

*Roinn an Fhoghlaim is Seirbheisean Chloinne*



Tong Primary School and Sgoil Àraich

**Aithisg Ìre de Mhathas 2021-22**

**Plana Leasachaidh na Sgoile 2022-23**

**Standards & Quality Report 2021-22**

**School Improvement Plan 2022-23**

**(SQIP)**

**Combined**

**Standards & Quality Report for 2021-22**

**and School Improvement Plan 2022-23**

**(SQIP)**

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**The Language of Evaluation**

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

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

**1. The Context of the School**

**1** Tong School is a non-denominational local authority school that serves the community of Tong on the east side of the Isle of Lewis. It is situated on the main road with the Community hall on the opposite side of the road. The school accesses the community hall for canteen, assembly, P.E., concerts and community events. The school offers primary and early years’ education. The school has a roll of 104 primary pupils and 24 nursery pupils supported by around 30 teaching and non-teaching staff. We have 2 Gaelic Medium classes and 4 English Medium classes. We have a Gaelic playroom and an English playroom in our Sgoil Àraich. The Sgoil Àraich offers parents 1140 hours. The setting is open from 8.30am until 5.30pm. The Head Teacher has overall management for both the Sgoil Àraich and Primary School, with support from a Principal Teacher and a Play Leader in the Sgoil-Àraich.

The school works in collaboration with its Parent Council, consisting of parents; staff representatives; co-opted community members and councillors. The Parent Council has an active role in supporting the work of the school through its partnership in improvement, fundraising and volunteering. The Standards and Quality Report is the school’s annual report to inform key stakeholders of work carried out during the current session. The report identifies strengths and achievements, as well as highlighting challenges and areas for future development. This report along with the School Improvement Plan will form the basis of our school improvement planning for session 2022-2023 and beyond. Tong School & Sgoil Àraich have gone through a three-year inspection cycle and have now been successfully signed off, with many positive changes being noted. The recommendations made by HMIe were successfully achieved with projects in the school’s Action Plan being completed.

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

Staff, pupils, parents and partners worked together to redesign the curriculum rationale, values and aims for the school. These continue to be embedded in the curriculum. Consideration was given to the drivers of our curriculum and what the key documents driving improvement were. These have continued to be explored in class, assembly and through a variety of house meetings with children.

**Our Vision:** Be All You Can Be / Dèan do Dhìcheall

**Our Values:** Respect, Fairness, Honesty, Resilience.

**Our Aims:**

* Be cared for, with respect, no matter who you are.
* Have learning that is exciting and meaningful and builds our skills so we are ready for the challenges life may bring us.
* Celebrate our cultural identity, Gaelic language and how different we all are.
* Learn Gaelic so we can use it every day.
* Have learning that is developmentally appropriate and makes the best use of ICT to make it relevant and enjoyable.
* Help our community and have our community help us.
* Care and use our local environment
* Be creative and curious in learning and learn how to be independent, confident and adaptable so we have the skills for life and work.
* Work in teams and be able to lead different parts of school life and learning.

 A summarised version, created in conjunction with senior pupils, and including our Curriculum Rationale is available over the page:



**1.3 Summary of progress towards improvement:**

During 2021-22, the school continued to support pupils through a challenging global pandemic with significant pressures due to local outbreaks resulting in tight restrictions on learning and teaching and high absence rates amongst pupils and staff. The average attendance rate of pupils was 92.31%. A drop of 5.87% from the previous school session. These pressures have impacted on the school and the Sgoil-Àraich as some actions which had been intended to be carried out as part of the school improvement plan were not completed to their fullest extent.

The 2021-22 school session also saw changes to the management team in Tong with one Acting Head Teacher in term 1, the permanent Head Teacher in term 2, no Head Teacher in post for part of term 3 and then a new Acting Head Teacher taking up post for the remainder of term 3 and into term 4. Throughout these changes, staff and management continued to communicate frequently to ensure the needs of the school and the learners remained a top priority for all.

In spite of the pressures and restrictions of Covid, data recorded for Session 2021-22 shows that during the session, 88% of our learners reached their curricular milestones in Literacy and 94% in Numeracy. There was also evidence to show that pupils who did not achieve these predicted levels made very good progress towards their individual targets.

In the School Improvement Plan there were 4 projects included:

* Improvement Priority One focused on developing STEM Education
* Improvement Priority Two focused on Supporting Health and Wellbeing Experiences across the Curriculum
* Improvement Priority Three focused on Play Pedagogy Across the Early Level
* Improvement Priority Four focused on Parental Engagement in the Early Years.

Improvement Priority One and Improvement Priority Two of the planned improvement projects fully met their stretch aim during the 2021-22 session. Improvement Priority Three and Improvement Priority Four of the planned improvement projects partially met their stretch aim during the 2021-22 session and will be extended into the 2022-23 session.

In terms of ‘Closing the Poverty-related attainment gap’ the school worked within a local hub to pool Public Equity Funding and resources in support of its key individual and collective school targets. The school benefitted from a Gaelic Language Assistant who worked to support class teachers in the delivery of the curriculum and to close the Poverty-Related Attainment gap.

HMIe carried out a follow-up inspection in December 2021. The conclusions of this were that the school has made significant improvements and have achieved the recommended pointers given by HMIe in previous inspections and therefore, the Action Plan has now been concluded. Further information can be found in Section 2.4

**2. Standards & Quality Report 2021-22**

This section reports on the progress the school has made during the 2021-22 session on improvement priorities, School Improvement Plan projects and with the four key National Improvement Framework priorities.

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

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

1. **Placing the human rights and needs of every child and young person at the centre of education.**
* Staff ensure children’s rights are placed at the heart of everything we do.
* Tong School & Sgoil-Àraich is on its journey to becoming a Rights Respecting School. We have implemented and embedded the UNCRC and have achieved Silver Accreditation. The school has created and is working through a Gold Action plan to ensure children continue to experience their rights.
* Pupils develop leadership skills through a Rights Respecting School pupil group where they explore and lead the school on a 'right of the fortnight'.
* Pupils have experienced various focus days which have been linked to the rights
* The school’s “Learning through Sustainability” is linked with UNCRC rights to ensure coverage of rights taught
1. **Improvement in children and young people’s health and wellbeing.**
* There has been a whole school focus on Supporting Health and Wellbeing Experiences across the Curriculum this session. See section 2.2 (Improvement Priority Two) for further information.
* Pupil attainment in Health and Wellbeing has been consistently high this session, with 97.9% of pupils on track to achieve their curricular benchmarks in term one and this progressing to 98.6% of pupils by the end of term four.
* Pupils have continued to embed their understanding of the Wellbeing Indicators through termly discussions of these. Pupils track their own progress across the Wellbeing Indicators and this data is discussed in termly tracking meetings to ensure all children are fully supported across the eight areas of wellbeing.
* All staff are aware of, and follow the principles of ‘Getting It Right for Every Child’ (GIRFEC).
* Pupils’ curricular and wider achievements are celebrated in a variety of ways at class and whole school level on a weekly basis. This includes the reintroduction of Hot Chocolate Friday, Star of the Month and Wider Achievement Displays.
1. **Closing the attainment gap between the most and least disadvantaged children and young people.**
* Alongside class teachers, the Support for Learning Teacher and auxiliaries ensure personalised and targeted support is given to those children with additional support needs. This is regularly reviewed with parents.
* Our Gaelic Language Assistant works closely with GM teachers to provide support for pupils who receive PEF support. In term 4, this support was extended to include pupils in EM classes who receive PEF support.
* Executive Head Teacher funding was used to provide targeted intervention in Literacy with an additional teacher working closely with class teachers to support pupils identified as requiring support through termly ‘On Track to Achieve’ meetings. Due to Covid outbreaks, this was delayed until term 4. Despite the short time scale of this intervention, it proved to be successful with an increase in Literacy attainment from term 3 to term 4.
* Throughout the year, we have continued to support families in a variety of ways:
	+ Uniform and Christmas Jumper Swap Shop to support recycling of good-quality used uniform and Christmas Jumpers.
	+ Changing all non-uniform days to ‘optional donation’.
	+ In-house fundraising and support from the Parent Council to ensure no cost to families for the Whole-School trip or the P7 three day trip to Scaladale.
	+ Working with the Parent Council to review the ‘Cost of Having Fun at School’ Document and agreeing a calendar of fundraising/additional costs across the school year to limit pressure on families at all times throughout the year.
1. **Improvement in skills and sustained, positive school-leaver destinations for all young people.**
* Pupils in Tong School & Sgoil-Àraich participated in ‘Developing the Young Workforce’ activities through partnership working with parents and partners. These experiences have developed pupil's understanding of the world of work while developing their skills for learning, life and work.
* Making the link between the classroom and workplace has helped pupils to see the relevance of their learning and understand the contribution that they can make to their school, to their community and to the economy.
* Through the reintroduction of our pupil groups, pupils experienced opportunities for pupil leadership through the Pupil Council, the Pupil Rights Respecting Group, Eco-Committee and through pupil involvement and participation in whole school events.
* Digital Literacy has been enhanced across the school to support learning and teaching with staff and pupils and to support parental engagement through the use of digital platforms.
1. **Improvement in attainment, particularly in literacy and numeracy.**
* Almost all of our Gaelic Medium pupils were ‘on track to achieve’ their curricular milestones in Gaelic Listening and Talking (97%), Gaelic Reading (97%) and Gaelic Writing (91%).
* Almost all of our English Medium pupils were ‘on track to achieve’ their curricular milestones in English Listening and Talking (95%), English Reading (92%) and most were ‘on track to achieve’ their curricular milestones in English Writing (84%).
* The overall level of attainment in Literacy across the school was 92.5%
* The overall level of attainment in Numeracy across the school was 93.5%
* Evidence provided by class teachers shows that almost all pupils with additional support needs made progress in their attainment appropriate to their level of individual need.

**2.2 How successful were our improvements?**

This section provides a detailed summary of the progress made in the delivery of the School Improvement Plan projects for the 2022-23 academic year.

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| **Improvement Priority One** | Developing STEM Education |
| **Project Progress** (What have we done?) |
| * Staff worked together to undertake an audit of all STEM resources, addressing gaps in materials and purchasing resources. ‘Real Life Tools’ are now available and in use within the school but will require a risk-assessment due to ASN requirements in the Sgoil-Àraich before they can be fully utilised there.
* Young STEM Leaders were identified to promote pupil leadership and a Pupil Group was created. Pupils in this group engaged in Pupil-Led learning, they identified resources to use and developed their skills in Engineering and Science by planning and creating water rafts using their knowledge of natural materials, waterproofing and buoyancy.
* Teachers and Sgoil-Àraich staff undertook STEM training to improve their knowledge and skills. School staff have used their training when planning and implementing STEM learning opportunities throughout the year.
* GM Sgoil-Àraich staff have recently engaged in further Gaelic Early Years specific STEM training. Resources were provided and staff are confident in how to move forward with STEM learning in the outdoor environment next session.
* Staff worked collegiately to plan and implement termly learning opportunities through STEM masterclasses to develop meaningful and creative learning experiences such as a Jubilee Masterclass and showcase.
* One teacher ran a STEM After-School club in term 4 once covid restrictions allowed. Due to the limited timescale and high demand for this, all pupils who wanted to attend were given two opportunities to participate.
 |
|  **Evidence & Impact** (How are we doing and how do we know?) |
| * 75% of teachers agreed/strongly agreed that Tong School has a good bank of developmentally appropriate STEM resources to support and challenge learning. The other 25% of teachers were RCCT teachers, they do not have responsibility for STEM subjects and were unsure on what resources we had.
* 84% of P4-P7 pupils agreed/strongly agreed that Tong School has good resources for STEM education.
* 87% of pupils who engaged in the STEM pupil group said they felt more confident when doing STEM now.
* At the start of the school session, only 42% of staff felt confident in their delivery of STEM education, that figure had risen to 83% who now feel confident/very confident in their delivery of STEM education by the end of the school session – an increase of 41%.
* 88% of teachers agree that all pupils have had rich learning experiences in STEM this session. 90% of pupils agree/strongly agree they’ve had opportunities to learn about STEM in class and 92% agree/strongly agree they’ve had opportunities to participate in STEM learning days. “I loved learning about STEM in school” Pupil A. “Sometimes I think there’s not enough STEM because it’s so fun” Pupil B.
* Parental engagement in STEM has been difficult to achieve due to ongoing covid restrictions for the majority of the session however all STEM events/activities have been shared on Social Media/Digital Learning Platforms to increase parental understanding.
* 87% of Parents agree/strongly agree that their children have an awareness of what STEM Education is and have had opportunities to participate in STEM activities this session.
* The school had intended to engage in First Lego League & KNEX Challenge to support pupil engagement and confidence in STEM. This could not go ahead due to unfortunate and unforeseen circumstances. Teachers are eager to engage in this should the opportunity be available next session. Despite this, due to the efforts of teachers to provide engaging and motivating learning opportunities in STEM, 78% of pupils feel more confident when engaging in STEM activities after this school session.
 |
| **Next Steps** (What are we going to do now?) |
| * Ensure all new staff/RCCT teachers are fully aware of all resources available to support learning and teaching across the school.
* Risk assessment to be carried out to identify when/what ‘real life tools’ the Sgoil-Àraich can utilise.
* Identify new group of pupils for STEM leaders next session. More emphasis on older pupils leading learning and supporting younger pupils through Lunchtime Pupil-Led Clubs
* Identify further STEM training opportunities for EM Nursery staff and begin to implement STEM through outdoor and indoor play and learning opportunities in both Sgoil-Àraich playrooms.
* Extend availability of a STEM club next session either as a Lunchtime or After-School club.
* Engage in First Lego League & KNEX Challenge if opportunities are available next session.
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| **Improvement Priority Two** | Supporting Health and Wellbeing Experiences Across the Curriculum |
| **Project Progress** (What have we done?) |
| * Staff and learners worked together to run designated Food and Health days across the school session to improve learning and teaching experiences in this area.
* Staff collaborated on the development of a Food and Health Learner Pathway to ensure progression in learning.
* Teaching staff have embedded the tracking of Health and Wellbeing outcomes into their practice through the use of ‘Wellbeing Webs’ to track progress and identify gaps in wellbeing indicators.
* Sgoil-Àraich staff are beginning to use Wellbeing Indicators in their planning and implementation of learning.
* Staff worked together to review and update programmes to support Health and Wellbeing Learner Pathways. Decider Skills was identified as resources that could support further progression.
* Staff collaborated to create a Health and Wellbeing Policy Statement as part of the Learning and Teaching Policy and this is now included in the school handbook. Resources used have also been added to this policy.
 |
| **Evidence & Impact** (How are we doing and how do we know?) |
| * 100% of staff agreed/strongly agreed that there had been opportunities to engage in Health and Wellbeing experiences throughout the school session.
* 100% of teachers agreed/strongly agreed that pupils had had rich learning experiences to develop their learning in Food and Health through ‘Food and Health Days’.
* 77% of pupils enjoyed participating in Food and Health Days this session.
* 96% of parents agree/strongly agree that their children have had opportunities to engage in Health and Wellbeing experiences such as Food & Health Days, Decider Skills and Rights Respecting Schools this session.
* At the start of the school session, only 14% of staff felt confident in the assessment of Food and Health. Now 86% of staff feel confident/very confident in this area.
* ‘Wellbeing Webs’ and indicators are well established in classes. 85% of pupils surveyed say they know what SHANARRI means and talk about this in school.
* Observations of learning and teaching evidence rich learning experiences in Health and Wellbeing and pupils who can articulate their learning well in this area.
* At the start of the school session. 43% of teachers felt confident in the tracking of children’s progress in Health and Wellbeing, at the end of the session that had risen to 100% of teachers feeling confident or very confident in this area.
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| **Next Steps** (What are we going to do now?) |
| * Wellbeing Indicators to be fully adopted in Sgoil-Àraich forward planning and used to guide learning conversations through dynamic wall display.
* Include area to identify individual areas of concern in Wellbeing Indicators in next year’s data package/On Track to Achieve termly records.
* Embed The Decider Skills across the school to enhance pupils independence and self-regulation skills in Health and Wellbeing.
* Develop staff’s understanding and use of nurture principles across the school to further enhance our Health and Wellbeing curriculum.
* Develop Tong School’s Physical Education curriculum and resources to ensure a continued focus on pupils’ overall Health and Wellbeing as part of ongoing Covid Recovery.
* RSHP Resources to be fully embedded in curriculum delivery following consultation with Executive Head Teachers, all staff and parents to ensure the full delivery of RSHP Experiences and Outcomes.
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| **Improvement Priority Three** | Play Pedagogy Across the Early Level |
| **Project Progress** (What have we done?) |
| * Staff created a colour-coding system to evidence Outdoor Learning as well as Literacy, Numeracy and Health and Wellbeing in floor-book planning. This has been introduced in both playrooms.
* Staff have started to use this colour-coding system to evidence Outdoor Learning and core curricular areas in Learning Journeys.
* All staff took part in Outdoor Learning training this session eg Forest Kindergarten, My World Outdoors and a session with the Outdoor Learning Manager. More sessions had been planned but could not go ahead due to covid restrictions.
* Staff were supported by the Early Years team to review and update the indoor environment to ensure it meets the needs of learners. Outdoor Visual Risk Assessments were created and actioned ready for staff to review the outdoor learning environment next session.
* Resources to support the outdoor learning environment were identified and purchased towards the end of the school session.
* Children increased their overall time spent learning outdoors. The additional support needs of some pupils in both playrooms has made this challenging to fully embed.
* Staff in the GM Sgoil-Àraich visited another setting to participate in training on delivering STEM Outdoors in the Early Years towards the end of the session when covid restrictions allowed.
* An Early Years teacher completed a Professional Enquiry in Play, supported by the Northern Alliance and has created a Play Rationale for the school. She continues to embed play pedagogy and ‘zones’ of learning in her practice.
* The Head Teacher worked with Early Years staff to review Play Observations in the nursery and ensure that next steps are identified and the impact on learning is fully evidenced in Learning Journeys.
* Stay and Play sessions were re-introduced in Nursery playrooms in Term 4 for current and prospective pupils. These could not take place earlier due to ongoing Covid restrictions.
 |
| **Evidence & Impact** (How are we doing and how do we know?) |
| * Almost all children engage in outdoor learning opportunities at least 2-3 times per week on average.
* As a result of training in Outdoor Learning, staff confidence has improved. At the start of the session only 20% of staff rated themselves as confident in planning for outdoor learning with 60% lacking some confidence/not at all confident in this area. By the end of the session that had increased to 50% now feeling confident in planning for outdoor learning. We recognise that there is still some work to do in this area.
* The majority of staff believe that all children access at least 60% of learning outdoors on average.
* GM staff felt training on delivering STEM Outdoors in the Early Years was extremely beneficial and discussed how they intended on embedding this in their practice.
* 99% of parents agreed/strongly agreed that their children had opportunities to engage in outdoor learning this session.
* 100% of Nursery and P1 parents agreed/strongly agreed that their children had opportunities to learn through play in Nursery and P1 this session.
* Early Years Teacher Professional Enquiry in Play now complete. Head Teacher has reviewed final submission and this was used to create a Play Rationale in Tong School.
* Sgoil-Àraich staff now fully aware of play observation process and use ‘Learning Journey’ guidance and templates to support their practice.
* 100% of staff in both playrooms felt Nursery Stay and Play sessions were effective in re-engaging parents post covid.
 |
| **Next Steps** (What are we going to do now?) |
| * Continue to develop staff confidence in planning for outdoor learning through further training opportunities next session including the use of the ‘Learning Through Landscapes’ resource, ‘Successful Approaches to Learning Outdoors: A Thematic Review’ document and further sessions with the Outdoor Learning Manager.
* Continue to monitor and review indoor learning environment, especially to embed the use of natural, heuristic resources. Review the outdoor learning environment in light of further training in outdoor learning.
* Curricular leaders to consider how to embed Literacy, Numeracy and Health and Wellbeing in the outdoor environment.
* Fencing for the Sgoil-Àraich Outdoor Environment has been requested as per the Outdoor Risk Assessment. This will further increase the overall time spent learning outdoors as overall ratio requirements will be reduced.
* Further opportunities for staff to visit other settings to see good practice in outdoor learning to be provided next session following the recent easing of covid restrictions.
* Self-evaluate Play Rationale alongside Early Years colleagues in other setting next session.
* GM and EM Early Years teachers to work with colleagues in Sgoil nan Loch next setting to further embed Play Pedagogy and observations in P1 and beyond and consider impact on social & emotional development and Gaelic Language Acquisition.
* Stay and Play sessions to be continued and extended next session across the Early Years next session to further increase family learning in Play Pedagogy.
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| **Improvement Priority Four** | Parental Engagement in the Early Years |
| **Project Progress** (What have we done?) |
| * Daily verbal feedback is given at playroom doors. ‘Planning Boards’ and ‘Comment Boards’ now in place at both doors post covid.
* SeeSaw has now been introduced in both playrooms. This is currently being used for communications and updates on what children have been learning in nursery.
* Home-school link bears are now in use in both playrooms. Staff agree that parents and pupils engage well with this.
* Work has begun to track wider achievements through learning journeys. HT has worked with staff to develop ‘Wider Achievements’ dynamic display to be linked with Wellbeing Indicators and children to be fully engaged with this.
* Due to ongoing covid restrictions for the majority of the session, physical engagement with parents in the settings has been challenging. However, all parents (current and prospective) have been invited into the setting through Stay and Play sessions and events throughout term four. This has been well attended and received.
 |
| **Evidence & Impact** (How are we doing and how do we know?) |
| * All parents are now set up with SeeSaw and most have now started to engage with it through messages and comments. Parental feedback on SeeSaw through dialogue and questionnaire is very positive.
* Only 25% of staff currently feel confident in using SeeSaw and so further training is to be provided.
* In self-evaluation of SQIP project, staff in agreement that parents and pupils engage well with home-school link bear but this could be further developed to be used in conjunction with learning targets.
* 84% of parents agreed/strongly agreed that they have had opportunities to be engaged in their children’s learning and to be involved in planning within the Nursery.
* Parental engagement at Stay and Play sessions and events well above 60% for all.
 |
| **Next Steps** (What are we going to do now?) |
| * Continue to embed SeeSaw use to work towards Pupil Profiling being done through this platform. Set up ‘pupil access’ to allow parents/pupils to update profiles and contribute planning suggestions/resources also.
* Provide staff with SeeSaw training to increase confidence and engagement.
* Home-school link bears to be linked to learning targets/Gaelic Language targets in both playrooms. Staff to use ‘Being Me With Dug’ eSgoil resource to support with this.
* Wider Achievements Dynamic Display linking to Wellbeing Indicators to be developed in both playrooms.
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**2.3 What progress have we made?**

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

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| **Quality Indicator** | **Evaluation** | **Evidence**  |
|  | **HGIOS4 Six-Point Scale Evaluation** |  |
| 2.3 Learning, Teaching & Assessment | **Learning and Engagement**The ethos and culture of our school reflects a commitment to children’s rights and positive relationships. Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities. Learners’ experiences are appropriately challenging and enjoyable. Learners’ exercise choice. They understand the purpose of their learning and have opportunities to lead the learning. Our learners are successful, confident and responsible. They contribute effectively to the life of the school. They know their views are sought, valued and acted upon. | * Rights Respecting School Silver Award
* RRS Assemblies/ Right of the Fortnight display
* QA-Pupil Questionnaire results.
* Positive Relationships Policy
* Class Charters & School Charter.
* QA – Learning Walks
* Pupil Groups displays/evidence of work.
 |
| **Quality of Teaching**Our teaching is underpinned by our shared school vision and values. We use a range of creative teaching approaches such as Play Pedagogy and Outdoor Learning. Learning is enriched and supported by Digital Technologies. Our explanations and instructions are clear. We use skilled questioning. We use feedback effectively to inform and support progress in learning. | * School vision, values and aims.
* QA – Observations of lessons and jotter sampling.
* Learning Intention, Success Criteria & feedback formats used across the school.
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| **Effective Use of Assessment**Assessment is integral to our planning of learning and teaching. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. Across our learning community we have shared expectations for standards to be achieved, and have robust arrangements for moderations across stages and across the curriculum. | * Assessment calendar
* In house assessment evidence.
* National assessment evidence.
* Pupil Report Cards.
* Attainment meetings and data tracking.
* QA – Moderation evidence in Reading, Writing, Numeracy and Health and Wellbeing.
 |
| **Planning, Tracking and Monitoring**We plan appropriately over different time scales to meet the needs of learners across all areas of the curriculum. As a result of our manageable processed to monitor and evaluate learners’ progress, we have clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, for example looked after children and those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve the outcomes for all learners.  | * Forward planning folders.
* Teacher evaluations in all curricular areas.
* Termly attainment meetings and data tracking.
* Termly attainment analysis.
* PEF planning and interventions.
* Pupil Report Cards.
 |
| **HGIOS4 Six-Point Scale Evaluation** | Good |
| 3.1 Ensuring Wellbeing, Equity and Inclusion | **Wellbeing**As a result of our approach to ensuring the wellbeing of all, we are improving outcomes for children and young people and their families. Our school has a shared understanding of wellbeing and the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff and partners feel valued and included.  | * PEF planning and interventions
* Wellbeing Webs
* Individual Action Plans and Attainment Data
* Stakeholder Questionnaires
* Rights Respecting Schools Action Plans
 |
| **Relationships**Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within shared values and high expectations. All staff are proactive in promoting positive relationships in the classroom and wider learning community. We consider each child and young person as an individual with his/her own needs, risks and rights.  | * Positive Relationship Policy in action
* Decider Skills being rolled out to all pupils, staff and parents.
* Rights Respecting Schools – Silver Accreditation
* Individual Risk Assessments, Behaviour Support Plans..
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| **Inclusion and Equality**We comply and actively engage with statutory requirements and codes of practice. We ensure inclusions and equality leads to improved outcomes for all learners. All learners are included, engaged and involved in the life of the school. All children and young people feel supported to do their best. Learners, parents, carers, staff and partners feel that they are treated with respect and in a fair and just manner. We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, those who are looked after and those with additional support needs.  | * GTCS/SSSC Codes of Practice – PRDs/Appraisal Records.
* Care Inspectorate Returns
* Pupil Steering Groups
* Stakeholder Questionnaires
* PEF Planning
* Staged Intervention –Team Around the Child Meetings and Action Plans.
 |
| **HGIOS4 Six-Point Scale Evaluation** | Good |
| 3.2 Raising Attainment & Achievement | **Attainment**Learners make very good progress from their prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and numeracy for almost all learners. Across almost all curriculum areas we have raised attainment continuously over time and/or maintained consistently high standards of attainment for almost all learners. We have identified curricular areas where attainment could be higher and these have been added to the school improvement agenda. The attainment of individuals and groups has improved consistently over time. | * Attainment Data and Termly Analysis
* SQIP
* Termly On Track to Achieve meetings
 |
| **Assessment**Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition. | * Moderation evidence
* School based and national assessment data
* Termly On Track to Achieve Meetings
* Intervention plans
* Staged Intervention Action Plans
* PEF Planning
* Transition planning – Dandelion Transition Programme
 |
| **Achievement & Equity**Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school and as global citizens. They have achieved a range of skills and attributes through a wide range of activities. We have effective systems in place to promote equity of success and achievement for all our children and young people. We have raised attainment of all our learners and in particular our most disadvantaged children and young people. | * Wider achievements displays/assembly celebrations
* Pupil Groups
* Pupil led assemblies and events (World Book Day, Fundraising etc)
* Dandelion Transition Programme – pupil led.
* After-School Clubs free at point of entry
* PRAG Data
* PEF Holiday Clubs
 |
| **HGIOS4 Six-Point Scale Evaluation** | Good |

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

Tong School was involved in a follow up HMIe review in December 2021. During this review, HMIe inspectors measured the impact of the improvements implemented. HMIe fully acknowledged the challenges faced by staff, particularly teaching staff throughout the pandemic and highlighted the ongoing progress the school was making in addressing its improvement agenda. In addition, HMIe felt that the school was better able to articulate its improvement story.  In their final report, HMIe stated that their engagement helped them learn more about how children and their families have been supported through the COVID-19 pandemic. The school staff were commended for working well together to support children’s health and wellbeing and they continued to drive well-paced change to drive learning and progress and improve the school. As a result, HMIe will make no more visits to the school in connection with the original inspection. HMIe recommended that Comhairle nan Eilean Siar will continue to inform parents about the school’s progress as part of its usual arrangements for reporting on the quality of its education service.

**2.5 What are our key priorities for improvement in 2022-23?**

Taking into account all of the information set out in section two of the report as well as local and the National Improvement Framework and Improvement Plan (NIF) which sets out the vision and priorities for Scottish education, the school has identified the following areas for improvement in 2022-23:

* Closing the Poverty Related Attainment Gap
* Raise Attainment in Writing across the School & Sgoil-Àraich.
* Develop Pupils’ Voice and Independence in Health and Wellbeing Experiences.
* Develop Outdoor Learning Experiences in the Early Years

**3. School Improvement Plan 2022-23**

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

Recovery, renewal and intensification of support to mitigate against ongoing impacts of the pandemic will continue to be relevant considerations. Taking account of and acting on learners’ views will be central to the school’s improvement agenda.

The priorities identified will take into account collegiate working time agreements and avoid unnecessary bureaucracy. Professional learning within the school and Authority will focus on the successful delivery of the agreed improvement priorities.

The Local Authority Improvement Priorities are:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Theme** | **Priority** | **NIF Priority** | **ES&CS Priority** | **CNES Business Plan** |
| **Attainment and Equity** | Raising Attainment & Closing the Poverty-Related Attainment Gap across the BGE and Senior Phase | 3, 4, 5 | 1, 3 |  |
| **Gaelic**  | Develop and implement a strategic approach to support the progression of Gaelic Medium learning for all ages and stages. | 1, 4, 5 | 1, 2, 3, 4 |  |
| **Learning for Sustainability** | Support and promote an effective whole-school and community approach to Learning for Sustainability through global citizenship, sustainable development education and outdoor learning. | 1, 2, 4 | 1, 4 |  |
| **Health & Wellbeing** | Support children and young people’s mental health and wellbeing to allow them to grow up loved, safe and respected. | 1, 2 | 3, 4 |  |

**Continuing Themes:**

* COVID-19 Recovery
* Secondary Curriculum Redesign and Timetable Harmonisation
* Curriculum Development and evolution
* Play Pedagogy

Having considered all the evaluative information across section two and guidance available about local and national priorities, the school should identify what its key areas are for the 2022-23 SQIP.

**3.1 Creating the Plan**

The School Improvement Plan set out below was created as a combination of the priorities identified from our evaluative work described in section two, including working collaboratively with all stakeholders, especially learners, helping to inform self-evaluation and the identification of our priorities.

As well as the formal planning set out in section 3.2, we will create an A4 summary page of our projects to support communication of them to all our stakeholders. In addition, we will work with our learners to create a learner-friendly version of the plan for all our learners to access.

**3.2 What are our improvement projects?**

|  |  |
| --- | --- |
| **Improvement Project One** | To close the poverty related attainment gap by 5% (10% in Writing\*) |
| **NIF Priority:** | * Closing the attainment gap between the most and least disadvantaged children and young people
* Improvement in skills and sustained, positive school-leaver destinations for all young people
* Improvement in attainment, particularly in literacy and numeracy.
 |
| **HGIOS4 or HGIOELC QIs:**  | 2.3 Learning, teaching and assessment3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement |
| **CnES Priorities:** | Raising attainment and closing the poverty-related attainment gap across the BGE and senior phase |
| **Stretch Aim(s)**  |
| By May 2023, the identified pupils on the pupil equity fund list will have increased attainment by 5% in Numeracy and Reading and by 10% in Writing\* (\*See Separate Raising Attainment in Writing Project) |
| **Baseline Measures** |
| * Data gathered at termly attainment meetings
 |
| **Change Actions & Methodologies (Secondary Drivers)** | **Reporting Responsibility** | **Completion****Deadline** | **Measures of Success** |
| In collaboration with school leaders across Lewis, identify a clear, consistent, criteria for pupils whose attainment and achievement is affected by poverty using FSM and professional judgement as a basis. | School leaders | Sept 2022 | Creation of clear criteria of pupils requiring support from PEF. |
| Gather data using the new criteria and identify the poverty related attainment gap for your school. | SMT and CTs | Oct 2022 | School tracking attainment meetings.  |
| Use the data to plan ensuring there is a clear focus on raising attainment of pupils from socio economic disadvantage | CTs, EEAs and GLAs | Oct 2022 | Plans created identify a focus on raising attainment in literacy and numeracy. |
| Meet with EEAs and GLAs to clarify roles and remits in relation to closing the gap. | SMT | Oct 2022 | Timetables identify pupil groups and targeted interventions. |
| Plan collaboratively with staff to identify interventions and strategies, focusing on literacy and numeracy to close the attainment gap. | SMT/CTs, EEAs and GLAs | Oct 2022 | EEAs and GLAs are working with pupils and have a clear focus on raising attainment in literacy and numeracy. |
| Meet regularly with CTs, EEAs and GLAs to review progress of the targeted interventions. | SMT | Termly | Feedback from staff and pupils.Evidence of data. |
| Submit predicted ACEL data for June 2023 | SMT | Feb 2023 | Predicted ACEL data shows an increase in attainment |

|  |  |
| --- | --- |
| **Improvement Project Two** | Raise Attainment in Writing across the School & Sgoil-Àraich. |
| **NIF Priority:** | * Closing the attainment gap between the most and least disadvantaged children and young people
* Improvement in attainment, particularly in literacy and numeracy.

**Drivers:*** Curriculum and Assessment
* School and ELC Leadership
* Performance Information
* Parent/Carer involvement and engagement
 |
| **HGIOS4 or HGIOELC QIs:**  | **1.5** – Management of resources to promote equity. **2.3 –** Learning, Teaching and Assessment. **2.5** – Family Learning. **3.2** – Raising Attainment and Achievement  |
| **CnES Priorities:** | Attainment and EquityGaelic |
| **Stretch Aim(s)**  |
| Ensure at least 90% of learners are On Track to Achieve in Writing and all pupils have improved their attainment in Writing by Jun 2023.Ensure at least 90% of Sgoil-Àraich pupils are Achieving their developmental milestones in Coordination, Play & Imagination, Expression and Understanding by Jun 2023. |
| **Baseline Measures** |
| * Phonological Awareness Screener for Early Level pupils
* Scottish Criterion Scale for Writing Assessment P1-7
* Attainment data for Writing
* Baseline Spelling Assessments for GM and EM P1-P7 pupils
* Developmental Overviews for Coordination, Play & Imagination, Expression and Understanding in the Sgoil-Àraich.
* Pupil & Teacher surveys to measure attitudes and understanding of teaching of Writing.
* Parent survey to measure engagement and understanding of Writing Development.
 |
| **Change Actions & Methodologies (Secondary Drivers)** | **Reporting Responsibility** | **Completion****Deadline** | **Measures of Success** |
| Use ‘Emerging Literacy’ continuums in Expressive Language, Understanding of Language and Pre-Handwriting to track children’s development in Oral Language and Fine-Motor Skills | P1 Class Teachers and Nursery Key Workers | Jun 2023 | Continuums are embedded in practice termly and evidence progress in Oral Language and Fine-Motor Skills |
| Hold an Early Level ‘Family Learning event’ focusing on phonics, letter formation and active learning resources and strategies used. | P1 Class Teachers and Head Teacher | Jan 2023 | At least 60% of P1 parents engage with event |
| Sway Presentation to be created for Early Level parents with information re phonics, letter and number formation, fine motor skills and how this can be supported at home. | NKWs & P1 Class Teachers & Head Teacher | Nov 2023 | At least 75% of Early Level Parents agree that they have a good understanding of how to support their children with early Literacy Development. |
| Use the ‘Emerging Literacy: Building Vocabulary for Better Literacy’ resource to ensure targeted Vocabulary development in Gaelic Medium Education.  | Principal Teacher/Gaelic Medium Class Teachers | Jun 2023 | Resource to support and measure Gaelic Vocabulary development in place and embedded in practice. |
| Invest in ‘Big Writing Adventures’ P1-7 approach for planning writing/online pupil ‘mission’ videos and assessment and embed in practice. | Head Teacher, Class Teachers | Oct 2022 | All teachers P1-P7 are using programme to ensure a whole-school approach. |
| Develop teachers’ understanding of Big Writing lessons through CPD, use of ‘Big Writing Adventures’ Teachers Toolkit, moderation & learning visits | Head Teacher, Class Teachers | Mar 2023 | Teachers confidence in the teaching of writing is increased. |
| Each classroom and nursery playroom to develop a ‘free write zone’ (high-interest mark making area) & classrooms to introduce ‘writing mission’ & ‘Free Write Friday’ | Head Teacher, Class Teachers | Dec 2022 | All classes have dedicated writing zone/time for free writing that pupils engage with.Pupils enjoyment of writing is increased. |
| ‘Writer of the Month’ celebrated at assemblies & displayed & ‘Writing Mission’ stickers used to ensure opportunities for personal achievement in writing for all. | Head Teacher | Jan 2023 | Pupil confidence in writing is increased. Pupils feel they achieve success in writing. |
| ‘Writing Missions’ shared with families and discussions encouraged as homework prior to Writing Lessons | Class Teachers | Nov 2022 | At least 75% of parents feel they are informed on what their children are learning in Writing. |
| Develop ‘School Library’ area and access to Library for all school pupils. | Head Teacher | Oct 2022 | School Library up and running and pupils engaging with it. |
| Develop ‘Family Library’ borrowing system in Nursery Playrooms. | Play Leader/ NKWs | Oct 2022 | Nursery ‘Family Library’ borrowing system up and running in both playrooms and families engaging with it. |
| Develop Reading Culture of the school through ‘Shelfie Challenge’ Whole School Reading Scheme | Head Teacher | May 2023 | All pupils have engaged with Shelfie Challenge to read 1000 books as a school in Session 22-23. |
| Create Pupil Led ‘Literacy Development Group’ to oversee running of Library (Reading Café) /Shelfie Challenge, Literacy events | Teacher Leader of group & pupil group | Jun 2023 | Pupil group has successfully ensured sustainable delivery of Library and Literacy initiatives – 100% pupils have engaged with Literacy initiatives throughout the session. |
| Engage in virtual/face to face ‘Writer Visits’ linking with the world of work by inviting people who write as part of their work (LATN/Gazette staff, Singer/Songwriters, Gaelic Poets/Authors, BBC Script Writers etc) | Head Teacher | May 2023 | All school pupils will have engaged in at least two author events/visits and can make links between Writing and the World of Work. |
| Ensure consistency in Spelling and Handwriting through review of Policy, Programmes and Assessment. | Head Teacher | Oct 2023 | All teachers clear on Policies for Literacy and consistent approach for teaching and assessing spelling and handwriting in place. |
| Ensure targeted intervention for pupils identified as requiring support in Spelling and/or Writing through Staged Intervention and/or PEF. | Head Teacher, ASN Teacher, Support for Learning Auxiliaries, PEF Apprentice | May 2023 | Evidence of improvement in Writing attainment data for all pupils on Staged Intervention or PEF. |
|  |  |  |  |
| **Improvement Project Three** | Develop Pupils’ Voice and Independence in Health and Wellbeing Experiences. |
| **NIF Priority:** | * Improvement in children and young people’s health and wellbeing
* Placing the human rights and needs of every child and young person at the centre of education

**Drivers**:* Teacher and practitioner professionalism
* Parent/carer involvement and engagement
* School and ELC Improvement
 |
| **HGIOS4 or HGIOELC QIs:**  | **1.2** – Leadership of Learning. **2.4** – Personalised Support. **2.5** – Family Learning. **3.1** – Ensuring wellbeing, equality and inclusion. |
| **CnES Priorities:** | Health and Wellbeing |
| **Stretch Aim(s)**  |
| Develop P1-P7 Pupil Voice in decision making relating to learning, behaviour and Health and Wellbeing experiences in order to improve confidence levels in these areas by 20% by June 2023. |
| **Baseline Measures** |
| * Pupil and Teacher Survey measuring independence and confidence in leading own learning, behaviour and Health and Wellbeing experiences.
* Data from Silver Accreditation Report from Rights Respecting Schools
* Stakeholder Survey Data to measure understanding and use of The Decider Skills
* Survey Data to measure Pupil and Teacher attitudes on experiences in Physical Education.
 |
| **Change Actions & Methodologies (Secondary Drivers)** | **Reporting Responsibility** | **Completion****Deadline** | **Measures of Success** |
| Continue to embed Rights based approach and finalise work towards Gold Accreditation | Principal Teacher | June 2023 | Achieve Gold Accreditation for Rights Respecting Schools Award. |
| Undertake ‘Refresher’ Training for all teaching staff in Decider Skills and ensure familiarisation with Decider Skills resources and website. | Head Teacher | Oct 2022 | Teachers confident in implementing Decider Skills approach in classes |
| Begin to introduce Decider Skills approach in Sgoil-Àraich by talking about ‘fizz’ and identifying when we feel ‘fizzy’. | NKWs/PT | Oct 2022 | NKWs confident in discussing the ‘fizz’ and using ‘Fizzy’ the teddy to support discussions around emotion in the Early Years. |
| Identify Nurture space within school General Purpose room and set up. | Head Teacher & Class Teachers | Dec 2022 | Appropriate space set out as a nurture area for pupils. |
| All pupils from Sgoil-Àraich to P7 access Nurture space if and when required if they feel ‘the fizz’ and can use resources in this area to help them self-regulate. | NKWs, Class Teachers & Head Teacher | Dec 2022 | Pupils know where to go if they feel ‘the fizz’ and can identify strategies they can use in this area to help bring down ‘the fizz’. |
| Undertake ‘Playground based training’ in Decider Skills for playground supervision staff to ensure whole-school approach. | Head Teacher | Dec 2022 | SflA/Playground supervision staff confident in implementing Decider Skills approach in playground. |
| Hold a ‘Pupil-Led Family Learning’ event for pupils to explain Decider Skills approach to families. Gather views of parents relating to Decider Skills at event. | HT & P6/7 Pupils and teachers. | Dec 2022 | 80% increased understanding of Decider Skills from those in attendance at event.60% increased understanding from whole parent forum. |
| Develop progressive Pupil Profiling system from P1-P7 that takes account of Four Capacities of CfE and Wellbeing Indicators. | Head Teacher & Class Teachers | Oct 2022 | Pupil Profiling system in place and ready to be implemented by Oct 2022. |
| Embed Pupil Target Setting into Learner Conversations facilitated by Pupil Profiles.  | Class Teachers | June 2023 | Pupils will have set and reviewed personal learning targets across three terms.  |
| Develop leadership in P6 pupils through ‘Young Leaders’ Programme | P6 Class Teachers & Active Schools Coordinator | June 2023 | P6 pupils fully engaged in programme and confident in leading clubs/activities/events for pupils. |
| Develop After-School/Lunchtime Clubs in collaboration with pupils, parents and community partners and ensure these are equitable for all. | Principal Teacher | Dec 2022 | Programme of After-School/Lunchtime clubs in place that encourage wider achievement/skills development of learners in place. |
| Make links to the world of work by engaging in virtual/face to face visits with members of community who work in health promotion/mental health (CAMHs, Active Schools, Sports Centre etc). | Principal Teacher | Jun 2023 | Pupils have engaged in at least two visits and can identify links between physical and mental health and the World of Work |
| Engage in Sports Scotland School Sport Award programme to improve experiences of learners in Physical Education | Principal Teacher, Active Schools Coordinator | June 2023 | Achieve Bronze Accreditation for Sports Scotland Award. Pupil & Teacher improved attitudes in relation to Physical Education experiences.  |
| Conduct an audit of PE Equipment as part of Sports Scotland School Sport Award to identify gaps in resources. | Principal Teacher, Active Schools Coordinator. | Dec 2022 | Gaps in resources identified and prioritised for next budget spend. |

|  |  |
| --- | --- |
| **Improvement Project Four** | Develop Outdoor Learning Experiences in the Early Years |
| **NIF Priority:** | * Improvement in children and young people’s health and wellbeing
* Placing the human rights and needs of every child and young person at the centre of education

**Drivers:*** School and ELC leadership
* Teacher and practitioner professionalism
* School and ELC improvement
 |
| **HGIOS4 or HGIOELC QIs:**  | **1.3** – Leadership of change. **2.2** – Curriculum. **3.3** – Developing creativity and skills for life and learning. |
| **CnES Priorities:** | Learning for SustainabilityPlay Pedagogy |
| **Stretch Aim(s)**  |
| Improve Sgoil-Àraich staff confidence in planning for outdoor learning experiences by 30% by May 2023.Increase Sgoil-Àraich pupil access of outdoor learning environment to at least four days per week for at least 75% of the school year.  |
| **Baseline Measures** |
| * Staff survey into confidence/attitudes in planning for outdoors
* Floor book and Learning Journey outdoor learning evidence
* Daily outdoor learning opportunities to be tallied to measure overall time pupils access learning outdoors each week.
 |
| **Change Actions & Methodologies (Secondary Drivers)** | **Reporting Responsibility** | **Completion****Deadline** | **Measures of Success** |
| Embed use of colour coding system to evidence Outdoor Learning, Health and Wellbeing, Literacy and Numeracy across Planning Floor Books and Learning Journeys. | Head Teacher | Dec 2022 | All Sgoil-Àraich staff aware of and using colour coding system to evidence learning effectively. |
| Upskill Sgoil-Àraich staff in outdoor learning through training opportunities including:  - Learning through Landscapes - Outdoor Learning Manager - My World Outdoors/Successful Approaches to Learning Outdoors: A Thematic Review - Forest Kindergarten/Outdoor Nature School | Head Teacher | May 2023 | Increased staff confidence in planning and implementing learning opportunities outdoors.Outdoor Learning training evidenced in Training Records |
| Learning environments indoors and out to reflect staff training in the use of natural, heuristic resources to promote creativity and rich learning experiences. | Play Leader | Feb 2023 | Indoor and outdoor spaces include use of natural, heuristic resources. Staff can evidence how these are used to support learning. |
| Sgoil-Àraich Curricular leaders to ensure provision of high quality Literacy, Numeracy and Health and Wellbeing experiences outdoors. | NKW Curricular Leaders | May 2023 | All Learning Journeys evidence rich experiences in Literacy, Numeracy and Health and Wellbeing outdoors. |
| Re-establish free flow play indoors and outdoors in Sgoil-Àraich to further enable independent play. Fencing to be installed to support this. | Play Leader/ Head Teacher | Oct 2022 | All children access learning outdoors at least 4 days per week. |
| Sgoil-Àraich staff to visit other settings to identify and share good practice outdoors. | Nursery Key Workers | Feb 2023 | All staff can articulate good practice and improvements for outdoors. |
| Further develop the use of SeeSaw to engage parents in their children’s learning by evidencing indoor/outdoor learning and encouraging parents to contribute by uploading evidence of home-based learning and achievements. | Nursery Key Workers | Feb 2023 | 100% parents signed up to SeeSaw and at least 80% contributing to their children’s online learning journeys from home. |
| Extend Stay and Play sessions to include outdoor environment with parents supporting improvement of provision. | Play Leader/ NKWs | May 2023 | Almost all parents/carers engage in Stay and Play including the outdoor learning environment. |

**3.3 Outline Plans for 2023-2025**

|  |  |  |
| --- | --- | --- |
| **2023-24** | 1 | Improve Learning for Sustainability |
| 2 | Development of Social Studies Curriculum |
| **2024-25** | 1 | Review and develop Religious and Moral Education curriculum |
| 2 | Improve Learning and Teaching in Expressive Arts |

**4. Glossary of Terms**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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