



SGOIL DHALABROIG

**Aithisg Ìre de Mhathas 2016-17
agus Plana Leasachaidh na Sgoile 2017-18**

**Standards & Quality Report for 2016-17
and School Improvement Plan for 2017-18**



COMHAIRLE NAN EILEAN SIAR

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

Contents

1. The Context of the School	1
2. Standards & Quality Report for 2016-17	2
2.1 How successful were our improvements?	
2.2 What progress have we made?	
2.3 What are our key priorities for improvement in 2017-18?	
3. School Improvement Plan for 2017-18	5
3.1 What are our improvement projects?	
3.2 Maintenance areas	
3.3 Outline Planning for 2018-20	
4. Glossary of Terms	8

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%

1. The Context of the School

Sgoil Dhalabroig is a non-denominational, bilingual school providing primary education and nursery provision for children from South Uist and Eriskay. A new purpose-built building opened in August 2012 and the facilities offer excellent accommodation and learning opportunities to deliver Curriculum for Excellence. The school is situated in the township of Daliburgh in South Uist and has a current roll of 80 pupils with a further 17 children in the Sgoil-Àraich.

We have five primary classes and 1 nursery session; Monday to Thursday morning. In addition to our class teachers, a specialist PE teacher and music instructors visit the school weekly. The school has a number of support staff in place to meet the needs of all learners. We are very well supported by our Parent Council who take an active role in the work and life of the school. Many parents and community members play a key role as volunteers. The school enjoys strong links with the local community and became a Gaelic Status School in 2015. We are an Eco School and have recently applied for our third green flag. Sgoil Dhalabroig was the first of only two schools in the Western Isles to achieve the **sportscotland** Gold Level School Sport Award.

During the 2016-17 session, the majority of our pupils achieved their target curricular levels.

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

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

Mise – *toilichte annam fhèin agus misneachail*

'It's good to be me!'

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

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

Wisdom:

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

Integrity:

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

Heritage:

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

Wellbeing:

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

2. Standards & Quality Report 2016-17

This section reports on the progress the school has made during the 2016-17 session on improvement priorities/projects and with the four key National Improvement Framework (NIF) priorities.

2.1 How successful were our improvements?

Improvement Priority One	Assessment and Moderation – Progression Planning in Numeracy and Maths
NIF Priority:	Improvement in Attainment – Particularly Literacy & Numeracy
NIF Driver:	Assessment of child's progress School Improvement Performance Information
HGIOS4/ELCC QIs:	2.3 Learning, Teaching and Assessment
Project Stretch Aim: (Improvement Targets 2016-17)	<ul style="list-style-type: none"> Learners will be able to use the 'language of learning' (i.e Learning Intentions and Success Criteria) routinely to assess their own and others' learning Learners will be actively involved in planning their learning, including identification of evidence of learning Learners will be more confident in assessing their own learning, using annotated exemplification at all levels Parents will support their child at home
Project Progress (What have we done and how are we doing?)	
<ul style="list-style-type: none"> Staff participation in school, local authority and National moderation of Numeracy and Maths resulted in increased staff confidence in making assessment judgements at all Curriculum for Excellence levels Staff created Numeracy and Mathematics progression pathways for Early- Second level, complementing Numeracy and Maths Learning Journeys already in place across all classes. Mental numeracy is being taught using a blend of different approaches, across all classes and children are increasingly more able to explain their thinking and describe and justify the strategies that they have used to solve problems. A member of school staff delivered professional learning in the use of Big Maths to all staff. A variety of Big Maths approaches are in place across all classes. All staff had the opportunity to undertake professional learning in Education City and this resource is being used to support the teaching of Numeracy and Maths concepts and promote family learning in most classes. A whole school Numeracy and Mathematics policy has been created, taking account of staff and pupil views Numeracy and Mathematics is being promoted across the school by 'making maths more visible' using a Numeracy and Maths challenge board for the Infant and Upper classes. Almost all classes participated in a Maths Challenge week during the year and engaged with Numeracy and Mathematics in a variety of real life contexts, increasing their ability to apply skills. The majority of classes have been involved with RAFA style projects to raise attainment in Numeracy and Mathematics, for example PG6/7 times tables RAFA project. Staff provided a Family Learning Numeracy Evening for all parents, providing guidance for parents to allow them to support their children at home more effectively and addressing misconceptions linked to the teaching of number concepts. 	
Evidence & Impact (How do we know?)	
<ul style="list-style-type: none"> Children are attaining in Numeracy and Mathematics. In the 2016-17 session an average of 	

<p>74% of pupils in P1, P4 and P7 achieved their expected curricular levels.</p> <ul style="list-style-type: none"> • Moderation evidence submitted to local and National moderation has confirmed teacher assessment judgements. • Learner conversations show that children at P4-7 are becoming increasingly proficient in discussing their learning and explaining their understanding of numerical concepts and strategies used. • All staff are planning for progression in numeracy and mental maths and use a variety of approaches to deliver this, including number talks, maths on-track and Big Maths. Children are very motivated to make progress in their CLIC and Beat That assessments. Staff and pupil evaluation show pupils as increasingly more able to transfer their numeracy skills across their learning, evidenced using a wide range of real life learning contexts. • Staff carried out peer observations focusing on the delivery of teaching of numeracy and mental maths. The teaching of mental maths is embedded across all classes and is tailored to suit individual classes. • Staff have carried out moderation activities looking at the progression in learning from Early to Second level, resulting in planned changes to practice to improve attainment; i.e the embedding of learning about time across the curriculum at Early/First level. • Evaluation of Family Learning Numeracy and Mathematics evening was 100% positive. • Parental response to Sgoil Dhalabroig Numeracy and Maths support booklet very positive.
<p>Next Steps (What are we going to do now?)</p> <ul style="list-style-type: none"> • Ensure Number Talks and Big Maths continue to be shared with parents, including parents of New Entrants. • Embed RAFA and PDSA methodology across all classes. • Continue to create a climate for joint planning and assessment, including the planning and delivery of holistic assessments to evaluate children's skills in applying their understanding to new concepts.

Improvement Priority Two	Improvement in Children and Young People's Health and Wellbeing
NIF Priority:	Improvement in Child's Health and Wellbeing
NIF Driver:	Parental Engagement School Improvement
HGIOS4/ELCC QIs:	1.1 Self-Evaluation for Improvement 2.3 Learning, teaching and assessment
Project Stretch Aim: (Improvement Targets 2016-17)	<ul style="list-style-type: none"> • Learners, with the support of the school community are beginning to operate effectively and safely in social media communities • Learners are aware of the need to protect themselves and respect others • E-safety group will monitor and evaluate progress on a termly basis
Project Progress (What have we done and how are we doing?)	
<ul style="list-style-type: none"> • PG & PE 2/3 presented a Gaelic play in the Sgoil Lionacleit theatre which explored the themes of digital technology and e-safety in a context that children and families could relate to, while highlighting the impact that developing technology and online safety have and will continue to have on their lives • Whole school health week focused on Mental Health and e-Safety and Technology, building on the understanding of P2/3 classes and extended this learning across the school. • Aonad Ioma-Mheadhan filmed the performances from Sgoil an Iochdair, Sgoil Bhaile a' Mhanaich agus Sgoil Dhalabroig and they are available through the multimedia youtube channel and on Sgoil Dhalabroig website • During Health week an information session for parents was provided by CEOP Ambassador and Comhairle nan Eilean Siar Health Promotion staff • Regular homework activities have focused on e-safety and technology throughout the year • Staff have created an e-Safety progression pathway to complement Health and Wellbeing pathways already in place 	

- An informative and attractive school website has been created by school staff in consultation with pupils, parent council and wider parent forum
- Acceptable use agreements are in place for all pupils and are part of the school enrolment process
- School staff shared best practice in website creation across the Local Authority during Digital Learning Week
- Class blogs are embedded in the website and are being rolled out across classes
- PG6/7 have a class twitter account which is used to share success with parents and the wider community
- Acting Head Teacher and Acting Principal Teacher have completed Enhanced Child Protection and have provided support for Class Teachers
- 6 iPads and high-quality cameras have been purchased to allow children to engage with technology and develop their digital literacy skills

Evidence & Impact (How do we know?)

- Across all classes children can discuss their understanding of internet safety and its importance, shown in learner conversations
- Staff confidence in technology use is improving with most classes using it to enhance learning on a regular basis.
- Learner feedback in learner conversations show children enjoy and are motivated when using a variety of digital technologies to support their learning
- Positive feedback from parents on use of twitter account at PG 6/7 and for sharing P7 School trip activities and experiences
- Strengthening home-school communication through use of website to communicate information, i.e successful use of website to share Mòd prescribed pieces
- Whole school participation in local authority and Uist and Barra e-Safety events has offered children to explore e-Safety themes using drama, Gàidhlig language and e-Safety. Excellent feedback was received following the Uist Dràma Festival and the event was publicised in Am Pàipear.

Next Steps (What are we going to do now?)

- Review e-Safety audit and create Sgoil Dhalabroig Digital Literacy & e-Safety Action Plan
- Embed e-Safety progression pathway in whole school planning
- Establish school website as a main communication method for school information
- Build on success of PG6/7 twitter account, and establish a Sgoil Dhalabroig facebook page and Twitter account to share success and information from the school.
- Ensure Digital Literacy is clearly planned for on all staff plans and best use is being made of available resources
- Extend e-Safety learning opportunities to staff, parents and wider school community

Improvement Priority Three	Engaging Families in Learning
NIF Priority:	<ul style="list-style-type: none"> • Improvement in attainment – particularly literacy and numeracy • Improvement in Child's Health and Wellbeing
NIF Driver:	<ul style="list-style-type: none"> • Parental Engagement • School Improvement
HGIOS4/ELCC QIs:	<ul style="list-style-type: none"> • 2.5 - Family Learning • 2.7 - Partnerships
Project Stretch Aim: (Improvement Targets 2016-17)	<ul style="list-style-type: none"> • Increased parental capacity to support children's learning leading to improved progress • Consistent approach to homework across school that engages pupil and parents • Increased Parental Engagement in school and learning • Improved parental understanding of what their child is expected to achieve and their next steps • Targeted support plans to help children learning barriers, effective support plans in place

	<ul style="list-style-type: none"> • Improved progress communication with parents • Develop family engagement in learning
Project Progress (What have we done and how are we doing?)	
<ul style="list-style-type: none"> • Engaged Parents in evaluative discussion and survey during September parents' open evening to measure their views on family learning ongoing in Sgoil Dhalabroig and identify areas they would like developed • Acting Head Teacher carried out face-to-face consultation with parents at November 2016 parents evening • Staff provided a Family Learning Numeracy Evening for all parents, providing guidance for parents to allow them to support their children at home more effectively and addressing misconceptions linked to the teaching of number concepts, in response to questionnaires • Whole School website created to communicate with parents more effectively, sharing information and resources to support learning in the home • Parents of learners involved in the Scottish Attainment Challenge project have been engaged with the project and targeted interventions 	
Evidence & Impact (How do we know?)	
<ul style="list-style-type: none"> • Parental response to Family Learning Numeracy Event 100% positive. All parents who completed evaluation found the workshop beneficial in supporting their children at home. • Website designed and created in consultation with Parent Council and wider parent forum and stakeholders to meet the needs of the school community – school calendar with up to date information for parents on school events and a family learning section with Literacy and Numeracy 'how-to' videos to support parents when working with learners at home and demonstrate the teaching of a variety of concepts • Learners involved in Scottish Attainment Challenge project have been supported at home by parents and demonstrate clear improvement in targeted areas for improvement 	
Next Steps (What are we going to do now?)	
<ul style="list-style-type: none"> • Create Family Learning Policy in consultation with parents, taking account of Pupil Equity Fund improvement project agenda • Ensure Family Learning is included on Parent Council agenda on termly basis • Family Learning Challenges included on website and newsletter on regular basis • Embed and develop wider achievement jotters across all classes • Roll out Emerging Literacy strategies used with Scottish Attainment Challenge learners to Parents of New Entrants and across the school • Ensure learners' views on Family Learning are represented more clearly by adding Family Learning to Pupil Council agenda. 	

2.2 What progress have we made?

Quality Indicator	Evaluation	Evidence
1.3 Leadership of Change	All staff have consistently high expectations of all learners and are committed to change which results in improvements for learners.	<ul style="list-style-type: none"> • Weekly & Forward Plans • LQAG Data • RAFA Projects • Wider Achievement Jotters • Scottish Attainment Challenge Pilot Project Data • Learner Conversations • Attainment Discussions • Tracking and Monitoring • Peer Observations • Staff Meeting Overview & Minutes • CLPL & PRD Engagement
	Almost all staff understand the school's strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements.	<ul style="list-style-type: none"> • Tracking and monitoring folders • RAFA Projects • Learner Conversations • Wider Achievement Jotters • Conversations • Parent Council Minutes
	All staff have consistently high expectations of all learners. All staff have a clear focus on improvement in outcomes and targeted interventions are in place for learners not making expected progress, resulting in all learners making good progress at appropriate pace for their ability. Staff have improving understanding of a variety of performance information and use this to target learners requiring support.	<ul style="list-style-type: none"> • Attainment Overview • Raising Attainment Overview • Assessment Data • PTE and PTM Data • Attainment Discussions • Monitoring & Tracking Information • LQAG Moderation Data • SEEMIS • Teacher Feedback & Next Steps • Learning Journeys
2.3 Learning, Teaching & Assessment	All learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work.	<ul style="list-style-type: none"> • Leabhar Trang/Everyday is a Learning Day jotter in place in all classes and shared with parents fortnightly • Masterclasses • Learner Conversations • Monthly Awards Rotation
	All learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.	<ul style="list-style-type: none"> • Committee Minutes • Prefects • Buddies • School Website • Visits to Uist House • Pupil Planning Page – IDL
	All learners experience activities that are varied, differentiated, active, and provide effective support and challenge and almost all staff apply the principles of planning, observation, assessment, recording and reporting as underpinning learning and teaching.	<ul style="list-style-type: none"> • Weekly plans • Forward Plans • Weekly plan evaluations • Classroom Timetables • Support Timetables • Observation & Assessment • Learner Conversations • Moderation – School, Local & National • Feedback • Monitoring and Tracking records • Reports

		<ul style="list-style-type: none"> • SEEMIS • RAM & TAM
	<p>Almost all learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve. Staff ensure a quality body of evidence is used to support assessment judgements and decisions about next steps.</p>	<ul style="list-style-type: none"> • Weekly plans • Jotter Monitoring • Learning Journeys • Learner Conversations • LQAG Evidence • Peer Observation • Verification Team Participation • RAM & TAM • SEEMIS
3.1 Ensuring Wellbeing, Equity and Inclusion	<p>Staff and partners have created, and are committed to, creating and maintaining an environment where all children feel safe, healthy, achieving, nurtured, active, respected, responsible, and included.</p>	<ul style="list-style-type: none"> • Committee Minutes • Assemblies & Awards • Nursery Home-link jotters & Everyday is a learning day Jotters • Team Around the Child Minutes • Child's Meeting Minutes • CLPL Records • Eco, Sport Scotland Evidence • SfL Records • School & Community Events – Daffodil Tea for Marie Curie • Establishment & Development of Nurture Provision • Daily Mile • Health & Enterprise Committee • Fairtrade Breakfast • Prefects & Buddies
	<p>Staff and partners have created an environment where children feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.</p>	<ul style="list-style-type: none"> • Suggestion Boxes • Pupil Council • Worry Boxes • Golden Time Masterclasses • Nurture Groups • Pupil Voice – Planning & Assessment • Committees • RAFA Groups • Assemblies •
3.2 Raising Attainment & Achievement	<p>All staff are focused on raising attainment and improving outcomes for children and young people. This focus is leading to raising attainment across the school.</p>	<ul style="list-style-type: none"> • Scottish Attainment Challenge Pilot School • RAFA Projects • Tracking & Monitoring • Raising Attainment Overviews • Precision Teaching across all classes • Peer Observations • Minutes • Attainment Discussions • Masterclasses • Committees • SfL Support Timetables

	<p>Personalised Support is in place across the school to meet learners' needs and raise attainment and achievement. Both universal and targeted learning and support is embedded and is having a positive impact on children's progression with their learning.</p>	<ul style="list-style-type: none"> • Daily/Weekly communication with families • Personalised learning and differentiated activities ensure all learners' needs are being met • Visual Timetables and tailored learning pathways • Whole School Nurture Provision • Precision Teaching • Support Staff involved in planning and delivery of interventions in place • Learners demonstrate a clear understanding of support required by a variety of learners and are respectful of this – whole school observation • Awards • Achievement Jotters
	<p>Almost all staff are committed to recognising achievement and tracking pupils' success.</p>	<ul style="list-style-type: none"> • 'Leabhar Trang Everyday is a Learning Day' Jotters • Newsletters • Assemblies • Sport Celebration Awards Night • Display Boards • Local Press

2.3 What are our key priorities for improvement in 2017-18?

Bullet list of priorities

- Closing the Attainment Gap in Literacy & Numeracy (PEF)
- Raising Attainment in Literacy: Listening & Talking, Spelling, Punctuation and Grammar
- Developing the Young Workforce: Skills Development in Sciences, Technology, Engineering and Maths

3. School Improvement Plan 2017-18

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

3.1 What are our improvement projects?

Improvement Project One	Closing the Attainment Gap in Literacy & Numeracy (PEF)		
NIF Priority:	<ul style="list-style-type: none"> Closing the attainment gap between most/least disadvantaged students 		
NIF Driver:	<ul style="list-style-type: none"> School Improvement Assessment of child's progress Performance Information 		
HGIOS4/ELCC QIs:	<ul style="list-style-type: none"> 1.2 Leadership of Learning 1.5 Management of Resources to Promote Equity 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement 		
CnES Business Plan Links:	<ul style="list-style-type: none"> Deliver high-quality learning and teaching in all educational settings Improve the use of data to secure excellent outcomes in all children's services and for all learners in the Outer Hebrides. 		
Stretch Aim(s)			
To close the attainment gap by securing at least 10% increase in Literacy and Numeracy Attainment for each learner in the target group by May 2018.			
Target Group			
Learners identified in Pupil Equity Fund Appendix			
Planned Outcomes (SMART Primary Drivers)			
<ul style="list-style-type: none"> 10% improvement in attainment of learners in target group Close attainment gap by evidencing attainment performance that matches cognitive potential (data) Improve learners' evaluative scoring of the Eight Wellbeing indicators through provision of positive and supportive intervention based on their needs Increase parental engagement by at least three instances 			
Baseline Measures			
<ul style="list-style-type: none"> Teacher judgements – CfE Achievement of a level Scores from core and additional standardised assessments Attendance data Wider achievement data Wellbeing Indicator scorings/gradings Rate of current parental engagement Learning and Parental surveys 			
Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Use of RAFA projects and PDSA change methodology to implement short-cycle interventions for the group.	Class Teachers & Support Staff	May 2018	All target learners linked to RAFA projects
Engage with parents from outset of project. Share plans and develop engagement plan in partnership with	Head Teacher & Hub Wellbeing Officer	September 2017	>90% positive views from parents about the project and plans

parents and Hub Wellbeing Officer (HWO)			in place
Provide additional parental engagement opportunities, including establishment of family room as part of nurture provision, and planned family learning events across the year	HWO	November 2017	Increase parental attendance at family learning events across the year. Measure use of family room in nurture provision
Use baseline wellbeing data to plan individualised support for mental and emotional health and provide targeted intervention from HWO	HT, LS Teacher & HWO	May 2018	Observable increase in motivation and positive views on learning.
Provide daily targeted support in Literacy & Numeracy (including homework) from HWO	HWO	Monthly review of progress until May 2018	
Provide daily enrichment tasks in literacy, supported by Emerging Literacy Champion and Gaelic Language Assistant	HT	Monthly review of progress until May 2018	Observable increase in learner engagement, motivation and confidence and steps towards 10% overall attainment gain
Ensure robust attendance monitoring and take systematic action to address concern areas	HT	Monthly monitoring until June 2018	Achieve >98% average attendance for the group
Provide additional wider achievement opportunities specific to the group's interest areas through partnership with the HWO.	HT	November 2017	100% uptake from the target group in at least one weekly activity
Resources			
Hub Wellbeing Officer		Emerging Literacy resources	
Emerging Literacy Champion			
Gaelic Language Assistant			

Improvement Project Two	Raising Attainment in Literacy: Listening & Talking, Spelling, Punctuation and Grammar		
NIF Priority:	<ul style="list-style-type: none"> Improvement in attainment – particularly literacy & numeracy 		
NIF Driver:	<ul style="list-style-type: none"> School Improvement Performance Information 		
HGIOS4/ELCC QIs:	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement		
CnES Business Plan Links:	<ul style="list-style-type: none"> Deliver high-quality learning and teaching in all educational settings 		
Stretch Aim(s)			
To secure at least 10% improvement in attainment in Literacy for all pupils at P1, P4 and P7 by May 2018			
Target Group			
P1, P4 & P7 and all learners identified from attainment overview data.			
Planned Outcomes (SMART Primary Drivers)			
<ul style="list-style-type: none"> 85% of pupils at P1, P4 and P7 to achieve their curricular milestones for Literacy Increase % of P4-7 on track within CfE levels for Writing by 15% Clear assessment data for Talking & Listening available for all classes Engagement in Cluster and National moderation activities Increase parental engagement by at least three instances 			
Baseline Measures			
<ul style="list-style-type: none"> Teacher judgements – CfE Achievement of a level Performance information from core and further standardised assessments Emerging Literacy Assessments Baseline assessment of attainment in Grammar & Punctuation Single Word Spelling Assessment – Focus Group Learner conversations Learner, staff and parental surveys Moderation feedback 			
Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Emerging Literacy – Engage with Emerging Literacy support materials to assess and analyse data, organise learners using data, and plan developmentally suitable learning experiences, tracking progress.	P1-P7 Teachers	September 2017	Initial assessments completed and ongoing assessments to track progress across the year.
	P1-P7 Teachers	Assess & Plan –September 2017	All Nursery & P1-3 pupils & identified learners engaging with Emerging Literacy approach and measurable progress being made for all learners across developmental continuum.
		Review Dec 17, Feb 18 and May 18	
		October 2017	RAFA projects in place for target learners

Ongoing support for families on progress children are making and ways they can support at home - introductory family learning workshop on Emerging Literacy approaches	P1 Teachers/SMT	September 2017	>90% positive views from parents about the project
Listening and Talking – All staff to engage in Hub C Talking and Listening Moderation Activities focusing on transition from Second to Third Level	Second Level Class Teachers & HT	Plan September 2017 3X Moderation events from September-December 2017	Improved evidencing of pupil progress and attainment in Talking & Listening School engagement in National Moderation Activity
Further develop the understanding and application of key literacy skills across all areas of learning – reading, writing, spelling, grammar and punctuation.	P1-7 Teachers	May 2018	Baseline assessment of pupil attainment in spelling Refreshed progression pathways for teaching key literacy concepts in place across classes Teacher planning identifies key concepts being taught and opportunities for embedding skills in a variety of real life contexts Observation across classes Learner conversations Improvement in PTE assessments for Punctuation and Grammar
Resources			
Emerging Literacy Pilot School		Emerging Literacy Champion	
Highland Literacy Portal		Support for Learning Staff	
Highland Literacy Resources			

Improvement Project Three	Developing the Young Workforce: Skills development in Sciences, Technology, Engineering and Maths.		
NIF Priority:	<ul style="list-style-type: none"> Improvement in attainment – particularly Literacy and Numeracy Improvement in employability skills and sustained positive destinations 		
NIF Driver:	<ul style="list-style-type: none"> School Leadership 		
HGIOS4/ELCC QIs:	<ul style="list-style-type: none"> 3.1 Improving wellbeing, equality and inclusion 3.2 - Raising attainment and achievement 		
CnES Business Plan Links:	<ul style="list-style-type: none"> Deliver high-quality learning and teaching in all educational settings 		
Stretch Aim(s)			
To develop pupils' skills in Sciences, Technology, Engineering and Maths and ensure children are equipped with essential skills for learning, life and work in the 21 st century. To increase pupil motivation and engagement in their learning by 10% 10% improvement in P6 sample group attainment in Numeracy and Literacy			
Target Group			
P6 Sample Group Whole School – Sample Group Baseline			
Planned Outcomes (SMART Primary Drivers)			
<ul style="list-style-type: none"> Engagement in Cluster and National SSERC activities Demonstrate increased confidence in delivery of practical Science across the school Demonstrate increased confidence in delivery of practical technology across the school Increased motivation and attainment in Numeracy and Literacy 			
Baseline Measures			
<ul style="list-style-type: none"> Learner Conversation – P6 & Sample Group STEM Wider Achievement Opportunities Survey Staff Confidence Survey – August 2017 & May 2018 Parental and Wider Community Survey – STEM Skills CPD and PRD Records Wider Achievement Jotters STEM Challenge Week – Evidence, Learning Conversations School Website & Class Blogs 			
Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Whole School Audit of Science, Technology, Engineering and Mathematics – Baseline measure.	HT	September 2017 & May 2018	Evidence of where we are and gaps in our pathways
Complete Learner Conversations & Parental and Wider Community Survey	HT	September 2017	Identification of members of parent forum and wider community with skills to support our project
Engagement with SSERC at Local Authority level	P5-7 Teacher	February 2018	P5-7 Teacher will provide support and guidance for Science to other teachers in their school.
STEM Week	Class Teachers	November 2017	Learner Evidence will show increasing application of Numeracy and

			Mathematics concepts to real life learning. 90% positive reviews from learners identified in learner conversations
Increase use of School Website and Class Blogs to share achievements and promote the life and work of the school amongst parent forum and wider community	HT & PE5-7 Teacher	October 2017	Increase usage of school website – increase in traffic Blog in use in all classes Increase by four instances of parental feedback using comment system on blogs.
Raise the profile of STEM at school level by providing additional wider achievement opportunities specific to the pupils' interests.	HT	December 2017	Evidence of STEM activities in pupils' Wider Achievement Jotters STEM Lunchtime Club/Masterclasses
Create Early-Second Level STEM Pathway	All Staff – Working Parties	February 2018	Pathway pilot in place at Second level and success measured using RAFA approach
Develop strategies for raising attainment in Science and Numeracy by planning high-quality activities that promote numeracy skills development	HT		All classes able to demonstrate 3 activities of Science/Numeracy across planning for the year and evidence of attainment
Resources			
SSERC Primary Cluster CLPL		STEM Online Resources	
Science Resources		School Website	
Digital Technology – iPads, GLOW, Laptops			

3.2 Maintenance Areas

Project/Area	Responsibility	Completion Deadline	Measures of Success
Extend Raising Attainment for All methods across all classes as main strategy to drive improvement	Class Teachers & PT	December 2017	Learners identified engaging with RAFA projects across all classes
Embed the implementation of e-Safety and 360 Safe programme	All Staff	June 2018	All staff clearly planning for e-Safety Learner Evidence Learner Conversations
Gaelic Status School – Maintenance and Development of Gàidhlig Ethos	All Staff	June 2018	Promotion of Gaelic across the school by all staff Engagement with Go!Gaelic from English-medium teaching staff and ensure delivery of high-quality Gaelic Learner Education being delivered Continued participation in Fèis Dhràma Uibhist Revisit and review Gaelic Medium teaching policies and pathways

3.3 Outline Plans for 2018-2020

2018-19	1	Development of Digital Literacy Pathway
	2	Improvement in Pastoral Support for Children
2019-20	1	Improvement in Implementation of Languages 2 and 2 within Languages 1+2 Initiative
	2	Development of Creativity and the Expressive Arts Curriculum

4. Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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