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



**Bun Sgoil Bhreascleit**

**Aithisg Ìre de Mhathas 2022-23**

**Plana Leasachaidh na Sgoile 2023-24**

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**Standards & Quality Report 2022-23**

**School Improvement Plan 2023-24**

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

**Standards & Quality Report for 2022-23**

**and School Improvement Plan 2023-24**

**(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% |

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| **Section One - The Context of the School** |

**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 Breascleit 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 19 primary pupils and 10 pre-school pupils supported by 15 teaching and non-teaching staff. During 2022/23 our average attendance rate was **93.4**% (March 2023). 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:** Coir / Kindness, Co-thruas / Compassion , Ceartas / Fairness, Fireantachd / Honesty ,

Urram / Respect, Foighidinn / Tolerance,

**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 opportunities where children 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 children 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.”

**Our pupils at Sgoil Bhreascleit:**

**Caring**

* Are encouraged to show respect for self and others
* Care for the local community and the wider world
* Develop practices and take decisions which support sustainable and equitable communities

**Confident**

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

**Creative**

* Think creatively and apply new skills in different contexts
* Pupils to be involved in the planning of their own learning
* Encourage curiosity , exploration and problem-solving skills through STEM contexts

**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.

**Values**

Kindness/thoughtfulness, compassion, fairness, honesty, respect

tolerance



**At Sgoil Bhreascleit we aim to:**

* Provide a well-balanced, broad, differentiated and inclusive curriculum for all through the medium of Gaelic.
* Raise the standards of attainment of all pupils by having high but realistic expectations and by encouraging and promoting positive self esteem in pupils.
* Provide stimulating and challenging learning experiences which will motivate and meet the needs of all pupils with differing abilities, aptitudes and interests.
* Provide pupils and their parents with regular, relevant and helpful feedback about their progress.
* Provide a welcoming environment that creates mutual respect amongst the school community and the wider community.
* Support all pupils in their learning.
* Promote the Health and Wellbeing of all pupils in accordance with GIRFEC (Getting it Right for Every Child) principles and a focus on the 8 wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected, Included)
* Embed the principles of UNCRC/Children’s Rights across our school curriculum.
* Make effective use of all available resources including digital technology and our outdoor spaces.

**Principles for Curriculum Design**:

•challenge & enjoyment

• breadth

• progression

• depth

• personalization & choice

• coherence

• relevance

**Curricular areas**:

* Literacy/Language (*Gaelic, English, French*)
* Numeracy/Mathematics
* Health and Wellbeing incl Physical Education
* Sciences
* Social Subjects
* Religious and Moral Education
* Technologies
* Expressive Arts (*Music, Art/Design, Drama, Dance*)

**1.3 Collaboration and Consultation**

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

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| Who? | When? | How? | What did we find out? | Informed | |
| SQR | SIP |
| Staff | August 2022  October 2022  February 2023 | Curriculum for Excellence data; Literacy: samples of work;  Self-evaluations;  Audits | * Outdoor Learning is planned for in teaching and learning with increasing opportunities for pupil-led learning * The school focused on developing an approach to writing to raise children’s attainment and achievement in writing * Inter Disciplinary Learning is well-planned with pupil-focused themes * Partnerships are good and add to children’s learning experiences. | ✓  ✓  ✓  ✓ | ✓  ✓ |
| Children  and  young people | September 2022  November 2022  December 2022  March 2023 | Focus Groups  Pupil surveys | * Children confidently answered addition and subtraction questions, explaining the processes used. * Children increasingly aware of SHANARRI and what the indicators mean to them in practice. * Children evidenced a good knowledge and understanding of Children’s Rights; they want to make sure that all adults also know them. * Children can identify different types of writing and enjoy sharing their written pieces with others * Children provided lots of feedback and suggestions on how to continue to build on writing experiences | ✓  ✓  ✓  ✓  ✓ | ✓  ✓ |
| Parents  and  Carers | September 2022  November 2022  January 2023  March 2023 | Planning carousels;  Open Session evaluations/feedback;  Values: feedback | * Parents have provided class teachers with a very wide range of ideas to incorporate into learning and teaching; class teachers have used the suggestions as part of IDL in class. * Pupils led an Open Session, sharing learning with their parents; there was over 90% attendance. * Parents valued the opportunity to be a part of their child’s learning and learning environment. * Pupils, parents and staff refreshed the Values replacing two of the existing ones with new ones that better reflect the school. | ✓  ✓ | ✓ |
| Community and other stakeholders | March 2023 | Survey | * Our school Values were refreshed based on the feedback received | ✓ |  |

**Aithisg Ìre de Mhathas 2022-23**

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**Standards & Quality Report 2022-23**

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| **Section Two – Standards & Quality Report 2022-23** |



The Standards & Quality Report documents the progress the school has made during 2022-23 in the delivery of a range of improvement priorities and key performance measures. This includes:

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

**2.1 The Year in Review and Successes and Achievements**

During the past year, Sgoil Bhreascleit has had several successful events that included the whole of our community: a Soup and Pudding event, a Christmas Concert and a Dileab: Metagama production. We have , once again, been able to open our school doors to parents and we had a very successful and well-attended Open Session in February 2023. Parents visited their child’s classroom, saw the learning taking place and were able to look at wall displays that showcased learning. Pupils have been attending wider community events such as the Unihoc festival – this really motivated and inspired those who attended. We have had many positive partnerships that support teaching and learning.

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

Sgoil Bhreascleit, on an annual basis, undertakes self-evaluation processes; our self-evaluations during the past 12 months focused on:

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| **Self-evaluations:**   * Learning, Teaching and Assessment (HGIOS4 and HGIOELCC) * Partnerships (HGIOS4) * Wellbeing, Equality and Inclusion (HGIOS4 and HGIOELCC) * Raising Attainment and Achievement (HGIOS 4 and HGIOELCC) * Curriculum (HGIOS4) * Learning for Sustainability / Outdoor Learning * Safeguarding (HGIOS4 and HGIOELCC) * Nurturing care and support (Quality Framework, Sgoil Araich) * Staff skills, knowledge and values (Quality Framework, Sgoil Araich) * Children experience high quality facilities (Quality Framework, Sgoil Araich) * Pre-writing skills audit (Early Years staff including Sgoil Araich) * Health and Social Care Standards (Sgoil Araich) * The 4 Capacities (School/HGIOS4) | **How evidence was gathered:**   * Classroom and Sgoil Araich observations per term * Focus groups with pupils * Audits completed by staff * Consultations, including evaluations, alongside partners * Self-evaluations completed by staff using HGIOS4 and HGIOELCC * Self-evaluations completed by staff using the Quality Framework * Observations by LA staff (Executive Head Teacher and Play Pedagogy , Early years staff) * Tracking meetings to monitor children’s progress |
| Strengths:   * Children’s engagement in their learning experiences/activities is good * Learners experience activities that are differentiated and provide effective support and challenge * Children have opportunities to lead their learning in school and in Sgoil Araich * Children and staff have an increasing knowledge and understanding of Children’s Rights * Very good Interdisciplinary learning across all classes including partnership working * Good pace of writing with children writing regularly for a range of purposes | |
| Areas to develop:   * Develop a knowledge and understanding of diversity and equalities across all stages * Support learners to provide effective feedback to peers on their learning, providing suggestions as to how they can improve * Continue to share skills, knowledge and experience across partners and partnerships * Continue to review and refresh our curriculum, being informed by current educational thinking * Build on a whole school approach to learning for sustainability, including outdoor learning | |

**2.4 Progress Towards Delivery of the National Improvement Plan Priorities**

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| **Priority** | | **Actions** | **Impact on Learners** | **Next Steps** |
| **Placing the human rights and needs of every child and young person at the centre of education.** | * A whole school commitment to placing Children’s Rights at the centre of teaching and learning * Through a Working Group (Còirichean Chloinne), the school is implementing a whole school plan towards further recognition of Sgoil Bhreascleit being a Rights Respecting School. The school is working towards achieving Silver Award. | | * Children are, increasingly, more aware of Children’s Rights and what they look like in action. * Children are motivated to ensure Rights are being implemented. | * The Working Group is supporting the school towards the next step in being a Rights respecting School – aiming for a Silver Award. * The group has created an Action Plan with key areas to focus on. * Share progress and key points with the wider community via eg. Parent Council |
| **Improvement in children and young people’s health and wellbeing** | * A whole school commitment to ensuring the wellbeing indicators (SHANARRI) are increasingly familiar to all children. * All classes plan learning and teaching, making clear links to the wellbeing indicators. | | * Children are confidently identifying and naming the indicators. * In a focus group, 100% of pupils told us they felt safe in school; 100% of pupils said they were achieving and were active; the majority of pupils said they felt included. | * As part of self-evaluation, seek children’s views and opinions on the wellbeing indicators. |
| **Closing the attainment gap between the most and least disadvantaged children and young people** | * Use of data to inform and track attainment gaps for disadvantaged learners * Ongoing promotion of access to free school meals, clothing grants and any other sources of financial support | | * Disadvantaged children and young people will access the support they need in order to attain and achieve. * All children are included no matter what their financial situation is | * Identify and support learners to achieve using a range of strategies and resources especially at key points such as Transition. |
| **Improvement in skills and sustained, positive school-leaver destinations for all young people** | * Learning and teaching has a focus on skills; children are identifying and naming skills they are developing * Children can recognize what skills they are developing/can see in action. | | * Children can discuss the skills they are developing | * Make links with Skills Development Scotland (part of LA commitment) including the use of My World of Work profiles (older children) |
| **Improvement in attainment, particularly in literacy and numeracy.** | * Focused work on improving attainment in children’s writing across all classes * Undertaking sampling of children’s writing and moderating the work, sharing good practice with staff and children | | * Children are motivated to write and are increasingly confident to share what they have written * Attainment in writing is improving | * Track and monitor improvement in writing; use data in June 2023 to inform next steps. |

**2.5 Review of School & ELC Improvement Plan Projects 2022-23**

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| **Project Title & Objectives** | **Actions Undertaken** | **Impact on Learners** | **Next Steps/Future Development** |
| **To improve the attainment in Gaelic writing across the school.**  To increase attainment in Gaelic writing by 10% by May 2023. | * Ensure Grammar is taught coherently and progressively in line with the Gaelic Framework. * Develop reading activities in classes: *ERIC time / Daily story-telling / Library visits / Paired reading* * Improve the focus on teaching and learning in writing, creating a whole school approach to writing (Writing Model). | * Learners know and are applying knowledge of grammar into their written work * All learners have planned and protected opportunities to develop reading skills * The reading skills are transferring into their written work as children use words/phrases to extend and uplevel their written pieces. | * Embed the writing skills for all learners * Refer to the Rriting Model so that children know what is expected in written pieces |
| **Learning for Sustainability**  By May 2023 support and promote an effective whole-school approach to Learning for Sustainability through Outdoor Learning and offering leadership opportunities to all pupils. | * Undertake the Outdoor Learning Audit. Share Outdoor learning Audit with all P1-P7 children. All pupils to have an opportunity to contribute their views to the Audit. * Share the Audit with the wider school community. * Create up to X3 working groups from the pupil group. * Pupils will share updates from the working groups on a regular basis with other children. * Share information from the Working Groups with parents. | * All children have had the opportunity to contribute to the Outdoor Learning audit, providing good suggestions and feedback. * The suggestions and feedback have been built into planning learning and teaching experiences. * All the children are in a working group, enhancing the working life of the school. * All children have a voice in the groups; this is adding to their sense of inclusion across the school | * Pupils to identify learning opportunities for Outdoor Learning alongside the class teacher on a regular and planned basis. |
| **To support children’s mental health and wellbeing to allow them to grow up safe, respected and included so that they realise their full potential.**  To support children’s health and wellbeing , raising engagement and participation levels by June 2023. | * Issue pupils with HWB questionnaire. * Share collated results from the questionnaire with all children. * Embed and apply Decider Skills in a variety of real-life contexts including within the school. * Share a knowledge of Decider Skills with parents . | * Children’s engagement and participation in learning and teaching has increased. * Children indicate that they feel safe in school and that they are achieving. * Children are identifying and using the Decider Skills that they have been taught. | * Share the Decider Skills with parents |
| **Working with partners/children making informed choices about their learning and leading their own learning in a supportive, nurturing environment.**  By May 2023, all children will have had the opportunity to meet and work with Community partners in a supportive and nurturing environment enabling them to make informed choices and lead their own learning. | * Consult with children and parents to identify areas of interest and potential partners * Work with local companies and employers to ensure children are aware of the range of opportunities available to them (DYW) * Work with Community Partners such as the ABC Club to learn about local heritage and events. | * Children are confidently leading their learning in the Sgoil Araich – they contribute their ideas when planning activities in the setting * Parents are identifying areas of interest that children have/ children themselves can tell staff what they are interested in. * Children becoming aware of the work that goes on in the local community and how the community provides for our day to day needs. | * Continue to work with Community Partners and local companies to give children a wide range of learning experiences taking account of their individual interests. |
| **Children being actively involved in their own learning through spontaneous play opportunities and well planned, purposeful play.**  By May 2023 most children will be actively involved in their own learning through spontaneous play opportunities and well planned purposeful play. | * Mind Mapping to record what the children already know, what they have learnt and what they would like to learn next. * Provision of non-prescriptive resources that promote imaginative play and provocations to prompt spontaneous play. * Planned outdoor play experiences to include more opportunities for STEM, numeracy and literacy outdoors. | * Floor Books and mind mapping are used to record what children know, what they have learnt – children can confidently talk about their learning. * Children are observed engaging in meaningful and spontaneous play ; a wide range of play types have been observed * The children actively engage in lots of planned outdoor STEM activities; they have been observed engaging in/with the activities. * Opportunities for developing literacy and numeracy skills have been added to the outdoor area | * Opportunities for developing literacy and numeracy skills have been added to the outdoor area. |

**2.6 Summary of Pupil Equity Fund Action and Impact**

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

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| **Measure** | **Actions Undertaken** | **Impact on Learners** | **Next Steps/Future Development** |
| **Attainment**   * ACEL * Baselines and Gap * Achievement over Time * Local Measures | * Learners attainment is tracked on a school-based tracking system; this is reviewed and discussed 3 times per year * Staff professional judgement is applied when considering attainment as well as any assessments * ACEL data (Achievement of a Level) for P1 and P4 is recorded. | * Learners have specific plans and targets for their learning; small, measurable targets are supporting learners to achieve. | * Identify any gaps in learning and set individual targets * Continue to review progress during Attainment Review meetings |
| **Attendance**   * Attendance Change * Male/Female etc. * Patterns/Reasons * Exclusions | * Termly monitoring of attendance for all learners including reasons for absence. * Attendance monitored monthly when a drop has been noted. * Letters issued to parents / carers when attendance is seen to fall over time. | * Pupils’ attendance has improved including late arrivals | * Monitor attendance on a monthly basis. |
| **Inclusion**   * Ethos and Culture * Reducing Exclusions * Meeting ASN * Social/Emotional Support * Equity/COSD | * Learners supported to meet targets within any plans. * Specific health and wellbeing sessions delivered to support learners including the development of skills and strategies for good mental health. | * Learners indicate that the support received is helping them to achieve; they indicate that their relationships with peers has improved and this is leading, in turn, to overall improved health and wellbeing. | * Ensure children are included , monitoring health and wellbeing needs. |
| **Participation**   * Measures of Participation * Change over Time * Participatory Activity * 7 Golden Rules | * Participation in activities is observed and recorded, including after school activities. * All learners are part of a working group within school, sharing and celebrating achievements. | * An increase in pupil confidence which is leading to an increase in attainment in literacy and numeracy. * There has been an improvement in resilience for some learners and this has led to an improvement in peer relationships | * Continue to provide challenging and motivating learning activities. |
| **Engagement**   * Targeted Measurement * Emotional/Cognitive * Change over Time * Parents and Carers * Equity/Removing Barriers | * Learners engagement with activities is observed to be high * Learners motivation in planned activities is good; learners interests are a part of the planning process | * Learners are very engaged in lessons, contributing at individual, class and whole school level | * Continue to encourage learners engagement. |

**2.7 Evaluation of Progress - HGIOS4 Quality Indicators**

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| **Quality Indicator** | **Evaluative Judgements** | **Grading** | **Sources of Evidence** |
| **1.3**  **Leadership of**  **Change** | * The school vision is a central part of discussions in class and at whole-school assemblies. * The school values have been refreshed and stakeholders contributions incorporated in the refresh. * Our staff have a clear understanding of the social, economic, geographical and cultural context in which our families live, including the current cost-of-living situation. * Staff engage in professional dialogue, collegiate learning and self-evaluation; as a result staff confidently contribute to plans for continuous improvement. * Staff continually reflect on and develop practice taking account of the self-evaluations. * Staff are supported to review and refresh pedagogical practices eg. Play Pedagogy (Early Years) | Good | * Pupil voice/Focus Groups * Values: survey feedback ; pupil consultation activities * SIMD data for all families * Collegial Activity Time schedule : planned time for dialogue , professional learning and self-evaluation * Improvement priorities: SQIP (annual) * Play audit (Early Years) |
| **2.3**  **Learning, Teaching**  **& Assessment** | * Pupils experience active learning and a good pace of learning in all classes. * The school enables all pupils to become independent learners, developing the 4 capacities of learning (Successful Learners, Confident Individuals, Responsible Citizens, Effective Contributors). Pupils are engaging with working walls displaying evidence of the 4 capacities. * Pupils are actively contributing to curriculum overviews displayed in both classrooms, relating their learning to the four contexts of learning. * Learners achievements in and out of schoo are recorded and recognized. * Learners play an active role in the school and in the wider community. * Learners experience activities that are differentiated, active and challenging. * Class teachers use evidence to support assessment judgements and decisions about next steps. * Learners are supported to lead learning in all classes and in the Sgoil Araich. * We use the wider community to create a range of partnerships that lead to positive learning experiences for pupils. * Pupils actively contribute to planning as well as evaluating their learning. | Good | * Classroom observations * Sgoil Araich observations * Pupil feedback including Focus Groups * External Quality Assurance activities * School Self-evaluation profile * Partnerships 2.7 (folder) including audit of 2.7 (February 2023) * After School Clubs records * Tracking Tool records progress for all learners * Attainment Review meetings: X3 / year |
| **3.1**  **Ensuring Wellbeing,**  **Equity**  **& Inclusion** | * All staff – teaching and non-teaching - promote an ethos where pupils feel safe and secure. * Staff understand their role and responsibility in supporting all learners health and wellbeing. * Pupils who require additional support with their learning have identified targets that lead to improved outcomes. * Pupils are developing a wider knowledge and understanding about Children’s Rights and are making links across curricular areas. Annual Curriculum Overviews incorporate a planned approach to UNCRC in all classes. * Outdoor spaces are used to take the learning outdoors; staff seek opportunities to build this into learning and teaching and include learners in the process. * Staff and pupils have a developing knowledge and understanding of the eight (SHANARRI) wellbeing indicators; there will be an annual focus on embedding this knowledge and understanding; staff support new pupils in learning about the indicators. * The curriculum provides some opportunities for children to explore diversity , developing a knowledge and understanding of equalities and inclusion. * Children are active participants in focus groups and decisions and discussions which may affect them. * Staff work well together and have a strong team ethos. * Opportunities for pupils to share information to community groups | Good | * SHANARRI Health and Wellbeing surveys (pupils and parents) * Staff planning folders (Annual and termly plans) * Pupil Equity Fund: targeted support for pupils including a timetable of activities * Curriculum Overviews (annual) * Wall displays (UNCRC, SHANARRI) * Focus groups – pupils voices/discussions reflected * “Diversity calendar” in place across classes * HT reports at Parent Council meetings |
| **3.2**  **Raising Attainment**  **&**  **Achievement** | * All pupils achieved their curricular milestones in Numeracy: Early, First and Second Levels (100%) * All pupils at Early and Second Level achieved their curricular milestones in Listening and Talking (100%); most pupils achieved First Level in Listening and Talking (80%) * All pupils at First and Second Level achieved curricular milestones in Reading (100%) and most pupils at Early Level achieved (80%) * Most children at Early Level and Second Level achieved curricular milestones in Writing. Few children at First Level achieved in Writing. * Most pupils across the school have an attendance rate of 90% or above (March 2023). * Class teachers review pupil attainment across all curricular areas, including in literacy and numeracy, and progress is tracked / recorded using the Tracking Tool. * All class teachers discuss pupil progress at Attainment Review meetings (X3 per year). * Moderation of learning in selected curricular areas is completed twice per year; staff moderate learning across levels and make professional judgements on progress and achievements. * Staff make professional judgements on the Achievement of a Level for pupils on P1, P4 or P7. * Good partnership working is evident across all classes; staff actively seek out partners to support learning (online or in-person). * Sgoil Araich and P7 transition work. | Satisfactory | * “Tracking Tool” document * Attainment Review meetings (X3 per year) * ASN Action Plans/IEPs * Moderation of learning * Cluster moderation * Assemblies: whole school assemblies * Pupil Noticeboard * Attendance monitoring – info shared with staff (termly and/or monthly) * Achievement of a Level meetings * Range of Partners including XXX * Partnership evaluations/feedback * Precision teaching |

The red statements in 3.2 will be updated with data from June 2023 (data above is for June 2022)

**2.8 Progress Towards Achievement of National and Local Stretch Aims : this section is not applicable**

Summary data in relation to achievement of stretch aims to close the poverty-related attainment gap.

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| **1a** | **Increase the attainment in literacy of learners registered for FSM in P1, P4 & P7** |
| **Stretch Aim:** Reduce the attainment gap between FSM and not FSM by 3.2% | |
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| **1b** | **Increase the attainment in numeracy of learners registered for FSM in P1, P4 & P7** |
| **Stretch Aim:** Reduce the attainment gap between FSM and not FSM by 3.0% | |
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| **6** | **Reduce the combined attainment gap in writing at P1, 4 & 7 for learners registered for FSM** |
| **Stretch Aim:** Reduce the attainment gap between FSM and not FSM by 2.5% | |
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**2.9 Identification of Key Improvement Priorities for 2023-24 and Beyond**

Taking into account all of the information set out in section two of the report as well as local priorities and the National Improvement Framework and Improvement Plan (NIF) which sets out the vision and priorities for Scottish education, Sgoil Bhreascleit has identified the following areas for improvement in 2023-24.

* **Curriculum design: the development of skills??**
* **A more strategic, planned approach to ensuring good quality learning and teaching experiences to explore diversity, inclusion and equality (3.1)**
* **STEM – local authority priority??**
* **Attainment (use of data in June 2023 to inform next steps)?**

**Plana Leasachaidh na Sgoile 2023-24**

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**School Improvement Plan 2023-24**

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| **Section Three – School Improvement Plan 2023-24** |

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

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

**3.1 Creating the Plan**

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

**School**

* Standards & Quality Report
* How Good is Our School Framework
* Self-evaluation programme
* Views of learners, staff and parents
* Outcome of external reviews such as school inspections

**Local Authority**

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

**National**

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

[[Customise the above list, as required.]]

**3.2 School Improvement Planning Context and Influencing Priorities**

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

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

**3.3 Planning for Pupil Equity Fund Delivery**

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

|  |  |  |
| --- | --- | --- |
| **Attainment Gap**  **English Literacy** | **Attainment Gap**  **Gàidhlig Literacy** | **Attainment Gap**  **Maths/Numeracy** |
| [[based on % combined P1,4,7,S3 that achieved all aspects of literacy 2022.]] | [[based on % combined P1,4,7,S3 that achieved all aspects of literacy 2022.]] | [[based on % combined P1,4,7,S3 that achieved Maths/numeracy 2022.]] |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Planning Objectives** | **Cohort** | **Improvement Actions** | **Resources** | **Monitoring** |
| [[What are you aiming to improve and what are your objectives?]] | [[What cohort will be involved?]] | * [[Bullet list of key actions to be taken in the delivery of the plan.]] | * [[Any resources required, including staffing]] | [[How will the delivery of the project be monitored? What data will be used for measurement? How will impact of actions be evidenced?]] |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**3.4 School Improvement Plan Projects**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **Project Title:** |  | **Baseline Data:** | [[Quantitative data that informs this as an improvement priority]] |
| **Objectives:** | [[What will your project achieve? For whom and by when?]] | **Target Data:** | [[Indicative target for improvement on baseline.]] |
| **Links to Local/National Priorities or Stretch Aims:** | [[Use codes in section 3.1]] | **Lead Responsibility:** | [[Job title of person with lead reporting responsibility]] |

|  |  |  |  |
| --- | --- | --- | --- |
| **Improvement Actions** | **Target Cohort** | **Completion Date** | **Measuring Impact** |
| 1.1 [[List of key actions to be taken in the delivery of the plan.]] | [[Specific class or cohort]] | [[When will this action be completed?]] | [[How will the delivery of the project be monitored? What data will be used for measurement? How will impact of actions be evidenced?]] |
| 1.2 |  |  |  |
| 1.3 |  |  |  |
| 1.4 |  |  |  |
| 1.5 |  |  |  |
| 1.6 |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2** | **Project Title:** |  | **Baseline Data:** | [[Quantitative data that informs this as an improvement priority]] |
| **Objectives:** | [[What will your project achieve? For whom and by when?]] | **Target Data:** | [[Indicative target for improvement on baseline.]] |
| **Links to Local/National Priorities or Stretch Aims:** | [[Use codes in section 3.1]] | **Lead Responsibility:** | [[Job title of person with lead reporting responsibility]] |

|  |  |  |  |
| --- | --- | --- | --- |
| **Improvement Actions** | **Target Cohort** | **Completion Date** | **Measuring Impact** |
| 2.1 [[List of key actions to be taken in the delivery of the plan.]] | [[Specific class or cohort]] | [[When will this action be completed?]] | [[How will the delivery of the project be monitored? What data will be used for measurement? How will impact of actions be evidenced?]] |
| 2.2 |  |  |  |
| 2.3 |  |  |  |
| 2.4 |  |  |  |
| 2.5 |  |  |  |
| 2.6 |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **3** | **Project Title:** |  | **Baseline Data:** | [[Quantitative data that informs this as an improvement priority]] |
| **Objectives:** | [[What will your project achieve? For whom and by when?]] | **Target Data:** | [[Indicative target for improvement on baseline.]] |
| **Links to Local/National Priorities or Stretch Aims:** | [[Use codes in section 3.1]] | **Lead Responsibility:** | [[Job title of person with lead reporting responsibility]] |

|  |  |  |  |
| --- | --- | --- | --- |
| **Improvement Actions** | **Target Cohort** | **Completion Date** | **Measuring Impact** |
| 3.1 [[List of key actions to be taken in the delivery of the plan.]] | [[Specific class or cohort]] | [[When will this action be completed?]] | [[How will the delivery of the project be monitored? What data will be used for measurement? How will impact of actions be evidenced?]] |
| 3.2 |  |  |  |
| 3.3 |  |  |  |
| 3.4 |  |  |  |
| 3.5 |  |  |  |
| 3.6 |  |  |  |

**3.5 School Improvement Plan Delivery Timeline**

Indicative timeline for delivery of the School Improvement Plan projects during the 2022-23 academic session.

[[Adjust arrows for each of your projects to indicate planned start and finish.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SIP Project Title** | **Aug to Oct 2022**  **(Term One)** | **Oct to Dec 2022**  **(Term Two)** | **Jan to Mar 2023**  **(Term Three)** | **Apr to Jun 2023  (Term Four)** |
| [[Insert project title]] |  |  |  |  |
| [[Insert project title]] |  |  |  |  |
| [[Insert project title]] |  |  |  |  |
| [[Insert project title]] |  |  |  |  |

[[Provide any relevant comment or narrative in support of proposed timelines.]]

**3.6 Long-Term Planning**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Year/Session** | **Self-Evaluation Priorities** | **Pupil Equity Fund Priorities** | **School Improvement Planning Priorities** |
| 2024-25 |  |  |  |
| 2025-26 |  |  |  |
| 2026-27 |  |  |  |