



**COMHAIRLE NAN EILEAN SIAR**

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

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## **Sgoil an lochdair**

**Aithisg Ìre de Mhathas 2023-24**  
**Plana Leasachaidh na Sgoile 2024-25**

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**Standards & Quality Report 2023-24**  
**School Improvement Plan 2024-25**

**A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together**

# Standards & Quality Report for 2023-24 and School Improvement Plan 2024-25 (SQIP)

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### The Language of Evaluation

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

## Section One - The Context of the School

### 1.1 The School and its Community

Sgoil an Iochdair is a non-denominational school situated at the heart of the rural community of Iochdar 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 - Sgoil Àraich. The school has a roll of 43 primary pupils, with 80% enrolled in Gaelic Medium, and 11 children in the Sgoil Àraich. It is supported by 21 teaching and non-teaching staff, including visiting fiddle and chanter instructors delivering instrumental lessons to P5-7 and a Gaelic singing tutor delivered through Fèisean nan Gaidheal.

At Sgoil an Iochdair we have strong partnerships with our families, community and agencies. Our curriculum reflects the Gaelic language, culture and heritage of our Island community and revolves around the special natural environment in which we live. Our school grounds have a range of biodiversity and we make use of a nearby loch to kayak on and explore further on our school bikes.

In writing 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

#### Our Vision:

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

#### Our Values:

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.

#### Our Aims:

**‘CÀNAN, CULTAR, COIMHEARSNACHD AGUS CRUTHACHAILEACHD’**  
*“Gaelic, Culture, Community & Creativity”*

#### CÀNAN – Gaelic Language

- 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 impacting on our community as a whole.

**CULTAR - Culture**

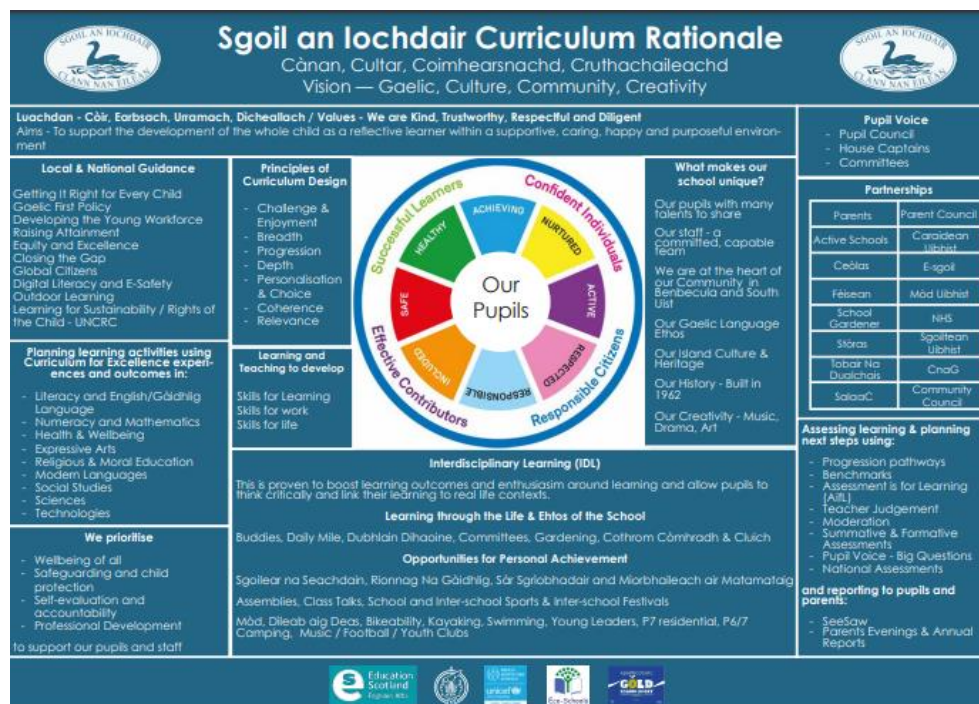
- To celebrate and nurture the Gaelic language and island culture in all aspects of the school community, enriching our knowledge and awareness of our history and heritage.
- To instill a commitment to life-long learning, working in partnership with all stakeholders to provide ambitious learning experiences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

**COIMHEARSNACHD – Community**

- 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 - Creativity**

- 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:**

We want our curriculum to also focus on:

- Increasing learner agency, autonomy and affiliation.
- 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.
- Positive outcomes for all learners underpinned by a whole school rights-respecting ethos.

### 1.3 Collaboration and Consultation

In completing the Standards & Quality Report (SQR) for session 2023-24 and the School Improvement Plan (SIP) for session 2024/25, 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> <li>6.</li> </ol>	<ol style="list-style-type: none"> <li>1. SIP Focus Meetings across school &amp; Sgoil Àraich</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>• Staff have revised how they teach maths.</li> <li>• Sgoil Àraich Staff looking for more autonomy in 2024-25 projects, while still collaborating with school.</li> </ul>	✓	✓
<b>Children and young people</b>	<ol style="list-style-type: none"> <li>1, 2, 3, Varying – approx. termly</li> <li>4. Termly</li> <li>5. March 2024</li> <li>6. 18/03/2024</li> <li>7. 15/03/2024</li> </ol>	<ol style="list-style-type: none"> <li>1. Committee discussions</li> <li>2. Pupil Council Meetings</li> <li>3. House Captain Meetings</li> <li>4. Learner Conversations</li> <li>5. SQIP Review with P5</li> <li>6. Pupil Questionnaire</li> <li>7. Galic Medium (GM) 4-7 Learning Walk</li> </ol>	<ul style="list-style-type: none"> <li>• Actions for SIP 2024-25</li> <li>• Pupils are proud of our school but are patiently waiting the re-opening of the playpark and would like the building to be re-decorated inside and out.</li> </ul>	✓	✓
<b>Parents and Carer</b>	<ol style="list-style-type: none"> <li>1. 5/9/2023</li> <li>2. 8/11/2023</li> <li>3. 26/3/2024</li> <li>4. Termly</li> <li>5. March 2024</li> </ol>	<ol style="list-style-type: none"> <li>1. Parent Questionnaire shared at Meet the teacher evening</li> <li>2. Open Afternoon</li> <li>3. Parents Evening</li> <li>4. Parent Council Meetings</li> <li>5. E-form questionnaire</li> </ol>	<ul style="list-style-type: none"> <li>• Parents supportive of an Religious &amp; Moral Education (RME) curriculum recognising the range of faiths and the right to have none.</li> <li>• Parents supportive of 1 open afternoon per year.</li> <li>• Parents supportive of Digital Learning and increased opportunities for pupil voice to be included within SIP 2024-25</li> </ul>	✓	✓
<b>Community and other stakeholders</b>	<ol style="list-style-type: none"> <li>1. Termly</li> <li>2. Termly</li> <li>3. Term 3</li> <li>4. March 2024</li> <li>5. March 2024</li> </ol>	<ol style="list-style-type: none"> <li>1. Area &amp; Cluster HeadTeacher (HT) / Head of S (HofS) Meetings</li> <li>2. Cluster &amp; Barra ELC setting Meetings</li> <li>3. South Uist ELC settings meetings.</li> <li>4. Partner Questionnaire</li> <li>5. Parents' Evening</li> </ol>	<ul style="list-style-type: none"> <li>• Partners able to work strategically across the area to maximise impact.</li> <li>• Through collaboration there has been positive change to the delivery of our pre-school transition.</li> <li>• Partners feel welcome and supported and are willing to continue to collaborate for mutual benefit.</li> </ul>	✓	✓

## **Aithisg Ìre de Mhathas 2023-24**

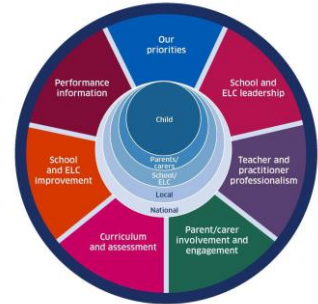
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## **Standards & Quality Report 2023-24**

## Section Two – Standards & Quality Report 2023-24

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

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



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

We received recognition from Rights Respecting Schools with a Silver Accreditation Rights Aware. We were awarded our fifth Eco Schools Green Flag and our second Gold Sport Award.



- Our pupils sang on, and at the launch of Calum Beag's Ceilidh, a charity album, fundraising for Western Isles Cancer Care Initiative (WICCI).
- Almost two thirds of our pupils took part in Mòd Bharraigh & Bhatarsaigh, the first Mòd since COVID. Fourteen children returned with twenty one medals between them, eight 1st place, eight 2nd place and five 3rd place. Rowan MacKenzie was awarded a trophy for her Solo.
- Our Club Ciùil (Music Club) re-started with Guitar, Keyboard and Accordion tuition on offer.
- A ceilidh with Ceòlas celebrated Latha Na Gàidhlig and was followed with their staff sharing their experience of the world of work.



- We enjoyed a visit from our Kenyan visitors with members of the local Church of Scotland.
- We gathered 26 boxes for the Blythswood Shoe Box Appeal for distribution in Eastern Europe.
- Our Sgoil Àraich Cake sale raised £82 to support an international charity Water Aid.





- We held our first Gratitude Assembly to celebrate the many volunteers, of different generations, who support our school.
- Our Sgoil Àraich increased community links including a playdate at Cothrom Òg, afternoon teas and a special visitor who participates in disability sport. Pàrant 's Paiste run by Yvonne Irving, Splaoid Aig Deas, was delivered in partnership with the Sgoil Àraich.
- Our Cluster P7 Transition programme expanded to include: an event organised by the Grimsay Community Association, featuring links to our creative, cultural and historical identity and a Triathlon organised by Active Schools.
- The first P4 Swim Gala organised by Active Schools and Sports Centre staff was held.



- We offer fruit as a snack on Thursdays thanks to Lovats Supermarket, a local business.
- Pupils provided illustrations for MacInnes Bros 2024 Calendars.





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

The school has not had any external scrutiny this year. It has received feedback from ECO-Schools, Sports Scotland and Rights Respecting Schools Award (RRSA), following successful applications for accreditation. Eco-Schools awarded a fifth green flag and commended Sgoil an Lochdair on how the community have been involved in activities, on the high participation levels with global charitable appeals and on the links with the curriculum. Sport Scotland awarded a second Gold Sport Award and found sport was at the heart of planning, practice and ethos, they highlighted excellent practice across the core areas of the Gold Sport Award and the an on-going commitment to create pathways to life-long participation in sport.

RRSA awarded Silver – Rights Aware award and found our children demonstrated good knowledge and understanding of the Convention on the Rights of the Child, that there was explicit reference to rights in staff planning of learning and that parents were well informed. They found that parents and staff feel valued and supported by each other and that children know their views are taken seriously. The school have responded to the recommendations to explore and celebrate diversity and challenge discrimination. Other recommendations will be in next years SIP, including pupils explicit involvement in school improvement planning. The Pupil Council have used How Good Is OUR School? (HGIOURS), focussing on Learning and Teaching this session, and intend to embed this practise to ensure Pupil Voice is supported strategically.

Pupils took part in consultation through using the place standard tool, *How good is my place?* Their feedback will be used in regional strategic planning that impacts on children and young people. They were articulate and able to think creatively and evaluatively about their local area.

Self-evaluation activities are an important part of school life across the year. Collaboration and the sharing of good practice within the authority has increased understanding of the process and the tools available to gather high quality feedback. Eforms has been introduced to gather evidence of practise and evaluations against HGIOS 4. Within the Sgoil Àraich, practitioners undertake regular self-evaluation using HGIOELC and the Care Inspectorate Quality Framework. Parents complete questionnaires and where necessary individual parents are consulted, and findings actioned as appropriate. Parent Council meetings provide further opportunities to contribute to the improvement process. Partners have also completed evaluative questionnaires regarding our work together this session. All staff undertake self-evaluation, through questionnaires, staff meeting discussions and staff appraisals and the results provide staff with an understanding of strengths, areas for development and next steps and these are re-evaluated regularly.

Quality Assurance (QA) Calendars include classroom and sgoil àraich observations, pupil focus groups and jotter monitoring and are carried out regularly. Visits across the cluster validate the learning and teaching that takes place. Learning Walks across the school are now included within Pupil Council evaluations.

We know our children very well and their progress is tracked through termly tracking and monitoring conversations. Those not achieving their full potential are identified and supported. Almost all pupils are highly motivated in their learning and the majority are making appropriate progress through the Curriculum for Excellence levels. Safeguarding procedures and training take place annually and include our parental and young volunteers.

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

Priority	Approaches/Interventions	Impact	Next Steps
<b>Placing the human rights and needs of every child and young person at the centre of education.</b>	Responding to Silver Award accreditation report. <ul style="list-style-type: none"> <li>Advocate for global goals.</li> <li>Use of HGIOURS with Pupil Council.</li> <li>Range of diversity books purchased for school library.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils, children and parents aware of the global goals through money raised for Water Aid by sgoil àraich's Cupcake Sale.</li> <li>Pupils empowered to evaluate the school and be involved in the decision making.</li> </ul>	<ul style="list-style-type: none"> <li>Action Plan for Gold Level responding to recommendations.</li> </ul>
<b>Improvement in children and young people's health and wellbeing</b>	<ul style="list-style-type: none"> <li>Increased range of non-competative interschool activities in partnership with Active Schools e.g. P4 Swim Gala, P7 Triathlon.</li> <li>Use of renewed Health &amp; Wellbeing survey.</li> <li>Uist Primaries Pastoral P7 Transition.</li> <li>Roots of Empathy.</li> <li>Lunchtime Lego Club.</li> <li>Athletics After School Club for Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>Gold Sports Award, with all pupils participating in extra-curricular learning.</li> <li>Almost all learners involved in activities with their peers in other settings.</li> <li>Pupils scored an average 2.9 out of 3 in October and March's results. Individual needs responded to for example Art Therapy, Lego Club.</li> </ul>	<ul style="list-style-type: none"> <li>P7 transition to include all 4 primaries in residential mainland trip.</li> <li>Select, translate and use either Glasgow Motivational Wellbeing Programme or Children's Parliament Dignity Survey.</li> </ul>
<b>Closing the attainment gap between the most and least disadvantaged children and young people</b>	<ul style="list-style-type: none"> <li>Regular differentiated Interventions including Raising Attainment for All (RAFA) projects led by Education Attainment Apprentice (EAA), with individuals and groups identified by staff team and DATA.</li> <li>Afterschool &amp; lunchtime clubs.</li> <li>Cost of the School Day interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in literacy and numeracy levels in almost all run charts. Interventions in place to support further where necessary.</li> <li>Pupils benefitting from participation without costs.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to evaluate list of identified pupils to ensure those most in need benefit.</li> <li>Audit cost of the school day with parents.</li> </ul>
<b>Improvement in skills and sustained, positive school-leaver destinations for all young people</b>	<ul style="list-style-type: none"> <li>Developing the Young Workforce day.</li> <li>Foundation Apprentices, Work Experience pupils, Sports &amp; Recreation Students and young volunteer coaches as role models.</li> <li>Young Leaders activity</li> </ul>	<ul style="list-style-type: none"> <li>Pupils aware of skills necessary such as team work and working to a deadline.</li> <li>P6/7 pupils leading a lunchtime club for P1-2.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on Meta-skills.</li> </ul>
<b>Improvement in attainment, particularly in literacy and numeracy.</b>	<ul style="list-style-type: none"> <li>Numeracy focus in SIP 2023-24.</li> <li>Open ended challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Children more confident to apply their knowledge to open ended challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Embed use of open ended challenges.</li> <li>Literacy focus in SIP 2024-25 (Children &amp; Young People Improvement Collaborative (CYPIC))</li> </ul>

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

Outcome	Actions	Impact	Next Steps
By June 2024 80% of targeted Pre-schoolers / P1 / P7 learners will be on target to achieve / achieve curriculum milestones in numeracy and maths through maths reasoning activities	<ul style="list-style-type: none"> <li>Staff participated in Maths Reasoning cluster training with Education Scotland.</li> <li>Staff participated in cluster moderation including secondary staff.</li> <li>Northern Alliance progression pathway adopted by primary classes.</li> <li>Numeracy a focus for initial P1 transition sessions, sharing practice between school and sgoil àraich.</li> <li>P1 Transition Programme including visits to children from other setting and increased collaborative planning.</li> <li>South Uist ELC settings created new transition report.</li> <li>New Maths Resource used in classes and new numeracy SfL intervention.</li> </ul>	<ul style="list-style-type: none"> <li>All staff have increased understanding and confidence with maths reasoning – Moderation.</li> <li>Increased collegiate working across settings has raised standards – ELC/SMT meetings / Feedback following peer visits.</li> <li>Impact of Parents and P1 teacher being informed of progress through summarised transition report is yet to be used and evaluated.</li> <li>Identified SfL pupils gaining confidence with numeracy and able to apply their knowledge.</li> <li>81% of target group are on target to achieve curriculum milestones in Mathematics by June 2024 (83% of P7 pupils, 60% of Pre-schoolers and 100% of P1 learners).</li> </ul>	<ul style="list-style-type: none"> <li>Moderation activities including secondary colleagues to continue.</li> <li>Moderation activities to be introduced to cluster ELC playleaders.</li> <li>North Alliance progression pathway to be adopted by Sgoil Àraich.</li> <li>New Maths Resource &amp; pathway adopted in all classes.</li> </ul>
By May 2024, 80% of P5/P6 pupils will improve reading comprehension through improved engagement with the RME curriculum	<ul style="list-style-type: none"> <li>All teaching staff met with colleagues across cluster to participate in PREVENT training. Cluster working party met to review and create RME programme encompassing RME and Roman Catholic Religious Education (RCRE).</li> <li>Staff identified need for more GM RME resources but utilised what was available.</li> <li>Renewed Assembly Programme including Other World Religions (OWR) and including Sgoil Àraich on occasion.</li> <li>UNCRC embedded within Sgoil Àraich.</li> <li>Peer Mediation Training for P6-7.</li> </ul>	<ul style="list-style-type: none"> <li>All Staff have increased understanding of local and national guidance. Working party have increased understanding of the similarities and differences within the RME and RCRE pathways.</li> <li>Lack of GM RE resources have limited impact on reading comprehension.</li> <li>60% of P5/6 pupils are on target to achieve reading comprehension in Gaelic and or English as appropriate.</li> <li>Increased links with community, linking to DYW.</li> <li>Learners from Sgoil Àraich to P7 aware and able to talk about their rights and their needs and the needs of others.</li> <li>Parents have an increased understanding of how and why the children are learning about rights and can support them. More evidence of pupil voice within setting.</li> <li>Pupils able to discuss their rights and the rights of others during restorative approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Complete programme following consultation with Clergy and Parents.</li> <li>Use of new Gaelic Children's Bibles.</li> <li>Pupil Voice embedded in Assembly calendar planning.</li> <li>Sgoil Àraich join assemblies as appropriate with increased Gaelic hymn singing.</li> <li>RRS Gold Level Accreditation</li> <li>Continue to embed focus on rights across the curriculum within planning.</li> <li>Leadership at all levels – using HGIOURS.</li> <li>Peer Mediation used within playground.</li> </ul>

## 2.5 Summary of Pupil Equity Fund Action and Impact

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

Measure	Approaches/Interventions	Impact	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>• Interventions and approaches reviewed with staff and PEF lists refreshed as and when required and through termly tracking and monitoring of pupils' attainment.</li> <li>• Targeted approach to literacy, numeracy and Health &amp; Wellbeing in place.</li> <li>• Specific Raising Attainment for All (RAFA) projects utilised to help address gaps.</li> <li>• Increased pupil voice within the activities and targets set.</li> <li>• Support for Gaelic language acquisition through after-school club and lunchtime clubs, in partnership with Comann na Gàidhlig (CnaG).</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are confident during tracking meetings, and when required, to identify 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 most identified pupils. Specific pupil being supported to address emotional wellbeing and will return to RAFA in due course.</li> <li>• Pupils are engaged in their activities and making increased progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue cycle of assess, plan, implement, review and evaluate for targeted interventions and timetables.</li> <li>• Increased engagement with identified parents.</li> <li>• Increased pupil self-evaluation.</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>• Attendance monitored closely.</li> <li>• Letters, phone calls and meetings held in response to concerns as appropriate.</li> <li>• Focussed support in response to meetings</li> <li>• Regular Team Around the Child Meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Average attendance for PEF pupils is within the satisfactory category at 93.1%. (Non-PEF attendance is 93.6%).</li> <li>• Positive relationships with parents built.</li> <li>• No exclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• EAA is to continue 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> <li>• Equity/COSD</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced transition for P1 child working closely with Sgoil Àraich staff and EAA.</li> <li>• Peer Mediation Training for Primary 6 and 7 pupils.</li> <li>• Nurture ethos within classes and specific nurture support in place for identified pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Child demonstrates that they enjoy these transition experiences and are feeling confident for Primary one.</li> <li>• Pupils feel empowered to support others.</li> </ul>	<ul style="list-style-type: none"> <li>• Work towards Gold RRS Award.</li> <li>• Continue with enhanced transition as appropriate.</li> <li>• Monitor success of peer mediation and provide extra training if necessary.</li> </ul>

<b>Participation</b> <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>Parents and volunteers are supported to Lead Youth &amp; Football Clubs.</li> <li>Club Ciùil – Music Club re-established.</li> <li>Highland Dancing classes running in the school.</li> <li>Information on local clubs/activities shared through various forms of communication.</li> <li>P6/7 Young Leaders' supported to provide lunchtime club for younger pupils.</li> <li>Rolling programme of after school club, Terms 1-3 all pupils offered 3-4 weeks block in conjunction with CnaG worker. Focus on Homework and Gaelic.</li> <li>Blocks of After School club with sports and outdoor focus in term 4 supported by Active Schools.</li> <li>Pupils supported to attend by EAA – bringing continuity of care.</li> <li>Swimming lessons arranged &amp; supported by Action for Children in collaboration with school &amp; sports centre.</li> </ul>	<ul style="list-style-type: none"> <li>Increased participation in school clubs and feelings of wellbeing, fitness and confidence.</li> <li>Lunchtime club regularly attended and feedback was positive. Older pupils willingly participated in rota to lead club.</li> <li>Regular attendance at after school club.</li> <li>Increased confidence and swimming ability through lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Increase pupil voice in range of after school activities on offer.</li> <li>More targetted provision of after school club.</li> <li>Feedback sought through survey from parents regarding holiday provision on offer. Transport for youth club to be arranged.</li> <li>Partnership work with Cothrom, through Multiplier programme to support families to participate.</li> </ul>
<b>Engagement</b> <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>Art therapy being provided.</li> <li>Children's Services Support Worker providing 1:1 emotional support.</li> <li>Children's Services Support Workers delivering Roots of Empathy in two classes.</li> <li>Team Around the Child (TATC) ensuring professionals working together to support identified families.</li> </ul>	<ul style="list-style-type: none"> <li>Art Therapy sessions impacting positively on emotional literacy and self-regulation.</li> <li>Trusted relationships between home and professionals impacting on overall wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Re-engagement at Art at the Start in term 4</li> </ul>

## 2.6 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>All staff demonstrate commitment to ensure the highest possible standards and success for all learners, sharing their experience and skills to to the benefit of all.</li> <li>There is a clear understanding of the social, economic and cultural context of the school and the school works collaboratively with the wider community to meet our vision, values and aims.</li> <li>Shared vision turned into a sustainable reality of continuous improvement.</li> <li>Improved outcomes for all learners, ensuring equality and social justice through continous reflection and collective responsibility in the process of change.</li> <li>Staff know learners well and analysis data to evaluate and recognise improvement in outcomes and next steps for improvement.</li> </ul>	Very Good	<ul style="list-style-type: none"> <li>Record of Self -Evaluation.</li> <li>Record of participation in staff and volunteers training.</li> <li>Minutes of meetings at pupil, staff, cluster, LA and Parent Council.</li> <li>Graffiti Walls &amp; Questionnaires – staff, parent, pupil &amp; partner.</li> <li>Cluster moderation.</li> <li>Newsletters &amp; Social Media</li> <li>Cluster Improvement Projects.</li> <li>Feedback from Accreditation – RRSA – Eco Schools – Sports.</li> </ul>
<b>2.3 Learning, Teaching &amp; Assessment</b>	<ul style="list-style-type: none"> <li>Children’s Rights are demonstrated in the ethos and culture of the school and included in the shared vision and values. Learners have good relationships with their peers, staff and partners of the school. Lessons are appropriately challenging and responsive to pupils’ interests and needs and use digital technology where possible. Pupils demonstrate confidence and responsible attitudes to leading the learning, contributing to the community and representing the school.</li> <li>Most learners are curious and independent and encouraged to use higher order thinking skills. Learners are observed closely to inform appropriate interventions and future learning. Formative feedback informs progress and next steps.</li> <li>Partnerships with other agencies ensures successful interventions for pupils who require support due to additional challenges.</li> <li>Partnerships with the community enrich learning.</li> <li>Assessment is planned and differentiated enabling learners to show their knowledge, understanding, skills and aptitudes in different situations across the curriculum.</li> <li>Staff have established a partnership with primary cluster colleagues and are beginning to build a partnership with our local secondary, to ensure robust moderation across stages.</li> <li>Achievements and challenges evaluated through regular tracking and monitoring, are shared with parents to work together for improvement.</li> </ul>	Very Good	<ul style="list-style-type: none"> <li>RRSA / Eco / Sport Accreditation.</li> <li>Curriculum Rationale.</li> <li>Questionnaires – staff, parent, pupil &amp; partner.</li> <li>Tracking &amp; Monitoring Data / Record.</li> <li>Jotters &amp; Jotter Monitoring Record.</li> <li>Learning shared through SeeSaw.</li> <li>Classroom &amp; Corridor displays including Sàr Sgrìobhadair / Star Writer.</li> <li>Assembly Calendar.</li> <li>Termly Parent Leaflets.</li> <li>Learning Conversations.</li> <li>National &amp; local standardised assessments.</li> <li>Minutes - Team Around the Child.</li> <li>Minutes – Staff Meetings.</li> <li>Records of Moderation.</li> <li>Newsletters &amp; social media</li> </ul>



<b>3.1 Ensuring Wellbeing, Equity &amp; Inclusion</b>	<ul style="list-style-type: none"> <li>• Respectful and supportive relationships across the inclusive school and community, ensure high expectations for every learner. A collective understanding of values and wellbeing demonstrates that almost all of our learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Partnerships with various agencies supports our vulnerable learners.</li> <li>• Learners, staff, parents and partners feel respected and supported, building mutual respect and a strong sense of community. Staff are proactive in developing their skills and knowledge and in seeking support from colleagues and other agencies, to ensure needs are met, whatever the challenge may be family circumstances or additional support need.</li> <li>• All staff and partners promote positive relationships in the classroom, canteen, playground and community, considering each learner as an individual with their own requirements and ensuring they are actively involved in decisions which affect them.</li> <li>• We are expanding children and young peoples' knowledge and understanding of diversity; including age, disability, race, religion or belief, sex and sexual orientation, always ensuring difference is no barrier to participation and achievement.</li> <li>• All staff know and follow statutory requirements and codes of practice. They have recently created a draft equality policy and engaged with the creation of a school and local authority promoting positive relationships and behaviour policy.</li> <li>• Almost all our learners can progress and succeed at an appropriate pace, benefiting from the high-quality education provided, due to their wellbeing needs being met.</li> </ul>	<p>Very Good</p>	<ul style="list-style-type: none"> <li>• Wellbeing Questionnaires &amp; follow up discussions and actions.</li> <li>• Pupil, staff, parent and partner, Questionnaire results.</li> <li>• Feedback from Accreditation – RRSA – Eco Schools – Sports.</li> <li>• Peer Mediation.</li> <li>• Charters.</li> <li>• Roots of Empathy.</li> <li>• Staff Training / Record of CLPL.</li> <li>• Draft relationships policy schools &amp; CnES.</li> <li>• Cluster Transition policy.</li> <li>• Transition Plans.</li> <li>• New P1 Transition Report.</li> <li>• Minutes - Team Around the Child.</li> <li>• Referrals &amp; Partnership Reports.</li> <li>• Minutes – Pupil Council.</li> <li>• Ranges of texts available in School Library.</li> <li>• Tracking Document.</li> <li>• Enhanced Transition.</li> </ul>
<b>3.2 Raising Attainment &amp; Achievement</b>	<ul style="list-style-type: none"> <li>• Most learners have made appropriate progress in attainment in Numeracy and the majority have made appropriate progress in Literacy. 30% of pupils are on staged intervention levels 2 or 3 to support their progress and are making increased progress.</li> <li>• Almost all our learners make good progress from their prior levels of attainment, in alignment with their individual abilities with increased attainment in Maths &amp; Numeracy, Listening and Talking, Writing and Gaelic Reading this year. All Staff increased confidence in their professional judgements of learning and progress through assessment and moderation and an effective tracking system.</li> <li>• Overall, our learners are diligent and contribute to the life of the school, the local community and as global citizens. We strive to support our most vulnerable to achieve their potential.</li> </ul>	<p>Good</p>	<ul style="list-style-type: none"> <li>• Termly Tracking Record.</li> <li>• ASN Register.</li> <li>• IEP / Action Plans.</li> <li>• Record of PEF interventions.</li> <li>• Tracking Document.</li> <li>• Annual Attainment Report.</li> <li>• Standardised Assessments.</li> <li>• Partnership Reports.</li> <li>• TATC records.</li> <li>• Pupil Progress Reports.</li> </ul>

## 2.7 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 2023-24 when completing this section.

<b>1a</b>	<b>Increase the attainment in English literacy of learners registered for FSM in P1, P4 &amp; P7</b>
<b>Stretch Aim:</b> Reduce the poverty-related attainment gap between FSM and not FSM by 3.1%.	
Data suppressed due to small numbers.	

<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 poverty-related attainment gap between FSM and not FSM by 3.0%.	
Data suppressed due to small numbers.	

<b>6</b>	<b>Reduce the combined attainment gap in writing at P1, 4 &amp; 7 for learners registered for FSM in Gaelic and English</b>
<b>Stretch Aim:</b> Reduce the poverty-related attainment gap between FSM and not FSM in Gaelic and English by 2.5%.	
Data suppressed due to small numbers.	

## 2.8 Identification of Key Improvement Priorities for 2024-25 and Beyond

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

- *Learning for Sustainability, including Gold recognition from Rights Respecting Schools Award, increased Agency, Autonomy, Affiliation using HGIOURS and work towards our sixth Eco Flag, Transition Projects to include science*
- *Literacy, focussing on digital learning and Writing, specifically to improve success at First Level using CYPIC.*
- *Sgoil Àraich – increased child voice, Science.*

*Maintenance projects to include*

- *Completion & review of refreshed GM & GL pathways*
- *Completion & review of new RME pathways*

# **Plana Leasachaidh na Sgoile 2024-25**

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## **School Improvement Plan 2024-25**

## Section Three – School Improvement Plan 2024-25

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

The School Improvement Plan takes into account collegiate working time agreements and 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, parents and partners
- Outcome of external reviews

#### Local Authority

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

#### National

- National Improvement Framework
- Scottish Attainment Challenge
- National Policy Focus Areas
- Verity House Agreement (i.e. tackle poverty, deliver net zero, deliver sustainable person-centred public services)

### 3.2 School Improvement Planning Context and Influencing Priorities

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

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> For All, for PEF, for CECYP – Curriculum Design</p> <p><b>IT2 Gaelic Language, Culture &amp; Heritage</b> Strategy, GME, GLE, progression</p> <p><b>IT3 Learning for Sustainability</b> Citizenship, RRSA, Outdoor Learning, Play</p> <p><b>IT4 Health &amp; Wellbeing</b> 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> Increased level of skills across our community &amp; workforce (1.1.4).</p> <p><b>BP2 Support for Children, Families &amp; Young People</b> 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> 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> Environment, reduction in carbon footprint, Net Zero, Equity of opportunities (4.1.2, 4.1.3)</p>	<p><b>NA1 Wellbeing and Learning</b> Feeling well and learning well.</p> <p><b>NA2 Social Intelligence</b> How we work and learn together.</p> <p><b>NA3 Equality Investments</b> How we break down barriers to wellbeing and learning.</p> <p><b>NA4 Systemness</b> 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 English Literacy	Attainment Gap Gàidhlig Literacy	Attainment Gap Maths/Numeracy
Data suppressed due to small numbers.	Data suppressed due to small numbers.	Data suppressed due to small numbers.

Planning Objectives	Cohort	Improvement Actions	Resources	Monitoring
Parental Engagement to improve Literacy skills	Gaelic Learners	<ul style="list-style-type: none"> <li>Regular Book Bug led by EAA to instill a love of stories arranged in consultation with identified families.</li> </ul>	<ul style="list-style-type: none"> <li>EAA</li> </ul>	Regular attendance & engagement. Increased understanding of what makes a good story.
Parental Engagement to improve Health & Wellbeing.	Identified pupils & parents	<ul style="list-style-type: none"> <li>Dyadic Art Therapy sessions</li> <li>Re-engagement with Art at the Start</li> </ul>	<ul style="list-style-type: none"> <li>Art Therapist</li> </ul>	Regular attendance & engagement. Survey at beginning and end of series of weekly sessions.
Increased engagement in After School/ Holiday provision through pupil choice in order to meet the needs of the identified pupils.	All PEF pupils – via a rota	<ul style="list-style-type: none"> <li>Weekly after school club offering a range of indoor and outdoor practical activities for example cooking, arts &amp; crafts or games planned by pupils.</li> <li>Feedback sought through survey from parents.</li> <li>Transport for youth club to be arranged as necessary.</li> <li>Partnership work with Cothrom, through Multiplier programme to support families to participate.</li> </ul>	<ul style="list-style-type: none"> <li>CnaG worker</li> <li>EAA</li> </ul>	Regular attendance & engagement. Survey at beginning and end of series of weekly sessions / holidays
Enhanced Transitions.	P7	<ul style="list-style-type: none"> <li>Liaison with secondary school Support for Learning Staff to create an enhanced programme of transition activities, including visits to Iochdair from key staff including support and janitorial staff, a tour of the secondary led by senior pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Secondary Staff</li> <li>EAA</li> </ul>	Regular attendance & engagement. Survey at beginning of P7 and end of March.
Increased literacy skills to enable able pupil to reach potential in maths.	Identified pupil	<ul style="list-style-type: none"> <li>Continue cycle of assess, plan, implement, review and evaluate for targeted interventions and timetables.</li> </ul>	<ul style="list-style-type: none"> <li>EAA</li> </ul>	RAFA results



		<ul style="list-style-type: none"> <li>Support pupil to access appropriately challenging maths tasks.</li> <li></li> </ul>		
Increased Reading and spelling skills	Identified pupils	<ul style="list-style-type: none"> <li>Support pupils to accurately participate in phonics and decoding activities for example Reading Wise.</li> <li>Support pupils to accurately participate in spelling activities assigned by class teacher.</li> <li>Increased pupil self-evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>EAA</li> <li>Reading Wise</li> <li>Wraparound Spelling</li> </ul>	RAFA results
Embed Peer Mediation in playground	P5-7 pupils	<ul style="list-style-type: none"> <li>Monitor success of peer mediation</li> <li>Provide extra training if necessary.</li> <li>Train P5 pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Class Teacher</li> </ul>	Pupil evaluation

### 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 Project Title:</b>	<b>Learning for Sustainability (Lfs)</b>	<b>Baseline Data:</b>	Average score 4/10 (29/70) Whole school & community approach to learning for sustainability (Lfs) self-evaluation and improvement framework <i>Silver Rights Respecting School Award</i> <i>5<sup>th</sup> Eco Flag</i>
<b>Objectives:</b>	To embed a whole school (including Sgoil Àraich) approach to Learning for Sustainability by March 2026. At all stages, children will be clear on what they are learning and why. They will be able to articulate the skills they are learning and how to apply these in real life contexts.	<b>Target Data:</b>	Average score 7/10 (49/70) <i>Gold Rights Respecting School Award</i> <i>6<sup>th</sup> Eco Flag</i>
<b>Links to Local/National Priorities or Stretch Aims:</b>	<b>IT3 Learning for Sustainability</b> Citizenship, RRSA, Outdoor Learning, Play <b>DP1</b> Deliver high-quality learning and teaching in all educational settings, recognising the rights and needs of all children and young people. <b>NP1</b> Placing the human rights and needs of every child and young person at the centre of education. <b>BP4 Be a Sustainable &amp; Inclusive Council</b> Environment, reduction in carbon footprint, Net Zero, Equity of opportunities (4.1.2, 4.1.3)	<b>Lead Responsibility:</b>	Head of School & Class Teacher

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
1.1. Improved knowledge and confidence of staff in Learning for Sustainability (Lfs) and what it means in practice. <ul style="list-style-type: none"> <li>Training delivered by Highland One World Global Learning Centre.               <ul style="list-style-type: none"> <li>Developing Global Citizenship through play at early level</li> <li>A rights-based approach in the Early Learning and Childcare sector!</li> </ul> </li> </ul>	All Staff – Sgoil Àraich & Teaching	June & November 2024  Term 3-4 planning	Staff have completed a baseline Learning for Sustainability Self Evaluation and these will be revisited to measure and evidence impact. Staff will reflect on training through their annual Professional Review & Development (PRD) / appraisals.
1.2 Training programme with Learning Through Landscapes (LTL) Online 3-4 hour for identified staff members.	LL Staff, Staff & Eco-Committee	February 2025	The staff are empowered and pupils are supported and encouraged to implement changes in your school grounds, to adapt for our changing climate.

<ul style="list-style-type: none"> <li>A climate change audit of school grounds, including a full report and a 3-4 hour training session in person with LTL staff and colleagues at cluster schools.</li> <li>A full report will be written to support the implementation of Climate Change Education within the breadth of the school curriculum.</li> </ul>			
<p>1.3 Embed a whole school approach to LfS with LfS evidence in planning.</p> <ul style="list-style-type: none"> <li>Growing throughout the school grounds.</li> <li>Regular use of the garden/grounds and surrounding community for aspects of literacy, numeracy or science.</li> <li>Ownership of the garden through termly meetings with School gardener.</li> </ul>	All Staff – Sgoil Àraich & Teaching	Termly	Children will become more involved in planning their learning with staff, evidenced in weekly / termly planning and an Leabhar Mòr (Sgoil Àraich planning book) on planning walls and through learning conversations.
<p>1.4 LfS introduced to parents with a Harvest Open Afternoon, led by the children and linking to Climate Hebrides OHCOP event (Outer Hebrides Conference of the Parties). <a href="https://climatehebrides.com/">https://climatehebrides.com/</a></p>	All classes including Sgoil Àraich	Autumn 2024	Children motivated to plan and deliver an exciting day demonstrating their creativity. Increased awareness in parents and partners of LfS and increased involvement in our school garden.
<p>1.5 Following Machair project, with schools from Donegal, the pupils and families have identified that a local beach needs a clean up. Work with partners (local companies, local estate, local authority) to provide transport, bags and gloves to clear the beach.</p>	Eco – Committee / GM 4-7	June 2024  May 2025	The children will be able to articulate the importance of caring for our local environment. The quantity of rubbish removed shall be measured and recorded and compared with previous clean ups.
<p>1.6 Focus on Developing the Young Workforce (DYW) through partnership with CnES DYW staff to ensure DYW Enterprise event organised across the authority becomes a meaningful learning event.</p>	P5-7 pupils GM & GL	February 2025	Inspired by the DYW Enterprise Day the children will organise a real event putting their learning into action. The children will create their own success criteria to evaluate the event.
<p>1.7 UNCRC including Child Voice embedded</p> <ul style="list-style-type: none"> <li>within planning and shared with parents through termly parent leaflets.</li> <li>through Self and peer assessments.</li> <li>through pupil Improvement plan(s) &amp; evaluations</li> </ul>	All Classes including Sgoil Àraich  Pupil Council	October 2024  March 2025	Increased agency, affiliation and autonomy in pupils as evidenced through - Glasgow Motivation & Wellbeing Profile (GMWP). <a href="https://forms.office.com/e/t4upnZBSyZ">https://forms.office.com/e/t4upnZBSyZ</a>
<p>1.8 Refresh Charters (classes, playground &amp; canteen) using the UNICEF RRSA Charter Guidance and include actions for duty bearers as well as for children. Refresh behaviour plans where appropriate.</p>	All Classes & RRSA Committee	September 2024	Staff have increased understanding of their role as duty bearers as evidenced through Children's Parliament Dignity Survey.

1.9 Use the “ABCDE of Rights” assembly to ensure staff and pupils have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability. Pupils to create ABCDE display.	RRSA Committee	September 2024	Pupils will be able to articulate the ABCDE of Rights.
1.10 Diversity introduced by an assembly exploring and celebrating diversity and developing children's understanding of what it means to be a rights respecting global citizen. <a href="https://www.bbc.co.uk/teach/school-radio/articles/z3f6qfr">https://www.bbc.co.uk/teach/school-radio/articles/z3f6qfr</a>	Head of School / All Classes	October 2024	Pupils will write about Diversity, what makes us all unique and how to respond to prejudices.
1.11 Develop staff and pupils understanding of sustainable development. Exploring the UN Global Goals (Sustainable Development Goals) through The World's Largest Lesson. <a href="http://worldslargestlesson.globalgoals.org">worldslargestlesson.globalgoals.org</a>	RRSA Committee / GL 1- 7	November 2025	Pupils will be able to articulate how the UN Global Goals impact on children's rights and the wellbeing of the planet.
1.12 Link with St Jerome's Orphanage in Kenya.  <ul style="list-style-type: none"> <li>• Invite members of the community who have visited St Jerome's in to speak to the children about their visit there in person or via TEAMS.</li> <li>• Watch clips on bbc iplayer.</li> <li>• Agree with children suitable fundraising event(s) to support the pupils at St Jerome's. Advocate for the children through the creation of information leaflets/ podcasts to encourage others to support too.</li> </ul>	All Classes & Sgoil Àraich	January 2025	Children will raise funds for St Jerome's and will be able to articulate how the money will be spent and what this means to the children there.

<b>2 Project Title:</b>	Digital Literacy & Writing	<b>Baseline Data:</b>	30 % of P3 – 7 not on track for Writing (Gaelic/English as appropriate)
<b>Objectives:</b>	Improved writing attainment for P3-7 pupils by March 2026	<b>Target Data:</b>	85% of P3-7 will be on track for Writing (Gaelic/English as appropriate)
<b>Links to Local/National Priorities or Stretch Aims:</b>	<b>IT1 Raising Attainment</b> For All, for PEF, for CECYP – Curriculum Design <b>DP3</b> Improve the use of data to secure excellent outcomes for all learners in the Outer Hebrides. <b>BP2 Support for Children, Families &amp; Young People</b> Attainment, Early Intervention, Lifelong Learning, Health, Childcare (2.1.1 – 2.1.5) <b>NP4</b> Improvement in skills and sustained, positive school-leaver destinations for all young people. <b>NP5</b> Improvement in attainment, particularly in literacy and numeracy.	<b>Lead Responsibility:</b>	Head of School & Class Teacher

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
2.1 Twilight training for all teaching staff on CYPIC methodology over twelve weeks Twelve week quality improvement programme to reduce variation and increase outcomes in writing in their classroom. Once implemented teachers monitor data and are responsive to class needs to maintain high quality delivery and outcomes.	Class Teachers	February 2025	Staff confidence in using CYPIC will have increased. Staff will increase in confidence to teach writing. Pupils will be successful in writing appropriate to their stage, with ?% achieving First Level.
2.2 Daily Writing & reflections focusing on areas identified within each class.	All classes	March 2025	Pupils will be confident and successful with each area of writing selected. Pupils will be able to identify their targets and evaluate their successes.
2.3 Evaluation of Digital Audit will prioritise resources and training needs. Practical training on the use of Google Classroom within Literacy lessons.	All teachers	May 2024 February 2025 March 2025	Staff have completed a baseline Digital audit and this will be revisited to measure and evidence impact on staff confidence to use this resource. Staff will reflect on training through their annual Professional Review & Development (PRD) / appraisals.



2.4 Create a Digital skills progression framework to ensure skills are connected cross all curricular areas.	All teachers	March 2025	Children highly skilled in using computers to access learning and use a variety of functions such as word processors and movie making. Assistive functions embedded for children with additional needs enhancing their learning.
2.5 Creation of podcasts following training with Ceòlas for staff and pupils. Links with our community through interviews. Gaelic Listening and Talking skills developed in addition to writing questions, scripting introductions.	GM 4-7 pupils	Terms 3 / 4	Increased digital skills in pupils and staff. Podcasts available online. Pupils using high quality Gaelic in a real life context. Peer evaluations.
2.6 Re-introduce “Cothrom Comhradh agus Cluich” intergenerational events. Children will collaborate with community members to provide an opportunity to come together socially.	GM4-7 & Volunteers EAA	November March	Increased wellbeing and Gaelic fluency for identified GM pupils and children in the Sgoil Àraich.
2.7 See Sgoil Araich Improvement Project - Support staff to provide the opportunities to increase their fluency. Create robust systems for assessing and tracking individual children’s Gaelic progression through total immersion approaches.	Early Years Support Officer (YSO) Early Years Curriculum Teacher Playleader GM 1- 3 Class Teacher	Terms 1 - 4	New Tracking format will demonstrate increased children’s Gaelic vocabulary (understanding and use) across all ages and stages within early level.



### 3.5 School Improvement Plan Delivery Timeline

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

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

SIP Project Title	Aug to Oct 2024 (Term One)	Oct to Dec 2024 (Term Two)	Jan to Mar 2025 (Term Three)	Apr to Jun 2025 (Term Four)
Learning for Sustainability				
Digital Literacy & Writing				

### 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
2025-26	<ul style="list-style-type: none"> <li>• Embed the New Wellbeing Profile</li> <li>• HGIOURS</li> <li>• Care Inspectorate / HGIOELC</li> </ul>	<ul style="list-style-type: none"> <li>• Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Award renewal</li> <li>• Expressive Arts</li> </ul>
2026-27	<ul style="list-style-type: none"> <li>• Review of Vision, Values &amp; Aims</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Eco School renewal</li> <li>• Science &amp; Technology</li> </ul>
2027-28	<ul style="list-style-type: none"> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• RRS Gold Status renewal</li> <li>• Social Studies</li> </ul>