



COMHAIRLE NAN EILEAN SIAR

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



Sgoil an Iochdair

Aithisg Ìre de Mhathas 2024-25
Plana Leasachaidh na Sgoile 2025-26

Standards & Quality Report 2024-25
School Improvement Plan 2025-26

Aithis Ìre de Mhathas airson 2024-25 agus Plana Leasaichaidh na Sgoile 2025-26 Standards & Quality Report for 2024-25 and School Improvement Plan 2025-26 (SQIP)

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Canan Measaidh - 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%

Earrann a h-aon – Co-heacsa na Sgoile

Section One - The Context of the School

1.1 An Sgoil agus an Coimhearsnachd - The School and its Community

Sgoil an Iochdair is a non-denominational school located 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 Gàidhlig and English Medium and a Gàidhlig Medium Nursery - Sgoil Àraich. The school has a roll of 40 primary pupils, with 80% enrolled in Gàidhlig Medium. We have two Gàidhlig Medium classes (GM1-3 and GM4-7), and one English Medium (or Gàidhlig Learner) class (GL1-7). The Sgoil Àraich is open daily and currently provides 8 children with up to 30 hours of provision per week and is an integral part of the school community. The school is supported by 21 teaching and non-teaching staff, including visiting fiddle and chanter instructors delivering instrumental lessons to P5-7 and a Gàidhlig singing tutor delivered through Fèisean nan Gaidheal.

At Sgoil an Iochdair we have very strong partnerships with our families, community and agencies for the benefit of the children's development. The school has an active Parent Council who support many of the ventures undertaken by pupils. The school has been accredited as a Health Promoting School and has been awarded 'Silver: Rights Aware' as part of UNICEF's Rights Respecting Schools Award. Further work to achieve Gold is planned. Our curriculum reflects the Gàidhlig 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, we make use of a nearby loch to kayak on and we explore further afield 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 Ar Leirsinn, Ar Luachan, Ar n-Amasan agus Feallsanachd an Curraicealam - Our Vision, Values, Aims and Curriculum Rationale

Ar Leirsinn - 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.

Ar Luachan - 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.

Ar n-Amasan - Our Aims: 'CÀNAN, CULTAR, COIMHEARSNACHD AGUS CRUTHACHAILEACHD' "Gaelic, Culture, Community & Creativity"

CÀNAN – Gàidhlig Language

- To enrich the Gàidhlig language inspiring all pupils, parents, 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, and impacting on our community as a whole.

CULTAR - Culture

- To celebrate and nurture the Gàidhlig language and island culture in all aspects of the school community, enriching our knowledge and awareness of our history and heritage.
- To instil 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 instil in each other courage and faith in our ability to learn innovatively, and valuing creativity skills and creating opportunities for the transferring of these skills to new contexts.
- To nurture self-growth and identity by celebrating endeavours at home and in the community, with particular focus on the opportunities being created by the expressive arts

Feallsanachd Ar Curraicealam - 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.
- Positive outcomes for all learners underpinned by a whole school rights-respecting ethos.
- 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.

1.3 Co-obrachadh agus Co-Chonaltradh - 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
Staff	<ol style="list-style-type: none"> 1. Monthly 2. 2x Yearly 3. Annually 4. Termly 	<ol style="list-style-type: none"> 1. School & Sgoil Àraich SIP Focus Meetings 2. SQIP Review 3. Staff Questionnaire 4. QA procedures 	<ul style="list-style-type: none"> • Staff have revised how they teach writing. • Sgoil Àraich Staff looking to respond to suggestions from Care Inspector to further improve. 	✓	✓
Children and young people	<ol style="list-style-type: none"> 1. Termly 2. Termly 3. April 25 4. May 25 5. May 25 	<ol style="list-style-type: none"> 1. Committee discussions 2. Pupil Council Meetings 3. Pupil Questionnaire Learner Conversations 4. SQIP Review GL3-7 5. Gàidhlig Learners (GL) 3-7 Learning Walk 	<ul style="list-style-type: none"> • Actions for SIP 2025-26 • Pupils are proud of our school but are still patiently waiting the re-opening of the playpark. • Pupils would like more opportunity for autonomy. 	✓	✓
Parents and Carer	<ol style="list-style-type: none"> 1. Parent Council 2. 9 Oct 24 3. 18 Nov 24 4. April 25 5. May 25 	<ol style="list-style-type: none"> 1. Termly 2. Open Afternoon 3. SIP Survey 4. Annual Questionnaire 5. Drop-In 	<ul style="list-style-type: none"> • Parents very supportive of the school and the retention of current catchment area. • Parents supportive of continued Gàidhlig focus. 	✓	✓
Community and other stakeholders	<ol style="list-style-type: none"> 1. Termly 2. Termly 3. Feb 2025 4. Mar 2025 5. Mar 2025 	<ol style="list-style-type: none"> 1 Area & Cluster HeadTeacher (HT) / Head of School (HofS) Meetings 2. Cluster & Barra ELC setting Meetings 3. Catchment Consultation 4. Partner Questionnaire 5. Parents' Evening 	<ul style="list-style-type: none"> • Partners feel welcome and supported. More collaborative planning and evaluations for 2025-26. • Community supportive of school and looking to see improvements to fabric of the building / playpark and expansion of ELC provision. 	✓	✓

Aithisg Ìre de Mhathas 2024-25

Standards & Quality Report 2024-25

Earrann a dhà - Aithris Ìre de Mhathas

Section Two – Standards & Quality Report 2024-25

The Standards & Quality Report documents the progress the school has made during 2024-25 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 Meòrachadh am Bliadhana- Soirbheachas agus Coileanasan - The Year in Review - Successes and Achievements

- Our Gàidhlig Medium and Gàidhlig Learner pupils, were successful at Mòd Uibhist, Mòd Bharraidh agus Bhatarsaigh, and for the first time they also competed and won, group events at the National Mòd.



- GM4-7 performed their Gàidhlig play, “Craicte mu dheidhin Ceòl” at the Eilean Dorcha Festival (EDF).



- Pupils learnt about our shores and sea by visiting The Hebridean Whale and Dolphin Trust’s yacht, and meeting the Harbour Master, DA Currie, as well as cockling on the south ford.



- Social community events raised funds for charity and school - £1169 for WICCI & MacMillan Cancer from September’s afternoon tea and ceilidh, £2379.50 for school funds from the Pupil Council Prize Bingo and £501 for P7 trip from Daffodil Tea / Car Wash.
- Pupils participated in an NHS Western Isles project, with peers from Uist and Barra as ‘Immunisation Champions’. They attended four online training sessions – led by Isabell MacInnes, Health Protection and Screening Nurse Specialist and then supported the immunisation programme in school.
- Theatre-in-Education events delivered through Fèisean nan Gaidheal’s (FnG) Meanbh Chuileag and Hùb Hàb. Performances and workshops from local singers Linda MacLeod and Seonaidh MacIntyre, as well as regular Gàidhlig singing with Dorothy MacVicar also delivered by FnG.



- Button box and singing were added to Club Ciùil (Music Club).
- We feature on one of Education Scotland’s Learning for Sustainability Videos.
- Developing the Young Workforce (DYW) focus included a visit to a mart on Sales Day, meeting a CalMac captain on board the ferry and a careers fair featuring a range of local employment organised by our pupils.



- lochdar Community Council installed a bike shelter in the school grounds for pupils or staff to use, encouraging healthy modes of travel. The sgoil àraich have a new outdoor shelter funded by a local business.



- We faced challenges in term 4 with staff absences. The Sgoil Àraich was inspected by the Care Inspectorate.

2.2 Fèin-Measadh agus Dearbhadh Càileachd - Self-Evaluation, Quality Assurance and Evidence Gathering Processes

The primary has not had any external scrutiny this year. The Care Inspectorate visited the Sgoil Àraich on 19th & 20th of May and the report was published in June with the following gradings

- How good is our care, play and learning? 5 - Very Good
- How good is our setting? 4 - Good
- How good is our leadership? 5 - Very Good
- How good is our staff team? 5 - Very Good

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. E-forms are used to gather evidence of practice and evaluations against HGIOS 4 and the Northern Alliance Learning Teaching and Assessment Toolkit was used for the first time this session. Within the Sgoil Àraich, practitioners undertake regular self-evaluation using HGIOELC and the Care Inspectorate Quality Framework. 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.

Sgoil Àraich parents complete an informal “Two Stars and a Wish” consultation in November and all parents are encouraged to complete questionnaires in March. Where necessary individual parents are consulted, and findings actioned as appropriate. Termly Parent Council meetings provide further opportunities to contribute to the improvement process. Our Parent Council chair has begun regularly meeting with PC chairs across the local authority and is being supported by Connect.

Partners also completed evaluative questionnaires regarding our work together this session. The school continues to have positive partnerships with local community organisations. Positive feedback was received from the local community through a catchment area consultation. The Pupil Council expressed their views clearly and participated fully in the catchment consultation, meeting councillors and presenting their views to the Chief Officer.

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. This year full QA days were carried out, with Headteachers and Sgoil Àraich managers, observing lessons during a third of a day in each class, holding learners’ conversations and feeding back to staff. 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. We are moving over to the new Local Authority tracking document for next session. 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 at P1, P4 and P7 and most are making appropriate progress at P2, P3, P5 and P6. Safeguarding procedures and training take place annually and include our parental and young volunteers.

2.3 Adhartas air Lìbhrigeadh nam Prìomhachasan Freàm-obrach Leasachaidh Nàisteanta - Progress Towards Delivery of the National Improvement Plan Priorities

CnES Plana agus Aithris FLN [ES NIF Plan and Report 2024-2025](#)

National Priority	Approaches/Interventions	Impact	Next Steps
Placing the human rights and needs of every child and young person at the centre of education.	<ul style="list-style-type: none"> Following Action Plan for Gold Level Rights Respecting Schools (RRS) Award. Use of HGIOURS with Pupil Council. Pupils' advocating for their school. 	<ul style="list-style-type: none"> Pupils, children and parents aware of the global goals through presentations on the work of SCIAF and links with St Jerome's / Kenya. Pupils empowered to evaluate the school and be involved in the decision making. 	<ul style="list-style-type: none"> Continue to involve pupils in an increasing range of activities, including school improvement using HGIOURS. Develop pupil leadership groups further. Gold RRS Award assessment.
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> Uist Primaries Pastoral P7 Transition including triathlon, Gàidhlig quiz, forest visit and mainland residential. Use of Glasgow Motivational Wellbeing Programme Health & Wellbeing survey. Pupil led lunchtime Club. Partnership working to provide varied after school clubs in terms 1-3. 	<ul style="list-style-type: none"> All P7s feeling confident to transition to secondary. Pupils scored an average 9.5 out of 10 in October and May's results. Individual needs responded to for example Art Therapy. All learners involved in clubs, lunchtime or after school. 	<ul style="list-style-type: none"> Ensure understanding of wellbeing indicators is embedded and features regularly in all learning. Embed Daily Mile across the year. Gold Sports reaccreditation.
Closing the attainment gap between the most and least disadvantaged children and young people	<ul style="list-style-type: none"> Regular differentiated Interventions including Raising Attainment for All (RAFA) projects led by Education Attainment Apprentice (EAA), with individuals and groups identified by staff team using DATA and teacher judgement. Afterschool & lunchtime clubs. Cost of the School Day interventions. 	<ul style="list-style-type: none"> Improvement in literacy for example increased Reading (York assessment of Reading for Comprehension) and Spelling (Single Word Spelling test) ages. Pupils benefitting from participation without costs. 	<ul style="list-style-type: none"> Continue to evaluate list of identified pupils to ensure those most in need benefit. Audit cost of the school day with parents, ensuring learning, events and activities are accessible for all and that fundraising activities minimise financial burdens on families.
Improvement in skills and sustained, positive school-leaver destinations for all young people	<ul style="list-style-type: none"> Focus on Meta-skills. Developing the Young Workforce careers fair. Young Leaders training and lunch time club 	<ul style="list-style-type: none"> Pupils aware of skills necessary such as collaboration and communication. Pupils aware of careers options. P6/7 pupils leading a lunchtime club for P1-2. 	<ul style="list-style-type: none"> Embed meta-skills. Optimise leadership opportunities through committees and House Captains.
Improvement in attainment, particularly in literacy and numeracy.	<ul style="list-style-type: none"> Literacy focus to improve writing through the Children & Young People Improvement Collaborative (CYPIC). 	<ul style="list-style-type: none"> Children more confident to write independently. 	<ul style="list-style-type: none"> Use of CYPIC methodologies in other areas of the curriculum.

2.4 Measadh air Proiseactan Adhartais na Sgoile agus an Sgoil Àraich - Review of School & ELC Improvement Plan Projects 2024-25

Outcome	Actions	Impact	Next Steps
Improved knowledge and confidence of staff in Learning for Sustainability (LfS) and what it means in practice by June 2025.	<ul style="list-style-type: none"> • Training programme with Learning Through Landscapes (LTL) Online module plus full days training for all teaching staff and Sgoil Àraich playleader. • Local roadside clean up, outdoor Learning day, P6/7 camping. • Increased focus on Diversity across the curriculum. • Focus on skills including pupil led DYW Careers afternoon. 	<ul style="list-style-type: none"> • Increased knowledge and confidence of staff in LfS and what it means in practice - Staff average score increased to 6/10 (42/70) whole school & community approach to learning for sustainability (LfS) self-evaluation and improvement framework. • A high level of agency, affiliation and autonomy in pupils as evidenced through - Glasgow Motivation & Wellbeing Profile (GMWP) (9.5 /10 across the year). 	<ul style="list-style-type: none"> • Continued focus on LfS to embed it across the curriculum, across the year. • Action remaining Climate School 180 Pledges. • Audit of LfS across planners / timetables.
Improved writing attainment for P3-7 pupils by March 2025.	<ul style="list-style-type: none"> • Twelve-week quality improvement training programme to embed CYPIC methodology. 	<ul style="list-style-type: none"> • Most (87.5%) of P3-7 on track for Writing (Gàidhlig/English as appropriate) teacher judgement/ National Standardised Assessments. 	<ul style="list-style-type: none"> • Regular blocks of CYPIC writing • Use of CYPIC methodologies in other areas of literacy. • New Local Authority pathways for literacy.
Increase Gàidhlig Oral Language in Sgoil Àraich children by May 2025.	<ul style="list-style-type: none"> • Targeted support following workshops with Speech and Language Therapist. • Reviewed and responded to Education Scotland's Advice on Gaelic Education 2022. • Robust system for assessing and tracking individual children's Gàidhlig progression established. 	<ul style="list-style-type: none"> • Sgoil Àraich staff's understanding of language and total immersion approaches has developed further. • Staff able to recognize children's abilities and create individualized next steps. • All sgoil àraich children's Gàidhlig vocabulary, (understanding and use) increased across all ages and stages as evidenced in new tracker. 	<ul style="list-style-type: none"> • Continued use strategies to encourage language acquisition. • Continued use of the tracker for each sgoil àraich child. • Tracker introduced to cluster colleagues at In-service.

2.5 Geàrr-chunntas air Gnìomhairean agus Buaidh Maoinachadh Cothromas nan Sgoilearan - Summary of Pupil Equity Fund Action Plan 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
Attainment <ul style="list-style-type: none"> • ACEL • Baselines and Gap • Achievement over Time • Local Measures 	<ul style="list-style-type: none"> • Interventions and approaches reviewed with staff and PEF lists refreshed as and when required and through termly tracking and monitoring of pupils' attainment. • Targeted approach to Literacy and Health & Wellbeing in place. • Specific Raising Attainment for All (RAFA) projects utilised to help address gaps. • Increased pupil voice and self-evaluation within the activities and targets set. • Support for Gàidhlig language acquisition through after-school club and lunchtime clubs, in partnership with Comann na Gàidhlig (CnaG). • Relationships established with parents through holiday provision. 	<ul style="list-style-type: none"> • Operational Guidance has increased staff confidence 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. • RAFA project scores demonstrate significant improvement in most identified pupils. • Pupils are engaged in their activities and making increased progress. 	<ul style="list-style-type: none"> • Continue cycle of assess, plan, implement, review and evaluate for targeted interventions and timetables. • Ensure PEF letter and leaflet is shared with parents at start of session. • Ensure Education Attainment Apprentice (EAA) is at tracking and monitoring meetings.
Attendance <ul style="list-style-type: none"> • Attendance Change • Male/Female etc. • Patterns/Reasons • Exclusions 	<ul style="list-style-type: none"> • Attendance monitored closely and letters and meetings held in response to concerns as appropriate. • Regular Team Around the Child Meetings. 	<ul style="list-style-type: none"> • Average attendance for PEF pupils is within the satisfactory category at 92.8%. (Non-PEF attendance is <i>Good</i> - 95%). • Positive relationships with parents built. • No exclusions. 	<ul style="list-style-type: none"> • EAA to continue to identify barriers to attendance and work towards overcoming those. • Follow the new attendance policy.
Inclusion <ul style="list-style-type: none"> • Ethos and Culture • Reducing Exclusions • Meeting ASN • Social/Emotional Support • Equity/COSD 	<ul style="list-style-type: none"> • Nurture ethos within classes. • Peer Mediation Training for all Primary 6 and 7 pupils. • Enhanced Transition for P7 pupils 	<ul style="list-style-type: none"> • Learners have been fully involved in all school/ class activities throughout the year. • Pupils feel empowered to support others. • Pupils feel confident regarding their transition to secondary. 	<ul style="list-style-type: none"> • Monitor success of peer mediation and provide extra training if necessary. • Continue with enhanced transition as appropriate. • Work towards Gold RRS Award.

<p>Participation</p> <ul style="list-style-type: none"> Measures of Participation Change over Time Participatory Activity 7 Golden Rules 	<ul style="list-style-type: none"> Parents and volunteers are supported to lead Youth & Football Clubs. Information on local clubs/activities including own Club Ciùil – Music Club, and Highland Dancing classes available in school, shared through various forms of communication. P6/7 Young Leaders’ supported to provide lunchtime club for younger pupils. Terms 1-3 all pupils offered after school club with their peers. Focus on Gàidhlig and being active. 	<ul style="list-style-type: none"> Increased participation in school clubs and feelings of wellbeing, fitness and confidence. Lunchtime club regularly attended and feedback was positive. Older pupils willingly participated in rota to lead club. Regular attendance at after school club with 80% attending most weeks. 	<ul style="list-style-type: none"> Pupil voice to continue to influence range of after school activities on offer. Continue targetted provision of after school club. Promotion of clubs / activities available.
<p>Engagement</p> <ul style="list-style-type: none"> Targeted Measurement Emotional/Cognitive Change over Time Parents and Carers Equity/Removing Barriers 	<ul style="list-style-type: none"> Team Around the Child (TATC) ensuring professionals working together to support identified families. Art therapy provided. 	<ul style="list-style-type: none"> Trusted relationships between home and professionals impacting on overall wellbeing. Art Therapy sessions impacting positively on emotional literacy and self-regulation. 	<ul style="list-style-type: none"> Continued Teams Around the Child and Art Therapy. Increased tracking of engagement through LA termly tracker.

2.6 Measadh Adhartais air na slàtan tomhais deagh ghnè Dè cho Math sa tha an Sgoil Againn - Evaluation of Progress - HGIOS4 Quality Indicators

Quality Indicator	Evaluative Judgements including Evidence	Grading
1.3 Leadership of Change	<ul style="list-style-type: none"> The importance of Gàidhlig within the school is explicit, permeating throughout the school ethos, as confirmed in How we Promote Gàidhlig in our Schools document and our achievements at the National Mòd and EDF. A compassionate approach to leading and supporting staff means that most staff feel valued. Staff involvement in self-evaluation and reflection has led to the development of a highly reflective and responsive staff team. Honest reflections enable recognition of how we can improve care, resulting in a high standard of care, learning and support for learners. Self-evaluation takes place against key national documents and guidance to identify strengths and areas for improvement, thus providing a meaningful improvement plan with relevant priorities for continuous improvement. The staff team value and respect the opinions of children and families to support improvement. Families are provided with a copy of the improvement plan on the school website. Regular opportunities to provide feedback and make suggestions are available through informal events, questionnaires and meetings. Peer monitoring across settings has led to effective moderation of services within the cluster leading to high quality outcomes and experiences for children. Training records, appraisal / PRDs (Professional Review & Development) and demonstrate commitment to success for all. Community collaboration has provided a new environmentally friendly bike shelter from the Community Council. RRSA Gold Action Plan illustrates the embedding of Children's Voice and UNCRC. Pupils are articulate and able to advocate for their school, as demonstrated in the catchment consultation. 	Very Good
2.3 Learning, Teaching & Assessment	<ul style="list-style-type: none"> Almost all staff across the school are fluent Gàidhlig speakers and positive role models, committed to creating and promoting opportunities for children to become fluent, promoting the Gàidhlig First Policy. Children consistently speak Gàidhlig in different situations from every day routines to singing on a charity album to acting at the National Mòd. Assessment is planned and differentiated enabling learners to show their knowledge, understanding and skills across the curriculum. Jotter monitoring demonstrates increased use of self-assessment and formative feedback. Staff know learners well and are able to evaluate data and next steps. Children's voice influences future learning experiences, highlighting how staff value and respect their opinions. Children's Rights are demonstrated in the ethos and culture of the school and included in the shared vision and values. QA procedures recognise that lessons are appropriately challenging and responsive to pupils' interests and needs and use digital technology where possible. 	Very Good

	<ul style="list-style-type: none"> Learners have good relationships with their peers, staff and partners of the school and demonstrate confidence and responsible attitudes to leading the learning, contributing to the community and representing the school. Partnerships with the community enrich learning for example volunteers supporting fluency as pupils prepare for the local and National Mòd. Success and participation confirm their enthusiasm and Gàidhlig fluency. Learners have many opportunities to learn about their community / environment, from visits to the local shop, pier and beaches, helping children to develop a sense of identity and belonging. Partnerships with other agencies ensures successful interventions for pupils who require support due to additional challenges as demonstrated in partnership referrals and Team Around the Child Minutes. 	
3.1 Ensuring Wellbeing, Equity & Inclusion	<ul style="list-style-type: none"> Respectful and supportive relationships across the inclusive school and community, ensure high expectations for every learner, Gaelic Medium or Gaelic Learner. Regular Communication with parents ensures partnership working. Pupil surveys demonstrate that almost all of our learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Partnerships with various agencies supports our vulnerable learners. 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. All staff and partners promote positive relationships within and beyond the building, considering each learner as an individual with their own requirements and ensuring they are actively involved in decisions which affect them. Learners' knowledge and understanding of diversity is prioritised, always ensuring difference is not a barrier. All staff know and follow statutory requirements and codes of practice, for example the new promoting positive relationships and behaviour policy. Data shows that most of our learners can progress and succeed at an appropriate pace, benefiting from the high-quality education provided, due to their wellbeing needs being met. 	Very Good
3.2 Raising Attainment & Achievement	<ul style="list-style-type: none"> Most learners have made appropriate progress in attainment in Numeracy and Literacy. 37.5% of pupils are on staged intervention levels 2 or 3 to support their progress and are making increased progress. Almost all our learners make good progress from their prior levels of attainment, in alignment with their individual abilities with increased attainment in Maths & Numeracy, Listening and Talking, Writing and Reading in Gàidhlig and in English this year All staff are confident in their professional judgements of learning and progress through assessment and moderation and the new effective tracking system. 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. 	Very Good

2.7 Measadh air Adhartas na Prìomh Amasan Nàiseanta agus Ionadail

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 2024-25 when completing this section.

1a	Increase the attainment in English literacy of learners registered for FSM in P1, P4 & P7
Stretch Aim: Reduce the poverty-related attainment gap (FSM and not FSM) in literacy and English across P1, P4, and P7 combined to between 6pp and 5pp.	
Data suppressed due to small numbers.	

1b	Increase the attainment in numeracy of learners registered for FSM in P1, P4 & P7
Stretch Aim: Reduce the poverty-related attainment gap (FSM and not FSM) in numeracy across P1, P4, and P7 combined to between 7pp and 5pp.	
Data suppressed due to small numbers.	

6	Reduce the combined attainment gap in writing at P1, 4 & 7 for learners registered for FSM in Gàidhlig and English
Stretch Aim: Reduce the poverty-related attainment gap (FSM and not FSM) in Gàidhlig and English writing at P1, P4 and P7 combined to between 9pp and 8pp.	
Data suppressed due to small numbers	

2.8 Ag aithneachadh na Prìomh Phrìomhachasan Leasachaidh airson 2025-26 agus a Dhèidh - Identification of Key Improvement Priorities for 2025-26 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 2025-26.

- Increase attainment and achievement across the curriculum, through high quality teaching and learning experiences, in the school and sgoil àraich by May 26.
- Implementation of the CIRCLE Framework – Circle Inclusive Classroom Scale
- RE-accreditation of Gold Sports Award
- RE-accreditation of Eco-Flag
- Gold Rights Respecting Schools Award

Plana Leasachaidh na Sgoile 2025-26



School Improvement Plan 2025-26

Earrann a trì – Plana Adhartais na Sgoile

Section Three – School Improvement Plan 2025-26

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 A' Dealbhadh a' Phlana - 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?
- Policy and guidance bespoke to Gàidhlig including Statutory Guidance for Gaelic Education (2017) and Advice on Gàidhlig Education (2022)
- Self-evaluation programme
- CnES Quality Assurance Policy and Framework
- Views of learners, staff, parents and partners
- Outcome of external reviews such as school inspections

Local Authority

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

National

- National Improvement Framework
- Scottish Attainment Challenge
- Policy and guidance bespoke to Gàidhlig including Statutory Guidance for Gaelic Education (2017) and Advice on Gàidhlig Education (2022)
- National Policy Focus Areas
- Verity House Agreement (i.e. tackle poverty, deliver net zero, deliver sustainable person-centred public services)

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

3.3 A' Planadh airson Maoinachadh Cothromas nan Sgoilearan - Pupil Equity Fund Planning

Pupil Equity funding should be focused on activities and interventions that will lead to improvements in literacy and numeracy across the Broad General Education, increased levels of engagement, participation, health and wellbeing and an improvement in attendance.

Provide details of the gap you want to address: Please note in Sgoil an Iochdair the number in receipt of free school meals and those identified for Pupil Equity Funding was low therefore the data has been suppressed due to small numbers.

Attainment Gap English Literacy	Attainment Gap Gàidhlig Literacy	Attainment Gap Maths/Numeracy	Attendance Gap
NA (27% gap – this won't be published.)	NA (No gap)	NA (47% gap – this won't be published)	2.2%

Planning Objectives	Cohort	Improvement Actions	Resources and Lead Person	Monitoring
Pupil will be more confident to talk in a 1:1 or small group situation	Identified pupil in GM1-4	<ul style="list-style-type: none"> Simple games to build confidence Counting and comparing numbers to 10 Counting on/back from a number Underwriting a sentence dictated to EAA 	<ul style="list-style-type: none"> Unifix & stairs Kaboom EAA / CT 	<ul style="list-style-type: none"> Increased oral responses, from yes / no, one or two words to sentences.
Pupils will increase their knowledge of sound families / diagraphs, trigraphs etc to be able to read and write an increasing variety of words	Identified group in GL	<ul style="list-style-type: none"> Flashcards Sound hunts in in words, stories Writing words in a variety of ways e.g. on whiteboards, in chalk outside, on tough tray 	<ul style="list-style-type: none"> Word Family Build Book White boards / Magnetic letters Dandelion Readers Education Attainment Apprentice (EAA) /Class Teacher (CT) 	<ul style="list-style-type: none"> Weekly Spelling tests in class Increase in BURT and SWST – assessed at beginning of term 1 and end of terms 2, 3, and 4 by class teacher.
Pupils will increase their recall of number bonds to 20	Identified group in GL	<ul style="list-style-type: none"> Making stories of up to 10 with counters / cubes small world toys Making stories of up to 20 with numicon Give me 5 strategy 	<ul style="list-style-type: none"> Sided counters, cubes and small world toys Numicon EAA / CT 	<ul style="list-style-type: none"> Success within Weekly Beat That's assessments recorded on graph for pupils to monitor their progress.
Pupils will increase their empathy, resilience, communication and collaboration skills	P5 / P4 Boys	Lunchtime Club <ul style="list-style-type: none"> Small team board games Active team-building games –e.g. hoops, blind folded paired obstacle course Improve and participate in Tough Mudder 	<ul style="list-style-type: none"> Uno, Monopoly Deal, Guess Who? PE equipment – Hoops etc Tough Mudder EAA / CT 	<ul style="list-style-type: none"> Record of engagement during lunchtime club Monitoring of fall outs within P4/5 boys using simple form.
Pupils will be able to apply their previous spelling words correctly in written activities	Identified group in GM5-7	<ul style="list-style-type: none"> Active spelling strategies Extending sentences using correct spellings and a variety of conjunctions / openers 	<ul style="list-style-type: none"> Chromebooks Previous & current Gàidhlig and English Spelling lists EAA / CT 	<ul style="list-style-type: none"> Success in weekly English & Gàidhlig spelling test Improvement of SWST, English & Gàidhlig

3.4 Proiseactan Plana Leasachaidh na Sgoile - School Improvement Plan Projects

Across Comhairle nan Eilean Siar, we need to ensure that Gàidhlig sits at the heart of each of our improvement priorities, that it permeates throughout our work to ensure we achieve impact for Gàidhlig.

1	Project Title:	Using self-evaluation to improve learning, teaching and assessment.	Baseline Data:	Self-Evaluation Data Quality Assurance Data
	Objectives:	Increase attainment and achievement across the curriculum, through high quality teaching and learning experiences, in the school and sgoil àraich by May 26.	Target Data:	QI 2.3 Self-evaluation data will be scored as 5/ very good or above by the end of May 26.
	Links to Local/ National Priorities or Stretch Aims:	<ul style="list-style-type: none"> • CNES E&CS Department Priorities DP1 Deliver high-quality learning and teaching in all educational settings, recognising the rights and needs of all children and young people. DP4 Improve curriculum, learning and wellbeing transition planning at all key stages for children and young people. • CNES E&CS Improvement Themes IT1 Raising Attainment - For All, for PEF, for CECYP – Curriculum Design IT2 Gaelic Language, Culture & Heritage - Strategy, GME, GLE, progression IT4 Health & Wellbeing - Mental Health, Physical Health, Participation & Engagement • NIF Priorities NP1 Placing the human rights and needs of every child and young person at the centre of education. NP3 Closing the attainment gap between the most and least disadvantaged children and young people. NP5 Improvement in attainment, particularly in literacy and numeracy. • NIF Drivers – ND1 School and ELC Leadership ND2 Teacher and Practitioner Professionalism ND4 Curriculum & Assessment ND5 School & ELC Improvement 	Lead Responsibility:	Head of School GM Class teacher

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
1.1 Teachers to engage with the Northern Alliance Learning, Teaching and Assessment Toolkit to develop a shared understanding of high-quality learning, teaching and assessment. Use of quality assurance and self-evaluation data to identify theme. Teachers to carry out theme overview activity suggestion prior to carrying out self-evaluation.	All Teachers	August 25 May 26	Delivery Monitored by: Head of School Data Measured: Toolkit Scores to be 4 most of the time / 5 almost all of the time by re-evaluation in Term 4. Impact Evidenced by: All teachers will develop their shared understanding of high-quality learning, teaching and assessment to ensure self-evaluation data is robust.
1.2 Whole staff team to use their shared understanding of high-quality learning, teaching and assessment to carry out self-evaluation based on HGIOS 4/ HGIOELC QI 2.3 Learning, Teaching and Assessment . Collate self-evaluation results in addition to any other relevant quality assurance & self-evaluation data to identify key priorities/ focus for improvement.	All teachers & Sgoil Àraich staff	September 25 May 26	Delivery Monitored by: Head of School Data Measured: Increased individual self – evaluation scores on 2.3 E-forms (Very Good 5 / Excellent 6) by re-evaluation in term 4. Impact Evidenced by: Quality assurance and self-evaluation data will be used to measure gradings of QI 2.3 as a baseline and identify focus for improvement.
1.3 Teachers to contribute to the whole team action plan outlining the agreed actions, success criteria and timescale for the improvement activity. Including the increase in quality individual evaluative learning Journal entries for all pupils including next steps. Ensuring the majority of learning recorded on SeeSaw links to Education Scotland's curriculum for excellence or SHANARRI or MetaSkills and demonstrates learners are progressing well. Increasing the children's participation within their learning log, and target setting UNCRC 29.	All Teachers	November 25 May 26	Delivery Monitored by: Head of School Data Measured: Completed and evaluated Action Plan Audit of SeeSaw Impact Evidenced by: All practitioners will build collective responsibility for improving the area of focus.
1.4 Teachers to undertake professional reading of current literature, including Using Power Up Your Pedagogy, The Illustrated Handbook of Teaching by Bruce Robertson, and research to identify key methodologies and strategies within agreed area of improvement in learning, teaching and assessment. Programme of CLPL created and agreed with colleagues in neighbouring primary.	All Teachers	October 25- June 26	Delivery Monitored by: Head of School Data Measured: Engagement through completed Professional Learning Plans Impact Evidenced by: All teachers will engage in professional reading to develop their knowledge, understanding and skills, resulting in improved practices within learning, teaching and assessment.
1.5 Teachers to try out new learning by implementing agreed approaches at school/ setting / class level and will discuss findings at termly Tapestry meetings.	All Teachers	Termly	Delivery Monitored by: Head of School Data Measured: Peer & Self assessment - Observations Impact Evidenced by: Implementation of agreed approaches will result in improved practices within learning, teaching and assessment.

<p>1.6 Teachers alongside Head of School, to input into new digital tracking document – with termly updates / twice yearly.</p> <ul style="list-style-type: none"> Tracking of engagement / participation using a 5 scale assessment Tracking of other curricular areas against Curriculum for Excellence (CfE) Ensuring consultation with PEF EAA and SfLA Use a range of evidence to measure improvement over time, evaluating impact. Reflect on what has worked and what needs to be improved. 	All Teachers	Termly	<p>Delivery Monitored by: Head of School Data Measured: All teachers completing Tracking Document Impact Evidenced by: All teachers will increase in confidence to evaluate pupils across the curriculum and to report on all areas to parents using new report format in May 2026.</p>
<p>1.7 Whole staff team to engage in full implementation of the CnES Learning, Teaching and Assessment Policy across the school / setting to ensure consistency in standards.</p>	All teachers & Sgoil Àraich staff	Ongoing	<p>Delivery Monitored by: Head of School Data Measured: Increased individual self – evaluation scores on 2.3 E-forms (Very Good 5 / Excellent 6) by re-evaluation in term 4 Impact Evidenced by: All practitioners will develop a shared understanding of standards across QI 2.3 and apply a consistent approach to learning, teaching and assessment. Creation of 1-page summary <i>Lessons at Sgoil an Iochdair</i> guidance in collaboration with Pupil Council. Creation of 1 page <i>Day at Sgoil Àraich</i> summary.</p>
<p>1.8 All practitioners to use the Moderation Cycle to develop a shared understanding of standards and expectations, before, during and after the planning of learning, teaching and assessment.</p> <ul style="list-style-type: none"> Moderation of reading with cluster primary and secondary colleagues. Moderation of Floor Books at Playleaders / Keyworker termly meetings. Jotter Monitoring at termly tracking meetings. 	All teachers & Sgoil Àraich staff	September / October & January / February	<p>Delivery Monitored by: Head of School Data Measured: Increased individual self – evaluation scores on 2.3 E-forms (Very Good 5 / Excellent 6) by re-evaluation in term 4 Impact Evidenced by: Consistency of shared standards and professional judgement. Improved teacher confidence in achievement of a level and within a level.</p>
<p>1.9 Head of School to track attendance and ensure policy is followed to respond appropriately to concerns over attendance.</p> <ul style="list-style-type: none"> Digital Attendance Newsletter to be shared with staff, parents and pupils termly. Pupils to be involved in creating illustrations for good attendance. 	Head of School	Monthly Termly	<p>Delivery Monitored by: Head of School Data Measured: Increased attendance. Impact Evidenced by: Pupils attainment positively impacted by improved attendance.</p>

2	Project Title:	Implementation of the CIRCLE Framework – Circle Inclusive Classroom Scale	Baseline Data:	Classroom Environments and Practice • Initial CIRCLE Inclusive Classroom Scale (CICS) Scores: Baseline assessment of classroom inclusivity.
	Links to Local/ National Priorities or Stretch Aims:	<p>CNES E&CS Department Priorities – DP1, Deliver high-quality learning and teaching in all educational settings, recognising the rights and needs of all children and young people. DP2, Ensure effective and accountable leadership for all. CNES ES&CS Improvement Themes IT1 Raising Attainment For All, for PEF, for CECYP – Curriculum Design IT4, Health & Wellbeing Mental Health, Physical Health, Participation & Engagement NIF Priorities NP1 Placing the human rights and needs of every child and young person at the centre of education. NP2 Improvement in children and young people’s health and wellbeing. NP3 Closing the attainment gap between the most and least disadvantaged children and young people. NIF Drivers ND1 School and ELC Leadership ND2 Teacher and Practitioner Professionalism ND5 School & ELC Improvement CNES Corporate Business Plan Links BP2, Support for Children, Families & Young People Attainment, Early Intervention, Lifelong Learning, Health, Childcare (2.1.1 – 2.1.5) BP3, Supporting Resilient Communities & Quality of Life Gaelic language, safe communities, reducing poverty & inequality. (3.1.1, 3.1.4, 3.1.5) BP4 Be a Sustainable & Inclusive Council Environment, reduction in carbon footprint, Net Zero, Equity of opportunities (4.1.2, 4.1.3)</p>	Target Data:	• Increase CIRCLE Inclusive Classroom Scale (CICS) Scores: using 4-point rating.
			Objectives:	<ul style="list-style-type: none"> • Embed the CIRCLE Framework consistently across all the school to promote inclusive, learner-centred classroom practices. • Enhance staff confidence and capability in inclusive teaching through targeted CPD, coaching, and reflective practice. • Increase the use of structured assessment tools to evaluate and adapt inclusive teaching strategies. • Strengthen pupil voice and leadership by developing peer-led inclusion initiatives.
Lead Responsibility:	Head of School GL Teacher			

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
1.1 Deliver CIRCLE Framework CPD training <ul style="list-style-type: none"> • online modules, • live webinars, • in-person workshops at In-service 	All teaching staff, Support for Learning and Sgoil Àraich staff	Completion by end of Term 1 with refreshers scheduled annually	Delivery Monitored by: Head of School via course attendance and tracking Data Measured: - Pre/post self-evaluations of confidence using Likert scale surveys Impact Evidenced by: -All children and young people’s needs will be better understood and supported through increased staff understanding of inclusion, nurture and additional support needs. -Feedback forms -Classroom observation notes showing application of inclusive strategies

1.2 Train 'CIRCLE Champions' to support colleagues with inclusive practice.	Head of School /GL teacher	Begin Term 1, ongoing throughout year with termly peer meet-up sessions	<p>Delivery Monitored by: ASN Central team and Head of School</p> <p>Data Measured: Number of peer sessions delivered</p> <ul style="list-style-type: none"> - Participation feedback logs <p>Impact Evidenced by:</p> <ul style="list-style-type: none"> - Improved Classroom Environments for Children: Effective use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment. - Improvement in classroom practice noted through observation (peer & SLT) - Staff surveys showing increased confidence in inclusion strategies
1.2 Implement structured use of CIRCLE Inclusive Classroom Scale (CICS) regularly to assess classroom environment inclusivity. Also considering the use of digital technology, outdoor learning and creativity/innovation to meet need.	Class teachers Playleader/ Head of School	Twice Yearly (Term 1, Term 3)	<p>Delivery Monitored by: SLT/ASN Leads collecting completed CICS templates</p> <p>Data Measured: - Baseline (T1) vs term 3 improvement scores on CICS (Circle Inclusive Classroom Scale)</p> <ul style="list-style-type: none"> - Specific indicators of environmental change <p>Impact Evidenced by:</p> <ul style="list-style-type: none"> - Improved Classroom Environments for Children: Effective use of CICS to evaluate and adapt classroom environment. - Moderation and evaluation evidence, show increased universal level supports available to all learners. - Reflections with colleagues and adaptations made to classroom practice/layout as a result of self-evaluation using CICS and action plan.
1.4 Deliver inclusive education family engagement workshop and distribute accessible guidance materials (held alongside Parents Evening).	Parents and carers of learners with ASN	November 2025	<p>Data Measured: - Parent/carer survey responses (satisfaction and confidence)</p> <p>Impact Evidenced by:- Increased parent participation in IEP reviews and evidence of parents and learners' views and agreed targets and actions.</p>
1.5 Celebrate Neurodiversity Week with an assembly, open afternoon and events e.g. wear odd socks day.	All classes & Sgoil Àraich parents	February 2026	<p>Increased awareness of the different forms of neurodiversity in Children and families and support available Kooth training / reader pens / talk to text.</p> <ul style="list-style-type: none"> - Parent/carer survey responses (satisfaction, confidence in supporting learning)
1.6 Conduct an annual whole-school inclusion audit using the CIRCLE tools and create improvement plans based on results.	Head of School & Class Teachers	Complete by June 2026, to repeat annually	<p>Delivery Monitored by: ASN Central Team</p> <p>Data Measured: Increased results across learning, environment, policy, and practice from previous audit</p> <p>Impact Evidenced by:</p> <ul style="list-style-type: none"> - Inclusion action plans based on audit - School Improvement Plan updates - Staff meeting minutes discussing audit findings and changes implemented

Sgoil Àraich an Iochdair Our Improvement Plan 2025/26



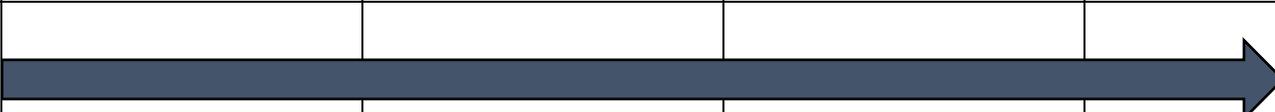
Outcome What do we want to achieve?	Actions How are we going to do it?	Timeframe When do we want this to be completed or reviewed next?	Person responsible Who is doing each action or responsible for ensuring it gets completed?	Where are we now? What have we achieved, and what has prevented us from doing what we wanted?
<p>Increase the quality in the recording of individual learning and progress on SeeSaw.</p> <p>Linking the learning recorded in floor books to evidence progression.</p> <p>Increased individual evaluative comments on SeeSaw.</p> <p>Increased individual SMART targets.</p> <p>Increased staff confidence to use seesaw.</p> <p>Increased parental engagement on SeeSaw.</p>	<ul style="list-style-type: none"> ○ Audit staff confidence with SeeSaw / Smart Targets, EL/CfE outcomes https://forms.office.com/e/Q96KU1EBqg 	August 2025 / March 2026		
	<ul style="list-style-type: none"> ● Update Self Evaluation Sheets with scoring using 6-point scale. 	August 2025	Head of School	
	<ul style="list-style-type: none"> ● Practitioners will use the SeeSaw padlet to increase individual posts and SMART targets ● Range of targets from <ul style="list-style-type: none"> ○ Developmental Overviews ○ Emerging Literacy ○ CfE outcomes ○ Gàidhlig vocabulary tracker 	August 2025 Inservice	Playleader, Early Years Support Officer (EYSO), Head of School	
	<p>Survey of parental opinion of SeeSaw</p> <ul style="list-style-type: none"> ● https://forms.office.com/e/kLfgBBaSSj 	August 2025 / March 2026	Head of School	
	<p>Audit Parental engagement on SeeSaw</p>	September 2025 / March 2026	Head of School / Playleader	

<p>Staff familiar with new Quality improvement framework for the early learning and childcare sectors: early learning and childcare confidence with Self - Evaluation scoring.</p>	<p>Audit SeeSaw posts for</p> <ul style="list-style-type: none"> • range of activities indoors / outdoors <p>Audit SeeSaw posts for range of targets from</p> <ul style="list-style-type: none"> • Developmental Overviews • Emerging Literacy • CfE outcomes • Gàidhlig vocabulary tracker 	<p>September 2025 / March 2026</p>	<p>Head of School / Playleader</p>	
<p>Increased staff confidence with Self -Evaluation scoring.</p>	<p>Open afternoon – encouraging & supporting parental engagement on seesaw – supported by IT team.</p>	<p>September 2025</p>	<p>Head of School / Playleader</p>	
	<p>Update Gàidhlig Tracking document</p> <ul style="list-style-type: none"> • Increase phrases • Individual record sheets 	<p>October 2025</p>	<p>Head of School / Playleader</p>	
	<ul style="list-style-type: none"> • Read new QI document • Analyse and compare CI inspection reports (ours, cluster, LA) • Read & discuss weak /very good illustrations to help increase understanding of scoring. 	<p>October2025</p>	<p>Head of School</p>	
<p>Quality Indicators</p> <ul style="list-style-type: none"> • Children Play and Learn <ul style="list-style-type: none"> ○ Learning, teaching and assessment ○ staff using observations effectively to recognise and extend children's knowledge, understanding, skills and achievements. These should inform next steps in planning to support children's development, learning and wellbeing, enabling them to progress well. Recognition is given to the value of staff skilfully interacting and playing with children to encourage and extend children's thinking skills. Children are supported to recognise, enjoy and celebrate their successes • Children are supported to achieve <ul style="list-style-type: none"> ○ Children's progress ○ We make very effective professional judgements about significant learning and children's progress over time based upon reliable information and data. We work in partnership with parents, colleagues, and where appropriate, other professionals to agree and share information about children's progress 				

3.5 Àm Libhridh Plana Adhartais na Sgoile - School Improvement Plan Delivery Timeline

Indicative timeline for delivery of the School Improvement Plan projects during the 2025-26 academic session.

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

SIP Project Title	Aug to Oct 2025 (Term One)	Oct to Dec 2025 (Term Two)	Jan to Mar 2026 (Term Three)	Apr to Jun 2026 (Term Four)
Using self-evaluation to improve learning, teaching and assessment.				
Implementation of the CIRCLE Framework – Circle Inclusive Classroom Scale				
Increase the quality in the recording of individual learning and progress on SeeSaw.				

3.6 Plana Adhartais Fad-ùine - 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	School Improvement Planning Priorities Self-Evaluation Priorities
2026-27	Review of Vision, Values & Aims Reduce the Poverty Related Attainment Gap Ensure all families living in poverty are supported to enable these children to have full access to the curriculum. 1.3 Leadership and management of staff 2.2 Curriculum 2.6 Transitions
2027-28	Reduce the Poverty Related Attainment Gap Ensure all families living in poverty are supported to enable these children to have full access to the curriculum. 1.5 Management of resources to promote equity 2.7 Partnerships 2.4 Personalised support
2028-29	Reduce the Poverty Related Attainment Gap Ensure all families living in poverty are supported to enable these children to have full access to the curriculum. 1.4 Management of resources to promote equity 2.2 Curriculum - Learning Pathways 2.7 Partnerships

Part of Annual self-evaluation

1.1 Self-Evaluation for self improvement

1.3 Leadership of change

2.1 Safeguarding and child protection

2.3 Learning, teaching and assessment

3.1 Improving wellbeing, equality and inclusion

3.2 Raising attainment and achievement

3.3 Increasing creativity and employability