



COMHAIRLE NAN EILEAN SIAR

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



Bun Sgoil Steornabhagh

Stornoway Primary School

Aithisg Ìre de Mhathas 2022-23
Plana Leasachaidh na Sgoile 2023-24

Standards & Quality Report 2022-23
School Improvement Plan 2023-24

Standards & Quality Report for 2022-23 and School Improvement Plan 2023-24 (SQIP)

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The Language of Evaluation

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

Section One - 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 367 primary pupils and 89 pre-school pupils, supported by 35 full and part-time teaching staff and 44 non-teaching staff. There are currently 35 pupils in receipt of Free School Meals (FSM). There are 79 pupils at staged intervention levels 2, 3 and 4 on the Additional Support for Learning Audit. The school is led by an Executive Headteacher and Head of School. The wider leadership team is comprised of a Depute Headteacher, two FTE Principal Teachers and two 0.5 FTE Principal Teachers.

In drawing up this report and plan, consultations took place with pupils, parents, staff and partners to establish their views about our progress and improvement needs.

At Stornoway Primary School, we are committed to the benefits of bilingualism and take every opportunity to promote the use of Gaelic throughout the school. We use the local community as a real-life context for developing oral fluency in the Gaelic language and encourage strong partnerships to support our Gaelic ethos and culture. A close partnership has been established with the Confucius Institute for Scotland. This session, we have launched our Confucius Classroom, which promotes the teaching and learning of Chinese culture and language.

1.2 Our Vision, Values, Aims and Curriculum Rationale

Our Vision:

At Stornoway Primary School we support our learners' health and well-being to promote raising attainment and achievement through high quality teaching and learning experiences.

Our Values:

Kindness - Coibhneas Respect – Urram Nurture – Àraich Responsibility – Uallach

Our Aims:

- To foster a positive ethos with children's rights at the heart of our school community, where all voices are valued, respected and actively involved in decision making.
- To provide a nurturing, inclusive, safe environment, allowing all learners to achieve their full potential, celebrating success and achievement.
- To work together in partnership with our community to celebrate and promote our Gaelic language, heritage and culture through bilingual approaches.

- To develop resilient, confident, ambitious and creative learners, whilst promoting equity for all and celebrating diversity.
- To equip our learners with the knowledge and skills for global learning and sustainability in an ever-changing world.
- To work collaboratively with parents/carers and the local community, to enhance teaching and learning experiences for all our learners.

Our Curriculum Rationale:

At Stornoway Primary School, we consider it important to be an inclusive learning community with a focus on high expectations in attainment and achievement for all children and 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 require to achieve success in the 21st 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 ;
- ❖ self-evaluate our 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 Collaboration and Consultation

In completing the Standards & Quality Report for the current year and the School Improvement Plan for the year ahead, a critical process in the gathering of evidence is to collaborate with key stakeholders and to consult to establish views about the service and opinions about how it should improve.

Who?	When?	How?	What did we find out?	Informed	
				SQR	SIP
Staff	Regular meetings with staff.	Discussions at collegiate meetings	Evaluation of current practice and next steps identified.	✓	✓
Children and young people	Regular meetings with RRSA Pupil Steering Committee.	Discussions at meetings	Learners feel UNCRC develops understanding and respect.	✓	✓
	Regular meetings with Eco Committee.	Discussions at meetings	Learners aware of how individual actions contribute to a sustainable world.	✓	✓
	Term 1	Anti-bullying survey for all pupils	Insight gained into current situation regarding bullying and next steps identified.	✓	✓
	23/9/23	Presentation of SIP at assembly	Learners gave their suggestions for SIP.	✓	✓
	14/3/23	PEF writing support group consultation meeting.	Learners are motivated and feel that they have developed their confidence when writing independently.		✓
Parents and Carers	26/8/23	Newsletter Microsoft Forms	Parents/ carers informed about the Positive Relationship Policy. Views and suggestions for improvement shared.		✓
	26/8/23	Newsletter Microsoft Forms	Parents/ carers informed about the updated Anti-Bullying Policy. Views and suggestions for improvement shared.		✓
	2/9/23	Newsletter	Parents/ carers informed of the SIP 22/23.		✓
	6/9/23	Parent Council Meeting	Parents/ carers were informed of the SQR 21/22 and the SIP 22/23.	✓	✓
	3/10/22	Curriculum Evening	Parents/ carers felt nurture is an effective way to support pupils.	✓	✓
	20/3/23	Microsoft Forms	Parents/carers happy with SIP progress.	✓	✓
Community and other stakeholders	6/9/23	Parent Council Meeting	Community councillors informed of the SQR 21/22 and SIP 22/23.	✓	✓
	20/3/23	Microsoft Forms	Partners are supportive of the SIP.		

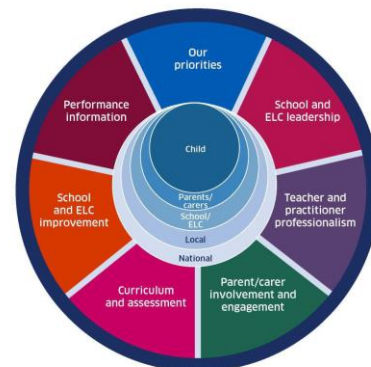
Aithisg Ìre de Mhathas 2022-23

Standards & Quality Report 2022-23

Section Two – Standards & Quality Report 2022-23

The Standards & Quality Report documents the progress the school has made during 2022-23 in the delivery of a range of improvement priorities and key performance measures. This includes:

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



2.1 The Year in Review and 2.2 Successes and Achievements

Stornoway Primary School has demonstrated a strong commitment to ensuring all learners experience a broad range of high-quality teaching and learning experiences across the curriculum. Significant progress has been made to effectively support the health and wellbeing of all. Learners participate in planned opportunities for personal achievement and make valuable contributions to the ethos and life of the school. All learners are encouraged to participate in a wide range of activities to increase their confidence and interpersonal skills.

Strong partnerships with the local community enhance learning experiences. Learners engage in a wide variety of activities on offer from e-Sgoil. GM 5-7 participated in Dileab an t-Siorraidh where a GM7 learner was awarded 2nd place in the competition. All learners in P7 were involved in the Treòir project through Fèisean nan Gàidheal. Their work was featured in a promotional video. 130 learners participated in the 2022 local Mod. Creative teacher links have been established and developed with An Lanntair. A local artist worked with learners across the school through a range of activities to launch our Confucius Classroom. Our Primary 6 team won the local Euro Quiz competition and will now represent the Western Isles in the National final in Edinburgh. All learners in GM1-7 performed in the Dileab Metagama concert.

Learners have benefitted from the establishment of positive relationships with our community partners and continue to build intergenerational partnerships in local care homes through events such as highland dancing performances and singing Christmas carols. A large number of learners, throughout the school, received Callanish Awards for volunteering in the local community.

P5 learners trained as Anti-bullying Ambassadors through The Diana Award. This supports the implementation of the school's Anti-bullying Policy and the Positive Relationships Policy. The Anti-bullying Ambassadors lead our whole school anti-bullying campaign. The Pupil Steering Committee lead our whole approach in becoming a Rights Respecting School.

2.3 Self-Evaluation, Quality Assurance and Evidence Gathering Processes

All staff engage in a cycle of self-evaluation to enable us to gain a true understanding of our school in order to improve our performance. Staff use the quality indicators within the How Good is Our School 4 document to identify key areas for improvement. This supports our strategic planning for continuous improvement. We regularly consult with all stakeholders to identify priorities for improvement.

We have a rigorous and robust approach to quality assurance which allows us to raise standards and expectations whilst achieving levels of consistency across the school. We use a range of measures to ensure that high standards are maintained and outcomes are improved for all pupils. Quality assurance learning walks were carried out in all classes from Nursery to P7 to collect evidence and identify areas for development. Writing jotters and folders have been closely monitored to ensure the updated Writing Policy has been effectively implemented. Quality assurance measures evidence a more consistent approach to the teaching of writing across the school. Staff are developing a shared understanding of teacher judgement of levels through collaborative approaches. Learners are given increased opportunities to develop their literacy skills through writing across the curriculum.

We have established a positive ethos and culture which supports the development of positive relationships across the school community. Staff use trauma informed approaches to support the health and wellbeing of all learners. Stornoway Primary School participated in the National Thematic Review on the Approaches to the recording and monitoring of bullying incidents in schools.

2.4 Progress Towards Delivery of the National Improvement Plan Priorities

Priority	Actions	Impact on Learners	Next Steps
Placing the human rights and needs of every child and young person at the centre of education.	We have embedded a whole school approach to teaching and learning about the United Nations Convention on the Rights of the Child (UNCRC). We have fully implemented our Silver Award Action Plan and are awaiting accreditation.	Learners feel included and valued as individuals. Learners' social and emotional wellbeing is well supported, resulting in more positive relationships and ethos across the school. Learners are involved in making decisions about their education and know their views are taken seriously.	Awaiting accreditation for the RRS Silver Award. Work towards the RRS Gold Award. Continue to work closely in partnership with all external agencies to ensure all learners are supported.
Improvement in children and young people's health and wellbeing	We have implemented our Positive Relationship Policy and newly updated Anti-Bullying Policy across the school community. A Nurture Classroom is in full operation to support the health and wellbeing of identified learners across the school.	The development of positive relationships has resulted in a consistent and co-ordinated approach to meet the needs of all learners, enabling them to reach their full potential. Learners are being supported effectively through trauma informed practices. Targeted interventions are specific and learners are demonstrating an increase in interpersonal skills.	Continue to encourage all staff to engage in professional learning to develop trauma informed practice across the school. Continue to plan focused learning experiences in the Nurture Classroom to support emotional regulation and develop interpersonal skills.
Closing the attainment gap between the most and least disadvantaged children and young people	Learners in receipt of PEF have individualised and targeted interventions to promote the raising of attainment in Literacy, Numeracy and Health and Wellbeing. Regular monitoring of attendance in place and this data is evaluated to identify patterns. Implementation of measures from The Cost of the School Day report to ensure all learners are involved and included in all aspects of school life. Identified learners are encouraged to attend breakfast club from 8.30am daily. Access to a Free uniform stall available for all families to access. Financial support available to learners for events/trips to ensure that all	Targeted interventions are raising attainment and achievement for identified learners. Increased attendance, resulting in identified learners accessing a range of support measures to improve health and wellbeing and ensuring access to a range of high-quality learning experiences to support the raising of attainment. Learners receive social and emotional support which enables them to manage thoughts, feelings and behaviours, reducing exclusions. Learners have an improved readiness to engage in learning after attending breakfast club.	Continue to implement measures to reduce the attainment gap for learners in receipt of FSM in Literacy and Numeracy. Implement Children and Young Person's Improvement Collaborative (CYPIC) writing programme to support identified learners In session 23/24. Submit SEF Application

	learners feel included. Families are supported to access various local and national funding initiatives. All PEF learners are invited to take part in holiday clubs.		
Improvement in skills and sustained, positive school-leaver destinations for all young people	Class teachers are providing opportunities for Developing the Young Workforce (DYW) when planning for the four capacities and contexts for learning. Partners are coming back into the school to work closely with class teachers and learners. Learners are visiting workplaces of interest. Partners are encouraged to contribute their expertise to the planned learning that is taking place.	Learners are developing their knowledge and understanding of possible opportunities available in the work of work. Learners are developing transferable skills that can be used in the workplace.	Develop partnership with Skills Development Scotland to enhance the DYW programme.
Improvement in attainment, particularly in literacy and numeracy.	School Improvement Project implemented to raise attainment in writing, with a particular focus on learners in receipt of FSM. Children and Young Peoples' Improvement Collaborative (CYPIC) Writing programme implemented at English Medium P4. Whole school focus on the development of Mental Maths skills through the SAMSON Maths programme. New data format used by all staff to monitor and track attainment of Literacy and Numeracy throughout the year.	Collaborative discussions ensure interventions are progressive and relevant to individual needs. Interventions have been implemented and learners supported to up-level skills. Effective measures are raising attainment in Gaelic and English writing. Learners' mental maths skills are improving as a result of the implementation of SAMSON maths.	Continue to implement measures to raise attainment in Literacy and Numeracy. Continue to use data packs to monitor and track progress. Continue to implement SAMSON maths programme. Implement phonic based reading scheme to support the needs of all learners, particularly ASN and Pupil Equity Fund (PEF).

2.5 Review of School & ELC Improvement Plan Projects 2022-23

Project Title & Objectives	Actions Undertaken	Impact on Learners	Next Steps/Future Development
<p>Applying Nurture as a Whole School Approach By June 2023, 100% of pupils will be effectively supported by the use of the nurturing approach.</p>	<p>Implemented our Positive Relationship Policy across the school community. Implemented the relational approach to support the health and wellbeing of all pupils throughout the school.</p>	<p>Self-evaluation results demonstrate that all staff understand that the establishment of positive relationships is key to supporting behaviour, wellbeing, attainment and achievement. Learners are learning more effectively from reliable and consistent adults who are in tune with their feelings, sensitive to their needs and interested in their achievements. Learners are developing strategies to become more aware of their emotions and how best to support and manage self-regulation. Staff have a better understanding of all behaviour being communication therefore spend time focusing on the feelings and emotions that drive the behaviour, rather than the behaviour itself. Restorative conversations allow learners to understand the impact of their behaviours and can learn from the conflict that has taken place. This approach has ensured a more positive ethos across the school.</p>	<p>Continue to embed the Positive Relationship Policy across the school community, particularly with Parents/ Carers and partners. Continue to teach self-regulation strategies to support learners to effectively move between the different zones. Continue to ensure all new staff in the school understand relational approaches and use restorative conversations when responding to incidents.</p>
	<p>Established a Nurture Classroom to support the health and wellbeing of identified learners across the school.</p>	<p>The health and wellbeing of identified learners is being supported more effectively through accessing carefully planned sessions in the Nurture Classroom. Learners are being supported to regulate their emotions and as a result, the attainment of identified learners has increased in all curricular areas. Targeted interventions are specific and learners are demonstrating an increase in interpersonal skills.</p>	<p>Continue to plan focused learning experiences in the Nurture Classroom to support emotional regulation and develop interpersonal skills.</p>

	The Anti-bullying Policy has been updated and implemented across the school.	Anti-bullying policy is personalised to the school, reflecting current anti-bullying practices and linked to the UNCRC articles. Anti-bullying Ambassadors have implemented a child led approach to preventing and responding to bullying behaviours.	Continue to implement the Anti-Bullying Ambassadors action through focused lessons and whole school assemblies.
	We have embedded children’s rights throughout the daily life of the school and have applied for the RRS silver accreditation.	Staff and learners have a better understanding of children’s rights therefore learners feel included and valued as individuals. Learners’ social and emotional wellbeing is a priority. Learners are involved in making decisions about their education and know their views are listened to.	Apply for Gold RRS Award.
<p>A whole school, pupil led approach to Learning for Sustainability By June 2023, 100% of pupils will demonstrate an understanding of sustainability and be able to explain their contributions to a sustainable world.</p>	Increased opportunities for leadership through establishment of Pupil Led Eco Committee.	Learners are more actively involved in decision making. Learners are taking responsibility by taking on leadership roles to help make a difference in their school and the wider community.	The Eco Committee will continue to develop our work towards a sustainable world.
	A Learning for Sustainability Action Plan, linked to our sustainable goals, was submitted to Keep Scotland Beautiful. Sustainable Development Goals were incorporated into termly planning with a focus on Litter, Global Citizenship and Climate Action. The school received the Eco Schools Green Flag accreditation.	Learners worked collaboratively with parents/ carers and partners to discuss the school’s current position and identify next steps. Learners have developed an understanding of their Carbon Footprint and the impact it has on the environment. The Eco Schools Green Flag accreditation is a visible indication of the school’s commitment towards playing their part in achieving a more sustainable world.	The Eco Committee will produce signage for the school to encourage energy saving habits. Continue to raise awareness of environmental issues through assemblies etc. This school will continue to review this accreditation and to maintain this award.
	Partnership links were made with Keep Scotland Beautiful, Local CO-OP, Surfers Against Sewage, The Stornoway Trust, Confucius Institute for Scotland’s Schools (CISS) and Royal Zoological Society of Scotland (RZSS).	Learners are becoming increasingly aware of our local environment and climate action and taking appropriate action. Learners are demonstrating leadership and becoming responsible citizens through activities such as beach clean up, clean-up of local Castle Grounds etc.	Increased opportunities for all learners across the school to become involved.
	The Confucius Classroom was established through a whole school celebration of Chinese New Year.	Learners have had the opportunity to to develop global links with teachers in China. This has increased their awareness of global	Continue to allow all learners to access the Confucius Classroom to develop awareness of the wider world.

		citizenship and respect for people from all over the world.	
<p>Reduce the poverty related attainment gap. <i>By May 2023, the identified pupils on the pupil equity fund list will have increased attainment by 5% in Literacy (Writing)</i></p>	<p>New data format used by all staff to monitor and track attainment of writing. Data evaluated and used to plan writing interventions. Education Attainment Apprentices work collaboratively with class teachers, to plan specific interventions and strategies to help reduce the attainment gap in literacy (writing).</p>	<p>Collaborative discussions ensure interventions are relevant to individual needs are progressive.</p>	<p>Continue to monitor and track progress towards reducing the attainment gap. Continue updating data pack and monitor progress at tracking meeting. Use information within transition documents. Continue to consult with GLAs and EAAs on progress and plan future interventions.</p>
	<p>Strategic Equity Fund (SEF) application completed and secured to allow additional teachers to be employed to support PEF writing groups.</p>	<p>Learners are inspired and motivated to write for a variety of purposes. Learners are developing their literacy skills at a more appropriate rate. Learners are increasing their confidence in writing.</p>	<p>Baselines to be completed at end of intervention, to assess progress. Apply for any future available funding to continue literacy intervention.</p>
	<p>Writing Policy updated and shared with all staff to ensure there is a consistent approach to the teaching and assessment of writing by all teachers.</p>	<p>A consistent of approach to the teaching and assessing of writing across the school.</p>	<p>Policy to be shared with any new staff. Annual update to be given to all staff at the beginning of the new session.</p>
	<p>Writing moderation activities planned collaboratively with stage colleagues and data used to track progress and identify further intervention, if required.</p>	<p>Staff have agreed expectations for writing levels.</p>	<p>Data packs to be updated with levels. Progress and information is to support with smooth transitions. Interventions to be planned at start of session</p>
	<p>Primary 4 teachers participating in the 'Children and Young People Improvement Collaborative' (CYPIC) writing programme. and are using key drivers to raise attainment.</p>	<p>Learners at P4 are more inspired to write. Learners are achieving more accurate results. Learners are more confident in self-assess and self-edit writing.</p>	<p>Complete intervention programme and evaluate data. Stretch aim is to have 80% of learners to achieve first level by 31st of May. Roll out CYPIC writing programme to whole school.</p>

Review of ELC Improvement Plan Project 2022-23

Project Title & Objectives	Actions Undertaken	Impact on Learners	Next Steps/Future Development
<p>Develop mealtimes to provide rich opportunities to foster children's social wellbeing</p> <p>Increase staff confidence in providing a high-quality mealtime experience for all children. This will support children's health and wellbeing.</p>	<p>Room observations during mealtimes</p> <p>Training sessions to upskill staff</p> <p>Purchasing appropriate resources</p> <p>Review and development of the room environment</p> <p>Mealtime routines embedded</p> <p>Opportunities provided for children to have an active role in food preparation and self-service</p>	<p>Baselines were set in order to plan improvements and implement change</p> <p>A consistent approach is now evident between the three playrooms</p> <p>Children benefit from having a calming, nurture like home environment which meets their individual holistic needs</p> <p>100% of staff are now confident that we are working towards a highly effective mealtime experience for all children where the children are receiving a positive social experience and learning life skills.</p> <p>93% of children enjoy the lunch time experience</p>	<p>Continue implementing good practice and working towards a more positive experience for all learners e.g. purchasing a larger variety of food preparation tools for the children to use, a food waste recycling bin</p> <p>Continue to upskill staff to deliver high quality mealtime experiences</p>
<p>The implementation of Planning in the Moment</p> <p>To support teaching and learning when extending a child's interest as they emerge</p>	<p>All staff trained in the Planning in the Moment approach</p> <p>This approach was shared with all parents</p> <p>Staff reflected on their own practice to plan which measures to put in place</p> <p>Indoor and outdoor spaces were reviewed and developed</p> <p>The Leuven Scale was embedded to measure children's emotional wellbeing and involvement</p> <p>Regular staff training sessions were held throughout the session</p>	<p>Staff upskilled to improve practice and children's learning experiences. 93% of staff reported that they are more confident in planning and delivering 15 min teaching slots. 50 % of staff said that they are confident in identifying teachable moments when carrying out observations.</p> <p>The creation of calming and nurturing environments resulted in meeting children's individual holistic needs. This supported children to learn and develop to help them reach their full potential. 79% of staff are confident in developing areas within the playroom.</p> <p>The Leuven Scale data was used to measure children's wellbeing and involvement and to plan interventions</p> <p>A more consistent approach is now evident between the three playroom.</p>	<p>Next sessions SIP project will focus on upskilling staff in planning and delivering quality teaching and learning</p> <p>Continue improving the outdoor environment to ensure quality learning experiences are in place</p>

2.6 Summary of Pupil Equity Fund Action and Impact

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

Measure	Actions Undertaken	Impact on Learners	Next Steps/Future Development
Attainment <ul style="list-style-type: none"> • ACEL • Baselines and Gap • Achievement over Time • Local Measures 	<p>Baseline measures carried out for Literacy, Numeracy and Health & Wellbeing. Data from a range of assessments is used to inform planning for Literacy, Numeracy and Health & Wellbeing.</p> <p>Standardised assessments completed and data analysed to identify gaps and next steps in teaching and learning.</p> <p>Planned interventions for EAAs to help raise attainment with PEF learners in Literacy, Numeracy and Health and Wellbeing.</p> <p>SEF funding application secured to fund writing interventions for PEF learners.</p> <p>Regular tracking meetings in place to discuss, evaluate and record progress towards attainment.</p> <p>SMT evaluate attainment over time, comparing FSM and not FSM.</p>	<p>Targeted interventions are raising attainment and achievement for identified learners.</p>	<p>Reduce the attainment gap in Literacy of learners registered for FSM in P1, P4 & P7 by 5.8% or less.</p> <p>Reduce the attainment gap in Numeracy of learners registered for FSM in P1, P4 & P7 by 9% or less.</p> <p>Reduce the combined attainment gap in writing at P1, 4 & 7 for learners registered for FSM by 8.5% or less.</p> <p>Continue to implement CYPIC writing programme.</p> <p>Continue to apply for SEF to support the raising of attainment.</p>
Attendance <ul style="list-style-type: none"> • Attendance Change • Male/Female etc. • Patterns/Reasons • Exclusions 	<p>Regular monitoring of attendance. Data is evaluated to identify patterns.</p> <p>Letters issued to parents/carers when attendance falls below 90% or if there is a high number of lates/ identified patterns.</p> <p>Transport to and from school is available for families, if required.</p>	<p>Increased attendance is resulting in identified learners accessing a range of high-quality learning experiences. This is helping to raise attainment and achievement across the curriculum.</p> <p>Increased attendance is resulting in identified learners accessing a range of support measures to improve health and wellbeing, therefore reducing exclusions.</p>	<p>Continue with our robust system of monitoring attendance, supporting all learners to reach their full potential.</p>

<p>Inclusion</p> <ul style="list-style-type: none"> • Ethos and Culture • Reducing Exclusions • Meeting ASN • Social/Emotional Support • Equity/COSD 	<p>Whole School Positive Relationship Policy ensures a nurturing approach for all learners. Identified learners can access the Nurture Classroom, providing support with relationships and emotional regulation.</p> <p>EAA and ASN interventions in place to support social and emotional development e.g. Seasons for Growth supporting learners affected by change.</p> <p>Identified learners are encouraged to attend breakfast club from 8.30am daily.</p> <p>Implementation of measures from The Cost of the School Day report to ensure all learners are involved and included in all aspects of school life.</p> <p>Access to free uniform stall available to all families.</p> <p>Financial support available to learners for events/trips to ensure that all learners feel included e.g. Comic Relief, P7 Trip.</p>	<p>The health and wellbeing of all learners is supported through the development of positive relationships and the nurturing approach.</p> <p>Learners receive social and emotional support to enable them to manage thoughts, feelings and behaviours, reducing exclusions.</p> <p>Effective measures for supporting health and wellbeing to allow identified learners to access the curriculum. This supports them to meet their full potential, increasing performance and attainment</p> <p>Learners are ready to engage in learning after attending breakfast club.</p> <p>All learners feel valued and included.</p>	<p>Continue to develop our whole school approach to nurture to support health and wellbeing, improving achievement.</p> <p>Continue to develop the use of the Nurture Classroom to support further identified transitioning pupils in Primary 1.</p> <p>Professional learning opportunities.</p> <p>Continue to access financial support available to learners in order to help raise attainment.</p> <p>Continue to promote financial help services.</p>
<p>Participation</p> <ul style="list-style-type: none"> • Measures of Participation • Change over Time • Participatory Activity • 7 Golden Rules 	<p>SEF funding application secured to allow all PEF learners to participate in the P7 mainland trip. All PEF learners invited to take part in Holiday Clubs.</p> <p>Children’s rights are embedded throughout the daily life of the school.</p>	<p>Learners feel included and experience quality learning and social engagement in an outdoor educational setting.</p>	<p>Continue working towards UNCRC silver award leading onto a gold award.</p> <p>Continue to access financial support available to learners, allowing them to be involved in all aspects of school life.</p>
<p>Engagement</p> <ul style="list-style-type: none"> • Targeted Measurement • Emotional/Cognitive • Change over Time • Parents and Carers • Equity/Removing Barriers 	<p>Parents/carers offered support when completing FSM forms, accessing Seesaw etc.</p> <p>EAs support with after school activities e.g. swimming</p> <p>Parents / carers encouraged to attend Open Afternoons</p> <p>Food donations and vouchers given to families.</p>	<p>Learners feel valued and included. Learners are actively involved in their learning and contribute to all aspects of school life.</p> <p>Parents/carers are accessing the financial support that they are entitled to.</p> <p>Parents/carers are more involved in their child’s learning.</p>	<p>Increase learner participation through a variety of measures, including online profiling, Seesaw</p>

2.7 Evaluation of Progress - HGIOS4 Quality Indicators

Quality Indicator	Evaluative Judgements	Grading	Sources of Evidence
1.3 Leadership of Change	<p>The school's vision, values and aims have been updated in consultation with learners, parents/ carers, staff and partners to reflect our local environment and community. It has been shared with all stakeholders, ensuring that we work in effective partnership to raise attainment and achievement for all learners through high quality teaching and learning experiences. The vision, values and aims are embedded within our Positive Relationship Policy. This ensures the whole school community are committed to implementing a consistent approach. Regular opportunities for rigorous self-evaluation are in place, considering local and national expectations. School improvement priorities are identified as a result of self-evaluation processes and collegiate discussions. Senior leaders guide and lead strategic direction whilst empowering and motivating staff to lead and participate in school improvement working groups. All stakeholders are encouraged to contribute to our plans for continuous improvement. Effective strategies are in place to monitor and evaluate the impact of changes and outcomes for all learners and the work of our school. All staff engage in annual self-evaluation processes and identify strengths and areas for development through PRD meetings and appraisals. This allows them to perform to the best of their ability and develop their potential. Practitioner enquiry is encouraged and supported, leading to continuous improvement. Teaching staff are encouraged to participate in recognised professional learning accreditation courses which have developed their knowledge and understanding of the leadership of change.</p>	Good	<ul style="list-style-type: none"> • Updated school and Nursery vision, values and aims • UNCRC and Restorative Conversations • Positive Relationships Policy • Leadership opportunities are regularly shared with staff • Professional Learning activities • Reduction in behaviour incidents • Consultations with parents/ carers, learners, partners, staff • PRD meetings and appraisals • SQIP
2.3 Learning, Teaching & Assessment	<p>Staff and learners are committed to learning about children's rights. These are being embedded throughout the daily life of the school. The implementation of our Positive Relationship Policy has ensured positive relationships are in place across the whole school community. Learner conversations ensure learners are active participants in their learning. Learners' experiences are planned, based on needs and interests. Planned opportunities to develop the four capacities have allowed pupils to become more actively involved in the life of the school and wider community. The school's refreshed vision, values and aims reflect current practice. A variety of learning environments allow learners to experience a range of high-quality experiences. A consistent approach to the use of learning intentions and success criteria inserts is ensuring that feedback is being used effectively to support and inform progress in learning. Explanations and instructions are clear. Assessment data is used to plan teaching and learning and inform specific interventions for learners. Collegiate working and moderation activities have developed a shared understanding of</p>	Good	<ul style="list-style-type: none"> • Rights Respecting Schools Bronze award and silver action plan. • Stornoway Primary School and Nursery Positive Relationship Policy • Learner Conversations • CfE Planning • QA Feedback • Writing Policy • Data Packs, SNSA, MCNG, CATs, Class teacher assessments • Class interventions document • Moderation activities • Partnerships with external agencies

	expectations. As a result of our newly implemented progression pathways and data packs, staff are clear on progress and attainment within Literacy, Numeracy and Health and Wellbeing. The effectiveness of interventions is regularly evaluated and adapted accordingly, to ensure positive impact.		<ul style="list-style-type: none"> • EAA planning • PEF support
3.1 Ensuring Wellbeing, Equity & Inclusion	The health and wellbeing of all learners is better supported through our whole school approach to nurture. The establishment of the Nurture Classroom has supported the health and wellbeing of identified learners. Boxall Profiles have ensured interventions are specific and individualised to each learner therefore improving outcomes. Learners are becoming more confident in self-evaluating their health and wellbeing using the SHANARRI indicators. The promotion of positive relationships creates a sense of belonging and connectedness, ensuring everyone across the whole school community feels valued, respected and included. All staff use the restorative approach when responding to behaviour. This has improved and regulated the emotional atmosphere in our school and has led to more positive relationships between pupils and staff. Learners are developing strategies to support self-regulation through the use of Zones of Regulation and Decider Skills. Policies and practices reflect current legislation in supporting the health and wellbeing of learners. The implementation of our updated anti-bullying policy supports learners to understand, value and celebrate diversity and challenge discrimination. Learners facing challenges are well supported by measures which help improve attainment and achievement.	Good	<ul style="list-style-type: none"> • Positive Relationships Policy • Professional Learning • The Nurture Classroom • Boxall Profiles • Health and Wellbeing Snapshots • Restorative Conversations • Zone of Regulation & Decider Skills • Annual training for all staff. • Anti-bullying policy • Child friendly anti-bullying policy • Anti-bullying Ambassadors • Breakfast Club • Uniform stall • EAA & ASN planning • Action Plans and IEPs • Class Interventions Document
3.2 Raising Attainment & Achievement	The newly implemented data packs allow us to effectively monitor and track attainment for individual pupils in Literacy, Numeracy and Health and Wellbeing. Pupil progress is discussed and recorded during tracking and monitoring meetings (three times a year), with planned interventions identified to raise attainment. The use of progression pathways ensure learners are making sufficient progress within and across levels. Assessments are used to inform teaching and learning, ensuring breadth, depth and challenge across the curriculum. Effective moderation activities are in place to develop a shared understanding of teacher judgements of achievement of and within a level, ensuring consistency of expectations. High quality teaching and learning allows learners to develop their skills and attributes across the four capacities. Learners have opportunities to apply these skills across the school and wider community. Achievements and successes are celebrated through a range of activities both in class and as a school. Effective and relevant planning and teaching is supporting the raising of attainment for all pupils. Learners experience a range of DYW events to raise awareness of possible positive destinations for leaving school.	Good	<ul style="list-style-type: none"> • Data Packs • Progression pathways • CfE planning • ASN planning • EAA planning • DYW events • Intergenerational activities • Celebration assemblies

2.8 Progress Towards Achievement of National and Local Stretch Aims

Summary data in relation to achievement of stretch aims to close the poverty-related attainment gap. Please reference the Comhairle's Stretch Aims Report 2022-23 when completing this section.

1a	Increase the attainment in literacy of learners registered for FSM in P1, P4 & P7
Stretch Aim: Reduce the attainment gap between FSM and not FSM by 3.2%	
<p>NOT FSM – 84% FSM – 75% ATTAINMENT GAP - 9% We are aiming for an attainment gap of 5.8% or less in June 23.</p> <p>Data was gathered using new criteria and this identified the poverty related attainment gap within our school. A new document is used by all staff to monitor and track attainment of Literacy throughout the year. Data was used to plan Literacy interventions, with a clear focus on raising attainment of pupils from socio economic disadvantaged backgrounds. Education Attainment Apprentices had roles and remits clarified. EAAs met with class teachers to plan collaboratively, and create specific interventions and strategies to help reduce the attainment gap. Strategic Equity Fund application completed and secured to allow additional teachers to be employed to support PEF Literacy groups. Weekly writing sessions in place for 26 weeks to support PEF pupils and help reduce the poverty related attainment gap. High interest, low level texts purchased for use with small groups of Gaelic and English PEF learners. Increased writing opportunities across the curriculum are being provided by all teachers. Primary 4 teachers participated in the 'Children and Young People Improvement Collaborative' (CYPIC) writing programme to raise attainment in writing.</p>	

1b	Increase the attainment in numeracy of learners registered for FSM in P1, P4 & P7
Stretch Aim: Reduce the attainment gap between FSM and not FSM by 3.0%	
<p>NOT FSM – 78% FSM – 66% ATTAINMENT GAP 12% We are aiming for an attainment gap of 9% or less in June 23.</p> <p>A School Improvement Project which aimed to raise attainment in Numeracy was carried out in session 2021/2022, where 78% of learners reached their curricular milestones in Numeracy. This was an increase of 8% in Numeracy attainment at P1, P4 and P7 in June 22. The successful measures from this school improvement project have continued to be embedded in session 2022/2023.</p> <p>A new data format is used by all staff to monitor and track attainment of Numeracy throughout the year. Data is evaluated and used to plan Numeracy interventions. Standardised assessments inform planning for class, group and individual interventions. Focused interventions are planned, improving attainment across the school. The SAMSON Maths intervention programme has been purchased and implemented from P1-P7. All staff attended a professional learning session, focusing on raising attainment in Numeracy.</p>	

6	Reduce the combined attainment gap in writing at P1, 4 & 7 for learners registered for FSM
Stretch Aim: Reduce the attainment gap between FSM and not FSM by 2.5%	
<p>FULL COHORT – 79% FSM – 68% ATTAINMENT GAP 11% We are aiming for an attainment gap of 8.5% or less in June 23.</p> <p>Please refer to School Improvement Project 3 which has aimed to reduce the poverty related attainment gap in Writing.</p>	

2.9 Identification of Key Improvement Priorities for 2023-24 and Beyond

Taking into account all of the information set out in section two of the report as well as local priorities and the National Improvement Framework and Improvement Plan (NIF) which sets out the vision and priorities for Scottish education, Stornoway Primary School and Nursery have identified the following areas for improvement in 2023-24.

School

- Reduce the poverty related attainment gap in Literacy (Reading and Writing)
- Developing Learner Participation across the school to improve learning and teaching
- Refresh our curriculum rationale and develop the planning and assessment of all curricular areas

Nursery

- Improve the quality of teaching and learning experiences for Nursery children

Plana Leasachaidh na Sgoile 2023-24



School Improvement Plan 2023-24

Section Three – School Improvement Plan 2023-24

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

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

3.1 Creating the Plan

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

School

- Standards & Quality Report
- How Good is Our School Framework
- Self-evaluation programme
- Views of learners, staff and parents
- Outcome of external reviews such as school inspections

Local Authority

- CNES Corporate Strategy & Business Plan
- Education Skills & Children's Services Improvement Plan
- Northern Alliance Improvement Plan
- Local Authority Stretch Aims

National

- National Improvement Framework
- Scottish Attainment Challenge
- National Policy Focus Areas

3.2 School Improvement Planning Context and Influencing Priorities

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

CNES ES&CS Department Priorities	CNES ES&CS Improvement Themes
<p>DP1 Deliver high-quality learning and teaching in all educational settings, recognising the rights and needs of all children and young people.</p> <p>DP2 Ensure effective and accountable leadership for all.</p> <p>DP3 Improve the use of data to secure excellent outcomes for all learners in the Outer Hebrides.</p> <p>DP4 Improve curriculum, learning and wellbeing transition planning at all key stages for children and young people.</p>	<p>IT1 Raising Attainment For All, for PEF, for CECYP – Curriculum Design</p> <p>IT2 Gaelic Language, Culture & Heritage Strategy, GME, GLE, progression</p> <p>IT3 Learning for Sustainability Citizenship, RRSA, Outdoor Learning, Play</p> <p>IT4 Health & Wellbeing Mental Health, Physical Health, Participation & Engagement</p>
NIF Priorities	NIF Drivers
<p>NP1 Placing the human rights and needs of every child and young person at the centre of education.</p> <p>NP2 Improvement in children and young people’s health and wellbeing.</p> <p>NP3 Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>NP4 Improvement in skills and sustained, positive school-leaver destinations for all young people.</p> <p>NP5 Improvement in attainment, particularly in literacy and numeracy.</p>	<p>ND1 School and ELC Leadership</p> <p>ND2 Teacher and Practitioner Professionalism</p> <p>ND3 Parent/Carer Involvement & Engagement</p> <p>ND4 Curriculum & Assessment</p> <p>ND5 School & ELC Improvement</p> <p>ND6 Performance Information</p>
CNES Corporate Business Plan Links	Northern Alliance Phase 4 Plan
<p>BP1 Strengthen the Local Economy Increased level of skills across our community & workforce (1.1.4).</p> <p>BP2 Support for Children, Families & Young People Attainment, Early Intervention, Lifelong Learning, Health, Childcare (2.1.1 – 2.1.5)</p> <p>BP3 Supporting Resilient Communities & Quality of Life Gaelic language, safe communities, reducing poverty & inequality. (3.1.1, 3.1.4, 3.1.5)</p> <p>BP4 Be a Sustainable & Inclusive Council Environment, reduction in carbon footprint, Net Zero, Equity of opportunities (4.1.2, 4.1.3)</p>	<p>NA1 Wellbeing and Learning Feeling well and learning well.</p> <p>NA2 Social Intelligence How we work and learn together.</p> <p>NA3 Equality Investments How we break down barriers to wellbeing and learning.</p> <p>NA4 Systemness Working together to improve our system.</p>

3.3 Planning for Pupil Equity Fund Delivery

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

Attainment Gap English Literacy	Attainment Gap Gàidhlig Literacy	Attainment Gap Maths/Numeracy
13%	6%	12%

Planning Objectives	Cohort	Improvement Actions	Resources	Monitoring
Reduce the poverty related attainment gap: <i>By May 2024, identified pupils in receipt of FSM will have increased attainment by 2% in Literacy (Reading and Writing)</i>	Learners in receipt of FSM	Gather data to identify the poverty related attainment gap within our school.	Current data of learners in receipt of FSM	ACEL Data June 23
	Identified year groups for CYPIC Writing Programme	Baseline measure assessment to be carried out for all learners.	1 x EM Teacher 1 x GM Teacher Identified baseline measure assessment	Baseline assessment results will be recorded on Data Packs.
		Baseline assessment data results carefully analysed to identify current position within levels and plan focused next steps in learning.	Use CYPIC Pareto assessment tool P4 Teachers EM Teacher x 1 GM Teacher x 1	Baseline assessments will inform planning for identified learners.
		Class teachers to work collegiately with Education Attainment Apprentices, Support for Learning Assistants and Support for Learning Teachers, to plan specific interventions and strategies to help reduce the attainment gap in Literacy (Reading and Writing).	Interventions Document	Interventions Document will detail specific strategies for identified pupils.
		Complete Strategic Equity Fund application to secure funding to allow additional teachers to be employed to support PEF reading/writing groups.	SEF Application	Pupil progress in Reading and Writing will demonstrate improvement.

	Share and discuss updated Writing Policy with all staff. Writing Policy to be displayed in all classrooms. Jotter sampling to be carried out termly, to ensure a consistent approach is being implemented by all teachers.	Writing Policy Writing Jotters QA Template	Writing jotters will evidence consistent implementation of the Writing Policy.
	Read, Write, Inc. phonic based reading scheme to be introduced in P1-3 EM classes to raise attainment in reading at Early and First Level.	RWI Reading Scheme	Pupils will develop fluency at a faster pace.
	Increased learning and teaching opportunities to be implemented by all classes, to allow for pupils to explore the reading/writing connection. All classes to participate in a Book Study/ Author Study in term 1/ 2. All teachers to provide daily opportunities for reading aloud.	Book Sets	Pupils will be motivated to write for a variety of purposes. Quality of pupil writing will improve.
	All classes to make use of school library (weekly). Closer partnership working to be established with local Library/ Faclan Book Festival/ An Lanntair/ Author events. Reading Buddies to be implemented across the nursery and school.	School Library & Librarians Local Partnerships	Pupils will be motivated to read and write for a variety of purposes. Quality of pupil writing will improve.
	Moderation and assessment activities planned collaboratively with stage colleagues, focusing on the reading/writing connection.	Moderation and assessment templates LQAG	Class teachers will develop a shared understanding of assessment within and of a level.
	Use Seesaw as a profiling platform to celebrate and share achievements in reading and writing. Pupils to develop their confidence in discussing their progress in reading and writing through Learner Conversations.	Seesaw Learner Conversations	Pupils will develop confidence in Literacy skills. Pupils will be able to explain their progress within Reading and Writing.
	Identified year group and class teachers to participate in the 'Children and Young People Improvement Collaborative' (CYPIC) writing programme. Key drivers identified to raise attainment.	CYPIC Writing Bundle	Increased writing attainment in identified year groups.
	Class teachers to carry out peer observations of Writing lessons across all stages.	Term 2	Class teachers will further reflect on their own practice and support the development of their peers.
	In January 24, submit predicted ACEL data for June 2024. Submit finalised ACEL data in June 2024. Identify progress towards reducing the attainment gap.	ACEL Data	ACEL Data June 24

3.4 School Improvement Plan Projects

1	Project Title:	Developing Learner Participation across the school to improve learning and teaching.	Baseline Data:	Staff /Parent/Pupil Baseline Questionnaires 'Readiness' Questionnaires
	Objectives:	Improve learning and teaching experiences for all P1-7 pupils by increasing opportunities for learner participation by May 2024.	Target Data:	% of Staff/Parent/Pupil Questionnaire
	Links to Local/National Priorities or Stretch Aims:	CNES ES&CS Improvement Themes – IT1, IT2, IT4 CNES ES&CS Department Priorities – DP1, DP4 NIF Drivers – ND1, ND3, ND4, ND5 NIF Priorities – NP1, NP5	Lead Responsibility:	Mairi Macleod Catherine Macleod

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
Carry out baseline questionnaire to gather staff/parent/pupils' views on participation/involvement and engagement across the school.	P1-7 Pupils All parent/carers All teaching staff	Sept 2023	Baseline data is evaluated to identify priorities.
All staff to complete 'Readiness' questionnaire and self-evaluation task. https://education.gov.scot/media/1vyd3ydb/learner-participation-readiness-checklist2.pdf	All teaching staff	Sept 2023	Self-evaluation data is used to inform next steps of the project.
All staff to develop a shared understanding of what is meant by learner participation and how this can increase the quality of teaching and learning experiences for pupils. Read 'How good is OUR school?' (Part 1 – To identify how we are going to establish the right culture to support effective learner participation.) https://education.gov.scot/media/x44kf045/hgiours-part1.pdf 'Learner Participation in Educational Settings (3-18)' https://education.gov.scot/media/utup5e55/introductory-presentation0922.pptx Contact Education Scotland for professional learning opportunities for all staff.	All teaching staff	Nov 2023	Staff will develop a clear understanding of what is meant by learner participation and how this can be implemented through teaching and learning opportunities.

Analyse and evaluate data to identify what arena of participation to focus on (<i>Learning teaching and assessment, opportunities for personal achievement, decision making groups, wider community, DYW</i>)	All teaching staff	Oct 2023	A clear focus for developing learner participation is identified.
Establish a tool to measure levels of participation (Use 7 Golden Rules/Tresseder Levels of Participation for guidance) https://www.cypcs.org.uk/wp-content/uploads/2020/03/Golden-Rules-children.pdf	All staff All pupils	Nov 2023	Pupils and staff can accurately measure levels of participation and use this data to inform planning.
All pupils and staff to take an active role in establishing the right culture to support meaningful learner participation in self-evaluation and school improvement.	All staff All pupils	Term 3	All pupils and staff are involved in self-evaluation activities, which are leading to positive outcomes across the school.
Use 'How good is OUR school' (Part 2 - A resource to support learner participation in self-evaluation and school improvement) to guide self-evaluation across Theme 2 and Theme 3. Theme 2 – Our learning and teaching Theme 3 – Our school and community	All teaching staff All pupils	Term 3	Self-evaluation activities are driving a range of improvements across the school.
Develop pupil understanding of learner participation through class lessons and school assemblies.	All pupils	Throughout the year	Pupils will develop a clear understanding of what is meant by learner participation and how this can have a positive impact on their learning experiences.
Develop parent/carers understanding of learner participation through pupil led information sharing events.	Pupil Groups Parent/carers	Term 3	Parents/carers will develop a clear understanding of what is meant by learner participation and how this can have a positive impact on teaching and learning.
Develop the use of Seesaw as a profiling platform to share and celebrate achievements within and out with school. Pupils to develop their confidence in discussing their progress in learning through Learner Conversations. This will be shared regularly with parents through Seesaw.	All teaching staff All pupils Parent/carers	Term 1 – 4	Pupils will develop their self-esteem and be motivated in their learning. Parent/carers will be more involved in their child's learning. Pupils will be more confident in identifying next steps in their learning.
Collate data to identify whether there has been an increase in opportunities for learner participation, resulting in an improvement attainment.	All pupils	Term 4	Data will demonstrate that an increase in learner participation has improved attainment.
Develop further opportunities to allow pupils to share their views/ideas and opinions about all of aspects of school life and develop leadership skills. RRSA Steering Committee/Pupil Council	All pupils	Term 1 - 4	Pupils will be more involved in influencing and improving of all aspects of school life.

Eco Committee Anti-Bullying Ambassadors House Captain/Junior Leadership Team Sports Captains Gaelic Captains			
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2	Project Title:	Refresh our curriculum rationale and develop the planning and assessment of all curricular areas.	Baseline Data:	Baseline Questionnaire
	Objectives:	Refresh our curriculum rationale and develop the planning and assessment of all curricular areas.	Target Data:	% of Questionnaires
	Links to Local/National Priorities or Stretch Aims:	CNES ES&CS Improvement Themes – IT1, IT2, IT3 CNES ES&CS Department Priorities – DP1, DP4 NIF Drivers – ND1, ND3, ND4, ND5 NIF Priorities – NP1, NP4, NP5	Lead Responsibility:	H Mackay, PT S Macleod, PT

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
Revise and refresh our Curriculum Rationale to provide a Curriculum for the 21st Century, so that all our pupils achieve their full potential. Use Curriculum Rational questions grid as a self- evaluation tool. Explore highly effective practice in this area Primary Curriculum Improvement Toolkit Self- evaluation National Improvement Hub (education.gov.scot)	Pupils Parents/ Carers Staff	Oct 23	The curriculum rationale will reflect current CfE practices and approaches.
Ensure all stakeholders understand what the school is trying to achieve through our curriculum - ' <i>What we want for our children and how we will work together to achieve this.</i> ' Carry out consultations with pupils, parent, carers and staff.	Pupils Parents/ Carers Staff	Oct 23	All stakeholders will have a clear understanding of the aim of our curriculum.
Create a child friendly Curriculum Rationale based on the shared values of the school and our community to ensure our learners are successful learners, confident individuals, responsible citizens and effective contributors.	Pupils Staff	Nov 23	Pupils will understand the aim of our curriculum.
Ensure all stakeholders understand all aspects of the CfE Curriculum, the purpose and design, with learners at the centre.	Pupils Parents/ Carers Staff	Nov 23	All stakeholders will have a clear understanding of the purpose and design of our curriculum.
Evaluate current curricular planning templates to ensure opportunities are in place to plan for the all the requirements of the curriculum to include planning for sustainability.	Class Teachers	Term 1	Planning templates will facilitate planning requirements for CfE planning.

Implement learning pathways for all curricular areas to support planning and progression of learning and raising attainment.	Class Teachers	Term 1	Learning pathways for all curricular areas will be implemented to support planning for progression and the tracking of learning across transition points.
Develop the assessment of recording across all curricular areas, using data packs.	Class Teachers	Dec 23	Assessment of all curricular areas will be appropriately recorded and monitored.
Planned opportunities are in place for developing skills for learning, life and work, focusing on the development of the metacognitive skills, through the four capacities.	Class Teachers	Term 1	Pupils will develop their awareness of the meta skills developed through the 4 capacities and their relevance to skills for learning, life and work.
Class teachers to carry out peer observations focusing on the development of the metacognitive skills, through the four capacities, across all stages.	Class Teachers	Term 3	Class teachers will further reflect on their own practice and support the development of their peers.
Develop pupil understanding of the skills required in the world of work, through our DYW Focus Day.	Class Teachers Partners	Term 4	Pupils will develop their understanding of the skills required for the world of work.
Create a child friendly sketch-note to illustrate our curriculum.	Class Teachers	Term 3	The key focus of our curriculum will be displayed and shared with all stakeholders.
Liaise with DYW co-ordinator, to develop opportunities for skills for learning, life and work. Transition activities with TNI.	DYW Coordinator Class Teachers	Term 4	Close working will allow a smooth transition for pupils moving from P7-S1.

3	Project Title:	Providing high quality teaching and learning experiences in our ELC setting	Baseline Data:	Staff and parent/carer questionnaires. Staff Observations
	Objectives:	100% of staff to increase their understanding of delivering high quality teaching and learning experiences through CfE. 100% of children to participate and engage in high quality CfE learning experiences.	Target Data:	May 2024
	Links to Local/National Priorities or Stretch Aims:	CNES ES&CS Improvement Themes – IT1, IT2, IT3 CNES ES&CS Department Priorities – DP1, DP4 NIF Drivers – ND1, ND3, ND4, ND5 NIF Priorities – NP1, NP4, NP5	Lead Responsibility:	DHT and Nursery Manager

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
Staff will undertake baseline assessments of children's understanding and skills in Numeracy, Literacy and Health and Well-being. Management to complete baseline staff observations of interactions with children to identify quality of questioning, teaching and outcomes. Staff to complete questionnaires to identify competence in using the curriculum to plan, implement and analyse age and ability related learning activities.	Nursery children and staff	June 2024	Staff questionnaire at the beginning of the project to identify learning needs. This will be repeated at the end of the project to measure impact.
2.1 Deepen staff's understanding of pedagogy and play in supporting and promoting children's development and learning.	Nursery	June 2024	Observations on staff/child interactions and use information from the Leuven Scale to identify and demonstrate quality interactions. Use the Progression Pathways and Developmental Overviews to evidence actions.
2.2 Upskill staff in careful and effective planning, in line with CfE, meeting the needs of all children in Literacy, Numeracy and HWB. Evaluate current curricular planning templates to ensure opportunities are in place to plan for all the requirements of the curriculum to include planning for sustainability and the four capacities.	Nursery	June 2024	Deliver training to all staff on quality planning and learning interactions in Literacy, Numeracy and HWB. Observation data will be used to inform support required and the delivery of training. Revise planning formats to ensure CfE is

			fully embedded, including the four capacities. Track and monitor children's progress using the Progression Pathways and Developmental Overviews.
2.3 Support staff to provide innovative and creative opportunities for children to experience high quality play both indoors and outdoors, promoting learning and development.	Nursery	June 2024	Use critical reflective questioning to guide reflection on improvement. Use planning to support the use of high quality play to enhance children's learning and development. Regular self-evaluation using Realising the Ambition. HGIOELC Q.I.'s and current documentation e.g. Our World Outdoors, throughout the session. Information will be used to assess impact and progress.
2.4 Develop staff's knowledge and understanding to skillfully support children to take forward their own ideas and interests. Children to be able to talk about their learning targets.	Nursery	June 2024	Use critical reflective questioning to guide reflection on improvement. Use planning to support the use of high quality play to enhance children's learning and development. Regular self-evaluation using Realising the Ambition. HGIOELC Q.I.'s and current documentation e.g. Our World Outdoors, throughout the session. Information will be used to assess impact and progress. Continue to implement Planning in the Moment and collect data to inform impact and next steps. Seesaw will evidence the use of learning targets.
2.5 Support staff to create rich and meaningful opportunities for our children to be active participants in the community.	Nursery	March 2024	Plan meaningful links with the community. Use children's voice to identify needs and measure this with the experiences offered. Regular self-evaluation throughout the session using Realising the Ambition. HGIOELC Q.I.'s and current documentation e.g. Our World Outdoors. Information will be used to assess impact and progress.

2.6 Further enhance parental engagement. Offer curricular sessions to inform and support parents in their child's learning and development.	Nursery	Ongoing (termly)	A parent questionnaire sent out at the beginning of the session asking how we can deliver curricular sessions in order for them to support their children's learning and development. Seesaw will support the delivery of parent engagement. Children's targets will be shared to enable Nursery and home to work together to provide quality learning opportunities for the children.
2.7 Create a child friendly Curriculum Rationale based on the shared values of the nursery, school and our community, to ensure our children are Successful Learners, Confident Individuals, responsible Citizens and effective Contributors.	Nursery	September 2023	The updated Curriculum Rationale will reflect current CfE approaches and practices.
2.8 Create a staff and child friendly sketch-note to illustrate our curriculum.	Nursery	September 2023	This will be shared with the children, families and partners.

3.5 School Improvement Plan Delivery Timeline

Indicative timeline for delivery of the School Improvement Plan projects during the 2023-24 academic session.

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

SIP Project Title	Aug to Oct 2022 (Term One)	Oct to Dec 2022 (Term Two)	Jan to Mar 2023 (Term Three)	Apr to Jun 2023 (Term Four)
Reduce the poverty related attainment gap: By May 2024, identified pupils in receipt of FSM will have increased attainment by 2% in Literacy (Reading and Writing)	▶			
Developing Learner Participation across the school to improve learning and teaching.	▶			
Refresh our curriculum rationale and develop the planning and assessment of all curricular areas.	▶			
	▶			

3.6 Long-Term Planning

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

Year/Session	Self-Evaluation Priorities	Pupil Equity Fund Priorities	School Improvement Planning Priorities
2024-25	1.1 Self-evaluation for self-improvement 2.6 Transitions 2.2 Curriculum 2.3 Learning, teaching and assessment 2.5 Family learning 3.2 Raising attainment and Achievement	<ul style="list-style-type: none"> • Raising Attainment • Participation • Engagement 	<ul style="list-style-type: none"> • Partnerships • Teaching and Learning
2025-26	1.3 Leadership of change 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and Achievement 3.1 Improving wellbeing, equality and inclusion	<ul style="list-style-type: none"> • Raising Attainment • Attendance 	<ul style="list-style-type: none"> • Numeracy • Gaelic Learners
2026-27	1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised Support 3.2 Raising attainment and Achievement 3.3 Increasing creativity and employability	<ul style="list-style-type: none"> • Raising Attainment • Inclusion 	<ul style="list-style-type: none"> • Equality and Inclusion