



COMHAIRLE NAN EILEAN SIAR

Roinn an Fhoghlaim is Seirbheisean Chloinne



Sgoil an Iochdair

**Aithisg Ìre de Mhathas 2021-22
Plana Leasachaidh na Sgoile 2022-23**

**Standards & Quality Report 2021-22
School Improvement Plan 2022-23
(SQIP)**

Combined Standards & Quality Report for 2021-22 and School Improvement Plan 2022-23 (SQIP)

Contents

1. The Context of the School	3
1.1 The school and its community	
1.2 Our vision, values, aims and curriculum Rationale	
1.3 Summary of progress towards improvement	
2. Standards & Quality Report for 2021-22	5
2.1 Our progress towards achieving NIF Priorities	
2.2 How successful were our improvements?	
2.3 What progress have we made?	
2.4 Outcome of external review or inspection	
2.5 What are our key priorities for improvement in 2022-23?	
3. School Improvement Plan for 2022-23	9
3.1 Creating the plan	
3.2 What are our improvement projects?	
3.3 Maintenance areas	
3.4 Outline Planning for 2024-25	
4. Glossary of Terms	12

The Language of Evaluation

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

A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together

1. The Context of the School

1.1 The school and its community

Sgoil an lochdair is a multi-denominational school situated in the village of lochdar on the Island of South Uist, with its catchment covering most of Benbecula and the north half of South Uist. The school offers primary education through Gaelic and English Medium. The school has a roll of 45 primary pupils and 18 nursery children, supported by 21 teaching and non-teaching staff. We are a Health Promoting school and an Eco school. We have achieved the **sportscotland** Gold School Sport Award and in 2015, we became a Gaelic Status School. We are working towards our Silver Rights Respecting Schools Award and hope to achieve this by the end of 2022. At Sgoil an lochdair we have strong partnerships with families, specialists and other agencies to support every child to be the very best they can be. Our curriculum reflects the Gaelic language, culture and heritage of our Island community and revolves around the special natural environment in which we live. This year we have been exploring more of our locality using our recently purchased kayaks (bought in partnership with Sgoil Bhaile a' Mhanaich and Sgoil Uibhist a Tuath).

The school is led and managed by Mrs Joan MacDonald, Head of School, supported by an Executive Head Teacher of the Uist Primaries.

In drawing up this report and plan, consultations took place with pupils, parents, staff and partners to establish their views about our progress and improvement needs.

1.2 Our vision, values, aims and curriculum rationale

At Sgoil an lochdair it is our aim to be a school community celebrated for its high-quality learning experiences where everyone is valued, respected and included.

We aim to raise standards by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as a reflective learner within a supportive, caring, happy and purposeful environment.

The values and aims which underpin this vision, and against which we shall evaluate our performance, are:

'CÀNAN, CULTAR, COIMHEARSNACHD AGUS CRUTHACHAILEACHD'
"Gaelic, Culture, Community & Creativity"

CÀNAN

- To enrich the Gaelic language inspiring all pupils, parents, school staff and partners to be proud of the language, working together to ensure it continues to develop and grow across the school community.
- To celebrate bilingualism, promoting the benefits that language learning can bring to our pupils, to our school, into sustained positive destinations beyond school, and ultimately impacting on our community as a whole.

CULTAR

- To celebrate and nurture the Gaelic language and island culture in all aspects of the school community, enriching our knowledge and awareness of our history and heritage.
- To instil a commitment to life-long learning, working in partnership with all stakeholders to provide ambitious learning experiences that equip learners with knowledge and skills for learning, life and work.

COIMHEARSNACHD

- To promote a whole-school rights respecting ethos, expressing a commitment to respect, kindness and equality. This will in turn promote attainment and achievement.
- To enrich links with our parents and partners, and value diversity and sustainability with consideration for our community, locally and globally.

CRUTHACHAILEACHD

- To instil in each other courage and faith in our ability to learn innovatively, and valuing creativity skills and creating opportunities for the transferring of these skills to new contexts.
- To nurture self-growth and identity by celebrating endeavors at home and in the community, with particular focus on the opportunities being created by the expressive arts.

Our Curriculum Rationale Summary:

Sgoil an Iochdair Curriculum Rationale Summary

Cànan, Cultar, Coimhearsnachd, Cruthachailleachd

Ethos - valued, respected and included
To support the development of the whole child as a reflective learner within a supportive, caring, happy and purposeful environment

What makes our school unique?
Our Gaelic Language Ethos
Our Island Culture & Heritage
We are at the heart of our community Benbecula & South Uist
Our Creativity - Music, Drama,
Our History - Built in 1952
Our talented pupils
A committed staff team

Local & National Guidance
Getting It Right for Every Child
Gaelic First Policy
Developing the Young Workforce
Raising Attainment
Equity and Excellence
Closing the Gap
Global Citizens
Digital Literacy and E-Safety

Principles of Curriculum Design

- Challenge & Enjoyment
- Breadth
- Progression
- Depth
- Personalisation & Choice
- Coherence
- Relevance

Entitlements

- Coherent 3-18 curriculum
- Gaelic Education - GLE, GME and learning about Gaelic language and culture
- Personal support
- Skills for learning, life and work

Interdisciplinary Learning (IDL)
This is proven to boost learning outcomes and enthusiasm around learning and allow pupils to think critically and link their learning to real life contexts.
Learning through the Life & ethos of the school
Buddies, Daily Mile, Dubhlain Dhaoina, Committees, Fun 31
Opportunities for Personal Achievement
Their are regular weekly, termly and annual opportunities
Sgoilear na Seachdain, Rionnag Na Gàidhlig & Sàr Sgrìobhadair
Assemblies, Class Talks
School and Inter-school sports & festivals

Assessing learning & planning next steps using:

- Progression pathways
- Benchmarks
- Assessment is for Learning (AifL)
- Teacher Judgement based on achievement of a level, range of holistic, summative & formative assessments
- Collaboration and Moderation - CLPL to continue professional learning and development
- Regular self-evaluation - individually and collaboratively
- Pupil Voice—Big Questions—Visual Planning Wall
- SeeSaw Parents Evenings & Annual Reports

Partnerships
Active Schools
Blythswood Care
Ceòlas
Children's Parliament
E-Sgoil
Fèisean nan Gàidheal
Local clergy
Local Fèisean
Mòd Uibhist
Parents
Parent Council
School Gardener
School Nurse
Sgoiltean Uibhist
Tagasa
Tobar an Dualchais

Pupil Voice

- **Pupil School Improvement Group** - Pupil Council and House Captains/Vice Captains
- Rights Respecting School Committee
- Eco-Committee
- Health & Wellbeing Committee

Education Scotland
Foghlam Alba

We want our curriculum to focus on:

- Advancing the Gaelic language and island culture in all aspects of the school community, enriching our knowledge and awareness of our history and heritage.
- Stimulating the development of critical and creative thinking as well as teamwork skills which are important in life and the world of work.
- Developing literacy, numeracy and health and wellbeing in all aspects of learning across the curriculum.
- Energising our learners with the confidence and awareness they need in order to act with others, to influence and make a difference in their communities and the wider world, and to realise their potential as adults of the future.
- Making links with parents and partners, including international partners.
- Positive outcomes for all learners underpinned by a whole school rights-respecting ethos.

1.3 Summary of progress towards improvement:

During the 2021-22 session, across Gaelic Medium and Gaelic Learner Education, 100% of P1 and P7 pupils and 50% of P4 achieved their curricular milestones Literacy, Numeracy and HWB. 83% PEF identified pupils at P1, P4 and P7 achieved appropriate levels in all areas of Literacy, Numeracy and HWB – compared to 94% non-PEF pupils achieving in all areas.

Our average attendance rate was 90%. Pupil attendance was impacted greatly by absences due to periods of illness and isolation as a result of the COVID-19 pandemic.

Despite the continued impact of the pandemic on our school and nursery, both of our planned improvement projects were very successful in pursuing their stretch aims in the 2021-22 session. Our improvement project focusing on Health and Wellbeing – Developing a Shared Understanding of Standards and Expectations, has resulted in 40% of learners improving their levels of engagement by +1 on a five-point scale adapted from the Leuven Scale of Involvement. These learners, 6GL (Gaelic Learners) and 4GM (Gaelic Medium), were identified from data gathered through PEF 5 measures (Pupil Equity Fund focus on five key areas; attainment, attendance, inclusion, engagement and participation). 40% of these identified pupils' engagement levels were identified as high during their baseline and remained high across the year. Three pupils in the target group demonstrated reduced levels of engagement across term two however successful interventions resulted in higher levels of engagement for the remainder of the session. Our improvement project focusing on Refreshing the Uist Primaries' Curriculum – IDL as a key driver has resulted in 80% of learners identified from CfE data and tracking conversations (3GL and 7GM) achieving their expected milestones in talking and listening.

In terms of the Scottish Attainment Challenge, the school has worked within a local cluster hub to pool Pupil Equity Funding and resources in support of its key individual and collective school targets. These were developed using the Interventions for Equity grid and the Education Endowment Foundation Toolkit, particularly focusing on early intervention to improve health and wellbeing, oral language and targeted approaches to literacy and numeracy with a focus on the recovery plan. The attainment post, which proved difficult to fill, was vacant for most of the session, with the Education Attainment worker appointed in May 2022. We therefore anticipate seeing the impact of this appointment in session 2022-2023.



2. Standards & Quality Report 2021-22

This section reports on the progress the school has made during the 2021-22 session on improvement priorities, School Improvement Plan projects and with the five key National Improvement Framework priorities.

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

2.1 Our progress towards achieving National Improvement Framework Priorities

These priorities have clear links with Improvement Projects and a detailed review of progress is provided in Section 2.2 below.

1. Placing the human rights and needs of every child and young person at the centre of education.

Sgoil an Iochdair is a Bronze Award Rights Respecting School and is on track to achieve Silver with a whole school approach towards children's rights being embedded through policy and practice. Our accreditation visit was postponed due to the Covid pandemic, and has been re-arranged for spring 2023.

2. Improvement in children and young people's health and wellbeing.

A refreshed wellbeing survey is used twice a year based on the GIRFEC My World Triangle. Learners' evaluative scoring leads to individual discussions and positive and supportive interventions based on their needs. The November 2021 data was very positive with an average score of 2.91 out of a possible 3. Baseline wellbeing data was used to plan individualised support for mental and emotional health and to provide targeted interventions. June 2022 results showed an increase to 2.96. The June survey has identified pupils requiring input. Targeted interventions in class are led by the Education Attainment worker with support from the SfL teacher.

All pupils attending an after-school activity or engaging in opportunities for wider achievements (June 2022). Two of our pupils were members of the Children's Parliament this session, preparing for and contributing to meetings with some of the top decision-makers in Scotland, the First Minister and the Government's Executive Team. The school has responded to the calls to action to support our pupils Health and Wellbeing.

3. Closing the attainment gap between the most and least disadvantaged children and young people. In addition to the planned work detailed in section 2.2, we have continued to support disadvantaged families in a range of ways:

- Information on income maximisation provided on parent boards and newsletter
- Reduction to two fundraising events per year – entry by donation
- 'Healthy Eating' policy ensures every child has access to a healthy snack with breakfast provided when appropriate
- Free school clubs
- Encouraging access to free holiday club, including transport and lunch
- Uniform Swap Shop available to order discreetly online
- All outings have been free, and our end of term trips included lunch with no opportunity for spending

Although our Education Attainment worker did not start until May 2022, school staff supported pupils using the PEF Five Measures to track attainment, participation and engagement on a monthly and termly

basis. Overall attendance for this group was 89.7%. There is clear evidence of progress with 70% of target group showing high or extremely high levels of engagement. At P1, P4 and P7, most (83%) achieved curriculum milestones in all areas of Literacy, Numeracy and HWB.

63% increased their achieved level in English reading, 63% increased their achieved level in English writing, 50% increased their achieved level in English talking and listening. 50% increased their achieved level in Gaelic talking and listening, Gaelic reading, Gaelic writing and mathematics. 60% of identified PEF pupils also have Additional Support Needs (ASN) support by action plans or IEPs (Individualised Educational Plan).

4. Improvement in skills and sustained, positive school-leaver destinations for all young people.

Our Curriculum Overview shows clear links to Developing the Young Workforce (DYW) and STEM. There is a continued focus on DYW evident within planned activities at all stages. Pupils understanding of skills for learning, life and work has increased and is evident through learner conversations, particularly in relation to the benefits of bilingualism. All pupils spoken to were able to articulate their own skills set and explain why these are important for life, learning and work.

5. Improvement in attainment, particularly in literacy and numeracy.

Fluency in Gaelic has been supported by several projects including *Tobair an Dualchais*, where the P4-7 pupils met regularly online with Floraidh Forrest, Project Director, to listen to oral recordings and to talk about their local cultural heritage and their part in it. The E-sgoil *Misneachd* programme, supported identified individuals with their fluency or in other areas, for example reading comprehension, through weekly online sessions. Focused lessons using the outdoors to engage pupils in their oral mathematical language was successful within the infant GM classroom. Play pedagogy was embedded within the GL classroom.



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 2022-23 academic year.

Improvement Priority One	Health and Wellbeing – Developing a shared understanding of standards and expectations
Project Progress (What have we done?)	
<ul style="list-style-type: none"> • Health & Wellbeing (HWB) continues to be a strong focus throughout the curriculum. All weekly planners show a variety of H&WB activities. SMT from 4 Uist Primaries continued to develop our HWB framework in partnership with staff, pupils and parents. The Relationships Sexual Health and Parenthood section was reviewed/evaluated by staff, pupils and parents. A new section for Mental Emotional Social and Physical Wellbeing was created. The framework incorporates a range of current resources including Icepack, Healthy Schools and Thinkuknow. The framework was trialled by schools during June 2022 for rolling out in 2023. There are clear links with UNCRC articles and the learning and teaching of children’s rights. Restorative Approaches to relationships and behaviour are used across school settings by all staff – circle time/class discussions and restorative conversations take place with pupils when required. • Pupil / Staff Voice - Teaching and support staff audited on staff training and skillset in relation to mental health & wellbeing. List created and shared with Uist Primaries Management teams to inform future training needs. Refreshed wellbeing questionnaire for pupils was rolled out across the four Uist Primaries. The survey was based on the My World Triangle and has the child at the centre of it. • All of pupils can identify and access nurturing environments that have been established to provide a safe and calm space for all children in their classrooms. Two additional spaces within the school An Rùm Socair in the library, and in room 7 An Rùm Cofhurtail have been created and will be accessed going forward with the support of our Education Attainment worker. • Clubs have been a focus this year. Our Youth Club was reintroduced by our Parent Council to increase participation and improve health and wellbeing. As a result of pupil voice, our Pupil Council worked with Active Schools to initiate a cross country lunchtime club. P7s developed their Young Leader skills to provide an active lunchtime club for P2/3. An after-school club for GM1-3 was well attended during term 1. • Partnership working enabled Childsmile to re-introduce daily toothbrushing for P1 pupils with pupils and staff trained. Active Schools organised for Badminton workshops to take place for P4-7 pupils including a well-attended optional after school session. They also worked with GL1-7 class teacher to support differentiation and challenge for this multi-composite class. All pupils were involved in a Uist Primaries weaving project encouraging mindfulness and relaxation. Weekly gardening sessions with school gardener continued with pupils learning about the mental and physical health benefits of being outdoors as well as the importance of a healthy balanced diet. The PT at Sgoil Dhalabrog worked across Uist Primaries – sharing good practice in outdoor learning and increasing collaboration between schools. Outdoor Managers with CnES also supported the staff and pupils. Outdoor equipment was purchased for classes to use during outdoor learning sessions including outdoor cooking items and kayaks and bikes were purchased with help from Lottery funding. Some staff have undertaken initial training for this (Kayak & Cycle Ride Leader). • Transition events for identified individuals included additional visits to Sgoil Lionacleit to familiarise with building layout and routine. The whole of our P7 took part in outdoor experiences, including cycling and climbing with Sgoil Dhalabroig’s P7s to develop friendships and increase confidence. These were in advance of the four days spent at Sgoil Lionacleit with their new cohort. • A Class Teacher Sgoil Bhaile a’ Mhanaich, has been trained as a Seasons for Growth companion and will take forward this across the Uist Primaries. 	

Evidence & Impact (How are we doing and how do we know?)

- The RSHP framework is now firmly embedded in Sgoil an lochdair with all pupils accessing the differentiated lessons matched to their strengths and developmental gaps, and parents are kept informed of content. Feedback from parents, pupils and staff was very positive. Feedback on the MESP framework will be collated from all Uist Primaries staff in the new session. Initial feedback from Parent Councils was extremely positive.
- Learning walks / class visits, and termly tracking folders, demonstrate evidence of pupil engagement in their learning and their ability to talk confidently about their experiences.
- All QA activities, e.g. Jotter monitoring, classroom observations, tracking and monitoring conversations, annual reports, learner conversations, demonstrate the use of feedback on monitoring acted upon by staff and pupils
- Staff skillset list will be refreshed and utilised further next session as covid restrictions and staffing absences has impacted on its roll out in 2021-22.
- All teaching staff have undertaken CPD linked to HWB, including badminton, rugby, outdoor learning, cycle leader and kayaking training in the pool and loch. Loch specific first aid training was attended by all staff. This CPD training is impacting positively with pupils now experiencing a range of outdoor experiences. Pupil voice and staff/parent feedback note an observable increase in learner confidence around these experiences.
- As a result of the work of the PT at Sgoil Dhalabroig and the Outdoor Managers at CnES with our staff and pupils, our instances of outdoor learning have increased with all classes accessing the outdoors as a learning space more regularly. Increased pupil and staff engagement in outdoor learning activities evident from planning, timetables, feedback and children's work. Two staff members have undertaken cycle ride leader training, three members of staff across the school and nursery have undertaken kayak training with one member of staff now qualified as an instructor and two as assistant instructors.
- Almost all pupils, have a parent or parents who are connected to their child's SeeSaw account and engaging with the app SeeSaw on a regular basis. With over 300 comments, almost 2,000 likes and over 2,500 visits during 21-22.

Next Steps (What are we going to do now?)

- Continue to embed the new Health & Wellbeing frameworks and shared understanding of expected outcomes. Ensure new staff familiar with the range of resources within them across nursery and school, review and improve to ensure a balance of learning experiences over time. Continue to sustain a collaborative partnership with Active Schools.
- Further develop outdoor learning opportunities – with a variety of timetabled time spent outside each week in all classes – in addition to the gardening slot and extend the number of people, staff and parents, trained to take pupils out on the loch early next session.
- PEF – refresh lists, approaches and interventions.
- Re-establish and strengthen parental engagement and partnership working.



Improvement Priority Two	Refreshing the Uist Primaries' Curriculum – IDL as a key driver
Project Progress (What have we done?)	
<ul style="list-style-type: none"> • Refreshed approach to the planning of IDL topics in the 4 Uist primaries was introduced with a staff CPD sessions delivered by Uist Primary colleague on Interdisciplinary Learning. Staff met with stage partner colleagues from other schools to discuss learning, teaching and assessment experiences for a common IDL topic. Ideas were then shared with pupils who tailored the topic to what they wanted to learn about. 5 BIG questions were created by the pupils and displayed on visual planning walls. A wide range of planned opportunities to incorporate IDL was planned and delivered within Sgoil an lochdair e.g., Houses topic on sustainability linking in with climate assembly and COP26, Global Goals and finally Journeys which evidenced increased pupil voice, with 2 classes journeying across the globe and one journeying through time. During staff meetings, the 3-year Curriculum plan was reviewed, and areas were identified for update and refresh. Cluster moderation events using IDL approach to plan and moderate writing lessons/classwork. • Whole school IDL display was created in T1/2, with plans to repeat this collaborative display regularly. Visual Planning Walls are utilised across the school. Staff reflected positively on their own and others Visual Planning Walls during a staff meeting. • Staff focus on wider achievements through Seesaw and end of year assembly. Seesaw Learning Journals have been rolled out across the school and nursery to capture key learning across the year as well as share homework tasks. Staff member provided training across the authority with twilight teams sessions. • Training included QAMSO (Quality Assurance and Moderation Support Officer) training undertaken by two members of staff and the Head of school undertook training for the John Muir Award with initial plans made for P6/7 pupils to gain the award. • Increased partnership working with GM 4-7 worked with artist, Chris Spears, and musician, Seonaidh MacIntyre, on the Treoir project, through Fèisean nan Gaidheal, to create artwork in response to their local history. Visitors to GM1-3 engaged the pupils with first hand recollections of school days in the past. Visit from author Alan Windram the author of Pioban an Aona Phutain (One Button Benny) and Rachel Kennedy for active workshop organized by CnES libraries. Uist Primaries have engaged in the Dandelion project, a national project promoting sustainability, music and community partnerships. It was planned as a transition project with Sgoil Lionacleit. Developing the Young Workforce resources prepared by the local DYW development officer and local secondary school were accessed by staff. • During Moderation activities, all teachers linked with stage partners across cluster schools. These meetings allowed them to support each other, sharing good practice in writing. All staff have increased confidence in awarding achievement of a level as evident in recent tracking conversations. Increased sharing of good practice is to be developed next session across all schools. Staff attended focus meeting to review and share understanding of AifL (Assessment is for Learning) strategies. 	
Evidence & Impact (How are we doing and how do we know?)	
<ul style="list-style-type: none"> • Increased confidence in the collegiate planning and delivery of IDL, with all staff participating in cluster events and engaging in professional dialogue. Professional dialogue during staff meeting demonstrates an increased understanding of IDL and next steps for Sgoil an lochdair have been identified. Creation of rich task questions evident in IDL planning, and IDL planners demonstrate activities which provide opportunity for success in the rich tasks. • Learner conversations, pupil work and staff and parental feedback about our IDL projects evidence increased engagement and motivation for learning. This has impacted positively on attainment in writing across the curriculum particularly evident at the upper stages. • Identified overarching themes evident in curriculum plan and this will be finalised across the coming session. Due to Covid restrictions, parental and community partner engagement with this project has been challenging. This will be strengthened next session. • All pupils (PEF & Non-PEF) achieved their curricular milestones in talking and listening by May 2022. • Through observation and teacher judgement 40% of identified pupils have increased their engagement level by +1. Within the target group, 40% demonstrated high or very high levels of engagement during baseline observations. Interventions are in place for the 20% requiring additional support with engagement. • Partnership working increased by far more than the minimum of 3 visits as evidenced through school displays, SeeSaw and social media. +90% of learner curriculum conversations show an understanding of Our Curriculum and the role of our partners in their learning. 	

Next Steps (What are we going to do now?)

- Continue to use the 5 Big Questions for class / school IDL topics
- Continue to have annual Cluster Collaborative IDL topics & annual whole school display
- Utilise QAMSO trained staff to further develop writing moderation across the four schools focusing on achievement of a level, in particularly in Gaelic.
- Continue to link with Tobar an Dualchais in future events.



2.3 What progress have we made?

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

Quality Indicator	Evaluation	Evidence
	HGIOS4 Six-Point Scale Evaluation	
2.3 Learning, Teaching & Assessment	<ul style="list-style-type: none"> • Almost all learners experience activities which are varied, differentiated, active, and provide effective support and challenge. • All staff apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching. Further opportunities to moderate will strengthen teacher judgement on achievement of a level. We will continue to embed this in 2022-23 as some of our planned activities were impacted by school closures. • We are making very good use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning. • Tracking and Assessing children's progress across the curriculum has resulted in progression and increase in achievement of CfE levels. • Learning is enriched and supported by our effective use of digital technologies. 	<ul style="list-style-type: none"> • Planning folders, Progression Pathways, termly overviews and Visual Planning Walls demonstrate varied and highly differentiated planned for experiences. • ASN plans, PEF appendix and observation records demonstrate consistent and appropriate support for identified pupils. • Standardised Assessments (SNSA/MCNG/CAT/Reasoning/SWST/YORK and Emerging Literacy) reflected on during Monitoring & Tracking conversations and recorded in folders. • Moderation at school and cluster level used to support assessment of Achievement of a Level and recorded in Data Hub & on Seemis. • Annual Attainment Report – extracted from the Data Hub demonstrates increase in achievement of CfE levels. • Learner Conversations, Pupil/Parent/Staff surveys demonstrate satisfaction and understanding of progress. • Engagement in SeeSaw to support family learning at home. • Learning delivered using digital resources such as teams for e-sgoil, Tobar an Dualchais lessons.
	HGIOS4 Six-Point Scale Evaluation	5 – Very good

<p>3.1 Ensuring Wellbeing, Equity and Inclusion</p>	<ul style="list-style-type: none"> All staff are committed to ensuring that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI). Staff and children know and understand the wellbeing indicators, and these are used effectively to promote an inclusive learning environment throughout the school and nursery. All staff listen to and involve children and young people in making decisions about their wellbeing, their lives and their future. All staff analyse the steps we have taken to ensure they have improved outcomes for children. ASN provision has improved support for pupils with learning difficulties and progress in ASN targets is evident for those pupils. Increased focus on pupil participation ensures all staff listen to and involve children and young people in making decisions about their wellbeing, their lives and their future. 	<ul style="list-style-type: none"> Pupil Voice recorded regularly through Learner Conversations, Graffiti Walls and Pupil surveys – (H&WB & School surveys) demonstrate that children feel safe, healthy... and areas for improvement acted upon. IDL projects – pupil voice through Big Questions each term and through IDL topic choices. Pupil Council /House Captains /Committees including RRS & H&WB & Eco & accreditations, Children’s Parliament provides the opportunity for staff to listen and involve pupils. Parental feedback demonstrates that parents feel their children are safe and achieving. SEEMIS pastoral notes, Team around the Child minutes and Transition Programmes help communication between staff (including other partners) to ensure the best interests of the pupil(s). CPD & PRD records evidence training in these areas. SfL plans, PEF Appendix, Data Hub & Report, Monitoring & Tracking folders help staff analyse the steps taken to improve outcomes for all. SQIP reviews ensure focus on pupil participation.
	<p>HGIOS4 Six-Point Scale Evaluation</p>	<p>5 – Very good</p>
<p>3.2 Raising Attainment & Achievement</p>	<ul style="list-style-type: none"> All staff are committed to engaging in approaches to raise attainment and improve outcomes for children and young people. Literacy and Numeracy are a central feature of our school priorities. Our whole school and nursery focus on Literacy and Numeracy is leading to raising attainment across the curriculum. All staff use evidence from tracking meetings, professional dialogue and assessments to measure progress over time, especially at points of transition. All staff are committed to tracking and recognising achievements. All staff use of evaluative analysis of standardised assessment data to inform practice in order to better inform learning and teaching. 	<ul style="list-style-type: none"> Tracking & Monitoring folders, Achievement of a Level moderation, Data Hub & Report demonstrate improved outcomes. SfL – IEP / Action Plans and Support timetable & consultation between staff demonstrate Literacy & Numeracy focus and impact on pupils. PEF Five Measures, Observation records, TATC (Team around the Child meeting), Consultations with SALT / Family Support / Nursing Staff and Transition programmes all demonstrate a commitment to improve outcomes for all our pupils. Written Formative Feedback / Peer & Self-assessment, Visual Planning Walls recognise achievements and next steps. Progression Pathways and Learner. Conversations track progress and identify next steps for pupils. CPD & PRD/ Appraisal records track progress and identify next steps for staff. Newsletters, SeeSaw / Social Media and Local Press celebrate and recognise achievements. Curriculum Rationale Summary engaging staff, parents and pupils.
	<p>HGIOS4 Six-Point Scale Evaluation</p>	<p>5 – Very good</p>

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

Sgoil an lochdair has had no external review or inspection in the last 12 months.

2.5 What are our key priorities for improvement in 2022-23?

Taking into account all of the information set out in section two of the report as well as local and the National Improvement Framework and Improvement Plan (NIF) which sets out the vision and priorities for Scottish education, the school has identified the following areas for improvement in 2022-23

- Refreshing our school curriculum, in collaboration with Uist Primary Cluster, using Gaelic as a key driver
- Re-engaging Parents and Partners - sustaining connections and relationships with families to support children's learning.

3. School Improvement Plan 2022-23

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

Recovery, renewal and intensification of support to mitigate against ongoing impacts of the pandemic will continue to be relevant considerations. Taking account of and acting on learners' views will be central to the school's improvement agenda.

The priorities identified will take into account collegiate working time agreements and avoid unnecessary bureaucracy. Professional learning within the school and Authority will focus on the successful delivery of the agreed improvement priorities.

The Local Authority Improvement Priorities are:

Theme	Priority	NIF Priority	ES&CS Priority	CNES Business Plan
Attainment and Equity	Raising Attainment & Closing the Poverty-Related Attainment Gap across the BGE and Senior Phase	3, 4, 5	1, 3	✓
Gaelic	Develop and implement a strategic approach to support the progression of Gaelic Medium learning for all ages and stages.	1, 4, 5	1, 2, 3, 4	✓
Learning for Sustainability	Support and promote an effective whole-school and community approach to Learning for Sustainability through global citizenship, sustainable development education and outdoor learning.	1, 2, 4	1, 4	✓
Health & Wellbeing	Support children and young people's mental health and wellbeing to allow them to grow up loved, safe and respected.	1, 2	3, 4	✓

Continuing Themes:

- COVID-19 Recovery
- Secondary Curriculum Redesign and Timetable Harmonisation
- Curriculum Development and evolution
- Play Pedagogy

Having considered all the evaluative information across section two and guidance available about local and national priorities, the school should identify what its key areas are for the 2022-23 SQIP.

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, including working collaboratively with all stakeholders, especially learners, helping to inform self-evaluation and the identification of our priorities. Questionnaires were completed both online and on paper with a 60% response from parents, and 100% from staff and pupils. Staff and focus meetings evaluated and drafted our improvement projects based on these.

As well as the formal planning set out in section 3.2, we will create an A3 summary page of our projects to support communication of them to all our stakeholders. In addition, we will work with our learners to create a learner-friendly version of the plan for all our learners to access. We will display these prominently within the school and share them with parents through our website, SeeSaw and social media.



3.2 What are our improvement projects?

Improvement Project One	Refreshing the Curriculum using Gaelic as a key driver in collaboration with the Uist Primaries		
NIF Priority:	Improvement in attainment – particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people		
HGIOS4 or HGIOELC QIs:	1.2 Leadership of Learning 2.3 Learning and Teaching and Assessment	2.2. Curriculum 3.2 Raising Attainment	
CnES Priorities:	Attainment and Equity, Gaelic		
Stretch Aim(s)			
By May 2023, 70% of target group* will improve/achieve curriculum milestones in Gaelic Listening and Talking. *Target group identified through Sgoil Àraich Developmental Overviews and Class Tracking Assessments			
Baseline Measures			
<ul style="list-style-type: none"> Teacher judgement about CfE levels Engagement and participation levels during observations – using Realising the Ambition Experiences document Learner Conversations across target groups to ascertain level of fluency Parental feedback from Gaelic Survey MCNG (Gaelic National Assessment) data 			
Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Audit Parental understanding of GME/GLE and their role in its success.	H of S	September 2022 & May 2023	70% of feedback shows increased engagement/understanding
Audit current practice in order to identify where total immersion and immersion approaches can be strengthened across the school & nursery	H of S	September 2022 & January 2023	Audit completed and action points identified. Full compliance of total immersion and immersion experiences throughout setting, evidenced during Observations / Learner Walks / Conversations
Staff apply best practice as outlined in Education Scotland Gaelic advice papers and CNES Gaelic strategy. Staff will engage in moderation / peer observations on 2 x occasions	Gaelic working Party/Sgioba na Gàidhlig* Class teachers	March 2023	All staff have engaged with Professional Reading around Gaelic Strategy and framework, identified changes to practice shared with colleagues during moderation and peer observations on 2x occasions (talking and listening)
Refresh GM Listening & Talking pathways and create for GL to support a consistent approach to learning, teaching and assessment of oral Gaelic	Sgioba na Gàidhlig*	May 2023	+70% of pupils will demonstrate increased attainment in Gaelic Listening and Talking
Cluster collegiate planning & moderation across stages & levels exploring language learning	QAMSOs	May 2023	Increased staff confidence in relation to use of pathways and benchmarks
Gaelic PE lessons with upper GL & GM classes combined. An opportunity for older pupils to be empowered to use and demonstrate their Gaelic. Focus on the teaching of vocabulary.	Mrs MacAulay / GL Class Teacher	Reviewed termly	All pupils demonstrating increased confidence and expanded Gaelic vocabulary during PE lessons
Increased opportunities for Gaelic to be used within a variety of settings such as P7s - Dileab aig Deas, Mòd Competitions, BBC radio nan Gaidheal's programme – Aileag	Sgioba na Gàidhlig *	May 2023	All pupils will have used their Gaelic in a context out with their classroom

Improvement Project Two	Re-engaging Parents and Partners - sustaining connections and relationships with families to support children's learning.		
NIF Priority:	Improvement in attainment – particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in employability skills and sustained, positive school-leaver destinations for all young people		
HGIOS4 or HGIOELC QIs:	1.2 Leadership of Learning 2.5 Family Learning 3.2 Raising Attainment	2.2 Curriculum 2.7 Partnerships	
CnES Priorities:	Attainment and Equity, Gaelic, Health & Wellbeing		
Stretch Aim(s)			
By May 2023			
<ul style="list-style-type: none"> To re-engage and improve parental engagement by +3 instances for all pupils. Achieved curricular milestones for identified learners in target group* 			
*Target group identified through PEF Five Measures June 2022			
Baseline Measures			
<ul style="list-style-type: none"> Teacher judgement about CfE and engagement levels Data from 2020-21 PEF Five Measures, core and additional standardised assessments and attendance Wellbeing indicator scores Learner/ staff/ parent surveys 			
Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Audit current engagement levels in order to identify areas for development (Use Engaging families and carers toolkit)	All staff	September '22 Repeated May 2023	Audit completed and action points agreed.
Audit current approaches to parental communication across school and nursery, create a consistent communication strategy and implement	Family engagement working party/ Buidheann na Coimhearsnachd *School & Sgoil Araich staff	December 2023	Successful implementation of strategy with 90% positive feedback from staff and parents end of year questionnaires
<ul style="list-style-type: none"> Hybrid model trialed - in person/online Parent events – Meet the Teacher / Parents Eve / Transition Meetings Creation of a Family Learning programme (Gaelic language) bespoke to the school community and our partners e.g., stay & play, parent child cookery club, kayaking, Intergenerational ceilidh / Armchair athletics with Tagsa Uibhist 	H of S Buidheann na Coimhearsnachd* / Maria Steele (Education Attainment worker)	March 2023 May 2023	<ul style="list-style-type: none"> Increased participation at teacher and parent meetings – with all parents involved Family Learning Programme is well attended with each family in identified group attending at least once over the year. Increased partnership working by at least 3 instances
Review, develop & implement E-Safety group as part of the CNES Safe Accreditation Programme	E-safety coordinator	May 2023	Group established Silver level accreditation achieved

Sgoil an Iochdair Improvement Plan 2022-23

- Refreshing the Curriculum using GAELIC as a key driver in collaboration with the Uist Primaries
- Audit understanding of GME/GLE
- Review current immersion practice
- Apply best practice from Gaelic Strategy Paper
- Refresh GM Listening & Talking Pathway
- Create GL Listening & Talking Pathway
- Plan & Moderate with colleagues across cluster
- Gaelic Medium PE lessons for GL & GM together
- Increased opportunities to use Gaelic in a variety of settings

- Re-engaging PARENTS and PARTNERS - sustaining connections and relationships with families to support pupils
- Audit current parent / partner engagement
- Review, create & implement a consistent communication strategy with families
- Create Family Learning Programme in partnership with community
- Review, develop and implement E-Safety programme

Working together to make SGOIL AN IOCHDAIR excellent!

Sgoil Àraich an Iochdair Improvement Plan 2022-23

- Audit current immersion approaches
- Apply best practice from Gaelic Strategy Paper (CnES)
- Refresh GM Listening & Talking Pathways
- Create GL Listening & Talking Pathway
- Cluster planning for language learning & play
- Gaelic used in a variety of settings

- Review current engagement
- Review, create & implement a consistent communication strategy
- Create a family Learning Programme
- Review, develop & implement E-Safety programme

Nursery Improvement Project One	Gaelic Immersion		
How Good Is Our Early Learning and Childcare & Care Inspectorate QIs:	HGIOELC 2.2 Curriculum 3.2 Securing children's progress CI - 1.3 Play and learning, 3.2 Leadership of play and learning		
Main Goal of the Project:			
Who: (target group for the project), What: (area for focus), How much: (what will the improvement be and by when?)			
By May 2023, 70% of target group will achieve curriculum milestones in Gaelic Listening and Talking from Developmental Overview.			
Target Group:			
Pre-school group			
Main actions required:			
Ensure total Gaelic immersion strengthened through play			
Baseline Measures:			
<ul style="list-style-type: none"> Engagement and participation levels during observations – using Realising the Ambition Experiences document Playleader / Key worker judgement across target groups to ascertain level of fluency Parental feedback from Gaelic Survey 			
Steps required to deliver improvement project	Reporting Responsibility	Completion Deadline	Measures of Success (how we intend to see improvement)
Audit current practice in order to identify where total immersion and immersion approaches can be strengthened across the sgoil àraich	H of S	September 2022 & January 2023	Audit completed and action points identified. Full compliance of total immersion and immersion experiences throughout setting, evidenced during Observations / Learner Walks / Conversations
Staff apply best practice as outlined in Education Scotland Gaelic advice papers and CNES Gaelic strategy. Staff will engage in moderation / peer observations on 2 x occasions	Gaelic working Party/Sgioba na Gàidhlig* Playleader	March 2023	All staff have engaged with Professional Reading around Gaelic Strategy and framework, identified changes to practice shared with colleagues during moderation and peer observations on 2x occasions (talking and listening) +70% of children will demonstrate increased attainment in Gaelic Listening and Talking
Refresh GM Listening & Talking pathways to support a consistent approach to learning, teaching and assessment of oral Gaelic	Sgioba na Gàidhlig*	May 2023	Increased staff confidence in relation to use of pathways & ensuring Gaelic immersion through play
Cluster collegiate planning & moderation across stages & levels exploring language learning and play	QAMSOs	May 2023	Increased staff confidence in relation to use of pathways & ensuring Gaelic immersion through play
Increased opportunities for Gaelic to be used within a variety of settings such as Buddies, intergenerational activities...	Sgioba na Gàidhlig *	May 2023	All children will have used their Gaelic in a context out with their room

Nursery Improvement Project Two	Re-engaging Parents and Partners
--	---

How Good Is Our Early Learning and Childcare & Care Inspectorate QIs:	HGIOELC - 2.5 Family learning, 2.7 Partnerships CI - 1.4 Family engagement, 3.1 Quality assurance and improvement are led well		
Main Goal of the Project: Who: (target group for the project) What: (area for focus) How much: (what will the improvement be and by when?)			
By May 2023 <ul style="list-style-type: none"> To re-engage and improve parental engagement by +3 instances for all children. Achieved curricular milestones for identified learners in target group* 			
Target Group:			
*Target group identified through staff dialogue			
Main actions required:			
Creation of a bespoke Family Learning programme (Gaelic language)			
Baseline Measures:			
<ul style="list-style-type: none"> Engagement and participation levels during observations – using Realising the Ambition Experiences document Staff worker judgement across target groups to ascertain level of fluency Parental feedback from Gaelic Survey 			
Steps required to deliver improvement project	Reporting Responsibility	Completion Deadline	Measures of Success (how we intend to see improvement)
Audit current engagement levels in order to identify areas for development (Use Engaging families and carers toolkit)	All staff	September '22 Repeated May 2023	Audit completed and action points agreed.
Audit current approaches to parental communication across school and nursery, create a consistent communication strategy and implement	Family engagement working party/ Buidheann na Coimhearsnachd *School & Sgoil Araich staff	December 2023	Successful implementation of strategy with 90% positive feedback from staff and parents end of year questionnaires
<ul style="list-style-type: none"> Hybrid model trialed - in person/online Parent events – Parents Eve / Transition Meetings Creation of a Family Learning programme (Gaelic language) bespoke to the school community and our partners e.g. stay & play, Intergenerational ceilidhs, continuing to develop our outdoors... 	H of S Buidheann na Coimhearsnachd*/ Maria Steele (Education Attainment worker)	March 2023 May 2023	<ul style="list-style-type: none"> Increased participation at teacher and parent meetings – with all parents involved Family Learning Programme is well attended with each family in identified group attending at least once over the year. Increased partnership working by at least 3 instances
Review, develop & implement E-Safety group as part of the CNES Safe Accreditation Programme	E-safety coordinator	May 2023	Group established Silver level accreditation achieved

3.3

Outline Plans for 2023-2025

2023-24	1	Review Transition arrangements across the school and nursery to raise attainment in literacy and maths
	2	Refreshing the Uist Primaries' Curriculum – RME
2024-25	1	Refreshing the Uist Primaries' Curriculum – deliver on the commitment of Building the Curriculum 5
	2	Refreshing the Uist Primaries' Curriculum – Expressive Arts (Music & Art) and DYW



4. Glossary of Terms

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

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

AifL – Assessment is for Learning

ASN – Additional Support Needs

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

EAW describes the post of 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.

E-sgoil – a nationwide community for online teaching and learning launched by Comhairle nan Eilean Siar in 2016.

GL – Gaelic Learners – Pupils who are taught through the medium of English and who learn Gaelic as an additional language.

GM – Gaelic Medium – Pupils who are taught through the medium of Gaelic with a focus on immersion.

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

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

IEP – Individualised Education Plans specifies what they will be taught, what resources and strategies will be put in place, based on individual needs.

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.

MCNG – Gaelic Scottish National Standardised Assessments

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.

PEF 5 Measures include five key areas; attainment, attendance, inclusion, engagement and participation.

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.

QAMSO Quality Assurance and Moderation Support Officer

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**easurable, **A**chievable, **R**elevant and **T**imed.

SNSA – Scottish National Standardised Assessments

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.

