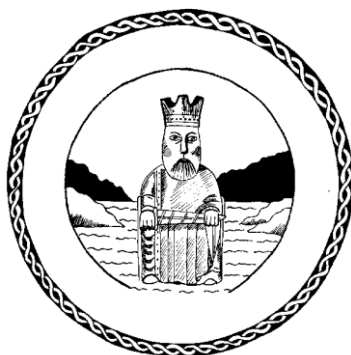




COMHAIRLE NAN EILEAN SIAR

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



Sgoil Ùige
Uig School

Aithisg Ìre de Mhathas 2025-26
Plana Leasachaidh na Sgoile 2026-27

Standards & Quality Report 2025-26
School Improvement Plan 2026-27

Aithis Ìre de Mhathas airson 2025-26 agus Plana Leasaichaidh na Sgoile 2026-27 Standards & Quality Report for 2025-26 and School Improvement Plan 2026-27 (SQIP)

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Canan Measaidh - The Language of Evaluation

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



Earrann a h-aon – Co-theacsa na Sgoile

Section One - The Context of the School

1.1 An Sgoil agus an Coimhearsnachd - 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 23 pupils, with an additional 6 children registered in the Sgoil Àraich.

We have two Gàidhlig Medium classes (GM1-4 and GM5-7), and one Gaelic Learner (or English Medium) class (GL-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 P1-4 Gàidhlig Medium teacher to plan and deliver high-quality learning experiences for the children. The school and Sgoil Àraich is situated within a rural community that includes beaches, lochs, moorland and hills. We use the surrounding community and environment regularly to support learning. All teaching staff are GTC registered and there is a Nursery Play Leader employed in the Sgoil Àraich. The school is led by a Head Teacher and supported by an Executive Head Teacher.

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 'Silver: Rights Aware' as part of UNICEF's Rights Respecting Schools Award. Further work to achieve Gold is underway.

1.2 Ar Leirsinn, Ar Luachan, Ar n-Amasan agus Feallsanachd an Curraicealam - Our Vision, Values, Aims and Curriculum Rationale

In Session 24-25, we refreshed our school's Vision, Values and Aims in consultation with staff, pupils and parents. The refreshed Vision, Values and Aims form the foundations for all other school policies, procedures and developments. Pupils and staff designed and created a display using locally sourced Harris Tweed which is proudly displayed in the entrance of the school.





Sgoil Ùige – Ar Leirsinn, Luachan agus Amasan

An Damhair 2024

Leirsinn		Vision	
Ri Chèile, Ruigidh Sinn na Reultan		Together, We Will Reach for the Stars	
Luachan		Values	
Spèis		Respect	
Sunnd		Wellbeing	
Seasmhachd		Perseverance	
Àrd-Amas		Ambition	
Amasan		Aims	
Gus suidheachadh ionnsachaidh adhartach a chruthachadh		To create a positive climate for learning	
Gus luach a chur air ar dearbh-aithne chultarach a tha gun choimeas		To value our unique cultural identity	
Gus taic a chur do gach sgoilear gus an urrainn dhaibh an comas a choileanadh		To support all pupils to reach their potential	
Gus sgilean ionnsachaidh, beatha agus obrach gach sgoilear a leasachadh		To develop skills for learning, life and work in all pupils	



Our **expanded aims** give further clarification and detail on our school's priorities:

To create a positive climate for learning by:

- Creating a happy and safe environment where positive relationships and mutual respect are valued by all members of the school community
- Ensuring class and school expectations take cognisance of the Rights of the Child and promote respect, kindness, honesty, trust and compassion.
- Promoting the wellbeing of all by ensuring learners know about ways to keep their body and mind healthy and know about their rights.

To value our unique cultural identity by:

- Having a 'Gàidhlig First' ethos and supporting all our learners to develop their knowledge and understanding of the Gàidhlig language and culture
- Celebrating individuality and creativity by working with local partners to develop skills across the curriculum and through wider achievement opportunities
- Working with parents and community partners to support and enhance learning both within our school and across our local community

To support all pupils to reach their potential by:

- Ensuring an inclusive environment to meet the needs of all learners.
- Having a clear understanding of where each learner is in order to provide effective support and challenge and raise attainment



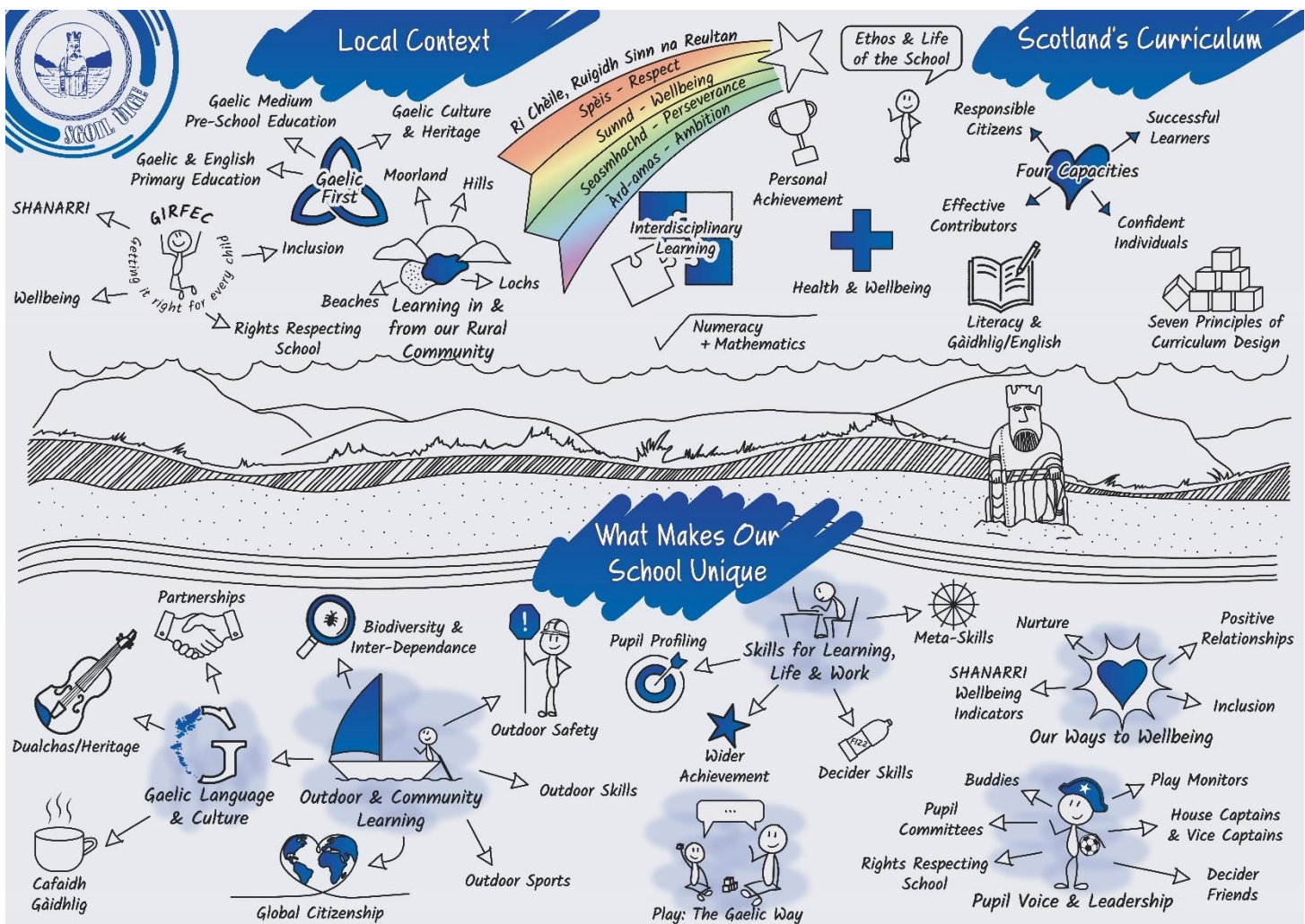
- Promoting a culture of ambition and achievement by recognising and celebrating individual successes
- Valuing parents as partners in their children's learning and providing meaningful opportunities for parents to engage with learning both at home and in school.

To develop skills for learning, life and work in all pupils by:

- Developing Responsible Citizens who engage in the life and work of the school community through progressive leadership opportunities in order to ensure all learners develop skills of resilience and responsibility
- Creating and engaging with opportunities for personal achievement in order to develop Effective Contributors and Confident Individuals.
- Ensuring a curriculum that provides breadth, depth and challenge to promote independence, leadership and teamwork through curricular areas and inter-disciplinary learning opportunities in order to develop Successful Learners.

Feallsanachd Ar Curraicealam - Our Curriculum Rationale:

Our Curriculum Rationale is currently written in draft and will be finalised soon. This Sketchnote has been created to provide a visual summary of the document:



Aithisg Ìre de Mhathas 2025-26

Standards & Quality Report 2025-26

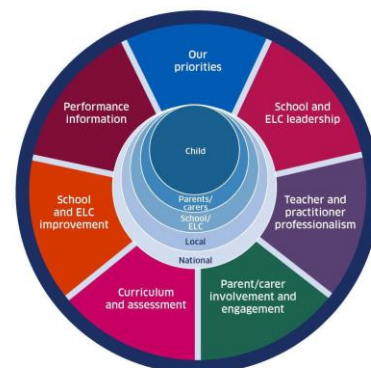


Earrann a dhà - Aithris Ìre de Mhathas

Section Two – Standards & Quality Report 2025-26

The Standards & Quality Report documents the progress the school has made during 2025-26 in the delivery of a range of improvement priorities and key performance measures. This includes:

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



2.1 Meòrachadh am Bliadhana- Soirbheachas agus Coileanasan - The Year in Review - Successes and Achievements

This session, all pupils have contributed to school improvement through our four pupil committees. Pupils voted for which committee they wished to be a part of. Pupils plan, carry out and evaluate progress as members of Comhairle nan Sgoilearan (Pupil Council), Eco Committee, Rights Respecting Schools Group and Comataidh na Gàidhlig (Gaelic Committee). Each committee has a pupil leader and is supported by a member of teaching staff. Further pupil leadership opportunities are provided through House Captains & Vice Captains, Buddies, Play Monitors and Young Leaders.

In March 25, the school was formally accredited as a 'Silver: Rights Aware' school. The Rights Respecting School Committee have created an action plan towards becoming a Gold: Rights Respecting school and are making very good progress towards this goal.

Comataidh na Gàidhlig continued to ensure a strong Gaelic ethos across the school by running initiatives such as 'Abairt na Ceala-Deug' (Phrase of the Fortnight), a termly community 'Cafaidh Gàidhlig' as well as a local and national Seachdain na Gàidhlig where children further developed their understanding of their Gaelic language and identity. Staff, pupils, parents and partners have created an Outdoor and Community Learning Offer which aims to clarify how best to use our outdoor environment and community to enhance learning and strengthen pupils' Gaelic cultural heritage.

As part of the new Outdoor and Community Learning Offer, pupils have engaged in a range of rich learning experiences alongside community members including a Sailing Week for P6-7 where pupils gained their Level 2 Youth Sailing Award, a whole-school project on local 'Feannagan', a project on Marine Biology in collaboration with the UHI STEM team and local schools which saw pupils take a boat trip and shore trip to collect and analyse marine samples, and an Intergenerational Project in partnership with Volunteer Centre Western Isles where local community members came in weekly to teach children how to bake traditional island recipes and share their memories of growing up in days gone by.



The work of the Eco Committee was recognised when they received an Oh-Cop Award for Climate Action and they continue to work towards achieving a Green Flag Eco Award for the school. Pupils in the upper school achieved great success in the Oh-Con Writing Competition with four pupils receiving official recognition for their efforts and two going on to win their categories.

In June 2025, a Prize Giving was established to formally recognise the achievements of pupils across the school session. The Pupil Council worked with local businesses who provided sponsorship of individual prizes and trophies specific to the needs and priorities of our school.

Parents, children and the wider community play an active role in shaping improvements across the sgoil. Children contribute confidently through various leadership groups. Parents are involved more regularly through clear communication and a recent family learning event. HMle Re-Inspection Report, Jun 26.

This session has seen challenges in recruiting staff within our Sgoil-Àraich. These challenges have been partially overcome in recent months with the appointment of relief staff two days per week but formally recruiting permanent, full time staff to the role remains a challenge. The outdoor environment has also presented challenges this session with drainage issues to the front grass area, adequate fencing and planned proposals to install a Trim Trail. Adequate fencing has now been installed and plans are beginning to move forward in relation to upgrading the outdoor environment. Money has also been spent on resourcing this space in recent months. The outdoor environment remains a priority for Session 26-27.

The school has continued to work through an Action Plan of improvement following an inspection in June 23 and follow-up inspections in June 24 and February 25. A further re-inspection took place in March 26 where the school was recognised as having made strong and steady progress. The Sgoil-Àraich was also visited by the Care Inspectorate in February 26 who reported major strengths in leadership and important strengths in other areas.



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

This session, as part of the ongoing work towards achieving the targets on our HMle Action Plan, the school once again participated in an intensive Quality Assurance programme focused on improving Pace, Challenge and Differentiation. This involved three Quality Assurance visits from the Executive Head Teacher and one with a visiting Head Teacher to observe learning and teaching, sample pupil work and speak with pupils across the session. Collegiate time with teachers and nursery practitioners is strategically and systematically planned to ensure a broad range of quality assurance activities take place across the school session to identify good practice and next steps for improvement.

The headteacher has strengthened the strategic leadership of Sgoil Ùige. She has created a positive, supportive climate for improvement...Staff collaborate well to improve learning and teaching, and should continue to do so... The headteacher has strengthened how teachers check children's progress and attainment. Teachers meet regularly with the headteacher to review assessment information. This is helping staff plan learning more effectively and identify where children need more challenge.

HMle Re-Inspection Report, Jun 26

The school regularly consults with parents, staff and pupils through: online surveys; staff meetings, House Captain meetings, assemblies and committees; and formal and informal opportunities to meet together with parents such as through the Family Learning Event, 'Sharing the Learning' Assemblies, Parents Evenings and Parent Council Meetings and our regular Cafaidh Gàidhlig.

The school now has a cyclical Self-Evaluation calendar in place. This session, staff have self-evaluated against the following Quality Indicators (QIs) from How Good is our School:

- QI 1.3 – Leadership of Change
- QI 2.1 – Safeguarding and Child Protection
- QI 2.2 - Curriculum
- QI 2.3 – Learning, Teaching and Assessment
- QI 3.1 – Improving Wellbeing, Equality and Inclusion
- QI 3.2 – Raising Attainment and Achievement.

Following the release of the new Quality Improvement Framework for the Early Learning and Childcare sectors, a detailed plan was put in place to ensure engagement and familiarisation with all aspects of the Framework across the session which can be found below:

Quality Improvement Indicator	Activity
Safeguarding and Child Protection	Child Protection Training and review of Sgoil Ùige Protocol and Procedures
Nurturing Care and Support	External QA Obs and Feedback
Curriculum	Whole Staff Self-Evaluation Meeting
Children Experience High Quality Spaces	EYSO Observation and Feedback
Play, Learning and Developing	Manager Observation and Feedback
Learning, Teaching and Assessment	Self-Evaluation



Wellbeing, Inclusion and Equality	Whole Staff Self-Evaluation Inset
Children's Progress	EYSO Observation and Feedback
Leadership of Staff and Resources	Whole Staff Self-Evaluation Meeting
Staff Skills, Knowledge, Values and Deployment	Manager Learning Walk and Feedback
Leadership of Continuous Improvement	Professional Reading

Information from Self-Evaluation is used to inform strengths and next steps for the school. Further information on our findings from QI 1.3, 2.3, 3.1 and 3.2 can be found in Section 2.6.

In February 2026, Care Inspectorate made an unannounced visit to the Sgoil-Àraich and made the following evaluations:

- Leadership – Very Good
- Children Play and Learn – Good
- Children are Supported to Achieve – Good

The full Inspection Report can be found on the Care Inspectorate website and via the following link: [Sgoil-Àraich Uig Inspection Report](#)

Quality assurance and self evaluation were used effectively to maintain and develop high quality provision. Regular reflection, feedback from families, and observations of children's play informed realistic and meaningful improvement priorities. Collaboration between the playleader and nursery manager strengthened monitoring processes. This ensured that developments remained aligned with children's needs, national guidance and the overall vision of the setting.

Care Inspectorate Report, Feb 26.

In March 2026, HMIE Inspectors visited the school to carry out a further re-inspection towards identified areas of improvement. The team spoke with the Head Teacher and Executive Head Teacher, met with staff, observed learning and teaching and spoke with pupils and parents. Progress was measured against the school's Action Plan, a summary of which can be found below. The school has now been signed off and there will be no further visits in relation to the original inspection in June 23. The full Summary of Inspection letter is published on the HMIE website and via the following link: [Sgoil Ùige - Uig Primary School further inspection, Comhairle nan Eilean Siar 09/06/26](#)

Children make much improved progress in numeracy, mathematics, listening, talking reading and writing. Younger children show greater confidence with early number skills, and older children are developing their understanding of more challenging mathematical ideas. Children are reading more confidently and improving their writing across different types of tasks.

HMIE Re-Inspection Report, Jun 26



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

CnES Plana agus Aithris FLN E-5C-NIF-Plan-and-Report-2025-26

National Priority	Approaches/Interventions	Impact	Next Steps
Placing the human rights and needs of every child and young person at the centre of education.	- RRS Committee continues to deliver 'Article of the Month' challenges and information at monthly assemblies and uses whole-school events as a catalyst for learning about children's rights through different contexts. - Class, school and playground charters links agreed values with the UNCRC used across the school. - Progress continues towards achieving Gold: Rights Respecting Schools status through Action Plan.	- The school has been accredited as Silver: Rights Aware by UNICEF's Rights Respecting Schools award. - Almost all children are aware of their rights and can talk about them - Children's rights are central to all school improvements & policies.	- Complete the journey towards achieving the 'Gold: Rights Respecting School' Award with formal accreditation in Session 26-27. - Increase awareness of rights outwith our local community and in the wider world, considering "What could be done to help children whose rights are not met?". - Appoint 'Rights Ambassadors' amongst pupil cohort to develop understanding of rights being integrated into everyday life through sign-posting these throughout the school, celebrating children's rights being met and recognised on a daily basis.
Improvement in children and young people's health and wellbeing	- Wellbeing tracked for all pupils using the Wellbeing Indicators and the Glasgow Motivation and Wellbeing Profile. Individual changes and group trends are followed up and actioned. - Pupil voice and leadership remains central to decision making at class and school level. - Health and Wellbeing Attainment Data is tracked termly.	- All pupils On Track to Achieve in Health and Wellbeing - Responses to Annual Pupil and Parent Questionnaires indicate wellbeing is high across the school. - Wellbeing has increased across all four tracked areas of the Glasgow Motivation and Wellbeing Profile (Affiliation, Autonomy, Agency, Healthy & Safe).	- Further work to ensure all pupils feel motivated and challenged to achieve to their full potential – 'I work hard in this school', 'I am proud of the work I do' - Further work on 'Speak Up, Stay Safe' (NSPCC) related to the points 'I can stand up for myself in school' and 'Other people look out for me in school'.



Closing the attainment gap between the most and least disadvantaged children and young people	• A breakfast club is in place for pupils in receipt of Pupil Equity Funding. • Pupil-led lunchtime clubs are facilitated • 'Raising Attainment for All' (RAFA) Projects in place for all pupils in receipt of 'PEF' & ensure measurable progress based on individual targets. • Poverty Related Attainment Gap tracked termly and actioned accordingly.	• RAFAs evidence all pupils in receipt of 'PEF' have made progress with individual targets. • Breakfast club ensures pupils come to class regulated and ready to learn. • Pupil-led lunchtime clubs provides all pupils with wider-achievement opportunities that interest them. • All pupils supported to be fully involved in all aspects of school life	• Reinstate After School Club in partnership with Sradagan/CNAG • Review allocation of PEF funding at authority and school level • Collaborate with Orkney and Shetland Authorities to review use of PEF and consideration of 'Islands Index' poverty measure specific to island communities.
Improvement in skills and sustained, positive school-leaver destinations for all young people	• Whole-school focus on Metaskills • Pupil Profiling supports children to reflect on their learning and identify strengths and next steps. • Range of 'Developing the Young Workforce' (DYW) opportunities provided through Marine Biology industry experts, STEM & Outdoor Learning and transition arrangements.	• All pupils participate in steering committees that develop their skills for learning, life and work and contributes to school improvement. • All pupils engage in Pupil Profiling to review their learning and identify next steps. • Outdoor and Community Learning Offer has led to increased partnership working & enhanced curriculum.	• Fully embed Outdoor and Community Learning Offer across the school • Pupils to use Meta-skills more frequently when reflecting on their learning and skills development in situational contexts.
Improvement in attainment, particularly in literacy and numeracy.	• Intensive Quality Assurance Programme focussed on Pace, Challenge and Differentiation. • Strengthening of Forward Planning systems using CNES Progression Pathways consistently • Use of 'Story-Fact-Action' tracking system to increase CT analysis and accountability of attainment data. • Robust ASN Action Planning and PEF RAFA Planning focussed around Literacy and Numeracy targets where required.	• Most pupils On Track to Achieve in Gaelic Literacy • Increase of 32% in Gaelic Literacy Attainment since Aug 24 • Majority of pupils On Track to Achieve in English Literacy • Most pupils On Track to Achieve in Numeracy. • All pupils not On Track to Achieve making measurable progress towards individual targets as evidenced through Action Plans/RAFAs & CYPIC Methodology.	• Focus on Numeracy Attainment for Session 26-27 through specific SIP project. • Individual Intervention Projects in English Literacy for identified pupils in Session 26-27. • English Spelling to be targetted for all pupils studying English Literacy in Session 26-27.



2.4 Measadh air Proiseactan Adhartais na Sgoile agus an Sgoil Àraich - Review of School & ELC Improvement Plan Projects 2025-26 including progress towards the NIF Plan

Outcome	Actions	Impact	Next Steps
Extend opportunities for Outdoor and Community Education across the School - Clarify the delivery of Wider skills and Achievements to ensure a strategic approach to skills development from Sgoil-Àraich to P7 - Enhance the curricular offer of Outdoor and Community Learning, Gaelic culture, Sport and Inter-Disciplinary Learning to provide rich learning experiences to all pupils. - Utilise community partnerships and national and global initiatives to provide meaningful context to learning.	- Worked with the Outdoor Learning team to provide professional learning, team-teaching and moderation of high-quality outdoor learning - Collaborated with all stakeholders to create an Outdoor and Community Learning Offer linked to UNCRC and Sustainable Development Goals with projects linking together Gaelic Culture and Heritage, Outdoor Skills and Sports and Ecological Education. - Strengthened community partnerships to add to learning experiences this session and in future sessions through the Offer - Created an annual calendar of Wider Achievement Opportunities available across each level.	- Improved confidence and understanding of delivering high-quality Outdoor Learning as evidenced through baseline and follow up staff surveys and quality assurance of Outdoor Learning lessons. - Outdoor and Community Learning Offer has led to strengthened understanding for teachers of progressive OL projects and community partners to enhance learning and understanding of pupils' cultural identity. - Stronger links have been forged with more community partners. All partners rate their experience of working with Sgoil Ùige as very positive. - Wider Achievement Calendar will ensure greater coherence in planning with opportunities that take place across the year.	- Work with the Outdoor Learning Team, parents, pupils and partners to review and improve the outdoor environment and provision in Session 26-27. - Seek views of parents on finalised Outdoor and Community Learning Offer before embedding into practice across the school. - Ensure Wider Achievement Calendar is strategically planned for in Forward Planning to ensure greater coherence. - Continue to seek out and strengthen community partnerships as detailed in the Outdoor and Community Learning Offer to enhance learning opportunities and skills for learning, life and work.
Enhance planning, tracking and analysis of learning and attainment for individuals and groups of learners. - Continue to develop judgements on attainment in order to ensure robust planning and tracking for all individuals and groups of learners - Develop teachers' confidence in attainment tracking and analysis to continue to ensure timely intervention planning and robust data over time.	- Fully embedded CNES Progression Pathways across all curricular areas and the use of Progression Pathway Planners in Literacy and Numeracy. - Adopted 'Fact-Story-Action' approach to Attainment Tracking to build teachers' data literacy skills and accountability relating to attainment. - All pupils now regularly reflect on their own learning using a	- Strengthened pupils' individual learning pathways through consistent and coherent approach using CNES Pathways and Planners in Literacy and Numeracy. - CTs are more confident in their judgements regarding pupil attainment and setting meaningful next steps to ensure progression. - Almost all parents agree that their child is making good progress at school and that they receive helpful, regular feedback	- Ensure new Learning, Teaching and Assessment policy is fully embedded in practice across the school through QA processes. - Share final Learning, Teaching and Assessment Sketchnote with parents and on our school website. - Work with individual teachers to identify strengths and next steps and plan out own Professional Enquiry



• Ensure all learners are meaningfully engaged and appropriately challenged in their learning through Learner Conversations, Pupil Profiling and Target Setting	progressive Learner Conversation template and set meaningful targets for learning which is shared with parents.	about how their child is learning and developing.	projects linked to areas of Learning, Teaching and Assessment • Work with parents to review Pupil Profiling to strengthen parental engagement.
Implementation of the CIRCLE Framework – Circle Inclusive Classroom Scale • Embed the CIRCLE Framework consistently across the school to promote inclusive, learner-centred classroom practices. • Enhance staff confidence and capability in inclusive teaching through targeted CPD and reflective practice. • Create inclusive learning environments that actively support participation, engagement, and success for all pupils, especially those with ASN.	• Staff have engaged in training on Circle Inclusive Classroom Scale, self directed CIRCLE training and external moderation with colleagues from other schools to identify strengths and next steps in implementation. • Circle Inclusive Classroom Scale has been implemented in all classrooms and shared spaces of the school through audits and feedback from ASN leads. • Teachers have explored Classroom Participation Scale and main resource and began to implement in practice.	• Teachers' understanding and confidence of using The Circle resource has improved and staff feel it has strengthened our ASN practices across the school. • All teachers agree that support for pupils with additional support needs is effective. • Almost all parents agree that their child receives the help they need to do well. • Use of the Circle Inclusive Classroom Scale has led to strong improvements in classroom and open-area environments to support learners with additional needs as evidenced through feedback from ASN leads and external inspection teams.	• Continue to embed The Circle Framework in practice through continued opportunities for CLPL. • Embed Circle Inclusive Classroom Scale and Classroom Participation Scale for identified individuals in routine ASN practices. • Strengthen planning for pupils with Additional Support Needs through use of the Circle Resource in reviewing and setting individual targets.



2.5 Geàrr-chunntas air Gnìomhairean agus Buaidh Maoineachadh Cothromas nan Sgoilearan - Summary of Pupil Equity Fund Action Plan and Impact

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

Measure	Approaches/Interventions	Impact	Next Steps/Future Development
Attainment • ACEL • Baselines and Gap • Achievement over Time • Local Measures	• EAA support targeted to PEF pupils with individual 'Raising Attainment' plans in place linked to attainment interventions where applicable. • Poverty Related Attainment Gap measured termly • Wider Achievement Calendar in place with opportunities provided in term and holiday time for those in receipt of PEF.	• Attainment has improved for all pupils registered as being in receipt of PEF. • There is no Poverty Related Attainment Gap in Health and Wellbeing or Gaelic Literacy. • Identified pupils in receipt of PEF and their families benefit from Holiday Club activities supporting smooth transitions between term time and holiday time. • Pupil participation in Wider Achievement Opportunities within school is high.	• Review use of PEF funding at Local Authority Level for Session 26-27. • Review Poverty Related Attainment Gap in Numeracy and consider specific targeted interventions for those in receipt of PEF. • Review Poverty Related Attainment Gap in English Literacy and consider specific targeted interventions for those in receipt of PEF.
Attendance • Attendance Change • Male/Female etc. • Patterns/Reasons • Exclusions	• HT monitors attendance monthly and follows Attendance Policy where attendance falls below 90%. Patterns and reasons noted and followed up. • Support measures are put in place where attendance of an individual in receipt of PEF has fallen.	• Average attendance for all pupils in receipt of PEF is 92% • Attendance is high overall, currently sitting at 94% for Session 25-26 so far with almost all pupils having an individual attendance rate of over 90%.	• Embed new CNES Attendance Policy across the school. • Monitor unauthorised and authorised absences termly to identify trends and target areas. • Continue to monitor attendance of pupils in receipt of PEF with individual measures in place to support attendance as appropriate.
Inclusion • Ethos and Culture • Reducing Exclusions • Meeting ASN • Social/Emotional Support • Equity/COSD	• Individual 'Raising Attainment' Action Plans based on identified individual needs based on observations and CT-EAA tracking meetings including social-emotional interventions as required.	• All pupils in receipt of PEF have made progress from their prior levels based on their individual targets. • Speech and Language interventions in place and impacting positively for those requiring support.	• Work with other island authorities to implement new 'Islands Index' as an alternative measure to SIMD for remote & rural locations.



	Breakfast Club funded through School Fund to support identified pupils.	Almost all pupils in receipt of PEF make use of the Breakfast Club on a regular basis, resulting in these pupils entering class more ready to learn.	
Participation - Measures of Participation - Change over Time - Participatory Activity 7 Golden Rules	- Classroom participation monitored by CT and EAA - Participation for Lunchtime/After-School Club, Breakfast Club and Holiday Club monitored and encouraged by EAA and HT. - Wider Achievements Tracked by CT	- Participation within the classroom has increased for all pupils. - Participation of almost all PEF pupils for Breakfast Club remains consistent.	Continue with After-School Club next session, ensuring ongoing Teacher support through the Working Time Agreement to develop skills. Build on community partnerships and pupils' own interests.
Engagement - Targeted Measurement - Emotional/Cognitive - Change over Time - Parents and Carers - Equity/Removing Barriers	- EAA carried out observations at start of session to inform PEF Action Planning. - EAA carried out repeat observations at end of session to measure change over time.	- All pupils have made progress within their individual Action Plan targets over the session. - Engagement within the class has improved for all pupils over the session.	- Continue to monitor engagement of PEF pupils through termly tracking using Leuven Scales - Consider ways to further engage parents of pupils in receipt of PEF with consolidation of learning at home.



2.6 Measadh Adhartais air na slàtan tomhais deagh ghnè Dè cho Math 18tiliz an Sgoil Againn – Evaluation of Progress – HGIOS4 Quality Indicators

Quality Indicator	Evaluative Judgements including Evidence	Grading
1.3 Leadership of Change	- Aspirational Vision, Values & Aims, created with all stakeholders now embedded across school ethos and policies. Sgoil Ùige have a strong commitment to children's rights, positive relationships and a relational approach. Our Ways to Wellbeing policy, written by pupils, evidences all the ways that wellbeing is encouraged and promoted across the life and work of the school. - Pupil voice & leadership is strong in Sgoil Uige. The Life and Work Policy outlines all pupil leadership opportunities. All pupils are in a committee which meaningfully impacts areas of school improvement and ensures pupil voice permeates all improvement priorities. There are a range of opportunities across the session for pupils to share their views. - Robust data is gathered and used by all staff to identify areas of change and support attainment. Staff have strategic direction with their planning for attainment. An assessment strategy guides staff to ensure consistency and clarity in gathering assessment data and analysis. - A rigorous programme of quality assurance is in place. All staff engage well in using information gathered to drive change. The headteacher has a very good understanding of the strengths and development needs of the teachers and Sgoil-Àraich staff with regards to teaching and learning. All teaching staff engage in the PRD process and subsequent CPL linking their own professional development needs with school priorities. A programme of planned collegiate activity time, based on the WTA which includes Self-Evaluation and Moderation ensures strategic and consistent progress towards school improvement priorities. An action plan based on the HMIE revisit recommendations has helped direct school improvement. Priorities identified have been addressed at pace. - A Gaelic policy ensures consistency and direction in Gaelic pedagogy in GM and GL contexts. A newly created Outdoor and Community Learning Offer will help to strengthen the role of the local context and local partners in pupils' education relating to Outdoor Learning and Gaelic Culture and Heritage.	Very Good
2.3 Learning, Teaching & Assessment	- 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 engaged, resilient, motivated and interact well during activities. Learners exercise choice and take increasing responsibility as they become more independent in their learning. 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 and wider community in a range of well-planned activities. They know that their views are sought, valued and acted upon. - Our teaching is underpinned by our shared school vision and values. We use a wide range of learning environments and creative teaching approaches. Our explanations and instructions are clear. We observe	Good



	learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning. • Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding and skills in different contexts across the curriculum. 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 moderation across stages and across the curriculum. • We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Learners are involved in planning learning. As a result of our manageable processes 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 those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners	
3.1 Ensuring Wellbeing, Equity & Inclusion	• Our approach to ensuring wellbeing is resulting in improved outcomes for children and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships. We consider each child and young person as an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives. • We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people. • We ensure inclusion and equality leads to improved outcomes for all learners. All learners are included, engaged and involved in the life of the school. Children feel supported to do their best. Learners, parents, staff and partners feel that they are treated with respect and in a fair and just manner. In our school 'protected characteristics' are not barriers to participation and achievement. 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 and those with additional support needs.	Very Good



3.2 Raising Attainment & Achievement	• Learners make good progress from their prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and numeracy for all learners. • In Gaelic Literacy and Health and Wellbeing, we have raised attainment continuously over time and/or maintained consistently high standards of attainment for all learners. Learners make good progress from their prior levels of attainment. • In Numeracy and English Literacy, attainment has remained consistent over time with the majority of learners attaining at the appropriate level. • 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. The attainment of individuals and groups has improved consistently over time. • Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. They are personally and socially adept and 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.	Satisfactory
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2.7 Measadh air Adhartas na Prìomh Amasan Nàiseanta agus Ionadail

2.7 Progress Towards Achievement of National and Local Stretch Aims

Summary data in relation to achievement of stretch aims to close the poverty-related attainment gap. Please reference the Comhairle's Stretch Aims Report 2025-26 when completing this section.

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

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

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



Plana Leasachaidh na Sgoile 2026-27

School Improvement Plan 2026-27



3.1 Co-theacsa Plana Adhartais agus Prìomhachasan Buadhmhor – 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	
- Ensuring that <u>all</u> learners experience high quality learning and teaching in every setting, every day. - Raising aspirations and improving attainment and achievement for <u>all</u> learners. - Creating a strong and sustainable future for Gaelic as a community language that supports learning, arts, culture and economy. - Developing a creative and skills-based curriculum that reflects our context and prepares learners for future learning, life and work. - Ensuring positive, healthy relationships and supporting wellbeing, mutual respect and safety in places of learning, study and work.	
NIF Priorities	NIF Drivers
NP1 Placing the human rights and needs of every child and young person at the centre of education. NP2 Improvement in children and young people's health and wellbeing. NP3 Closing the attainment gap between the most and least disadvantaged children and young people. NP4 Improvement in skills and sustained, positive school-leaver destinations for all young people. NP5 Improvement in attainment, particularly in literacy and numeracy.	ND1 School and ELC Leadership ND2 Teacher and Practitioner Professionalism ND3 Parent/Carer Involvement & Engagement ND4 Curriculum & Assessment ND5 School & ELC Improvement ND6 Performance Information
CNES Corporate Business Plan – Strategic Outcomes	
The Education and Children's Services Directorate contribute to the strategic outcomes listed below to support the delivery of the Comhairle's Strategic Priorities. 2.1.1 Attainment rates continuously improve; 2.1.3 Schools are centres for lifelong learning and key assets for the community; 2.1.4 People are healthy and active; 3.1.5 Reduce inequality and poverty and promote social mobility; and Best Value 3.1.1 The Gaelic language, natural heritage and cultural of our communities is supported and promoted; 4.1.4 Efficient and sustainable services are provided to the community.	



3.2 A' Planadh airson Maoineachadh Cothromas nan Sgoilearan – Pupil Equity Fund Planning

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

Provide details of the gap (FSM v non-FSM) you want to address:

Attainment Gap Literacy AND English (FSM v non-FSM)	Attainment Gap Literacy AND Gàidhlig (FSM v non-FSM)	Attainment Gap Numeracy (FSM v non-FSM)	Attendance Gap (FSM v non-FSM)
Data suppressed due to low numbers resulting in pupils being identifiable.	Data suppressed due to low numbers resulting in pupils being identifiable.	Data suppressed due to low numbers resulting in pupils being identifiable.	Data suppressed due to low numbers resulting in pupils being identifiable.

Planning Objectives	Cohort	Improvement Actions	Resources and Lead Person	Monitoring
Work with other island authorities to develop an 'Islands Index' to give an accurate measure of poverty in rural island communities.	CNES, Orkney and Shetland Local Authorities	- Review Scottish Attainment Challenge Priorities of Attainment, Attendance (Authorised and Unauthorised), NIF Priorities and Children in Low Income Families (CILIF) alongside similar sized schools in Orkney, Shetland and Western Isles. - Creation of Islands Index measurement to work alongside Scottish Index of Multiple Deprivation (SIMD), to give a more representative measure of poverty in rural island communities.	- Islands Index Working Group Schools – CNES Facilitators. 3x Whole Staff Meetings to be included in Collegiate Activity Calendar	Facilitators will advise on action points of each working group to ensure the creation of an Islands Index. This will result in more accurate data being measured in rural island communities of families living in poverty in order to best target support for Pupil Equity Funding.
Link with partner schools across the authority to review allocation of Pupil Equity Funding and resources and agree best use of resources moving forward.	Partner Schools across CNES	- As an authority, review provision for Pupil Equity Funding and collaborate with partner schools to plan a sustainable solution to resourcing going forward. - Look into costs of providing staff in collaboration with partner schools taking into account timing, travel and funding.	- HT & HT/HoS of Partner Schools - CNES Education Department - EAA	A solution for staffing/resourcing targeted support for pupils in receipt of Pupil Equity Funding will be found leading to a consistent and sustainable support for pupils in the coming years.



Increase parental engagement between EAA and parents of pupils in receipt of PEF through school events and wider-achievement/holiday support		- Find solutions to ensuring Education Attainment Apprentice is visible at whole-school events in order to engage further with parents under new timetable structure. - Increase direct contact between Education Attainment Apprentice and families in receipt of Pupil Equity Funding to support engagement in wider-achievement opportunities and holiday support.	HT & EAA	Parents will have an increased awareness of the role of the Education Attainment Apprentice and will have opportunities to engage with her. Parents of pupils in receipt of Pupil Equity Funding will work directly with the EAA to increase engagement in Wider-Achievement & Holiday Club Provision.
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3.3 Proiseactan Plana Leasachaidh na Sgoile – School Improvement Plan Projects

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

1	Project Title:	Embed Learning, Teaching and Assessment Policy into practice across the school	Baseline Data:	• Termly Attainment Data • Annual ACEL Data • QI 2.3 & 3.2 Self-Evaluation Information • Quality Assurance Data • Staff Annual Survey • Pupil Annual Survey
	Objectives:	• Increase teachers' capacity and confidence towards individual areas of development in relation to the new Learning, Teaching and Assessment Policy as identified through self-assessment. • Ensure robust evidence of sufficient range of learning across the curriculum through Assessment Evidence and Transition Documentation. • Increase attainment across the curriculum with particular emphasis on English Literacy Attainment. • Develop pupils' skills development in relation to Meta-skills through Pupil Profiling and individual Self-Assessment of skills.	Target Data:	• Termly Attainment Data will continue to rise in English Literacy and Numeracy and rise/remain level in Health and Wellbeing and Gaelic Literacy. • Most pupils will be on track to achieve in Gaelic and English Literacy and Numeracy. • Staff will have increased their capacity and confidence in identified areas of Learning and Teaching as evidenced through self-evaluation and quality assurance data.
	Links to Local/National Priorities or Stretch Aims:	Stretch Aims: CNES ES & CS Department Priorities • Ensuring that <u>all</u> learners experience high quality learning and teaching in every setting, every day. • Raising aspirations and improving attainment and achievement for <u>all</u> learners.	Lead Responsibility:	Head Teacher



		- Developing a creative and skills-based curriculum that reflects our context and prepares learners for future learning, life and work. NIF Priorities: NP3 Closing the attainment gap between the most and least disadvantaged children and young people. NP4 Improvement in skills and sustained, positive school-leaver destinations for all young people. NP5 Improvement in attainment, particularly in literacy and numeracy. NIF Drivers: ND2 Teacher and Practitioner Professionalism ND3 Parent/Carer Involvement & Engagement ND4 Curriculum & Assessment ND5 School & ELC Improvement CNES Corporate Business Plan Strategic Outcomes 2.1.1 Attainment rates continuously improve; 2.1.3 Schools are centres for lifelong learning and key assets for the community; 3.1.1 The Gaelic language, natural heritage and cultural of our communities is supported and promoted;		
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Improvement Actions	Target Cohort	Completion Date	Measuring Impact
1.1 Carry out individual baseline self-evaluation on key aspects of the new LTA Policy based on Quality Assurance evidence and CT/Practitioner confidence levels and professional judgement to identify individual areas for Professional Enquiry	CTs/Sg-À Practitioners	Sept 26	All practitioners will improve on their prior levels across identified areas of LTA based on self-assessment evidence, triangulated through quality assurance activities.
1.2 Engage in relevant CLPL linked to individual Professional Enquiry Projects	CTs/Sg-À Practitioners	Apr 27	All practitioners confidence around aspects of the LTA Policy will improve. This will result in coherent and consistent application of the LTA Policy across the school.



1.3 Quality Assurance across session to focus on individual identified areas in order to measure progress and identify next steps at key intervals.	HT/CTs/Sg-À Practitioners	Apr 27	Targeted observations, work sampling and focus groups will evidence improvements across identified areas of Learning, Teaching and Assessment leading to children being able to apply skills in learning appropriately for age and stage – including those pupils who are ‘exceeding’ their curricular milestones.
1.4 Review Curriculum Overview documents and Transition Information to ensure evidence of full curriculum coverage in Forward Planning.	HT	Sept 27	Teachers will have the tools required to evidence a sufficient range of learning across a session in all curricular areas.
1.5 Review Assessment Strategy to ensure assessment practices are embedded across all areas of the curriculum and at the right times.	HT/CTs	Jan 27	Assessment practices will be embedded across the curriculum and are carried out at the right time to ensure appropriate evidence to support teachers’ judgements at key points of attainment tracking.
1.6 Ensure new LTA Policy and Curriculum Rationale is fully embedded across the school by sharing with stakeholders, providing parents with an opportunity for further explanation and to seek clarity using Visuals for both documents and through Family Learning Opportunities.	HT	Jan 27	Parents and staff will have been fully involved in the creation of, and be clear on, both the LTA Policy and Curriculum Rationale documents and how these shape our pedagogy in Sgoil Ùige.
1.7 Review feedback of learning by considering AiFL strategies to review identified Learning Intentions as well as considering best practice in oral and written feedback to improve impact of feedback in supporting next steps for learning and teaching.	HT/CTs/Sg-À Practitioners	Apr 27	Practitioners will be able to employ a range of AiFL strategies to support feedback of learning as evidenced through lesson observations. Pupils will be clear on their progress and next steps in learning as evidenced in their Pupil Profiles through target setting and achievement of targets.
1.8 Increase teacher leadership opportunities through identified ‘Intervention Leads’ for specific intervention projects for identified groups of learners using improvement methodology (eg for Spelling, Phonics, Reading, Tools for Writing, Numeracy as required).	HT/CTs/Sg-À Practitioners	Apr 27	Teachers will develop their capacity to lead on specific intervention programmes as evidenced through increased confidence and successful implementation of interventions to support learning as required leading to measurable improvements for identified pupils in target areas.
1.9 Embed Meta-Skills across the school through classroom-based activities focussing on each skill, identifying skills in individual Pupil Profiling and target setting, and pupils self-assessing own progress in skills development,	Primary School	Apr 27	Pupils will increase their understanding of their own skills development linked to Meta-Skills as evidenced through individual self-assessments and Pupil Profiling and target setting. This will lead to senior pupils developing increasing responsibility for their personal skills development.



1.10 Embed Gaelic Oral Language Assessments fully and ensure these are used to evidence progress in Gaelic Listening and Talking as well as identifying key areas for targeted intervention in Gaelic.	P1, P4 & P7	Jan 27	Gaelic Oral Language progression will be strategically planned based on assessment evidence provided. This will provide accurate end of level assessment information to support teacher judgements around ACEL and provide consistency across the authority as Assessments are rolled out.
1.11 Ensure those moving into Sgoil Ùige continue to receive targeted support in Gaelic through differentiated learning opportunities and eSgoil Misneachd Program as required.	GL & GM	Apr 27	Sgoil Ùige's strong Gaelic ethos will be maintained by ensuring targetted Gaelic intervention support for new pupils in both Gaelic Learners and those beginning Gaelic immersion later. This will be evidenced through GL pupils' developing oral Gaelic language skills within their Pupil Profiles, Jotters and during Whole-School events.
1.12 Introduce developments in new curriculum through engagement in Curriculum Improvement Cycle	Whole school	Apr 27	Scotland's new curriculum will begin to be introduced across the school as it emerges. Teachers will increase their understanding and confidence of the new curriculum through engagement with the Curriculum Improvement Cycle.



2	Project Title:	By 30tilized30d30 the importance of improving numeracy skills in learners, we aim to raise confidence, attainment and achievement across all Comhairle nan Eilean Siar settings.	Baseline Data:	School Level P1, P4, and P7 learners (combined) predicted to achieve the expected Curriculum for Excellence (CfE) in numeracy by June 2027. Local Authority Targets awaiting sharing of this information from LA Baseline Data • Numeracy confidence survey for staff and learners • Summary of staff engagement in Numeracy CLPL • Quality Assurance monitoring of Classroom Practice in Numeracy • Standardised Assessment data: SNSA/MCNG. • Numeracy Attainment Data Comparisons Over Time • Analysis of numeracy Staged Intervention data
	Objectives:	• Improve confidence and fluency in Numeracy for all learners and those who teach Numeracy. • Enhance teacher CLPL training and resources to support effective numeracy learning across all levels. • Establish a CnES framework for mathematical vocabulary to ensure a consistent pedagogical language and seamless progression for learners from Early Years through to S6.	Target Data:	Two Year Project Session August 2026- June 2027 Session August 2027- June 2028



		- Develop a suite of Gaelic-medium numeracy resources to ensure GME learners are thinking mathematically in Gaelic. - Establish a robust Numeracy Moderation Cycle involving early years, primary and secondary colleagues within the authority to ensure a shared and consistent understanding of national standards and learners' progression. - Strengthen the commitment of all teachers to numeracy as a 'Responsibility for All'. - Promote the value of maths as an essential skill for every career at local and national levels		
	Links to Local/National Priorities or Stretch Aims:	Stretch Aims: Increase the number of pupils (combined) achieving the expected Curriculum for Excellence (CfE) levels in numeracy to 80% by June 2027. Links to Local/National Priorities NP3 Closing the attainment gap between the most and least disadvantaged children and young people. NP5 Improvement in attainment, particularly in literacy and numeracy. DP1, IT1, NP4, NP5, ND4, ND5, BP2	Lead Responsibility:	Head Teacher

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
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2.1 Appointment of a Numeracy Lead with a clear remit agreed and shared with all staff. Proposed Remit • Arrange professional dialogue sessions with all staff around raising the profile of Numeracy • Create a Numeracy policy (alongside HT) with expectations in class/in school and at home around supporting with Numeracy. • Identify ways to celebrate and reward pupils who excel in Numeracy. • Liaise with E-sgoil to support attainment gaps in Numeracy and early intervention • Liaise with partners to promote and support family learning.	Identified member of SMT/PT/Class Teacher	Yr 1 - August 2026	Increased learners' confidence and enjoyment in numeracy learning. Improved numeracy skills and higher attainment levels among learners at both primary and secondary levels. Strengthened collaboration between teachers, families, and the community, creating a more holistic approach to numeracy education. Enhanced teaching practices and professional development opportunities for educators, leading to a more effective learning environment.
2.2 Deliver CLPL Numeracy Pedagogy • National Numeracy and Mathematics Progression Framework • https://education.gov.scot/media/kxvn4nos/nnmpf_2016.pdf • Numeracy Professional Learning Resources • https://education.gov.scot/resources/numeracy-professional-learning-resource/ • Numeracy and Mathematics Professional Learning Community • Professional Learning	Identified Education Scotland Numeracy Lead Officer	Yr 1& 2 - Mar 2028	Staff questionnaire findings will reflect an increase in staff confidence and knowledge of numeracy skills and progression.
2.3 Create an agreed numeracy lesson structure to ensure high-quality learning and teaching and measurable progress.	All Teaching staff/Pupil support staff and identified learners.	Yr 1 - Jun 2027	Teachers will deliver high quality Numeracy learning experiences in a well-structured and consistent manner ensuring excellence and equity for all. All children will experience planned, progressive learning experiences across all numeracy levels.



			Increased learners' confidence and enjoyment in learning numeracy. Improved numeracy skills and higher attainment levels among learners at all levels.
2.4 Foster continuous improvement with all teachers in numeracy by implementing a moderation framework from Early to Senior Phase.	Identified member of SMT/PT/Class Teachers Identified member of SMT/PT/Class Teachers	Yr 2 - March 2028 Yr 2 - March 2028	A shared understanding of achievement of all levels across all CnEs settings. Numeracy assessment data will determine next steps in learning. All staff will be more confident in using and planning for assessment and moderation, allowing all learners to make progress across all Numeracy levels. Robust, accurate assessment judgements to ensure sustained monitoring of learner progress. All staff will use their professional judgement and assessment evidence to track children's progress accurately across all areas of Numeracy. Effective use and analysis of data for improvement.
2.5 Create a DYW pupil leadership group to promote careers and local jobs, with particular focus on skills in Numeracy. Local employers will collaborate with schools by identifying the real-world numeracy skills and applications essential to their workplace.	Identified member of SMT/PT/Class Teacher	Yr 1/2 - May 2028	All learners will understand the importance of Numeracy and how it links to the world of work.



	CnES DYW Co-ordinators Identified local businesses and professions	Yr1/2 - April 2028 ongoing	The profile of Numeracy will be raised from Early Years through to Senior Phase. The profile of Numeracy will be raised within local workplaces and businesses. Local businesses and employees will ensure that learning experiences are planned to prepare learners for the practical Numeracy demands and expectations of the modern workforce.
2.6 Embed the new Early Level Progression Pathway for Numeracy into practice in both planning and tracking of learning experiences for all Sgoil-Àraich pupils.	Sg-À Practitioner and link Teacher/HT	Yr 1 - Jun 27	New Early Level Progression Pathway for Numeracy will be fully embedded within the Sgoil-Àraich. This will be evidenced through Sgoil-Àraich Forward Planning and Attainment Tracking and will result in a clearer understanding of pupil progress in Numeracy at Early Level.
2.7 Review Standardised Assessment Data from 25-26 alongside Class-based Numeracy Assessments & Early Level Numeracy Trackers to identify organisers requiring targeted intervention across whole-school and groups of learners (eg Fractions, Decimals and Percentages).	Sg-À Practitioners/Class Teachers	Yr 1 - Sept 26	Assessment data will evidence an increase in attainment in identified Numeracy organisers. This will lead to improved attainment in Numeracy across the school.
2.8 Engage in school specific CLPL on Numeracy strategies such as Number Talks & Numicon. Ensure dedicated time for numeracy discussions on a daily basis in all classes. Adopt SENA Early Number Assessment to track and monitor Early Level numeracy awareness.	Sg-À Practitioners/Class Teachers/HT	Yr 1/2 - Apr 28	All pupils will improve on their baseline levels of attainment in Numeracy. Quality Assurance will evidence improved pupil and teacher confidence in discussing a range of number strategies.
2.9 Continue to embed basic numeracy skills through whole-school programmes such as 'Rionnagan Clàran-Uiread' (Times Table Stars) and introduce similar programme for key number bonds.	Class Teachers/HT	Yr 1 - Nov 26	All pupils will improve their skills in relation to number bonds and times tables as evidenced through classroom tracking tools measured through whole-school intervention programmes.
2.10 Engage in relevant CLPL on Problem Solving strategies & quality assure the delivery of Problem-Solving lessons ensuring these are coherent, relevant and progressive from P1-P7.	CTs/HT	Yr 1 - Apr 27	Quality Assurance & Assessment Data will evidence greater depth of understanding of Numeracy concepts through increased



			attainment in 'Word Problems' and Problem Solving questions.
2.11 Audit all Numeracy resources across the school to ensure these are being utilised to their full potential and identify gaps in provision. Invest as necessary.	Sg-À Practitioners/Class Teachers/HT	Yr 1 - Feb 27	Class teachers will be happy with the range of resources available to them to support teaching of Numeracy and Mathematics at all levels for the three developmental stages of Numeracy understanding (Concrete – Pictorial – Abstract) and will demonstrate how these resources are used appropriately to support Numeracy development through Quality Assurance.
2.12 Explicitly plan for and implement Outdoor Numeracy Lessons at all stages to support engagement and deepen understanding of Numeracy concepts across a range of contexts for learning.	Sg-À Practitioners/Class Teachers	Yr 2 - Apr 28	Pupils will engage in coherent, relevant and progressive Outdoor Learning lessons in Numeracy and Mathematics regularly. This will support engagement and deepen understanding of Numeracy concepts across a range of contexts for learning as evidenced in Numeracy Attainment Tracking, Forward Planning and Quality Assurance Observations of Numeracy lessons.
2.13 Ensure Family Learning opportunities include participation in Numeracy Active Tasks to increase engagement and confidence of parents in supporting their child's numeracy development (eg Cafaidh Gàidhlig, Family Learning Event, Share the Learning Assemblies and Homework tasks)	Sg-À Practitioners/Class Teachers/HT	Yr 1 – Jun 27	Parents will have opportunities to engage in Numeracy and Maths activities alongside their children and will have a clear understanding of the approaches used in school to support pupils' Numeracy development and how to support this at home.



3	Project Title:	Digital Learning and Technologies	Baseline Data:	• Quality Assurance of Forward Planning • ASN Action Plans & RAFAs • Quality Assurance Data • Staff Annual Survey • Pupil Annual Survey • Parent Annual Survey
	Objectives:	• Develop pupils' skills in using Technologies to support and enhance learning opportunities towards. • Enhance teachers' confidence and skills in using Technologies to provide meaningful and engaging contexts for learning • Increase attainment for identified pupils with Additional Support Needs by using Digital Technologies to support access to the curriculum.	Target Data:	• ASN RAFAs will evidence improvements in Literacy for all identified ASN pupils. • Termly Attainment Data will continue to rise in Gaelic and English Literacy • Most pupils will be on track to achieve in Gaelic and English Literacy • Parents, Pupils and Staff will increase their understanding of safe use of Digital Technologies to support and enhance learning.
	Links to Local/National Priorities or Stretch Aims:	Stretch Aims: CNES ES & CS Department Priorities • Ensuring that <u>all</u> learners experience high quality learning and teaching in every setting, every day. • Raising aspirations and improving attainment and achievement for <u>all</u> learners. • Creating a strong and sustainable future for Gaelic as a community language that supports learning, arts, culture and economy. • Developing a creative and skills-based curriculum that reflects our context and prepares learners for future learning, life and work.	Lead Responsibility:	Head Teacher



		NIF Priorities: NP1 Placing the human rights and needs of every child and young person at the centre of education NP3 Closing the attainment gap between the most and least disadvantaged children and young people. NP4 Improvement in skills and sustained, positive school-leaver destinations for all young people. NP5 Improvement in attainment, particularly in literacy and numeracy. NIF Drivers: ND1 School and ELC Leadership ND2 Teacher and Practitioner Professionalism ND3 Parent/Carer Involvement & Engagement ND4 Curriculum & Assessment ND5 School & ELC Improvement ND6 Performance Information CNES Corporate Business Plan Strategic Outcomes • 2.1.1 Attainment rates continuously improve; • 2.1.3 Schools are centres for lifelong learning and key assets for the community; • 3.1.1 The Gaelic language, natural heritage and cultural of our communities is supported and promoted;		
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Improvement Actions	Target Cohort	Completion Date	Measuring Impact
3.1 Develop pupils' Touch Typing skills at Second Level to support all pupils to increase their writing engagement and attainment.	Second Level CTs	Apr 27	All pupils will have improved their Touch Typing skills as evidenced through small-step tracking of progress in classes. This will result in improved engagement and attainment in writing as evidenced through termly tracking and monitoring.



3.2 Increase staff, parent and pupil understanding of how to stay safe online through Internet Safety education utilising the 'Safer Schools' Programme and Family Learning opportunities.	CTs/HT & families	Apr 27	Almost all pupils will be able to discuss strategies to keep themselves safe online. All staff will report increased confidence and understanding of teaching Internet Safety. Most parents will report increased understanding of Internet Safety.
3.3 Enhance pupils Critical Literacy Skills when engaging in digital media through increased awareness of the benefits and risks of Artificial Intelligence Apps/Tools (AI), Influence of Social Media and Trends and Online Scams utilising the 'Safer Schools' Programme.	Second Level CTs	Apr 27	All pupils will increase their understanding and be able to explain some of the benefits and risks of various digital media platforms. Most pupils will be able to utilise Critical Literacy skills in practice when engaging with digital media.
3.4 Embed use of STEM resources within the new STEM focus area into classroom practice across all levels including coding applications.	Sg-À Practitioners/CTs	Dec 26	All pupils will have engaged with STEM resources appropriate to their age and stage within the STEM area with support. Most pupils will engage regularly and with increasing independence with resources in the STEM area.
3.5 Review and develop use of Assistive Technologies to support those with Additional Support Needs (eg Immersive Reader, Touch Typing, Ceitidh Voice, TouchChat etc).	CTs of pupils with Additional Support Needs. SFLT/HT	Apr 27	All identified pupils with Additional Support Needs will have developed their skills in using assistive technologies to support access to the curriculum. This will result in measurable improvements in their personal learning targets.
3.6 Develop Digital Literacy Skills utilising new Chromebooks to enhance Literacy and Numeracy skills as well as engagement across the curriculum using a range of Applications to support learning.	CTs	Apr 27	All teachers will evidence use of Chromebooks to enhance learning opportunities and support engagement across the curriculum within their Forward Planning.
3.7 Audit Digital Technology resources in the Early Years to ensure age appropriate tools to develop skills and enhance learning and teaching (eg TalkBooks, Programmable Robotics etc).	Sg-À Practitioners and Early Level CTs	Dec 26	All Early Level pupils will have access to a range of digital technology resources appropriate to their age and stage. Early Level Practitioners will increase the use of these resources to support and enhance learning opportunities.
3.8 Ensure Digital Technologies are fully incorporated into Forward Planning across Literacy, Numeracy and Inter-Disciplinary Learning Projects	Sg-À Practitioners & CTs	Oct 26	All teachers and practitioners will evidence clearly how Digital Technologies are utilised to support Literacy, Numeracy and Inter-Disciplinary Learning across a range of topics through Forward Planning and Quality Assurance.



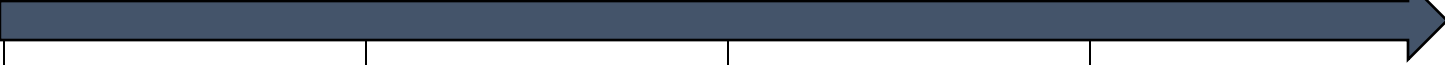
3.9 Embed use of 'Classroom Screen' across all classes to provide a coherent system of embedding elements of our Learning, Teaching and Assessment Policy including sharing and reviewing Learning Intentions and Success Criteria, using Digital Technologies to support and enhance learning, providing Formative Assessment Opportunities and linking learning to Rights and Sustainable Development Goals.	CTs/HT	Nov 26	All teachers will utilise Classroom Screen to ensure a coherent and consistent approach to sharing Learning Intentions, Success Criteria, Formative Assessment and reflecting on the UNCRC and SDGs in relation to learning. This will be evidenced through observations of learning and teaching and pupil focus groups.
3.10 Provide opportunities for learners to develop their skills for learning, life and work and celebrate their connection to Gaelic language and culture by participating in projects involving technologies in the media/broadcasting including a PodCast project and film and screen education.	CTs/HT	Apr 27	All primary pupils will have engaged in a project to develop their understanding and skills of using technologies within the media to celebrate their connection to Gaelic language and culture and develop their skills for learning, life and work.



3.4 Àm Libhrigidh Plana Adhartais na Sgoile - School Improvement Plan Delivery Timeline

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

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

SIP Project Title	Aug to Oct 2025 (Term One)	Oct to Dec 2025 (Term Two)	Jan to Mar 2026 (Term Three)	Apr to Jun 2026 (Term Four)
Embed Learning, Teaching and Assessment Policy into practice across the school				
By recognising the importance of improving numeracy skills in learners, we aim to raise confidence, attainment and achievement across all Comhairle nan Eilean Siar settings. (Two Year Project)				
Digital Learning and Technologies				
The Circle & Outdoor Learning (Playground Environment) (Maintenance projects – ctd from SQIP 25-26)				



3.5 Plana Adhartais Fad-ùine - Long-Term Planning

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

Year/Session	Self-Evaluation Priorities	School Improvement Planning Priorities
2027-28	2.5 Family Learning 2.6 Transitions 3.3 Increasing Creativity and Employability	- Improve Health and Wellbeing experiences – Sport Scotland, emotional wellbeing and fully embed a rights-based approach - Develop a whole-school Reading Culture
2028-29	1.1 Self-Evaluation for Self-Improvement 2.4 Personalised Support 2.7 Partnerships	- STEM - Developing the Young Workforce
2029-30	1.2 Leadership of Learning 2.2 Curriculum	- Sustainability - Writing

Annual self-evaluation will take place on:

- 1.3 – Leadership of Change
- 2.1 – Safeguarding and Child Protection
- 2.3 – Learning, Teaching and Assessment
- 3.1 – Improving Wellbeing, Equality and Inclusion
- 3.2 – Raising Attainment and Achievement

