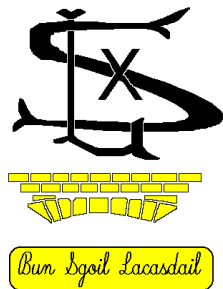




COMHAIRLE NAN EILEAN SIAR

Roinn an Fhoghlaim is Seirbheisean Chloinne

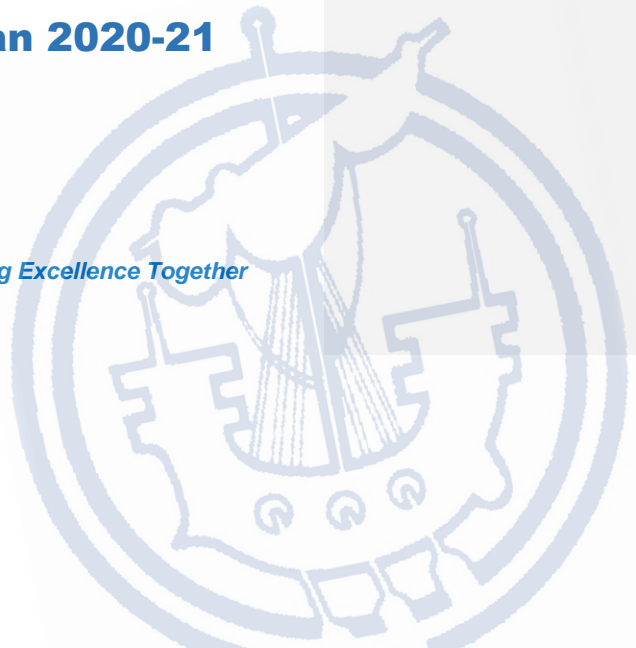


Laxdale Primary School

Aithisg Ìre de Mhathas 2019-20 Plana Leasachaidh na Sgoile 2020-21

Standards & Quality Report 2019-20 School Improvement Plan 2020-21 (SQIP)

A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together



Combined Standards & Quality Report for 2019-20 and School Improvement Plan 2020-21 (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%

A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together

1. The Context of the School

1.1 The School and its Community

Laxdale Primary School is a non-denominational school situated in Newmarket on the outskirts of Stornoway. The catchment area includes Newmarket, Bakers Road, Bennadrove and Marybank. The school offers primary education through Gaelic and English Medium and has a Gaelic and English Sgoil Araich. The school has a roll of 148 primary pupils and 31 pre-school pupils supported by 47 teaching and non-teaching staff. The school is managed by a Head Teacher.

Commented [MCF1]: This should be a short statement giving some basic background information about the school and its place in the community. It should detail the geography, size, staffing and classification of the school as well as any other relevant information.

1.2 Our Vision, Values, Aims and Curriculum Rationale

Our Vision: In Laxdale Primary we continually aspire to take a whole school bilingual approach to learning, through pupil voice, strong community partnerships, equity, nurture and inclusion

Our Values: Friendship Teamwork Kindness Respect Equity

Our Aims:

- Provide a wide variety of rich learning opportunities which involve pupils in decision making.
- Develop confident and resilient pupils who feel safe, valued and respected
- Promote and celebrate Gaelic Language and Culture through Music, Drama and the wider curriculum.
- Develop family learning opportunities which encourage parental engagement to raise attainment and promote lifelong learning
- Work together to support and encourage Learning for Sustainability, Global Citizenship and Outdoor Education to create rewarding and meaningful learning experiences.

Children's Aims:

- Continue to be fit and healthy so we can keep our Gold Sports Award
- Be kind and helpful to each other and always do our best
- Work towards becoming a Rights Respecting School
- Keep our Green Flag Eco Award by taking care of our school environment inside and out
- Take part in more Outdoor Learning lessons

Our Curriculum Rationale:

Curriculum Design

- In Laxdale School we ensure that the child is at the centre of all planning, learning and teaching.
- A nurturing approach at all times ensures equity for all pupils.
- As a Rights Respecting School the 'Rights of the Child' underpin all aims and values around the curriculum.
- Staff work together to plan collegiately for consistency, progression and rich learning experiences across all levels.
- Whole School Interdisciplinary Projects continue to be successful and offer a range of learning experiences for all children.
- As a school, we regularly adopt a whole school approach to facilitate wider achievement opportunities for all pupils

Commented [MCF2]: The current vision, values, aims and curriculum rationale should be inserted. The rationale could take the form of a set of statements or could be in a visual format, such as the example given.

1.3 Summary of progress towards improvement:

During the 2019-20 session, **78%** of our learners reached their curricular milestones and our average attendance rate was **94.6%**

One of the improvement projects (RRSA) achieved their stretch aim which resulted in the school achieving the Silver Award in June 2020. The Numeracy project did not achieve the stretch aim (due to lockdown) but will be continued this session to ensure the stretch aim is achieved.

In terms of the Scottish Attainment Challenge, the school has worked within a local cluster hub to pool Pupil Equity Funding and resources in support of its key individual and collective school targets. These were developed using the Interventions for Equity grid and the Education Endowment Foundation Toolkit, particularly focusing on the use of metacognition & self-regulation and high quality feedback.

Commented [MCF3]: This section should provide a brief summary of progress towards improvement and should include headline attainment and attendance data; reference to progress with delivery of SIP projects; progress with the Scottish Attainment Challenge and the use of Interventions for Equity Grid and EEF Toolkit strategies. These should be high-level messages only. The detail will be provided in section two.

Commented [MCF4]: Where there are blank spaces in the document, you can choose to insert relevant photographs if you wish but compress them, where possible so as not to increase the file size too much.

2. Standards & Quality Report 2019-20

This section reports on the progress the school has made during the 2019-20 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) Improvement in Literacy & Numeracy

This priority has been a major focus of Improvement Project One (Raising Attainment and Confidence in Numeracy) and a detailed review of progress is provided in Section 2.2 below.

RAFA projects were completed with EAA in almost all classes to improve attainment in Literacy. Run charts show improvement in targeted areas. Emerging Literacy Baseline Assessments were conducted, and activities completed with pupils. Impact for pupils has been an improvement in Literacy skills for P1-P3 pupils. GME – literacy support from Christina Macdonald for GME parents. A number of parents signed up for homework support classes. Parents were then able to support children with their reading homework and their Literacy tasks. Gaelic Language Assistant was available 1.5 days each week to support GME pupils with Literacy and Fluency skills. Focus is on vocabulary, reading and sentence structure. Pupils are showing improvement with fluency of vocabulary.

2) Closing the attainment gap between the most and least disadvantaged children

The interventions planned for our use of Pupil Equity Fund are as follows:

Consistent attendance at Breakfast Club – homework was completed, and emotional support given to pupils

P7-S1 transition for pupils requiring additional support. EAA worked with small groups to discuss anxieties and emotions in order to prepare them for their move to secondary. Pupils felt supported and had an opportunity to discuss and compare feelings.

Cost of the school day – all staff are consistent in promoting equity for all and are mindful of added costs to families. Parent Council provide financial support which enables all pupils to participate in events.

A Partnership Event is held in the school every February for parents and families to attend. Parents have the opportunity to meet partner agencies and make links in order to access support services. RAFA Projects in each class to raise attainment in Literacy, Numeracy, Health and Wellbeing. Evidence of pupils improving skills, resilience and confidence.

Vulnerable families supported with food parcels, fuel vouchers, uniform swap shop, cost of the P7 school trip.

3) Improvement in Children and Young People's Health & Wellbeing

All staff have had training relating to ACEs, Attachment Disorder and Nurture. Staff have a consistent approach with all pupils.

Laxdale is a Rights Respecting School. The RRSA promotes positive relationships and encourages all pupils to reach their full potential through learning about children's rights. Surveys

Commented [MCF5]: This section should include a brief summary of the school's progress towards achieving the four NIF priorities which you submitted this term and the additional section on an overview of the Covid response. These should be no more than 100-150 words per priority and, as per the example, if a particular SIP project has had a major focus on one of the priorities, it's fine to just make reference to this rather than to duplicate information.

conducted at the start and end of session confirm that most pupils feel safe, respected and included in school. The Decider Skills resource was purchased and introduced to P5-7 pupils and their parents, with the aim of equipping pupils with the skills to manage their emotions and improve their mental health and wellbeing.

Laxdale achieved their Sports Scotland GOLD Sports Award in August 2019. The school promotes physical wellbeing through sport. Opportunities to take part in sporting events, try new sports and be part of after school clubs are given regularly to all pupils.

4) Improvement in Employability Skills and sustained positive school leaver destinations for all young people.

All class teachers plan confidently for DYW opportunities through all curriculum areas. Pupils' skills are discussed and recorded in DYW Learning Logs. Pupils are more aware of their skills, the world of work and job opportunities in the local area.

Strong partnership links have been made with local companies for classes to visit places of work.

Some examples of DYW opportunities:

- School Chaplains visited classrooms to talk about their job and answer questions
- P2/3 – People who work at night (linked to The Owl who was Afraid of the Dark)
- Partnership with BAM Nuttal – site visits to Stornoway Sub Station (P4 – 7) and visiting speakers to classes
- Salvation Army – GM3/4 visited to see the work of the food and baby bank (RRSA)
- GM 1/2 visit to Artizan Café (Food project)

5) Initial response to supporting children, families and school communities throughout the Covid-19 crisis

Laptops issued to some pupils who required them to engage with their learning.

Teachers established different online learning platforms to engage pupils in their learning e.g. GLOW, TEAMS, VSCENE, SEESAW.

School resources (jotters, pencils, rubbers, rulers, crayons) were available in a variety of locations for pupils to access.

Regular contact between class teachers and families. HT and ASN teacher were in regular contact with the most vulnerable families, offering support, resources and advice.

Vulnerable Pupils Plans were regularly updated to monitor and track progress and share information with relevant agencies.

Almost all teachers sent out surveys to capture views and feedback from pupils and parents regarding home learning.

Social Media channels were updated regularly to share good practice.

Weekly School Newsletter issued to parent/carers

Weekly Meetings with teaching staff – opportunities to share experiences, seek advice and support each other. Regular meetings with non-teaching staff. Support staff engaged with professional learning and upskilled in ICT knowledge.

2.2 How successful were our improvements?

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

Commented [MCF6]: This section should provide details of the activities and actions that have been undertaken to deliver the project stretch aim. They should take the form of statements of practice and shouldn't be evaluative in nature.

Improvement Priority One	RAISING ATTAINMENT AND CONFIDENCE IN NUMERACY
Project Progress (What have we done?)	
<ul style="list-style-type: none"> • Staff working group met regularly to plan the project and to implement ideas • Nursery staff were included in the planning • Created a pupil-working group (P4-7) • Carried out a baseline Numeracy test for all pupils • Surveyed parents about their confidence in Numeracy work and their ability to help their children with homework • Details of parents requiring help passed on to Learning Shop for follow-up • P1-3 and P4-7 Lunchtime Clubs ran over terms 2 and 3 – organised by pupil Numeracy Group. The pupils chose the activities for the following week. The infant classes began their club in term 3 and had approx. 30 pupils attending. • A fortnightly report on numeracy activities was provided by each class for display • Christmaths Quiz for the whole school was organised and led by Numeracy Group • Interactive and engaging wall displays throughout the school • 2 out of the 3 <i>Pupil Confidences with Numeracy</i> surveys were carried out • Some staff attended Numicon In-service Training • P7 staff attended Craig Barton training/workshops • Numicon was introduced to staff (including paper copy of topics for their stages) for use throughout the school. • P7 pupils worked on a Numeracy board for the Sgoil Araich • P1 class teachers worked with the Sgoil Araich on a weekly basis to plan for Numeracy. • The working group changed the words of the SIP into child-friendly phrasing. 	
Evidence & Impact (How are we doing and how do we know?)	
<ul style="list-style-type: none"> • Pupils are using the interactive Numeracy boards in the corridors. • The pupil progress sheets from 1st to 2nd attempt showed an improvement in positivity towards Numeracy. • The whole school quiz was well received by pupils • The pupil working group agreed on changes and improvements so that more pupils could participate at the same time at the next quiz. • Classes were set regular Numeracy homework tasks. • Pupil focus group are engaged well and showed good leadership skills • Pupils planned for and organised lunchtime Numeracy Club (good attendance) • Feedback from H.T Quality Assurance visit – pupils spoke confidently about the project and their leadership roles within it. They felt they are listened to and their suggestions are taken on board. • Increase in enthusiasm for Numeracy – pupils engaged well with tasks • Pupils have suggested resources for classes which they are now using • Pupils have more confidence to discuss number work strategies • Midway self-evaluations showed a positive change in attitude and confidence towards numeracy • Pupils share learning regularly through fortnightly reports 	
Next Steps (What are we going to do now?)	
<ul style="list-style-type: none"> • Run the Numeracy Week and DYW day. • Plan for Numeracy Week to cover various numeracy areas to be led by class teachers and Numeracy Working Group • Finish (poss. redo due to lockdown) the pupil confidence survey. 	

- Maintain contact with the Learning Shop- for pupils as well as parents. (Support for pupils during lockdown.)
- Develop Outdoor Learning further.
- Source materials and lessons for first and second levels, especially with regard to Outdoor Learning.
- Further involvement with Sgoil Araich & nursery and joint learning projects.
- Introduce Numeracy Leaders in each class.



Numeracy Project Plan - Pupil Friendly Version

Improvement Priority Two	RIGHTS RESPECTING SCHOOL AWARD
Project Progress (What have we done?)	
<ul style="list-style-type: none"> • Baseline questionnaires and impact questionnaires were issued to all staff and pupils • Whole school Assembly to launch and explain the project aims • Staff working group was formed • Pupil Steering Group was formed • Silver Action Plan created by staff and pupils and submitted to UNICEF • Bronze Level accredited by UNICEF • All classes were given a book of 'We are all Born Free' to introduce Children's Rights and to refer to as a context for learning. • RRSA Focus days were planned for and delivered throughout the year by RRSA staff and pupil focus groups • Lessons about Children's Rights delivered to Sgoil Araich and Nursery by Pupil Steering Group • Regular Assemblies held and led by pupils so classes could share their learning about Children's Rights and to ensure the whole school community were kept informed of the projects progress. • A child friendly SIP for the RRSA was created • An information evening about the Decider Skills was held for parents, which was well attended. • Three staff members completed Decider Skills training and a twilight session was delivered to all staff by the Educational Psychologist. • The Decider Skills were introduced to P5-7 • The whole school engaged in a focus week about Fairtrade • All classes linked their class project to Children's Rights • All classes created displays linked to Children's Rights which reflected their learning • School Vision and Aims were created and were underpinned by the UNCRC • Staff and pupils worked with partner agencies and charities to enhance learning experiences for pupils e.g. Co-op, Chaplains, Salvation Army, Active Schools, Malawi Orphanage etc. • The 'Language of Rights' is used throughout the school to promote positive relationships and consider Rights Respecting solutions. • Children's Rights were displayed around the school • Staff and Pupils took part in a virtual accreditation process which resulted in the school gaining the RRSA Silver Award 	
Evidence & Impact (How are we doing and how do we know?)	
<ul style="list-style-type: none"> • Pupil impact questionnaires showed there was a significant improvement in the following areas: <i>I learn about my Rights in School, I enjoy being at school, I feel safe at school, Adults treat me with respect, My teachers listen to me, I know how to make progress, I can do things to help locally.</i> • All pupils can name some of their Rights and are familiar with the ABCDE of Rights. The RRSA Steering Group displayed the ABCDE of Rights around the school in Gaelic and English and created a poster for all classrooms. • As a result of learning about the Sustainable Development Goals, pupils in the upper classes are more aware of global issues and can talk about them. • Pupils in P5-7 can identify their emotions by using the 'Fizz' term from the Decider Skills – evidence from class teachers. • All pupils are more aware of Fairtrade products as a result of our focus week. They can identify the Fairtrade logo and explain what it means. Some speak about buying more Fairtrade products at home. • A group of Head Teachers from within the Local Authority visited the school to Quality Assure the RRSA project and Pupil Voice. Their feedback confirmed that pupils could speak confidently about their Rights. Pupils feel they are listened to and that their ideas and suggestions are acted upon. • The Language of Rights is used throughout the school to promote positive relationships and consider rights respecting solutions. This ensures that pupils are aware of how they experience and access their Rights daily. 	

- RRSA Silver Award was obtained – evidence was produced during online accreditation of pupils learning About, Through and For Rights at all stages.
- The RRSA Steering Group worked with other pupil groups to plan events. This ensured a strong pupil voice and that pupils are involved in the decision-making process.

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

- Pupil and Staff working groups will complete the RRSA Gold Action Plan and submit it to UNICEF
- Strengthen the links between RRSA and other pupil leadership groups within the school
- Reintroduce the Decider Skills and roll out to all levels
- Whole School Health and Wellbeing Focus linked to Children's Rights (Post Lockdown return to school and Growth Mindset)
- The concept of 'Duty Bearers' and 'Dignity' will be introduced to all classes. Meaningful connections will be made to these terms when relevant.
- Continue to make meaningful links between Children's Rights and class projects/whole school events
- RRSA Pupil Steering Group will inform the wider school community that we are an RRSA Silver accredited school who are working towards Gold.
- RRSA Pupil Steering group to meet with Parent Council to create stronger links with parents
- Over time, the UNCRC will be incorporated into all school planning and policies
- Focus days will take place on the following themes: 'Fairness, Equity, Dignity, Inclusion and Non-discrimination



Rights Respecting School Pupil Friendly Version of Project Plan

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	<p>RRSA Pupils have been learning about the Rights of the Child through the RRSA SIP project. Pupils can confidently talk about their Rights and relate them to their own lives in school and at home. A pupil steering group has been set up where pupils get the opportunity to plan for and lead the learning. They have worked closely with staff to plan focus days and Assemblies. Pupils were surveyed as to their knowledge of Rights and a baseline measure was established. Staff have planned collegiately for the project to ensure rich learning experiences for all pupils across all levels. Decider Skills were introduced to P4-P7 pupils to provide them with the skills they may need to regulate their emotions. Pupils and families reacted positively to the new resource and class teachers saw a reduction in challenging behaviours from several pupils, which enabled them to refocus and learn. A whole school approach to planning and teaching ensured consistency across the classes. Pupils engaged well with the project and almost all can speak confidently about their Rights. The work of the project contributed to the school receiving the RRSA Silver Award in June 2020. Work has continued towards the Gold Award.</p> <p>Numeracy A staff and pupil working group was established to plan the project. Pupils' suggestions and ideas were listened to and implemented. Pupils nominated themselves to be part of the pupil group. It gave them excellent opportunities to develop leadership skills and to improve their own Numeracy skills. Numeracy was a focus in all classes and pupils were surveyed as to their confidence and enjoyment of Numeracy activities. Staff planned opportunities for active learning as</p>	<p>HT Quality Assurance visit feedback</p> <p>Survey results</p> <p>Pupil and parent feedback forms</p> <p>Evidence in class of pupils using Decider Skills to regulate emotions.</p> <p>RRSA Silver Award</p> <p>Successful events organised by pupil group – Quizmaths Quiz, Good attendance at Numeracy Lunchtime Clubs</p>

Commented [MCF7]: The tabulation should include evaluative statements about progress the school has made in relation to the identified quality indicators. These judgements should be framed around the relevant level five illustrations in HGIOS4 and the evidence column should identify what evidence is available to support the judgements made.
A self-evaluation judgement against the six-point scale should also be used.

If significant work has been undertaken in relation to any other QIs, they can be added but the evaluation must include the four specified.

	<p>well as Outdoor Learning to engage pupils fully with Numeracy. Collegiate planning across the school and whole school Numeracy events using digital technologies ensured pupils had rich learning experience in Numeracy. Quality assessment of pupils' learning was planned for to demonstrate their knowledge, understanding and skills in Numeracy. Pupils were tracked and interventions put in place to raise their attainment. (RAFA projects for some pupils) Opportunities for DYW were also planned for. Over terms 1 to 3, most pupils showed an increase in confidence with numeracy tasks.</p> <p>DYW Opportunities for DYW were planned for in all classes. Staff ensured pupils made connections to their learning and the world of work. Their skills were tracked and recorded in DYW Learning Logs. Partnership links were made with several workplaces and businesses over the course of the year. Pupils were able to experience first-hand, the work taking place at the new Stornoway Substation through a site visit and visiting speakers coming into the school.</p> <p>Home Learning During term 4, staff planned for Home Learning. Digital platforms were used to engage pupils with their learning and to assess progress. Pupil engagement was tracked, and interventions were put in place to assist pupils with their learning. Overall, pupil engagement was high across the classes with an average of 90% of pupils engaging with their learning. Learning experiences were shared regularly with parents through Social Media channels. Education Scotland contacted the school to share the learning with practitioners across the country.</p> <p>QAMSO A member of teaching staff, Mr S Campbell, attended national QAMSO events. He was able to feedback to staff the main messages from the events and the plan the Local Authority has for assessment and moderation.</p>	<p>Evidence from RAFA projects</p> <p>Pupil 'Confidence in Numeracy' survey results</p> <p>DYW Learning Logs</p> <p>Visits to work places</p> <p>Weekly record of Pupil Engagement</p> <p>Engagement with Social Media posts</p> <p>Contact from Education Scotland regarding learning across the four contexts</p> <p>Attendance at national events</p>
	<p>HGIOS4 Six-Point Scale Evaluation</p>	<p>5</p>

<p>3.1 Ensuring Wellbeing, Equity and Inclusion</p>	<p>Laxdale Primary School creates an ethos of Wellbeing, Equity and Inclusion. There are many initiatives in place to ensure this is possible. Relationships across the school community are positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</p> <p>Staff training in Nurture, Trauma and ACEs has enabled all staff to have a consistent approach with all pupils and especially those with additional support needs. During the lockdown period, support staff engaged well with online professional learning to develop their own knowledge and understanding, and to upskill in many areas. Knowledge and training will be put into practice when dealing with pupils. During session 2019-2020 there was good attendance at the Rainbow Club. It provided an opportunity for the most vulnerable pupils to have breakfast, complete homework and engage with adults who could support and listen to them. Excellent work from the EAA throughout the session, ensured pupils were supported both with learning and with their emotions and behaviour.</p> <p>Many initiatives take place within the school to ensure equity for all. The cost of the school day is always considered for families and costs are kept to a minimum. Financial support is given by the school and Parent Council to ensure equity for all. Uniform swap shop is available for families and this service is used to provide pupils with uniform and other items of clothing if required. Christmas Jumper swap shop is also available in December and the school ensures all pupils (who wish to wear one) can.</p> <p>A questionnaire was sent to parents to gather information about their skills and confidence in Numeracy and Literacy. Support was offered to those who indicated that they would like support to improve their Numeracy and Literacy skills. The Adult Learning Shop held one workshop, and more were planned but couldn't happen due to lockdown. This is an area we will continue with this session.</p>	<p>Training Certificates</p> <p>Rainbow Club attendance register</p> <p>Positive feedback from parents regarding uniform swap shop</p> <p>Responses to questionnaires and attendance at Adult Learning Workshop</p> <p>Feedback from HT visit Improvement in pupil behaviour</p> <p>Parent evaluations after workshop sessions</p>
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	<p>Feedback from the Head Teacher Quality Assurance visit highlighted that pupil voice is evident in the school. Pupils feel included, that they are listened to and their ideas are taken on board.</p> <p>The Decider Skills resource was bought and used with all P4-P7 pupils. A workshop for parents was well attended and positive feedback was received. Parents were grateful for support and advice to manage their children's behaviour and emotions at home as well as in school. Regular support is given to a number of pupils to help them to regulate and engage with their learning.</p> <p>Vulnerable Pupil Plans were completed and updated during lockdown. HT and ASN teacher regularly contacted families to offer support and to ensure pupils were engaging with their learning.</p> <p>Resources were provided by the school and Local Authority to ensure pupils were not disadvantaged in any way and had all the necessary resources to complete their learning at home while the school was closed.</p>	VP Plans
	HGIOS4 Six-Point Scale Evaluation	5
3.2 Raising Attainment & Achievement	<p>Tracking meetings took place in September and January. All pupils were tracked, and their progress discussed with SMT. Early in March, predicted levels were discussed and Action Plans put in place for several pupils to ensure achievement of their expected level. Discussions took place with EAA to support pupils and to plan for and implement RAFA projects. Due to lockdown these action plans were not able to be fully implemented.</p> <p>Throughout the year RAFA projects were implemented with pupils, to raise attainment in specific curricular areas. The EAA took responsibility along with the class teacher to record progress and improvement.</p> <p>Class teachers plan for whole class, group and independent learning. Pupils are given many opportunities to learn in different ways - through play, through games, active learning, outdoor learning etc.</p> <p>Wider Achievement is celebrated in Laxdale School. The Gold Sports Award display board is regularly updated with sporting achievements within the school. Sporting</p>	<p>Record of tracking meetings</p> <p>Run charts showing improvement</p>

	<p>achievements that take place out of school are also celebrated, including Cross Country, Sports Festival, Highland Dancing, Gymnastics, Football, Rugby, Horse Riding and many more.</p> <p>Pupils at all levels have opportunities to take on leadership roles, whether it be at class level or within the school. Pupils speak positively about their roles. They are confident leading the learning in class, as part of a pupil group leading the school improvement plan projects, being a House Captain, a member of the Sports Council or part of the Eco Committee.</p> <p>Attendance is monitored monthly and parents receive a letter if their child's attendance falls below 90%. Interventions are put in place to support children to attend school on a regular basis for them to learn and achieve their expected attainment levels.</p>	<p>School Newsletter, Social Media channels, Gold Sports Award board</p> <p>Feedback from HT visit</p> <p>Attendance letters to families</p>
	HGIOS4 Six-Point Scale Evaluation	4

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

Laxdale Primary School has not been inspected in the last 12 months.

Commented [MCF8]: This section should include a brief summary, including any evaluative judgements, of review or inspection of your school undertaken by the authority or HMIE in the last 12 months. This will likely consist of the strengths and action points as well as six-point scale evaluations, if given.

If your school has had no external review or inspection during that time, it is sufficient to provide a sentence to that effect.

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

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

- Raising Attainment and Confidence in Numeracy
- Rights Respecting School Gold Award including focus on pupil Health and Wellbeing
- Moderation and Assessment

Commented [MCF9]: 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 2021-22 SIP

3. School Improvement Plan 2020-21

This section uses the evaluative evidence from the Standards and Quality Report to develop improvement plan projects for the coming school session. 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 2021-22 SIP

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 taking account of our local recovery plans to support the health and wellbeing of our children and young people and the approaches to assessment to assist in identifying gaps in learning. Also, a number of surveys and evaluative activities undertaken with learners, parents and community partners.

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 in partnership with our Pupil Working Groups in November 2020 to create a pupil-friendly version of the plan for all our learners to access.

Commented [MCF10]: This section should provide a short summary of the methodology used in setting the priorities for improvement. It will, of course, make reference to much of the work from 2019-20, as set out in section two, but should also include how the views of stakeholders were gathered and the inclusion of any particular activities undertaken that are specific to your school.

This section can also include reference to how the plan will be shared, including the creation of a summary or pupil-friendly version

3.2 What are our improvement projects?

Improvement Project One	Raising Attainment and Confidence in Numeracy
NIF Priority:	Improvement in attainment, particularly in Numeracy Improvement in employability skills and sustained, positive school-leaver destinations for all young people
HGIOS4 or HGIOELC QIs:	1.1 Self- Evaluation for Self-Improvement 2.2 Curriculum 2.3 Teaching, Learning and Assessment 2.5 Family Learning 3.2 Raising Attainment and Achievement
CnES Priorities:	Delivering high quality learning and teaching in all educational settings.
Stretch Aim(s)	
By May 2021, all pupils will improve their skills and confidence in Numeracy by at least 10%.	
Target Group	
All pupils from Sgoil Araich to P7	
Planned Outcomes (SMART Primary Drivers)	
<ul style="list-style-type: none"> All pupils will gain confidence in Numeracy and increase their skills The school will focus on Numeracy across the curriculum and plan opportunities to ensure rich learning experiences All pupils will participate in a Numeracy focus week to develop skills Parental Engagement opportunities will be provided through Numeracy Clubs, Homework Support and Numeracy Workshops 	
Baseline Measures	
<ul style="list-style-type: none"> Teacher judgements about CfE attainment CfE Achievement of a level data Tracking and monitoring of progress with a particular focus on Numeracy Baseline Numeracy test in August 2019 (to be repeated in September 2020) for each pupil (at their appropriate level) 	

Commented [MCF11]: Schools will typically identify 2-3 projects for the 2020-21 session. It may be decided, due to school closures, that a project is continued from 2019-20. It is also important that projects reflect effective and ambitious planning for continuous improvement to ensure positive outcomes for learners. One of the projects must include how the PEF will be used in the school for the year ahead.

Commented [MCF12]: The stretch aim should identify the main goal of the project and must be expressed in terms of:

- Who? (target group for the project)
- What? (the areas for focus)
- By how much? (What will the improvement be? %)
- By when? (When will the target be achieved?)

Commented [MCF13]: Provision of more detail about who the target group of the project will be. A note of caution should be expressed in that the description cannot identify specific pupils and should be stated carefully so as to avoid this.

Commented [MCF14]: Set out here what the primary targets for the project will be. What are the main high-level actions needed to deliver the stretch aim.

Commented [MCF15]: It is important to identify what baseline measures are to be used at the outset of the project so as to be able to clearly measure the gain that the project actions have delivered. Actual baseline data does not need to be included but this section should identify what sources are to be used.

<ul style="list-style-type: none"> Baseline evaluation from pupils about their confidence in Numeracy, their skills ability and their enjoyment of the subject Baseline evaluation from parents about supporting pupils with Numeracy activities 			
Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Pupils will engage with daily numeracy activities to improve speed and accuracy in mental calculations	All class teachers	May 2021	Pupils will improve test results over the session
All pupils will engage in a series of Outdoor Learning Numeracy sessions. Staff and Pupil Working group will plan for and provide ideas for staff	Staff and Pupil Working group All class teachers	March 2021	Transfer numeracy skills to real life contexts
Numeracy workshops for parents will take place virtually, for those who expressed an interest. Pupils and parents will engage in active numeracy activities over a six week period.	Staff Working Group (MJ Macleod)	May 2021	Attendance and engagement at Numeracy workshops. Parental evaluations of the Numeracy sessions
All pupils will in engage in a Numeracy focus week where rich learning experiences will be planned for.	Pupil focus group and lead person(s)	March 2021	Pupil and staff evaluations of the week. Increase in pupils' numeracy skills
High Quality Assessments will be planned for Numeracy topics	All class teachers	May 2021	Assessment evidence and data
Moderation work will take place among class teachers at the different levels to ensure confident judgements of Achievement of a Level at P1, P4 and P7	All class teachers	April 2021	Improved teacher judgement in Achievement of a Level
All pupils will participate in online Assemblies with pupils from other classes, and with pupils from other schools to share their learning in Numeracy.	Class Teachers	March 2021	Pupils will be able to talk confidently about their learning in Numeracy
All pupils will have an opportunity to connect with people in the community and beyond, to find out about how they use Numeracy in their day-to-day life/work.	Numeracy working group Class teachers	May 2021	Pupils will be able to relate their numeracy skills to the world of work and make connections with their learning.
All pupils will participate in a Numeracy related World of Work Day and be able to relate their learning to skills for life and skills for work	Pupil focus group and lead person(s)	March 2021	Pupils can explain how numeracy is used in the world of work. Pupil and partner evaluations
Pupils will share their Numeracy learning with parents/carers through online platforms, virtual assemblies and numeracy homework	All class teachers	May 2021	Evaluations from pupils and parents regarding confidence and ability in Numeracy

Commented [MCF16]: This section should map out the specific actions, steps and interventions that are to be undertaken to deliver the planned outcomes and, ultimately, the stretch aim. They should be set out in detail and, for each one a specific member of staff should be identified as having reporting responsibility and a target completion date should be set.

The measures of success in the final column should contain a quantifiable statement that can be used to identify if that target has been successfully completed.

Improvement Project Two		Rights Respecting School Award		
NIF Priority:		Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people		
HGIOS4 or HGIOELC QIs:		2.1 Safeguarding and Child Protection 2.2 Curriculum 2.7 Partnerships 3.1 Ensuring Wellbeing, Equality and Inclusion		
CnES Priorities:		Delivering high quality learning and teaching in all educational settings.		
Stretch Aim(s)				
By May 2021, 100% of pupils will have worked towards achieving the Rights Respecting Schools Gold Award				
Target Group				
All pupils from Nursery/Sgoil Araich to P7				
Planned Outcomes (SMART Primary Drivers)				
All pupils will engage in rich learning experiences related to the four key areas of impact from the Rights Respecting School – Wellbeing, Participation, Relationships and Self Esteem				
Baseline Measures				
Health and Wellbeing Questionnaires to be issued to all pupils and staff Feedback from RRSA Silver Accreditation Process RRSA Working Group to complete Gold Evaluation				
Change Actions & Methodologies (Secondary Drivers)		Reporting Responsibility	Completion Deadline	Measures of Success
Pupil and Staff working groups will complete the RRSA Gold Action Plan and submit it to UNICEF		PT	October 2020	Action Plan completed and forwarded to UNICEF
Strengthen the links between RRSA and other pupil leadership groups within the school		PT & Staff Leaders of the following Pupil Groups: -House Captains -Numeracy Group -Eco Committee -Sports Council	May 2021	Events planned and delivered jointly with other leadership groups
Reintroduce the Decider Skills and roll out to all levels		All Class Teachers	May 2021	Pupils can use the Decider Skills to help regulate their emotions
Whole School Health and Wellbeing Focus linked to Children's Rights (Post Lockdown return to school and Growth Mindset)		All Class Teachers	May 2021	Pupil will engage in learning experiences which will improve their Health and Wellbeing
The concept of 'Duty Bearers' and 'Dignity' will be introduced to all classes. Meaningful connections will be made to these terms when relevant.		PT and Class Teachers	May 2021	All pupils will be familiar with the terms and be able to explain what they

Commented [MCF17]: The stretch aim should identify the main goal of the project and must be expressed in terms of:

- Who? (target group for the project)
- What? (the areas for focus)
- By how much? (What will the improvement be? %)
- By when? (When will the target be achieved?)

Commented [MCF18]: Provision of more detail about who the target group of the project will be. A note of caution should be expressed in that the description cannot identify specific pupils and should be stated carefully so as to avoid this.

Commented [MCF19]: Set out here what the primary targets for the project will be. What are the main high-level actions needed to deliver the stretch aim.

Commented [MCF20]: It is important to identify what baseline measures are to be used at the outset of the project so as to be able to clearly measure the gain that the project actions have delivered. Actual baseline data does not need to be included but this section should identify what sources are to be used.

Commented [MCF21]: This section should map out the specific actions, steps and interventions that are to be undertaken to deliver the planned outcomes and, ultimately, the stretch aim. They should be set out in detail and, for each one a specific member of staff should be identified as having reporting responsibility and a target completion date should be set.

The measures of success in the final column should contain a quantifiable statement that can be used to identify if that target has been successfully completed.

			mean/use them in context
Continue to make meaningful links between Children's Rights and class projects/whole school events	Class Teacher and Pupils	May 2021	There is evidence of Children's Rights throughout planning, teaching and learning.
RRSA Pupil Steering Group will inform the wider school community that we are an RRSA Silver accredited school who are working towards Gold.	RRSA Steering Group and PT	December 2020	Information will be distributed to the wider school community
RRSA Pupil Steering Group to meet with Parent Council to create stronger links with parents	RRSA Steering Group and PT	January 2021	Parents are informed about the RRSA project. A parent will join the RRSA Steering Group
Over time, the UNCRC will be incorporated into all school planning and policies	SMT and Class Teachers	May 2021	The UNCRC is evident in plans submitted by staff and in whole school policies
Focus days will take place on the following themes: 'Fairness, Equity, Dignity, Inclusion and Non-discrimination	RRSA Steering Group, PT and Class Teachers	May 2021	All pupils will be familiar with the terms and engage in rich learning experiences to broaden their understanding

Improvement Project Three	Assessment and Moderation
NIF Priority:	Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people
HGIOS4 or HGIOELC QIs:	2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement
CnES Priorities:	Delivering high quality learning and teaching in all educational settings.
Stretch Aim(s)	
By May 2021, the pupil target group, will be able to use the language of learning routinely and confidently to identify their strengths and next steps	
Target Group	
Pupil Equity Fund Pupils in each class across the school	
Planned Outcomes (SMART Primary Drivers)	
<ul style="list-style-type: none"> Teachers will have a clear understanding of the elements of the Moderation Cycle Teachers will evidence planning for assessment across learning Robust assessment data will be created for all classes Staff will engage learners and parents and carers in assessment and moderation, including planning of assessment evidence (through using Learning Journals/Seesaw). Leading to increased parental engagement of at least one instance 	

Commented [MCF22]: The stretch aim should identify the main goal of the project and must be expressed in terms of:

- Who? (target group for the project)
- What? (the areas for focus)
- By how much? (What will the improvement be? %)
- By when? (When will the target be achieved?)

Commented [MCF23]: Provision of more detail about who the target group of the project will be. A note of caution should be expressed in that the description cannot identify specific pupils and should be stated carefully so as to avoid this.

Commented [MCF24]: Set out here what the primary targets for the project will be. What are the main high-level actions needed to deliver the stretch aim.

<ul style="list-style-type: none"> Learners will be able to use the 'language of learning' (i.e. Learning Intentions which reflect standards within the Es and Os and Success Criteria which is clear, relevant and measurable) routinely to assess their own and others' learning. Learners will have a clear understanding of their strengths and next steps, based on feedback 10% improvement of attainment in target group
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Baseline Measures
<ul style="list-style-type: none"> Survey teachers to ascertain confidence in implementing the elements of the Moderation Cycle. Observe the target group to ensure that they are able to use the 'language of learning' routinely Carry out learning conversations with target group to determine current understanding of strengths and next steps Rate of current learner and parental engagement (across the session, including lockdown period) Learners and parents/carers feedback from the Lockdown experience (e.g. Learning packs, evaluations, etc.

Commented [MCF25]: It is important to identify what baseline measures are to be used at the outset of the project so as to be able to clearly measure the gain that the project actions have delivered. Actual baseline data does not need to be included but this section should identify what sources are to be used.

Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Key members of staff will participate in the twilight session on 'Exploration of the Elements of the Moderation Cycle' and the Interactive Sessions.	Mr Campbell	March 2021	Staff will provide support and guidance to other members of staff in their school. Evidence of regular learning conversations taking place.
Learners will experience the 'Language of learning' daily through interacting with the class visual planning wall, teacher's scaffolding/modelling the language, etc.	All Class Teachers	May 2021	+90% of learning walks/class visits show evidence of pupils being engaged in their learning and confident to talk about it
Learners will engage in conversations about their learning, identifying strengths and areas for development	All Class Teachers	May 2021	+90% of conversations demonstrate increased understanding of learning and next steps
A wide range of appropriate evidence is gathered which demonstrates breadth, challenge and application in order to support teacher's judgement of a level	All class Teachers	May 2021	The data gathered is robust and accurate demonstrating improvement over time.
Moderation opportunities are created to enable teachers to moderate with stage partners, other schools/clusters, etc.	SMT All class Teachers	May 2021	Following Interactive Sessions teachers are empowered to link with appropriate members of staff/schools at least on one occasion.

Commented [MCF26]: This section should map out the specific actions, steps and interventions that are to be undertaken to deliver the planned outcomes and, ultimately, the stretch aim. They should be set out in detail and, for each one a specific member of staff should be identified as having reporting responsibility and a target completion date should be set.

The measures of success in the final column should contain a quantifiable statement that can be used to identify if that target has been successfully completed.

Regularly use standards within the Es and Os and Benchmarks to evaluate and monitor learners' progress across the four contexts.	SMT All Class Teachers	May 2021	+80% of QA activities i.e. Jotter monitoring, classroom observations, tracking and monitoring discussions, etc. demonstrate the use of standards to drive progress.
Reporting to parents/carers should highlight strengths and next steps in learning.	All Class Teachers	May 2021	Parents/Carers engage meaningfully in the reporting system and feel confident to comment on the child's learning on at least one instance.

3.3 Outline Plans for 2021-2022

2021-22	1	Raising attainment in writing with a focus on punctuation, handwriting and presentation
	2	Outdoor Learning - work collaboratively with pre-school colleagues to develop a 'hands on' approach to Outdoor Learning and innovative approaches that develop pupil investigative and inquiry skills
2022-23	1	RME Review the Religious and Moral Education policy and develop a new programme of study.
	2	STEM with a particular focus on Digital Technology

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/school) 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 an agreed standard.

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

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

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

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

Commented [MCF27]: The following has been provided following feedback from both HTS and parents. It's not an exhaustive list and it can be added to with any specific terms or abbreviations that you use in the write-up of your own SQIP.