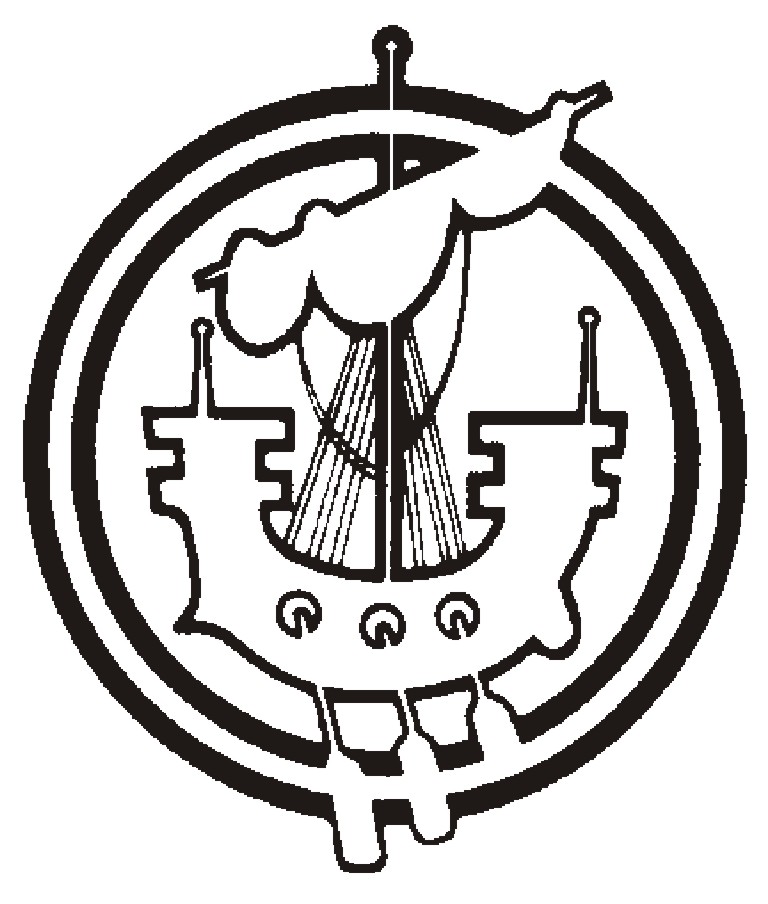
*Roinn an Fhoghlaim is Seirbheisean Chloinne*



Sgoil Dhalabroig

**Aithisg Ìre de Mhathas 2018-19**

**Plana Leasachaidh na Sgoile 2019-20**

**Standards & Quality Report 2018-19**

**School Improvement Plan 2019-20**

**(SQIP)**

**Combined**

**Standards & Quality Report for 2018-19**

**and School Improvement Plan 2019-20**

**(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% |

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

**1. The Context of the School**

**1.1 The school and its community**

Sgoil Dhalabroig is a non-denominational, bilingual school providing primary education and nursery provision for children from South Uist and Eriskay. A new purpose-built building opened in August 2012 and the facilities offer excellent accommodation and learning opportunities to deliver Curriculum for Excellence. The school is situated in the township of Daliburgh in South Uist and has a current roll of 74 pupils with a further 18 children in the Sgoil-Àraich.

We have five primary classes and 1 Gaelic Medium nursery which follows school hours from Monday to Friday. In addition to our class teachers, a specialist PE teacher and music instructors visit the school weekly. The school has a number of support staff in place to meet the needs of all learners. We are very well supported by our Parent Council who take an active role in the work and life of the school. Many parents and community members play a key role as volunteers. The school enjoys strong links with the local community and became a Gaelic Status School in 2015. We are an Eco School and are in the process of applying for our fourth green flag. Sgoil Dhalabroig was the first school in the Western Isles to achieve the **Sport**scotland Gold Level School Sport Award and is one of the few schools in Scotland to successfully renew it. We have been awarded our Silver Rights Respecting School Award.

When creating this standards and quality and school improvement plan, consultation took place with pupils, parents, staff and wider stakeholders to establish their views about our progress and areas for development. Consultation has been ongoing throughout the session and is linked to our self-evaluation calendar and evidence gathering activities.

**1.2 Our vision, values, aims and curriculum rationale**

Our school vision statement, values and aims were updated in the 2015-16 session, in partnership with all stakeholders.

**Mise – *toilichte annam fhèin agus misneachail***

**‘It’s good to be me!’**

We aim to have a happy, caring and inclusive school community where everyone is valued, shows respect and strives to be the best they can be.

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

**Wisdom**:

* To develop in children the capacity to reach their full potential, providing quality learning experiences that will be challenging and motivating.
* To instil in each other self-confidence and a belief in our ability to learn creatively with an enterprising ethos.

**Integrity**:

* To nurture our ability to show respect for ourselves, each other and the world around us.
* To promote an ethos of responsibility and fairness, with an emphasis on honesty and trust.

**Heritage**:

* Through our rich Gaelic culture continually promote the Gaelic language in all aspects of the school, building on our knowledge and awareness and sense of community.

**Wellbeing**:

* To provide a positive, safe and secure environment where our learners are actively supported to lead a healthy lifestyle through the promotion of physical, mental and emotional well-being.
* To instil a commitment to life-long learning, working in partnership with families, our community and other agencies to provide learning which is relevant and enjoyable.

**Our Curriculum Rationale:**



**1.3 Summary of progress towards improvement:**

During the 2018-19 session, the majority of our pupils achieved their target curricular levels

and our average attendance rate was 95.9%. Results from our annual parent survey showed that 85% of parents strongly agree that their child is taught well in Sgoil Dhalabroig, with 88% of parents strongly agreeing that their child is making good progress.

Our three planned improvement projects partly achieved their stretch aim in the 2018/19 session. Elements of these will be developed further in the 2019/20 session.

In terms of the Scottish Attainment Challenge, the school has worked within a local cluster hub to pool Pupil Equity Funding and resources in support of its key individual and collective school targets.

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**2. Standards & Quality Report 2018/19**

This section reports on the progress the school has made during the 2018/19 session on improvement priorities, School Improvement Plan projects and with the four key National Improvement Framework priorities.

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

**2.1 Our progress towards achieving National Improvement Framework Priorities**

1. **Improvement in Literacy & Numeracy**

This priority has been a major focus of each of our projects and a detailed review of progress is provided in Section 2.2 below.

1. **Closing the attainment gap between the most and least disadvantaged children**

The interventions planned for our use of Pupil Equity Fund are described in Improvement Project One in Section 2.2. In addition to this planned work, we also supported disadvantaged families in a range of other ways:

* Offering support to individual families when needed
* Reduction in non-uniform days to less than one per term
* Uniform swap-shop and recycling of good-quality used uniform
* Christmas jumper swap shop
* Providing transport for pupils to access extra-curricular activities

Curriculum for Excellence data is being used to track attainment for the most disadvantaged pupils over time.

1. **Improvement in Children and Young People’s Health & Wellbeing**

A “Cool Connections” programme was established for all P6 and P7 pupils as it was evident that a high number of pupils in this cohort had poor self-esteem. There was a noticeable improvement the pupils’ verbal feedback following this programme. A number of nurture groups were established throughout the year; some on a short-term basis when needs were identified by parents, staff or pupils, and some throughout the year to help pupils to improve their social skills.

Pupils were involved in discussions during house assemblies on a variety of topics including anti-bullying, teamwork, conflict resolution and promoting positive behaviour. P7 pupils recognised as being anxious about the transition to S1 were provided with an extra opportunity to meet staff and visit the secondary before their main transition week.

1. **Improvement in Employability Skills and sustained positive school leaver destinations for all young people.**

Together with parents and local employers we have established links with local business to allow pupils to experience the workplace and the world of work. This has been done both in school and during school trips.

**2.2 How successful were our improvements?**

This section provides a detailed summary of the progress made in the delivery of the School Improvement Plan projects for the 2018-19 academic year.

|  |  |
| --- | --- |
| **NIF Priority:** | Closing the attainment gap in Literacy and Numeracy (PEF) |
| **NIF Driver:** | * School Improvement * Assessment of child’s progress * Performance Information |
| **HGIOS4/ELCC QIs:** | * 1.2 Leadership of Learning * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment * 3.2 Raising Attainment and Achievement |
| **CnES Business Plan Links:** | Key priorities 1 and 3 |
| **Project Stretch Aim:** | To close the attainment gap by securing at least 10% increase in literacy and numeracy attainment for each learner in the target group by May 2019. |
| **Project Progress** (What have we done?) | |
| RAFA projects completed in upper stages classes using “Cool Connections” to improve self-esteem   * RAFA project completed in Infant class on increasing accuracy of recall of number bonds. * RAFA project completed in middle stages to increase spelling accuracy. * RAFA project completed in middle stages to increase reading fluency. * RAFA projects developed and shared with parents * Increased parental engagement opportunities through: establishment of Gaelic Homework support Club, Leabhar trang, parental comments, sharing pupil achievement on Gold Board, gardening club, Facebook, encouraging parents to join in Kilphedar race, school trips etc. * Targeted intervention provided in response to needs identified by pupils, parents and staff. * Attainment apprentice identified the needs of individual PEF pupils and delivered targeted support through: planning and caring for school hens, nurture groups, Cool Connections, gardening club, homework club, after school club support and attendance at holiday clubs. * Gaelic language encouraged though delivery of Pàrant is Pàist’. * Lunchtime clubs established to improve wider achievements. * Attainment apprentice/HT available at parents’ night to discuss PEF interventions. | |
| **Evidence & Impact** (How are we doing and how do we know?) | |
| * The PEF 5 measures indicate: an increase in engagement of targeted pupils of 20%, and increase in wider achievement engagement of target group by 4%. * 72% of pupils have achieved the appropriate level in Curriculum for Excellence and most pupils in the target group are achieving according to their ablility. * Upper stages RAFA- all learners have demonstrated and increase in the ablility to work together and problem solve. Verbal feedback on confidence and self-esteem is higher. * Numeracy RAFA project – 75% of pupils achieved their stretch aim. * Literacy RAFA spelling project – pupils achieved at least 10% improvement in spelling accuracy. * Literacy RAFA reading project – pupils doubled the number of words they could read. * Most pupils are taking part in either after school clubs or lunchtime clubs on a regular basis. * Parental engagement opportunities increased by more than 5 instances with an increase in parents taking part in school- run clubs e.g. Library and Family Room, Gardening, and MasterClasses, drop in sessions for parental homework support, and parent satisfaction surveys completed in June 18 and June 2019 across nursery and primary. * Motivation in the focus group has increased by 20% | |
| **Next Steps** (What are we going to do now?) | |
| * Ensure all teaching staff use identified RAFA recording system to develop consistency of data creation and analysis. * Monitor the use of Precision Teaching as a core intervention strategy in all classes through observations * Ensure that 100% of learners receive high quality feedback on their learning * Track individual PEF pupil’s progress over time. | |

|  |  |
| --- | --- |
| **Improvement Priority Two** | Developing the Young Workforce: Skills for life and work. |
| **NIF Priority:** | * Improvement in attainment – particularly in literacy and numeracy * Improvement in employability skills and sustained positive destinations. |
| **NIF Driver:** | * School leadership |
| **HGIOS4 or HGIOELC QIs:** | 2.7 Partnerships  3.2 Raising attainment and achievement |
| **Project Stretch Aim:** | To increase motivation and engagement of focus P7 group by 10% by relating the skills they are learning to the life of work in the 21st Century.  To further develop pupils’ skills in Science, Technology, Engineering and Maths  To improve attainment in numeracy and literacy by 10% in focus P7 group. |
| **Project Progress** (What have we done?) | |
| * Invited a variety of companies/individuals to school throughout the year to share the work they do with pupils * P7 pupils applied for funding, led presentation and awarded funding from ‘Awards for All’ * PG 6,7/PE 5,6,7 worked on ‘The Little Boat that Could’ project with support from QinetiQ * Engagement with SSERC at local authority level: regular twilight sessions on Science attended by teaching staff. * Profile of STEM increased through wider achievement opportunities:   Masterclasses i.e. construction, cartoon making and gardening  Lunchtime and after-school clubs i.e. solar powered cars and coding  Visit from Scottish Water scientist as part of Science week.  All classes took part in Science day focussing on the theme of Water.   * World of Work Week saw numerous local businesses visit the school * PG6,7/PE6,7 received talk by ex-pupil who now works for the United Nations * Scottish National Theatre provided PE 5 with experience of operating lights and sound during a whole school production. * Celebrating success and achievements through use of School website, class blogs, school facebook, twitter and yammer * Participation in Generation Science activities * Infant classes visit to Market Stance (waste disposal/recycling) | |
| **Evidence & Impact** (How are we doing and how do we know?) | |
| * All P7 pupils completed their Young Leaders course * P7 pupils demonstrated leadership skills by leading a variety of lunchtime clubs * P7 pupils planned and led masterclasses in term 4. * Pupils built their own solar powered cars * Increase in parental engagement through class dojos – parents shared activities pupils did at home e.g. den building * Increased page likes by 120% on school Facebook page and post engagement increase of 1048% by term 4. * Positive feedback from pupils following Generation Science workshops on what they learned. * Positive feedback in learner conversation with P7 group | |
| **Next Steps** (What are we going to do now?) | |
| * Continue to invite a variety of people to the school to further develop pupils’ understanding of the skills needed for work * Focus on identifying the skills pupils develop in school * Ensure a focus on skills for work in Masterclasses * Further develop our after school/lunchtime clubs to focus on skills for work | |

|  |  |
| --- | --- |
| **Improvement Priority Three** | Outdoor learning : Skills development in Literacy, Numeracy and Science |
| **NIF Priority:** | * Improvement in attainment – particularly Literacy and Numeracy |
| **NIF Driver:** | * School improvement * Performance information |
| **HGIOS4 or HGIOELC QIs:** | * 2.2 Curriculum * 2.3 Learning, Teaching and assessment * 3.2 Raising attainment and achievement |
| **Project Stretch Aim:** | To secure 10% improvement in attainment in Literacy at P1, P4 and P7 by May 2019  To increase use of maths in real life context in each class through outdoor learning by May 2019  To increase pupil engagement with the environment by May 2019 |
| **Project Progress** (What have we done?) | |
| * Increased outdoor learning in all classes throughout the year with an extra four days of outdoor learning compared to previous years. * Increase the number of visits by Outdoor Education Specialists by 3days compared to 2017-18. * Increased whole school and Sgoil Araich outdoor events by two days on previous days. * Staff and stakeholders trained by Outdoor Education to Instructor and Assistant Instructor Kayaking levels. * Re-purposed area of school grounds for Sgoil Araich outdoor play area and involved Outdoor Play Keyworker in developing play led outdoor learning. * Whole school triathlon event gave children across age ranges opportunity to succeed as a team. * All classes participated in outdoor classroom day * Increased work with partners: e.g. Parents, Storas, Sports HUB, Outdoor Learning Education Department, Co-op, Marine Harvest, QinetiQ. Some of this work with partners resulted in procurement of over £10,000 worth of equipment for the school. * P7 pupils applied, presented and awarded Awards for All funding for kayaks and equipment. * P7 pupils attended outdoor centre alongside pupils from Sgoil Balivanich to build relationships ahead of S1 transition. * Set up croft area and planted over 350 trees with help from local community. * Increased use of outdoors for Masterclasses: Kayaking, outdoor games, nature walks * Use of different areas outdoors as settings for IDL projects- This was not fully achieved and will be further developed in 2019-20 * Development of school garden by Tasga Uist volunteers alongside pupils. * Cycle Leader and Bikeability training delivered to two staff members. * Bikeability delivered to all P5 and 6 pupils (previous years had not included P5) | |
| **Evidence & Impact** (How are we doing and how do we know?) | |
| * 80% of all P7 pupils achieved second level in numeracy and maths and literacy. * 82% of all P1, P4 and P7 pupils reached their curricular milestones based on their ability. * All short-term goals of schools’ Community Development and Outdoor Education Plan have been achieved. * Pupils performed in front of an audience – projecting their voices in the Christmas pantomime. * All pupils delivered presentation to peers in class * Variety of pupils delivered presentation to peers in Assembly * P4,5,6,7 pupils learned to kayak * Whole school inter-house triathlon encouraged teamwork and resilience * All pupils involved in taking responsibility for looking after chickens * Increased parental involvement in tree planting day * Gold SportScotland Award- led by pupils who gave presentation and led variety of stalls * Pupil involved in planning through pupil planning page of IDL, Visual planning wall and creating own risk assessments. * Measured success of P7 transition trip with Sgoil Balivanich in reducing anxiety ahead of transition to S1 by conducting before and after survey of P7 transition feelings. | |
| **Next Steps** (What are we going to do now?) | |
| * Further develop outdoor learning for the whole school as per the Community Development and Outdoor Education Plan. * Develop a forest nursery/school through SIP project 2019-20 * Outdoor Play Keyworker to delivery staff training and Saturday club for nursery pupils. * Further develop resilience in pupils through play-led activities, outdoor experiences and challenges throughout the school year. * Continue to work with partners to further develop the outdoor area and begin funding for long term project: path to Sacred Heart house * Use of different areas outdoors as settings for IDL projects to be further developed in SIP 2019-20 * Two outdoor/camping events working with Outdoor Education and parents organised for September 2019 and May 2020 * Invite P7’s from other Uist schools to a transition event in April, 2020. | |

**2.3 What progress have we made?**

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

|  |  |  |
| --- | --- | --- |
| **Quality Indicator** | **Evaluation** | **Evidence** |
| 1.3  Leadership of Change | * All staff have consistently high expectations of all learners and work collaboratively with them to set aspirational targets. | * Observation records * Weekly and forward plans * RAFA projects * Wider achievement jotters * Learner conversations * Attainment discussions * Tracking and monitoring * Peer observations * Staff meeting overview and minutes * CLPL and CPD engagement * Tapestry |
| * All staff are committed to change, which results in improvements for learners, which has included the school-wide implementation of precision teaching and RAFA projects for learners not making expected progress. This has resulted in all learners making good progress at appropriate pace for their ability. | * CPD and PRD records * Attainment overview * Raising attainment overview * Assessment data * SNSA/ MCNG data * Attainment discussions * Monitoring and tracking information * SEEMIS * Teacher feedback and next steps * RAFA projects |
| * Almost all staff understand the school’s strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. | * RAFA projects * Learner conversations * Parent council minutes * Tracking and monitoring * Wider achievement jotters * Self-assessment programme * Conversations * Feedback from Thematic review * IDL review * Peer observations |
| **HGIOS4 Six-Point Scale Evaluation** | **4 - Good** |
| 2.3  Learning, Teaching & Assessment | * All learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning | * Armchair athletics * Committee minutes * Prefects * Buddies * School website * Beach clean-up with other community groups * Pupil planning page –IDL * Visual planning wall * Leading Lunchtime clubs/ masterclasses * Leading Gold SportScotland Award event * HGIOURS * Interactive Assemblies |
| * All learners’ achievements in and out of school are recognised. They understand how these achievements help them develop knowledge and skill for life, learning and work. | * Wider achievement jotters * Masterclasses * Learner conversations * Awards * Young leaders * Volunteer awards night- pupil leaders recognised * Newsletter * Website/twitter/class blog/ yammer |
| * Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after. | * 5 measures data * Attainment overviews * Attainment discussions * RAFA data * Assessment data * Staged intervention |
| **HGIOS4 Six-Point Scale Evaluation** | 4 - Good |
| 3.1  Ensuring Wellbeing, Equity and Inclusion | * All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague | * SfL staff minutes * Sgoil Araich/Staff minutes of meetings * Nurture groups * Individual nurture sessions * Attainment discussions * Support for parents when needed * Staff health and wellbeing board * Staff debrief following incidents * Worry boxes * Suggestion boxes * Wellbeing discussions * Huge bag of Worries nurture groups * Worry monster nurturing * Activities tailored to needs e.g. hens * Discussion with parents * Use of GIRFEC * Healthy eating school * Respect award * Committee minutes * Home/link jotters * TAC meetings * SfL records * Mile a day * Prefects and buddies |
| * Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life. | * SHANARRI wellbeing survey * SHANARRI display populated by pupil comments * SHANARRI assemblies * Pupil discussion if concerns * Follow up nurture sessions with peer groups * Committee minutes * RAFA groups * Assemblies * Suggestion boxes * Worry boxes |
| **HGIOS4 Six-Point Scale Evaluation** | 4 - Good |
| 3.2  Raising Attainment & Achievement | * Attendance levels are high and improving. | * Almost all pupils achieve +90% attendance * Pupils voice – understand importance of good attendance * Inclusion- lunchtime clubs enable all to attend extra-curricular activities * Buddies rota * Nurture groups * TAC meetings * Attainment apprentice facilitates club attendance for some * Activ8 attended by some pupils |
|  | * There is evidence that children and young people are applying and increasing their achievements through active participation in their local community. | * Armchair athletics in Sacred Heart House led by infant pupils * Beach clean-up in partnership with Cothrom * Fairtrade coffee morning in partnership with co-op * Participation in Ceildh in Sacred Heart House * Marie Curie fundraiser * Almost all pupils participated in local Mod * Mod participants led Ceilidh in school for visitors * Girls winners of North of Scotland Cross Country Championships for 5th year running * Pupils competing in Flora MacDonald piping competition * Pupils competing in North of Scotland Track and Field competition * Pupils competing in Piping competition in Lewis |
| **HGIOS4 Six-Point Scale Evaluation** | 4 - Good |

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

Sgoil Dhalabroig had a Thematic review of the curriculum in March 2019. Good practice was evidenced including pupils’ involvement in planning wall in each classroom. The school has acted on the recommendations raised in the review including reducing paperwork, ensuring Gaelic is used throughout the school day in EM classes and a further focus on skills for work.

**2.5 What are our key priorities for improvement in 2019-20?**

Taking into account all of the information set out in section two of the report as well as local and national priorities, the school has identified the following areas for improvement in 2019-20.

* Improving attainment in writing with a focus on spelling and grammar
* Improving skills in critical thinking to raise attainment in literacy and maths through development of a forest nursery and play based learning

**3. School Improvement Plan 2019-20**

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

**3.1 Creating the Plan**

The School Improvement Plan set out below was created as a combination of the priorities identified from our evaluative work described in section two and a number of surveys and evaluative activities undertaken with learners, parents and community partners.

As well as the formal planning set out in section 3.2, we will create an A4 summary page of our projects to support communication of them to all our stakeholders. In addition, we will work in partnership with our Pupil Council in August 2019 to create a pupil-friendly version of the plan for all our learners to access. A copy will be in each classroom to enable pupils to evaluate any progress made throughout the year and to help them to identify next steps. A larger copy will be at the front entrance of the school to allow all visitors to comment on our projects.

**3.2 What are our improvement projects?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improvement Project One** | Improving attainment in literacy – focusing on spelling and grammar | | | |
| **NIF Priority:** | Improvement in Attainment – Particularly Literacy & Numeracy | | | |
| **NIF Driver:** | Assessment of child’s progress  School Improvement  Performance Information | | | |
| **HGIOS4 or HGIOELC QIs:** | 2.3 Learning, Teaching and Assessment | | | |
| **CnES Business Plan Links:** | Deliver high quality learning and teaching in all educational settings | | | |
| **Stretch Aim(s)** | | | | |
| * To improve attainment in literacy with a particular focus on writing: grammar and spelling * Learners will be actively involved in planning their learning, including identification of evidence of learning * Learners will be more confident in assessing their own learning * To improve chronological spelling age by 10% when measured against previous years results. * Parents will support their child at home | | | | |
| **Target Group** | | | | |
| P6/7 pupils | | | | |
| **Planned Outcomes (SMART Primary Drivers)** | | | | |
| * Increase motivation and engagement in target group by 10% -evidenced by series of observations throughout the year * Attainment of second level literacy targets by 90% of P7 group * Increase performance in literacy of target group by at least 10% * Evidencing attainment performance that matches cognitive potential. | | | | |
| **Baseline Measures** | | | | |
| * Teacher judgements of CFE attainment * SWSA data * Data from core and additional standardised assessments * Wellbeing Indicator scores/grades * Baseline observation of engagement in Term 1 * Rates of current parental engagement * Cool connections observations from P6 * Wellbeing indicators | | | | |
| **Change Actions & Methodologies (Secondary Drivers)** | | **Reporting Responsibility** | **Completion**  **Deadline** | **Measures of Success** |
| Use of RAFA projects to implement short-cycle interventions for the group. | | Class teacher | May 2020 | All target learners linked to RAFA projects |
| Engage with parents about the project. Share plans and develop an engagement strategy in partnership with them. | | HT and CT | Sep 2018 | >90% positive views from parents about the project and the engagement plan |
| Provide additional parental engagement opportunities. | | HT/PT | Mar 2020 | A minimum three-instance improvement in parental engagement. Positive responses from parent survey |
| Use baseline wellbeing data to plan individualised support for mental and emotional health and provide targeted intervention from the Attainment apprentice. | | HT and LS Teacher | Plan – Sep 2019  Interventions – May 2019 | Two point increase in self-evaluation against wellbeing indicators |
| Ensure that 100% of learners receive high quality feedback on their learning through jotter monitoring: teacher/self/ peer.  Pupils involved in planning and evaluation through planning wall | | HT | Monthly review until May 2020 | Learner conversations with target group demonstrates understanding of what they need to do to improve |
| Revision of literacy pathway and spelling programme | | All staff | August 2019 | Devise new spelling programme and trial throughout year |
|  | |  |  |  |
| **Resources** | | | | |
| Wraparound spelling | | |  | |
| Highland Literacy Scheme | | |  | |
| SWST online | | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Improvement Project Two** | Improving skills in critical thinking to raise attainment in literacy and maths through development of a forest nursery and play based learning | | |
| **NIF Priority:** | Improvement in attainment – particularly Literacy and Numeracy | | |
| **NIF Driver:** | School Leadership  Assessment of child’s progress  School Improvement  Performance Information | | |
| **HGIOS4 or HGIOELC QIs:** | 3.2 Raising attainment and achievement | | |
| **CnES Business Plan Links:** | Deliver high quality learning and teaching in all educational settings | | |
| **Stretch Aim(s)** | | | |
| To improve attainment in Literacy by 10% in focus group | | | |
| **Target Group** | | | |
| P1,4,7 pupils/ Sgoil Araich pre-school children | | | |
| **Planned Outcomes (SMART Primary Drivers)** | | | |
| 85% of pupils at P1, P4 and P7 to achieve their curricular milestones  90% of all pupils at P1, P4 and P7 achieving according to their ability  Increase parental engagement by at least three instances in Sgoil Aráich/P1 and 2  Increase in Child-led activities  Responsive planning developed and embedded in Sgoil Aráich | | | |
| **Baseline Measures** | | | |
| * Teacher judgements – CfE achievement of a level * Performance information from core and further standardised assessments * Learner conversations * Community engagement * Parental engagement * Outdoor learning survey – pupils, staff, parents * SHANARRI survey * Literacy, numeracy, HWB milestones | | | |
| **Change Actions & Methodologies (Secondary Drivers)** | **Reporting Responsibility** | **Completion**  **Deadline** | **Measures of Success** |
| Work with a variety of partners to establish a Wild Area in the Sgoil Araich | Early years staff/ HT /PT | May 2020 | Wild area consistently used by early years pupils and school pupils |
| Increase parental engagement through a variety of stay and play sessions | HT/ SA staff | May 2020 | Increase in parental engagement in Sgoil Araich by 10% |
| Complete learner conversations with Sgoil Araich pupils and early years pupils | HT | August 2019 and May 2020 | Increased motivation in literacy and numeracy |
| Use Emerging literacy methodology to develop literacy in Sgoil Araich and early years primary | CT and SA staff | May 2020 | Increase in Emerging literacy skills by at least 3 stages by almost all pupils in P1 |
| Increased use of positional language in Gaelic in early years | Class teachers/ Sgoil Aráich staff | May 2020 | Increased confidence in use of positional language by pupils |
| Develop structured play in infant classrooms to encourage decision making /critical thinking | Class teachers | October 2019 | Increased use of structured play in infant classrooms |
| Ensure all success is celebrated on facebook/school website. | Website administrator | May 2020 | Increased use of school website/facebook by Sgoil Aráich  Increased links with PC facebook page to encourage parental feedback |
| Use of different areas outdoors as settings for IDL projects: loch, school grounds, machair, beach, hills.  Area identified by each class for focus of project. | CT and SA staff | October 2020 | IDL plans and evaluation  Increase in use of outdoors as a learning environment – from 1 to 3 projects/ year.  Observable increase in learner engagement, motivation and confidence – learner conversations. |
| Raise community involvement in school – sharing skills with pupils | HT | May 2020 | Engagement of local companies/individuals with pupils to share skills/experiences |
| Variety of outdoor experiences for pupils to increase resilience | PT | May 2020 | Learner conversations with pupil group |
| **Resources** | | | |
| Outdoor education officer | | Social media as communication tool | |
| Emerging Literacy | | Occupational therapist | |
| Speech therapist | | Outdoor Play Keyworker | |
| Emerging Literacy | |  | |

**3.3 Maintenance Areas**

|  |  |  |  |
| --- | --- | --- | --- |
| **Project/Area** | **Responsibility** | **Completion**  **Deadline** | **Measures of Success** |
| Gaelic Status School – Maintenance and Development of Gaelic Ethos | All Staff | June 2020 | Promotion of Gaelic across school by all staff.  Engagement with Go! Gaelic from English Medium teaching staff and ensure delivery of high-quality Gaelic Learner Education being delivered.  Revisit and review Gaelic Medium teaching policies and pathways.  Increased use of Gaelic throughout school day outwith classroom  Encourage GM pupils to teach EM pupils Gaelic |
| Continued implementation of L1+2 | All staff | May 2020 | Training for one member of staff to deliver High Five Training  French immersion for one member of staff in July.  Training for staff in French – High Five.  Increased use of French in school |
| Embed further the implementation of e-Safety and 360 Safe programme | All staff | June 2020 | Encourage parental involvement in e-safety. Family learning opportunities. |
| Continuation of Pastoral support for children | All staff | May 2020 | Continue to further develop nurture groups to support pupils when need identified. |
| Focus on enhanced transition from nursery to primary and primary to secondary | Nursery and teaching staff | June 2019 | Early years staff to work together to enhance transition.  P7 trip as part of transition. |

**3.4 Outline Plans for 2019-2021**

|  |  |  |
| --- | --- | --- |
| **2019-20** | 1 | Review IDL |
| 2 | Develop a new systematic approach to internal tracking and monitoring of attainment. |
| **2020-21** | 1 | Development of Digital literacy pathway |
| 2 | Development of Creativity and the Expressive Arts Curriculum |

**4. Glossary of Terms**

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

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

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

**EEA** describes the post of Education Attainment Apprentice. This is a post created to provide a broad range of support to pupils identified as being recipients of Pupil Equity Funding.

**EEF** is an abbreviation of the Education Endowment Foundation and is widely used to describe the toolkit of research-based interventions that schools can use to inform their improvement planning.

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

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

**Measures of Success** are measurements that will be taken to confirm the service improvement that a project has delivered. These measures are often compared to baseline measures to evidence degrees of success.

**NIF** is an abbreviation of ‘**National Improvement Framework**’, a Scottish Government publication that sets out the national plan and framework to raise attainment for all, close the poverty-related attainment gap and deliver better outcomes for learners.

**PEF** is the widely-used abbreviation for Pupil Equity Fund. This is a sum of money provided directly to schools from the Scottish Government and is based on the number of pupils entitled to Free School Meals. The funding is to be targeted by schools at closing attainment gaps and promoting equity for the most disadvantaged learners.

**Primary Drivers** are the key areas of improvement within a project and the outcomes that will deliver the project stretch aim.

**Quality Indicator** refers to a quantifiable statement used consistently to measure performance against and agreed standard.

**Rationale (for the Curriculum)** is a statement of reasoning, values and aims that form the foundation of curriculum design for the school. It should always state how the school’s curriculum reflects its unique context and its place within the community.

**Secondary Drivers** are the specific actions and interventions that bring about the improvement need identified in a project. They build towards the achievement of the project stretch aim.

**SMART Targets** are project targets that are **S**pecific, **M**easureable, **A**chievable, **R**elevant and **T**imed**.**

**Stretch Aim** is the overarching and aspirational aim of the project. It should define who the aim refers to; what is to be improved; how much improvement is expected and by what deadline.