



**COMHAIRLE NAN EILEAN SIAR**

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

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# **Sgoil Uibhist a Tuath**

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

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

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

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### The Language of Evaluation

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

## Section One - The Context of the School

### 1.1 The School and its Community

Sgoil Uibhist a Tuath is a non-denominational local authority school in North Uist in the Western Isles. The school serves all the villages in North Uist and the islands of Grimsay in the south and Berneray in the north. Sgoil Uibhist a Tuath encapsulates all the beauty of the Hebridean environment. It is in close proximity to the sea, fresh water lochs, machair land, working crofts all set against a background of rugged hills.

The school is managed by Miss Sarah Jane MacSween, Head Teacher who is also acting Executive Head Teacher of Uist Primaries. The school has a roll of 69 pupils and offers primary education through Gaelic and English Medium. The pupils are supported by 23 teaching and non-teaching staff which includes 4 full time teachers (2 GME/2 GLE classes), 0.5 RCCT teacher, 0.3 Support for Learning Teacher, 3 Support for Learning Assistants, 1 PEF Apprentice (0.4). The staff forms an effective and committed team aiming to deliver high quality education.

Nursery provision is located in the school building. The nursery had been a registered partner provider of care that operated in partnership with Comhairle nan Eilean Siar Early Years Partnership up until August 2022. Comhairle nan Eilean Siar now has full responsibility for the nursery provision in Sgoil Uibhist a Tuath and the nursery has been renamed, Saoghal Beag Sgoil Araich Uibhist a Tuath.

Our Sgoil Araich (nursery) offers 1140hrs and has capacity for 3-5year old children across two rooms. Gaelic Medium and Gaelic Learners provision for 1-3 year olds is offered and funded by parents.

The Sgoil Araich has a roll of 33 children and is staffed with 11 key workers. In session 2022/23, 64% of children were enrolled into Gaelic Medium Early Learning and Childcare and 36% in Gaelic Learners.

The school is fully immersed into the life, language and culture of North Uist and has strong cooperative links with our parents, local businesses and community. We pride ourselves in having a warm, friendly and welcoming atmosphere.

We work in close partnership with Taigh Chearsabhaigh, Museum and Arts Centre, Comunn na Gàidhlig (CnaG), Tagsa Uibhist, Active Schools, Ceolas, our Gaelic culture, heritage and arts organisation and our Chaplaincy Team who complement and support the work of the school.

## 1.2 Our Vision, Values, Aims and Curriculum Rationale

**Ar Lèirsinn:** Ag obair cho cruaidh sa 's urrainn dhuinn gus gun ruig sinn àirde ar comasan.

**Ar Luachan:**



**Ar n-Amasan:**

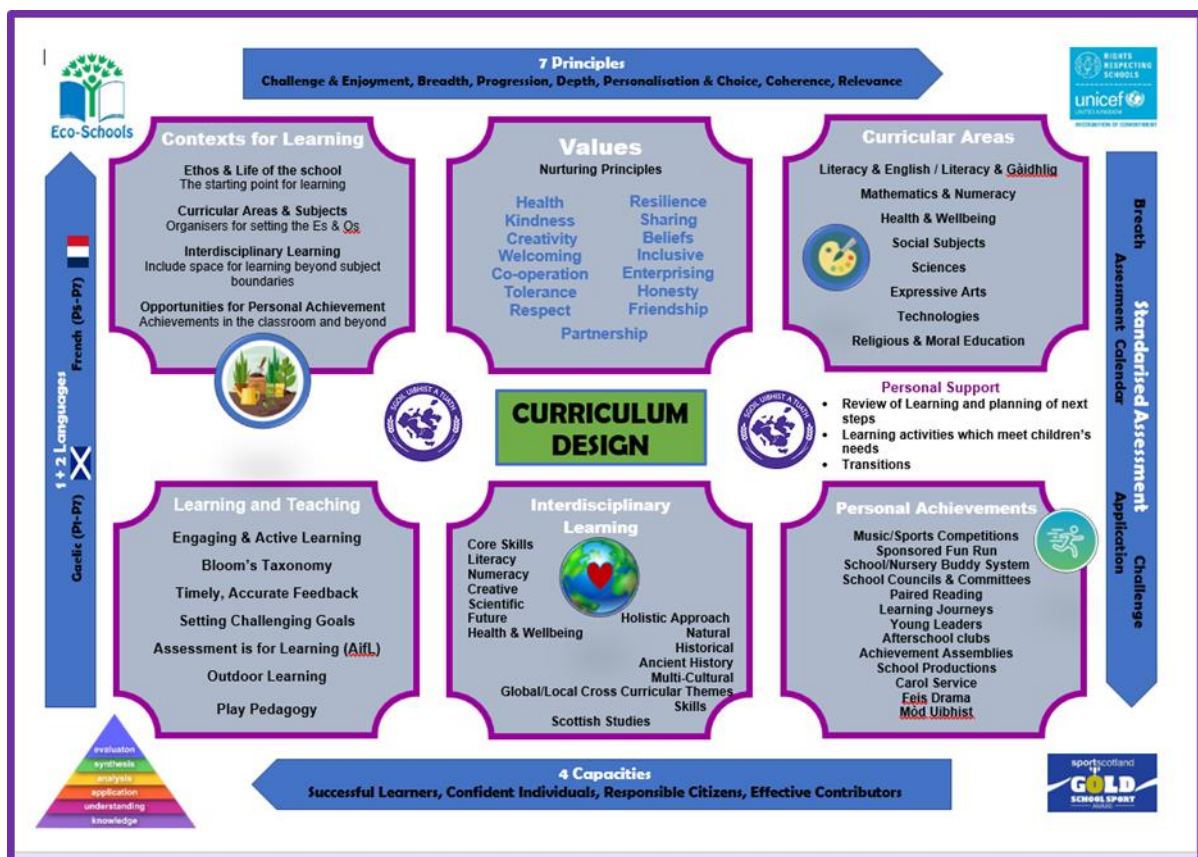
- ❖ Create a welcoming and happy environment where children enjoy learning and staff enjoy working. - [UNCRC Articles 3, 28 & 29](#)
- ❖ Provide a safe and supportive place for teaching and learning. [UNCRC Article 4](#)
- ❖ Create an atmosphere of friendship, trust and honesty. [UNCRC Article 12](#)
- ❖ Respect each other and our differences [UNCRC Article 14](#)
- ❖ Play our part in taking care of our world [UNCRC Article 12](#)
- ❖ Use Gaelic in the daily life of the school [UNCRC Article 30](#)
- ❖ Respect the religious beliefs of the local community [UNCRC Articles 14 & 30](#)
- ❖ Work in partnership with parents and the wider community [UNCRC Article 12](#)
- ❖ Take care of our belongings and the property of the school [UNCRC Article 29](#)
- ❖ Celebrate achievement [UNCRC Article 29](#)
- ❖ Provide a variety of experiences and opportunities for learning (A chance to learn lots of different things) [UNCRC Article 29](#)
- ❖ Encourage creativity and enterprise [UNCRC Articles 13 & 29](#)
- ❖ Encourage health and wellbeing in mind and body [UNCRC Articles 24, 27 & 31](#)
- ❖ Promote outdoor learning and an awareness of our natural environment (machair, beaches, sticklebacks) [UNCRC Article 27](#)
- ❖ Develop life skills (cooking, woodwork, sewing, knitting, crocheting, caring for pets) [UNCRC Article 29](#)
- ❖ Learn about who we are, where we have come from and what makes us unique [UNCRC Articles 12, 13, 14, 15, 18 & 30](#)



**Our Curriculum Rationale:**

As well as providing a broad education that offers depth, challenge and enjoyment we want our curriculum to focus on:

- Promoting Gaelic language and culture in both mediums and fostering a sense of local identity.
- Exploring the history and heritage of the local community and the relevance of both for the present day.
- Developing outdoor learning through the natural resources of the island.
- Strengthening links between the school and cultural institutions, voluntary organisations, faith groups and local businesses.
- Contextualised learning with increased high order thinking through activities involving pupil choice, planning, decision making and evaluation.



### 1.3 Collaboration and Consultation

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

| Who?                             | When?          | How?                       | What did we find out?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Informed |     |
|----------------------------------|----------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----|
|                                  |                |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | SQR      | SIP |
| <b>Staff</b>                     | Termly         | SIP working party groups   | <ul style="list-style-type: none"> <li>Teachers are learning to value the principles of play pedagogy in the Early Years.</li> <li>Staff have a greater understanding of language learning in relation to raising attainment in Gaelic Talking and Listening across GME and GLE classes.</li> <li>Nursery Transition is effective. Planning across early level Numeracy, Literacy and H&amp;W has to be strengthened across nursery and school.</li> <li>More focus on curriculum transitions for Primary/Secondary is required.</li> <li>Establish clearer links to the curriculum using the school garden as a context for learning.</li> </ul>                                                                                                                  | ✓        | ✓   |
|                                  | April          | Staff survey               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ✓        |     |
|                                  | Twice per term | Focus meetings             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ✓        | ✓   |
|                                  | Monthly        | SQIP review                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ✓        | ✓   |
|                                  | Termly         | QA Calendar                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ✓        | ✓   |
| <b>Children and young people</b> | Twice Yearly   | Pupil Working Groups       | <ul style="list-style-type: none"> <li>Graffiti walls provide a clear visual for Early Years to understand the benefits of bilingualism and to raise the profile of the language.</li> <li>CnaG lunchtime (GME/GLE) and after school clubs (GME) enable children to improve their spoken Gaelic.</li> <li>Pupil SQIP working group demonstrates the children's clear understanding of the school's priorities.</li> <li>Children want the school's priorities to continue to be incorporated into their Improvement Plan.</li> <li>Children want to use technology further (Podcasting) to share achievements with the school community.</li> <li>Through play pedagogy, children are gaining a better understanding of meta-skills in the Early Years.</li> </ul> | ✓        | ✓   |
|                                  | Termly         | Learners conversations     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ✓        |     |
|                                  | Twice Yearly   | Children's SQIP Group      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ✓        |     |
|                                  | Fortnightly    | Council/Committee Meetings |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ✓        |     |
|                                  | Termly         | Learners conversations     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ✓        |     |
|                                  | Termly         | Learners conversations     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ✓        |     |

|                                         |          |                                                         |                                                                                                                                                                                                                                                                                                                               |   |   |
|-----------------------------------------|----------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| <b>Parents and Carer</b>                | Annually | Parental Survey                                         | <ul style="list-style-type: none"> <li>More parents require better understanding of the benefits of Gaelic Medium Education.</li> </ul>                                                                                                                                                                                       | ✓ |   |
|                                         | Annually | Parental Survey                                         | <ul style="list-style-type: none"> <li>Parents require additional help with supporting their child's Gaelic language learning.</li> </ul>                                                                                                                                                                                     | ✓ |   |
|                                         | Termly   | Parent Council                                          | <ul style="list-style-type: none"> <li>Review of SIP projects with parents and partners demonstrates that the projects are on target.</li> </ul>                                                                                                                                                                              | ✓ |   |
| <b>Community and other stakeholders</b> | Termly   | Stakeholder Meetings (CnaG, Taigh Chearsabhair, Ceòlas) | <ul style="list-style-type: none"> <li>School priorities (SIP) have become the focus of all community and stakeholders initial engagement meetings with the school.</li> <li>Intergenerational work to be continued with CEUT to strengthen the Gaelic language, heritage and culture of the school and community.</li> </ul> | ✓ | ✓ |
|                                         | Weekly   | SMT Meetings                                            | <ul style="list-style-type: none"> <li>Increase opportunities for nursery to become more involved in the school garden.</li> </ul>                                                                                                                                                                                            | ✓ | ✓ |
|                                         | Termly   | School SQIP Meetings                                    | <ul style="list-style-type: none"> <li>Use all opportunities available to support parents with family learning.</li> </ul>                                                                                                                                                                                                    | ✓ | ✓ |
|                                         | Termly   | School Gardener Meetings                                | <ul style="list-style-type: none"> <li>School garden continues to strengthen the curriculum.</li> </ul>                                                                                                                                                                                                                       | ✓ | ✓ |

## **Aithisg Ìre de Mhathas 2022-23**

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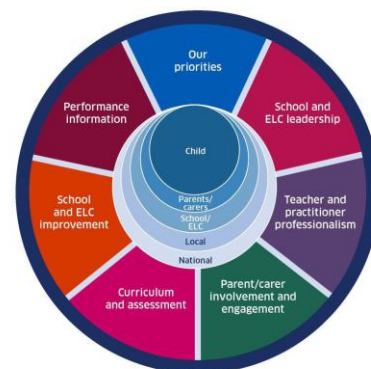
## **Standards & Quality Report 2022-23**



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

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

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



### 2.1 The Year in Review

This year sees the first of our P7 to come through from P1. Since the opening of Sgoil Uibhist a Tuath, Gaelic continues to be a key driver enhancing the ethos and life of the school. Gaelic identity, heritage and culture is celebrated through the Expressive Arts. This is evident in our celebration of and the children's engagement in Gaelic local and national events, such as Là and Seachdain na Gàidhlig.

We have maintained strong links with our local community, partner agencies and parents and use every opportunity to promote Gaelic during our interactions.

We have had a number of changes with staffing. At the beginning of the year, The Head Teacher took up the post of acting Executive Head Teacher. An acting Head Teacher was appointed for 2 days in the week.

The inconsistency of staffing and high levels of absences within the nursery staffing has been challenging and has impacted on the delivery of children's learning experiences.

The appointment of the Nursery Manager has brought structure and stability to the nursery. Staff have clear guidance and have spent time reading and learning about relevant policies and procedures. Nursery staff are beginning to gain confidence in their ability to plan, record and assess children's progress in line with national guidelines.

Cluster schools have worked closely to undertake planning, moderation and peer observations. Teachers confidence has risen and this has had a positive impact on the learning and teaching in almost all classes as evidenced through Quality Assurance monitoring.

Attainment across the school is very good with most learners predicted to reach their CfE milestones in P1, 4 and 7 by the end of the session.

## 2.2 Successes and Achievements

All learners through their committees and councils are encouraged and supported to be involved in enhancing the life of the school. Pupils are regularly consulted about their views, learning targets and any decisions which may affect their learning in school or their lives in general.

We recently achieved our Silver Rights Respecting School Award, which shows our deep and thorough commitment to promoting and realising children's rights and encouraging adults, children and young people to respect the rights of others in and beyond the school.

Since 2016 we have achieved our 3rd ECO School Scotland Green Flag and are preparing for our 4th Level. We have also been awarded the Royal Horticultural Society Level 4 School Gardening Award and are close to submitting evidence for the final Level 5 Award. These achievements exemplify the skills and knowledge that our pupils have achieved. Our children have a clear sense of justice and want to make our school, community and the wider world the best it can be.

Our children, staff, community volunteers, and our garden leader have developed and maintained our thriving school garden. All classes participate in and enjoy their weekly gardening lessons. Children have ownership of the school garden. Plans to develop the grounds further as a learning environment for HWB and Science is in progress.

Our children are involved in a range of sporting, musical, cultural and artistic activities both in and outwith the school.

Monday morning assemblies provide a platform to recognise and celebrate children's wider achievements. Successes are also shared through class Seesaw accounts, Sway newsletters and the school's social media website and Facebook Page.

During our Church Carol Service all children sing Gaelic carols and some give Bible readings in both Gaelic and English. Almost all families and a high number of community members attend the service.

P7 children across the four Uist primaries took part in a live music performance as part of Puppet Animation Scotland's Captivate programme. This featured their animations, made by a puppeteer using characters and backgrounds created by the children.

As part of parental engagement, our local architects held engaging and enjoyable workshops for all stages. Children learned about the various factors that influence the design of a house. They designed their own house and made clay models which we will combine to make a model of a local township.

**Sporting Achievements:**

- Opening Cuach na Cloinne to GLE children has encouraged spoken Gaelic in the GLE class and extended the use of football terminology in GLE and GME P6-7 stages.
- Pupils participating and winning prizes in local sporting events eg. Uist and Barra Cross Country Series and Western Isles Championship School, 2nd place was achieved.
- Pupils competing in national competitions eg. SUPERteams Athletics event in Emirates Arena, Glasgow.
- Pupils took part in a sponsored 24 hour swim in aid of Western Isles Cancer Care Initiative.

**Gaelic Achievements:**

- CnaG utilised to develop Gaelic language acquisition for children at all stages.
- Gaelic singing instructor continues to enhance the Gaelic language across all classes. Children learn Gaelic songs related to their Interdisciplinary themes as well as learn songs that allow children to feel a sense pride in their local heritage and culture.
- Celebration of Là and Seachdain na Gàidhlig promotes the Gaelic language.
- Gaelic Graffiti Walls have been shared as an example of good practice on Education Scotland website.
- Our local ceilidh band, Beinn Lee performed to all the children and staff from across the four Uist Primaries. The event was a live celebration of traditional music and song, with the opportunity for children to dance along to Scottish music.
- P5-7 animation was shortlisted for the FilmG Culture Award category from 1500 entries.

**Music Achievements:**

- Pupils undertaking tuition in the chanter, fiddle, accordion, piano and drums.
- All children performed to a large audience at Christmas. The nativity script was amended to promote Gaelic language, culture and incorporate Gaelic community links.
- Winner of the Novice Chanter at the Flora MacDonald Piping competition.
- P4-7 Pupil Gaelic singing group led by Head of Ceolas took part in the local for Dileab event.

**Other Achievements:**

- The new local pier extension was named Block Maddy - Bloca Loch nam Madadh in Gaelic by 2 young children in a naming competition
- Primary 6 pupils participated and were well placed in the Euro Quiz Heats.
- P5 children participated in a creative dance workshop lead by a professional dancer and choreographer from Aakash Odedra Company.
- Celebration of events eg. Burns Day, St Andrew's Day.
- Almost all children attend an after school or lunchtime club.
- Pupil designed the Rights Respecting Mascot for our school - 'Creative Callum' to be placed next to all Rights Respecting School displays and articles.

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

Our Quality Assurance Calendar provides structure for ongoing monitoring.

Weekly meetings with Head Teacher and Nursery Manager provide a general overview of the nursery provision, including staffing, learning and teaching and a particular focus on the evaluation of the effective and engaging Nursery/Primary transition programme.

Pupil Focus Groups involving staff and pupils are carried out regularly.

Jotter monitoring is done collaboratively and next steps are identified and updated in our Jotter Policy.

Regular Learning Walks have highlighted areas of improvement including improved Gaelic signage, visible Rights Respecting articles created by children, evidence of improved creativity of artwork displays.

Our child led curriculum design group has engaged very well with How Good is OUR School self-evaluation exercises.

All visitors to the school experience a warm and welcoming ethos. Almost all children feel valued and enjoy almost all of their learning experiences.

Self-Evaluation activities are an integral part of school life. Staff are involved in self-evaluation exercises throughout the session using How Good Is Our School Quality Indicators. The following Quality Indicators for this session have been:

- 1.3 Leadership of Change**
- 2.2 Curriculum**
- 2.3 Learning Teaching and Assessment**
- 2.7 Partnerships**
- 3.1 Improving Wellbeing Equity and Inclusion**
- 3.2 Raising attainment and achievement**

The Council's Twenty Questions Self-Evaluation Broad-Brush Summary has highlighted areas of strength and areas for improvement.

Staff appraisals identify strengths and weaknesses and areas for development.

Positive lines of communication between home and school are an essential element of the work of our school. We value the regular liaison between home and school and we appreciate the time families take to ensure this happens regularly. Seesaw has been used effectively to share the learning that has taken place in each class.

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

| Priority                                                                                                     | Actions                                                                                                                                                                                                                                                                                                                                                                                                                       | Impact on Learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Next Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Placing the human rights and needs of every child and young person at the centre of education.</b></p> | <p>Sgoil Uibhist a Tuath is a Rights Respecting School. Children’s Rights are embedded and are evident in teachers’ plans across the school.</p> <p>Silver RRS status has been awarded this session.</p> <p>Staff attended Highland One World – Global Citizenship training sessions.</p>                                                                                                                                     | <ul style="list-style-type: none"> <li>• Pupils are able to talk about their rights as demonstrated during assemblies, class lessons and learner and restorative conversations.</li> <li>• Almost all children feel safe and nurtured.</li> <li>• Parents have an increased understanding of how and why their child(ren) is/are learning about rights. They are given advice on to support their learning at home.</li> </ul>                                                                                                                                                                                                                                   | <p>Prepare for Gold Rights Respecting School Accreditation.</p> <p>Action next steps from Silver RRS Report.</p> <p>Increase parental involvement on the journey to RRS Gold award.</p> <p>Link newsletter items and school policies to UNCRC Articles.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Improvement in children and young people’s health and wellbeing</b></p>                                | <p>The school continues to maintain a strong focus on planning for Health and Wellbeing throughout the session using the Uist Primaries H&amp;W Progression Pathway.</p> <p>Wellbeing data enables staff to identify and provide targeted support, as well as to inform teachers’ planning.</p> <p>High attendance at after school Health and Wellbeing clubs.</p> <p>Weekly timetabled gardening lessons for all stages.</p> | <ul style="list-style-type: none"> <li>• High quality learning and teaching experiences through the use of HWB curriculum has resulted in improved health and wellbeing.</li> <li>• Increased staff awareness of restorative practice and nurturing approaches is benefitting pupils’ social and emotional wellbeing.</li> <li>• Pupils are benefitting from regular structured outdoor learning experiences.</li> <li>• Enhanced secondary transition visits have supported children’s emotional and social needs.</li> <li>• Children’s progress is being measured against the Meta-skills Progression Framework during outdoor gardening sessions.</li> </ul> | <p>Revise Mental, Emotional, Social and Physical wellbeing and Substance misuse Progression Pathways.</p> <p>Gold sports award re-accreditation. Increase the provision of after school /lunchtime clubs with the support of parents/partners as leaders.</p> <p>Develop a structured pastoral and curriculum Primary/Secondary transition programme.</p> <p>Develop Physical Education skills overview in partnership with Active Schools and Secondary Physical Education colleagues.</p> <p>Create a gardening overview for all stages showing clear links to curricular areas.</p> <p>Further develop the meta-skills toolkit linking to curricular areas, work within pupil council and committees and play pedagogy sessions.</p> |

|                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Closing the attainment gap between the most and least disadvantaged children and young people</b></p> | <p>Close partnership working with Education Attainment Apprentice, Class Teacher and Head Teacher when identifying children requiring support. Targeted support is closely monitored</p> <p>Observations and learning conversations regarding learners' targets for CfE levels showed progress for all learners.</p> <p>The Pupil Equity Fund target group of learners is monitored on a weekly, monthly and termly basis.</p>                          | <ul style="list-style-type: none"> <li>• RAFA projects in place for identified pupils led by Education Attainment Apprentice. Improvement evident in all project run charts.</li> <li>• Close partnership working between identified families and school.</li> <li>• School providing wet weather clothing reduces cost to families.</li> <li>• Targets to improve attendance, attainment, attendance at clubs and wellbeing are created with the Head Teacher and actioned by our Education Attainment Apprentice.</li> </ul> | <p>Continue refreshed approach to RAFA projects.</p> <p>Further develop lunchtime/ after school provision for identified pupils.</p> <p>Audit Cost of the School Day with staff, pupils and parents.</p>                                                                                                                                                   |
| <p><b>Improvement in skills and sustained, positive school-leaver destinations for all young people</b></p> | <p>Participation in Developing the Young Workforce Day.</p> <p>School visitors presenting workshops share the skills required within their professions.</p>                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Most children can identify and talk about skills they are developing for learning, life and work.</li> <li>• Strengthened community partnerships resulting in increased opportunities for learners.</li> </ul>                                                                                                                                                                                                                                                                        | <p>Further increase awareness of meta-skills development across school and nursery.</p> <p>Provide Meta-skills training for all staff.</p> <p>Link meta-skills to creative play sessions.</p>                                                                                                                                                              |
| <p><b>Improvement in attainment, particularly in literacy and numeracy.</b></p>                             | <p>This priority has been a major focus of Improvement Project One. A detailed review of progress is provided in <b>Section 2.5</b> below.</p> <p>Engagement with Cluster Moderation of Writing.</p> <p>All teachers have been trained in White Rose Maths which has resulted in high quality learning and teaching.</p> <p>MCNG and SNSA results indicate that most pupils have made excellent or above average progress in Literacy and Numeracy.</p> | <ul style="list-style-type: none"> <li>• Moderation activities resulting in consistency and raised teacher confidence in identification of CfE levels and next steps for learning in writing and Talking and Listening in Gaelic.</li> <li>• Increased confidence in the teaching of Maths and Numeracy.</li> <li>• Early interventions of pre-school children's gaps and those requiring challenge have been identified and interventions are in place.</li> </ul>                                                            | <p>Use moderation activities in Numeracy to develop a consistent and progressive approach to Numeracy and Maths problem solving assessments.</p> <p>Introduce collegiate planning between School and Nursery staff.</p> <p>Early interventions of pre-school children's gaps and those requiring challenge to be identified and interventions planned.</p> |

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

| Project Title & Objectives                                                                                                                                                                                         | Actions Undertaken                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Impact on Learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Next Steps/Future Development                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Refreshing the Uist Primaries Curriculum using Gaelic as a key driver</b></p> <p><b>80% of P1 GME/GLE learners to achieve/improve curriculum milestones in Gaelic Talking and Listening by May 2023.</b></p> | <p>Audited current practice and timetables to identify where total immersion and immersion approaches could be strengthened.</p> <p>Gaelic interactions observations carried out in Nursery and Early Years Classes.</p> <p>Distributed Parent Questionnaire</p> <p>Total immersion and immersion approaches have been implemented to raise children’s attainment and promote their confidence in Gaelic</p> <p>Collegiate planning with nursery and school for Early Level Talking and Listening.</p> | <p>Gaelic language profile raised amongst all pupils, parents and staff.</p> <p>Through collegiate working and professional engagement, all staff show commitment to improving learning and teaching of Gaelic. All learners have raised attainment in Talking and Listening.</p> <p>All pupils are able to access RME, PE and singing through the medium of Gaelic.</p> <p>Almost all staff (GME and GLE) demonstrate an increased awareness of total immersion and the benefits of bilingualism.</p> <p>Almost all pupils have demonstrated increased confidence and ability in Talking and Listening in Gaelic</p> <p>Parents have an increased awareness of the benefits of bilingualism. They are aware of the external Gaelic support available to them and their child.</p> | <p>All nursery staff to engage in room swaps in the final term.</p> <p>Gaelic strategy to be shared with all staff.</p> <p>Gaelic Criterion writing scale to be completed and implemented to ensure a consistent approach to learning, teaching and assessment of Gaelic writing.</p> |
| <p><b>Re-engaging Parents and Partners by +3 instances and increase Pupil Equity Fund target group levels of engagement by +1 by May 2023 to support children’s learning.</b></p>                                  | <p>Audited current parental engagement levels and identified areas for development.</p> <p>Parents participated in Parents and Families - A toolkit for practitioners workshop.</p>                                                                                                                                                                                                                                                                                                                    | <p>Collegiate working and professional engagement with parents and partners has demonstrated commitment to supporting children’s learning.</p> <p>As a result of sharing family learning opportunities, two families have used Gaelic online support to assist with their Gaelic fluency.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Strengthen e-Safety focus as part of CNES Safe Accreditation Programme.</p> <p>Family Learning Programmes will continue in Session 23/24</p> <p>Audit Seesaw with staff, children and Parents.</p>                                                                                 |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                        |
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|  | <p>Created a family learning programme to support Literacy and Numeracy learning.</p> <p>Created of a Parental Engagement calendar of events for school and community partners.</p> <p>Reviewed, developed and implemented a e-Safety group as part of the CNES Safe Accreditation Programme.</p> <p>Have strengthened parental involvement and representation in the life and work of the nursery and school through our Nursery/Primary transition programme.</p> | <p>Parents' feedback demonstrates communication between home and school is very good.</p> <p>All families have engaged with the school in at least 3 instances over the session.</p> <p>Whole school events have been very well attended.</p> <p>Nursery staff and Teachers use Seesaw to engage and inform parents of their child's learning. Staff have supported pupils/parents in becoming familiar with this tool. School and nursery are at the early stages of developing this platform.</p> | <p>Parents to continue to engage with Parents and Families - A toolkit for practitioners workshop.</p> |
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## 2.6 Summary of Pupil Equity Fund Action and Impact

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

| Measure                                                                                                                                                                                                 | Actions Undertaken                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Impact on Learners                                                                                                                                                                                                                                                                                                                                                                                                                                            | Next Steps/Future Development                                                                                                                                                                    |
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| <b>Attainment</b> <ul style="list-style-type: none"> <li>• ACEL</li> <li>• Baselines and Gap</li> <li>• Achievement over Time</li> <li>• Local Measures</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Pupil Equity Fund approaches and interventions were refreshed, involving Class Teachers and Support for Learning Teachers and Assistants.</li> <li>• Targeted approaches for Literacy and Numeracy were shared with parents.</li> <li>• Attainment gaps were identified through tracking and monitoring of pupils' CfE Levels in Literacy and Numeracy. RAFA projects were created to help close attainment gaps.</li> </ul> | <ul style="list-style-type: none"> <li>• Increased staff awareness and confidence in identifying children with poverty related attainment gaps.</li> <li>• Ongoing and regular attendance at After School Clubs has resulted in increased pupil participation and family engagement levels for almost all pupils.</li> <li>• RAFA project data demonstrate significant improvements in Literacy and Numeracy attainment for all identified pupils.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide resources to help parents work towards closing their child's identified attainment gap(s).</li> </ul>                                           |
| <b>Attendance</b> <ul style="list-style-type: none"> <li>• Attendance Change</li> <li>• Male/Female etc.</li> <li>• Patterns/Reasons</li> <li>• Exclusions</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Attendance monitored closely and letters, phone calls and meetings held in response to attendance that falls below 90%.</li> <li>• Newsletter informing parents of the importance and benefits of high attendance at school.</li> <li>• During the last week/final day of each term, whole school rewarding activities take place.</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>• Improved attendance rates for almost all identified pupils.</li> </ul>                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Further support required from Health professionals to support families with significant health conditions which impact attendance in school.</li> </ul> |
| <b>Inclusion</b> <ul style="list-style-type: none"> <li>• Ethos and Culture</li> <li>• Reducing Exclusions</li> <li>• Meeting ASN</li> <li>• Social/Emotional Support</li> <li>• Equity/COSD</li> </ul> | <ul style="list-style-type: none"> <li>• Enhanced Secondary transition visits arranged for pupils across the Uist Primaries. Positive relationships and friendships are being established.</li> <li>• Nurture groups are providing social and emotional support to improve children's wellbeing.</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Pupils' feedback indicates that the enhanced transition has enabled children to gain confidence and develop their social skills.</li> <li>• Nurture sessions have enabled children to engage well in friendship groups.</li> <li>• All children adhere to the School Uniform Dress Code Policy. Pre-owned school</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>• Provide Dyslexia training for all staff.</li> <li>• Cost of the School Day Toolkit to be revisited by staff, pupils and stakeholders.</li> </ul>        |

|                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Pre-loved uniform items are on display and available for all.</li> <li>• Life skills programme has been established for an identified learner.</li> </ul>                                                                                                                                                                                                                                                                                                                                      | <p>uniform items continue to be utilised by all families.</p> <ul style="list-style-type: none"> <li>• Life skills programme has increased pupil confidence and enjoyment of school.</li> </ul>                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Provide refresher training of the council’s Staged Intervention process for all teachers and SFL Assistants.</li> <li>• Create a school website/sway tab which lists all the relevant contact details for agencies that offer social, emotional and financial support for local families.</li> </ul>                                                            |
| <p><b>Participation</b></p> <ul style="list-style-type: none"> <li>• Measures of Participation</li> <li>• Change over Time</li> <li>• Participatory Activity</li> <li>• 7 Golden Rules</li> </ul>                              | <ul style="list-style-type: none"> <li>• A variety of after school clubs are available for all children.</li> <li>• High level of participation in after school and extra-curricular activities.</li> <li>• Pupil-led lunchtime clubs to ensure inclusion for all.</li> <li>• Regular updates listing after school activities and clubs are shared with families.</li> <li>• Free holiday club provision.</li> <li>• Whole school recognition of attendance and achievement at after school activities is celebrated weekly.</li> </ul> | <ul style="list-style-type: none"> <li>• All children have increased their attendance and level of engagement during extra- curricular activities.</li> <li>• Almost all children attend the holiday club provision.</li> <li>• All P7 children will participate in a residential school experience.</li> </ul>                                                                                                                                                                             | <p>Deeper understanding of The 7 Golden Rules for Participation to be shared with all.</p> <p>Provide training and encourage parents to become coaches for bikeability, athletics, football, kayaking or shinty.</p>                                                                                                                                                                                     |
| <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Targeted Measurement</li> <li>• Emotional/Cognitive</li> <li>• Change over Time</li> <li>• Parents and Carers</li> <li>• Equity/Removing Barriers</li> </ul> | <ul style="list-style-type: none"> <li>• Refreshed the Curriculum rationale in consultation with pupils, parents and stakeholders.</li> <li>• Homework support is provided for all learners.</li> <li>• Refreshed Parental Engagement Calendar.</li> <li>• Holiday club provision is offered to all families.</li> <li>• Regular contact is maintained with parents during holiday periods.</li> </ul>                                                                                                                                  | <p>All learners and few families have an understanding of the school’s curriculum rationale.</p> <p>All pupils are showing improved engagement in and outwith school.</p> <ul style="list-style-type: none"> <li>• Parental support with homework has shown improvements for all learners in writing and mental agility.</li> <li>• Family engagement level is very good. EAA is in regular contact with identified families during term time and for some over holiday periods.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide Decider Skills training to all staff.</li> <li>• Create a family friendly curriculum rationale.</li> <li>• Continue to promote holiday club provision.</li> <li>• Continue to offer a variety of break time and after school activities that meet the interests and needs of all learners.</li> <li>• Increase outdoor learning experiences.</li> </ul> |

## 2.7 Evaluation of Progress - HGIOS4 Quality Indicators

| Quality Indicator                              | Evaluative Judgements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Grading                                                                                     | Sources of Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.3 Leadership of Change</b>                | <p>Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school.</p> <p>Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions.</p> <p>Almost all teaching staff regularly reflect on, and show commitment to, the shared values as embedded in the GTCs standards. All staff are committed to change which results in improvements for learners.</p> <p>The Head Teacher carefully guides the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable.</p> <p>The Head Teacher creates conditions to support creativity, innovation and enquiry.</p>                                                                                                                                                                                                                                                                                              | <p>Unsatisfactory<br/>Weak<br/>Satisfactory<br/><b>Good</b><br/>Very Good<br/>Excellent</p> | <ul style="list-style-type: none"> <li>• Revised Curriculum Rationale</li> <li>• Visual Planning Walls</li> <li>• PRD Process</li> <li>• Staff Minutes</li> <li>• Data Hub</li> <li>• Learning Journeys demonstrate high quality learning and teaching with high expectations of pupils.</li> <li>• Quality Assurance Calendar</li> <li>• Assembly calendar</li> <li>• Wider community involvement Calendar</li> <li>• Graffiti Walls</li> </ul>                                                                                                             |
| <b>2.3 Learning, Teaching &amp; Assessment</b> | <p>The school's learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes for almost all learners.</p> <p>All learners' achievements in and out of school are recorded and celebrated. All children understand how these achievements help them develop knowledge and skills for life, learning and work through the link to RRS articles.</p> <p>Most learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.</p> <p>Most learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.</p> <p>Revised planning formats ensures that planning is proportionate and manageable and clearly identifies what is to be learned and assessed.</p> <p>Assessment approaches are matched to the learning needs of almost all learners and are used to support them to demonstrate where they are in their learning.</p> | <p>Unsatisfactory<br/>Weak<br/>Satisfactory<br/><b>Good</b><br/>Very Good<br/>Excellent</p> | <ul style="list-style-type: none"> <li>• Parental and pupil questionnaire feedback</li> <li>• Successes and Achievements Display</li> <li>• Pupil Council/Committee Minutes</li> <li>• Learners Conversations</li> <li>• Jotter monitoring</li> <li>• Working Time Agreement Record</li> <li>• HGiOURS evaluations</li> <li>• Data Hub</li> <li>• Attainment Report</li> <li>• Learning Journey comments from Teachers, Pupils, Parents and Head Teacher</li> <li>• Planning folders</li> <li>• Visual Planning Walls</li> <li>• Class timetables</li> </ul> |

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                                       | <p>Tracking and monitoring are well-understood and used effectively by all teachers to secure improved outcomes for all learners, including the most deprived children.</p> <p>All teachers have well-developed skills of data analysis which are focused on improvement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                             | <ul style="list-style-type: none"> <li>Standardised Assessment Data.</li> <li>Moderation evidence</li> <li>School Reports</li> <li>ASN Overview and SFL Timetables</li> <li>PEF planning targets and intervention records</li> <li>End of session assembly booklet</li> </ul>                                                                                                                                                                                           |
| <b>3.1 Ensuring Wellbeing, Equity &amp; Inclusion</b> | <p>All stakeholders promote a climate where children and young people feel safe and secure, and almost all staff and partners model behaviour which promotes and supports the wellbeing of all.</p> <p>All Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life.</p> <p>Almost all Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.</p> <p>All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.</p> <p>Outdoor spaces are used effectively to promote positive relationships and wellbeing. Most Staff take account of research linking benefits of outdoor learning and green space with wellbeing.</p> | <p>Unsatisfactory<br/>Weak<br/>Satisfactory<br/>Good<br/><b>Very Good</b><br/>Excellent</p> | <ul style="list-style-type: none"> <li>Class Charters (UNCRC)</li> <li>HWB surveys and pupil evaluations</li> <li>Promoting Positive Behaviour School policy</li> <li>Planning Folders</li> <li>School newsletters</li> <li>Learners' conversations</li> <li>SEEMIS pastoral notes</li> <li>TATC Minutes</li> <li>Parental feedback</li> <li>RRS Silver Award presentation and feedback report</li> <li>Assembly presentations</li> <li>School Library Books</li> </ul> |
| <b>3.2 Raising Attainment &amp; Achievement</b>       | <p>Almost all children and young people are attaining appropriate CfE levels and few have exceeded these. Almost all learners are fully engaged in their learning.</p> <p>Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment.</p> <p>Very good progress is demonstrated through robust tracking of attainment in Literacy, Numeracy and Health and Wellbeing over time at all stages.</p> <p>The school's data demonstrates the majority of our learners are making very good progress. There have been no school exclusions.</p>                                                                                                                                                                                                                                                                                             | <p>Unsatisfactory<br/>Weak<br/>Satisfactory<br/>Good<br/><b>Very Good</b><br/>Excellent</p> | <ul style="list-style-type: none"> <li>Tracking conversations and Teachers' weekly Awards Record</li> <li>Data Hub</li> <li>Attainment Report</li> <li>Learning Journeys</li> <li>PEF interventions evaluations</li> <li>IEPs and Child Plans</li> <li>Feedback from Moderation sessions</li> </ul>                                                                                                                                                                     |

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

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

|                                                                                                                                                                                                                                         |                                                                                                  |
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| <b>1a</b>                                                                                                                                                                                                                               | <b>Increase the attainment in literacy of learners registered for FSM in P1, P4 &amp; P7</b>     |
| <b>Stretch Aim:</b> Reduce the attainment gap between FSM and not FSM by 3.2%                                                                                                                                                           |                                                                                                  |
| We currently do not have any learners registered for <b>FSM in P1</b><br>Our P4 learner achieved First Level in Talking and Listening, but not First Level in Reading<br>We currently do not have any learners registered for FSM in P7 |                                                                                                  |
| <b>1b</b>                                                                                                                                                                                                                               | <b>Increase the attainment in numeracy of learners registered for FSM in P1, P4 &amp; P7</b>     |
| <b>Stretch Aim:</b> Reduce the attainment gap between FSM and not FSM by 3.0%                                                                                                                                                           |                                                                                                  |
| We currently do not have any learners registered for FSM in P1<br>Our P4 learner did not achieve First Level in Numeracy<br>We currently do not have any learners registered for FSM in P7                                              |                                                                                                  |
| <b>2</b>                                                                                                                                                                                                                                | <b>Increase the number of leavers registered for FSM achieving 1+ passes at SCQF Level 5</b>     |
| <b>Stretch Aim:</b> Reduce the attainment gap between FSM and not FSM by 8.0%                                                                                                                                                           |                                                                                                  |
| N/A                                                                                                                                                                                                                                     |                                                                                                  |
| <b>3</b>                                                                                                                                                                                                                                | <b>Increase the number of leavers registered for FSM achieving 1+ passes at SCQF Level 6</b>     |
| <b>Stretch Aim:</b> Reduce the attainment gap between FSM and not FSM by 2.2%                                                                                                                                                           |                                                                                                  |
| N/A                                                                                                                                                                                                                                     |                                                                                                  |
| <b>4</b>                                                                                                                                                                                                                                | <b>Increase the number of 16–19-year-olds participating in education, employment or training</b> |
| <b>Stretch Aim:</b> Increase participation by 0.4%                                                                                                                                                                                      |                                                                                                  |
| N/A                                                                                                                                                                                                                                     |                                                                                                  |

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| <b>5</b>                                                                                                                                                                                                 | <b>Increase the average attendance of learners registered for FSM in secondary</b>                        |
| <b>Stretch Aim:</b> Reduce the gap in attendance of FSM/Not FSM by 1.9%                                                                                                                                  |                                                                                                           |
| N/A                                                                                                                                                                                                      |                                                                                                           |
| <b>6</b>                                                                                                                                                                                                 | <b>Reduce the combined attainment gap in writing at P1, 4 &amp; 7 for learners registered for FSM</b>     |
| <b>Stretch Aim:</b> Reduce the attainment gap between FSM and not FSM by 2.5%                                                                                                                            |                                                                                                           |
| <p>We currently do not have any learners registered for FSM in P1</p> <p>Our P4 learner did not achieve First Level in Writing</p> <p>We currently do not have any learners registered for FSM in P7</p> |                                                                                                           |
| <b>7</b>                                                                                                                                                                                                 | <b>Increase the number of leavers registered for FSM attainment SCQF5 in both literacy &amp; numeracy</b> |
| <b>Stretch Aim:</b> Reduce the attainment gap between FSM and not FSM by 6.2%                                                                                                                            |                                                                                                           |
| N/A                                                                                                                                                                                                      |                                                                                                           |

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

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

- Review Nursery/Secondary Transition arrangements to raise attainment in Numeracy and Maths
- Refreshing the Uist Primaries' Curriculum – Religious and Moral Education as the Key Driver to raise attainment in Reading

As the school completes its first seven year cycle, it gives us an opportunity to review our journey through those years. We are proud of our position at the heart of our Gaelic community and we will continue to strengthen our partnerships.

We have developed very close professional working relationship with colleagues across the Uist Primaries. We look forward to continuing to work in partnership with and benefit from the strengths and expertise of our colleagues. This will enable our children to have the best learning experiences they can across the Uist Primaries.

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



# **School Improvement Plan 2023-24**



## Section Three – School Improvement Plan 2023-24

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

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

### 3.1 Creating the Plan

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

#### School

- Standards & Quality Report
- How Good is Our School Framework
- Self-evaluation programme
- Views of learners, staff and parents
- 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
- National Policy Focus Areas

### 3.2 School Improvement Planning Context and Influencing Priorities

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

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

### 3.3 Planning for Pupil Equity Fund Delivery

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

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

| Planning Objectives                                                                    | Cohort                         | Improvement Actions                                                                                                                                                                                                                                                                                                                                | Resources                                                                                                                                                         | Monitoring                                                                                                                                                   |
|----------------------------------------------------------------------------------------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raise attainment in literacy through targeted RAFA interventions                       | P4, P5 and P7 pupils           | <ul style="list-style-type: none"> <li>Baseline assessments</li> <li>Targeted RAFA interventions carried out for 6-8 weeks</li> </ul>                                                                                                                                                                                                              | Educational Attainment worker                                                                                                                                     | RAFA approach – plans and run charts will be kept and discussed with class teachers and SMT during termly tracking meetings.                                 |
| Raise attainment in literacy & numeracy by improving parental engagement with homework | P1-7 pupils                    | <ul style="list-style-type: none"> <li>Baseline assessments</li> <li>Parent survey issued and results analysed</li> <li>Homework packs linked to current learning created and issued weekly (Outdoor Learning activities, Bookbug Bags/Number packs and RE packs – reading materials)</li> <li>Class Teacher evaluations and next steps</li> </ul> | <ul style="list-style-type: none"> <li>Educational Attainment worker</li> <li>Outdoor Learning/ Numeracy/Literacy/ Bible stories &amp; artefacts packs</li> </ul> | Engagement with tasks measured each week through feedback diary (pupil & parent)<br>Progress in Literacy/Numeracy monitored during termly tracking meetings. |
| Improve Health & Wellbeing through participation with extra-curricular activities      | <b>Groups</b><br>P1-3 and P4-7 | <ul style="list-style-type: none"> <li>Baseline survey of extra curricular activities</li> <li>Learner conversation to gauge pupil interests</li> <li>Planned lunchtime and afterschool clubs</li> <li>Gardening after school club linked to cooking following growing season calendar</li> </ul>                                                  | Educational Attainment worker <ul style="list-style-type: none"> <li>School gardener</li> <li>Parent volunteers</li> <li>Bayhead Community Garden</li> </ul>      | HWB survey data<br>Wider achievement data<br>Learners' feedback                                                                                              |

### 3.4 School Improvement Plan Projects

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

|          |                                                            |                                                                                                                                                                                                                                                                                                                               |                             |                                                                                                                                                                                        |
|----------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> | <b>Project Title:</b>                                      | Refreshing the Uist Primaries' Curriculum – Religious and Moral Education as a key driver to raise attainment in Reading.                                                                                                                                                                                                     | <b>Baseline Data:</b>       | Standardised assessment data including YARC/SNSA/MCNG<br>Pupil understanding of RME survey.<br>Staff/Pupil feedback on engagement and participation levels from learner conversations. |
|          | <b>Objectives:</b>                                         | By May 2024, 80% of P5 and P7 pupils will achieve curriculum milestones in reading through improved engagement with the RME Curriculum.                                                                                                                                                                                       | <b>Target Data:</b>         | Identified group demonstrate increased reading comprehension scores.<br>Learning Conversations demonstrate increased understanding of engagement with RME reading materials.           |
|          | <b>Links to Local/National Priorities or Stretch Aims:</b> | DP1 Deliver high-quality learning and teaching in all educational settings, recognising the rights and needs of all children and young people.<br>NP1 Placing the human rights and needs of every child and young person at the centre of education.<br>NP5 Improvement in attainment, particularly in literacy and numeracy. | <b>Lead Responsibility:</b> | Working parties from across the three Uist primaries facilitated by Dianne Morrison.                                                                                                   |

| <b>Improvement Actions</b>                                                                                                                                                      | <b>Target Cohort</b>                                                        | <b>Completion Date</b>               | <b>Measuring Impact</b>                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Staff will review school's own RME programmes and identify opportunities to teach Literacy (Reading) through RME                                                            | <b>SMT/<br/>All teachers</b>                                                | <b>August 2023<br/>February 2024</b> | Increased evidence of quality Learning & teaching linking RME and Literacy (Reading).                                                                                                                          |
| 1.2 In consultation with partners, refresh school assembly calendar to incorporate Christianity, Other World Religions, School Values and UNCRC messages                        | <b>SMT<br/>All Teachers<br/>Local<br/>Chaplains<br/>Local<br/>Community</b> | <b>August 2023</b>                   | Assembly calendar that is pertinent to our school community in place and shared with stakeholders.<br>Share and celebrate messages from weekly assemblies with Parents and Partners.<br>Pupil/Parent feedback. |
| 1.3 Pupil and Parent surveys issued to gauge understanding of the RME curriculum                                                                                                | <b>All pupils<br/>And Parents</b>                                           | <b>August 2023<br/>February 2024</b> | Increased pupil and parent understanding of the RME curriculum through survey feedback.                                                                                                                        |
| 1.4 All staff will attend 'PREVENT' training to raise awareness of how anti-terrorism links with the RME curriculum, national legislation and UNCRC                             | <b>All staff</b>                                                            | <b>September 2023</b>                | Before and after training questionnaire, demonstrates increased awareness of PREVENT.<br>Inclusion of PREVENT/UNCRC Article 38 within Pathway.                                                                 |
| 1.5 Teachers will familiarise themselves with current CfE guidance and local and national legislation around the teaching of RME and religious observance                       | <b>SMT<br/>All staff</b>                                                    | <b>September 2023</b>                | 3 working parties (Early, First and Second Levels) created across three Uist Primaries and action plan created with clear targets.                                                                             |
| 1.6 In consultation with learners, parents and partners, create a RME overview and frameworks that supports the delivery of a progressive, coherent and cohesive RME curriculum | <b>Working<br/>Parties<br/>SMT</b>                                          | <b>March 2024</b>                    | Overview and Frameworks for Early/First/Second Levels are created and trialed by all staff to deliver the RME Curriculum for Term 3.                                                                           |
| 1.7 Refresh curriculum design and rationale to include updated RME framework                                                                                                    | <b>SMT &amp;<br/>Working<br/>Parties</b>                                    | <b>May 2024</b>                      | Increased evidence of RME linking with overarching themes and rationale.                                                                                                                                       |

|          |                                                            |                                                                                                                                                                                                                                                                                                |                             |                                                                                                                                                                                                                                                                                                  |
|----------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2</b> | <b>Project Title:</b>                                      | <b>To improve transitions for all learners so that the pace and quality of learning are maintained – Maths and Numeracy as the key driver.</b>                                                                                                                                                 | <b>Baseline Data:</b>       | Transition feedback – pupils/staff/parents<br>Standardised assessment data<br>Problems solving baseline scores<br>P5 CAT Scores<br>Developmental overviews (Nursery)<br>Transition reports (Nursery and Primary)<br>Progression Pathways (Numeracy and Mathematics - Early level to Third Level) |
|          | <b>Objectives:</b>                                         | By June 2024, 80% of targeted P1 and P7 learners will be on target to achieve / achieved curriculum milestones in Numeracy and Maths through problem solving activities.                                                                                                                       | <b>Target Data:</b>         | 80% of P1 and P7 will display improved progress against baseline assessments                                                                                                                                                                                                                     |
|          | <b>Links to Local/National Priorities or Stretch Aims:</b> | DP3 Improve the use of data to secure excellent outcomes for all learners in the Outer Hebrides.<br>DP4 Improve curriculum, learning and wellbeing transition planning at all key stages for children & young people.<br>NP5 Improvement in attainment, particularly in literacy and numeracy. | <b>Lead Responsibility:</b> | Working parties from across the Uist primary and secondary cluster facilitated by Maree MacInnes, P7 Teachers and Steven Simpson (Secondary Maths Teacher)                                                                                                                                       |

| Improvement Actions | Target Cohort | Completion Date | Measuring Impact |
|---------------------|---------------|-----------------|------------------|
|---------------------|---------------|-----------------|------------------|

|                                                                                                                                                                                                                                                                  |                                                                                                                 |                                              |                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Establish Curricular Transition Working party focusing on Second Level with Secondary teachers, and Early Level with ELC staff.                                                                                                                              | 2x transition working parties consisting of<br>3-5 Nursery Room staff<br>P1 staff<br>P7 Staff<br>Maths Dep (SL) | May 2023                                     | Action plan created with clear targets set for problem solving at Second Level and at Early Level.<br><br>Assessment tool identified. |
| 2.2 Gather views and feedback on previous transition arrangements across the nursery/school                                                                                                                                                                      | All pupils/staff /parents                                                                                       | June 2023<br>May 2024                        | Feedback identifies areas of strength and development needs.                                                                          |
| 2.3 In partnership with all settings, create a Transition Calendar with dates confirmed throughout the session, where possible, share with staff/parents.                                                                                                        | SMT<br>Nursey manager<br>HT/DHT (SL)                                                                            | August 2023                                  | Transition Calendar created and shared on school website.                                                                             |
| 2.4 Audit progression pathways/developmental overviews used across Nursery/Primary/Secondary for the teaching of Maths and Numeracy                                                                                                                              | Transition working party<br>Teachers/ELC<br>Staff                                                               | August 2023                                  | Refreshed pathways in place and used to inform learning and teaching across nursery/primary/secondary settings.                       |
| 2.5 Baseline assessment for identified pupils carried out and results analysed alongside previous P5 CAT results (Quantative data)                                                                                                                               | SMT – deliver assessment<br>All staff involved in analysis                                                      | August 2023                                  | Assessment data identifies gaps/strengths in pupils K&U of Numeracy and problem solving.                                              |
| 2.6 Create and deliver calendar of CLPL opportunities to develop Maths pedagogy (Problem Solving approaches, Dycalculia, Outdoor learning, Learning through Play etc)<br><br>Deliver CLPL opportunities to enhance transition experiences in the nursery setting | All Nursery/<br>Primary staff                                                                                   | August 2023<br>October 2023<br>February 2024 | 100% of staff have attended training. New learning evident in staff practice (QA).<br>Raised attainment in Maths and Numeracy.        |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.7 Undertake moderation activities alongside ELC/Secondary colleagues with a focus on Problem Solving, 6 groups – GM/GL at Early, First, Second Level including peer observations (Two observations per teacher)   | All teaching staff                                                                   | October 2023 (plan)<br>January 2023 (meet)<br>February 2024 (plan)<br>March 2024 (meet) | Moderation feedback and notes from meetings managed by SMT and recorded on Teams Page.                                                                                                                                 |
| 2.8 Undertake moderation activities alongside ELC/Secondary colleagues with a focus on Problem Solving, 6 groups – GM/GL at Early, First, Second Levels, including peer observations (Two observations per teacher) | All teaching staff                                                                   | October 2023 (plan)<br>January 2023 (meet)<br>February 2024 (plan)<br>March 2024 (meet) | Moderation feedback and notes from meetings managed by SMT and recorded on Teams Page.                                                                                                                                 |
| 2.9 Review and update Transition Policy, including templates for the sharing of information at points of transition. (Transition Reports, Pre-school Developmental overviews)                                       | Working Parties, Early Years Support Officer (EYSO) and Support for Learning Teacher | November 2023                                                                           | Staff and parents have a clear understanding of transition arrangements.<br>Continuous progress should be evident at all transition stages.<br>Refresh pre-school developmental overview for Numeracy and Mathematics. |






### 3.5 School Improvement Plan Delivery Timeline

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

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

| SIP Project Title                                                                                                                       | Aug to Oct 2022<br>(Term One)                                                      | Oct to Dec 2022<br>(Term Two) | Jan to Mar 2023<br>(Term Three) | Apr to Jun 2023<br>(Term Four) |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------|---------------------------------|--------------------------------|
| Refreshing the Uist Primaries' Curriculum – Religious and Moral Education as a key driver to raise attainment in Reading.               |  |                               |                                 |                                |
| To improve transitions for all learners so that the pace and quality of learning are maintained – Maths and Numeracy as the key driver. |  |                               |                                 |                                |

### 3.6 Long-Term Planning

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

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

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                           |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2025-26 | <p><b>1.1 Self-evaluation for self-improvement</b><br/> <b>1.3 Leadership of change</b><br/> 1.5 Management of resources to promote equity<br/> <b>2.1 Safeguarding and child protection</b><br/> 2.2 Curriculum<br/> <b>2.3 Learning, teaching and assessment</b><br/> 2.7 Partnerships<br/> <b>3.1 Ensuring wellbeing, equality and inclusion</b><br/> <b>3.2 Raising attainment and achievement</b><br/> 3.3 Increasing creativity and employability</p> | <ul style="list-style-type: none"> <li>• Responding to the needs of the individual pupils</li> <li>• Personalising assessment based on individual needs</li> <li>• Pupil Participation in enhancing the ethos and life of the school</li> </ul> | <ul style="list-style-type: none"> <li>• Refreshing the Uist Primaries' Curriculum – deliver on the commitment of Building the Curriculum 5 a framework for Assessment</li> <li>• Refreshing the Uist Primaries Curriculum – Expressive Arts (Music &amp; Art)</li> </ul> |
| 2026-27 | <p><b>1.1. Self-evaluation for self-improvement</b><br/> 1.2 Leadership of Learning<br/> <b>1 .3 Leadership of change</b><br/> <b>2.1 Safeguarding and child protection</b><br/> 2.2 Curriculum<br/> <b>2.3 Learning, teaching and assessment</b><br/> 2.5 Family learning<br/> 2.6 Transitions<br/> <b>3.1 Ensuring wellbeing, equality and inclusion</b><br/> <b>3.2 Raising attainment and achievement</b></p>                                           | <ul style="list-style-type: none"> <li>• Responding to the needs of the individual pupils</li> <li>• Additional Priorities to be added</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>• Refreshing the Uist Primaries Curriculum – Modern Languages</li> <li>• Refreshing the Uist Primaries' Curriculum – Talking and Listening as the key driver</li> </ul>                                                            |