



**COMHAIRLE NAN EILEAN SIAR**

*Roinn an Fhoghlaim is Seirbheisean Chloinne*



*Bun Sgoil Lacasdail*

**Laxdale Primary School**  
**Bun Sgoil Lacasdail**

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

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

# Combined Standards & Quality Report for 2021-22 and School Improvement Plan 2022-23 (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 146 primary pupils and 42 pre-school pupils supported by 47 teaching and non-teaching staff. The school is managed by a Head of School and an Executive Head Teacher. A Nurture Classroom (The Bay) opened in January 2022. There is a full-time teacher and Support for Learning Assistant employed in the Nurture Classroom.

## 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.

## Laxdale Primary School—The Rationale for our Curriculum

"If you believe, you can achieve"

<p><b>Our Aims</b></p> <ul style="list-style-type: none"> <li>• Provide a wide variety of rich learning opportunities which involve pupils in decision making</li> <li>• Develop confident and resilient pupils who feel safe, valued and respected</li> <li>• Promote and celebrate Gaelic Language and Culture through Music, Drama and the wider curriculum.</li> <li>• Develop family learning opportunities which encourage parental engagement to raise attainment and promote lifelong learning</li> <li>• Work together to support and encourage Learning for Sustainability, Global Citizenship and Outdoor Education to create rewarding and meaningful learning experiences.</li> </ul>	<p><b>Our Vision</b></p> <p>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</p> <div style="text-align: center;"> </div>	<p><b>How we design the curriculum</b></p> <ul style="list-style-type: none"> <li>• In Laxdale School we ensure that the child is at the centre of all planning, learning and teaching.</li> <li>• A nurturing approach at all times ensures equity for all pupils</li> <li>• As a Rights Respecting School the 'Rights of the Child' underpin all aims and values around the curriculum.</li> <li>• Staff work together to plan collegiately for consistency, progression and rich learning experiences across all levels.</li> <li>• Whole School Interdisciplinary Projects continue to be successful and offer a range of learning experiences for all children.</li> <li>• As a school we regularly adopt a whole school approach to facilitate wider achievement opportunities for all pupils</li> </ul>
<p><b>Children's Aims</b></p> <ul style="list-style-type: none"> <li>• Continue to be fit and healthy so we can keep our Gold Sports Award</li> <li>• Be kind and helpful to each other and always do our best</li> <li>• Work towards becoming a Rights Respecting School</li> <li>• Keep our Green Flag Eco Award by taking care of our school environment inside and out</li> <li>• Take part in more Outdoor Learning lessons.</li> </ul>	<p><b>Our Curriculum Includes</b></p> <p>Gaelic Language, Arts and Culture, Gold Sports Award, Eco Schools, Rights Respecting School, Developing the Young Workforce, STEM, Outdoor Learning, Learning for Sustainability, Enterprise in Education and Global Citizenship.</p>	<p><b>What makes us unique?</b></p> <p><i>Parents, pupils and staff feel our school is unique in the following ways</i></p> <ul style="list-style-type: none"> <li>• We promote and celebrate Gaelic Language and Culture at all levels</li> <li>• Our island location provides varied learning opportunities which we embrace</li> <li>• We take pride in our achievements and they are celebrated</li> <li>• We have achieved the Gold Sports Award from Sports Scotland</li> <li>• We have achieved our fourth Green Eco Flag</li> <li>• We have achieved the Rights Respecting Schools Silver Award</li> <li>• There is good communication between the school, parents and Parent Council</li> <li>• Our Whole School Production, that everyone takes part in</li> <li>• We have strong partnerships and community links which help with projects for Developing the Young Workforce.</li> <li>• Partnership events for families</li> <li>• Our Parent Council supports the school in many different ways</li> </ul>
<p><b>National Improvement Framework Drivers</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people</li> </ul>	<div style="text-align: center;"> <p><b>Our Curriculum Includes</b></p> </div>	
<p>Principles for Curriculum Design — Challenge and Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence, Relevance</p>		

### Summary of progress towards improvement:

During the 2021-22 session, 82% of our learners reached their curricular milestones in Literacy (78% in English Medium; 94% in Gaelic Medium) and 82% of pupils reached their curricular milestones in Numeracy (77% in English Medium; 94% in Gaelic Medium). The data includes all pupils, except those following alternative curriculum pathways. Tracking meetings in September 2021 between class teachers and SMT identified pupils who would benefit from targeted intervention in literacy and numeracy throughout the year. Predicted Levels in January 2022 enabled class teachers to confidently identify learners who, with additional teacher support in Term 3, would go on to achieve their expected level. By June 2022 almost all of these pupils did achieve their expected level.

All of the planned improvement projects achieved their stretch aim in the 2021-22 session. The projects were challenging to progress due to the high number of staff absences and disruption to teaching and learning. Staff continued to work collaboratively on the Improvement Projects throughout the year adapted plans according to the changes in circumstances. The average attendance rate was **89.7%**. This is a much lower attendance rate due to covid-19

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 for targeted pupils.

## 2. Standards & Quality Report 2021-22

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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.**

- Staff continue to plan for and include the Rights of the Child in lessons and during whole school events
- The ABCDE of rights is displayed around the school
- Each class has designed and written a class charter
- The Rights of the Child is at the centre of everything we do at Laxdale
- Pupils can confidently speak about their Rights
- Some pupils wrote letters highlighting their Rights with local authority decisions – cafeteria menu changes and single use plastic being used in cafeteria
- A pupil group has continued to work towards achieving Rights respecting School Gold Award

#### 2) **Improvement in children and young people's Health & Wellbeing**

- All classes have focused on the HWB of pupils
- Classes have engaged with online sessions, which have had a focus on mental health
- Decider Skills were reintroduced to classes giving pupils strategies to cope with their emotions and difficult situations
- A whole school focus day on Neurodiversity. All pupils engaged in activities around Dyslexia, ADHD and Autism which increased their understanding of the needs of others
- Whole school Sports Week where children engaged fully in a variety of sporting activities which were appropriate for all ages and abilities
- Two-day P7 trip to Scaladale to develop health, wellbeing and social skills
- All pupils and staff participated in a sponsored walk to Newmarket Play Park
- The opening of the nurture classroom 'The Bay' has supported a number of pupils with their health and wellbeing
- An Outdoor Learning fortnight was held in April 2022 where pupils developed their outdoor learning skills and improve their health and wellbeing

#### 3) **Closing the attainment gap between the most and least disadvantaged children**

- The Education Attainment Apprentices support all PEF pupils across the school
- Whole-school focus weeks allow all pupils to participate in a wide range of learning experiences with no expectation of cost to families
- The school has changed the way fundraising is done with no pressure on families to contribute, yet all pupils still manage to engage with the experiences and activities
- Summer activities are provided for PEF pupils free of charge, and these are run by our Attainment Apprentices along with Community Learning
- The school continues to support families throughout the year:
  - Uniform swap shop
  - Food parcels
  - Christmas gifts from Salvation Army
  - Funding support for school trips and outings

- Daily breakfast club
- Partnership with local community council to provide fuel and food vouchers
- The Parent Council subsidised hoodies for all pupils in response to the increased ventilation required within classrooms

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

- DYW Live sessions through e-Sgoil enabled pupils to learn from a wide range of skilled workers from all across the country
- Live Author events were provided through video link with the local library which gave pupils an opportunity to learn and ask questions about a particular career path
- During the Jubilee celebration week, the Lord Lieutenant of the Western Isles shared his role and responsibilities with all pupils
- All class teachers plan for DYW opportunities throughout the year

**5) Improvement in attainment particularly in Literacy & Numeracy**

- Attainment data shows there is an increase of 10% in both literacy and numeracy
- Targeted support has impacted the pupils' attainment
- The focus of the curriculum was literacy, numeracy and HWB during the Covid recovery year
- The opening of a Nurture classroom in January 2022, which is supporting pupils to regulate their emotions, has allowed all classes to benefit from uninterrupted learning and teaching
- The School Improvement Plan project to raise attainment in reading and writing ensured class teachers focused on these key areas throughout the year
- Moderating work and highlighting the language of learning in the classroom ensured a consistent approach across the school of expectations and standards

## 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	Raising Attainment in Reading and Writing
<b>Project Progress (What have we done?)</b>	
<ul style="list-style-type: none"> <li>• Working group was created amongst the staff</li> <li>• All pupils completed a baseline piece of writing in August and a comparative piece in June 2022</li> <li>• Progression pathways were completed and used in the planning process</li> <li>• Pupil-led reading and writing groups were not formed across the school due to Covid restrictions but Literacy Leaders worked with class teachers in each class to plan the learning for their peers</li> <li>• Writing guidelines were updated and shared with all class teachers. Standards were agreed at staff meetings regarding use of these guidelines</li> <li>• School Library was successfully relaunched in March 2022. P7 pupils took the lead with organising the event and produced a video to instruct all pupils how the Library should be used</li> <li>• World Book Day was celebrated in the newly-opened library, and a whole-school six-week reading challenge was launched as part of this. All pupils took part</li> <li>• The school held a successful Book Fair in March 2022 with many pupils purchasing new books to read for enjoyment</li> <li>• Each class undertook a number of book studies throughout the year. Interdisciplinary learning took place around these studies</li> <li>• All classes created cosy and comfortable reading areas within their classrooms to encourage personal reading</li> <li>• The language of learning around literacy tasks was a focus for all classes throughout the year.</li> <li>• Staff met with level partners to moderate pieces of writing and had professional dialogue around standards and expectations of all literacy tasks</li> <li>• Used additional staffing to target pupils to improve their attainment in literacy</li> </ul>	
<b>Evidence &amp; Impact (How are we doing and how do we know?)</b>	
<ul style="list-style-type: none"> <li>• With all class teachers having a focus on raising attainment in reading and writing, there has been an increase in pupils achieving their expected level in P1, P4 and P7 across all areas of literacy, in particular reading and writing from June 2021 to June 2022</li> <li>• Providing additional teacher support to targeted pupil groups at P1, P4 and P7 resulted in a number of pupils being able to achieve their expected level</li> <li>• Participating in moderation of writing with colleagues increased staff confidence in planning, teaching and assessment of literacy tasks</li> <li>• Having the focus on reading and learning through book studies increased teacher confidence in planning, teaching and assessment as well as pupils' own enjoyment of literacy lessons</li> <li>• All pupils have engaged in more reading activities, including personal reading, as a result of the class reading areas, the relaunch of the library and the whole-school reading challenge</li> <li>• The number of books, as well as book titles, were recorded as a result of the reading challenge</li> <li>• By recording completed books on their 'Shelfie', all pupils have evidence of the genre and levels of books they read</li> <li>• Literacy Leaders planned appropriate lessons that their peers were able to complete successfully. This is an area which we will continue to encourage and promote</li> <li>• All pupils completed an evaluation in June 2022 which indicates an increased enjoyment of reading as a result of the project</li> </ul>	
<b>Next Steps (What are we going to do now?)</b>	
<ul style="list-style-type: none"> <li>• Continuing with a focus in raising attainment in literacy for session 2022-23</li> </ul>	

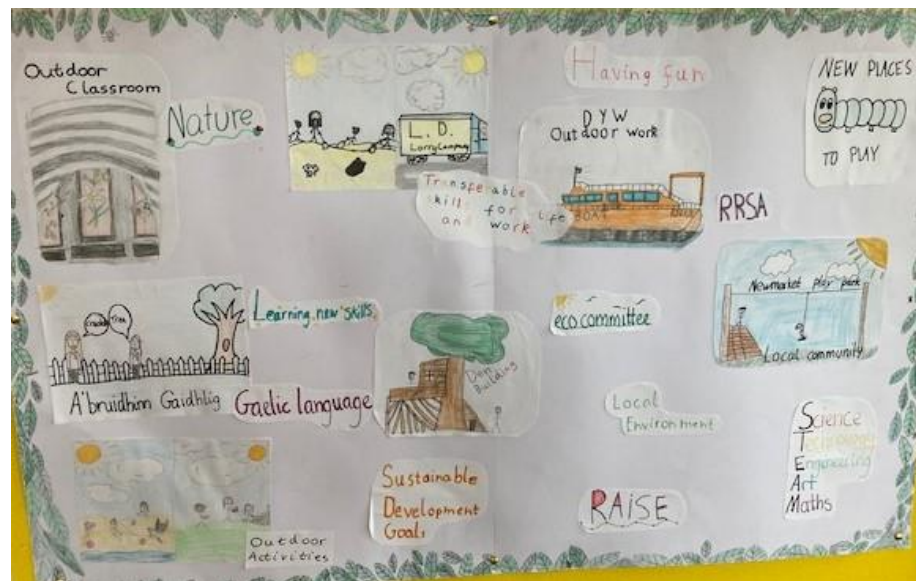
- Work more collaboratively with level partners to plan and assess pieces of writing and reading tasks
- Continue to refer to the updated writing guidelines and the progression pathways
- Staff to continue familiarising themselves with the curriculum benchmarks for reading and writing
- Reintroduce reading buddies across the school and plan for 30 minutes per week
- Increasing the use of Gaelic language in English classes

**Pupil Friendly version of Improvement Projects 1 and 2 – created by P7 pupils**

Raising Attainment in  
**Reading  
and Writing**



**Outdoor  
Learning**





<b>Improvement Priority Two</b>	Outdoor Learning - planning and assessment (A focus on Gaelic Language in the outdoors)
<b>Project Progress</b> (What have we done?)	
<ul style="list-style-type: none"> <li>• Working group was established among the staff</li> <li>• Progression Pathways were created for Outdoor Learning</li> <li>• All staff completed LTS Teaching and Learning Outdoors online course</li> <li>• Baseline questionnaires were completed by all pupils in September 2021 and June 2022</li> <li>• All pupils completed the RSPB Wild Challenge to Bronze level, ensuring a range of learning experiences</li> <li>• All classes participated in two weeks of planned outdoor learning activities in April 2022. This helped all teachers plan, deliver and assess skill-based outdoor learning lessons</li> <li>• P5/6 and GM4/5 have been involved with the Wildlife Ambassadors programme</li> <li>• Every class used the Castle Grounds as a context for learning</li> <li>• All pupils made wildflower seed bombs and had the opportunity to throw these to create a wildflower garden at Porter's Lodge</li> <li>• All pupils participated in a sponsored walk to the Newmarket Play Park and had an opportunity to use the equipment there</li> <li>• Outdoor den building equipment was delivered to the school for pupils' use, which class teachers then used with each class</li> <li>• All classes walked to Willowglen Park to learn about the various trees and their impact on their environment, and their link to climate change</li> <li>• The Outdoor Learning project helped the school secure its 6<sup>th</sup> Eco Green Flag award</li> <li>• All pupils had the opportunity to plant potatoes as part of the Dandelion Project</li> </ul>	
<b>Evidence &amp; Impact</b> (How are we doing and how do we know?)	
<ul style="list-style-type: none"> <li>• Baseline information used to inform learning and planning</li> <li>• Strong community links with Newmarket Play Park, including a sponsored walk and visit, has resulted in less acts of vandalism being reported around the park</li> <li>• As a result of the link to Newmarket Play Park, pupils were offered the opportunity to name the new walk and provide artwork to be displayed around the park and new pathway</li> <li>• Pupils developed their knowledge and skills of the local environment through the RSPB Bronze Level Wild Challenges</li> <li>• Staff and pupils are confident completing outdoor challenges, e.g. using den building equipment provided by Outdoor Learning department</li> <li>• Pupils participated in 'Clean Up Scotland' by litter picking around the school grounds and in the local environment</li> <li>• Pupils received 'Callanish Awards' from the Volunteer Centre for their litter picking, and now there is less litter being dropped around the school</li> <li>• Pupils indicated on the baseline questionnaire in June 2022 that they have a better understanding of outdoor learning skills and how to use the outdoor local environment for learning</li> </ul>	
<b>Next Steps</b> (What are we going to do now?)	
<ul style="list-style-type: none"> <li>• Work and develop of the outdoor classroom</li> <li>• Create links with other schools in local authority who have developed outdoor learning areas</li> <li>• Continue link with Newmarket Play Park</li> <li>• More RAISE and STEAM opportunities in classes</li> </ul>	

<b>Improvement Priority Three</b>	<b>Assessment and Moderation</b>
<b>Project Progress</b> (What have we done?)	
<ul style="list-style-type: none"> <li>• Class teachers moderated maths and writing jotters</li> <li>• SMT moderated a sample of writing jotters</li> <li>• Teachers hold learner conversations with small groups and individuals</li> <li>• The language of learning is evident and used regularly in all classrooms with all learners</li> <li>• Pupils are becoming more confident identifying areas of strength and next steps</li> <li>• Class teachers work to the same standards having held professional dialogue around moderation of work</li> <li>• Pupils' learning is regularly recorded on Seesaw for parents to engage with</li> <li>• Teachers plan a wide range of activities to demonstrate challenge and application</li> <li>• Writing Guidelines, Es and Os and Benchmarks are referred to in the planning of lessons</li> </ul>	
<b>Evidence &amp; Impact</b> (How are we doing and how do we know?)	
<ul style="list-style-type: none"> <li>• Moderation sessions engaged staff in professional dialogue which ensured a consistent approach to teaching, learning and assessment in all classes</li> <li>• Pupils regularly use the language of learning, and are clear what is expected of them in given tasks</li> <li>• SMT observed reading lessons across the school. Staff received feedback with strengths and areas to develop</li> <li>• Jotter sampling took place and feedback was given to all teachers. Staff then used the feedback to plan future learning and teaching</li> <li>• Staff group evaluated their confidence in Learning, Teaching, Moderation and Assessment in May 2022 and it is evident that pupils talking about their learning is happening naturally in each class</li> <li>• Planning the Moderation into the Working Time Agreement ensured that it happened on a regular basis as part of our staff collegiate planning time</li> <li>• QAMSO trained staff member was able to support and guide colleagues through the moderation cycle. This support enabled staff to confidently participate in moderation activities, to improve the learning, teaching and assessment in their classroom</li> </ul>	
<b>Next Steps</b> (What are we going to do now?)	
<ul style="list-style-type: none"> <li>• Engaging in moderation with other schools across the Broadbay cluster</li> <li>• Provide time for GM staff to meet and moderate with same-level colleagues in other schools</li> <li>• Continue to build and develop moderation activities into next session</li> </ul>	

<b>Improvement Priority Four</b>	Update the Positive Behaviour Policy for Laxdale Primary School.
<b>Project Progress</b> (What have we done?)	
<ul style="list-style-type: none"> <li>• Staff group looked at the Council policy</li> <li>• Teaching and non-teaching staff meeting to discuss current behaviour management and key factors which will lead to improvement</li> <li>• Staff group devised staff and parent questionnaires to seek current views around behaviour management in the school</li> <li>• Pupil questionnaires were completed at class huddles with a different class teacher to allow for open discussion</li> <li>• Staff group analysed results of the questionnaires</li> <li>• Staff wrote a new policy 9which will be finalised and shared with all stakeholders in August 2022</li> <li>• The introduction of the Nurture Classroom in January 2022 has helped to address some more significant behavioural issues</li> <li>• A comprehensive document was produced regarding the work of The Nurture Classroom</li> <li>• The Behaviour Policy and Nurture Document overlap and are used in conjunction with one another to raise standards of behaviour across the school</li> </ul>	
<b>Evidence &amp; Impact</b> (How are we doing and how do we know?)	
<ul style="list-style-type: none"> <li>• Parental questionnaires were limited in number of returns but indicate that almost all parents are pleased with the school's approach to behaviour management</li> <li>• There has been a decrease in the number of recorded incidents across the school, since January 2022. The impact of that is more focused learning and teaching time, a calmer ethos, reduced anxiety levels of staff and pupils</li> <li>• Increased awareness and understanding of school values and putting them into practice. This is evident across the school. Children are more considerate of each other and more tolerant. Staff and pupils regularly talk about and refer to the values as part of daily school life.</li> <li>• There are less phone calls from staff and parents regarding behavioural incidents and from parents contacting the school seeking help for their child.</li> <li>• Decrease in the number of online incident forms being completed</li> <li>• Minutes of teaching and non-teaching staff meetings reflect improvement in behaviour in the school</li> <li>• The introduction of Room 4 as a base for supporting learning through play for identified pupils has had a positive impact on their learning and wellbeing.</li> <li>• Increased staff confidence in dealing with pupil needs and behaviour management strategies.</li> </ul>	
<b>Next Steps</b> (What are we going to do now?)	
<ul style="list-style-type: none"> <li>• Arrange a whole school staff meeting to gather feedback regarding the difference in behaviour and behaviour management across the school.</li> <li>• Share the new policy with all stakeholders and request feedback to further improve.</li> </ul>	

### 2.3 What progress have we made?

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

Quality Indicator	Evaluation	Evidence
	<b>HGIOS4 Six-Point Scale Evaluation</b>	
<p>2.3 Learning, Teaching &amp; Assessment</p>	<ul style="list-style-type: none"> <li data-bbox="564 524 1046 763">▫ All pupils engage with high-quality learning experiences. They are highly motivated and eager to participate as a result of being involved in planning their learning, and they have opportunities to lead the learning in their class and across the school.</li>   <li data-bbox="564 920 1046 1160">▫ Staff plan motivating and meaningful lessons, with opportunities to plan collegiately. They assess pupils' progress and provide high-quality feedback which gives pupils an accurate understanding of their progress in learning and what they need to do to improve.</li>   <li data-bbox="564 1256 1046 1406">▫ Pupils are well supported with their learning across the school by all staff. Staff access and apply relevant findings from educational research to improve learning and teaching.</li>   <li data-bbox="564 1473 1046 1742">▫ Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning. Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching.</li> </ul>	<p data-bbox="1078 524 1378 853">Literacy and Numeracy Leaders are established in each class, allowing pupils to lead the learning. Classroom Observations evidence high-quality learning experiences, including outdoor learning and active learning.</p> <p data-bbox="1078 920 1366 1160">Collegiate planning time is included in staff meeting time Jotter sampling by SMT and notes taken during moderation tasks. Writing target sheets in jotters.</p> <p data-bbox="1078 1256 1366 1435">Tracking documents identify progress of all pupils, including those who require additional interventions to support their learning.</p> <p data-bbox="1078 1473 1385 1803">Notes from Learner conversations throughout the year. SNSA and MCNG testing at P1, P4, and P7. CAT tests in P5. Class teachers report to parents three times a year – two telephone calls and one written report.</p>
	<b>HGIOS4 Six-Point Scale Evaluation</b>	4

<p>3.1 Ensuring Wellbeing, Equity and Inclusion</p>	<ul style="list-style-type: none"> <li>▫ Pupil wellbeing is a high priority within the school and staff have focused on HWB across all classes and support pupils using various strategies. Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life</li>   <li>▫ There are positive relationships within the school which are underpinned by our well-known school values and motto. The school takes a holistic view to support the wellbeing of pupils, families, and the wider school community.</li>   <li>▫ The Positive Behaviour Policy has been updated, with input from staff, pupils and parents. The policy ensures a consistent approach across the school. The establishment of a nurture classroom (The Bay) has improved the behaviour and wellbeing of pupils through a focused and targeted approach.</li>   <li>▫ Classes have used online national forums to support pupil wellbeing, as well as The Decider Skills to ensure a proactive approach in promoting positive relationships and mental wellbeing.</li>   <li>▫ Whole school events include all learners, with additional support put in place for those who require it to ensure equity</li>   <li>▫ Laxdale is a Rights Respecting School which considers all learners as individuals with their own needs, risks and rights. A whole school</li> </ul>	<p>Class teachers planning lessons for health and wellbeing indicators. SHANARRI posters created by pupils are displayed in classrooms and around the school.</p> <p>School Values display boards Daily provision of breakfast club. Food parcels and fuel vouchers to families twice a year. Uniform swap. Consistent nurturing approach from all staff.</p> <p>Results from Staff and Parental questionnaires informed the content of the policy. Notes from pupil huddles discussing behavioural expectations. Positive impact of The Bay across the whole school – less behavioural incidents being recorded, and less disruption to learning in all classes. Improved overall ethos in school.</p> <p>Pupil engagement and participation. Classroom role-play of various scenarios. Discussions between pupil and teacher.</p> <p>Whole school sponsored walk. Whole school walk to the castle grounds. Whole school trip to the beach.</p> <p>RRSA Silver Award holder. Pupils wrote letters to Head Teacher highlighting their rights</p>
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	<p>Neurodiversity focus day encouraged pupils to think about the needs of others. Children and young people are learning about equalities and inclusion. They are beginning to feel able to challenge discrimination and intolerance when they come across it.</p> <ul style="list-style-type: none"> <li>▫ Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing</li> <li>▫ Pupil Equity Funded learners have the opportunity to access Saturday clubs and holiday clubs. These consist of sporting activities, as well as life skills and experiences. Education Attainment Apprentices from the school plan and support the children through these activities. Meals are provided free of charge, as well as the activities.</li> </ul>	<p>around authority level decisions affecting the school. Neurodiversity Day Assembly was held, and Positive Affirmation posters are now displayed in the school.</p> <p>Outdoor learning focus weeks. Increase in number of outdoor learning lessons over the year. Pupils working in teams to improve the school grounds, and local environment, e.g., litter picking, wildflower planting, potato growing.</p> <p>High attendance at clubs and activities. Increased confidence of pupils. Positive feedback from all pupils.</p>
<b>HGIOS4 Six-Point Scale Evaluation</b>		<b>5</b>
<p><b>3.2 Raising Attainment &amp; Achievement</b></p>	<ul style="list-style-type: none"> <li>• Robust tracking in September and January ensured class teachers had sound knowledge of all the pupils in their class. Additional teaching time was funded to target identified pupils who required input to achieve their expected level. Class Teachers worked alongside Education Attainment Apprentices to plan and deliver targeted support in specific curricular areas. Raising Attainment in Reading and Writing was one of our School Improvement Plan projects this session, which ensured a focused and consistent approach across the school.</li> <li>• Very good progress is demonstrated through tracking of attainment over time in all curriculum areas and at all</li> </ul>	<p>Improvement in attainment across the school in both EM and GM classes in Literacy and Numeracy.</p> <p>Excel tracking documents Lego league</p>

	<p>stages. The school provides class teachers with opportunities for their pupils to gain access to wider achievements both in and out with the school setting.</p> <ul style="list-style-type: none"> <li>Confident teacher judgments together with benchmarking and an appropriate range of assessments are leading to improvements in attainment. Moderation sessions throughout the year provide a platform for discussion, and support teachers to plan and assess with more confidence. Feedback provided through Quality Assurance informs next steps for teachers and learners.</li> </ul>	<p>Young musicians DYW / Trips Sports festivals/ competitions</p> <p>Moderation of Writing and Maths jotters built into collegiate time SMT jotter sampling HMIE Recovery visit</p>
	<p><b>HGIOS4 Six-Point Scale Evaluation</b></p>	<p>4</p>

## 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.

The school was part of the HMIE Recovery Programme and participated in a two-day virtual and face to face visit in May/June 2022. The three main themes for the visit were Continuity of Learning, Wellbeing of Children, Young People & Staff and Child Protection. Time was spent discussing and exploring these topics. Staff, parents, partner agencies and pupils all had an opportunity to contribute to discussions.

### Note of recovery Visit Findings

#### Summary of emerging issues and/or challenges as a result of the pandemic.

Staff recognise the additional challenges facing children on their return to in-person learning. Senior leaders are aware of the impact of the pandemic and how this continues to manifest itself in the behaviour and interactions of a few children. Staff across the school report increased levels of calm as a result of The Bay and more widespread use of nurturing approaches. Staff continue to be mindful of the need for holistic support taking into account the sometimes hidden issue of rural poverty. Gaps in fluency of those in GME.

## 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

- Raising Attainment across the school with a particular focus on closing the Poverty Related Attainment Gap
- Learning for Sustainability
- Implement Child Centred Play Pedagogy in P1 and GM1-2



### 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
<b>Attainment and Equity</b>	Raising Attainment & Closing the Poverty-Related Attainment Gap across the BGE and Senior Phase	3, 4, 5	1, 3	✓
<b>Gaelic</b>	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	✓
<b>Learning for Sustainability</b>	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	✓
<b>Health &amp; Wellbeing</b>	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?

<b>Improvement Project One</b>	Implement Child Centred Play Pedagogy in P1 and GM1-2		
<b>NIF Priority:</b>	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people.</li> <li>Improvement in children and young people's health and wellbeing.</li> </ul>		
<b>HGIOS4 or HGIOELC QIs:</b>	<ul style="list-style-type: none"> <li>1.2 Leadership of Learning</li> <li>1.3 leadership of Change</li> <li>2.2 Curriculum</li> </ul>		
<b>CnES Priorities:</b>	1. Delivering high quality learning and teaching in all educational settings		
<b>Stretch Aim(s)</b>			
By May 2023, 100% of pupils in P1 and GM1 will engage in daily play activities to develop their Early level skills in Literacy, Numeracy and Health and Wellbeing. 100% of the pupils in P1 and GM1 will achieve Early level			
<b>Baseline Measures</b>			
<ul style="list-style-type: none"> <li>Phonological awareness – Highland Literacy (all pupils)</li> <li>Baseline Numeracy assessment</li> <li>Pre-writing assessment</li> <li>Draw a man assessment</li> </ul>			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
P1 staff to read Early Years documents – Realising the Ambition and Planning in the moment	P1 class teachers	December 2022	P1 class teachers will implement advice from documentation in their classroom
Early Years staff to work collaboratively.	P1 staff and nursery Staff	May 2023	Staff across both settings working collaboratively to support learning and teaching across nursery and P1
P1 class teachers to meet with Lynette Wemyss for professional dialogue around Play Pedagogy	P1 staff	September 2022	Increased knowledge of Play Pedagogy and planning for Early Level. Successful use of Early Level planners in Literacy and Numeracy
Curriculum Information sharing meeting for P1 parents	P1 staff and Head of School	September 2022	Evaluation from parents regarding information received and their opinion/views on Play Pedagogy in P1
Deep and surface learning of Literacy and Numeracy will occur through play	P1 staff	May 2023	Increased attainment in P1 and GM1 100% of pupils to achieve Early Level in Literacy and Numeracy
Gaelic Immersion <ul style="list-style-type: none"> <li>Plan rich learning experiences for all GM1 pupils to</li> </ul>	GM1 Class Teacher	May 2023	Quality Assurance observations and pupil focus groups

<p>encourage <b>fluency</b> of Gaelic language</p> <ul style="list-style-type: none"> <li>Track and assess fluency in Gaelic</li> </ul>			<p>Early level attainment data</p> <p>Tracking information</p>
<p>Spaces</p> <ul style="list-style-type: none"> <li>No set seating within the classroom</li> <li>Designated play areas within the classroom</li> <li>Use the outdoor space around the school</li> </ul>	P1 staff	May 2023	<p>All pupils and P1 staff to embed the new Play Pedagogy curriculum in the P1 and GM1 classroom.</p> <p>Confident pupils accessing their learning through play</p>
<p>Interactions</p> <ul style="list-style-type: none"> <li>Uninterrupted play sessions timetabled in the classroom (2 or 3 times a day). Class teacher to join individual play sessions</li> <li>Pupil led play sessions with the class teacher</li> <li>Teacher led directed teaching in Literacy and Numeracy</li> <li>Create prompt cards at each play area to encourage dialogue with pupils</li> </ul>	P1 staff	May 2023	<p>P1 pupils who can confidently access their learning independently</p> <p>Assessment and recording of pupils' progress by class teacher</p>
<p>Experiences</p> <ul style="list-style-type: none"> <li>Introduce more natural resources</li> <li>Introduce loose parts play in the classroom</li> <li>Increased level of choice of resources for the pupils</li> <li>Pupil involvement in creating floor books to plan and record learning journeys</li> </ul>	P1 staff	May 2023	<p>Audit of classroom resources in May 2023</p> <p>Evidence of pupil involvement in completed floor books</p>
<p>Stay and Play sessions</p> <ul style="list-style-type: none"> <li>Invite parents to stay and play once a term</li> <li>Collate evaluations from pupils and parents after each session</li> <li>Pupils create invitations for parents which will show progression over the year</li> </ul>	P1 staff	May 2023	Evaluations from parents and pupils
<p>SfLA/EAA training and involvement</p> <ul style="list-style-type: none"> <li>Share information around Play Pedagogy with SfLA staff and EAA</li> <li>Guide and support staff to engage with pupils to successfully access their learning</li> <li>SfLA staff to support pupils through play pedagogy</li> <li>EAA to support PEF pupils to ensure achievement of early level by May 2023</li> </ul>	P1 staff	May 2023	<p>Evaluations from support staff</p> <p>P1 Attainment Data in May 2023</p>

<b>Improvement Project Two</b>	Learning for Sustainability		
<b>NIF Priority:</b>	Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people		
<b>HGIOS4 or HGIOELC QIs:</b>	1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment		
<b>CnES Priorities:</b>	Delivering high quality learning and teaching in all educational settings Using data to secure excellent outcomes in all Children's Services and for all learners in the Outer Hebrides.		
<b>Stretch Aim(s)</b>			
<ul style="list-style-type: none"> <li>By June 2023 all pupils will have an understanding shared vision, values and aims for LfS which are embedded in the ethos of the school</li> </ul>			
<b>Target Group</b>			
<ul style="list-style-type: none"> <li>All pupils and staff</li> </ul>			
<b>Planned Outcomes (SMART Primary Drivers)</b>			
<ul style="list-style-type: none"> <li>All pupils will contribute towards the shared vision and values of LfS</li> <li>The school will focus on Sustainability through all curriculum areas to ensure consistency across the school.</li> <li>All pupils will participate in focus weeks to improve skills and to encourage enthusiasm and participation in LfS issues.</li> <li>Updated guidelines and LfS Progression Pathway and to include CfE Benchmarks.</li> </ul>			
<b>Baseline Measures</b>			
Term 1			
<ul style="list-style-type: none"> <li>Review of LfS in school/class/home</li> <li>Pupil Questionnaire for all P2 –P7 pupils to identify current knowledge of sustainability issues</li> </ul>			
Term 4			
<ul style="list-style-type: none"> <li>Follow-up review of LfS in school/class/home</li> <li>Follow-up Pupil Questionnaire for all P2 –P7 pupils to identify new knowledge of sustainability issues Term 4</li> </ul>			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
Gather baseline information and evidence to provide a clear picture of our starting point and how we might measure the impact of LfS on pupil outcomes.	All	End of Term 1 2022/23	Data from baseline audit
Staff, pupil and community working group established	Staff Eco RRSA	Term 1	Groups working together throughout the session
Teachers work collegiately to learn from each other and share good LfS practice. Observe each other. Team teaching opportunities.	Staff	Term 2 –3	Regular observations of other teachers and noting of good practice
Critically engage with research and practice to develop LfS. In many cases, professional review & development (PRD) activities include a focus on LfS. Planned into collegiate time.	Staff	Term 2	Record kept in MyGTCS Professional Update
Develop existing local partnerships and establishing new ones to support LfS. CNES Sustainability dept. Other schools. Point & Sandwick Trust.	All classes	Term 3	Work collaboratively with new and existing partners to develop LfS across the school
Create a well-established partnership with a school overseas.	Class to class groupings	Term 4	Engagement in virtual sessions to establish the partnership and share information
**PENDLETON??**			

Compare and share ideas. Build connections for Secondary.			
Create a shared vision, values and aims for LfS and how it can improve outcomes for learners. Two leaders per class. Termly meetings all together	All staff and pupils	Term 4	All pupils know the new LfS values and implement these in everyday life
All learners are aware of the Sustainable development Goals (SDGs) and what they mean for us in our school.	Eco RRSA	Term 4	Pupils know a number of the SDGs and can talk confidently about some of these
Agree and develop initiatives to make the school campus more sustainable (e.g. waste management, energy efficiency)	All classes	Term 4	Improvements in agreed initiatives
Collegiate planning and moderation opportunities ensure LfS is being used more consistently to enhance learning & engagement.	Teaching staff	Termly	A consistent approach in all classes around LfS
Include LfS in IDL plans to meet the needs and aspirations of our learners and enhance their skills development. Include links to Getting it right for Every Child and United Nations Convention on the Rights of the Child.	Teaching staff	Ongoing	Quality Assurance to identify evidence of LfS in planning, learning and teaching. Pupil focus groups
Share our developments with the local community Hold an Open Day event Tie in Dandelion Harvest Festival in September? Plant flower seeds in polytunnel	All	Ongoing	Meet with local community groups to share successes and changes that have been made.
Provide opportunities for learners to act on real world issues. Campaigns Scottish parliament World events	Teaching staff	Ongoing	Engagement with national/world issues and work together in an attempt to make a change.
Involve all learners in decision-making and planning across the school. Learners are put at the centre of this process and have a strong voice in all developments.	All classes	Ongoing	LfS leaders in each class participating confidently in pupil focus groups.

<b>Improvement Project Three</b>	To close the poverty related attainment gap by 5%		
<b>NIF Priority:</b>	<ul style="list-style-type: none"> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> </ul>		
<b>HGIOS4 or HGIOELC QIs:</b>	2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement		
<b>CnES Priorities:</b>	Raising attainment and closing the poverty-related attainment gap across the BGE and senior phase		
<b>Stretch Aim(s)</b>			
By May 2023, the identified pupils on the pupil equity fund list will have increased attainment by 5% in the areas identified (literacy/numeracy)			
<b>Baseline Measures</b>			
Attainment Data from June 2022 Data gathered at termly attainment meetings			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
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	October 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 documents
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 and numeracy.
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 and numeracy to close the attainment gap. Include EAA in tracking meetings to identify and plan for the attainment gap	SMT/CTs, EEAs and GLAs	Oct 2022	Baseline assessments Record of targeted input Assessment of pupil progress
Meet regularly with CTs, EEAs and GLAs to review progress of the targeted interventions.	SMT	Termly	Feedback from staff and pupils. Record of assessments Evidence of data.

Plan for targeted interventions from the Nurture Class teacher to raise attainment for pupils on PEF list	Nurture class teacher/class teachers	Ongoing	Assessment data for targeted curricular areas
Submit predicted ACEL data for June 2023	SMT	Feb 2023	Predicted ACEL data shows an increase in attainment



<b>Nursery Improvement Project One 2022-23</b>	Implementing planning in the moment		
<b>HGIOELC QIs:</b> Quality framework QF	<a href="#">2.2 Curriculum</a> <a href="#">2.3 Learning, teaching and assessment</a> <a href="#">3.2 Securing children's progress</a> <a href="#">3.3: Leadership and management of staff and resources</a>		
<b>CnES Priorities:</b>	Delivering high quality learning and teaching in all educational settings.		
<b>Stretch Aim(s)</b>			
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.			
<b>Target Group</b>			
EME & GME Staff			
<b>Planned Outcomes (SMART Primary Drivers)</b>			
80% of staff will be able to document and share children's learning in response to informed observations of children's play.			
<b>Baseline Measures</b>			
<ul style="list-style-type: none"> <li>Managers will undertake baseline observation of staff interactions using Leuven Scale.</li> <li>Managers will undertake baseline observation of children's levels of involvement using Leuven Scale.</li> <li>Document how much time spent in the outdoors over the Week of 22<sup>nd</sup> August</li> </ul> At the end of project repeat process to determine progress.			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
Train staff in in the moment planning training.	Managers using materials shared by Anna Ephgrave (If possible, Anna Ephgrave herself)	INSET August 16 <sup>th</sup> and August 17 <sup>th</sup>	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. Staff do not document learning using ipads or photographs.  Week 1 staff measure current practice (time taken photos/documentation.)	All staff	End of week beginning 22 <sup>nd</sup> August 2022	Tally sheet?
Week 2 no documentation of learning( ipads or cameras put away)			<a href="#">Time/pressure rating scale.</a> 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.
Staff moderation of observations	All Staff	October INSET February INSET	Context, skills, teachable moments and evaluation.

### 3.3 Outline Plans for 2023-2025

<b>2023-24</b>	1	L1+2 - focus on Gaelic in EM classes to raise the profile of Gaelic across the whole school community
	2	RME curriculum pathways with a particular focus on RSHP
<b>2024-25</b>	1	
	2	

## 4. Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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