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



**Sgoil Bhreascleit**

**Aithisg Ìre de Mhathas 2023-24**

**Plana Leasachaidh na Sgoile 2024-25**

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**Standards & Quality Report 2023-24**

**School Improvement Plan 2024-25**

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

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

**and School Improvement Plan 2024-25**

**(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 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 26 primary pupils and 7 pre-school pupils supported by 11 teaching and non-teaching staff. During 2023/24 our average attendance rate was **89.8**% (March 2024). 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.”

**Values**

Kindness/thoughtfulness, compassion, fairness, honesty, respect

tolerance, understanding, empathy

**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.



**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 and enjoyment

• breadth

• progression

• depth

• personalisation and choice

• coherence

• relevance

**Curricular areas**:

* Literacy/Language (*Gaelic, English, French*)
* Numeracy/Mathematics
* Health and Wellbeing including 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 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 2023  October 2023  November 2023  February 2024 | ACEL (A Curriculum for Excellence) Data;  Literacy baselines;  Self-evaluations;  Meetings | * Staff consistently use a range of evidence to support assessment judgements and decisions about next steps in learning. * Learners play an active role in the school and regularly take on leadership roles including leading learning. * Learners are very good at contributing to planning their learning experiences via Inter Disciplinary Learning. * The majority of learners attain appropriate levels in Literacy. | ✓  ✓  ✓  ✓ | ✓ |
| Children  &  young people | October 2023  November 2023  December 2023  January 2024  March 2024 | Wellbeing Indicators survey;  Focus Groups  Learning Walks | * Learners are articulate at sharing their views and opinions. * Learners can identify what they enjoy in their learning and what interests / motivates them. * Older learners confidently identify ways in which to improve their school and take a lead, with support, on how to achieve identified needs * Learners are developing a sense of what the 4 capacities look like in action | ✓  ✓  ✓  ✓ | ✓  ✓ |
| Parents  &  Carers | June 2023  November 2023  February 2024 | Questionnaires  Survey  Meetings  Planning Carousels | * Parents/carers shared their views on the HWB curriculum: RSHP; staff informed parents about the planned learning * All Sgoil Araich parents identified that their child enjoyed their learning experiences * All Sgoil Araich parents identified that their child experienced stimulating and challenging learning activities. * All (100%) of parents who responded to a questionnaire indicated that they have opportunities to be involved in their child’s learning. | ✓ | ✓ |
| Community  & other stakeholders | December 2023  January 2024 | Survey;  Partnership evaluations | * A Community Learning and Development (CLD) *Place Standard Survey* indicated pupils views about their community – this was shared with the local Community Association; the Community Association have acknowledged the learners input and plan to take suggestions/ideas forward. The feedback from this is to be linked to the next refresh of the Curriculum Rationale. * The Pupil Council are working effectively with the Community Association to take ideas forward, applying skills such as communicating, recording and liaising. * Partners value being involved in the planning process; learning experiences are reflected on and suggestions made for future improvements | ✓  ✓ |  |

**Aithisg Ìre de Mhathas 2023-24**

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**Standards & Quality Report 2023-24**

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| **Section Two – Standards & Quality Report 2023-24** |



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

* The National Improvement Framework (NIF) priorities
* School Improvement Plan (SIF) projects
* National and Local Stretch Aims

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

During the past year, Sgoil Bhreascleit has had several successful events that included the whole of our community: a Coffee Afternoon, a Christmas Concert as well as participation in the local Mod. We have, once again, opened our doors to parents and we had a very successful and well-attended Open Session in September 2023. This was the second Open Session during 2023. Parents/carers visited their child’s room, saw the learning taking place and were able to look at wall displays/children’s work. Parents told us how much they enjoyed the opportunity to share in their child’s learning. Pupils have been attending wider community events such as the Unihoc festival and Rowing; these planned opportunities contribute to learners being successful and confident. In addition, the older children participated in a project “Beairteas” with Fèisean nan Gaidheal, culminating in a professional recording with Wee Studio. We have had many positive partnerships that support teaching and learning eg. Community Learning and Development and Fèisean nan Gaidheal.

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

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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 (HGIOS4 and HGIOELCC) * Safeguarding (HGIOS4 and HGIOELCC) * SHANARRI/Wellbeing Indicators survey * Nurturing care and support (Quality Framework, Sgoil Araich) * Play and Learning (Quality Framework, Sgoil Araich) * Pre-writing skills audit (Sgoil Araich) * Health and Social Care Standards (Sgoil Araich) * The 4 Capacities (School/HGIOS4) * Play (School) | **How evidence was gathered:**   * Classroom and Sgoil Araich observations * Focus groups with pupils * Audits completed by staff * Planning, including evaluations, alongside partners * Self-evaluations completed by staff using HGIOS4 , HGIOELCC and Quality Framework * Observations by LA staff (Executive Head Teacher and HT colleagues) * Tracking meetings to monitor children’s progress (X3 / year) * ACEL Data |
| Strengths:   * Children’s engagement in their learning experiences/activities is very 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 * Parents/carers are very good at contributing to planned learning experiences via the IDL planning sheets * Children and staff have a good knowledge and understanding of Children’s Rights * Learners have become very good at identifying how they are successful learners, confident individuals, effective contributors and responsible citizens (the 4 capacities) * Very good Interdisciplinary Learning (IDL) across all classes including partnership working * Learners needs are identified by staff and targets to support learning are put in place * Learners are providing feedback to peers on their learning based on the success criteria | |
| Areas to develop:   * Continue to focus on and develop a knowledge and understanding of diversity and equalities across all stages; plan learning to support learners knowledge and understanding of diversity and equalities. * Use of data to further inform teaching and learning – across all stages * Continue to share skills, knowledge and experience across partners and partnerships * Continue to review and refresh our curriculum, being informed by current educational thinking * Monitor attendance and absence levels across the school to ensure high levels of attainment | |

**HGIOS4: How Good is Our School 4 HGIOELCC: How Good is our Early Learning and Child Care**

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

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| **Priority** | **Approaches/Interventions** | **Impact** | **Next Steps** |
| **Placing the human rights and needs of every child and young person at the centre of education.** | * The Working Group shared their knowledge and understanding of UNCRC with community groups : Pàrant ‘s Pàiste and the ABC Club (senior citizens) * Identifying links to UNCRC as a consistent part of planning teaching and learning | * Teaching staff made explicit links to UNCRC during teaching and learning and pupils confidently discussed the articles (UNCRC). * The wider community are increasingly more aware of UNCRC – they asked effective questions of the children during the awareness raising sessions. | * Continue to share knowledge and understanding with the wider community, new families and partners. |
| **Improvement in children and young people’s health and wellbeing** | * There was a whole school commitment to ensuring the wellbeing indicators are familiar to all children * All learners had opportunities to contribute to planning their learning experiences * All learners were included, engaged and involved in the life of the school. | * Learners confidently shared their views on the wellbeing indicators * Learners identified ***how*** they were included, engaged and involved in the life of the school. * Learners recorded their ideas and suggestions when planning learning. | * Continue to seek learners views and opinions on their health and wellbeing on an annual basis |
| **Closing the attainment gap between the most and least disadvantaged children and young people** | * Data was used to inform and track attainment gaps for disadvantaged learners. * There was a continued focus on how to access free school meals/clothing grants. * The Parent Council and school shared an annual overview of planned fundraising events. | * Disadvantaged children accessed the support they needed in order to attain and achieve. * Strategies/targets were in place to support attainment and achievement for those who faced additional challenges. | * Review data on a termly basis * Identify targets that have been achieved and focus on the next steps |
| **Improvement in skills and sustained, positive school-leaver destinations for all young people** | * Learners were able to identify skills they were developing. * Some learners were beginning to link skills development in school to opportunities within the wider community. | * Learners were better at recognizing skills that were common between school and their wider achievements. | * Build on skills recognition and the language of skills. |
| **Improvement in attainment, particularly in literacy and numeracy.** | * Attainment monitoring ensured that learners needs were identified, planned for and reviewed. * Data showed that all learners were on track to achieve second level Literacy in Reading and Writing (in Gaelic and English ). | * Learners experienced success by having their needs met with focused targets to support them. * Learners, at second level, were on track to achieve in Reading and Writing | * Track and monitor attainment in Reading and Writing * Track and monitor attainment in Listening and Talking skills. |

**2.4 Review of School & ELC Improvement Plan Projects 2023-24**

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| **Outcome** | **Actions** | **Impact** | **Next Steps** |
| **Development of the Curriculum**  By March 2024, all pupils will be involved in planning their learning in the 4 contexts, demonstrating their understanding of the capacities. | * All learners developed a knowledge and understanding of the 4 capacities * All learners were adding to an interactive 4 capacities wall displays * Learning in the classrooms was explicitly linked to the 4 capacities * Learners were contributing to the planning using the 4 contexts; they developed a knowledge and understanding of each individual context. * Weekly Award certificates were linked to the 4 capacities therefore illustrating the capacities in action | * Almost all learners were able to accurately link their learning experiences to the 4 capacities * Almost all learners used the language of the 4 capacities when talking about their learning * Learners used the 4 contexts to reflect on their learning as well as planning ahead * All learners contributed to the 4 Capacities wall displays throughout the session | * All learners will be able to accurately link their learning experiences to the 4 Capacities. * All learners will use the language of the 4 capacities when talking about their learning. |
| **Developing a skills approach**  By March 2024, pupils will be able to identify and name a range of skills, applying them in their learning.  Almost all children in P1-3 will identify up to 4 skills.  Almost all children in P4-7 will identify between 8 and 10 skills. | * Skills were identified and developed through well planned learning experiences * All learners from P4 – P7 are recording skills using My World of Work | * All learners in P1-3 identified up to 4 skills that they used. * All learners in P4-7 identified between 8 and 10 skills that they used. * All learners from P4-7 have recorded their skills using My World of Work and are accurately identifying the skills they have developed. * All learners developed their Creativity skills with a particular focus on Science/STEM. | * Embed the language of skills in learning, teaching and assessment. |
| **Pre-writing skills development**  By March 2024 all children in the Sgoil Araich will have developed identified pre-writing skills. | * Staff identified pre-writing skills focus areas and developed each one * Floorbooks and wall displays were added to with children’s comments and reflections on their learning experiences * Children were given a wider range of writing opportunities both indoors and outdoors; staff used feedback from parents to plan the experiences | * Almost all children confidently added to displays and to the collective Floorbook * All children demonstrated pre-writing skills using resources provided indoors and outdoors. * All parents identified a range of ways that their child evidenced pre-writing skills at home. | * Further development will be planned using information from the audit (August 2023) * Staff consistently plan activities based on identified gaps in individual children’s developmental overviews and playroom observations. |

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

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

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| **Measure** | **Approaches/Interventions** | **Impact** | **Next Steps/Future Development** |
| **Attainment**   * ACEL * Baselines and Gap * Achievement over Time * Local Measures | * Learners attainment was tracked on a school-based tracking system; this was reviewed and discussed 3 times during the session. * Staff professional judgement was applied when considering attainment as well as any assessments * ACEL data (Achievement of a Level) for P1, P4 and P7 was recorded. | * Learners had specific plans and targets for their learning; small, measurable targets supported 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 including reasons for absence was completed. * Attendance monitored monthly (or fortnightly) when a drop was noted. * Letters issued to parents / carers when attendance was seen to fall. | * Early intervention strategies supported improved attendance. * Early intervention strategies reflected improved attainment in Literacy and Numeracy. | * Monitor attendance on a monthly basis (or fortnightly as required). |
| **Inclusion**   * Ethos and Culture * Reducing Exclusions * Meeting ASN * Social/Emotional Support * Equity/COSD | * Learners were supported to meet targets within any plans. * Specific health and wellbeing sessions were delivered to support learners including the development of skills and strategies for good mental health. | * Health and Wellbeing surveys indicated that the support received helped children achieve. * Children achieved targets set within Action Plans. | * Ensure children are included, monitoring health and wellbeing needs. |
| **Participation**   * Measures of Participation * Change over Time * Participatory Activity * 7 Golden Rules | * Participation in activities was observed and recorded, including after school activities/wider achievements. * Children are developing an understanding of their rights. | * An increase in pupil confidence led to children feeling that they were achieving. * There was an improvement in resilience for some learners; learners demonstrated an increase in strategies that supported them. | * 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 was observed to be high * Learners motivation in planned activities was good; learners interests were a part of the planning process | * Learners were very engaged in lessons * Learners confidence in contributing to larger group and whole class work increased. | * Continue to encourage learners engagement. |

**2.6 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 Curriculum Rationale has been refreshed and pupils views have been included. * Our staff have a very clear understanding of the social, economic, geographical and cultural context in which our families live including information related to the Scottish Index of Multiple Deprivation (SIMD) * 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 self-evaluations undertaken. * Staff are supported to review and refresh pedagogical practices eg. completing self-evaluations and audits * Staff have consistently high expectations of all learners | Good | * Pupil voice/Focus Groups * Curriculum Rationale: pupil input * Curriculum Overview: pupil input * SIMD data for all families updated annually * Collegial Activity Time schedule : planned time for dialogue , professional learning, self-evaluation * Improvement priorities: SQIP (annual) * Classroom /Sgoil Araich observations |
| **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). * Learners are linking the 4 capacities to their learning experiences and can talk confidently about them * Learners are planning their learning using the 4 contexts alongside teaching staff * Learners achievements in and out of school are recorded and recognized. * Learners play an active role in the school and in the wider community. * Learners experience activities that are differentiated and challenging and match their interests. * Class teachers use evidence to support assessment judgements and decisions about next steps. Data is used to plan learning. * Learners are supported to lead learning in all classes and in the Sgoil Araich. * A wide range of resources support children’s learning experiences and interests. * We use the wider community to create a range of partnerships that lead to positive learning experiences for pupils. | Good | * Classroom observations * Sgoil Araich observations * Pupil feedback including Focus Groups * External Quality Assurance activities * School self-evaluation profile * Partnerships including evaluation of learning * After School Clubs records / Wider Achievements record * 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. * 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 good knowledge and understanding of the eight (SHANARRI) wellbeing indicators. There has been 7% increase in the number of learners who feel that they are achieving – this has gone from 60% to 67%. There has been 29% increase in the number of children who feel that they are responsible citizens – this has gone from 46% to 75%. * The curriculum provides some opportunities for children to explore diversity, developing a knowledge and understanding of equalities and inclusion. * Children are very active participants in focus groups and decisions and discussions which may affect them. | Good | * SHANARRI Health and Wellbeing surveys (pupils) * 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, 4 capacities) * Focus groups – pupils voices/discussions reflected * “Diversity calendar” in place across classes * Diversity planner in place across classes |
| **3.2 Raising Attainment & Achievement** | * All pupils achieved their curricular milestones in Numeracy: Early and First Levels * All pupils at Early and First Level achieved their curricular milestones in Listening and Talking, Reading and Writing. * The average attendance rate across the school is 90% (March 2024). * 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. Where attainment gaps emerge, staff plan specific learning and teaching targets and review progress within a set timeframe. * 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. This is done within the school and across the cluster. * Staff make professional judgements on the Achievement of a Level for pupils on P1, P4 or P7 in January (predicted) and in May. * Good partnership working is evident across all classes; staff actively seek out partners to support learning (online or in-person). | Good | * “Tracking Tool” document * Attainment Review meetings (X3 per year) * ASN Action Plans/IEPs * Moderation of learning * Assemblies: whole school assemblies * Pupil Noticeboard * Attendance monitoring – info shared with staff (termly and/or monthly) * Achievement of a Level meetings * Range of partners eg. Active Schools, Fèisean nan Gaidheal * Partnership planning evaluations/feedback |

**2.7 Progress Towards Achievement of National & Local Stretch Aims: this section is not applicable**

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

the Comhairle’s Stretch Aims Report 2023-24 when completing this section.

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| **1a** | **Increase the attainment in English literacy of learners registered for FSM in P1, P4 & P7** |
| **Stretch Aim:** Reduce the poverty-related attainment gap between FSM and not FSM by 3.1%. | |
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| **1b** | **Increase the attainment in numeracy of learners registered for FSM in P1, P4 & P7** |
| **Stretch Aim:** Reduce the poverty-related 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 in Gaelic and English** |
| **Stretch Aim:** Reduce the poverty-related attainment gap between FSM and not FSM in Gaelic and English by 2.5%. | |
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**2.8 Identification of Key Improvement Priorities for 2024-25 and Beyond**

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

* Use of data to meet learners needs including a knowledge and understanding of shared expectations
* Curriculum: further develop high quality learning experiences
* Tracking and monitoring children’s progress

**Plana Leasachaidh na Sgoile 2024-25**

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**School Improvement Plan 2024-25**

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| **Section Three – School Improvement Plan 2024-25** |

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

The School Improvement Plan takes into account collegiate working time agreements and avoids 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
* Verity House Agreement (i.e. tackle poverty, deliver net zero, deliver sustainable person-centred public services)

**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.

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| **Attainment Gap : English Literacy** | **Attainment Gap : Gàidhlig Literacy** | **Attainment Gap: Maths/Numeracy** |
| Due to low pupil numbers, this data has been suppressed. | Due to low pupil numbers, this data has been suppressed. | Due to low pupil numbers, this data has been suppressed. |

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| **Planning Objectives** | **Cohort** | **Improvement Actions** | **Resources** | **Monitoring** |
| Health and Wellbeing :  Develop self confidence  Develop self esteem | PEF pupils | Develop self-confidence using drama and role play.  Develop self-esteem, providing opportunities to record and share successes and achievements including at Assemblies and in Working Groups.  Support children to have a voice and to share their opinions and views in different contexts. | Education Attainment Worker  Class teacher | Pupils will be an active part of group activities.  Pupils will share their learning at an Assembly. |
| Raise attainment in L*istening and Talking* | PEF pupils | Continue to provide opportunities for children to contribute to discussions and ongoing class work:  In one-to-one situations  In paired activities  In small group work  At whole school events  Develop talking skills, sharing ideas, opinions and experiences with clarity.  With support, apply techniques such as eye contact, vocabulary when engaging with others.  Ask and respond to different types of questions. | Education Attainment Worker  Class teacher | Pupils will be able to participate in class, sharing their ideas, opinions and experiences.  Pupils will become more confident in their use of oral language skills in social situations and routines. |

**3.4 School Improvement Plan Projects**

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| **1** | **Project Title:** | Develop Gaelic writing across the school. | **Baseline Data:** | The majority of pupils (73%) are on track to achieve the appropriate level. |
| **Objectives:** | By March 2025, most learners will develop and apply knowledge of grammar and punctuation. | **Target Data:** | There will be up to a 10% increase in pupils on track to achieve in Gaelic writing. |
| **Links to Local/National Priorities or Stretch Aims:** | IT1, NP 5, ND 4 | **Lead Responsibility:** | Head Teacher |

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| **Improvement Actions** | **Target Cohort** | **Completion Date** | **Measuring Impact** |
| 1.1 Audit of attainment levels across all classes in Gaelic writing.  Each class will complete a baseline assessment in August/September 2024 and again in May 2025. | Staff  P2 – P7 | Aug/Sept 2024  May 2025 | Data will identify the % of pupils on track to achieve in Writing.  Most pupils (over 85%) will be on track to achieve the appropriate level in Gaelic writing. |
| 1.2 Staff will have a consistent whole school approach to the implementation/teaching of grammar and punctuation. | Sgoil Araich  P2 – P7 | October 2024 | Staff will use and implement the local authority new skills progression framework for grammar and will have identified skills progression in punctuation. |
| 1.3 Pupils will learn and be taught grammar skills using a framework that provides challenge in their learning. | Sgoil Araich  P2 – P7 | March 2025 | All (100%) pupils will develop grammar skills progression that provides challenge in their learning. |
| 1.4 Pupils will have weekly lessons that focus on punctuation and pupils will be involved in planning the success criteria and assessment of their learning. | P2 – P7 | March 2025 | All (100%) pupils will develop their knowledge and understanding of punctuation (appropriate to age and stage). |
| 1.5 Classrooms will have interactive wall displays for children to refer to and use in their written work – the wall displays will focus on grammar and punctuation. | P2 – P7 | December 2024 | Both classrooms will have interactive wall displays and all pupils will access information from the displays to support their writing. |
| 1.6 Children will apply their knowledge of grammar and punctuation across an increasing range of written tasks, including cross-curricular activities. | P2 – P7 | March 2025 | Almost all pupils (over 90%) will apply their knowledge and understanding of grammar and punctuation to their written work. |
| 1.7 Staff will share words/phrase (grammar) with parents using a range of methods (Seesaw, noticeboard) | Sgoil Araich | March 2025 | All parents will be aware of what their child is learning each week. |

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| **2** | **Project Title:** | Health and Wellbeing: design a curriculum that develops and promotes equality, inclusion and diversity. | **Baseline Data:** | Less than half of the pupils know about a range of equalities, inclusion and diversity issues. |
| **Objectives:** | By March 2025, all (100%) pupils will have an understanding of equalities, diversity and inclusion. | **Target Data:** | All (100%) of pupils will be able to knowledgeable about equalities, inclusion and diversity. |
| **Links to Local/National Priorities or Stretch Aims:** | DP1, IT1, NP2, ND 5, BP2 | **Lead Responsibility:** | Head Teacher |

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| **Improvement Actions** | **Target Cohort** | **Completion Date** | **Measuring Impact** |
| 2.1 Complete an audit of how our school and curriculum provides learners with opportunities to develop their knowledge and understanding of equalities, inclusion and diversity. | Staff | September 2024 | An audit of current practice will be complete. |
| 2.2 All staff will undertake professional learning on equalities, inclusion and diversity, including neurodiversity. | Staff | October 2024 | All staff will have undertaken professional learning reading/courses. |
| 2.3 All pupils to be involved in planning learning experiences that develop their knowledge and understanding of: Equalities  Inclusion  Diversity including neurodiversity | P2 – P7 | March 2025 | All (100%) of pupils will have planned learning opportunities to support their knowledge and understanding of equalities, inclusion and diversity, including neurodiversity. |
| 2.4 All classes will have an interactive wall display that reflects learning in 2.3. | P2 – P7 | March 2025 | There will be an interactive and accessible wall display in both classrooms. |
| 2.5 Pupils will plan learning with partners ensuring that equalities, inclusion and diversity are reflected in the planned learning experiences. | P2 – P7 | March 2025 | Most pupils (75% or more) will plan the learning with partners – learning that reflects equalities, inclusion and diversity. |
| 2.6 Pupils and staff will review resources that are used to support teaching and learning using their developing knowledge and understanding of equalities, inclusion and diversity, including neurodiversity. | P2 – P7 | March 2025 | Pupils will apply and demonstrate their knowledge and understanding in their learning and chosen resources. |
| 2.7 Pupils will share their learning with parents during pupil-led assemblies. | P2 – P7 | March 2025 | All pupils (100%) will share their learning with parents at assemblies. |

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| **3** | **Project Title:** | Curriculum: Tracking and monitoring skills progression | **Baseline Data:** | Skills progression is beginning to be tracked in some curricular areas. |
| **Objectives:** | By March 2025, children’s skills progression across all curricular will be tracked and monitored. | **Target Data:** | All (100%) children will have clear information on their attainment across all curricular areas. |
| **Links to Local/National Priorities or Stretch Aims:** | DP4, IT1, NP5, ND5 | **Lead Responsibility:** | Play Leader / Head Teacher |

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| **Improvement Actions** | **Target Cohort** | **Completion Date** | **Measuring Impact** |
| 3.1 Staff will become familiar with the use of Progression Pathways in all curricular areas. | Staff | October 2024 | All staff (100%) will be familiar with the Progression Pathways and how to use them. |
| 3.2 Children’s skills progression will be tracked, initially in Literacy, Numeracy and Health and Wellbeing. | Staff | December 2024 | All staff (100%) will track progression in Literacy, Numeracy and Health and Wellbeing. |
| 3.3 Children’s skills progression will be tracked in the remaining curricular areas. | Staff | January 2025 | Staff will be able to track progression across all curricular areas. |
| 3.4 Children’s learning experiences will be planned using the skills progressions. | All children | March 2025 | Children will be able to talk about what they know, what they have learnt and what they would like to learn next. |
| 3.5 Children’s learning experiences will reflect breadth, depth and challenge. | All children | March 2025 | Staff will plan learning experiences based on individual children’s needs identified using skill progression tracking. |

**3.5 School Improvement Plan Delivery Timeline**

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

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| **SIP Project Title** | **Aug to Oct 2024**  **(Term One)** | **Oct to Dec 2024**  **(Term Two)** | **Jan to Mar 2025**  **(Term Three)** | **Apr to Jun 2025  (Term Four)** |
| Develop Gaelic writing across the school. |  |  |  |  |
| Health and Wellbeing: design a curriculum that develops and promotes equality, inclusion and diversity. |  |  |  |  |
| Curriculum: Tracking and monitoring skills progression |  |  |  |  |

**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.

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| **Year/Session** | **Self-Evaluation Priorities** | **Pupil Equity Fund Priorities** | **School Improvement Planning Priorities** |
| 2025-26 | * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment * 3.2 Raising attainment and achievement | * Attainment: ensure learners attain in literacy. | * This will be based on self-evaluation evidence, local and/or national priorities. |
| 2026-27 | * 1.3 Leadership of Change * 2.2 Curriculum * 3.3 Increasing creativity and employability | * Attainment: ensure learners attain in numeracy | * This will be based on self-evaluation evidence, local and/or national priorities. |
| 2027-28 | * 1.2 Leadership of Learning * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment | * Health and Wellbeing: support pupil resilience and independence. | * This will be based on self-evaluation evidence, local and/or national priorities. |