunities for developing listening and talking skills | |

|  |  |
| --- | --- |
| **Improvement Priority 2** | To further develop Health and Wellbeing, putting the “Rights of the Child” at the centre of the school ethos. |
| **Project Progress** | |
| * Progress continues towards achieving Silver in the RRSA scheme , with 70% of actions either completed or near completion. Only 12% of actions remain unaddressed. The remaining 18% of actions have been started. * All of the UNCRC Articles have been shared with children from P1 to P7. * Almost all of our pupils can show that they have a knowledge and understanding of UNCRC | |
| **Evidence & Impact** | |
| * Pupils who are able to articulate UNCRC Articles they have been taught * Our Action Plan (towards Silver Award) evidences the developing knowledge and understanding of each of the 3 strands * Staff knowledge and understanding has deepened and staff are now embedding UNCRC into and across the 4 contexts of learning | |
| **Next Steps** | |
| * Continue towards achieving the RRSA Silver Award * Share the learning with parents * Re-instate a pupil working group during the coming session (2021/22) * Personalise and update the 4 contexts of learning based on the Refreshed Narrative | |

**2.3 What progress have we made?**

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

|  |  |  |
| --- | --- | --- |
| **Quality Indicator** | **Evaluation** | **Evidence** |
| **2.3**  **Learning, Teaching & Assessment** | * Sgoil Araich pupils are actively engaged in learning through spontaneous play and children experience a range of good, rich and challenging indoors and outdoor learning. * Pupils are actively encouraged and provided with opportunities, from early level, to use digital technologies to enhance their learning experiences. * Sgoil Araich staff record pupils’ learning and achievements and share this with parents regularly via Learning Logs/Seesaw. * Professional dialogue supports effective transition partnerships from Sgoil Araich to P1 for at least half of the school session – impacted by COVID19 * 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 * Pupils’ views are sought and acted on including the use of a self-evaluation toolkit *How Good is OUR School.* * Good use is made of standardised and non-standardised data to improve outcomes for learners – impacted by COVID19. * 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 – impacted by COVID19. * Our staff are highly skilled and work together to ensure learning is motivating and meaningful. * Our learning environment is built on very good , positive and nurturing relationships which lead to high quality learning outcomes for pupils. * We will continue to build on good practice in outdoor learning. | * Classroom observation records * Planning folders and feedback sheets for staff * IDL planning sheets * Focus group feedback * Planning carousels * Attainment review meetings – minutes. * Tracking of pupils’ progress / CfE levels in literacy and numeracy * Baseline measures – results * Teacher professional judgements |
| **HGIOS4 Six-Point Scale Evaluation** | 4: Good |
| **3.1**  **Ensuring Wellbeing, Equity and Inclusion** | * There are very positive relationships across the Sgoil Araich and school including with families and partners. * Parent questionnaires are issued annually to Sgoil Araich parents; a recent questionnaire identified that 90% of parents agreed that staff work in partnership with parents to care for and educate their children. * Over 80% of Sgoil Araich parents shared that, throughout lockdown periods, staff kept in touch with families and shared learning activities. * Positive behaviour promoted via positive relationships and good role models. * Pupils are involved in decisions that affect them eg. via Pupil Council, Buddies, Rights Respecting Schools (impacted by COVID) * 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 the eight are. * A vibrant and busy Pupil Council, Eco Group, Rights Respecting Schools Committee and Newsletter group – impacted by COVID19. * A vibrant and busy Eco Committee who have driven forward our vision for the school garden/polycrub; they are working in partnership with a parent and the school assistant towards achieving the Green Flag Award.: all of this has been impacted by COVID during 2020/21. * Good progress has been made on ensuring that all staff, parents and pupils know and understand the SHANARRI indicators and the UN Rights of the Child; we will continue to focus on this during the coming session. * Outdoor spaces are used effectively to enhance learning and teaching; in association with partners, the school has now acquired a second polycrub - 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 * Questionnaires * Minutes * Child’s Plans (ASN) * Fundraising calendar * *Pupil Council minutes* * Parent Council minutes * *Newsletter minutes* * Eco group minutes * Eco Schools site * Rights Respecting Schools Committee * *Minutes from the Rights Respecting Schools Committee* * Questionnaires; assemblies that address SHANARRI and UNCRC |
| **HGIOS4 Six-Point Scale Evaluation** | Good |
| **3.2**  **Raising Attainment & Achievement**  **HGIOELCC:**  **(Sgoil Araich) Securing Children’s Progress** | * Most pupils are achieving milestones in Numeracy: 80% * All pupils are achieving milestones in English Literacy (Reading): 100% * Most pupils are achieving in Listening and Talking : 78% * All pupils are achieving in English Writing: 100% and the majority of pupils are achieving in Gaelic writing (65%) * 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. * Pupils’ achievements are tracked and recognised. * A continued focus on the STEM subjects (Science, Technology, Engineering and Maths) . * Staff make confident professional judgements about how well pupils are learning and progressing. Staff discuss individual pupil attainment and progress once per term with the Head Teacher. * 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/ Seesaw- implemented during Lockdown. * Staff talk to children about their learning and use well-timed interventions; there is good role-modelling of Gaelic language across the whole school, including Sgoil Araich. * Strong ethos of, and on, developing oral Gaelic language skills. * Very good partnership between the Sgoil Araich and 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 – impacted by COVID19. * We will analyse the impact of outdoor learning experiences on progress and achievement. | * “On Track to Achieve” * Gender data analysis * Attainment Review meetings (termly) * MCNG reports (P1, P4 & P7) * Moderation * Tracking of Wider Achievements * Assemblies * Noticeboards * Attendance monitoring (termly) – info shared with staff. * Letters to parents re dropping attendance * Learning Logs/profiles/Seesaw * Baselines * Observations * Sgoil Araich noticeboards * Transition timetables * Transition activities * Planned learning |
| **HGIOS4 Six-Point Scale Evaluation** | Good |

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

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

Taking into account all of the information set out in section two of the report as well as local and national priorities, the school has identified the following areas for improvement in 2021-22:

1. Numeracy (2) Health and Wellbeing (HWB)

**3. School Improvement Plan 2021-22**

This section uses the evaluative evidence from the Standards and Quality Report to develop improvement plan projects for the coming 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 pre and post lockdown.

**3.2 What are our improvement projects?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improvement Project 1** | To improve numeracy/maths skills and raise achievement and attainment. | | | |
| **NIF Priority:** | Improvement in Literacy and Numeracy | | | |
| **HGIOS4 or HGIOELC QIs:** | 3.2, 2.3 | | | |
| **CNES priorities** |  | | | |
| **Stretch Aim(s)** | | | | |
| By May 2022 almost all pupils will have improved their individual numeracy / maths attainment and are able to apply their learning across other curricular areas. | | | | |
| **Target Group** | | | | |
| All pupils (Sgoil Araich to P7) | | | | |
| **Planned Outcomes** | | | | |
| * Pupils will develop their maths confidence * Pupils will improve their individual numeracy / maths skills * Identified interventions and differentiated learning will support pupils to achieve their best * To reduce/close identified gaps in pupil’s learning | | | | |
| **Baseline Measures** | | | | |
| * Undertake baseline measures using Highland Numeracy diagnostic Assessments * Baseline questionnaire : focus on “Maths Confidence” | | | | |
| **Change Actions & Methodologies (Secondary Drivers)** | | **Reporting Responsibility** | **Completion**  **Deadline** | **Measures of Success** |
| Teaching staff to undertake/complete training re “Highland Numeracy Diagnostic Assessments”. | | HT | September 2021 | All teaching staff will have completed the training. |
| Identify gaps in pupils’ learning through rigorous analysis of data produced from the diagnostic assessments. | | HT  Staff | October 2021 | Gaps in pupils learning will be identified. |
| Plan learning and teaching to meet the identified gaps in learning.  Staff to use the Improvement methodology approach to plan specific teaching for individuals and / or groups. | | HT  Staff | October 2021 | Teachers plans will evidence that identified gaps are being planned for and taught.  >10% of pupils will evidence an improvement in their numeracy skills. |
| Develop pupils “Maths Confidence” including having high expectations and resilience in maths. | | HT  Staff | Sept 2021  Feb 2022 | 10% increase in pupils’ maths confidence. |
| Plan for numeracy / maths skills to be a focus within selected IDL (Interdisciplinary Learning) themes. | | HT  Staff | March 2022 | Pupils will be able to highlight/identify how maths links to everyday life and work. |
| Support pupils to experience effective transitions, providing support in the learning of numeracy/ maths skills and concepts.  Pupils to take a lead in their own learning of numeracy / Maths skills and concepts.  Introduce “Maths Champion(s)” on a monthly basis.  Create a “Maths” wall display.  Plan a “Maths Week” | | HT Staff | May 2022  May 2022  May 2022  March 2022 | All pupils in ELC and P7 will experience effective transitions.  All pupils will be able to lead their own numeracy/maths learning.  All pupils will have the opportunity to be a Maths Champion in their class.  An interactive wall display will be created.  A Maths Week will take place. |
| **Resources** | | | | |
| “Making Maths Count”(2016) report including recommendations | | | “I am a Mathematician” (Education Scotland) | |
| “Ten Challenges” publication | | | “Multiplying skills, adding value” report (2019) | |
| STEM resources | | | RAISE resources | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improvement Project 2** | Develop the knowledge, understanding and wellbeing of all pupils to enable them to be resilient, responsible citizens, successful learners, confident individuals and effective contributors (the 4 capacities). | | | |
| **NIF Priority:** | Improvement in Children and Young People’s Health and Wellbeing | | | |
| **HGIOS4 or HGIOELC QIs:** | 3.1, 2.3 | | | |
| **CnES Priorities:** |  | | | |
| **Stretch Aim(s)** | | | | |
| By May 2022, all children will have had opportunities to contribute their views and talents to bring about change in school/wider community. | | | | |
| **Target Group** | | | | |
| All pupils (Sgoil Araich – P7) | | | | |
| **Planned Outcomes (SMART Primary Drivers)** | | | | |
| * Pupils to reinforce their knowledge and understanding of Children’s Rights * Pupils will apply their knowledge and understanding of Children’s Rights to other curricular areas * Pupils will reinforce their knowledge and understanding of the eight wellbeing (SHANARRI) indicators * Pupils will develop their knowledge, understanding and application of Outdoor Learning and Learning for Sustainability. | | | | |
| **Baseline Measures** | | | | |
| * Outdoor Learning Audit: September 2021 + April 2022 * Questionnaire on Children’s Rights : October 2021 | | | | |
| **Change Actions & Methodologies (Secondary Drivers)** | | **Reporting Responsibility** | **Completion**  **Deadline** | **Measures of Success** |
| Staff will continue to focus on teaching specific Children’s Rights.  Staff will link Children’s Rights to other curricular areas, linking, embedding and reinforcing learning.  Children will select/identify Rights linked to their learning. | | HT  Staff | May 2022 | 100% of Children’s Rights will have been taught to all children.  Pupils will make links to Children’s Rights at least one per term in their learning. |
| Staff will continue to reference the 8 SHANARRI wellbeing indicators across all learning and teaching.  A wall display that pupils will also be adding to, will support and reinforce learning about the 8 SHANARRI wellbeing indicators. | | HT | May 2022 | Almost all pupils (>68%) will know and understand the eight indicators.  An interactive wall display to reinforce learning will be created. |
| An Outdoor Learning audit will be undertaken by staff and pupils.  Staff will use the information from the audit to identify gaps and plan learning and teaching. | | HT | September 2021  April 2022 | Identified gaps in the audit will have been planned for and taught. |
| Learning for Sustainability   1. Raise pupil awareness of what Learning for Sustainability is 2. Raise staff awareness further of Learning for Sustainability and plan teaching and learning that develops it   Raise parents’ awareness of Learning for Sustainability | | HT | May 2022 | 1. Over 90% of pupils will be able to identify what Learning for Sustainability means 2. Teachers plan will evidence Learning for Sustainability being a part of pupils learning experiences   Over 50% of parents will know what Learning for Sustainability is/looks like in practice. |
| Refreshed Narrative: staff will review the existing rationale and the 4 contexts for learning – this will be updated to reflect our focus on Children’s Rights, the 8 SHANARRI indicators, Outdoor Learning and Learning for Sustainability. | | HT  Staff | August 2021 | An updated Curriculum Rationale will be in place.  The updated version will be shared with all staff.  The updated version will be shared with all families. |
| **Resources** | | | | |
| Outdoor Learning resources (Education Scotland) | | | Learning for Sustainability Action Plan (Scottish Govt / Education Scotland) | |
| National Improvement Hub (Education Scotland) | | | UNICEF: UNCRC site | |
| Partners (identified via planning) | | |  | |

**The following two Improvement Projects are specifically for the Sgoil Araich and are based on self-evaluations from an Early Years & Childcare exercise undertaken in May 2021.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sgoil Araich Improvement Project 1** | Supporting children, and their families, to take responsibility for their learning and progress | | | |
| **HGIOELC QIs:** | 1.2, 3.2 | | | |
| **CnES Priorities:** |  | | | |
| **Stretch Aim(s)** | | | | |
| By May 2022,that most children will have ownership of their learning and know what they wish to learn about. That parents/carers will be involved in their child’s learning and progress. | | | | |
| **Target Group** | | | | |
| Sgoil Araich Pupils | | | | |
| **Planned Outcomes (SMART Primary Drivers)** | | | | |
| All SA children and families will have had the opportunity to contribute to planning of topics and children will be able to talk about what they have learnt and achieved. | | | | |
| **Baseline Measures** | | | | |
| Planning Carousels  Parent Questionnaires  Observation and discussion with children | | | | |
| **Change Actions & Methodologies (Secondary Drivers)** | | **Reporting Responsibility** | **Completion**  **Deadline** | **Measures of Success** |
| Children to be involved in topic planning with thoughts and ideas scribed by staff and included in Floor Books | | All SA Staff | End of each term | Children able to talk about what they have learnt and what they would like to learn next. |
| Planning Carousels to be issued to parents/carers each term. | | Playleader | By end of Week 2 each term | Feedback and ideas received from parents and carers included in topic planning. |
| Parents will be informed as to which ideas have been implemented and how. | | Playleader | Termly | Parents will know if ideas and suggestions have been implemented. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sgoil Araich Improvement Project 2** | Ensure that children are given the opportunity to participate in all types of play | | | |
| **HGIOELC QIs:** | 2.2, 3.2 | | | |
| **CnES Priorities:** |  | | | |
| **Stretch Aim(s)** | | | | |
| By May 2022 all children are able to experience a wide range of play types and that we provide a suitable environment which enables them to do this. | | | | |
| **Target Group** | | | | |
| Sgoil Araich Pupils | | | | |
| **Planned Outcomes (SMART Primary Drivers)** | | | | |
| All SA children will have the opportunity to experience a wide range of play types to suit their age, stage and abilities. | | | | |
| **Baseline Measures** | | | | |
| Observation  Play Types observations | | | | |
| **Change Actions & Methodologies (Secondary Drivers)** | | **Reporting Responsibility** | **Completion**  **Deadline** | **Measures of Success** |
| All staff will undertake Play Types observations.  Using the observations, planned play experiences will be created. | | All Staff | Dec 2021 | Evidence from observations that children are supported to access a wide range of play types. |
| Room evaluations and rotation of resources to support inclusive gender neutral play | | All staff | October 2021 and termly thereafter | Assessment and observation of children accessing all types of play. |

**3.3 Outline plans for 2021 – 2023 (proposed)**

|  |  |  |
| --- | --- | --- |
| 2022-23 | 1 | Attainment: Literacy |
| 2 | Science |
| 2023-24 | 1 | Attainment: Numeracy |
|  | 2 | Health and Wellbeing |

**4. Glossary of Terms**

**Attainment:** measurable progress in the curriculum which children make as they progress through and beyond school.

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

**Baseline Measures:** 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.

**EAW**:Education Attainment Worker. 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** : ‘*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:** ‘*How Good is Our School? 4th Edition*’ This is a set of quality indicators by Education Scotland to measure schools performance 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.