



**COMHAIRLE NAN EILEAN SIAR**

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

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## **Sgoil an Iochdair**

**Aithisg Ìre de Mhathas 2022-23  
Plana Leasachaidh na Sgoile 2023-24**

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**Standards & Quality Report 2022-23  
School Improvement Plan 2023-24**

# Standards & Quality Report for 2022-23 and School Improvement Plan 2023-24 (SQIP)

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### The Language of Evaluation

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

## Section One - The Context of the School

### 1.1 The School and its Community

Sgoil an lochdair is a non-denominational school situated in the rural 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 and a Gaelic Medium Nursery. The school has a roll of 46 primary pupils, with 80% enrolled in Gaelic Medium, and 7 nursery children. It is supported by 21 teaching and non-teaching staff, including music instructors delivering instrumental lessons to P5-7 and a Gaelic singing tutor. We have Gaelic Status and we received our fifth Eco flag in 2021. The school is Health Promoting and is currently working towards re-accreditation of a Gold School Sport Award and is on the journey to gain a Rights Respecting Schools Silver Award.

At Sgoil an lochdair we have strong partnerships with our community, families, other agencies and cluster schools 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.

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.

It is our intention to raise standards by promoting a school ethos which is underpinned by core values – for our children to be **Còir, Earbsach, Urramach, Dìcheallach & / Respectful, Trustworthy, Diligent & Kind**. 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 instill 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.

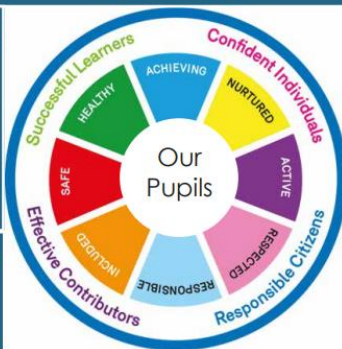















**Our Curriculum Rationale Summary:**



## Sgoil an Iochdair Curriculum Rationale

Cànan, Cultar, Coimhearsnachd, Cruthachailleachd  
Vision — Gaelic, Culture, Community, Creativity



|  |   |  |  |   |   |   |  |   |
|--|---|--|--|---|---|---|--|---|
| <p><b>Luachdan - Còir, Earbsach, Urramach, Dicheallach / Values - We are Kind, Trustworthy, Respectful and Diligent</b><br/>Aims - To support the development of the whole child as a reflective learner within a supportive, caring, happy and purposeful environment</p>   |   | <p><b>Pupil Voice</b></p> <ul style="list-style-type: none"> <li>- Pupil Council</li> <li>- House Captains</li> <li>- Committees</li> </ul>  |  |   |   |   |  |   |
| <p><b>Local &amp; National Guidance</b></p> <p>Getting It Right for Every Child<br/>Gaelic First Policy<br/>Developing the Young Workforce<br/>Raising Attainment<br/>Equity and Excellence<br/>Closing the Gap<br/>Global Citizens<br/>Digital Literacy and E-Safety<br/>Outdoor Learning</p>   | <p><b>Principles of Curriculum Design</b></p> <ul style="list-style-type: none"> <li>- Challenge &amp; Enjoyment</li> <li>- Breadth</li> <li>- Progression</li> <li>- Depth</li> <li>- Personalisation &amp; Choice</li> <li>- Coherence</li> <li>- Relevance</li> </ul>  | <div style="text-align: center;">  <p><b>Our Pupils</b></p> </div>  | <p><b>What makes our school unique?</b></p> <p>Our pupils with many talents to share</p> <p>Our staff - a committed, capable team</p> <p>We are at the heart of our Community in Benbecula and South Uist</p> <p>Our Gaelic Language Ethos</p> <p>Our Island Culture &amp; Heritage</p> <p>Our History - Built in 1952</p> <p>Our Creativity - Music, Drama, Art</p> |   |   |   |  |   |
| <p><b>Planning learning activities using Curriculum for Excellence experiences and outcomes in:</b></p> <ul style="list-style-type: none"> <li>- Literacy and English/Gàidhlig Language</li> <li>- Numeracy and Mathematics</li> <li>- Health &amp; Wellbeing</li> <li>- Expressive Arts</li> <li>- Religious &amp; Moral Education</li> <li>- Modern Languages</li> <li>- Social Studies</li> <li>- Sciences</li> <li>- Technologies</li> </ul>   | <p><b>Learning and Teaching to develop</b></p> <p>Skills for Learning<br/>Skills for work<br/>Skills for life</p>   | <p style="text-align: center;"><b>Interdisciplinary Learning (IDL)</b></p> <p>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.</p> <p style="text-align: center;"><b>Learning through the Life &amp; Ethos of the School</b></p> <p>Buddies, Daily Mile, Dubhain Dihaoine, Committees</p> <p style="text-align: center;"><b>Opportunities for Personal Achievement</b></p> <p>There are regular weekly, termly and annual opportunities</p> <p>Sgoilear na Seachdain, Rionnag Na Gàidhlig and Sàr Sgrìobhadair</p> <p>Assemblies, Class Talks</p> <p>School and Inter-school Sports &amp; Inter-school Festivals</p> |  |   |   |   |  |   |
| <p><b>We prioritise</b></p> <ul style="list-style-type: none"> <li>- Wellbeing of all</li> <li>- Safeguarding and child protection</li> <li>- Self-evaluation and accountability</li> <li>- Professional Development</li> </ul> <p>to support our pupils and staff</p>   | <p><b>Assessing learning &amp; planning next steps using:</b></p> <ul style="list-style-type: none"> <li>- Progression pathways</li> <li>- Benchmarks</li> <li>- Assessment is for Learning (AifL)</li> <li>- Teacher Judgement</li> <li>- Moderation</li> <li>- Summative &amp; Formative Assessments</li> <li>- Pupil Voice - Big Questions</li> <li>- National Assessments</li> </ul> <p><b>and reporting to pupils and parents:</b></p> <ul style="list-style-type: none"> <li>- SeeSaw</li> <li>- Parents Evenings &amp; Annual Reports</li> </ul> |  |  |   |   |   |  |   |
| <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </table> |   |  |  |    |  |  |  |  |
|   |    |   |    |  |   |   |  |   |

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 Collaboration and Consultation

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

| Who?                             | When?  | How?   | What did we find out?   | Informed |     |
|----------------------------------|--|--|---|----------|-----|
|                                  |  |  |   | SQR      | SIP |
| <b>Staff</b>                     | <ol style="list-style-type: none"> <li>1. Monthly</li> <li>2. Annually</li> <li>3. 2x Yearly</li> <li>4. Annually</li> <li>5. Termly</li> </ol>  | <ol style="list-style-type: none"> <li>1. Focus Meetings with SIP working parties across school &amp; Nursery</li> <li>2. Whole Staff Meeting</li> <li>3. SQIP Review</li> <li>4. Staff Questionnaire</li> <li>5. QA procedures</li> </ol> | <ul style="list-style-type: none"> <li>• Audit areas for development within SIP projects</li> <li>• Staff have an increased understanding of Language learning in relation to Listening &amp; Talking</li> <li>• Staff have developed additional approaches to engage families and community in language acquisition</li> <li>• Actions for SIP 23-24</li> </ul>  | ✓        | ✓   |
| <b>Children and young people</b> | <ol style="list-style-type: none"> <li>1. Varying – approx. monthly</li> <li>2. Termly</li> <li>3. 2x Termly</li> <li>4. March 2023</li> <li>5. April 2023</li> <li>6. May 2023</li> </ol> | <ol style="list-style-type: none"> <li>1. Committee discussions</li> <li>2. Pupil Council Meetings</li> <li>3. Learner Conversations</li> <li>4. SQIP Review</li> <li>5. Pupil Questionnaire</li> <li>6. SIP Projects</li> </ol>           | <ul style="list-style-type: none"> <li>• Continue Comann na Gàidhlig (CnaG) support for Gaelic through football.</li> <li>• Actions for SIP 23-24</li> </ul>  | ✓        | ✓   |
| <b>Parents and Carer</b>         | <ol style="list-style-type: none"> <li>1. September 2023</li> <li>2. Termly</li> <li>3. March 2023</li> <li>4. April 2023</li> </ol>   | <ol style="list-style-type: none"> <li>1. Parent Questionnaire shared at Meet the teacher evening</li> <li>2. Parents Evening</li> <li>3. Parent Council Meetings</li> <li>4. E-form questionnaire</li> </ol>                              | <ul style="list-style-type: none"> <li>• Parents had a clear understanding of Gaelic Immersion Approaches</li> <li>• Parent engagement survey demonstrated the willingness of families to be involved and almost all suggestions have been actioned. Although some Parents still to access support for their Gaelic language learning</li> <li>• Parents helped select Core Values</li> <li>• Next step – targeted support</li> </ul> | ✓        | ✓   |
| <b>Community</b>                 | <ol style="list-style-type: none"> <li>1. March 2023</li> <li>2. Term 4</li> </ol>   | <ol style="list-style-type: none"> <li>1. Meetings with pupils and representatives including</li> <li>2. Community Council /Organisations</li> <li>3. Local Clergy</li> </ol>  | <ul style="list-style-type: none"> <li>• School Improvement Plan (SIP) priorities are being achieved - Parents feel welcome, supported and involved and Gàidhlig is well promoted and is seen in a very positive light.</li> <li>• Continue Cothrom Comhradh &amp; Cluich.</li> <li>• Actions for SIP 23-24</li> </ul>  | ✓        | ✓   |

## **Aithisg Ìre de Mhathas 2022-23**

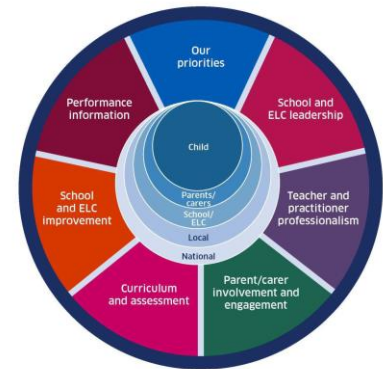


## **Standards & Quality Report 2022-23**

## Section Two – Standards & Quality Report 2022-23

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

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



### 2.1 The Year in Review

Parents, families and our community have willingly re-engaged with school life with attendance at events varying from 53 – 95%. In addition to parents' evenings and our annual Nativity, Open Afternoons have been introduced. UNCRC was the focus for term four's Open Afternoon led by the Rights Respecting Schools Committee and was an opportunity to inform parents how this is delivered in our classes and playroom.

The profile of Gaelic has been raised further in 2022-23, supporting pupils through immersion, whilst utilising our almost all Gaelic speaking staff to benefit all pupils. Cothrom Còmhradh & Cluich, is an opportunity for informal Games with a cup of tea and Gaelic chat with retired members of our community has seen 12 members of our community engaged in the two sessions so far.



Our unique culture and heritage was celebrated through involvement in the Dìleab commemorations, for the Marloch centenary, supported by Stòras Uibhist and Ceòlas with pupils dancing and singing for the Dileab Community event. Events such as these and those offered by Taigh Chearsabhagh and Puppet Animation Scotland have impacted positively on pupils' creativity skills.





## 2.2 Successes and Achievements

Increased collaboration across the cluster through differentiated moderation and observations at all levels from Sgoil Àraich to second level has built trust between colleagues and increased knowledge and shared understandings of quality learning and teaching. Improved partnership working across the sgoiltean àraich across Uist and Barra has enabled outdoor training both formally and informally.

There have been many successes and achievements across the year including

- £1000 raised for WICCI and Local Men's Cancer Support Group through charity ceilidh.
- Winning Team at Comhairle nan Eilean Siar DYW Sustainability day.



- Increased pastoral transitions across the cluster as our Primary seven pupils prepare for secondary including a Gaelic quiz, creative and outdoor workshops and a residential trip to Edinburgh to visit cultural, historic and recreational venues.





- Increased training for our Parent Council for their weekly Youth Club and Football Club.
- All pupils and sgoil àraich children involved in bilingual Christmas Nativity.



- Increased partnerships to provide a varied after school and lunchtime clubs programme.
- Beinn Lee Ceilidh for every Uist primary pupil to celebrate traditional music, song and dance.
- P7 Pupils participating in “Dileab mu Dheas”, competition, to promote oral Gàidhlig and public speaking.
- Mòd Coffee Morning, with family and community in attendance.

## 2.3 Self-Evaluation, Quality Assurance and Evidence Gathering Processes

Quality Assurance (QA) procedures continue to follow our school and sgoil àraich QA calendar. Classroom and sgoil àraich observations, pupil focus groups and jotter monitoring are carried out regularly. Regular Learning Walks and Sgoil Àraich observations allow us to gather evaluative evidence. This session, our staff have been involved in shift swaps and peer observations across the cluster validating the learning and teaching that takes place here at Sgoil an Lochdair.

Self-Evaluation activities continue to be an important part of school life. Class Teachers are involved in self-evaluation exercises across the year in relation to How Good Is Our School Quality Indicators. This year the focus is on 1.3-Leadership of Change, 1.4 Leadership & management of staff 2.1 – Safeguarding, 2.2 – Curriculum, 2.3 – Learning Teaching and Assessment 2.6 Transitions and 3.1 – Improving Wellbeing Equity and Inclusion and 3.3 Increasing creativity and employability. Within the Sgoil Araich, practitioners undertake regular self-evaluation exercises using quality indicators from How Good Is Our Early Learning and Childcare (HGIOELC) and the Care Inspectorate Quality Framework. The results of these exercises provide practitioners with an understanding of strengths, areas for development and next steps. These are re-evaluated regularly and this feeds into improvement across the whole school.

All staff undertake self-evaluation, through questionnaires and evaluative discussions. These in conjunction with individual staff appraisals helps to identify areas of improvement.

Parents complete questionnaires and where necessary individual parents are consulted and findings actioned as appropriate. Parents are also encouraged to attend Parent Council meetings where they can contribute to the improvement process. Community representatives and partners have joined pupils, parents and staff to discuss and reflect on 2022-23 SIP and to consider next year's priorities.

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

| Priority  | Actions   | Impact on Learners   | Next Steps   |
|---|---|--|--|
| <b>Placing the human rights and needs of every child and young person at the centre of education.</b> | <ul style="list-style-type: none"> <li>• A renewed focus on UNCRC across the school &amp; sgoil àraich through Rights Respecting Schools (RRS) Action Plan created and actioned by staff and committee</li> <li>• Updated displays and information shared with parents through parents evening stall (term 3) and open afternoon (term 4).</li> <li>• Class, Canteen and Playground charters created by RRS Committee.</li> <li>• UNCRC incorporated within displays and social media posts.</li> <li>• Prepare for Silver Level Accreditation Virtual visit</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils P1-7 aware and able to talk about their rights</li> <li>• Sgoil àraich children aware of their needs and the needs of others.</li> <li>• Pupils able to discuss their rights and the rights of others during restorative approaches.</li> <li>• Parents have an increased understanding of how and why the children are learning about rights and are able to support them.</li> </ul> | <ul style="list-style-type: none"> <li>• Silver Level Accreditation Virtual visit set for September 2023.</li> <li>• Embedding focus on rights across the curriculum within planning.</li> </ul>           |
| <b>Improvement in children and young people's health and wellbeing</b>                                | <ul style="list-style-type: none"> <li>• Actioned twice yearly H&amp;WB survey, based on GIRFEC My World Triangle, and participation survey.</li> <li>• A renewed focus on Health &amp; Wellbeing (H&amp;WB) across the school and sgoil àraich through H&amp;WB Action Plan created by staff, committee and Active Schools Coordinator for the Re-accreditation of Gold Level Sports Scotland School Sport Award</li> <li>• Art Therapy &amp; Weekly Art @ the Start sessions</li> <li>• Uist Primaries Pastoral transition</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Pupils scored an average of 2.89 out of a possible 3 in October. June's results show 2.93</li> <li>• Pupils confidence and self-esteem increasing. Pupils levels of fitness improving.</li> <li>• Reports that pupil support from art therapy is beginning to impact positively on wellbeing</li> <li>• Decreased anxiety levels in P7 cohort.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Apply for Gold Level SportsScotland accreditation</li> <li>• Rewording of Questions in H&amp;WB survey to "I am learning how to take care of myself.."</li> </ul> |
| <b>Closing the attainment gap between the most and least disadvantaged</b>                            | <ul style="list-style-type: none"> <li>• Differentiated regular interventions including RAFA projects led by EAA, with individuals and groups identified by staff team.</li> <li>• Enhanced Transition for P7 pupil focusing on positive relationships with peers.</li> </ul>   | <ul style="list-style-type: none"> <li>• Improvement seen in literacy and Numeracy levels as demonstrated by run charts.</li> <li>• Improved relationships between identified pupils.</li> </ul>   | <ul style="list-style-type: none"> <li>• Continue to evaluate list of identified pupils to ensure those most in need are benefitting.</li> </ul>   |

|  |   |   |  |
|--|---|---|--|
| <b>children and young people</b>   | <ul style="list-style-type: none"> <li>• After school Gaelic focus club offered to targeted individuals</li> <li>• Class Moves Lunchtime club offered to support co-ordination and motor skills in identified pupils but open to all P5-7.</li> <li>• Cost of the school day – no costs to attend school clubs &amp; free Holiday clubs, with transport and lunch for identified pupils. Uniform Swap Shop (can be ordered online discreetly), wet weather gear available. Fundraising events, entry by donation. Every child has access to a healthy snack.</li> <li>• Financial advice shared with families through displays, newsletters, social media and parents' events.</li> </ul> | <ul style="list-style-type: none"> <li>• Decreased anxiety level in P7 pupil as demonstrated through learner discussion.</li> <li>• Increased uptake of swapshop from families.</li> <li>• Pupils benefitting from swap shop &amp; wet weather gear and reducing cost to parents.</li> </ul>      | <ul style="list-style-type: none"> <li>• Refresh approaches to RAFA projects</li> <li>• Develop Lunchtime/ After school clubs for identified pupils</li> <li>• Audit of cost of the school day.</li> </ul> |
| <b>Improvement in skills and sustained, positive school-leaver destinations for all young people</b> | <ul style="list-style-type: none"> <li>• Participation in Developing the Young Work force day.</li> <li>• Staff training on Meta Skills</li> <li>• Young volunteer football club coaches, and Modern Apprentice act as role models</li> <li>• PE lessons delivered by Secondary Sports &amp; Recreation Students while supported by PE teachers.</li> </ul>   | <ul style="list-style-type: none"> <li>• Children aware of skills necessary such as team work and working to a deadline.</li> <li>• Staff aware of the variety of skills.</li> </ul>  | <ul style="list-style-type: none"> <li>• Further increase awareness of skills development across school and nursery.</li> <li>• Re-introduction of skills cards.</li> </ul>                                |
| <b>Improvement in attainment, particularly in literacy and numeracy.</b>                             | <ul style="list-style-type: none"> <li>• Literacy focus ensured Gaelic immersion across classes.</li> <li>• Gaelic Promotion through partnerships, CnaG, community members.</li> <li>• Là na Gàidhlig promotion.</li> <li>• GM / GL moderation / observations</li> <li>• Regular Team Teaching in GM1-3</li> </ul>  | <ul style="list-style-type: none"> <li>• Increased understanding in the benefits of Gaelic and increased enthusiasm to use it.</li> <li>• Increased Immersion &amp; differentiation</li> <li>• Intergenerational work - Cothrom Comhradh agus Cluich – to support language acquisition</li> </ul> | <ul style="list-style-type: none"> <li>• Numeracy focus for 2023-24.</li> <li>• Literacy focus incorporated within SIP 2 2023-24</li> </ul>  |

## 2.5 Review of School &amp; ELC Improvement Plan Projects 2022-23

| Project Title & Objectives   | Actions Undertaken   | Impact on Learners   | Next Steps/Future Development   |
|--|--|--|---|
| <p>Gaelic Immersion<br/>70% of target group will achieve curriculum milestones in Gaelic Listening and Talking from developmental overview by May 2023</p>   | <ul style="list-style-type: none"> <li>• Increased total immersion for example through staff interactions, RE &amp; PE lessons.</li> <li>• All teaching Staff engaged in peer observations and nursery staff in “shift swaps” across cluster.</li> <li>• Cluster collegiate planning &amp; moderation</li> <li>• Increased Gaelic activities - Buddies, intergenerational activities, Gaelic lunchtime club / after school club with Comann na Gàidhlig – 6 week blocks with each age group, Cuach na Cloinne, Dìleab mu Dheas</li> <li>• GM &amp; GL listening and talking pathway created</li> </ul> | <ul style="list-style-type: none"> <li>• Increased vocabulary, fluency and confidence.</li> <li>• Increased knowledge of Gaelic prayers.</li> <li>• Increased staff confidence in assessment and next steps through professional dialogue and sharing good practice.</li> <li>• Improved teaching and learning for pre-school children &amp; pupils.</li> </ul>  | <ul style="list-style-type: none"> <li>• Establish regular shift swaps with increasing confidence and variety.</li> <li>• Embed new &amp; renewed pathway.</li> <li>• Trial new GM &amp; GL Listening &amp; Talking Pathway</li> <li>• Increase confidence in Gaelic acquisition through Games using “Dè Thuirt Thu?” Resource</li> </ul> |
| <p>Re-engaging Parents and Partners<br/>To re-engage and improve parental engagement by +3 instances for all children.<br/>Achieved curricular milestones for identified learners in target group*<br/>By May 2023</p> | <ul style="list-style-type: none"> <li>• Communication strategy created and implemented with communication summary shared with parents.</li> <li>• Hybrid model offered for Parents Evenings.</li> <li>• Family and community Engagement programme organized and shared.</li> <li>• Training offered to parent volunteers.</li> <li>• E-Safety group established.</li> <li>• Events celebrated through social media / newsletters and refreshed website.</li> </ul>  | <ul style="list-style-type: none"> <li>• Parents able to select appropriate communication platform</li> <li>• Parents informed and empowered to support pupils learning.</li> <li>• Pupils &amp; older community members learning together, with increased wellbeing.</li> <li>• Increased Gaelic fluency.</li> <li>• Pupils accessing extra-curricular events a safe manner.</li> <li>• Increased understanding regarding how to stay safe while online for parents &amp; pupils</li> </ul> | <ul style="list-style-type: none"> <li>• Apply for CNES Safe Accreditation</li> </ul>   |

## 2.6 Summary of Pupil Equity Fund Action and Impact

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

| Measure  | Actions Undertaken  | Impact on Learners  | Next Steps/Future Development   |
|--|---|---|---|
| <b>Attainment</b> <ul style="list-style-type: none"> <li>• ACEL</li> <li>• Baselines and Gap</li> <li>• Achievement over Time</li> <li>• Local Measures</li> </ul>               | <ul style="list-style-type: none"> <li>• PEF lists, approaches and interventions refreshed and information shared with relevant teaching staff</li> <li>• Targeted approaches to literacy and numeracy in place.</li> <li>• Support for Gaelic language acquisition through After school &amp; lunchtime clubs, partnership working with Comann na Gàidhlig (CnaG)</li> <li>• Raising Attainment for All (RAFA) projects created to help address gaps found during Tracking and monitoring of pupils attainment.</li> </ul> | <ul style="list-style-type: none"> <li>• Increased staff awareness and confidence in identifying pupils with a poverty-related attainment gap resulting in refreshed lists with the most vulnerable pupils receiving the appropriate support.</li> <li>• RAFA project scores demonstrate significant improvement in literacy/numeracy for all identified pupils.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue cycle of assess, plan, implement, review &amp; evaluate for targeted interventions &amp; timetable. Increase pupil voice within these.</li> </ul> |
| <b>Attendance</b> <ul style="list-style-type: none"> <li>• Attendance Change</li> <li>• Male/Female etc.</li> <li>• Patterns/Reasons</li> <li>• Exclusions</li> </ul>            | <ul style="list-style-type: none"> <li>• Positive relationships with parents built.</li> <li>• Attendance monitored closely and letters, phone calls and meetings held in response to concerns as appropriate.</li> <li>• Absence impacted by cancelled buses due to icy roads.</li> <li>• No exclusions.</li> </ul>  | <ul style="list-style-type: none"> <li>• Average Attendance for PEF pupils is within the satisfactory category at 93.6%, (Non-PEF attendance it 93.9%) with 91% with over 90%. This is up from 89.7% last year.</li> </ul>  | <ul style="list-style-type: none"> <li>• EAA to identify barriers to attendance and work towards overcoming those.</li> </ul>   |
| <b>Inclusion</b> <ul style="list-style-type: none"> <li>• Ethos and Culture</li> <li>• Reducing Exclusions</li> <li>• Meeting ASN</li> <li>• Social/Emotional Support</li> </ul> | <ul style="list-style-type: none"> <li>• Nurture ethos within classes and Specific Nurture support in place for identified pupils.</li> <li>• Enhanced transition for P7 pupil – working closely with EAA across Uist Primaries.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupil feedback demonstrates that they enjoy these transition experiences and are feeling confident for secondary.</li> </ul>   | <ul style="list-style-type: none"> <li>• Further liaison between EAAs for the benefit of all PEF pupils during transitions.</li> </ul>  |



|  |  |  |  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>Equity/COSD</li> </ul>  | <ul style="list-style-type: none"> <li>Swapshop continued to be promoted at events and in every newsletter. Available to order via e-forms.</li> <li>Youth Club &amp; Football Club free to attend.</li> <li>Football Kit sponsored by local business so minimum contribution from families and free for identified pupils.</li> <li>Partnership working with Social Work assistants for identified pupils.</li> </ul>   |  | <ul style="list-style-type: none"> <li>Cost of the School Day to be audited with EAA and Parent Council.</li> </ul>  |
| <p><b>Participation</b></p> <ul style="list-style-type: none"> <li>Measures of Participation</li> <li>Change over Time</li> <li>Participatory Activity</li> <li>7 Golden Rules</li> </ul>                            | <ul style="list-style-type: none"> <li>Newsletter/Website sharing information on local clubs &amp; promoted by H&amp;WB committee at parents' night.</li> <li>Lunchtime Let's Move Club set up with an active focus to promote co-ordination and motor skills.</li> <li>Transport provided for family to attend youth club on 2 x occasions in term 3.</li> <li>GM After school club in terms 1-3.</li> <li>100% attendance at Easter Holiday provision of those invited.</li> <li>Team Around the Child TATC ensuring professionals working together to support identified families.</li> </ul> | <ul style="list-style-type: none"> <li>Increased participation in school football training and feelings of wellbeing and fitness.</li> <li>Lunchtime club regularly attended and feedback from pupils is positive.</li> <li>Pupils enjoyed youth club and would like to attend more often.</li> <li>Regular attendance at Gaelic after school club and feedback is positive.</li> <li>Increased participation – swimming lessons for a family organized by Action for Children.</li> </ul> | <ul style="list-style-type: none"> <li>Continue to promote engagement with clubs</li> <li>GL after school club targeting those pupils who do not go to other clubs</li> <li>Support family to regularly attend youth club</li> </ul> |
| <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>Targeted Measurement</li> <li>Emotional/Cognitive</li> <li>Change over Time</li> <li>Parents and Carers</li> <li>Equity/Removing Barriers</li> </ul> | <ul style="list-style-type: none"> <li>TATC ensuring professionals working together to support identified families.</li> <li>Art at the start, art therapy group, supporting parents to engage with school and attachment.</li> </ul>  | <ul style="list-style-type: none"> <li>Trusted relationships between home and professionals impacting on overall wellbeing.</li> <li>Art Therapy sessions beginning to have an impact on emotional literacy and self-regulation.</li> </ul>  | <ul style="list-style-type: none"> <li>Roots of Empathy for targeted family and pupils.</li> </ul>   |



## 2.7 Evaluation of Progress - HGIOS4 Quality Indicators

| Quality Indicator                              | Evaluative Judgements  | Grading   | Sources of Evidence   |
|--|--|-----------|---|
| <b>1.3 Leadership of Change</b>                | <ul style="list-style-type: none"> <li>Staff have consistently high expectations of all learners.</li> <li>Almost all stakeholders are involved in the creation and ongoing review of the vision, aims and values.</li> <li>All staff are committed to change which results in improvements for learners. There is a clear understanding of the school's strengths and areas for development. This is used to create a clear rationale for future improvements and supported by carefully planned individual and collective career-long professional learning.</li> </ul>  | Very Good | <ul style="list-style-type: none"> <li>SQIP Reviews</li> <li>Minutes of meetings at pupil, staff, cluster &amp; LA</li> <li>Pupil Voice</li> <li>Questionnaires - Staff, parent &amp; pupil</li> <li>Shared CPD /Moderation across cluster, staff led where appropriate</li> <li>IntoHeadship assignment including 360 leadership Emotional Intelligence Self, Peer &amp; Staff Evaluation</li> </ul>   |
| <b>2.3 Learning, Teaching &amp; Assessment</b> | <ul style="list-style-type: none"> <li>All staff apply the principles of planning, observation, assessment, recording and reporting. Moderation across cluster has strengthened teacher judgement on achievement of a level. Almost all learners experience activities which are varied, differentiated, active and provide support and challenge, using technology, outdoors and partners in a positive and nurturing environment. Partnerships include CnaG, Ceòlas, community and most parents.</li> <li>Learners play an active role in their learning, and their achievements are recorded and celebrated.</li> <li>Tracking and assessing progress is well-understood and used effectively using of a range of valid, reliable and relevant assessments tools and approaches to secure improved outcomes for all learners, including those identified as requiring support through the Pupil Equity Fund.</li> </ul> | Very Good | <ul style="list-style-type: none"> <li>Monitoring of Visual Planning walls, planning folders, including progression pathways and Weekly planners demonstrated highly differentiated and planned for experiences.</li> <li>ASN plans, PEF overview, tailored timetables and interventions, demonstrate consistent and appropriate support for identified pupils.</li> <li>Cluster observations impacting on classwork and assessments. Moderation at school and cluster level and Jotter monitoring used to support assessment of Achievement of a level.</li> <li>Planned transitions &amp; communication at each stage.</li> <li>Parental Engagement – through attendance at events, parent leaflet, homework and SeeSaw.</li> </ul> |

|   |   |                  |  |
|---|---|------------------|--|
| <b>3.1 Ensuring Wellbeing, Equity &amp; Inclusion</b> | <ul style="list-style-type: none"> <li>The whole learning community has an increasing understanding of wellbeing and children’s rights and are committed to ensuring that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI)</li> <li>Almost all stakeholders promote a climate where children and young people feel safe and secure. Staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.</li> <li>Almost all staff listen to and involve children in decision making.</li> <li>PEF and ASN provision has improved support for pupils who are not meeting their potential and progress against targets is evident.</li> </ul>  | <p>Very Good</p> | <ul style="list-style-type: none"> <li>RRS Committee silver accreditation Action Plan.</li> <li>Training - Relationship based approaches Training for staff, staff and Volunteer Child protection training.</li> <li>Pastoral notes recorded on Seemis / Care Plans and wellbeing indicators acted upon.</li> <li>Minutes - Team around the child as appropriate.</li> <li>Referrals – Partnership working to meet needs.</li> <li>Tailored support timetable - allocation targeted through assessment &amp; Action Plans/IEP’s, PEF indicators.</li> <li>Pupil &amp; Parental voice on IEP/AP’s.</li> <li>Pupil Voice through Assemblies/Circle Time, visual Planning walls, 5 BIG Questions, Personal Choice – clubs – Dubhlain Dihaoine.</li> </ul> |
| <b>3.2 Raising Attainment &amp; Achievement</b>       | <ul style="list-style-type: none"> <li>Attendance levels improving following the impact of COVID-19. Concerns re attendance shared with parents.</li> <li>All staff are committed to raising attainment and improving outcomes for children.</li> <li>Robust tracking of attainment over time is demonstrating most children and young people are attaining appropriate levels. Those who are not have Action Plans / Individualised Education Plans (IEPs).</li> <li>All staff use evaluative analysis of standardized assessment data to inform practice.</li> <li>Children and young people are fully engaged in their learning and participate in decision-making. The school is empowering children and young people to reflect on the quality of their learning experiences and next steps.</li> <li>Pupils increasing their achievements through active participation in local community.</li> </ul> | <p>Good</p>      | <ul style="list-style-type: none"> <li>Annual Attainment Report includes, attendance, standardised assessment scores and teacher judgements.</li> <li>Attendance correspondence/meetings</li> <li>Tailored support timetable - allocation targeted through assessment &amp; Action Plans/IEP’s.</li> <li>Communication between all stakeholders.</li> <li>Gaelic policies and frameworks developed for GM &amp; GL.</li> <li>Moderation and monitoring</li> <li>Renewed Curriculum plan.</li> <li>Visual planning wall, IDL - 5 BIG Questions.</li> <li>Participation tracked on Data Hub and achievements celebrated.</li> </ul>  |

## 2.8 Progress Towards Achievement of National and Local Stretch Aims

Summary data in relation to achievement of stretch aims to close the poverty-related attainment gap. Please reference the Comhairle's Stretch Aims Report 2022-23 when completing this section.

|   |   |
|---|---|
| <b>1a</b>   | <b>Increase the attainment in literacy of learners registered for FSM in P1, P4 &amp; P7</b>              |
| <b>Stretch Aim:</b> Reduce the attainment gap between FSM and not FSM by 3.2%   |   |
| We have children registered for FSM in P1, P4 & P7 and they are on Support for Learning (SfL) staged interventions to support Literacy and are making progress against their targets. |   |
| <b>1b</b>   | <b>Increase the attainment in numeracy of learners registered for FSM in P1, P4 &amp; P7</b>              |
| <b>Stretch Aim:</b> Reduce the attainment gap between FSM and not FSM by 3.0%   |   |
| We have children registered for FSM in P1, P4 & P7 however they do not have an attainment gap in Numeracy.  |   |
| <b>2</b>  | <b>Increase the number of leavers registered for FSM achieving 1+ passes at SCQF Level 5</b>              |
| <b>Stretch Aim:</b> Reduce the attainment gap between FSM and not FSM by 8.0%   |   |
| NA  |   |
| <b>3</b>  | <b>Increase the number of leavers registered for FSM achieving 1+ passes at SCQF Level 6</b>              |
| <b>Stretch Aim:</b> Reduce the attainment gap between FSM and not FSM by 2.2%   |   |
| NA  |   |
| <b>4</b>  | <b>Increase the number of 16–19-year-olds participating in education, employment or training</b>          |
| <b>Stretch Aim:</b> Increase participation by 0.4%  |   |
| NA  |   |
| <b>5</b>  | <b>Increase the average attendance of learners registered for FSM in secondary</b>                        |
| <b>Stretch Aim:</b> Reduce the gap in attendance of FSM/Not FSM by 1.9%   |   |
| NA  |   |
| <b>6</b>  | <b>Reduce the combined attainment gap in writing at P1, 4 &amp; 7 for learners registered for FSM</b>     |
| <b>Stretch Aim:</b> Reduce the attainment gap between FSM and not FSM by 2.5%   |   |
| We have children registered for FSM in P1, P4 & P7 they are on SfL staged interventions to support Literacy and are making progress against their targets.                            |   |
| <b>7</b>  | <b>Increase the number of leavers registered for FSM attainment SCQF5 in both literacy &amp; numeracy</b> |
| <b>Stretch Aim:</b> Reduce the attainment gap between FSM and not FSM by 6.2%   |   |
| NA  |   |

## 2.9 Identification of Key Improvement Priorities for 2023-24 and Beyond

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

- Review transition arrangements across the school, sgoil àraich and secondary to raise attainment in Mathematics & Numeracy
  - Refreshing the Uist Primaries' Curriculum – Religious and Moral Education (RME), in relation to UNCRC
- Maintainance projects include
- RRS Silver accreditation
  - Eco-Schools renewal
  - The completion & review of H&WB
  - The implementation of the refreshed GM and new GL pathways

# **Plana Leasachaidh na Sgoile 2023-24**



# **School Improvement Plan 2023-24**

## Section Three – School Improvement Plan 2023-24

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

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

### 3.1 Creating the Plan

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

#### School

- Standards & Quality Report
- How Good is Our School Framework
- Self-evaluation programme
- Views of learners, staff and parents
- Views of local community

#### 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

### 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.

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

### 3.3 Planning for Pupil Equity Fund Delivery

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

| Attainment Gap<br>English Literacy  | Attainment Gap<br>Gàidhlig Literacy | Attainment Gap<br>Maths/Numeracy |
|---|-------------------------------------|----------------------------------|
| Data has been suppressed due to small numbers to protect identity of individual learners. |                                     |                                  |

| Planning Objectives   | Improvement Actions   | Resources  | Monitoring  |
|---|---|--|---|
| Raise attainment in literacy through targeted RAFA interventions            | <ul style="list-style-type: none"> <li>Baseline assessments carried out</li> <li>Targeted RAFA interventions carried out concentrating on comprehension.</li> <li>Alternating Gaelic / English term – Gaelic using Giglets / English using Literacy Box.</li> </ul> | <ul style="list-style-type: none"> <li>Educational Attainment worker</li> </ul>  | RAFA approach – plans and run charts will be kept and shared appropriately            |
| Improve Literacy through targeted RAFA interventions                        | <ul style="list-style-type: none"> <li>Baseline assessments carried out</li> <li>Targeted RAFA interventions carried out concentrating on oral comprehension</li> </ul>   | <ul style="list-style-type: none"> <li>Educational Attainment worker</li> <li>Bookbug resources</li> </ul>   | RAFA approach – plans and run charts will be kept and shared appropriately            |
| Raise attainment in numeracy by improving parental engagement with homework | <ul style="list-style-type: none"> <li>Baseline assessments carried out</li> <li>Homework packs linked to current learning created and issued weekly (Numeracy Activities)</li> </ul>   | <ul style="list-style-type: none"> <li>Educational Attainment worker</li> <li>Numeracy Activities</li> </ul>   | Engagement with tasks will be measured each week through feedback at bottom of sheet. |
| Improve Health & Wellbeing through participation in lunchtimes club         | <ul style="list-style-type: none"> <li>Baseline survey carried out</li> <li>Learner conversation to gauge pupil interests</li> <li>Create a calendar of lunchtime clubs including gardening targeted at different needs / age ranges.</li> </ul>                    | <ul style="list-style-type: none"> <li>Educational Attainment worker</li> <li>School Assistant</li> <li>Parent volunteers</li> </ul>                                   | HWB survey results<br>Wider achievement data<br>Learner feedback                      |
| Improve Literacy through participation in an afterschool homework club      | <ul style="list-style-type: none"> <li>Create a calendar of after school clubs targeted at different needs / age ranges EM/GM</li> <li>Parents invited to attend with their child</li> </ul>  | <ul style="list-style-type: none"> <li>Educational Attainment worker</li> <li>Comann na Gàidhlig (CnaG) worker</li> <li>GL Class Teacher</li> <li>Transport</li> </ul> | HWB survey results<br>Wider achievement data<br>Learner feedback                      |



### 3.4 School Improvement Plan Projects

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

|  |  |   |   |   |
|--|--|---|---|---|
| <b>1</b>   | <b>Project Title:</b>                                      | Refreshing Sgoil an Iochdair's Curriculum, in collaboration with the Uist Primaries Cluster Religious and Moral Education as a key driver   | <b>Lead Responsibility:</b>                 | <ul style="list-style-type: none"> <li>Mairi MacAulay / Joan MacDonald</li> </ul>   |
|  | <b>Objectives:</b>   | By May 2024, 80% of P5/P6 pupils will improve reading comprehension through improved engagement with the RME curriculum   | <b>Target Data:</b>                         | <ul style="list-style-type: none"> <li>Identified group demonstrate increased reading comprehension scores</li> <li>Learning Conversations demonstrate increased understanding engagement with RME</li> </ul>   |
|  | <b>Links to Local/National Priorities or Stretch Aims:</b> | DP1 Deliver high-quality learning and teaching in all educational settings, recognising the rights and needs of all children and young people.<br>NP1 Placing the human rights and needs of every child and young person at the centre of education.<br>NP5 Improvement in attainment, particularly in literacy and numeracy. | <b>Baseline Data:</b>                       | <ul style="list-style-type: none"> <li>Standardised assessment data including YARC/SNSA/MCNG</li> <li>Pupil understanding through RME survey</li> <li>Staff/Pupil feedback on Engagement and participation levels from learner conversations</li> </ul> |
|  | <b>How Good is Our Early Learning &amp; Childcare</b>      | 1.4 Leadership of change<br>3.1 Ensuring wellbeing, equality and inclusion  | <b>Care Inspectorate Quality Indicators</b> | 2.1 Quality of the setting for care, play and learning<br>4.1 Staff skills, knowledge and values  |
| <b>Improvement Actions</b>   |  | <b>Target Cohort</b>  | <b>Completion Date</b>                      | <b>Measuring Impact</b>   |
| 1.1 All staff will attend 'PREVENT' training to raise awareness of how anti-terrorism links with the RME curriculum and national legislation |  | All staff   | Aug 23                                      | Before and after training questionnaire, demonstrates increased awareness of PREVENT.<br>Inclusion of PREVENT/UNCRC Article 38 within Pathway.  |

|  |                           |                   |   |
|--|---------------------------|-------------------|---|
| 1.2 Staff will familiarise themselves with current CfE guidance and local and national legislation around the teaching of RME and religious observance.  | All staff                 | Sept 23           | Staff familiar with current guidance and able to create a refreshed RME Policy  |
| 1.3 In consultation with partners, refresh school assembly calendar to incorporate Christianity, Other World Religions, School Values and UNCRC messages, with Sgoil Àraich joining regularly and participating as appropriate.                              | HoS & Working Party       | Sept 23           | Assembly calendar that is pertinent to our school community in place and shared with stakeholders<br>Share and celebrate messages from weekly assemblies<br>Children/Pupil/Parent feedback  |
| 1.4 Teaching Staff will review school's own RME programmes and identify opportunities to teach literacy through RME  | All staff                 | Sept 23<br>Feb 24 | Increased evidence of quality Learning & teaching linking RME and Literacy.   |
| 1.5 Pupils surveyed through Learning Conversations to gauge their understanding of the RME curriculum.   | All pupils                | Oct 23<br>Feb 24  | Increased pupil understanding of the RME curriculum through survey feedback.  |
| 1.6 Working party created across three of the Uist Primaries, to create 3 year RME overview and frameworks for Catholic & Multi-Denominational classes and incorporating OWR to support the delivery of a progressive, coherent and cohesive RME curriculum. | Cluster RME working Party | Oct 23<br>Mar 24  | Improved RME frameworks for Catholic & Multi-Denominational classes and incorporating OWR. Overview and Frameworks for Early/First/Second levels are created and trialed by all staff to deliver the RME Curriculum for Term 4. Introduced to families at Open afternoon. |
| 1.7 Sgoil Àraich Staff and children to develop a clear understanding of what UNCRC means to them and the introduction of Global Goals, through a project on Water.   | Sgoil Àraich Staff        | February 2023     | All staff and children familiar with their rights and how their rights are embedded daily.  |
| 1.8 Refresh curriculum design and rationale to include updated RME framework.  | HoS                       | May 2024          | Increased evidence of RME linking with overarching themes and rationale.  |
| 1.9 Regular singing at assemblies using Gaelic & English Hymns to reinforce literacy skills such as rhyme, syllables, including the Sgoil Àraich when appropriate  | HoS                       | Ongoing           | Extending vocabulary and awareness of the features of song and poem through increased repertoire of hymns   |

| <b>2</b>   | <b>Project Title:</b>                                      | To improve <b>transitions</b> for all learners so that the pace and quality of learning are maintained – <b>Mathematics / Numeracy</b> as the key driver.  | <b>Lead Responsibility:</b>                 | Kay Marie MacInnes / Oni Fraser  |
|--|--|--|---|--|
|  | <b>Objectives:</b>   | By June 2024 80% of targeted Pre-schoolers / P1 / P7 learners will be on target to achieve / achieve curriculum milestones in numeracy and maths   | <b>Target Data:</b>                         | 80% display improved progress against baseline assessments   |
|  | <b>Links to Local/National Priorities or Stretch Aims:</b> | DP3 Improve the use of data to secure excellent outcomes for all learners in the Outer Hebrides.<br>DP4 Improve curriculum, learning and wellbeing transition planning at all key stages for children & young people.<br>NP5 Improvement in attainment, particularly in literacy and numeracy. | <b>Baseline Data:</b>                       | <ul style="list-style-type: none"> <li>• Transition feedback – pupils/staff/parents</li> <li>• Standardised assessment data</li> <li>• Problems solving baseline scores</li> <li>• Developmental overviews / Transition reports</li> </ul> |
|  | <b>How Good is Our Early Learning &amp; Childcare</b>      | 2.3 Learning, teaching and assessment<br>2.6 Transitions   | <b>Care Inspectorate Quality Indicators</b> | 1.3 Play and Learning<br>1.5 Effective Transitions   |
| <b>Improvement Actions</b>   |  | <b>Target Cohort</b>   | <b>Completion Date</b>                      | <b>Measuring Impact</b>  |
| 2.1 Establish Curricular Transition Working party focusing on second level with Secondary teachers, and early level with ELC staff.                                |  | Transition working parties   | May 23                                      | Action plan created with clear targets set for mathematical reasoning at Second Level and at early level. Assessment tool identified.  |
| 2.2 Gather views and feedback on maths and previous transition arrangements across the Sgoil Àraich /school / Secondary.   |  | All pupils/staff /parents  | Jun 23<br>May 24                            | Feedback identifies areas of strength and development needs  |
| 2.3 Introduction of Miorbhaileach air Matamataig certificates.   |  | All pupils   | Aug 23                                      | Increased Profile of Mathematics   |
| 2.4 In partnership with all settings, create Transition calendars with details & dates confirmed throughout the session, where possible, share with staff/parents. |  | HoS, HTs,<br>Playleader<br>HT/DHT (SL)   | Aug 23                                      | Transition Calendars created and shared on school website.   |

|  |  |  |   |
|--|--|--|---|
| 2.5 Audit progression pathways/developmental overviews used across Nursery/Primary/Secondary for the teaching of maths/numeracy  | Transition working party<br>Teachers/Sgoil Àraich staff              | Aug 23   | Refreshed pathways in place and used to inform learning and teaching across nursery/primary/secondary   |
| 2.6 Baseline assessment for identified pupils carried out and results analysed alongside previous CAT test results (Quantative data)   | All staff involved in assessment & analysis                          | Aug 23   | Gaps/strengths in pupils Knowledge & Understanding of Numeracy & Problem solving identified   |
| 2.7 Familiarise & trial new resource – White Rose Maths. Work in partnership to translate key resources into Gaelic.   | CT   | Aug 23   | Improved quality of teaching within second level.   |
| 2.8 Create and deliver calendar of CLPL opportunities to develop maths pedagogy (Supporting Mathematical Reasoning, etc)   | All / Sgoil Àraich Primary staff                                     | Aug 23<br>Oct 23<br>Feb 24                                       | 100% of staff have attended training with improved learning evident in staff practice (QA)<br>Raised attainment in maths/numeracy   |
| 2.9 Reach out to improve parental mathematical skills and knowledge through focussed Open afternoon for families, social media posts, websites links and through supporting families to link to Cothrom's Multiplier programme.                  | All / Sgoil Àraich Primary   | Nov 23   | Parents supported to help with their children's mathematical knowledge and reasoning.   |
| 2.10 Review and update Transition Policy including templates for the sharing of information at points of transition. (Transition Reports, Pre-school Developmental overviews)  | Working Parties<br>Early Years Support Officer (EYSO)<br>SfL Teacher | Nov 23   | Revised transition policy in place and shared with parents.<br>Continuous progress should be made at all stages.<br>Creation of a preschool developmental overview for numeracy |
| 2.11 Undertake moderation activities alongside Secondary colleagues with a focus on Mathematical Reasoning, 6 groups – GM/GL at Early, First, Second level. Peer observations (Two observations per teacher, shift swaps per Sgoil Àraich staff) | All teaching staff   | Oct 23 (plan)<br>Jan 24 (meet)<br>Feb 24 (plan)<br>Mar 24 (meet) | Moderation feedback and notes from meetings managed by SMT and recorded on Teams page.  |
| 2.12 Follow-up assessments for identified pupils carried out and results analysed alongside previous results and baseline data   | SMT – deliver assessment<br>All staff involved in analysis           | Apr 24   | Assessment data identifies progress in pupils K&U of Numeracy & Problem solving   |

### 3.5 School Improvement Plan Delivery Timeline

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

| SIP Project Title  | Aug to Oct 2023<br>(Term One)  | Oct to Dec 2023<br>(Term Two) | Jan to Mar 2024<br>(Term Three) | Apr to Jun 2024<br>(Term Four) |
|--|--|-------------------------------|---------------------------------|--------------------------------|
| Review Nursery/Secondary Transition arrangements to raise attainment in Literacy and Maths |  |                               |                                 |                                |
| Refreshing the Uist Primaries' Curriculum – Religious and Moral Education                  |  |                               |                                 |                                |
| PEF  |  |                               |                                 |                                |

### 3.6 Long-Term Planning

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

| Year/Session | Self-Evaluation Priorities   | Pupil Equity Fund Priorities   | School Improvement Planning Priorities  |
|--------------|--|--|---|
| Every Year   | <b>1.1 Self-evaluation for self-improvement</b><br><b>1.3 Leadership of change</b><br><b>2.1 Safeguarding and child protection</b><br><b>2.3 Learning, teaching and assessment</b><br><b>3.1 Ensuring wellbeing, equality and inclusion</b><br><b>3.2 Raising attainment and achievement</b> | <ul style="list-style-type: none"> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>•</li> </ul>   |
| 2023-24      | 1.2 Leadership of learning<br>2.2 Curriculum<br>2.6 Transitions<br>2.7 Partnerships  | <ul style="list-style-type: none"> <li>• Literacy, Numeracy &amp; Health &amp; Wellbeing</li> <li>• Building resilience</li> <li>• Skills for learning, life and work.</li> <li>• Partnership with other agencies to support families</li> </ul> | <ul style="list-style-type: none"> <li>• Refreshing the Uist Primaries' Curriculum – Religious and Moral Education as a key driver</li> <li>• Nursery, Primary, Secondary Transition Project with Mathematics and Numeracy as the key driver.</li> </ul>  |
| 2024-25      | 1.4 Leadership and management of staff<br>2.4 Personalised support<br>2.5 Family learning<br>3.3 Increasing creativity and employability   | <ul style="list-style-type: none"> <li>• Skills for learning, life and work.</li> <li>• Partnership with other agencies to support families</li> <li>• Wider Achievement through attendance at extra-curricular activities</li> </ul>            | <ul style="list-style-type: none"> <li>• Refreshing the Uist Primaries' Curriculum – deliver on the commitment of Building The Curriculum Building (BTC) 4 and Developing the Young Workforce (DYW) skills for learning, life and work, through Play.</li> <li>• Refreshing the Uist Primaries' Curriculum - approaches to provide</li> </ul> |

|         |  |   |   |
|---------|--|---|---|
|         |  |   | high quality universal and targeted support.  |
| 2025-26 | 1.5 Management of resources to promote equity<br>2.2 Curriculum<br>2.7 Partnerships<br>3.3 Increasing creativity and employability | <ul style="list-style-type: none"> <li>• Responding to the needs of the individual pupils</li> <li>• Personalising assessment based on individual needs</li> <li>• Pupil Participation in enhancing the ethos and life of the school</li> </ul> | <ul style="list-style-type: none"> <li>• Refreshing the Uist Primaries' Curriculum – deliver on the commitment of Building the Curriculum 5 a framework for Assessment</li> <li>• Refreshing the Uist Primaries Curriculum – Expressive Arts (Music &amp; Art)</li> </ul> |
| 2026-27 | 1.2 Leadership of Learning<br>2.2 Curriculum<br>2.5 Family learning<br>2.6 Transitions   | <ul style="list-style-type: none"> <li>• Responding to the needs of the individual pupils</li> <li>• Additional Priorities to be added</li> </ul>   | <ul style="list-style-type: none"> <li>• Refreshing the Uist Primaries Curriculum – Modern Languages</li> <li>• Refreshing the Uist Primaries' Curriculum – Talking and Listening as the key driver</li> </ul>  |

## Sgoil Araich Self-Evaluation Priorities

| Year/Session | How Good is Our Early Learning & Childcare   | Care Inspectorate Quality Indicators   |
|--------------|--|--|
| 2023-24      | 1.4 Leadership of change<br>2.3 Learning, teaching and assessment<br>2.6 Transitions<br>3.1 Ensuring wellbeing, equality and inclusion | 1.3 Play and Learning<br>1.5 Effective Transitions<br>2.1 Quality of the setting for care, play and learning<br>4.1 Staff skills, knowledge and values |
| 2024-25      | TBC  | TBC  |
| 2025-26      | TBC  | TBC  |
| 2026-27      | TBC  | TBC  |