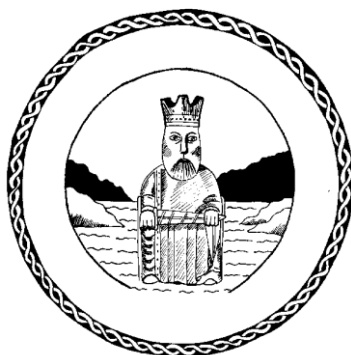**COMHAIRLE NAN EILEAN SIAR**

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

Sgoil Ùige
Uig School

Aithisg Ìre de Mhathas 2023-24
Plana Leasachaidh na Sgoile 2024-25
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Standards & Quality Report 2023-24
School Improvement Plan 2024-25

A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together

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

Contents

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 Ùige is located at the heart of its community, offering pre-school education through the medium of Gàidhlig and primary school education through the mediums of Gàidhlig and English. The school roll is currently 29 pupils, with 6 children registered in the Sgoil Àraich.

We have two Gàidhlig Medium classes (GM1-4 and GM5-7), and one English Medium (or Gaelic Learner) class (GL1-7). The Sgoil Àraich is open daily and provides eligible children with up to 30 hours of provision per week. The Sgoil Àraich is an integral part of the school community. Sgoil Àraich staff work closely with the P1-3 Gàidhlig Medium teacher to plan and deliver high-quality learning experiences for the children. The school and Sgoil Àraich use the surrounding community and environment to support learning. All teaching staff are GTC-registered and there are two Nursery Key Workers employed in the Sgoil Àraich.

The school enjoys strong links with its community and is well supported by local organisations and partners. The school has an active Parent Council who support many of the ventures undertaken by pupils and staff. The school has been accredited as a Health Promoting School and has been awarded 'Bronze: Rights Committed' as part of UNICEF's Rights Respecting Schools Award. Further work to achieve Silver is planned.

1.2 Our Vision, Values, Aims and Curriculum Rationale

Our Vision, Values and Aims

Lèirsinn
Gach leanabh ullaichte airson soirbheachas
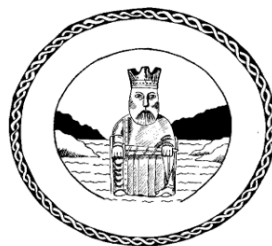
Vision
Every child equipped to succeed

Toileachas   Spèis   Earbs
Ar Luachan
Misneachd   Co-obrachadh

Happiness   Respect   Trust
Our Values
Confidence   Teamwork

Amasan

Sgilean gus ar cuideachadh a bhi soirbheachail san t-àm ri teachd tro:
- Ionnsachadh intinneach, dùbhlanach, spòrsail le cothroman airson smaoineachadh neo-eismeil
- Àrainneachd làn spèis airson luchd-ionnsachaidh agus luchd-obrach, far an tèid sgilean agus dànachd-inntinn an leasachadh
- A bhith nar buill èifeachdach agus misneachail den choimhearsnachd
- A' cur luach air ar eachdraidh, cànan is cultar
- A' cnuasachadh air ar n-ionnsachadh

Aims

To provide skills that equip us for future success through:
- Experiences that are stimulating, challenging, enjoyable and encourage independent thinking
- An environment that is respectful to all pupils and staff where skills and resilience are developed
- Being effective and confident members of our community
- Valuing our history, culture and language
- Reflecting on our learning

Our Curriculum Rationale:

We have fully revised and refreshed our Curriculum Rationale, in consultation with pupils, parents and staff, this session. The full document is available; below is a snapshot summary:

Our curriculum is designed to:
- Promote a Gàidhlig ethos in all areas of school life
- Maximise opportunities to learn within the unique local environment and community
- Foster an understanding of our locality, including its culture, language, people, history and potential
- Provide our pupils with a learning experience that is varied, challenging, aspirational, well-paced and holistic
- Support all pupils to develop new and existing skills, and to understand their relevance in the wider world and the world of work
- Be inclusive and supportive of all learners
- Help each learner to progress, following a curriculum pathway that suits each pupil's needs
- Promote an ethos of teamwork, support and consideration amongst the entire school community
- Encourage and facilitate flexibility, creativity and innovation from staff and pupils

Key features of our curriculum include:
- Gàidhlig language and culture
- Community engagement and involvement
- Rights Respecting Schools
- Global Citizenship
- Learning for Sustainability
- Developing the Young Workforce
- Skills development
- Eco schools
- Outdoor learning
- Enterprise in Education
- STEM
- Sports
- Bikeability
- Swimming

When planning learning experiences, our planning is informed by the seven principles of curriculum design:
- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

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**
Staff	Ongoing	Formal meetings Informal discussions Self-evaluation against QIs Engaging with Advice on Gaelic Education Revising immersion policy Working through post-inspection action plan (see below)	• We now have a more secure understanding of the immersion principles and how the *Advice for Gaelic Education* informs classroom practice	✓	✓
			• As we have engaged with increased moderation of work and attainment, we are ensuring we have more robust and consistent assessments of progress within and towards levels	✓	✓
			• Through collaboratively writing a new curriculum rationale (including collaboration with pupils and parents), we have a renewed shared basis planning and delivering learning	✓	✓
			• All GM pupils are showing increased willingness to converse in Gàidhlig and are displaying a more positive attitude as a result of our shared focus on strengthening its use	✓	
			• We continue to reflect on the purpose and work of the newly-established pupil groups and have identified that more definition of their remits and responsibilities is required		✓
Children and young people	Term 1	Discussion of, planning for, voting for and establishing pupil committees (pupil council, RRS steering group, media group) Ongoing work with these groups	• All pupils were involved with the discussions and, as such, were supported to influence the purpose of the committees	✓	✓
			• All P4-7 pupils are members of a pupil group and work collaboratively, with the support of a teacher, to achieve set targets	✓	
			• We have planned to introduce a further pupil group (an eco-type group) for P1-3 pupils to ensure that all pupils are members of and actively involved in a group	✓	✓
	Ongoing	Lightning Topic planning	• All pupils continue to play an active role in planning their learning, particularly	✓	

		and evaluation	when planning (and evaluating) lightning topics		
	Term 3	Curriculum Rationale consultation	• All pupils worked together, with the support of staff, to identify strengths and next steps for the school's curriculum and their views are recorded in the curriculum rationale document	✓	
	Term 3	Curriculum evening – planning and presentation	• All pupils planned for and shared work at the curriculum evening – feedback was overwhelmingly positive and we will plan for this to be a regular event in the school calendar	✓	✓
	Term 3 and 4	GM1-4 pupils involved in data-based project to improve writing	• All GM1-4 pupils are showing clear improvements in writing • All GM1-4 pupils are displaying more engagement with writing and can discuss how the project has improved their attitude to writing, the amount they are producing and the quality of their writing • Roll CYPIC-style approach out across the whole school next session	✓ ✓	 ✓
	Term 4	GM6-7 pupils involved in planning for and ongoing evaluation of short-term Gàidhlig reading intervention	• All GM6-7 pupils were involved with planning the reading project and setting ambitious targets and report a positive impact on their understanding and confidence when reading Gàidhlig • We are able to see a positive impact on reading ability, confidence and comprehension for all participants and plan to introduce a longer-term supportive strategy for Gàidhlig reading next session	✓ ✓	✓ ✓
Parents and Carer	Ongoing	Lightning Topic planning	• Most parents contribute ideas to what they would like to see their child learn and how • Lightning Topic plans are shared with all parents and all parents are invited to contribute to the planning process	✓	
	Termly	Curriculum Overview	• Curriculum overviews are now being issued to share with parents what learning is planned for the upcoming term(s). Parents are invited to comment and share their own ideas, ways they could contribute etc	✓	
	Term 3	Curriculum evening	• Almost all parents attended a curriculum evening in term 3 to find out about how and what pupils are learning, and the feedback was overwhelmingly positive	✓	✓

	Term 3	Curriculum Rationale consultation	• We will plan for a curriculum evening to be part of our annual calendar of events		✓
			• All parents were invited to contribute to the Curriculum Rationale and some chose to do so. Their views inform our vision, values, aim and rationale	✓	✓
	Term 3	*Polieasaidh Bogaidh* consultation	• All parents were invited to comment on our *Poileasaidh Bogaidh*	✓	✓
Community and other stakeholders	Term 4	Education Scotland	• We received feedback on the *Poileasaidh Bogaidh* and have been given advice as to how to further develop the document and our resulting practice		✓
		Education Scotland	• We are now aware of resources which we can access to assess and track progress in Gàidhlig writing, which will support an improvement project next session		✓

# Aithisg Ìre de Mhathas 2023-24

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Standards & Quality Report 2023-24

Section Two – Standards & Quality Report 2023-24

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

- The National Improvement Framework priorities
- School Improvement Plan projects
- National and Local Stretch Aims
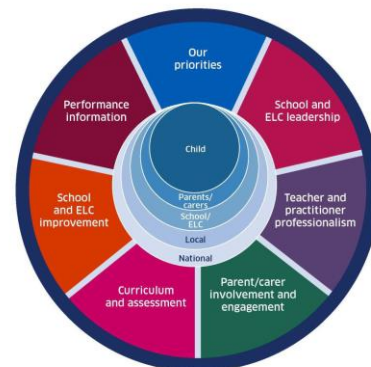
2.1 The Year in Review - Successes and Achievements

This year, we have established a formal Pupil Council (until now, all pupils acted as a *de facto* Pupil Council), re-established a Rights Respecting Schools Steering Group and created a Media Group, who provide material for our social media, newsletter and local newspaper. Each of those groups is supported by a member of staff, but are encouraged to operate as independently as possible. All P4-7 pupils are members of one of the groups, and the membership was voted for by pupils. We have also established a house system with all pupils allocated a house (Suaineabhal or Mealasaibhail). Points are awarded for a variety of reasons and a winning house is declared each Friday. Each house has a captain and vice-captain, applied for and voted for by pupils.

Pupils have taken part in a variety of events this year, including the local Science Share, Cuach na Cloinne, girls' football, the Lord Leverhulme *Dìleab* project, a Christmas performance, fundraising activities and will, in term 4, take part in Mòd Ionadail Leòdhais. We continue to provide local opportunities through our monthly Skills Days, an after-school club in terms 2 and 3 and we work with Comunn na Gàidhlig to support a weekly Sradagan group.

We arranged a mainland trip for our P6 and P7 pupils in April, which was very successful. Staff, pupils, parents and the wider community worked to plan the trip and to fundraise, with the result that costs to families were kept to a minimum contribution. This is the first mainland trip the school has had in quite some time as the school roll meant it was not feasible. We now plan to establish a trip of this sort every second year, with a rolling programme of fundraising.

As a staff team, we have worked to bring forward actions as a result of the inspection visit in June 2023, details of which are in a separate update document.

We have faced challenges through staff absences, particularly as the Head Teacher had a sickness absence of 4 months, and following the resignations of a nursery key worker and school assistant; one post is in the process of being filled but at time of writing they have been unfilled for 4 months and 2 months respectively. This, along with how the inspection report changed our improvement priorities for the year, have had an impact on how much work has been done on the two identified improvement projects.

2.2 Self-Evaluation, Quality Assurance and Evidence Gathering Processes

Our self-evaluation, quality assurance and evidence-gathering this session have been driven by the HMIe report (October 2023). We have worked with colleagues from other schools and parents to push forward with improvements and evaluate them through activities such as classroom observations, planning feedback, pupil focus groups, work sampling and discussions with the parent body. An area of development was to improve the robustness of all these evaluative activities and to ensure they are more formally recorded, and we have worked to ensure this more robust, formalised approach is in place.

This work has included:
- Refreshing and agreeing a more robust quality assurance calendar
- Identifying an additional attainment tracking point and improving the recording of discussions and target setting at the point of tracking
- Introducing planning formats that support staff to improve their planning, with clear evidence of breadth, depth, challenge, progression, pace and differentiation
- Implementing a new format for reporting to parents, to more clearly inform parents about their child's learning journey
- Facilitating an additional parents' appointment for more detailed updates as to children's progress and next steps
- Planning a pupil-led curriculum evening to share learning with parents
- Consulting with staff, pupils and parents on a detailed curriculum rationale
- Consulting with staff and parents on a formalised immersion policy
- Two members of staff are taking part in the CYPIC 'improving writing' project
- New curriculum pathways have been identified, agreed and are being used by all staff

2.3 Progress Towards Delivery of the National Improvement Plan Priorities

Priority	Approaches/Interventions	Impact	Next Steps
Placing the human rights and needs of every child and young person at the centre of education.	• This session, we have restarted our Rights Respecting Schools work. We have re-established a pupil working group (chosen by the pupils) and they have worked closely with a teacher to develop an increasing awareness of children's rights, including 'right of the fortnight' and planning and delivering a rights-based skills day. In March 2024, we were recognized as a 'Bronze: Rights Committed School' and we are now working towards Silver accreditation • Pupils are deepening their awareness of rights and are able to discuss rights with others. • Pupils are routinely involved in decision-making processes, including our curricular approaches, and our vision, values and aims • All P4-7 pupils have a role in a pupil leadership group (Pupil Council, Rights Respecting Steering Group, Media Group) • All pupils have been allocated a house in a new system, and points are awarded for a range of purposes, including displaying awareness of rights, the needs of other and similar positive citizenship behaviours	• Almost all pupils value their role as a member of the school • All pupils are actively involved in decision-making processes (at class and/ or school levels) and have influence over how they learn, what they learn and what takes place across the school • Newly-established pupil groups have had positive, visible impacts (e.g. fundraising, developing a blog, reviving the school's social media presence, leading towards RRS accreditation) • House captains work well together and with staff to consider and evaluate changes across the school • House captains are learning how to communicate well and effectively with their peers to share information and to gather views	• Continue to involve pupils in an increasing range of activities, including school improvement using HGIOURS • Develop pupil leadership groups further to meaningfully involve P1-3 pupils • Work with pupil groups to refine their aims and objectives, and work as a staff team to support them to meet these • Work towards Silver RRS accreditation

Improvement in children and young people's health and wellbeing	- Majority of assemblies focusing on understanding of wellbeing indicators - Daily mile (walking and jogging) - PE continues to focus on developing skills - Focus on relationships, managing conflict, motivation, problem solving in P1-3	- All P4-6 and most P1-3 pupils can discuss most of the wellbeing indicators and how they relate to them personally - Improvement in general fitness; benefit to general wellbeing being outdoors and having time with friends/ staff to have informal conversations - All pupils developing a range of skills that can be applied to various sports/ activities, and are developing an understanding of how their meta skills (e.g. teamwork, communication, problem solving) can relate to physical activities and games - Almost all pupils are showing improvement in all areas	- Ensure understanding of wellbeing indicators is embedded and features regularly in all learning - Continue to develop physical fitness and wellbeing using the natural environment - Continue to focus on skills development and support pupils to make more progress in identifying and discussing skills, and in working to enhance their existing skills
Closing the attainment gap between the most and least disadvantaged children and young people	We continue to support disadvantaged families in a range of ways such as: - Non-uniform days limited to last day of term only, and no cost associated - For events such as World Book Day, Halloween, Christmas Jumper Day, pupils participate, but parents are advised that they should only do so if it can be achieved without them incurring unnecessary expense - Information about FSM, clothing grant etc regularly shared to encourage potentially eligible parents to apply 'Recycled' uniforms made available to parents - Enterprise/ fundraising projects aimed at the wider community (including visitors) rather than	- All learners, and their families, are fully included in all school-based activities - There is a negligible poverty-related attainment gap - All pupils are supported to participate fully - Approaches to teaching and learning, home learning etc ensure that families are not disadvantaged - All families are supported when needed for home learning activities - All families are offered support with Gàidhlig, where there is no adult speaker at home	- Continue to plan learning, events and activities that are accessible for all - Continue to monitor the local situation and use our knowledge of and relationships with our families to provide bespoke support when needed - Work with pupils and parents to plan for a cycle of fundraising activities to consistently provide opportunities for pupils whilst minimising financial burdens on families

	- financial expectations constantly being placed on parents - Low-cost daily snack approach continues - Weekly after-school club led by EAA and class teacher to provide additional opportunities for pupils within their own community - P6-7 mainland trip re-established, including fundraising to keep family contributions to a minimum		
Improvement in skills and sustained, positive school-leaver destinations for all young people	- We continue to use Skills Days to provide a wide range of challenging, stimulating, skills-focused experiences for all pupils - We continue to focus on skills in curriculum planning, and feature identified skills in our refreshed planning formats - Establishment of formalised pupil committees - Began working with Skills Development Scotland to trial a meta skills approach	- All pupils are developing an understanding of what skills are, how they use skills and how skills can be transferred to different situations - All P4-7 pupils are members of a pupil committee and are being supported to put their skills to use in meaningful, real-life ways	- Continue to work with SDS to build on the early stages of work from term 3 - Plan for establishing a basic skills-based approach and vocabulary for Sgoil Àraich - Further work to develop skills across all stages, but particularly at P1-4 - Create a meaningful pupil committee for P1-3 to support their development and understanding of how to use skills within the school and community
Improvement in attainment, particularly in literacy and numeracy.	- Increased focus on developing writing across all classes - Planned for more opportunities to write, and at an earlier stage - Focused Gàidhlig reading approach with GM6-7 pupils	- Almost all pupils are evidencing clear improvements in writing - Teachers have gathered significantly more evidence of writing than was in place last session - All early and first level pupils given many opportunities to develop writing, and evidence of progress is in their work - All GM6-7 pupils are displaying improved comprehension - All GM6-7 pupils report an increase in their enjoyment of reading Gàidhlig texts	- Continue to develop writing approach and opportunities - Plan for more moderation of writing opportunities with other schools - Continue to focus on Gàidhlig reading, with extension to current GM5 group - Extend CYPIC reading approach across school

		• Almost all GM6-7 pupils reading with increased fluency, expression and understanding within early stages of the intervention	

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

Outcome	Actions	Impact	Next Steps
[[**What were your outcomes?** (Improving what, for who and by when?)]]	• [[**What did you do?** Brief list of key actions and activities actually undertaken (may be different to that initially planned).]]	• [[**What was the impact on the learner?** Evaluative summary with supporting evidence (What's changed, for whom and how do you know?).]]	• [[**What do you plan to do next? Maintenance?** If applicable, give brief detail about any continuation of work or planned future developments related to the project.]]
All GM3-7 pupils will have achieved at least 80% in an oral Gàidhlig fluency assessment by April 2024	• Gàidhlig grammar baseline assessments carried out to identify areas of strength and development. These have been shared and discussed with pupils, and the development areas have been a focus for teaching • A focus on oral fluency has been interwoven into lessons across the GM curriculum as part of an approach to increase attainment, progress and pace of learning in all areas • Gàidhlig grammar has been taught as a focus during NCCT cover for GM5-7 • Short-term reading project has provided additional opportunities for GM6-7 pupils to speak and develop fluency in small-group settings	• All GM1-4 and almost all GM5-7 pupils are more confident in speaking Gàidhlig to peers and adults than in May 2023 • Most GM6-7 Young Leaders are able to deliver sessions to peers and younger pupils through the medium of Gàidhlig in a clear and confident manner • Almost all GM3-7 pupils are able to discuss aspects beyond learning (e.g. aspects of school life) in Gàidhlig with increased fluency and confidence	• Continue to monitor fluency and support pupils to develop their oral languages skills in the widest possible contexts • Ensure that all GM pupils' experience is in line with the *Poileasaidh Bogaidh* established this session
To increase the understanding and application of all pupils to include all meta skills (currently approx. 33%)	• This project was not considered a priority in light of the post-inspection process • Staff continue to reference meta skills specifically and broader skills generally to encourage pupils to	• Almost all P5-7 pupils are able to discuss skills and identify some of their own skills and how they could be used in different contexts	• Revisit meta skills from the Sgoil Àraich upwards to embed the introductory work that has already taken place

	think about skills and their development		
Post-inspection improvements as per the agreed action plan (March 2024 update document inserted below)	•	•	•

Sgoil Ùige agus Sgoil Àraich Ùige

Journey to Excellence – Action Plan (Parent Version)

Action	Due Date	March 2024 Update	Next Steps
Create an updated Curriculum Rationale for the school and Sgoil Àraich. Pupils, parents and staff will be consulted and have an opportunity to input into the refreshed Rationale which will be bespoke for the school.	December 2023	A draft Curriculum Rationale was shared with parents this month. Parents' input will be gathered at the curriculum event (14 March) and added to the document. Any further feedback from pupils, parents or staff will be used to finalise the document.	Add parents' aims Add any further feedback Finalise by 30 April
Gàidhlig Management in the school will facilitate learning opportunities for staff to engage in professional learning and dialogue around *Advice on Gaelic Education 2022.* The school will consistently adopt the Gaelic First Policy of CNES and make Gaelic visible in all areas of the school. Teaching staff in GME will ensure Gaelic is used consistently in all lessons to develop vocabulary and grammar. Gaelic Grammar progression pathways will be used to ensure progression of learning at all stages.	December 2023	Staff have ensured that Gàidhlig is visible and prominent in and around the school on displays etc. A Poileasaidh Bogaidh (Immersion Policy) has been created to formalise how the school and Sgoil Àraich will ensure that the principles of language immersion are adhered to. This document will also support parents to have a clearer understanding of the principles and phases of immersion. Teaching staff are building on prior work to ensure that aspects of grammar are embedded in and across all learning in GM classes, using progression pathways. Teachers are ensuring that new and topic-specific vocabulary (e.g. related to Skills Day activities) are shared with pupils prior to taking part in learning activities. They are also revisiting the vocabulary to support pupils' retention of it and to improve their ability to use the relevant vocabulary when discussing their learning, and in different contexts in the future.	Conduct staff audit related to the *Advice on Gaelic Education March 2022* document by 30 April *(this will highlight any areas where further emphasis and/ or CPD are required)*
Adopt new planning formats to ensure all areas of the curriculum are planned for. Staff will use the new planners and progression frameworks to ensure progression in learning and that all curricular areas are planned for. This will include support and challenge to meet the needs of all learners.	December 2023	New, detailed planning formats have been in place since August 2023 and teachers have engaged with them. They provide a more detailed overview of planned learning and activities, as well as linking to contexts for learning, skills development and other educational focusses. Teachers are using the detailed planners in conjunction with new progression pathways, to provide greater consistency. Previously used progression pathways have been replaced. Staff are considering trialling a slightly modified planner in term 4 to have two options in order to make an informed decision as to what to use moving forwards.	Trial alternative planner and evaluate both to have an agreed planning format for the start of next session by 31 May

		The aim is to link more widely to aspects of Curriculum for Excellence and to incorporate priorities such as the Rights of the Child A termly curriculum overview for each class is being shared with parents. Planning is being quality assured termly, with feedback and next steps for teachers.	
Gaelic Learners The school will develop a progression pathway for Gaelic Learners to ensure pupils progress toward the expected levels	December 2023	A Gaelic Learners pathway is in place and being used by the class teacher	
Writing Policy The school will create a writing policy which will ensure progression from P1 to P7 and a consistent approach in learning, teaching and assessment of writing	March 2024	See below	
Develop a Learning, Teaching and Assessment Policy A new Learning, Teaching and Assessment Policy will be written for the school. The policy will ensure a consistent approach across all classes. Planning for assessment of pupils will feature in the policy. It will also feature Moderation of pupil work across the classes in Uig and also across other schools.	March 2024	Work has begun on writing a *Learning, Teaching and Assessment Policy*. This will incorporate a Writing Policy. We have formalised an assessment calendar which will provide all staff with guidance for what assessments are to be carried out when and by whom. We have explicitly included planning for assessment in the new planning format, and staff are more formally recording this aspect of planning. Moderation of work has been carried out by the HT and colleagues from other schools. All teachers are taking part in a large inter-school moderation project this session, with a final moderation event taking place on 20 March. Two members of staff have undertaken training in a data-driven approach to analyse and address needs in writing. This project is being rolled-out with GM4 pupils in terms 3 and 4 and will be evaluated in-house and with colleagues from various schools across the authority.	First draft of *LTA* policy to be ready for consultation by mid-May, with agreed policy in place by mid-June Evaluation of writing project to be undertaken, and staff to plan for ways of using the approach across the school and in other curriculum areas (June)

Quality Assurance School Leaders will create a Calendar of Quality Assurance to ensure consistency in Learning, Teaching and Assessment. It will also include tracking of attainment for every pupil in the school and Sgoil Àraich. Class teachers will meet termly with school leaders to discuss pupil attainment and next steps in learning. There will be a record kept of all meetings and points raised will be actioned by class teachers or external agencies/partners.	December 2023	A calendar of quality assurance activities has been agreed and formalised. Attainment tracking takes place at three specified points of the year (in line with the agreed approach to tracking within the authority), and teachers meet with the HT termly to discuss attainment and to explore how to support pupils who may not be on track to achieve. Wider achievement tracking is in place, and the majority of pupils are taking responsibility to record their own achievements. Quality assurance activities involving HTs from other schools have taken place, with further activities planned for 27 March, to add to triangulation of evidence. Feedback and next steps are provided to teachers. HT and EHT have also carried out, and will continue to carry out, a programme of quality assurance activities. We have established a monthly newsletter to share news, successes and learning with parents.	Investigate using Seesaw to track wider achievement for next session
Self-Evaluation School Leaders, staff and pupils will engage in robust self-evaluation tasks. These will highlight areas of strength and next steps for improvement.	December 2023	The calendar referenced above is supporting a formalised, planned approach to self-evaluation. Staff have self-evaluated against some of the Quality Indicators from *How Good is Our School? 4*. Further self-evaluation work is planned, including the *Advice on Gaelic Education* audit referred to above. Pupils have engaged in some self-evaluation work, including as part of our Rights Respecting Schools work, and they have contributed to the refreshed Curriculum Rationale.	Plan for more pupil involvement with self-evaluation, including using the pupil-friendly version of HGIOS
Evidence Evidence of improvements/changes will be kept throughout the school year.	June 2024	The gathering of evidence is ongoing.	

2.5 Summary of Pupil Equity Fund Action and Impact

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

Measure	Approaches/Interventions	Impact	Next Steps/Future Development
Attainment • ACEL • Baselines and Gap • Achievement over Time • Local Measures	• Additional Gàidhlig language input to support oral language skills	• Most learners are on track to achieve in numeracy and all areas of literacy • Most learners are on track to achieve in Health and Wellbeing and in all other curricular areas	• [[If applicable, give brief detail about any continuation of work or planned future developments related to the PEF Measure.]]
Attendance • Attendance Change • Male/Female etc. • Patterns/Reasons • Exclusions	• Attendance is monitored	• All learners have at attendance rate over 90% • Absences were all related to health or family circumstances • There were no exclusions	•
Inclusion • Ethos and Culture • Reducing Exclusions • Meeting ASN • Social/Emotional Support • Equity/COSD	• ASNs addressed with appropriate interventions, where required	• Most learners have been fully involved in all school/ class activities throughout the year	•
Participation • Measures of Participation • Change over Time • Participatory Activity • 7 Golden Rules	• Skills Days and other school-based activities (e.g. Mòd, Christmas performance, P6-7 mainland trip, after-school club) available to all pupils to support and encourage participation	• Most learners have been assessed as having 'high' or 'extremely high' levels of participation in school and beyond school	•
Engagement • Targeted Measurement • Emotional/Cognitive • Change over Time • Parents and Carers • Equity/Removing Barriers	• Class teachers support learners on an ongoing basis to ensure their levels of engagement remain high	• Most learners have been assessed as having 'high' or 'extremely high' levels of engagement	•

2.6 Evaluation of Progress - HGIOS4 Quality Indicators

Quality Indicator	Evaluative Judgements	Grading	Sources of Evidence
1.3 Leadership of Change	- Staff have shared understanding, vision and values for all our improvement work - Pupils have meaningful opportunities to contribute to planning and evaluating learning - Pupils have leadership opportunities and are empowered to take responsibility for their own learning - Parents and children are involved in ongoing evolution of vision, values and aims. and school improvement work - Collaborative approach to all school improvement work and initiatives - Staff are empowered and supported to lead projects, initiatives and have ownership over their learning style and approach. All this could be evidenced by discussions with staff, pupils and parents. - All GM6-7 pupils are working with staff to deliver a short-term focus on improving Gàidhlig reading, and all pupils in the focus group report increased confidence at an early stage of the project	Satisfactory	- Discussion with staff/ pupils/ parents - Lightning topic planners/ evaluations - QI1.3 evaluation - Pupil focus groups
2.3 Learning, Teaching & Assessment	- All staff use a range of approaches to deliver quality learning experiences for pupils - All staff carry out ongoing assessments, supplemented by standardised assessments, to identify the progress of pupils - All staff engage in moderation activities with colleagues using the benchmarks - All staff are increasing their understanding of SNSA/ MCNG data to inform their conclusions about pupils' progress - All pupils are developing a range of skills within and outwith the classroom setting, and are developing their understanding of how these skills can be linked to the world of work - All staff are engaging with newly-agreed planning approaches, progression pathways and reports to parents - All staff use a range of approaches (e.g. staged intervention, RAFA, CYPIC) to support pupils where a need or an area for development has been identified	Satisfactory	- Tracking and monitoring - Standardised assessment data - Feedback - Vision, values, aims - Pupil progress reports - Pupil work - Wall displays - Pupil committees' impact - Pupil action plans

3.1 Ensuring Wellbeing, Equity & Inclusion	• All pupils have positive, trusting relationships with the staff team and know who to speak to if they have concerns • All staff strive to get to know the pupils as individuals and, where possible, tailor activities to focus on the needs and interests of the pupils • All pupils are included, engaged and involved in the life of the school • All pupils are consulted and given the opportunity to shape new developments within the school	Satisfactory	• Pupil discussions • Vision, values, aims • Teachers' plans
3.2 Raising Attainment & Achievement	• Most pupils are attaining in line with their indicative cognitive abilities and teachers' professional expectation based on ongoing observations • Most pupils are on track to attain in numeracy and literacy • Attendance levels are very good, with no exclusions this session • Ongoing monitoring and tracking of pupils in place • Improvements in pace and challenge have been a focus for all staff	Satisfactory	• Standardised assessment results • SNSA results • MCNG results • ACEL data • Pupil progress reports

2.7 Progress Towards Achievement of National and Local Stretch Aims

Summary data in relation to achievement of stretch aims to close the poverty-related attainment gap. Please reference the Comhairle's Stretch Aims Report 2023-24 when completing this section.

1a	Increase the attainment in English literacy of learners registered for FSM in P1, P4 & P7
Stretch Aim: Reduce the poverty-related attainment gap between FSM and not FSM by 3.1%.	
60% of pupils registered for FSM in P1, P4 and P7 are on track to attain. Interventions are in place to support those not on track to attain.	

1b	Increase the attainment in numeracy of learners registered for FSM in P1, P4 & P7
Stretch Aim: Reduce the poverty-related attainment gap between FSM and not FSM by 3.0%.	
80% of pupils registered for FSM in P1, P4 and P7 are on track to attain. Interventions are in place to support those not on track to attain.	

6	Reduce the combined attainment gap in writing at P1, 4 & 7 for learners registered for FSM in Gaelic and English
Stretch Aim: Reduce the poverty-related attainment gap between FSM and not FSM in Gaelic and English by 2.5%.	
60% of pupils registered for FSM in P1, P4 and P7 are on track to attain. Interventions are in place to support those not on track to attain.	

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

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

- Develop Gàidhlig Curriculum and Culture
- Embed Learning, Teaching and Assessment Strategies
- Build Relationships and a Relational Approach across the School and Sgoil-Àraich

Plana Leasachaidh na Sgoile 2024-25

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School Improvement Plan 2024-25

Section Three – School Improvement Plan 2024-25

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

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

3.1 Creating the Plan

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

School
- Standards & Quality Report
- How Good is Our School Framework
- Self-evaluation programme
- Views of learners, staff 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
- Verity House Agreement (i.e. tackle poverty, deliver net zero, deliver sustainable person-centred public services)

3.2 School Improvement Planning Context and Influencing Priorities

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

CNES ES&CS Department Priorities	CNES ES&CS Improvement Themes
DP1 Deliver high-quality learning and teaching in all educational settings, recognising the rights and needs of all children and young people.	**IT1 Raising Attainment** For All, for PEF, for CECYP – Curriculum Design
DP2 Ensure effective and accountable leadership for all.	**IT2 Gaelic Language, Culture & Heritage** Strategy, GME, GLE, progression
DP3 Improve the use of data to secure excellent outcomes for all learners in the Outer Hebrides.	**IT3 Learning for Sustainability** Citizenship, RRSA, Outdoor Learning, Play
DP4 Improve curriculum, learning and wellbeing transition planning at all key stages for children and young people.	**IT4 Health & Wellbeing** Mental Health, Physical Health, Participation & Engagement

NIF Priorities	NIF Drivers
NP1 Placing the human rights and needs of every child and young person at the centre of education.	**ND1** School and ELC Leadership
NP2 Improvement in children and young people's health and wellbeing.	**ND2** Teacher and Practitioner Professionalism
NP3 Closing the attainment gap between the most and least disadvantaged children and young people.	**ND3** Parent/Carer Involvement & Engagement
NP4 Improvement in skills and sustained, positive school-leaver destinations for all young people.	**ND4** Curriculum & Assessment
NP5 Improvement in attainment, particularly in literacy and numeracy.	**ND5** School & ELC Improvement
	ND6 Performance Information

CNES Corporate Business Plan Links	Northern Alliance Phase 4 Plan
BP1 Strengthen the Local Economy Increased level of skills across our community & workforce (1.1.4).	**NA1 Wellbeing and Learning** Feeling well and learning well.
BP2 Support for Children, Families & Young People Attainment, Early Intervention, Lifelong Learning, Health, Childcare (2.1.1 – 2.1.5)	**NA2 Social Intelligence** How we work and learn together.
BP3 Supporting Resilient Communities & Quality of Life Gaelic language, safe communities, reducing poverty & inequality. (3.1.1, 3.1.4, 3.1.5)	**NA3 Equality Investments** How we break down barriers to wellbeing and learning.
BP4 Be a Sustainable & Inclusive Council Environment, reduction in carbon footprint, Net Zero, Equity of opportunities (4.1.2, 4.1.3)	**NA4 Systemness** Working together to improve our system.

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

Attainment Gap English Literacy	Attainment Gap Gàidhlig Literacy	Attainment Gap Maths/Numeracy
[[based on % combined P1,4,7,S3 that achieved all aspects of literacy 2023.]]	[[based on % combined P1,4,7,S3 that achieved all aspects of literacy 2023.]]	[[based on % combined P1,4,7,S3 that achieved Maths/numeracy 2023.]]

Planning Objectives	Cohort	Improvement Actions	Resources	Monitoring
Improve engagement across the curriculum by at least two points on the Leuven Scale for identified pupils.	Identified PEF Pupils with a Leuven score of 3 of less	• Create robust and targeted Action Plans through Staged Intervention process for identified pupils who are also on SI - ensure pupil and parent involvement. • GLA/CT to focus on challenge and enjoyment, personalisation and choice for PEF Individual Actions plans and 1:1 sessions and feedback info to CTs.	• ASN Action Plans and PEF Action Plan	Leuven Scale observations on engagement to be carried out in Sept and Apr. CTs to monitor day to day engagement and work with GLA to improve.
Ensure pupils are in school at the correct time and are ready to learn.	All PEF pupils	• Create a breakfast club to enable all PEF pupils to come to school at the correct time and have a 'soft-start' approach to the day so they enter classes calm and ready to learn. • GLA to use breakfast club as an opportunity to catch up with PEF families as required.	• Breakfast resources • GLA/SA/RRS committee to support running of club	GLA to monitor uptake of Breakfast Club Pupil/Parent/CT survey to measure impact.
Increase opportunities for pupils to develop skills and wider achievements currently hampered by living in remote rural location	All pupils including PEF pupils	• Create an After-School club run by GLA & CTs/HT. Focus on different skills each term eg sport/art/music. • Encourage parent and community partnerships. • Enable those who cannot attend wider achievement clubs in Stornoway due to distance/fuel costs etc to develop skills locally.	• Community and parental partnerships & resources as required • CTs time in WTA	Pupil/Parent/CT survey to measure impact. Wellbeing webs hgiOURs theme 3
Improve targeted intervention for all PEF pupils to meet individual needs	All PEF pupils	• GLA to meet with all CTs once a term to create individual action plans with short term targets. • GLA to meet with HT 2x per session to review action plans, timetable and support measures in place.	• PEF Action Plan created •	Measure impact through OTTA meetings and plan further interventions/next steps.

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.

1	**Project Title:**	Develop Gàidhlig Curriculum and Culture	**Baseline Data:**	Immersion Toolkit Gàidhlig Ethos Toolkit HMIe Inspection Report
	Objectives:	Create a positive Gàidhlig ethos across the school. Ensure appropriate pace and challenge for all learners in Gàidhlig.	**Target Data:**	% improvement in ACEL Data & OTTA Data Gàidhlig Oral Language Assessments MCNGs
	Links to Local/National Priorities or Stretch Aims:	IT2, NP5, ND4, BP3,	**Lead Responsibility:**	Head Teacher

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
1.1 Create a Gàidhlig Immersion Policy which clarifies the approach taken to both Gàidhlig Medium and Gaelic Learners education as well as methods used to ensure Gàidhlig oral language progression in the immersion phase and beyond and a strong ethos of Gaelic across the school. Ensure clarity on identifying learners at risk of transferring out of Gàidhlig Medium Education and provide appropriate support to avoid this wherever possible.	Whole school	January 25	Policy will provide clarity of approach regarding all aspects of Gaelic for staff, parents and pupils. Gàidhlig across the school curriculum as evidenced through qualitative sampling of views and reduction in numbers of those at risk of transferring out of Gàidhlig Medium.
1.2 Gàidhlig pupil steering group to be created to drive forward improvements in Gàidhlig ethos and culture across the whole school. • Create opportunities to recognise and celebrate successes and achievements in Gàidhlig • Report to whole-school through assembly on progress and initiatives Set up 'Abairtean na Ceala-Deug' across the whole school for targeted language development.	Gàidhlig pupil steering group Whole school	October 24	Gàidhlig ethos will be evident to all and pupils will demonstrate a positive attitude towards Gàidhlig across the school curriculum as evidenced through qualitative sampling of views and reduction in numbers of those at risk of transferring out of Gàidhlig Medium.
1.3 Ensure targeted planning and assessment of Gàidhlig oral language development for all pupils within the Sgoil-Àraich and GM1 by embedding the Gàidhlig Oral Language Skills tracker into practice.	Sgoil-Àraich and GM1	March 25	Teachers and practitioners will be able to identify all Early Level pupils' progress and next steps regarding their Gàidhlig oral language development through use of the Oral Language Skills tracker.

1.4 Ensure a rich Gàidhlig Literacy environment for all pupils within the immersion phase through the use of the POLAAR Early Literacy Environment Assessment to assess provision and identify gaps for targeted action.	Sgoil-Àraich & GM1-4 classroom	January 24	Assessment will evidence an improvement in Gàidhlig Literacy environment within the playroom/Early Years classroom by identifying and addressing gaps in provision.
1.5 Identify pupils at risk of not being on track to achieve Early Level Literacy, provide early targeted intervention and monitor progression through the use of the diagnostic POLAAR Child Observational Assessment and associated actions planner & resources tailored to the needs of individual pupils.	GM1	September 2024

January and May 2025 | All children in the target cohort will achieve 'performs independently' in at least 80% of observed areas by May 2025 |
| 1.6 Carry out baseline and follow up assessments to measure early Gàidhlig phonics/literacy development using both Emerging Literacy & POLAAR 3-minute assessments. Use assessment evidence to plan for progression for individual children and support judgements regarding achievement of a level. | GM1 | September 2024

January and May 2025 | All children in the target cohort will make progress of at least 20% at each reassessment in each area of the POLAAR & Emerging Literacy assessments. |
| 1.7 Ensure coherent approach to Gàidhlig Literacy curriculum across the Gàidhlig Medium by reviewing resources used for planning and assessing spelling, grammar and oral language development. Planning strategically on how to create and embed new resources where appropriate. | GM1-7 | October 24 | Teaching staff will have a clear understanding of what Gàidhlig Literacy resources and assessment tools are available to them to support delivery of the curriculum and ensure pace and progression of learning. |
| 1.8 Develop and implement a coherent and progressive homework policy alongside teachers and parents, with emphasis on developing Gàidhlig Literacy tools for reading and writing within the Gàidhlig Medium classes. | GM 1-7 | October 24 | Almost all parents, teachers and pupils will feel that homework is focused on developing Literacy skills and reinforcing class learning and is manageable as evidenced through a qualitative sampling of views. |
| 1.9 Increase pace of progress in Gàidhlig writing for all learners through CYPIC model
  • Continue to develop CYPIC methodology by training more teaching staff and engaging in peer learning opportunities.
  • Continue to embed CYPIC methodology in practice across the GM.
  • Particular emphasis on developing skills in 'Tools for Writing' organiser | GM First Level Pupils | March 25 | All pupils will have improved their understanding and use of 'Tools for Writing' as evidenced in baseline and follow up Writing Assessments. Moderation & monitoring of written work will demonstrate increased use and focus on 'Tools for Writing' for all pupils through LIs, SCs and pupil work. |
| 1.10 Increase pace of progression in Gàidhlig reading for upper stages pupils through the use of Literacy Circles, ensuring all children still following formal reading schemes are heard daily and those who have moved onto novels are working at the correct level and continue to be heard reading and challenged in their comprehension skills. | GM Second Level Pupils | On-going | All pupils in the target cohort will be reading with increased fluency and expression. Almost all pupils wil be on track to achieve or achieve early in Reading. Those not on track will have formal reading targets on their action plans and will be monitored and reviewed frequently. |

1.11 Increase pace and progression for Gaelic Learners by reviewing curriculum and ensuring targeted planning for progression for all learners. • CT to ensure daily opportunities to practice and develop targeted vocabulary. • RCCT (HT) to ensure pace and challenge through Gàidhlig Oral Language Framework alongside Gaelic Learners Progression Framework, weekly lessons and use during whole-school activities. 'Abairtean na Ceala-Deug' to be encouraged across whole school to develop target vocabulary.	GL2-7	On-going	All Gaelic Learners will be measured as 'on track' or 'exceeding' on the Gaelic Learners Progression Framework. All Gaelic Learners will have opportunities to contribute meaningfully to the life and work of the school through a bilingual approach – demonstrating increasing understanding and use of Gaelic.

<table>
<tr><td rowspan="3">2</td><td>**Project Title:**</td><td>Embed Learning, Teaching and Assessment strategies</td><td>**Baseline Data:**</td><td>ACEL & OTTA Data
HMIe Inspection Report</td></tr>
<tr><td>**Objectives:**</td><td>Increase pace, challenge and differentiation in Learning, Teaching & Assessment.
Improve Leadership of Learning.</td><td>**Target Data:**</td><td>% improvement in ACEL & OTTA Data
QA & Self-Evaluation of Pace, Challenge & Differentiation (LTA Toolkit)
Pupil Voice – hgiOURs theme 2</td></tr>
<tr><td>**Links to Local/National Priorities or Stretch Aims:**</td><td>DP1, DP2, DP3, IT1, IT3, NP1, NP5, ND1-6, BP2, NA4</td><td>**Lead Responsibility:**</td><td>Head Teacher</td></tr>
</table>

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
2.1 Embed self-evaluation practices across the school and sgoil-àraich based on HGIOS/HGIO-ELC in order to ensure all staff are aware of the school's strengths and development needs and can set targets for future development appropriately (use of NA LTA toolkit)	Whole school	October 24	Self-evaluation results will be used to measure initial gradings of QI 2.3 as a baseline.
2.2 Embed quality assurance systems across the school and sgoil-àraich through the creation and use of a robust Quality Assurance Calendar to ensure high-quality learning, teaching and assessment.	Whole school	October 24	All teaching/sgoil-àraich staff will be familiar with the Quality Assurance calendar and have a clear understanding of all self-evaluation approaches used across the year.
2.3 Ensure forward planning is carried out strategically, taking account of prior learning, the seven curricular design principles and individual needs as identified through tracking and assessment evidence.	Primary school	On-going	Quality assurance of planning will show all aspects of CfE are being planned for with consideration of prior learning and appropriate pace, challenge and differentiation.
2.4 Develop Learning, Teaching and Assessment strategies through guided CPD opportunities linked to the Northern Alliance Learning Teaching and Assessment Toolkit with support from partners within our authority.	Primary school	On-going	Internal and external quality assurance activities will evidence high-quality learning, teaching and assessment strategies have been implemented in all classes.
2.5 Create a Learning, Teaching and Assessment policy guided by the Northern Alliance Learning, Teaching and Assessment Toolkit as well as other evidence based practice guides as identified by Education Scotland in order to clarify our approach and ensure best practice is followed by all teaching staff.	Whole school	March 25	Practitioners will develop a shared understanding and consistent approach to learning, teaching and assessment using Q.I 2.3. Impact will be measured through self-evaluation, quality assurance and attainment data.

2.6 Ensure a robust approach is taken to assessing progress in learning through the creation of an Assessment Strategy, where data is measured and analysed effectively to support teacher judgements on pupils' progress and next steps in learning.	Primary school	March 25	Assessment data will be integral to the planning of teaching and learning. Impact will be measured through self-evaluation, quality assurance and attainment data.
2.7 Develop our approach to tracking pupils' achievement of and through a level within the school and sgoil-àraich, through the use of a Data Hub and termly On Track to Achieve meetings to support and guide teachers/key-workers in identifying pupil progress and learning needs and ensuring appropriate pace and challenge for all learners to ensure all learners are achieving their potential.	Whole school	October 24	Reporting on pupil attainment of and through a level will be more accurate. On Track to Achieve document will evidence appropriate interventions to support and challenge all learners on a termly basis.
2.8 Develop a 'Life and Work of the School' Policy to ensure Learner Participation in all aspects of School Improvement and to develop leadership skills and 'language of learning' for all pupils, with greater emphasis on the upper stages.	Primary school	October 24	Pupil voice is driving whole school improvement priorities as evidenced through pupil feedback using hgiOURs Theme 1,2 & 4.
2.9 Introduce a progressive Pupil Profiling system as part of the 'Life and Work of the School' Policy to enable learners to engage in learner conversations and reflect deeply on their learning and have a say in their personal learning targets and to forge better home-school links and parent partnerships in learning.	Whole school	October 24	All pupils from Sgoil-Àraich to P7 will be involved in decision making around their learning and will be able to discuss their learning with staff members and parents. Parents will have a good understanding of what their children are learning in school as evidenced through pupil and parent feedback.
2.10 Develop moderation practices using the Moderation Cycle within the school and sgoil-àraich to develop a shared understanding of standards and expectations.	Whole school	On-going	There will be a consistency of shared standards and professional judgement. Improved teacher confidence in making judgements relating to Achievement of a Level.
2.11 Undertake professional reading of current literature and research to identify key strategies and methodologies to improve learning, teaching and assessment using NA LTA Toolkit Professional Learning resources and opportunities as identified through self-evaluation.	Primary School	On-going	Engaging in professional reading will develop practitioner's knowledge, understanding and skills and improve teaching practice. Impact will be measured through self-evaluation, quality assurance and attainment data.
2.12 Management to consider professional learning in relation to Leadership of Learning through NA LTA Toolkit self-evaluation and professional learning resources.	HT	On-going	Head teacher will ensure current best-practice guidance is being followed in relation to Leadership of Learning across the school. Impact will be measured through Quality Assurance.

3	**Project Title:**	Build relationships and a Relational Approach across the school and sgoil-àraich	**Baseline Data:**	Staff/Parent/Pupil Surveys HMIe Inspection Report Sept QA focus group
	Objectives:	Improve positive relationships for all stakeholders across the school community. Develop a culture of mutual respect and understanding.	**Target Data:**	Staff/Parent/Pupil Surveys Wellbeing Webs hgiOURs theme 1. Incident Record
	Links to Local/National Priorities or Stretch Aims:	DP2, IT4, NP1, NP2, ND1, ND3, ND5, BP1, NA1-3	**Lead Responsibility:**	Head Teacher

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
3.1 Ensure all stakeholders views are sought and acted upon in all matters relating to school improvement.	Whole school community	On-going	Stakeholders will feel that they are fully consulted and involved in decision making processes related to school improvement as evident through questionnaire feedback.
3.2 Recreate the school's Vision, Values and Aims in collaboration with all stakeholders in order to ensure these are reflective of the school's ethos and culture and become the steering force behind all other school improvements and developments.	Whole school community	October 24	Stakeholders will be clear on the school's vision, values and aims and will agree that they had a voice in their creation and that they reflect the context of the school through questionnaire feedback.
3.3 Ensure all pupils are clear on expectations and have a say in shaping the expectations of their class and school through the creation of class and school charters that reflect the values of the school and the UNCRC.	Whole school	October 24	All pupils will be aware of the content of the school charter and their own class charter and understand that these are the expectations agreed by all.
3.4 Create a Positive Relationships policy in collaboration with stakeholders that reflects the school's vision, values and aims and ensure a positive climate for learning and teaching for all and provides all pupils with a safe space for discussing matters of concern to them.	Whole school	December 24	All pupils will be aware of the Positive Relationships policy and will feel safe and respected in school as evidenced through questionnaire feedback.
3.5 Within the Positive Relationships policy, ensure an inclusive approach is understood and adopted by all staff in order to ensure that all children are supported to achieve their full potential.	Whole school	December 24	All learners will be supported to achieve their potential by ensuring an inclusive approach is adhered to by all staff. Impact will be measured through quality assurance, self-evaluation and attainment data.

3.6 Embed the use of Decider Skills across the school and sgoil-àraich to provide a coherent approach to supporting regulation in pupils at a level appropriate to their age and stage.	Whole school	January 25	All pupils will understand the terminology of 'The Fizz' and what it represents. Primary pupils will be able to describe and use some strategies to support them to bring their 'Fizz' down as evidenced through quality assurance and self-evaluation.
3.7 Ensure robust safeguarding procedures are in place and all staff are aware of their duties and responsibilities around safeguarding and can confidently enact these responsibilities as required through the use of a clear child-protection protocol.	Whole school	September 24	All staff will be trained in child protection and will be fully aware of what actions to follow in the event of a child-protection matter arising. Staff will have a clear understanding of their responsibilities in relation to child-protection procedures as evidenced through quality assurance and self-evaluation.
3.8 Ensure learner participation is fully embedded within the school through the use of a 'Life and Work of the School' Policy which will clearly outline leadership roles and responsibilities for all pupils to develop their leadership skills with further emphasis on development of leadership skills in P6/7 linked to House Captains/Vice Captains, buddies and play monitors.	Primary school	On-going	All teachers will be familiar with roles and responsibilities of all pupil leadership committees through Life and Work of the School Policy. Pupils will understand their roles and responsibilities and the skills they are developing and be able to use rich language of learning.
3.9 Embed pupil leadership opportunities through the implementation of pupil steering committees focused around school improvement (Pupil Council, Rights Respecting Schools, Eco Committee & Gàidhlig Development) where all pupils can have a say in shaping the development of their school and share their views.	Primary school	October 24	All pupil steering groups will have contributed to measurable improvements across the school as evidenced through child-friendly self-evaluation processes.
3.10 Develop community partnerships through skills-based clubs both during and after school in order to strengthen community connections and improve skills for learning, life and work.	Whole school community	On-going	All pupils will have been provided with meaningful opportunities to develop a range of skills and work meaningfully with members of the community both during and after school.

3.5 School Improvement Plan Delivery Timeline

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

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

SIP Project Title	Aug to Oct 2024 (Term One)	Oct to Dec 2024 (Term Two)	Jan to Mar 2025 (Term Three)	Apr to Jun 2025 (Term Four)
Develop Gàidhlig Curriculum and Culture	➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤			➤
Embed Learning, Teaching and Assessment strategies	➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤			➤
Build relationships and a Relational Approach across the school and sgoil-àraich	➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤➤			

The scope and scale of Project One and Two are likely to require further work beyond March 2025 and into next session, but the improvement actions listed within the project plans will be complete and impact measured by March 2025. Measuring data will then be used to support the creation of any further improvement actions required within these project themes.

Project Three will be embedded across the school by January 2025 and impact will be measured by March 2025. All actions will then become 'on-going actions' as part of the school curriculum.

3.6 Long-Term Planning

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

Year/Session	Self-Evaluation Priorities	Pupil Equity Fund Priorities	School Improvement Planning Priorities
2025-26	• 1.1 Self-evaluation for self-improvement • 1.3 Leadership of Change • 2.2 Curriculum • 2.3 Learning Teaching & Assessment • 2.7 Partnerships • 3.2 Raising Attainment and Achievement	• Reduce the Poverty Related Attainment Gap • Ensure all families living in poverty are supported to enable these children to have full access to the curriculum.	• Continue to develop Gàidhlig curriculum and culture • Continue to embed Learning, Teaching and Assessment Strategies (Developing a Shared Understanding of LTA) • Improve Health and Wellbeing experiences – Sport Scotland, emotional wellbeing and a 'Rights based approach across the school.
2026-27	• 1.4 Leadership & management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding & Child protection • 2.4 Personalised Support • 3.1 Improving Wellbeing, Equality and Inclusion	• Reduce the Poverty Related Attainment Gap • Ensure all families living in poverty are supported to enable these children to have full access to the curriculum.	• Digital Learning and Technology • Additional Support Needs including Highly Able Learners.
2027-28	• 1.2 Leadership of Learning • 2.5 Family Learning • 2.6 Transitions • 3.3 Increasing Creativity and Employability	• Reduce the Poverty Related Attainment Gap • Ensure all families living in poverty are supported to enable these children to have full access to the curriculum.	• Outdoor Learning & Sustainability • Numeracy and Mathematics

• 1.2, 2.1, 2.3 and 3.2 will be part of self-evaluation annually.