COMHAIRLE NAN EILEAN SIAR

Roinn an Fhoghlaim is Seirbheisean Chloinne

Stornoway Primary School

Aithisg Ìre de Mhathas 2021-22
Plana Leasachaidh na Sgoile 2022-23

Standards & Quality Report 2021-22
School Improvement Plan 2022-23
(SQIP)

A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together

Combined

**Standards & Quality Report for 2021-22
and School Improvement Plan 2022-23
(SQIP)**

Contents

The Language of Evaluation

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

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 373 primary pupils and 54 pre-school pupils, supported by 94 full and part-time teaching and non-teaching staff.

The school is led by an Executive Headteacher and Head of School. The management team is comprised of a Depute Headteacher, two FTE Principal Teachers and two 0.5 FTE Principal Teachers.

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.

There are currently 34 pupils in receipt of Free School Meals. There are 49 pupils at staged intervention levels 2, 3 and 4 on the Additional Support for Learning Audit.

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.

1.2 Our vision, values, aims and curriculum rationale

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

Our Values:
Kindness, Nurture, Respect, Responsibility

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, 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 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 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 ;
- ❖ 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:

During the 2021-22 session, 81% of pupils reached their curricular milestones in Numeracy. There was an 11% increase in Numeracy attainment.

83% of pupils reached their curricular milestones in English Literacy. 97% of pupils reached their curricular milestones in Gaelic Literacy.

Our average attendance rate was 90.2%.

All of the planned improvement projects achieved their stretch aim in the 2021-22 session.

2. Standards & Quality Report 2021-22

This section reports on the progress the school has made during the 2021-22 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

1. Placing the human rights and needs of every child and young person at the centre of education.

Stornoway Primary School has embedded a whole school approach to teaching and learning about the United Nations Convention on the Rights of the Child. Pupils and staff have a better understanding of children's rights and are applying this knowledge to their daily practice in the work and life of the school. We have achieved our Rights Respecting Schools Bronze award and are now working towards achieving our Silver award.

All staff use the GIRFEC Framework at the centre of planning and reporting which ensures appropriate support is in place for all children. We have good communication and effective relationships with all external agencies which results in a consistent and co-ordinated approach to meet the needs of all children. Children and staff use the SHANARRI wellbeing indicators to identify interventions, enabling all children to reach their full potential.

2. Improvement in children and young people's health and wellbeing.

Teaching staff have undertaken professional learning to develop their knowledge and understanding of Trauma, ACEs and Nurture. Staff have developed trauma informed responses and are applying a whole school approach to nurture to support the health and wellbeing of all children. A Nurture Teacher and a Nurture Classroom have been established to support identified children with emotional regulation. Children have been supported to express and talk about their feelings through the implementation of the 'Zones of Regulation' programme.

A Positive Relationship Policy has been created which promotes the importance of establishing and maintaining positive relationships within the school community, creating a consistent approach to supporting the health and wellbeing of all children. Children from Primary 1 to Primary 7 are being supported to develop their resilience, confidence and coping strategies through the implantation of 'The Decider Skills' programme.

3. Closing the attainment gap between the most and least disadvantaged children and young people.

Children living in poverty are identified and discussed during tracking and monitoring meetings throughout the session by CT, SMT, SfL and EAA staff. Individualised targeted interventions are identified and implemented to raise attainment in Literacy, Numeracy and Health and Wellbeing. Children's progress is closely monitored and evaluated to ensure they are meeting identified targets.

Children have developed their self-esteem, confidence and resilience through participating in specific health and wellbeing interventions led by Education Attainment Apprentices. Children have been well supported by EAAs throughout the Covid-19 pandemic.

EAAs run the 'Rise and Shine Club' where children can have breakfast in a safe space, giving them the opportunity for an emotional check in. Children and families are supported with school uniform and food parcels/ vouchers throughout the year. Opportunities for wider achievement are provided after school and during school holidays.

4. Improvement in skills and sustained, positive school-leaver destinations for all young people.

DYW links have been established with parents/ carers and partners during themed weeks/ days. Children understand the importance of learning skills that can be used in the world of work. Children are motivated to learn transferrable skills. Partnerships with the arts have stimulated imagination and creativity amongst children. Virtual learning platforms have been used to allow children to engage with DYW links across Scotland. Children have engaged with DYW opportunities through e-sgoil to develop oral communication skills in Gaelic.

Our ongoing partnership with The Volunteer Centre has been strengthened this session. Children have been volunteering in the local community resulting in a better understanding of how they can help locally and in the global world.

5. Improvement in attainment, particularly in literacy and numeracy.

All staff are using Progression Pathways to plan learning. The working groups created guidance for teachers which outlines what makes an excellent Numeracy and Writing lesson. Class teachers have been using this guidance to plan and deliver lessons.

Data packs are used to track and monitor progress in Literacy, Numeracy and Health and Wellbeing, and identify areas for intervention.

One of our School Improvement Projects this session focused on raising attainment in Numeracy. There was a 14% increase in Numeracy attainment at Primary 4. There was a 29% increase in Numeracy attainment at Primary 7.

One of our School Improvement Projects this session focused on raising attainment in Writing. In Gaelic Medium, there was an attainment increase of 6% in Primary 1, 13% at Primary 4 and 23% at Primary 7. In English Medium, there was an attainment increase of 21% at Primary 4 and 28% at Primary 7.

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 2022-23 academic year.

Improvement Priority One	Developing Pupil Wellbeing and Relationships

Project Progress (What have we done?)
• Staff have undertaken professional learning activities in Trauma, ACEs and Nurture. Staff have undertaken a self-evaluation of their practice in Nurture. Staff have identified a need for a Nurture Classroom to meet the needs of individual pupils.
• Stornoway Primary School has achieved the Bronze Rights Respecting School award. SMT have carried out RRSA online training. A RRSA Pupil Steering Committee has been established. A rights-based approach is being embedded across the school.
• A draft Positive Relationships Policy has been created.
• Health and Wellbeing Snapshots are used to gather data in relation to the SHANARRI Indicators.
• The Decider Skills programme has been implemented from P1-P7. Class teachers are using programme such as 'Zones of Regulation' and 'Tree of Knowledge' to support health and wellbeing.
• The school's values have been refreshed in consultation with pupils, staff and parents/ carers.

Evidence & Impact (How are we doing and how do we know?)
• Applying Nurture as a whole school approach self-evaluation results have informed our Whole School Approach to Nurture Action Plan. Staff are becoming more nurturing in their practice and a more nurturing ethos is evident across the school. Pupils' health and wellbeing needs are better supported by the use of the nurturing approach. A Nurture Classroom is currently being established.
• RRSA Pupil and Staff Questionnaires demonstrate that pupils and staff have a better understanding of children's rights. Pupils and staff working through the RRS silver action plan by embedding their knowledge and understanding of children's rights into daily practice. The RRSA Pupil Steering Committee is taking the lead in pupil consultation and other initiatives. Pupils are therefore more involved in decision making throughout the school.
• The draft Positive Relationship policy outlines the whole school approaches taken to support the health and wellbeing of all pupils and emphasises the importance of positive relationships across the school community. This policy will ensure a consistent approach is achieved and improve relationships.
• Health and Wellbeing Snapshots are used to inform planning. Pupils are more confident in recognising their strengths and needs in relation to the SHANARRI indicators. Individualised needs are being met through more individualised planning.
• Pupils are using Decider Skills as coping strategies in real life situations. Pupils are developing confidence and resilience through the use of the Decider Skills. Pupils are developing strategies to support them with expressing and talking about their emotions.

Next Steps (What are we going to do now?)
• Continue to develop and implement our Whole School Approach to Nurture Action Plan. Launch the Nurture Classroom in August 2022. Deliver training in Trauma, ACEs and Nurture to all support staff.
• Continue to implement the Silver RRSA Action Plan. Deliver RRSA training to all support staff. Introduce RRSA to the Nursery.
• Share the draft Positive Relationships Policy with parents/ carers and partners. Implement the Positive Relationship Policy across the school and nursery.
• Apply a consistent approach to the use of the 'Zones of Regulation' to allow all pupils to manage their emotions.
• Refresh school's vision and aims.

Improvement Priority Two	Raising Attainment in Numeracy

Project Progress (What have we done?)

- Results from Numeracy baseline measures, assessments & SNSA/ MVNG data used to inform planning.
- All teachers using newly implemented Numeracy and Maths progression pathways across the school.
- Collegiate planning and Numeracy Moderation activities have been carried out.
- Audit of Numeracy resources completed and new resources purchased to enhance the quality of lessons and experiences for pupils.
- Guidance on 'What makes an excellent Numeracy and Maths lesson' created and shared with all staff.
- Pupils are evaluating and discussing their progress in Numeracy and Maths during Learner Conversations, and identifying learning targets. Learning targets shared with parents/carers through Seesaw.
- Promotion of pupil engagement in Numeracy competitions and focus days/ weeks.
- Numeracy attainment data is tracked and monitored in Data Packs and discussed during tracking meetings. Interventions and next steps for individual pupils identified.

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

- 81% of pupils achieved their expected CfE levels in Numeracy at P1, P4 and P7. There has been an increase of 11% Numeracy attainment.
- Numeracy baseline measures demonstrated improvement in all areas when carried out again in June.
- Using assessment data to inform planning has ensured planning is based on pupil needs.
- Progression pathways demonstrates clear differentiation for all learners. Progression pathways used to support transition and ensure effective progression of learning.
- Collegiate planning and moderation activities have ensured a consistent approach and teachers are developing a shared understanding of achievement of a level judgements.
- All teachers are following the Numeracy lesson guidance and as a result, pupils are experiencing more focused and structured lessons.
- Learner Conversations have enabled pupils to be more actively involved in their learning and have a clearer understanding of their identified next steps. Parents/ carers have a better understanding of their child's learning targets.
- A higher number of pupils are participating in Numeracy competitions and focus days/ weeks which demonstrates that pupils are more motivated to engage.

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

- Implement newly purchased resources to enhance the quality of experiences for pupils.

Improvement Priority Three	Raising Attainment in Writing

Project Progress (What have we done?)

- Writing baseline results and assessment data is used to inform planning.
- All teachers using newly implemented Literacy progression pathways across the school.
- Collegiate planning and Writing Moderation activities have been carried out.
- All P1-P7 teachers use the Andrell Scale to assess Writing.
- Audit of Writing resources completed and new resources purchased to enhance the quality of lessons and experiences for pupils.
- Guidance on 'What makes an excellent Writing lesson' created and shared with all staff.
- Pupils are evaluating and discussing their progress in Literacy during Learner Conversations, and identifying learning targets. Learning targets shared with parents/carers through Seesaw.
- Writing attainment data is tracked and monitored in Data Packs and discussed during tracking meetings. Interventions and next steps for individual pupils identified.
- Writing is celebrated and shared with parents/ carers through Seesaw and Writing Wall.
- Writing Intervention Group identified and focussed lessons were carried out over a period of 8 weeks.

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

- 83% of pupils achieved their expected CfE levels in English Literacy at P1, P4 and P7. 77% of pupils achieved their expected CfE levels in English Writing. There has been an increase of 14% in English Writing attainment.
- 97% of pupils achieved their expected CfE levels in Gaelic Literacy at P1, P4 and P7. 79% of pupils achieved their expected CfE levels in Gaelic Writing. There has been an increase of 14% in Gaelic Writing attainment.
- Writing baseline measures demonstrated improvement in all areas.
- Using assessment data to inform planning has ensured planning is based on pupil needs.
- Progression pathways demonstrates clear differentiation for all learners. Progression pathways used to support transition and ensure effective progression of learning.
- All teachers are developing a shared understanding of assessment in writing using the Andrell Scale.
- Collegiate planning and moderation activities have ensured a consistent approach and teachers are developing a shared understanding of achievement of a level judgements.
- All teachers are following the Writing lesson guidance and as a result, pupils are experiencing more focused and structured lessons.
- Learner Conversations have enabled pupils to be more actively involved in their learning and have a clearer understanding of their identified next steps. Parents/ carers have a better understanding of their child's learning targets.
- Attainment data for all individual pupils is tracked and monitored during tracking meetings. Interventions are specific to pupils' needs.
- Writing Intervention group allowed for focused teaching to take place in identified areas for specific pupils.

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

Implement newly purchased resources to enhance the quality of experiences for pupils.

Nursery - Improvement Priority One	To develop the outdoor environment and support quality outdoor learning

Project Progress (What have we done?)

- Staff redesigned the outdoor area to ensure that GM children received full immersion in the Gaelic language while participating in outdoor learning
- Carried out an audit of outdoor equipment
- Purchased new outdoor resources to support teaching and learning
- Staff training in how to plan and implement high quality outdoor learning
- Use of Progression Pathways to help assess and plan
- Working with partners to support outdoor learning
- Included children and families in the design of our outdoor area
- Created opportunities for staff to partake in personal research and enquiry
- When Covid allowed, visits to various places i.e. Sandwick Allotments, the Garden Centre
- Worked alongside the Woodland Trust to plant trees to improve our grass area and raise awareness of their importance to the environment
- Purchased a recycling bin to raise awareness of recycling and sustainability

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

- 100% of children enjoy learning in our outdoor area
- 90% of staff feel more confident planning and delivering quality outdoor learning
- 100% of children understand ways we can help the environment
- 100% of GM children receive learning in Gaelic outdoors
- 100% of staff recognise the importance of quality outdoor learning opportunities
- 100% of children participate fully in outdoor learning

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

- Involve families with more outdoor learning experiences
- Make more links with local partners
- Visit a range of outdoor venues both in and outside the Stornoway area
- Provide staff with ongoing training opportunities

Nursery - Improvement Priority Two	Raising Attainment in Numeracy and Maths

Project Progress (What have we done?)

- Carried out an audit of our Numeracy resources and ordered new resources
- Our newly developed planners support clear differentiation for Numeracy
- The introduction of CfE Progression Pathways
- Seesaw allows the sharing of Maths and Numeracy
- Baseline assessments took place in August
- Loose Parts play supports the learning of Maths and Numeracy

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

- Our new resources are supporting the teaching and learning of Maths and Numeracy
- Clear differentiation is evident within our weekly planners to help staff support all children and abilities
- The use of Progression Pathways support staff in planning and assessing, further increasing their knowledge and skills in providing quality Maths and Numeracy activities
- 100% of parents have access to Maths and Numeracy topics covered in nursery through the digital platform Seesaw. This helps them build on what was learnt in Nursery.

- Baseline assessments supported staff with planning and interventions. 100% of children made progress through Early Level Maths and Numeracy.
-

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

- The areas not covered this year will be transferred over to our 2022-33 Block Play project: Numeracy and Maths focus weeks/days, sharing good practice and moderation sessions, family learning
- Continue with the use of baselines to support teaching and learning

Nursery - Improvement Priority Three	Developing Child Well-Being and Relationships

Project Progress (What have we done?)

- Refreshed and produced new Nursery Behaviour messages in partnership with children, parents/carers and staff. A4 posters were sent home to families.
- Created a positive behaviour system. We have shared this with families to use at home,
- Children self-register each morning on a happy/sad board to share how they are feeling
- A celebration wall has been produced to share children's celebrations
- Staff have received training on related topics
-

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

- Children, staff and families have a clear picture of the Nursery's Positive Behaviour messages. They are used daily to support child well-being and relationships in the Nursery.
- 100% of children understand our Positive Messages and why we follow them
- Our positive behaviour system has supported children and families, ensuring we have a consistent approach both at Nursery and home. 75% of identified parents find it useful to use at home.
- 100% of children use the self-registration board. Children use this throughout the day as a means of sharing how they are feeling. Nursery staff also use it to set a good example of how feelings can change with various situations.
- Children take pride in seeing their celebrations displayed and are keen to share this with their families on Seesaw. This supports their understanding of how and why we can achieve and celebrate successes.
- 100% of staff have more of an understanding in using nurture informed practices to support children's health and wellbeing.

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

- Staff to receive Trauma, Aces and Nurture training
- Involvement with the school in the Rights Respecting Schools project
- UNCRC to be embedded throughout Nursery
- Support children's behaviours using a range of identified strategies.

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
	HGIOS4 Six-Point Scale Evaluation	
2.3 Learning, Teaching & Assessment	• Almost all staff are committed to implementing the UNCRC across the school. Almost all pupils have a clear understanding of children's rights. Almost all staff understand the importance of positive relationships and embed this in their daily practice. Almost all staff and children demonstrate our shared school values in daily practice. • All pupils are consulted on their views and given the opportunity to contribute effectively to the life of the school. • Learner conversations demonstrate that almost all learners can discuss and evaluate their progress across the curriculum. • Almost all teachers are planning more effectively in providing opportunities for pupils to develop their skills in the 4 capacities. • Adapted learning environments support creative teaching approaches. Almost all teachers make effective use of digital platforms to enhance the quality of teaching and learning. • All teachers make effective use of Data Packs to monitor and track attainment. All teachers use data to inform planning of learning and specific interventions for individual/ groups of pupils. • Moderation approaches have ensured almost all teachers have a shared understanding of planning and assessment. • All teachers use progression pathways to guide teaching and learning, support differentiation and progression within a level.	RRSA Bronze Award RRSA Silver Action Plan Positive Relationship Policy Completion of Professional Learning School Values Consultation Pupil Council/ RRSA Steering Committee Seesaw Journals Planning Formats 4 Capacity Wall Displays Pupils' Work Learning Environments Termly planning Data Packs Tracking documents IEPs / Action Plans Termly planning Moderation tasks Progression Pathways
	HGIOS4 Six-Point Scale Evaluation	Good
3.1	• Almost all teaching staff have developed trauma informed approaches in their daily practice. Almost all staff are applying a	Completion of Professional Learning

Ensuring Wellbeing, Equity and Inclusion	nurture based approach to support the health and wellbeing of all pupils. • All staff implement current legislation in their practice when supporting the health and wellbeing of pupils. • All pupils have the opportunity to self-evaluate their health and wellbeing using the SHANARRI indicators. • Positive relationships are promoted and established, and are evident in the positive ethos across the whole school community. • Most pupils are actively involved in decisions which affect their learning. • All staff ensure pupils have individualised and differentiated support based on their needs. All leaners are included, engaged and involved in the life and work of the school. • We celebrate diversity in our multi-cultural school and value the rights of all. • We have effective interventions in place to support attainment and achievement of pupils facing challenges.	Positive Relationship Policy Health and Wellbeing Snapshots Effective working relationships within the school and with external agencies Pupil, Parent, Teacher Carousel Multi-agency referrals IEPs / Action Plans EAA interventions
	HGIOS4 Six-Point Scale Evaluation	Very Good
3.2 Raising Attainment & Achievement	• We have raised attainment in Numeracy, Literacy and Health and Wellbeing. There has been an increase of 11% in Numeracy attainment. There has been an increase of 10% in English Literacy. There has been an increase of 19% in Gaelic Literacy. • All teachers use progression pathways to ensure learning is differentiated with appropriate progression evident. Progression pathways support transition across all stages, along with other supporting documents. • All teachers make effective use of Data Packs to monitor and track attainment. All teachers use data to inform planning of learning and specific interventions for individual/ groups of pupils. The attainment of all pupils is discussed at tracking and monitoring meetings throughout the session. A range of assessments are used to inform planning of learning for whole class/ group/ individuals.	CfE Attainment Data Progression Pathways Transition documents Data Packs Tracking and Monitoring Meeting Document Planning/ IEPs/ Action Plan Planning and Moderation tasks

	• Collegiate planning and moderation activities have ensured a consistent approach and all teachers are developing a shared understanding of achievement of a level judgements. • All pupils are given the opportunity to develop their skills across the 4 capacities. • Achievements for all pupils are recognised and celebrated across the school • EAAs provide wider achievement opportunities for our most disadvantaged pupils through after school clubs and holiday clubs.	Termly Planning 4 Capacities Wall Displays Celebration Assemblies Seesaw Prize-giving Local events
	HGIOS4 Six-Point Scale Evaluation	Good

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

There has been no external review or inspection at Stornoway Primary School in the last 12 months.

2.5 What are our key priorities for improvement in 2022-23?

Taking into account all of the information set out in section two of the report as well as local and the National Improvement Framework and Improvement Plan (NIF) which sets out the vision and priorities for Scottish education, the school has identified the following areas for improvement in 2022-23:

• Applying Nurture as a Whole School Approach
• A whole school, pupil led approach to Learning for Sustainability
• Reducing the poverty related attainment gap

• Supporting child led planning, through the use of floor books and talking tubs, to raise attainment across Early Level
• To develop mealtimes to provide rich opportunities to foster children's social wellbeing

3. School Improvement Plan 2022-23

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

Recovery, renewal and intensification of support to mitigate against ongoing impacts of the pandemic will continue to be relevant considerations. Taking account of and acting on learners' views will be central to the school's improvement agenda.

The priorities identified will take into account collegiate working time agreements and avoid unnecessary bureaucracy. Professional learning within the school and Authority will focus on the successful delivery of the agreed improvement priorities.

The Local Authority Improvement Priorities are:

Theme	Priority	NIF Priority	ES&CS Priority	CNES Business Plan
Attainment and Equity	Raising Attainment & Closing the Poverty-Related Attainment Gap across the BGE and Senior Phase	3, 4, 5	1, 3	✓
Gaelic	Develop and implement a strategic approach to support the progression of Gaelic Medium learning for all ages and stages.	1, 4, 5	1, 2, 3, 4	✓
Learning for Sustainability	Support and promote an effective whole-school and community approach to Learning for Sustainability through global citizenship, sustainable development education and outdoor learning.	1, 2, 4	1, 4	✓
Health & Wellbeing	Support children and young people's mental health and wellbeing to allow them to grow up loved, safe and respected.	1, 2	3, 4	✓

Continuing Themes:

- COVID-19 Recovery
- Secondary Curriculum Redesign and Timetable Harmonisation
- Curriculum Development and evolution
- Play Pedagogy

Having considered all the evaluative information across section two and guidance available about local and national priorities, the school should identify what its key areas are for the 2022-23 SQIP.

3.1 Creating the Plan

The School Improvement Plan set out below was created as a combination of the priorities identified from our evaluative work described in section two, including working collaboratively with all stakeholders, especially learners, helping to inform self-evaluation and the identification of our priorities.

As well as the formal planning set out in section 3.2, we will create an A4 summary page of our projects to support communication of them to all our stakeholders. In addition, we will work with our learners to create a learner-friendly version of the plan for all our learners to access.

3.2 What are our improvement projects?

Improvement Project One	A whole school, pupil led approach to Learning for Sustainability
NIF Priority:	- Improvement in attainment, particularly Literacy and Numeracy - Improvement in Children & Young People's Health & Wellbeing - Improvement in Employability Skills and sustained positive school leaver destinations for all young people.
HGIOS4 or HGIOELC QIs:	1.3 Leadership of change 2.2 Curriculum 2.7 Partnerships 3.2 Raising Attainment and Achievement 3.3 Increasing creativity and employability
CnES Priorities:	Deliver high quality learning and teaching in all educational settings.

Stretch Aim(s)			
By June 2023, all pupils will demonstrate an increased understanding of sustainability. By June 2023, almost all pupils will be able to explain their contributions to a sustainable world.			

Baseline Measures			
- Audit of the School environmental – indoors and outdoors - Learning for Sustainability pupil and staff questionnaires - Learning for Sustainability School Self Evaluation			

Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Carry out Baseline Measures.	M Macleod, PT	September 2022	Baseline data collated and evaluated to inform next steps.
Increase opportunities for pupil leadership through establishment of Pupil Led Eco Committee. Eco-Committee meets regularly. Records to be kept by Eco-Committee members of meetings showing how decisions have been made.	M Macleod, PT	September 2022	All age groups are represented in the Eco Committee. Pupils in Eco Committee are involved in carrying out school improvement actions. Eco Committee regularly consult with the wider school

			community and share information.
			All pupils and staff are updated and given the opportunity to discuss and debate progress.
			Eco-Committee builds on successes and decides how to progress project to ensure continued success.
Create draft Learning for Sustainability Action Plan linked to our sustainable goals. If amendments are required, update Action Plan and submit again.	M Macleod, PT	October 2022 November 2022	All staff aware of actions to gain accreditation of Green Flag. Action Plan approved by Keep Scotland Beautiful.
Incorporate Sustainable goals into termly planning, with partnership links. Identify topics – one core topic must be litter/waste minimisation. Establish a link and involve the wider community in the activities going on in the school where possible.	M Macleod, PT	November 2022	Curriculum Links and Community Partnerships identified. Partnerships established with other schools, local businesses, charities or other community organisations. A range of pupil led events throughout the session focusing on sustainability. Increased use of outdoor area for teaching and learning.
Design and establish Eco Code/Motto, representing ideas from across the whole school. Eco-Code / Motto displayed on Eco-Schools noticeboard and shared with the wider school community. Eco-Code /Motto is reviewed regularly to make sure it remains relevant.	M Macleod, PT	November 2022	All pupils and staff agree and adhere to Eco-Code/ Motto.
Opportunities for collaborative planning and sharing of good practice.	M Macleod, PT	October 2022	Almost all pupils experience high-quality learning and

			teaching for sustainability.
Explore new resources which could enhance pupils' learning experiences in Sustainability.	M Macleod, PT	February 2022	Almost all pupils experience high-quality learning and teaching for sustainability.
Create Eco Noticeboard/Digital Noticeboard. Share eco activities on displays, social media, website, newsletter, local press.	M Macleod, PT	January 2022	Eco-Schools activities/records of meetings are displayed on Eco-Schools noticeboard. and communicated to the wider community.
Establish and Develop Confucius Hub to develop global links, learning about Chinese culture, language etc.	M Macleod, PT	December 2022	Confucius Hub Action Plan
Submit application for assessment of Green Flag.	M Macleod, PT	May 2022	Green Flag Awarded

Improvement Project Two	Applying Nurture as a Whole School Approach
NIF Priority:	• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in Children & Young People's Health & Wellbeing
HGIOS4 or HGIOELC QIs:	1.3 Leadership of change 2.1 Safeguarding and child protection 2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement
CnES Priorities:	• School Improvement • Teacher Professionalism • Assessment of Children's Progress • School Leadership

Stretch Aim(s)
By June 2023, 100% of pupils will be effectively supported by the use of the nurturing approach.

Baseline Measures
Pupil and Staff Questionnaires Health and Wellbeing SHANARRI Snapshots Applying Nurture as a whole school approach staff self-evaluations

Change Actions & Methodologies (Secondary Drivers)	**Reporting Responsibility**	**Completion Deadline**	**Measures of Success**
Carry out baseline measures and evaluate data.	S Macleod, PT	October 2022	Data is used effectively to inform direction of the project.
Implement Positive Relationship Policy throughout the school community.	P Maclean, H of S	September 22	All staff understand and use positive relationships to support pupils.
Implement the restorative approach to supporting health and wellbeing across the school.	P Maclean, H of S	October 2022	A consistent approach is achieved in the implementation of restorative conversations.

Implement a consistent approach to restorative conversations.			
All support staff to engage in professional learning activities to develop their knowledge of ACEs, Trauma and Nurture. Support staff to carry out 'Applying Nurture as a Whole School Approach' self -evaluation.	K Mackay, DHT S Macleod, PT	December 2022	Support staff will demonstrate an understanding of ACEs, Trauma and use the nurturing approach to support pupils.
Establish a Nurture Classroom to support the health and wellbeing of identified pupils across the school.	P Maclean, H of S	August 2022	Pupils are supported effectively by the Nurture class teacher.
Use Boxall Profiles to gather data for identified pupils and inform planning.	P Maclean, H of S	September 2022	Boxall Profile data used to inform planning for identified pupils.
Continue to embed children's rights throughout the daily life of the school. Work towards achieving the Silver Rights Respecting School Award.	S Macleod, PT	May 2022	Silver RRSA accreditation.
Refresh school's vision and aims to reflect current approaches.	P Maclean, H of S	October 2022	Schools vision, values and aims updated and reflect current practice.
Refresh anti-bullying policy.	P Maclean, H of S K, Mackay DHT	May 2022	Anti-bullying policy updated and reflects current practice.
Refresh e-safety policy.	S Macleod, PT	May 2022	e-safety policy updated and reflects current practice.
Regular assemblies, workshops & consultations for parents/ carers and partners to develop their understanding and contribute to current developments.	P Maclean, H of S	Throughout the year	Parents, carers and partners informed and aware of current approaches.

Improvement Project One	Reduce the poverty related attainment gap.
NIF Priority:	• Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy.
HGIOS4 or HGIOELC QIs:	2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement
CnES Priorities:	Raising attainment and closing the poverty-related attainment gap across the BGE and senior phase
Stretch Aim(s)	

By May 2023, the identified pupils on the pupil equity fund list will have increased attainment by 5% in Literacy (Writing)

Baseline Measures

- Data gathered at termly attainment meetings

Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
In collaboration with school leaders across Lewis, identify a clear, consistent, criteria for pupils whose attainment and achievement is affected by poverty using FSM and professional judgement as a basis.	School leaders	Sept 2022	Creation of clear criteria of pupils requiring support from PEF.
Gather data using the new criteria and identify the poverty related attainment gap for your school.	SMT and CTs	Oct 2022	School tracking attainment meetings.
Create a document to monitor and track attainment throughout the year.	C Macleod, PT	Oct 2022	Tracking information collated in document.
Use the data to plan ensuring there is a clear focus on raising attainment of pupils from socio economic disadvantage	CTs, EEAs and GLAs	Oct 2022	Plans created identify a focus on raising attainment in literacy.
Meet with EEAs and GLAs to clarify roles and remits in relation to closing the gap.	SMT	Oct 2022	Timetables identify pupil groups and targeted interventions.
Plan collaboratively with staff to identify interventions and strategies, focusing on literacy (writing).	SMT/CTs, EEAs and GLAs	Oct 2022	EEAs and GLAs are working with pupils and have a clear focus on raising attainment in literacy (writing).
Meet regularly with CTs, EEAs and GLAs to review progress of the targeted interventions.	SMT	Termly	Feedback from staff and pupils. Evidence of data.
Submit predicted ACEL data for June 2023	SMT	Feb 2023	Predicted ACEL data shows an increase in attainment

Improvement Priority 1	Implementing planning in the moment
NIF Priority:	• Improvement in attainment • Closing the attainment gap between the most and least disadvantaged children
HGIOELC QIs:	2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Securing children's progress 3.3: Leadership and management of staff and resources

CnES Business Priorities:	Deliver high quality learning and teaching in all educational settings.
Project Stretch Aim:	80% of staff partaking in trial groups (Childcare Centre, Laxdale, Stornoway Primary and Sgoil Araich an Rubha, Balivanich, Barra) will be trained and confident in implementing planning in moment by June 2023.

Baseline Measures
• Managers will undertake baseline observation of staff interactions using Leuven Scale. • Managers will undertake baseline observation of children's levels of involvement using Leuven Scale. • Document how much time spent in the outdoors over the Week of 22nd August • At the end of project repeat process to determine progress.

Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Train staff in in the moment planning training.	Managers using materials shared by Anna Ephgrave (If possible, Anna Ephgrave herself)	INSET August 16th and August 17th	Staff will be observed implementing the planning in the moment in practice.
Advise parents of the planned change and the planning in the moment approach. (SWAY)	Managers	INSET week	An event or document will be shared with parents and any questions/concerns/feedback from parents will be documented.
Experiment week to reflect on their own practice. Week 1 staff measure current practice (time taken photos/documentation.)	All staff	End of week beginning 22nd August 2022	Management to complete observations in all rooms/outdoors.
Week 2 no documentation of learning (ipads or cameras put away)			Time/pressure rating scale. How difficult do you find it? 1-10 pre and post Floorbooks, Seesaw
Review and develop spaces indoors and outdoors available to children. (PDSA)	Managers and All staff	By end of October	Photos of space before and after. Environmental audit Literacy Audit
Staff schedule and undertake peer evaluation of each other using Leuven scale.	All staff	Once a term until June 2022	Peer evaluation record sheets.
Training sessions to upskill staff on developing quality interactions	All staff	On-going	
Staff moderation of observations	All Staff	October INSET February INSET	Context, skills, teachable moments and evaluation.

Improvement Priority 2	To develop mealtimes to provide rich opportunities to foster children's social wellbeing
NIF Priority:	- Improvement in children and young people's health and wellbeing - Closing the attainment gap between the most and least disadvantaged children
HGIOELC QIs:	1.1 Self-Evaluation for Self-Improvement 1.3 Management of Resources 1.5 Management of Resources to promote Equity 2.2 Curriculum 2.4 Personalised Support 3.1 Ensuring Wellbeing, Equality and inclusion 3.3 Developing creativity and skills for Life and Learning
CnES Business Priorities:	Deliver high quality learning and teaching in all educational settings.
Project Stretch Aim:	- By June 2023, 90% of staff will be confident in Providing a quality high mealtime experience for all children - By June 2023, 80% of children will experience a high quality mealtime/social experience

Baseline Measures

- Observations of mealtimes – snack and lunch times
- Care Inspection report recommendation
- Staff questionnaires to explore high quality mealtimes

Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Observations on mealtimes in each room	K Mackay DHT T Mitchell Nursery Manager	October 2022	Use baseline results to plan and deliver quality mealtime experiences.
Training sessions to upskill staff on delivering quality mealtime experiences. (Reading of Food Matters Nurturing Happy, Healthy children and A quality framework for day care of children, childminding and school aged childcare), Marvellous Mealtimes – Falkirk Council	K Mackay DHT T Mitchell Nursery Manager	June 2023	Observations Self-Evaluation sessions PRD and Supervision meetings
Order appropriate resources –	K Mackay DHT	September 2022	Audit of room environment

Tablecloths, ceramic plates, cutlery and tumblers to ensure real life/home experiences			
Create a more nurturing and welcoming environment to support family style dining.	K Mackay DHT T Mitchell Nursery Manager Play Leaders	June 2023	Photos of space before and after. Environmental audit
Organise a mealtime routine to support high quality interactions and experiences	K Mackay DHT T Mitchell Nursery Manager Play Leaders	October 2022	Observations Audit of current routine
Research examples of good practice in order to support staff to engage and initiate quality interactions and experiences.	K Mackay DHT T Mitchell Nursery Manager	May 2023	Self –Evaluation sessions
Children to have an active role in preparing snack and self-serve	K Mackay DHT T Mitchell Nursery Manager Play Leaders	October 2022	Photos, children's voice Observations

3.3 Outline Plans for 2023-2025

2023-24	1	Learning for Sustainability
	2	Developing Literacy skills – reading and comprehension
2024-25	1	Going for Gold – Sports Scotland Award
	2	Developing Literacy skills – spelling

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

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

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

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.