



# COMHAIRLE NAN EILEAN SIAR

*Roinn an Fhoghlaim is Seirbheisean Chloinne*



Stornoway Primary School

**Aithisg Ìre de Mhathas 2020/21  
Plana Leasachaidh na Sgoile 2021/22**

**Standards & Quality Report 2020/21  
School Improvement Plan 2021/22  
(SQIP)**

**Combined  
Standards & Quality Report for 2019/20  
and School Improvement Plan 2020/21  
(SQIP)**

Contents

<b>1. The Context of the School</b>	<b>3</b>
1.1 The school and its community	
1.2 Our vision, values, aims and curriculum Rationale	
1.3 Summary of progress towards improvement	
 <b>2. Standards &amp; Quality Report for 2019/20</b>	 <b>5</b>
2.1 Our progress towards achieving NIF Priorities	
2.2 How successful were our improvements?	
2.3 What progress have we made?	
2.4 Outcome of external review or inspection	
2.5 What are our key priorities for improvement in 2018-19?	
 <b>3. School Improvement Plan for 2020/21</b>	 <b>18</b>
3.1 Creating the plan	
3.2 What are our improvement projects?	
3.3 Maintenance areas	
3.4 Outline Planning for 2019-21	
 <b>4. Glossary of Terms</b>	 <b>31</b>

**The Language of Evaluation**

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

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

## **1. The Context of the School**

### **1.1 The school and its community**

Stornoway Primary School is a non-denominational local authority school in the town of Stornoway on the island of Lewis in the Western Isles. The school provides pre-school and primary education through the mediums of both Gaelic and English.

The school has a current roll of 407 primary pupils and 85 pre-school pupils, supported by 82 full and part-time teaching and non-teaching staff. The school is led and managed by a Head Teacher and management team comprised of two Depute Head Teachers and three FTE PTs. The DHT for Early Level has key responsibilities of leadership and management, curriculum development & quality assurance as well as school policy and implementation for Early Level (Nursery and P1). Additionally the Nursery Manager in the pre-school department shares responsibility for daily management of the pre-school staff and playrooms.

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

**Our Vision:** Learn together for Excellence

**Our Values:** Care & Concern, Courtesy & Respect, Motivation, Determination, Kindness  
We have started the process of refreshing our School Values, in consultation with all stakeholders.

**Our Aims:**

- Foster a positive ethos that supports our values and motivates positive attitudes to learning
- Encourage responsibility, mutual respect, self-esteem, confidence, creativity and leadership
- Develop skills for learning, life and work to equip learners as citizens of a changing world
- Promote high quality learning and teaching with high expectations of attainment, achievement and behaviour
- Encourage good communication and team work between staff, pupils, parents, other agencies and the community to support development of children's skills, knowledge, understanding and attitudes
- Make effective use of self-evaluation approaches to guide improvement

**Our Curriculum Rationale:**

At Stornoway Primary School, we consider it important to be an inclusive learning community with a focus on high expectations of attainment and achievement for all children and on the continuous learning and professional development of staff.

To fulfil the aims of Curriculum for Excellence, we want all learners to:

- ❖ develop the attributes, knowledge and skills for learning, life and work that they need to be successful in the 21<sup>st</sup> century.
- ❖ develop their skills through a continuous focus on literacy, numeracy and health & wellbeing.
- ❖ value the local culture, heritage and traditions of our community, while always looking forward to the future.
- ❖ value and promote Gaelic language and culture in both Gaelic and English classes.

Through our curricular provision, we seek to:

- ❖ engage young people in the highest quality learning activities, with an emphasis on developing skills using the environmental resources surrounding the school;
- ❖ focus on outcomes and maximise success for all learners;
- ❖ foster a common vision across children and young people, parents and staff;
- ❖ foster high quality leadership at all levels;
- ❖ work in partnership with other agencies and the community;
- ❖ work in partnership with parents to improve learning ;
- ❖ reflect on our own work and welcome challenge;
- ❖ value and empower staff and young people to reach their full potential;
- ❖ promote well-being and respect and develop a culture of Ambition and Achievement.

### 1.3 Summary of progress towards improvement

76% of our English Medium pupils achieved their curricular milestones in Literacy and English.  
57% of our Gaelic Medium pupils achieved their curricular milestones in Literacy and Gaelic.  
70% of our pupils achieved their curricular milestones in Numeracy and Mathematics.

During the 2020-2021 session our average attendance rate was 97%.

School Improvement projects for 2020-2021, which were continued from session 2019-2020, were:

SIP Project 1- Developing Reading for Enjoyment to Improve Attainment in Reading  
SIP Project 2 - Raising Attainment in Gàidhlig Listening and Talking  
SIP Project 3 – Raising Attainment in Gaelic Learners Listening and Talking (L2)

In terms of the Scottish Attainment Challenge, the school has worked within a local hub to pool Pupil Equity Funding and resources in support of its key individual and collective school targets. The school has benefitted from four Education Attainment Apprentices and one Gaelic Language Assistant who work collaboratively with class teachers to ensure appropriate support is provided to close the Poverty-Related Attainment gap.

## **2. Standards & Quality Report 2020-21**

This section reports on the progress the school has made during the 2020-21 session on improvement priorities, School Improvement Plan projects and with the four key National Improvement Framework priorities.

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

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

#### **Priority 1 - Improvement in attainment, particularly Literacy and Numeracy.**

Literacy has been a major focus for each of the the three projects and a detailed review of the different aspects of progress, is provided in Section 2.2 below.

Numeracy has been a major focus for our Quality Assurance activities this session. Most observations demonstrated elements of high quality teaching and learning. Areas for improvement were also identified, which will inform school improvement planning for next session.

Training sessions were delivered to all class teachers, SfLAs and EAAs/ GLAs to develop their understanding of the impact of Literacy and Numeracy interventions such as Toe by Toe, Phonic Code Cracker, Plus 1 and Power of 2 etc. Staff are now more confident in selecting appropriate interventions to support learners.

#### **Priority 2 - Closing the attainment gap between the most and least disadvantaged children.**

The interventions planned for our use of Pupil Equity Fund include the following approaches:

- Education Attainment Apprentices working directly with pupils to support pupils with Numeracy, Literacy and Health and Wellbeing. EAAs & GLAs are active participants of the level-focused tracking discussions and are tasked with progressing specific, identified interventions using RAFA methodology, according to the needs. These targeted interventions have led to a range of positive outcomes.
- The use of Health and Wellbeing resources such as Bounceback, Seasons for Growth and My Hidden Chimp etc are being used effectively to support specific interventions.
- 'The Decider Skills' proactive mental health programme has been implemented to all pupils in p4-7 classes.
- The Rise and Shine Club runs daily and is available for all pupils. It continues to provide breakfast, homework support and emotional support for pupils.
- The 'Soft Start' / nurturing approach is embedded in all classrooms.
- The EAAs & GLAs run an after-school homework club two days a week. Some EAAs & GLAs supervise pupil-led lunchtime clubs.
- Clothes such as shorts, socks, underwear etc. have been purchased and a uniform swap rail has been established, where parents can access nearly new uniform.

- A programme of summer activities is run by the EAAs/GLAs in conjunction with CLD provide a range of activities and trips for those in the target group.
- ACEs and Resilience information was shared with teaching staff by ASN staff.
- A system for monitoring and analysing attendance has been developed.
- Vulnerable families are regularly supported with food parcels, fuel vouchers and donations of clothes and uniform.
- All staff have developed their understanding of the role of the Education Attainment Apprentices and Gaelic Language Assistant by attending an information session.

### **Priority 3 - Improvement in Children & Young People's Health & Wellbeing**

Staff members have engaged with a range of training opportunities to support children's health and wellbeing. Educational Psychology, in conjunction with CAMHS, delivered training to equip all staff to be able to effectively support pupils' mental health and wellbeing on return from a long period of Remote Learning. Staff have continued to consult with these professionals throughout the session, with regard to specific pupil needs. All staff have been trained on 'The Decider Skills' resource which seeks to provide pupils with the tools to effectively manage their own mental and emotional needs. This approach is being used effectively by all P4-7 classes, and will now be adapted for use at P1-3.

All classes are providing a 'soft start' to give pupils the opportunity to mentally prepare themselves for learning. This 'soft start' allows time for staff to carry out a health and wellbeing check with all pupils.

All class teachers use Health and Wellbeing Snapshots to evaluate pupils' own thoughts and feelings around the wellbeing indicators. Parents/ carers were also asked to evaluate and assess their child's development. The data from these questionnaires is used to inform next steps when planning for pupils' Health and Wellbeing.

'Let's Move' training was delivered to class teachers, SfLAs and EAAs/GLAs. Staff have developed their knowledge about the programme and confidence has increased when identifying pupils that will benefit from being part of this group. All classes have Lets Move groups in place.

Class teachers and Education Attainment Apprentices have undertaken Hi5 Award training, which recognises and celebrates pupils' wider achievement. It is planned that all pupils will be provided with opportunities to work towards achieving the Hi5 and Dynamic Youth award next session.

### **Priority 4 - Improvement in Employability Skills and sustained positive school leaver destinations for all young people.**

Developing the Young Workforce continues to be an integral part of our curriculum and despite Covid-19 restrictions we have provided our learners with a variety of virtual opportunities to participate in workshops/ demonstrations, to talk to employers and ask questions about their roles in their areas of work. Our Gaelic Medium classes established strong links with several partners, and pupils were communicating with people from far afield as New York and Australia.

During the period of remote learning, class teachers ensured that Deanamaid Dihaoine activities were promoted and continued to place a strong emphasis on STEM opportunities.

An audit of practice, relating to Career Education Standard 3-18, was carried out by the senior management team, with support from Iain Stewart (Skills & Enterprise Officer) in November 2018. We continue to reference progress against this evaluation. There are still areas for development, which will be addressed throughout the coming session.

Planning for 'Developing skills for learning, life and work' has been included in our learning plans, from Nursery to P7, for 3 years. New planning formats for 2021-22, will ensure that staff are being proactive in seeking partnerships and that learning and teaching is appropriately linked to DYW.

**Priority 5 – Initial Response to supporting children, families and school communities throughout the Covid-19 crisis.**

- A three year subscription was purchased for all nursery and school pupils. Seesaw was used as a communication tool for the period of remote learning, in addition to sharing pupils' learning and achievements between school and home.
- Families were supported with applying for laptops from Western Isles Library and Third Sector Interface. Approximately 30 families received laptops through this initiative.
- Through meticulous tracking & monitoring of pupil engagement, pupils with low/ no engagement, were contacted directly, to offer support.
- Pupil engagement levels were over 95% throughout lockdown.
- Offers of attendance at the School Hub, were given to families identified as having significant vulnerabilities and challenge. The Hub provided a secure and nurturing environment for learning.
- Learning resource packs were supplied to pupils to support engagement.
- A remote learning parent questionnaire was issued to gather views and to address identified pressures/ anxieties. Where challenges were identified, adjustments were made appropriately.
- EAAs and ASN staff were regularly in contact with the vulnerable children, providing additional support. One to one sessions on VScene and Teams were arranged to provide targeted support to pupils in both EM and GM.
- All pupils were encouraged to access the National e-Learning Offer from e-Sgoil to support all curricular areas.
- There was a strong level of staff collegiality, with staff sharing effective approaches and supporting each other.
- Food parcels from Fair Share were regularly organised and distributed by EAAs. Offers of additional support were offered through the Church Support Group within our chaplaincy team.
- The LA briefing papers regularly provided contact details for the Occupational Health Service and also promoted the Employee Assistance Programme and the Health Assured e-Hub app. downloadable to mobile for quick access to support.
- At school level, we consistently reminded staff to take regular breaks from work and to take time out to relax and exercise.
- An In-service was held which focussed on supporting the mental health and wellbeing of staff.
- The Chaplaincy team held Reflection time for staff.

**2.2 How successful were our improvements?**

This section provides a detailed summary of the progress made in the delivery of the School Improvement Plan projects for the 2019/20 academic year.

<b>Improvement Priority 1</b>	Developing Reading for Enjoyment to Improve Attainment in Reading
<b>NIF Priority:</b>	Improvement in attainment in Literacy
<b>NIF Driver:</b>	School Leadership Parental Engagement Assessment of Children's Progress School Improvement
<b>HGIOS4 or HGIOELC QIs:</b>	1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 2.5 Family Learning 2.7 Partnerships 3.2 Raising Attainment and Achievement
<b>Project Stretch Aim:</b>	<ul style="list-style-type: none"> <li>○ By June 2021, 100% of pupils will have increased their enjoyment for reading.</li> <li>○ 5% increase in CfE attainment in Reading, across the school, will be evidenced in June 2021</li> </ul>
<b>Project Progress (What have we done?)</b>	

- BURT reading assessments completed with all P2-7 pupils
- Reading survey of pupils completed to establish baseline assessment and gather pupils' views
- Space identified and cleared to create library space
- Furniture and soft furnishings ordered for library
- Library established
- Author visits to the school to promote reading for enjoyment
- Whole School celebration of Scottish Book Week
- Whole School celebration of World Book Day
- Reading based assembly
- Furniture ordered to create flexible indoor reading spaces within the school
- Staff worked collegiately to promote reading for enjoyment and provide pupils with more opportunities to read and enjoy books
- Whole school Book Swap event carried out
- Furniture ordered to make STYPRY Book Swap a regular event
- Participation in Reading Rockets project with Stornoway Library developing reading skills (P5 class)
- Daily opportunities have been provided for all pupils
- SMT completed quality assurance in all classes taking pupil focus groups. Feedback was given to individual teachers and a whole school advice sheet was produced
- First Minister's Reading Challenge was launched through a virtual assembly
- All classes took part in Ness Book Fest breaking record, (14200 children reading simultaneously)
- 2021 Virtual World Book Day Celebration – staff, 'The Masked Reader' event for families
- Strong links developed with local library, announcements featuring on Weekly Note
- All classes linked with An Lanntair and took part in Faclan Og virtual events
- Upper classes took part in Barbara Henderson's 'Chessmen Challenge' event. P4 class won a class set of the books
- All classes took part in First Minister's Reading Challenge and success was celebrated at end of term celebration assembly
- Oral book groups established in some classes
- Planning has begun alongside the local library for a school author event, (Chae Strathie)
- Listening stations purchased and in place in all infant classes
- Completion of school library
- Sharing successes of reading for enjoyment via Seesaw and Twitter

**Evidence & Impact** (How are we doing and how do we know?)

**Pupils:**

- In June 2021, there has been an increase in attainment to 77% of learners reaching their curricular milestone in reading at P1, P4 and P7.
- In June 2021, over 90% of pupils stated they had an increased enjoyment for reading.
- Pupils are more aware of the important benefits of reading for enjoyment as detailed in teacher feedback. This is further supported by the fact that pupils have participated in a wider range of reading opportunities to read for enjoyment both in school and at home.
- Pupils have shown great enthusiasm for author visits and book events.

**Staff:**

- Through discussions, it is evident that staff have an improved understanding of pupil views on reading for enjoyment and possible barriers to engagement.
- Staff have developed and implemented a wider range of strategies to plan opportunities for reading for enjoyment.
- A wider range of websites and resources are now being used to support reading for enjoyment.

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

- To increase parental engagement in children's reading through online Family Learning & Parental Engagement opportunities
- Maintain daily opportunities for reading at all stages



- Continue to develop partnerships with the Library service at both local & national level

<b>Improvement Priority 2</b>	Raising Attainment in Gàidhlig Listening and Talking
<b>NIF Priority:</b>	Improvement in attainment and achievement , particularly in Gàidhlig Literacy
<b>NIF Driver:</b>	School Improvement Teacher Professionalism Parental Engagement Assessment of Children's Progress
<b>HGIOS4 or HGIOELC QIs:</b>	1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 2.5 Family Learning 2.7 Partnerships 3.2 Raising Attainment and Achievement
<b>Project Stretch Aim:</b>	<ul style="list-style-type: none"> <li>○ By June 2020, 80% of pupils to achieve appropriate levels in Gàidhlig Listening and Talking.</li> <li>○ By June 2020, 100% of GM pupils will have experienced high-quality learning experiences in Gàidhlig Literacy</li> <li>○ 8-10% increase in CfE attainment in Gàidhlig Listening and Talking across the school, will be evidenced in June 2020</li> </ul>
<b>Project Progress (What have we done?)</b>	
<ul style="list-style-type: none"> <li>• GM working group established.</li> <li>• GM teachers developed partnerships by working collegiately with colleagues from other schools.</li> <li>• GM teachers worked collaboratively to audit Literacy resources across the Gaelic Medium Department.</li> <li>• GM teachers worked collegiately to plan and carry out baseline assessments to measure listening and talking from ELCC to Primary 7 to identify standards and indicated next steps for teaching and learning.</li> <li>• GM teachers worked collegiately to plan and implement high quality learning experiences for developing Gàidhlig Listening and Talking, referring to Es and Os/ Benchmarks.</li> <li>• GM teachers are all following a grammar programme which ensures progression.</li> <li>• GM teachers received training for using Gaelic Phonic Code cracker and Toe by Toe with pupils who require additional support.</li> <li>• GM teachers have familiarised themselves with the current Gaelic advice from Education Scotland.</li> <li>• GM teachers have worked together to develop rich family learning activities that encourage families to support their children's Gaelic Education.</li> <li>• A bilingual open event was held to encourage parents to enrol their children in GME.</li> <li>• A monthly intergenerational event called 'Cupan agus Cèilidh' has been established where Gaelic speaking family members and visitors from the local community are welcomed in to an informal setting to talk to pupils. This has allowed us to develop intergenerational partnerships and provided our pupils with the opportunity to develop conversational skills in a real life context, developing Gàidhlig Listening and Talking skills. Gaelic music and song has been incorporated in these events.</li> <li>• GM teachers have worked alongside EM teachers to plan whole school events to promote L1+2 e.g. Gaelic Buddies, Gaelic singing assemblies and Là na Gàidhlig.</li> <li>• Pupils have experienced a wide variety of Developing the Young Workforce opportunities in Gaelic which has allowed them to gain an insight into the benefits of speaking Gaelic.</li> <li>• GM teachers have created an information leaflet providing a list of useful websites that parents can access to support their child's learning.</li> <li>• GM teachers have established virtual links with Gaelic speaking members of the community to provide real life contexts for pupils to develop listening and talking skills.</li> <li>• GM teachers established a weekly link with Gàidhlig Bhèo lessons at e-Sgoil.</li> </ul>	

- Nursery and GM 1-3 classes have participated in weekly online sessions with Leugh is Cluich/ Seinn le Linda.
- All GM classes have been given the opportunity to attend outdoor activities with CNAG after school.
- Stornoway Primary pupils participated in 'Sgoil na Seachdainn' on Aileag radio programme on BBC Radio nan Gàidheal
- Gaisgeach na Gàidhlig termly award issued to all EM and GM classes
- Middle and upper GME classes participated in Cuach na Cloinne Gaelic Football Competition
- Gaelic Medium Education promotional video produced with Multimedia Unit and promoted through online platforms.
- Progression Pathways produced for Gàidhlig Listening and Talking, Reading and Writing.

#### **Evidence & Impact** (How are we doing and how do we know?)

Attainment in Listening and Talking at Early Level and First Level have increased. 75% of learners achieved at Gàidhlig Listening and Talking at Early Level by the end of Primary 1 and 100% of learners achieved Gàidhlig Listening and Talking at First Level at the end of Primary 4. All pupils demonstrated an improvement in the baseline assessments when carried out at the end of the project.

#### Pupils

Feedback from teacher feedback questionnaire indicates:

- Pupils have engaged positively in active learning approaches to grammar lessons and are motivated to achieve accurate results. As a result of this, pupils have developed their understanding of Gaelic grammar and language structure.
- Pupils are more focussed when asking and answering questions and making a conscientious effort to converse with increased accuracy.
- Pupils have gained confidence in speaking Gaelic with different groups of people in different environments.
- Pupils are expanding their vocabulary, using more ambitious words and giving fuller answers to questions. They are using more idioms.
- Overall, the quality of written Gaelic has improved in terms of extended writing included more detail.
- Pupils have developed their leadership skills through participating in a wide variety of collaborative opportunities.
- Pupils are working in partnership with one another and encouraging each other to correct their mistakes.
- Pupils are more comfortable in conversing through the means of technology.

#### Teachers

GM teacher evaluations identify:

- GM teachers have carried out focussed assessments in Listening and Talking and are more familiar with using the benchmarks.
- GM teachers have worked collaboratively and collegiately to plan and implement interesting grammar lessons to develop Listening and Talking.
- GM teachers have shared Literacy resources and have access to a larger bank of materials for each level.
- GM teachers state that the positive benefits of active learning approaches are evident.
- GM teachers have worked in partnership with another school to plan and deliver the project which has resulted in shared expectations of levels.
- GM teachers have developed partnerships within the local community and beyond.

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

- GM teachers to continue to work collegiately to plan and implement high quality learning experiences across GME, sharing resources and good practice.
- Continue to develop intergenerational relationships by engaging with the local community to provide further opportunities for pupils to develop Listening and Talking skills in a real life context.
- Use ICT/ Technology to develop virtual links.
- GM teachers to continue to familiarise themselves with Gàidhlig benchmarks and use this in assessment processes.
- Pupils to transfer listening and talking skills into daily conversations and written tasks.

- GM teachers to continue to set up formal and informal opportunities for pupils to speak Gaelic.
- Use Seesaw to share pupils' learning and achievements, as a resource for teaching and learning and to encourage parental involvement in raising attainment in Listening and Talking.
- Use Progression Pathways when planning for Gàidhlig Listening and Talking, Reading and Writing.

<b>Improvement Project 3</b>	Raising Attainment in Gaelic Learners Listening and Talking (L2)
<b>NIF Priority</b>	Improvement in attainment in Gaelic
<b>NIF Driver:</b>	School Improvement Teacher Professionalism Parental Engagement Assessment of Children's Progress
<b>HGIOS4 or HGIOELC QIs:</b>	2.3 Learning, Teaching and Assessment 2.5 Family Learning 2.7 Partnerships 3.2 Raising Attainment and Achievement
<b>CnES Business Plan Links:</b>	Deliver high quality learning and teaching in all educational settings
<b>Stretch Aim(s)</b>	
<ul style="list-style-type: none"> <li>• By June 2021, 100% of EM pupils will have increased opportunities to develop their Listening and Talking skills through high quality learning experiences in the Gaelic language</li> <li>• By June 2021, 85% of EM pupils will evidence extended vocabulary in Gaelic</li> </ul>	
<b>Project Progress (What have we done?)</b>	
<ul style="list-style-type: none"> <li>• Working group established.</li> <li>• Teaching and Learning resources identified.</li> <li>• Baseline assessments completed.</li> <li>• Record of assessment being used by class teachers and used as a transition document.</li> <li>• Class teachers familiar with Gaelic Learner Benchmarks.</li> <li>• Class teacher worked collegiately to plan and implement high quality learning experiences for Gaelic Learners, referring to E's and O's/ Benchmarks.</li> <li>• Pupils using familiar phrases and following instructions more frequently.</li> <li>• Every day phrases are displayed in all classroom and teachers/learners refer to them to encourage Gaelic to be spoken daily.</li> <li>• Positive Gaelic ethos has been established in the school. Incentives used to promote the use of Gaelic.</li> <li>• All classes have Gaelic Singing sessions with Gaelic Music Instructor</li> <li>• Intergenerational partnerships established with Failte Centre / Trust Housing which provided real life opportunities for using the Gaelic language.</li> <li>• Gaelic music and song used to develop the use of Gaelic Language across the school</li> <li>• Whole school celebration of the Gaelic language through Là na Gàidhlig.</li> <li>• Virtual Là na Gaidhlig 2020 - Film produced of highlights and shared via Twitter</li> <li>• Pupils experienced DYW opportunities which provided an insight into the value of Gaelic in the workplace/ local community.</li> <li>• Gàidhlig assemblies introduced.</li> <li>• Gaelic websites shared with parents to encourage them to become more involved in their child's learning of the Gaelic language.</li> <li>• Quality Assurance focus groups carried out to evaluate impact of project.</li> <li>• Class teachers familiarised themselves with current guidance.</li> <li>• Families participated in Cèilidh nan Òg as part of Deanamaid Dihaoine activities</li> <li>• Whole school participated in 'Say a Gaelic Phrase Day' Cleachdi- Feb 2021 Shared snapshots on social media</li> </ul>	

<ul style="list-style-type: none"> <li>• Termly Gaisgeach Gàidhlig award presented to pupil who has tried hard to use Gaelic in the class/playground. This award has created a lot of Media coverage recently due to an EAL pupil receiving this reward. This has raised the profile of Gaelic.</li> <li>• Phrase of the Week being used by all pupils and staff.</li> <li>• Increased use of ICT to support learning eg BBC Alba, Go Gaelic, Gàidhlig nan Og</li> <li>• Participation in Virtual Local Mod -150 entries, poems and solos, from Stornoway Primary</li> <li>• Worked closely with CLD to provide support and encouragement for pupils to participate in the local Mod.</li> </ul>
<b>Evidence and Impact</b> (How are we doing and how do we know?)
<p><u>Pupils</u></p> <ul style="list-style-type: none"> <li>• Pupils are experiencing a progressive programme of learning in the Gaelic language which references the E's and O's and Benchmarks.</li> <li>• Discussion in pupil focus groups indicates that pupils are developing a positive attitude towards speaking Gaelic and recognizing the importance of Gaelic in their culture.</li> <li>• Quality Assurance has shown evidence of pupils 'Having a Go' at speaking the Gaelic language more frequently and being able to respond appropriately when spoken to in Gaelic.</li> <li>• Pupils were eager and enthusiastic to participate in the Local Mod. There were 150 entries from the school. This allowed pupils to develop their Listening and Talking skills.</li> </ul> <p><u>Staff</u></p> <ul style="list-style-type: none"> <li>• EM teachers have carried out focussed assessments in Listening and Talking and are more familiar with using the benchmarks.</li> <li>• EM teachers have worked collaboratively and collegiately to plan and implement interesting lessons to develop Listening and Talking in Gaelic</li> <li>• EM staff have developed partnerships with the local community.</li> <li>• EM staff are becoming more confident to speak the Gaelic language</li> <li>• EM staff have worked alongside CLD to raise the profile of Gaelic and encouraged pupils to participate at the Local Mod.</li> </ul>
<b>Next Steps</b> (What are we going to do now?)
<ul style="list-style-type: none"> <li>• EM teachers to continue to work collegiately to plan and implement high quality learning experiences across Gaelic learners, sharing resources and good practice.</li> <li>• Continue to develop intergenerational relationships by engaging with the local community to provide further opportunities for pupils to develop Listening and Talking skills in a real life context.</li> <li>• Use ICT/ Technology to develop links</li> <li>• EM teachers to continue to familiarise themselves with Gaelic benchmarks and use this in assessment processes.</li> <li>• Pupils to transfer listening and talking skills into daily conversations and written tasks.</li> <li>• EM teachers work alongside EM teachers to plan formal and informal opportunities for pupils to speak Gaelic.</li> <li>• Participate in In service from Jackie Mullen – Gàidhlig nan Og.</li> <li>• Use Seesaw to share pupils' learning and achievements, as a resource for teaching and learning and to encourage parental involvement in raising attainment in Listening and Talking.</li> <li>• All teachers to encourage pupils to participate in e-ceilidh/ Mods etc.</li> <li>• All teachers to use Gaelic media and a resource for teaching and learning.</li> <li>• Use Social Media to celebrate pupils' learning and achievements in the Gaelic language.</li> <li>• Gaelic Groups for staff to improve confidence in oral skills</li> </ul>

### 2.3 What progress have we made?

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

Quality Indicator	Evaluation	Evidence
-------------------	------------	----------

2.3 Learning, Teaching & Assessment	Positive and nurturing learning environments are evident in all classes.	<ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Daily soft start approaches in place in all classes</li> </ul>
	Planning documents have been reviewed and improved. Progression Pathways have been completed for Literacy and English, Numeracy and Maths, Health and Wellbeing and Literacy and Gaelic. Full implementation in August 2021.	<ul style="list-style-type: none"> <li>• Interdisciplinary planning format</li> <li>• Progression Pathways</li> </ul>
	Learners are actively involved in planning learning. Experiences are planned based on pupils' interests. Play based learning established at P1 which allows pupils to learn through their own interests.	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Pupil, Parent, Teacher Planning Carousels</li> <li>• Planning documents</li> <li>• Classroom displays</li> </ul>
	Learners contribute effectively to the life and work of the school and the wider community. Learners take on leadership roles.	<ul style="list-style-type: none"> <li>• Pupil Council</li> <li>• House System</li> <li>• Young Leaders</li> <li>• Intergenerational programme</li> <li>• Volunteering programme</li> <li>• Tough Buddies</li> <li>• Fundraising Events</li> <li>• Gaelic Buddies</li> <li>• Floorbook and Talking Tubs</li> </ul>
	Teachers employ innovative and creative resources and teaching approaches, including digital technologies, to enhance learners' experiences.	<ul style="list-style-type: none"> <li>• Play based learning</li> <li>• Seesaw</li> <li>• Mendimeter digital tool</li> <li>• Use of Microsoft Teams / VScene</li> <li>• Videos</li> <li>• Gàidhlig Bhèo</li> <li>• Local Virtual Mòd</li> <li>• Virtual Storytelling sessions</li> <li>• 100 upgraded laptops</li> </ul>
	Learner's achievements in and out of school are captured and celebrated through Seesaw.	<ul style="list-style-type: none"> <li>• Seesaw profiles</li> <li>• Nursery Facebook page</li> <li>• Celebrational Videos</li> <li>• School Twitter page</li> </ul>
	Learners develop their knowledge and skills for learning, life and work through participating in DYW opportunities	<ul style="list-style-type: none"> <li>• Planning documents</li> <li>• Virtual sessions with partners</li> <li>• Seesaw</li> <li>• School Twitter page</li> </ul>
	All staff are making effective use of the outdoor environment as a context for learning. The local Castle Grounds is used regularly as an outdoor learning space. All pupils are involved in using the poly tunnel for planting and growing. Positive partnerships with the Stornoway Trust are	<ul style="list-style-type: none"> <li>• Planning documents</li> <li>• Photographs</li> <li>• Class displays</li> <li>• Loose Parts Play</li> <li>• Seesaw profiles</li> <li>• Let's Move activities</li> </ul>

	in place and Local Authority Outdoor Learning Team regularly support learning with all ages.	
	A range of assessment approaches are carried out throughout the session. Teachers make use of assessment data to evaluate pupil progress and inform planning.	<ul style="list-style-type: none"> <li>• P1 Reasoning</li> <li>• P5 CATs</li> <li>• SNSA, MCNG at P1,P4,P7</li> <li>• Burt Reading, SWST Spelling</li> <li>• Class teachers have attended SNSA / MCNG Webinars</li> <li>• Planning</li> </ul>
	A new monitoring and tracking system has been developed for full implementation in August 2021.	<ul style="list-style-type: none"> <li>• Monitoring and tracking system Excel sheet</li> </ul>
	Termly tracking meetings take place to monitor and evaluate pupil progress, and to discuss impact of interventions. SMT, ASN, EAA, EAL and class teachers are present to ensure a co-ordinated team approach to supporting pupils.	<ul style="list-style-type: none"> <li>• Tracking document</li> <li>• Timetable of Tracking Meetings</li> <li>• Developmental Overviews</li> </ul>
	Assessment is for Learning approaches are evident in almost all classes.	<ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Classroom observations</li> </ul>
	A PT was trained as a QAMSO and leads assessment and moderation activities throughout the session.	<ul style="list-style-type: none"> <li>• Assessment and Moderation evidence</li> </ul>
	Teachers regularly access and apply relevant findings from educational research to improve learning and teaching.	<ul style="list-style-type: none"> <li>• PRD Meetings</li> <li>• Classroom observations</li> <li>• Professional Dialogue</li> </ul>
	<b>HGIOS4 Six-Point Scale Evaluation</b>	<b>4 – Good</b>
3.1 Ensuring Wellbeing, Equity and Inclusion	All staff ensure an inclusive learning environment.	<ul style="list-style-type: none"> <li>• Classroom observations</li> </ul>
	All staff demonstrate a very good understanding of the wellbeing indicators and use a range of strategies to determine areas in which pupils require support.  Data from SHANARRI Snapshots and parental questionnaires indicated that almost all pupils feel Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.	<ul style="list-style-type: none"> <li>• Daily Health and Wellbeing check ins</li> <li>• Sort Start</li> <li>• Health and Wellbeing lessons</li> <li>• Pupil Health and Wellbeing Snapshots</li> <li>• Parent Questionnaire</li> </ul>
	Staff demonstrate a good understanding of potential barriers to learning and are committed to supporting pupils to overcome these.	<ul style="list-style-type: none"> <li>• Medical training</li> <li>• Regular training e.g Dyslexia, ACEs etc for all staff</li> <li>• IEPs/ Action Plans</li> <li>• Let's Move Groups in place for all classes</li> <li>• Seasons for Growth Group</li> </ul>

		<ul style="list-style-type: none"> <li>• Art Therapy sessions</li> </ul>
	<p>All staff are committed to addressing the Poverty Related Attainment Gap. All staff have undertaken training to develop their knowledge and understanding of the purpose of Pupil Equity Funding and the role of the EAAs. EAAs/ GLAs work closely with class teachers to discuss targeted pupils and identify and implement appropriate interventions and evaluate their impact. Support groups in place to raise pupils' self esteem, confidence etc. EAAs/ GLA have developed trusting relationships with pupils and their families.</p>	<ul style="list-style-type: none"> <li>• PEF 5 Measures</li> <li>• PEF Interventions Grid</li> <li>• Tracking Data</li> <li>• Vulnerable pupils continued to attend school during lockdown</li> <li>• Breakfast / After School Club</li> <li>• Holiday Club</li> <li>• Food Parcels/ vouchers</li> <li>• Donations of clothes/ toys/ books to families</li> <li>• Support with applications for technology</li> </ul>
	<p>Staff and partners are sensitive and responsive to the wellbeing needs of our pupils and families. Partners support the work of the school.</p>	<ul style="list-style-type: none"> <li>• The work of the Chaplaincy Team</li> <li>• Minutes of meetings</li> <li>• Involvement from The Shed Project</li> </ul>
	<p>All staff have a working knowledge of GIRFEC and Child Protection procedures. Staff have positive relationships with a range of support agencies e.g. Educational Psychology, Social Work, Health Professionals etc.</p>	<ul style="list-style-type: none"> <li>• Annual Child Protection Training</li> <li>• Minutes of meetings TATC</li> <li>• Universal Consultations</li> <li>• GIRFEC Referrals</li> </ul>
	<p>Health and Wellbeing Focus weeks and Assemblies are held to raise awareness of a range of topics such as Diversity, Road Safety, Children's Mental Health Week etc. Teachers created monthly themes for Reflection e.g. Fairness, Equality, Kindness etc.</p>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• School Twitter page</li> <li>• Seesaw</li> <li>• Class displays</li> </ul>
	<p>The Decider Skills are now embedded in daily practice at P4-7. Pupils are beginning to apply these strategies when encountering challenges.</p>	<ul style="list-style-type: none"> <li>• Classroom displays</li> <li>• Pupil focus groups</li> <li>• Classroom observations</li> <li>• Planning documents</li> </ul>
	<p>The school has implemented a variety of measures to reduce the cost of the school day for families.</p>	<ul style="list-style-type: none"> <li>• Uniform Swap Shop</li> <li>• Breakfast Club</li> <li>• Voluntary donations for events such as Free Dress Friday etc.</li> <li>• Promotion of available grants</li> </ul>
	<p>The school feels valued and supported by the Parent Council and partners in the community.</p>	<ul style="list-style-type: none"> <li>• PC minutes of meetings</li> <li>• PC Facebook page</li> <li>• Transition sessions with CLD</li> <li>• Youth Development and Schools Worker attending weekly</li> </ul>
	<p><b>HGIOS4 Six-Point Scale Evaluation</b></p>	<p><b>5 – Good</b></p>

3.2 Raising Attainment & Achievement	Have we raised attainment? <b>Literacy and Numeracy</b>	
	All teachers are working collegiately to plan, assess and moderate learning. Teachers have a shared understanding of the progress made from prior levels of attainment. Most teachers are confident in using range of assessments and the Benchmarks to inform judgements of achievement of a level. SMT carry out supportive conversations with class teachers regarding pupil attainment.	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Collegiate calendar</li> </ul>
	Progression Pathways have been completed for Literacy and English, Numeracy and Maths, Health and Wellbeing and Literacy and Gaelic. Full implementation in August 2021.	<ul style="list-style-type: none"> <li>• Progression Pathways</li> </ul>
	All teachers undertook training to develop their knowledge and understanding in using a variety of interventions to raise attainment in Literacy and Numeracy.	<ul style="list-style-type: none"> <li>• P2-7 teachers are using Toe by Toe, Phonic Code Cracker etc.</li> <li>• P2-7 teachers are using Plus 1, Power of 2 etc.</li> <li>• IEPs, Action Plans</li> </ul>
	Almost all teachers use data effectively to plan learning and interventions for pupils.	<ul style="list-style-type: none"> <li>• RAFA projects</li> <li>• Effective use of EAAs</li> <li>• Classroom observations</li> </ul>
	All teachers ensure that detailed pupil progress information is shared at key transition times.	<ul style="list-style-type: none"> <li>• Transition documents</li> <li>• Pupil Progress Reports</li> </ul>
	A new monitoring and tracking system has been developed for full implementation in August 2021. This will allow SMT and teachers to track attainment over time. Termly tracking meetings take place to monitor and evaluate pupil progress, and to discuss impact of interventions. SMT, ASN, EAA, EAL and class teachers are present to ensure a co-ordinated team approach to supporting pupils.	<ul style="list-style-type: none"> <li>• Monitoring and tracking system Excel sheet</li> <li>• Termly Tracking Meetings</li> <li>• Tracking document</li> <li>• IEPs and Action Plans</li> <li>• 'Tracking Over Time' Data</li> </ul>
	Systems are in place to recognise and celebrate the successes and wider achievements of all our learners, in and out of school. High 5 training arranged for all class teachers and EAAs/ GLAs. EM and GM pupils were encouraged to participate in the local virtual Mòd. Some classes work closely with The Volunteer Centre, Western Isles and as a result, achieve The Callanish Award.	<ul style="list-style-type: none"> <li>• Seesaw</li> <li>• Assemblies</li> <li>• Class displays</li> <li>• Nursery facebook</li> <li>• Twitter</li> <li>• Events Newspaper</li> <li>• Mòd entries</li> <li>• Weekly Newsletters</li> <li>• Volunteering Week activities</li> </ul>
School staff plan pupil experiences which reflect the four contexts of learning and the capacities.	<ul style="list-style-type: none"> <li>• Planning formats</li> <li>• Class displays</li> <li>• Planning carousels</li> </ul>	



		•
	Learners are have opportunities to take on leadership roles through participation in the Pupil Council and involvement in initiatives across the school.	<ul style="list-style-type: none"> <li>• Pupil Council minutes</li> <li>• Litter group</li> </ul>
	Most learners are fully engaged in their learning and have opportunities to participate in decision making about their learning and future career aspirations.	<ul style="list-style-type: none"> <li>• Learner conversations</li> <li>• Pupil led Inter-disciplinary Learning</li> <li>• Floor book planning</li> <li>• Planning carousels</li> <li>• Learning through play</li> <li>• DYW activities</li> <li>• Maths Week Scotland</li> </ul>
	Staff regularly work with partners and businesses to ensure positive outcomes for our learners.	<ul style="list-style-type: none"> <li>• Active Schools involvement</li> <li>• Partnership with outdoor education staff</li> <li>• Virtual DYW sessions</li> </ul>
	Pupil attendance is closely monitored and currently at 96.8%. When required, interventions are put in place to support children to attend school so that they are able to achieve their expected attainment levels.	<ul style="list-style-type: none"> <li>• Attendance records</li> <li>• EAA/ GLA Interventions Grid</li> </ul>
	<b>HGIOS4 Six-Point Scale Evaluation</b>	<b>4 - Good</b>

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

Stornoway Primary School contributed to the National Overview of Practice for Remote Learning. All staff self evaluated how effectively children's entitlements for remote learning were being met. The Head Teacher reported the school's findings to HMIE during a telephone call. HMIE were satisfied with the information that was provided and acknowledged the commitment and hard work of the staff team during this challenging time.

## 2.5 What are our key priorities for improvement in 2021-22?

Taking into account all of the information set out in section two of the report as well as local and national priorities, the school has identified the following areas for improvement in 2021/22:

- Developing Pupil Wellbeing and Relationships
- Raising Attainment in Numeracy
- Raising Attainment in Writing (English and Gaelic)

Additional, independent minor projects will include:

- A refresh of the school's Curriculum Rationale and its Vision, Values and Aims
- Outdoor Education/Eco application for Green Flag
- Progression of DYW/ STEM approaches according to Action Plan of the audit using the Career Education Standard (3-18) in November 2018

Maintenance Projects:

- Developing Reading for Enjoyment to Improve Attainment in Reading
- Raising Attainment in Gàidhlig Listening and Talking
- Raising Attainment in Gaelic Learners Listening and Talking

### **3. School Improvement Plan 2021/22**

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

#### **3.1 Creating the Plan**


The projects in the School Improvement Plan for 2021-2022 were developed in response to the priorities identified from evaluation of the Session 2020-2021 and in consultation with SMT and teaching staff.

### 3.2 What are our improvement projects?

<b>Improvement Project 1</b>	<b>Developing Pupil Wellbeing and Relationships</b>		
<b>NIF Priority</b>	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly Literacy and Numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in Children &amp; Young People's Health &amp; Wellbeing</li> <li>Improvement in Employability Skills and sustained positive school leaver destinations for all young people.</li> </ul>		
<b>NIF Driver:</b>	<ul style="list-style-type: none"> <li>School Improvement</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Leadership</li> <li>Performance Information</li> </ul>		
<b>HGIOS4 or HGIOELC QIs:</b>	1.3 Leadership of change 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement		
<b>CnES Business Plan Links:</b>	Deliver high quality learning and teaching in all educational settings.		
<b>Stretch Aim(s)</b>			
<ul style="list-style-type: none"> <li>By June 2022, 100% of pupils will have participated in increased opportunities to improve their wellbeing, relationships, participation, self esteem</li> <li>By June 2022, 100% of staff and pupils will report an improvement in relationships</li> <li>10% increase in CfE attainment in Health and Wellbeing, across the school, will be evidenced in June 22</li> </ul>			
<b>Target Group</b>			
All pupils in EM ELC pre school to P7, Staff, Parents			
<b>Planned Outcomes (SMART Primary Drivers)</b>			
<ul style="list-style-type: none"> <li>Improved attainment in Health and Wellbeing</li> <li>Increased levels of motivation, engagement and participation</li> <li>Reduction of behavioural incidents among pupils</li> <li>Positive relationships evident between pupils, parents and staff</li> </ul>			
<b>Baseline Measures</b>			
<ul style="list-style-type: none"> <li>RRSA pupil and staff questionnaires</li> <li>Health and Wellbeing Snapshots</li> <li>Pupil Council consultation</li> <li>Pupil focus groups</li> </ul>			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
Analyse HWB data using new tracking system	SMT	May 2022	Almost all pupils are achieving their

			expected levels in HWB.
Regular tracking meetings which focus on improvement in attainment	SMT All Class Teachers	May 2022	
Wellbeing Snapshots used regularly, at all stages	All Class Teachers	May 2022	Pupils will become more confident in recognising their strengths and needs in relation to the HWB indicators.
Ensure Soft Start approaches continue to be meaningful and engaging for all pupils	Class Teachers	May 2022	Pupils' focus and concentration is improved
Register for RRSAs	Head Teacher	September 2021	
Establish a RRSAs steering group	Head Teacher	October 2021	Pupils are involved in school improvement activities and regularly share information with the wider school community
Embed a Rights based approach across the school	Head Teacher	May 2022	Pupils are more aware of their rights Staff underpin children's' rights in aspects of school life
Create a RRSAs silver action plan	Head Teacher	January 2022	All staff have a clear understanding of actions required to become a Rights Respecting School
Refresh School's Vision, Values and Aims	All staff Parents/carers Pupils	May 2022	VVA evident through the daily work of the school
Increase opportunities for pupil leadership	SMT RRSAs Pupil Steering group Pupil Council Eco-committee House captains Sports captains	May 2022	A range of pupil led events throughout the session focusing on RRSAs
Explore possible self-evaluation using the Nurturing Approaches Framework Explore concept of 'emotion coaching'.	SMT	May 2022	All staff are more aware of and consistently apply nurture principles Pupils develop a clearer understanding of what nurture is
Implement Decider Skills across all stages Programme to be adapted for younger stages	Class Teachers	December 2021	All staff trained in Decider Skills All pupils are able to apply the skills in

			challenging situations
Develop and implement a positive relationships policy Revise existing behavior system	Head Teacher	May 2022	Positive relationships evident between pupils and staff Pupils use behaviour incidents as a learning experience
Refresh and implement Anti-bullying Policy	SMT/SfL teachers	May 2022	Less incidents of bullying recorded
Refresh and implement e-safety policy Regular assemblies and workshops for parents	SMT	May 2022	Pupils using online platforms more responsibly Parents/carers are more aware of how to keep their children safe online
Provide specific training for all staff in ACEs, Trauma, CCC, etc	All Staff	May 2022	Increased knowledge among staff on ACEs, Trauma, etc. Use of Caring and Compassionate Communities resources to support pupils
Opportunities for collaborative planning and sharing of good practice Explore new resources which could enhance pupils' learning experiences in HWB lessons.	All Class Teachers	May 2022	Almost all pupils experience high-quality learning and teaching in HWB
Continue to use Boxall Profiles to gather data for specific pupils	SfL Teacher	May 2022	Enhanced information about specific pupils and appropriate HWB interventions are in place
<b>Resources</b>			
<ul style="list-style-type: none"> <li>✚ RRSA resources and assemblies</li> <li>✚ Awards for personal achievements e.g. John Muir/ Eco Schools</li> <li>✚ Nurturing Approaches Framework</li> <li>✚ CCC resources</li> <li>✚ Emotion coaching resources</li> <li>✚ Decider Skills</li> <li>✚ Behaviour, e-safety, anti-bullying policies</li> <li>✚ Tracking information</li> <li>✚ Wellbeing snapshots</li> <li>✚ CfE es and os and benchmarks for HWB</li> <li>✚ Boxall</li> <li>✚ DYW</li> <li>✚ Educational Psychology</li> </ul>	All teachers	By May 2022	All stakeholders will contribute to, and evaluate agreed approaches.

 Gordon Mackay, Child Protection Officer			
---	--	--	--

<b>Improvement Project 2</b>	<b>Raising Attainment in Numeracy and Maths</b>		
<b>NIF Priority</b>	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly Literacy and Numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in Employability Skills and sustained positive school leaver destinations for all young people.</li> </ul>		
<b>NIF Driver:</b>	<ul style="list-style-type: none"> <li>School Improvement</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Leadership</li> <li>Performance Information</li> </ul>		
<b>HGIOS4 or HGIOELC QIs:</b>	1.1 Self-evaluation for self improvement 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.7 Partnerships 3.2 Raising Attainment and Achievement		
<b>CnES Business Plan Links:</b>	Deliver high quality learning and teaching in all educational settings.		
<b>Stretch Aim(s)</b>			
<ul style="list-style-type: none"> <li>By June 2022, 85% of pupils to achieve appropriate levels in numeracy and maths</li> <li>By June 2022, 100% of pupils will have experienced high quality learning experiences in numeracy and maths</li> <li>By June 2022, there will be an 8-10% increase in CfE attainment in numeracy and maths</li> </ul>			
<b>Target Group</b>			
All pupils in EM ELC pre school to P7			
<b>Planned Outcomes (SMART Primary Drivers)</b>			
<ul style="list-style-type: none"> <li>Teachers will become more skilled in delivering high quality, differentiated learning in numeracy and maths</li> <li>Pupils will develop their skills and confidence in numeracy and maths</li> <li>Pupils will be more able to talk about and explain mathematical strategies</li> <li>Parents/carers will develop their understanding of the mathematical methodologies used in our school</li> <li>Targeted interventions will be in place to support learners</li> </ul>			
<b>Baseline Measures</b>			
CfE attainment in numeracy and maths for session 2020-2021 Tracking data from June 2021 Pupil self-assessment/questionnaire Parent questionnaires Class baseline tests to be administered in September 2021 and June 2022 Quality Assurance Focus Groups			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
Assessment data (SNSA, MCNG, CAT4, Reasoning, tracking information) is used to inform planning	SMT Class Teachers	June 2022	All prior learning is accounted for when planning learning and teaching in numeracy and maths

			Teachers are more skilled in identifying specific areas to focus on
Use MALT assessments with ASN pupils to gain a clearer understanding of levels.	ASN Class Teachers	June 2022	Teachers will have a clearer understanding of pupil levels and use this to inform planning.
Implement newly developed numeracy and maths progression pathways across the school	SMT Class Teachers	June 2022	Teachers are planning more effectively and have a clearer understanding of progression within a level
Ensure a consistent approach to daily numeracy lessons (mental maths starter, main activity/plenary)	All Class Teachers	June 2022	Pupils will be able to carry out mental calculations more accurately and quickly
Use of AifL strategies in daily numeracy lessons Develop a whole school approach to LIs/SC	All Class Teachers	June 2022	Pupils will be more confident in self-assessing their progress in numeracy and maths
Daily opportunities for pupils to discuss their learning in numeracy and maths Incorporate 'Number Talks' into daily numeracy lessons	All Class Teachers	June 2022	Pupils will be more skilled in discussing/explaining mathematical strategies
Collegiate planning/moderation of numeracy and maths	Class Teachers SMT	June 2022	Class teachers will have a shared understanding/judgement of a level Consistent approach of numeracy and maths throughout the school
Refresh school's numeracy milestones	SMT Class Teachers	September 2021	Class teachers are clearer about expectations within numeracy and maths
Numeracy and maths workshops/videos for parents/carers throughout the year	Class Teachers	June 2022	Parents have a clearer understanding of the mathematical strategies used in school
Involve parents/carers in numeracy and maths activities through home learning activities	Class Teachers Parents	June 2022	Parents/carers are more aware of what their children are learning and when
Participation in numeracy and maths focus days/weeks/competitions	Class Teachers Parents	June 2022	Pupils are more motivated to engage in numeracy and maths lessons
Increase opportunities for pupils to apply their numeracy and mathematical skills through real life contexts Plan a DYW event with a numeracy focus	Class Teachers Partners	June 2022	Pupils develop their understanding of the purpose of the mathematical skills they are learning and can make links to the world of work
Provide regular opportunities for pupils to lead the learning in numeracy and maths	Class Teachers Pupil Council	June 2022	Pupils are more confident in their learning and are more aware of

Pupil Council representatives share a pupil friendly version of the improvement plan with their peers			the improvements that are being made within numeracy and maths
Active learning approaches implemented throughout the school, with a strong emphasis on the use of practical materials	Class Teachers SMT	June 2022	Pupils are more actively engaged in their learning
Provide regular training opportunities for staff. Explore new resources which could enhance the delivery of numeracy and maths lessons.	Class Teachers SMT	June 2022	Staff are more confident in providing learning that is active and engaging
<b>Resources</b>			
<ul style="list-style-type: none"> <li>✚ Number Talks resources</li> <li>✚ CPA resources</li> <li>✚ Online training sessions</li> <li>✚ Seesaw</li> <li>✚ Assessment data</li> <li>✚ Tracking sheets</li> <li>✚ Progression pathways</li> <li>✚ Digital resources</li> <li>✚ Education Scotland National Improvement Hub</li> </ul>	All teachers	By May 2022	All stakeholders will contribute to, and evaluate agreed approaches.

<b>Improvement Project 3</b>	<b>Raising Attainment in Writing (English and Gaelic)</b>
<b>NIF Priority</b>	<ul style="list-style-type: none"> <li>• Improvement in attainment, particularly Literacy and Numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in Employability Skills and sustained positive school leaver destinations for all young people.</li> </ul>
<b>NIF Driver:</b>	<ul style="list-style-type: none"> <li>• School Improvement</li> <li>• Teacher Professionalism</li> <li>• Parental Engagement</li> <li>• Assessment of Children's Progress</li> <li>• School Leadership</li> <li>• Performance Information</li> </ul>
<b>HGIOS4 or HGIOELC QIs:</b>	1.3 Self-evaluation for self improvement 1.4 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.7 Partnerships 3.2 Raising Attainment and Achievement
<b>CnES Business Plan Links:</b>	Deliver high quality learning and teaching in all educational settings.
<b>Stretch Aim(s)</b>	
<ul style="list-style-type: none"> <li>• By June 2022, 100% of pupils will have experienced high quality learning experiences in Literacy and Gàidhlig</li> <li>• By June 2022, there will be a 10-15% increase in CfE attainment in Gàidhlig Writing across all levels</li> </ul>	



<ul style="list-style-type: none"> <li>• By June 2022, there will be a 10-15% increase in CfE attainment in English Writing across all levels</li> <li>• By June 2022, there will be a 10% increase in CfE attainment in Gàidhlig Literacy</li> <li>• By June 2022, there will be a 10% increase in CfE attainment in English Literacy</li> </ul>			
<b>Target Group</b>			
All pupils in EM ELC pre school to P7			
<b>Planned Outcomes (SMART Primary Drivers)</b>			
Teachers will become more skilled in delivering high quality, differentiated learning in Gàidhlig and English Literacy (Writing). Pupils will be more engaged and motivated to write a range of genres, for a variety of purposes. Targeted interventions will be in place to support learners to raise attainment in Writing.			
<b>Baseline Measures</b>			
CfE attainment in Literacy and Gaelic and Literacy and English for session 2020-2021 Tracking data from June 2021 Pupil self-assessment/questionnaire Class baseline assessment to be administered in September 2021 and June 2022 Quality Assurance Focus Groups			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
Carry out baseline measures.	Class Teachers	June 2022	Baseline measures identified.
GM / EM teachers to continue to work collegiately to plan and implement high quality learning experiences across GM / EM, sharing resources and good practice.	Class Teachers	June 2022	Consistency in the teaching approaches used in GM / EM classes.
EM and GM teachers to analyse and evaluate attainment levels and use this data to inform planning.	Class Teachers	June 2022	Planned learning is specific and matched closely to pupils' needs.
Use Progression Pathways when planning for Literacy.	Class Teachers	June 2022	Effective, planned progression of learning in Literacy is evident across all stages.
GM / EM teachers to work collegiately to plan moderation activities across GM / EM.	Class Teachers	June 2022	Class teachers have a shared understanding of assessment levels.
GM / EM teachers to implement the 'Andrell Scale' across all stages.	Class Teachers	June 2022	Teachers and pupils will have a clearer understanding of expectations.
GM / EM teachers to continue to familiarise themselves with English / Gàidhlig Literacy benchmarks and use this during assessment processes.	Class Teachers	June 2022	GM / EM teachers are more confident in making end of level judgements
Use Seesaw to share pupils' learning achievements, and to encourage parental involvement.	Class Teachers	June 2022	Pupils will be more engaged and motivated to write a range of genres, for a variety of purposes.
Class teachers to share achievements in Writing on whole school Writing Wall.	Class Teachers	June 2022	Pupils will be more engaged and motivated to write a range of genres, for a variety of purposes.

Pupils will use listening and talking skills to develop and extend their vocabulary.	Class Teachers	June 2022	Pupils will be using interesting and more varied vocabulary in writing pieces.
Continue to develop intergenerational relationships by engaging with the local community to provide further opportunities for pupils to develop Listening and Talking skills in a real life context.	Class Teachers	June 2022	Pupils have opportunities to participate in meaningful, real-life Gaelic conversation.
Use ICT/ Technology to develop virtual links.	Class Teachers	June 2022	Pupils are motivated to write for a real life, meaningful purpose.
GM teachers to continue to set up formal and informal opportunities for pupils to speak Gaelic.	GM Class Teachers	June 2022	Pupils will be more confident and fluent in speaking Gàidhlig.
GM staff to familiarise themselves with the 'Advice for Gaelic Education' and ensure this is implemented into daily practice.	SMT GM Class Teachers	October 2021	GM staff are more knowledgeable about the principles of GME which ensures high quality teaching and learning in a GME classroom.
Use of EM/ GM SAs and EAs/ GLAs to implement, track and evaluate targeted interventions.	Support Staff Class Teachers	June 2022	Interventions in place to raise attainment.
Carry out baseline measures to evaluate progress.	Class Teachers	June 2022	Progress identified and evaluated.
Explore a range of new resources which could be used to improve the way in which writing is taught and assessed across the school.	SMT Class Teachers	June 2022	Pupils receive high quality learning and teaching experiences.
<b>Resources</b>			
<ul style="list-style-type: none"> <li>✚ Andrell Scale</li> <li>✚ Big Writing</li> <li>✚ Advice for Gaelic Education</li> <li>✚ Talk for Writing – Pie Corbett</li> </ul>			

<b>Nursery Improvement Project 1</b>	<b>Developing Child Wellbeing and Relationships</b>
<b>NIF Priority:</b>	<ul style="list-style-type: none"> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children and Young People's Health &amp; Wellbeing</li> </ul>
<b>NIF Driver:</b>	<ul style="list-style-type: none"> <li>• School Leadership</li> <li>• Parental Engagement</li> <li>• Assessment of children's progress</li> </ul>
<b>HGIOELC QIs:</b>	1.3 Leadership of Change 2.1 Safeguarding and child protection 3.1 Improving Well-being, Equality and Inclusion
<b>CnES Business Plan Links:</b>	Deliver high quality learning and teaching in all educational settings
<b>Project Stretch Aim:</b>	<ul style="list-style-type: none"> <li>• By June 2022, 100% of children will have participated in increased opportunities to improve their wellbeing, relationships, participation and self esteem</li> <li>• 100% of staff to receive training and encourage consistent positive relationships within the Nursery</li> </ul>

	<ul style="list-style-type: none"> <li>10% increase in CfE attainment in Health &amp; Wellbeing will be evidenced in June 2022</li> </ul>		
<b>Target Group</b>	All children, staff and parents in the Nursery setting		
<b>Planned Outcomes (Smart Drivers)</b>			
<ul style="list-style-type: none"> <li>Promoting positive behaviour in Nursery resulting in a reduction of behavioural incidents</li> <li>To promote children's own confidence, independence and positive attitudes and outlooks</li> </ul>			
<b>Baseline Measures</b>			
<ul style="list-style-type: none"> <li>RRSA child and staff questionnaires</li> <li>Health &amp; Wellbeing snapshots</li> <li>Child focus groups</li> <li>Room observations</li> </ul>			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
Refresh Nursery/Playroom positive behaviour messages in partnership with children and families	K Mackay DHT	June 2022	Families, children and staff know and understand the refreshed positive behaviour messages and the consistency of use in the Nursery setting. Parents/families are working alongside us to embed these messages.
Positive behavior reward system	K Mackay DHT	June 2022	Children are familiar with the reward system and staff are using it to improve positive behavior. Children and staff are aware of the consequences when negative behavior is displayed.
Celebration Wall	K Mackay DHT	June 2022	All children are displayed on the celebration wall. Children have an understanding of its purpose. This will promote self-esteem and self-worth in children.
Wellbeing Snapshots used regularly	Staff	June 2022	Pupils will become more confident in recognising their strengths and needs in relation to the HWB indicators.
Register for RRSA	HT	September 2021	
Embed a Rights based approach across the school and Nursery	Head Teacher and DHT	May 2022	Children are more aware of their rights Staff underpin children's rights in aspects of Nursery life
Create a RRSA silver action plan	Head Teacher and DHT	January 2022	All staff have a clear understanding of actions required to become a Rights Respecting School
Staff training	K Mackay DHT	June 2022	Staff have an understanding of the importance of positive behavior strategies/consequences and the importance of celebrating children's achievements.
<b>Resources</b>			

<ul style="list-style-type: none"> <li>• RRSA resources</li> <li>• Nurturing Approaches Framework</li> <li>• Behaviour, e-safety, anti-bullying policies</li> <li>• Wellbeing snapshots</li> <li>• Education Scotland materials</li> <li>• CfE es and os and benchmarks for HWB</li> <li>• HGIOELC Q.I.s</li> <li>• DYW</li> <li>• Educational Phycology</li> <li>• Gordon Mackay, Child Protection Officer</li> </ul>
--

<b>Nursery Improvement Project 2</b>	<b>Raising Attainment in Numeracy and Maths</b>
<b>NIF Priority:</b>	<ul style="list-style-type: none"> <li>• Improvement in attainment, particularly Literacy and Numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> </ul>
<b>NIF Driver:</b>	<ul style="list-style-type: none"> <li>• School Improvement</li> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Parental Engagement</li> <li>• Assessment of Children’s Progress</li> <li>• Performance Information</li> </ul>
<b>HGIOELC QIs:</b>	1.1 self-Evaluation for Self-Improvement 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.5 Family Learning 2.7 Partnerships 3.2 raising attainment and Achievement
<b>CnES Business Plan Links:</b>	Deliver high quality learning and teaching in all educational settings
<b>Project Stretch Aim:</b>	<ul style="list-style-type: none"> <li>• By June 2022, 100% of pupils will have experienced high quality learning experiences in numeracy and maths</li> <li>• 80% of children to meet their CfE Targets by June 2022</li> <li>• By June 2022, there will be an 8-10% increase in CfE attainment in numeracy and maths</li> </ul>
<b>Target Group</b>	All children in the Nursery setting
<b>Planned Outcomes (Smart Drivers)</b>	
<ul style="list-style-type: none"> <li>• Develop children’s skills and confidence in Numeracy skills</li> <li>• Staff will become more skilled in delivering high quality, differentiated learning in numeracy and maths</li> <li>• To develop rich Family Learning experiences which provide clear information on how parents can support their children’s education in Numeracy</li> <li>•</li> </ul>	
<b>Baseline Measures</b>	
<ul style="list-style-type: none"> <li>• Audit of Numeracy resources</li> <li>• Observations of Maths and Numeracy play based activities</li> <li>• Tracking using the new Progression Pathways</li> <li>• Parent questionnaires</li> </ul>	

<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
Training sessions to upskill staff on delivering Numeracy activities, including the use of Loose Parts	K Mackay DHT T Mitchell Nursery Manager Parents Nursery staff	June 2022	Staff confidence and awareness in using the curriculum to plan and assess with evidence of differentiation. An array of Loose Parts used effectively both in and out doors to support the learning of Maths and Numeracy. Children are actively engaged in their learning.
Implement newly developed numeracy and maths progression pathways across the school	K Mackay DHT T Mitchell Nursery Manager Nursery staff	June 2022	Staff are planning more effectively and have a clearer understanding of progression within a level
Numeracy and maths workshops/videos for parents/carers throughout the year	K Mackay DHT T Mitchell Nursery Manager Parents	June 2022	Parents have a clearer understanding of the mathematical strategies used in school
Involve parents/carers in numeracy and maths activities through home learning activities	Nursery staff Parents	June 2022	Parent confidence in supporting the learning of Numeracy evident through sharing of the learning.
Participation in numeracy and maths focus days/weeks/competitions	Nursery staff Parents	June 2022	Children are more motivated to engage in numeracy and maths lessons
Moderation and sharing good practice sessions throughout the year	Nursery staff	June 2022	Staff readily share and discuss good practice in relation to Numeracy.
Aspects that may require particular focus: <ul style="list-style-type: none"> <li>Resources – what we have/what we need</li> <li>Consistency of approaches</li> <li>Look out for any training sessions</li> </ul>	K Mackay DHT T Mitchell Nursery Manager	June 2022	Resources are refreshed and audited to ensure effective activities can take place. Staff share and plan strategies and approaches. Staff to receive adequate training to upskill their Numeracy knowledge.
<b>Resources</b>			
Relevant Documents: CfE and new Progression Pathways Loose Parts Numeracy resources e.g. Numicon Online training sessions Seesaw and Facebook			

Assessment data  
Staff sharing good practice

<b>Nursery Improvement Project 3</b>		<b>To develop the outdoor environment and support quality outdoor learning</b>	
<b>NIF Priority:</b>		<ul style="list-style-type: none"> <li>Improvement in attainment</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> </ul>	
<b>NIF Driver:</b>		<ul style="list-style-type: none"> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>Performance Information</li> </ul>	
<b>HGIOELC QIs:</b>		1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement	
<b>CnES Business Plan Links:</b>		Deliver high quality learning and teaching in all educational settings.	
<b>Project Stretch Aim:</b>		<ul style="list-style-type: none"> <li>70% of children to meet their developmental overviews by June 2022</li> <li>100% of staff to have an understanding on planning and delivering the curriculum through outdoor learning</li> </ul>	
<b>Target Group</b>		All children in the Nursery setting All staff in the nursery setting	
<b>Planned Outcomes (Smart Drivers)</b>			
<ul style="list-style-type: none"> <li>Provide training and learning opportunities for all staff to ensure that the curriculum is being delivered through a progressive outdoor programme.</li> <li>Provide children with rich outdoor learning opportunities to ensure breadth, depth and challenge.</li> </ul>			
<b>Baseline Measures</b>			
<ul style="list-style-type: none"> <li>Audit of current outdoor environment</li> <li>Children's voice</li> <li>Staff voice</li> <li>Evaluation of the Developmental Overviews</li> <li>Observation feedback</li> </ul>			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
In-Service and staff meeting training sessions to upskill staff on outdoor learning.	DHT & Nursery Manager	June 2022	All staff to gain confidence, understanding and experience in delivering the curriculum within the outdoor environment.
Audit of current outdoor environment	DHT, Nursery Manager and staff	September 2021	Improve our outdoor environment and ensure that it is suitable for providing rich learning opportunities.

Create a questionnaire for staff and children to gather views and opinions	DHT and Nursery Manager	September 2021 June 2022	Set a baseline with which to plan and deliver improved practice and understanding
Work with partners to enhance the outdoor provision	DHT and Nursery Manager	June 2022	Embed good working partnerships and learn from their expertise and experience
Aspects that may require particular focus: <ul style="list-style-type: none"> <li>• Upskilling of staff</li> <li>• Curricular coverage</li> <li>• Resourcing</li> <li>• Health &amp; Safety</li> <li>• Collection of evidence</li> <li>• Family involvement</li> <li>• Partnerships</li> </ul>	DHT and Nursery Manager	June 2022	<p>Staff will have added training in delivering the curriculum outdoors</p> <p>The use of the updated planning formats and Progression Pathways will help ensure curricular coverage</p> <p>An audit of the outdoor environment will help identify what resources and changes are required.</p> <p>A comprehensive outdoor Risk Assessment has been compiled in partnership with CNES Health &amp; Safety team</p> <p>Regular monitoring and self-evaluation exercises will lead to a collection of improvement evidence</p> <p>Increased family engagement through social platforms and if COVID restrictions allow, parent workshops and open days held in the nursery</p> <p>Increase of partnership involvement to help support our practices.</p>
<b>Resources</b>			
Relevant Documents: My world Outdoors, Realising the Ambition, Out to Play, CfE Training Courses Examples of good outdoor learning practices in Early Level settings Partnership working			

### 3.3 Outline Plans for 2022-2024

<b>2022-2023</b>	1	Raising Attainment in Literacy – Spelling
	2	Outdoor Learning /Eco Schools
<b>2023-2024</b>	1	Going for Gold – Sport Scotland Award
	2	Developing Reading Skills

#### **4. Glossary of Terms**

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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