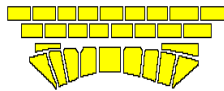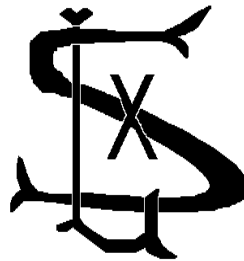**COMHAIRLE NAN EILEAN SIAR**

*Roinn an Fhoghlaim is Seirbheisean Chloinne*

Bun Sgoil Lacasdail

**AITHISG IRE DE MHATHAS 2018-2019**
**AGUS PLANA LEASACHAIDH NA SGOILE 2019-2020**

**STANDARDS & QUALITY REPORT FOR 2018-2019**

**AND SCHOOL IMPROVEMENT PLAN FOR 2019-2020**

**(SQIP)**

Combined
Standards & Quality Report for 2017-18
and School Improvement Plan 2018-19
(SQIP)

Contents

**The Language of Evaluation**

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

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

## 1. The Context of the School

### 1.1 The school and its community

Laxdale Primary School is 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. At present the school roll is 164 and there are 9 FTE teachers in the school, including three teachers in Gaelic Medium classes. The school management team is made up of the Head Teacher and the Principal Teacher.

The school was inspected in April 2008 by HMIe and underwent an Assisted Self Evaluation in May 2013. After each of those, parents were informed of and involved in, follow-up actions.

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

**Our Vision:** Working Together for Good
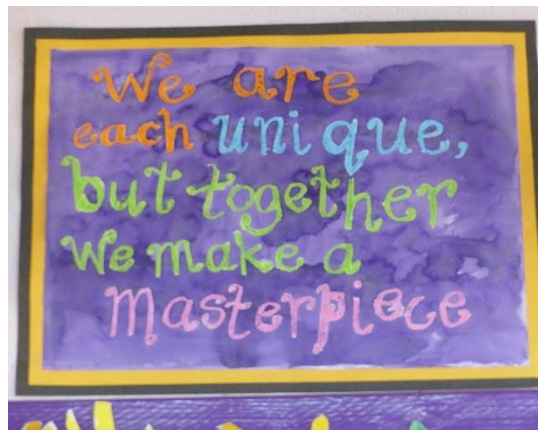


**Our Values:** Respect, Equality, Honesty, Courage. Ambition

**Our Aims:**

In Laxdale Primary School we aspire to becoming a child-centred learning organisation, focused on continuous improvement through self-evaluation and through embracing challenge and innovation.

We aim to:

- Meet the needs and aspirations of all our pupils by providing the highest quality teaching and learning experience, and by supporting and enabling our pupils to achieve their fullest potential.
- Create a climate based on shared values, equality, fairness, integrity, tolerance and mutual respect, where everyone feels included and valued.
- Seek progress through maintaining effective partnerships between the school, its parent body, the wider community and external support agencies.
- Promote, nurture and celebrate the Gaelic language and culture, whilst at the same time valuing diversity in other cultures.

**Our Curriculum Rationale:**

In Laxdale Primary School we aim to deliver excellent learning and teaching. As a semi- rural island school, raising the profile of Gaelic language, heritage and culture is a key ambition. To achieve this, we work in partnership with parents, local businesses and agencies within the community. Our aim is to develop young people who embody these capacities: successful learners, confident individuals, responsible citizens and effective contributors and to prepare them for life and work in the 21st century.

**1.3 Summary of progress towards improvement:**

During the 2018-19 session, 76.8%% of our learners reached their curricular milestones and our average attendance rate was 95.85%

Two of the three planned improvement projects achieved their stretch aim in the 2018-19 session.  The first project we found more difficult to measure. Many of the outcomes were achieved and it will be an area that we continue to plan for and develop in session 2019-20.

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.

## 2. Standards & Quality Report 2018-19

This section reports on the progress the school has made during the 2018-19 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**
   **Literacy** – Emerging Literacy is embedded in P1, P2, GM1 and GM2. Baseline tests are completed by all pupils and targeted work is given for areas for improvement. Two members of staff in the school are leaders for Emerging Literacy within the authority and are available to support and advise all staff with strategies and resources for all levels.
   RAFA projects in both Literacy and Numeracy are put in place to raise attainment for individual pupils.

2) **Closing the attainment gap between the most and least disadvantaged children**
   This priority has been a major focus of Improvement Project 1 and a detailed review of progress is provided in Section 2.2 below

3) **Improvement in Children and Young People's Health & Wellbeing**
   This priority has been a major focus of Improvement project three (Go for Gold) and a detailed review of progress is provided in Section 2.2 below

4) **Improvement in Employability Skills and sustained positive school leaver destinations for all young people.**
   Staff continually look for opportunities to include DYW in their planning. Many classes visited work places and invited guest speakers in to their class. P7 were part of a project to design a new Harris Tweed and they learned about the different jobs involved in the process. The building site at the school provided numerous learning opportunities for classes. Workers were invited in to talk about the skills required for their job and to answer

questions from pupils. P3-4 visited Western Isles Hospital as part of their Human Body project. They learned about the different jobs within the X-ray department and got to experience the different machinery and equipment used to enable people to carry out their job successfully. DYW experiences are recorded in a DYW Learning Log which tracks pupils progress and development of skills.

## 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 2017-18 academic year.

| Improvement Project One | CLOSING THE ATTAINMENT GAP |
|---|---|
| NIF Priority: | Improvement in attainment, particularly in Literacy and Numeracy |
| NIF Driver: | Parental Engagement<br>School Improvement<br>Assessment of Children's Progress<br>Performance Information |
| HGIOS4 or HGIOELC QIs: | 1.1 Self- Evaluation for Self-Improvement<br>2.2 Curriculum<br>2.3 Teaching, Learning and assessment<br>2.5 Family Learning<br>3.2 Raising Attainment and Achievement |
| CnES Business Plan Links: | To deliver high quality learning and teaching in all educational settings |
| Stretch Aim: | By May 2019, each learner within the targeted group for improvement will have at least 10% increase in Literacy and Numeracy attainment. |

| Project Progress (What have we done?) |
|---|

- RAFA projects have been used for almost all of the pupils in the targeted group
- All pupils in the targeted group work with the EAA and the GLA
- Rainbow Club is offered every day to pupils. There has been a high uptake daily (15 to 20 pupils). Homework support is offered at the club.
- Numerous opportunities for Parental Engagement – Meet and Greet night with parents and pupils (September 2018), Partnership Event at Parent Appointments (February 2019), Go for Gold Launch (November 2019) and Pancake Making on Shrove Tuesday (March 2019).
- Rainbow Café was available to parents in term 1 – an informal setting to meet with EAA and partners. (No uptake on this offer)
- Adult Learning offered homework support to parents

- Family Learning Room was set up with new resources. (February 2019).
- A Curriculum Information Evening was offered to parents in P1 and GM1 and was well attended (September 2018).
- Là na Gàidhlig gave an opportunity for parents to engage with GM pupils and their learning.
- Open Afternoon for pupils to share their learning from the Iolaire Project with parents.
- Observation were carried out by EAA and GLA to measure pupil engagement in classroom tasks, for the targeted pupil group
- Emerging Literacy is embedded in P1 and P2 classes.  This will roll out to other classes next session and a whole school approach will be adopted.

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

- RAFA projects were put in place for the majority of the targeted group. These were successful and the learners achieved the stretch aim.
- Targeted interventions and careful planning for a P2 pupil have ensured that he is now being educated full time in his classroom and not the Rainbow Room and he is fully engaged in almost all activities
- The 'soft start' approach has an impact on pupils' engagement and readiness to work.  It has provided emotional support for many pupils who attend.
- There has been an increase in the completion of homework tasks by the pupils who attend Rainbow Club

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

- Continue to develop the Family Learning Room
- Class Teachers will plan opportunities for Family Learning with pupils and parents/carers.
- A particular focus on Numeracy next session – opportunities for families to engage with Numeracy work through the Family Learning Room and After School Numeracy Clubs.
- Each class will celebrate their learning through a class Celebration Assembly which parents will be invited to.
- Create a Family Learning ethos within the school and provide guidance to parents

## Meet and Greet Night

## Pancake Making

## Partnership Event

| | |
|---|---|
| **Improvement Project Two** | IOLAIRE PROJECT WITH A FOCUS ON EXPRESSIVE ARTS |
| **NIF Priority:** | Improvement in attainment, particularly in literacy and numeracy<br>Improvement in Children and Young people's Health & Well-being. |
| **NIF Driver:** | Assessment of Children's Progress<br>School Improvement with Active Pupil Engagement |
| **HGIOS4 or HGIOELC QIs:** | 2.2 The Curriculum<br>2.3 Learning, Teaching and Assessment<br>2.7 Partnerships<br>3.3 Raising Attainment and Achievement |
| **Stretch Aim:** | By 2019 100% of pupils will have experienced an enriched programme of Drama, Music and Art which is focused on the story of the Iolaire. |

**Project Progress** (What have we done?)

All pupils
- increased their knowledge of local history through learning about the story of the Iolaire
- learned songs in Gaelic and English and performed these on stage
- produced high quality art work which was displayed around the school
- were involved in script writing and had ownership of the scene they performed in
- performed and acted on stage at a whole school production (over two nights)
- shared their learning with parents at an Open Afternoon
- visited and learned about places of local historical interest related to the topic of the Iolaire
- visited the local Museum and/or An Lanntair Art Centre to learn about the story and see artefacts

Pupil focus groups:
- led the audition process by setting criteria, auditioning pupils and choosing main characters
- worked with specialist music staff to assist with the music for the school production
- worked with specialist Art teacher to produce a corridor display retelling the story of the 'Journey Home'. They also created the backdrop for the school production
- created an outdoor Remembrance Area to commemorate those lost during WW1 and WW2

Support was provided by funding from The Gwen Mayor Trust. This enabled resources to be bought to support the Remembrance Area and the Whole School Production.

**Evidence & Impact**

(How are we doing and how do we know?)

- Pupils have greater understanding of local heritage by being able to recall significant times in local history.
- Many pupils researched family history and confidently shared stories with staff and pupils
- Pupils' self-assessment showed progression in all areas
- Pupils can talk confidently about what they learned
- Pupils talk positively about their experience, visitors and visits
- All pupils engaged in rich learning experiences through the Expressive Arts and participated in the planning and implementation of the production
- Pupils recorded and assessed their own progress in Expressive Arts and evidence showed that pupils gained confidence and self-esteem
- Photographic evidence of pupils' involvement, enjoyment and positive reactions
- Open Day was well attended by parents and pupils were able to confidently explain their learning
- Increased participation in Music within the school – choir and Mod competitions
- A Gaelic Infant choir has been established as pupils showed an interest in Gaelic singing after the production
- Pupils had the opportunity to be part of script writing for local Mod Drama competition
- All Pupil Evaluations show that children had a positive experience throughout the project
- Almost all Parent Evaluations recognised the rich learning experience that pupils had in all aspects of the project but especially in the school production.

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

- Continue the work of Expressive Arts through topic work and encourage pupils to join relevant clubs
- Pupil groups to take a more active role in planning and implementing Expressive Arts activities and learning across the school
- Expressive Arts masterclasses to be established next session

Script Writing Planning

Iolaire Production

Art Work

| Improvement Project Three | GO FOR GOLD |
|---|---|
| NIF Priority: | Improvement in Children and Young People's Health & Well-being. |
| NIF Driver: | School Leadership<br>Teacher Professionalism<br>Parental Engagement<br>Assessment of Children's Progress |
| HGIOS4 or HGIOELC QIs: | 1.2 Leadership of Learning<br>2.2 The Curriculum<br>2.3 Learning, Teaching and Assessment<br>2.7 Partnerships<br>3.1 Ensuring Wellbeing, Equality and Inclusion<br>3.3 Raising Attainment and Achievement |
| CnES Business Plan Links: | To deliver high quality learning and teaching in all educational settings |

| Stretch Aim(s) |
|---|
| By May 2019, 100% of pupils will have increased opportunities and engagement in PE and Sport. |

| Project progress (What have we done?) |
|---|
| <ul><li>Pupil Sports Council Appointed (4 pupils)</li><li>Pupil led Go for Gold Launch Event – well attended by parents and pupils and local sporting clubs</li><li>Inspirational speaker at Go for Gold launch – Kerry Macphee</li><li>Sports Council created a pre and post-assessment of skills and knowledge for all pupils to complete before and after participating in a new sport</li><li>A questionnaire was completed by parents identifying their skills and expertise in sport</li><li>All pupils were provided with an opportunity to try a new sporting activity</li><li>Quality, progressive planning in P.E was completed by staff</li><li>All pupils from P1-P7 were given the opportunity to attend an age appropriate After School Sports Club</li><li>Parents were asked to run and support After School Sports Clubs</li><li>A School Sports Noticeboard (managed by the Sports Council) was established to keep pupils informed of sporting opportunities and to recognise and celebrate achievement</li><li>Sports Council and staff encouraged participation in sporting competitions and festivals out with school</li><li>A successful Sports Week for all pupils was planned and implemented</li><li>The school held a Swimming Gala for P4-p7 pupils.</li></ul> |

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

- Opportunity for teacher leadership.  Almost all staff have organised and run After School Sports Clubs
- Pupil pre and post assessment sheets indicate that pupils are learning new skills, increasing confidence and value the opportunity to try new sports
- A marked increase in pupils' participation at After School Clubs
- Increased parental involvement since the Go for Gold Launch
- Pupils are evidencing their new skills through their Learning Logs
- Photographic evidence of enjoyment and participation
- Sharing the learning, new skills and experiences on social media
- Staff feel more confident planning and teaching progressive P.E lessons
- Increased involvement with partners since the Go for Gold Launch
- Having experienced a variety of different sports, pupils have gone on to attend local sports clubs regularly
- High pupil participation in Cross Country competitions and Sports Festival
- Numerous opportunities for pupil leadership at all levels
- Increase in Wider Achievement opportunities for all pupils
- Increase in pathways to Community Clubs, through school involvement e.g. Come and Try and Go for Gold Launch

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

- Achieve and maintain Gold Sports Award
- Continue to offer opportunities to all pupils for participation in sport in and out of school

Go for Gold Launch Event and Evidence of Different Sporting Activities

## 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 |
|---|---|---|
| 1.3 Leadership of Change | Almost all staff feel confident to initiate change through leadership roles.<br><u>Iolaire Project</u><br>As part of the authority wide Dileab project we considered the cultural context of our local area by learning about the Iolaire Disaster.<br>Expressive Arts was chosen as a focus area to enable all pupils to experience a planned programme of Art, Music and Drama.  It gave staff an opportunity to engage fully with outcomes and benchmarks in this area.<br>All staff had ownership of the project aims and led groups in writing scripts, singing songs in Gaelic and English and dramatising their scene to perform in front of an audience.<br>Staff and pupils continually reflected on and developed their practice as a result of ongoing self-evaluation.  The success of the production was a result of regular dialogue and critical and creative thinking from all stakeholders.<br>The H.T Improvement Hub visit ensured Quality Assurance in Expressive Arts.  Learning and teaching was observed and assessed.  Positive feedback on the quality and breadth of lessons in Music, Art and Drama, enabled | Expressive Arts plans, collegiate staff meetings minutes (terms 2 and 3)<br><br><br>HT Improvement Hub Visit and Overview of findings – January 2019. |

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| | staff to have confidence in the learning and teaching experiences for their pupils. | |
| | Go for Gold<br>This project was successfully led by a class teacher who took on the responsibility of sharing the vision and aims of the project with all staff and pupils.<br>Pupils led the Go for Gold launch event which engaged parents, pupils and partners with the aim of improving outcomes for all pupils.<br>All class teachers took responsibility for planning progressive P.E lessons and ensured that all pupils got the opportunity to try a new sport.<br>A pupil Sports Council was established with the aim of giving pupils ownership of the project as their role was to plan and organise all sporting activities throughout the year.<br>To measure pupils' skills, participation and enjoyment in sport, the Sports Council created pupil questionnaires to be completed before and after all sporting experiences.<br>To increase parental engagement, parents were asked to identify their skills within sport.  These skills were then utilised at After School Clubs to support staff and pupils. | Pupil questionnaires, Parents identified skills sheets Staff P.E plans<br><br>Sporting Opportunities Parent Evaluation |
| | Quality Assurance findings are shared with all staff so strengths and action points are clear to all. Future improvements are actioned | Quality Improvement Overviews for all terms of 2018- |

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| | and planned for to ensure high quality learning and teaching for all our pupils. | 2019. |
| | The Education Attainment Apprentice and Gaelic Language Assistant took responsibility for observing identified pupils in order to input their findings to the PEF 5 measures data sheet.  Regular observations of these pupils tracked their level of engagement over a period of time.  The information gathered is essential to track these pupils and to identify changes in their level of engagement with their work. | PEF 5 Measures data information sheet |
| | RAFA projects were put in place for identified pupils.  Evidence and run charts show progress for all pupils taking part. '*I will continue this RAFA project until the end of the current school year as I do feel it is making a difference. C is especially proud of his progress'.* | Overview and impact of RAFA projects. Run charts. (term 4) |
| | P1 pupils in EM and GM have opportunities to lead the learning with Nursery pupils on Joint Learning Days.  They actively participate in joint activities and showcase their skills in different areas of the curriculum.  The Nursery pupils experience high quality transition work to ensure a smooth transition in to P1/GM1. | Evidence of work from Joint Learning Sessions |
| | **HGIOS4 Six-Point Scale Evaluation** | **5 – Very Good** |
| 2.3 Learning, Teaching & | <u>Iolaire Project</u> Pupils' views were sought, valued and acted upon during the planning | |

| Assessment | stages of our whole school Iolaire production.  Pupils had the opportunity to plan each scene of the play with a member of staff.  Pupil focus groups for Art, Drama and Music worked collegiately, led the learning and utilised their skills to enhance the learning experiences for all. | Whole school production performed over two evenings |
| --- | --- | --- |
| | Teachers planned collaboratively in levels to ensure progression and to create rich learning experiences for all pupils. | Collegiate Staff Meeting Minutes |
| | Expressive Arts were taught in mixed class groupings which ensured a creative teaching approach in a different learning environment. | Self-Evaluations from every pupil. |
| | Pupils completed a baseline assessment in all areas of Expressive Arts.  The evaluations completed by pupils and parents afterwards not only indicated enjoyment of the project but the growth and development of skills and confidence. | Baseline Assessments |
| | *'Really enjoyed the performance, so interesting and emotional'.*<br>*'I think it was perfectly excellent and I kind of liked the drama and acting'.* | Pupil and parent Evaluations |
| | <u>Go for Gold</u><br>Throughout the project progressive planning ensured all pupils were actively engaged and highly motivated in P.E lessons, After School Clubs and during Sports Week. Staff gained confidence in delivering high quality P.E lessons.<br>Specialist input from partner | |

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| | agencies enhanced the quality of pupils' learning and developed the skills and confidence of staff for future lessons.<br><br>During our WIIGA sports day, P7 pupils planned, organised equipment and delivered a range of sporting activities for all classes throughout the school. Leading the learning gave them responsibility, increased confidence and allowed them to put skills learnt into practice.  All other pupils interacted well with the activities and responded to P7 teaching them new skills.<br><br><u>Digital Technologies</u><br>P7 class have an active GLOW group where the class teacher shares information and sets tasks. Pupils are able to access this at home and in school.  The class teacher has commented on the high level of engagement from the pupils and it is a successful way to monitor and assess pupils' work.<br>P6 pupils have engaged in stop motion animation which involves pupils working in groups to create short animation films.  Many skills are used to create and edit the animation film.  This project has been successful in engaging some of the more reluctant learners and providing opportunities for them to talk confidently about their learning and skills. | Oral pupil feedback<br>Photographic evidence |
| | **HGIOS4 Six-Point Scale Evaluation** | **4- Good** |
| 3.1<br>Ensuring Wellbeing, Equity and Inclusion | Laxdale Primary School creates an ethos of Wellbeing, Equity and Inclusion.  There are many initiatives in place to ensure this is | |

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| | 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.<br>Our EAA, Eilidh, has worked alongside vulnerable pupils throughout the session.  This does not only happen in school but also at After School Clubs, Sports Festival Events, Whole School Production, P7 trip to Loch Insh and Holiday Activities.  Eilidh has been a valuable resource in the school and an additional link between school and home.  Lifts have been provided for pupils to ensure they are able to attend events out with the school day. This has benefitted a number of families. | Oral feedback |
| | Support has been given to families in the form of food parcels at Christmas time.  Strong links were made this session with the Salvation Army who provided toys and clothes for each of our vulnerable families.  These parcels were given out with the school food parcels and families gratefully received them. Positive feedback from parents and pupils reflected their gratitude to the initiative and some commented that it really helped the family at a very difficult time of year.<br>All P7 pupils were involved in fundraising for their P7 trip. Financial support was given to two of our P7 families to enable their children to access the four day | Feedback from parents |

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| | residential trip.   This was gratefully received by both families and it took some financial pressure off them which ensured the children were able to participate. | All P7 pupils were able to attend the residential trip |
| | Appropriate clothing was provided by the school for the school trip and by individual staff to ensure some pupils had correct clothing for the activities at Loch Insh. Again, this session we held a successful Partnership Event alongside our parent appointments in February.  Our partner support agencies this year included Active Schools, Tighean Innse Gall, Adult Learning Shop, The Shed, The Nova Project, Parent Council, Dietician and Childsmile.  Parents and pupils had the opportunity to speak to each of these partners and pick up literature relating to services they provide. | |
| | Applications for clothing grants and free school meals were available at the event and again Eilidh was present to speak to any parents and offer support. Nearly new school uniform is available at the school throughout the year.  Donations of nearly new uniforms are handed in and made available for families to take away free of charge.  Families were also asked to donate any used or unwanted Christmas jumpers. These were given home to children discretely and they were told to keep them.  Children were able to participate in 'Wear a Christmas Jumper Day'. | Feedback from pupils and families |
| | The Rainbow Club has continued | |

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| | this year and has seen an average attendance of up to twenty pupils each day.  Toast is made for pupils and they can have water or a cup of tea.  Homework support is given by the EAA and GLA as well as a time to chat with peers and with the available adults.  The soft start approach has helped a number of pupils to engage more with their learning when they return to class.  Pupils speak highly of Rainbow Club and their attendance at it on a daily basis is testament to the hard work and consistent approach by support staff.  Matthew Macneil from The Shed, assists with the Rainbow Club every Friday.  He is a valuable partner to work with especially for the older pupils who have the opportunity to attend youth events with him out of school. | Leuven Scale for wellbeing feedback from the Rainbow Club. |
| | Let's Move has been offered to a number of pupils that have shown that they need additional support to engage with their learning.  The sessions take place 3-4 days a week for 20 minute first thing in the morning.  There have been positive comments from pupils about Let's Move but also by class teachers who have seen the benefit to their pupils – concentration and motor skills have improved | |
| | Our Go for Gold project this year has contributed to the physical and mental wellbeing of all pupils in the school.  There has been an emphasis on sport, After School Clubs, trying a new sport and quality P.E for two hours a week. | Go for Gold evidence folder |

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| | The whole school approach has ensured that all pupils and their families have been given the opportunity to participate in various sporting activities. Our Sports Week ensured there were leadership opportunities for many children in the school where they were able to lead the learning and plan for different activities. There have been opportunities for After School Clubs this session for all age groups in the school. These have had healthy attendance registers and have been free of charge so all pupils are able to access them. The whole school Iolaire project ensured equity for all. Every pupil in the school took part in the production and performed on stage. All pupils from P1-P7 learned and performed the final song (Gaelic and English verses) in front of the audience. While learning about the Iolaire disaster the whole school visited the Iolaire Monument and the War Memorial – there were no costs attached to these trips so they could be accessed by all pupils. A nurturing approach is adopted by all staff across the school. Pupils are respected and individual needs are met using different approaches and strategies. Pupil Voice is important to staff and for the wellbeing of pupils. Pupil Council and House Captains represent the views of the pupils within the school. Head Teacher Half Hour enables all pupils to talk to the Head Teacher about issues that | Parent and pupil evaluations of the project<br><br>Oral and written feedback from parents<br><br>Positive parental feedback on school's Facebook page |

| | | |
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| | affect them and the school as a whole.  These comments are considered and many are acted upon. | |
| | Pupils who have additional support needs are supported in many ways from Team Around the Child Meetings, Behaviour Support Plans, Behaviour Contracts, Risk Assessments, A Nurturing Approach (from all staff), support from PTLS, Buddy System and also from outside agencies – SALT, Social Work, CAMHS, Occupational Health and Art Therapy (when available).  The school has close links with all these agencies and we work alongside them and families to ensure the best outcome for the child. | ASN plans TATC minutes |
| | The school very much adopts an inclusive ethos and all pupils and their individual needs are considered when planning rich learning experiences for all. | |
| | **HGIOS4 Six-Point Scale Evaluation** | **5- Very Good** |
| 3.2 Raising Attainment & Achievement | A robust tracking system is in place for the most vulnerable pupils in the school.  Class Teachers meet with SMT to discuss pupil progress and interventions that can be put in place to raise attainment.  Meetings occur twice a year.  The PEF 5 Measures data allows class teachers and SMT to see the learning journey of these pupils and progress made.  Focused observations have recorded pupil engagement over the last year.  All 5 areas are measured and can be compared to the data recorded last | Tracking records School Attainment records over time |

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| | session for these pupils. Next session (2019-2020) all pupils will be tracked (twice yearly) not just the most vulnerable pupils. There will be an opportunity for support staff, EAA, GLA, ASN teacher and class teachers to meet with SMT so that all staff are aware of the current position, the next steps and action points for the pupils they work with. RAFA projects have been put in place for pupils that require an additional focus to raise their attainment in a specific area. Having completed the returns summary, it was clear to see that these projects have been successful with each pupil/group of pupils making progress and achieving the stretch aim.  Again, this work has been undertaken by our EAA and GLA in consultation with class teachers.  Having additional support in classrooms is making a difference to these children not only academically but mentally and emotionally too. Attainment levels are recorded and analysed.  Most pupils are attaining appropriate levels.  Teachers are becoming more confident with their judgements of achievement of a level.  The benchmarks are referenced and moderation of pupils' work takes place.  This is an area that will be written in to the collegiate Quality Assurance calendar for next session so a more robust system is in place across all levels and across schools, especially in GME. | RAFA projects and RAFA summary |

| | | |
|---|---|---|
| | Wider Achievement is tracked and again especially for the most vulnerable pupils.  There have been many opportunities for Wider Achievement within the school and also with the extensive list of After School Clubs on offer – Highland Dancing, Infant Athletics, Rugby, Football, Tchoukball, School Choir, Folk Group, Chess etc.  Attendance registers at these clubs evidence the increase in participation levels from pupils in the school.  Wider Achievement was also provided through the whole school play.  For some of the younger pupils it was their first time performing on a stage in front of an audience.  Opportunities for Wider Achievement are promoted by the school through social media, the school website and the school newsletter.  One class teacher has researched all the summer activities/clubs through the holidays and has sent that list home to all the pupils in her class.  This can be shared with other classes too. | Tracking of Wider Achievement Quality<br><br>Social Media posts<br><br>Laxdale School Newsletter<br><br>After School Clubs registers |
| | Attendance is regularly monitored and letters sent home monthly to parents/carers if their child has an attendance of less than 90%.  On three occasions this year parents have been invited in to discuss their child's attendance.  They are told the importance of attendance on attainment and how regular attendance at school can raise attainment for pupils. | Attendance records |
| | **HGIOS4 Six-Point Scale Evaluation** | **4- Good** |

**2.4 The school has not had an external review or inspection in the last 12 months**

**2.5 What are our key priorities for improvement in 2018-19?**

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 2019-20

(Bullet list of priorities)

- The whole school from Sgoil Araich to P7 will have a focus on Numeracy to increase skills and confidence of all pupils and to raise attainment. We aim to increase Parental Engagement in Numeracy work through workshops and Family Learning opportunities
- The whole school will work towards achieving the Rights Respecting School Award
- All stakeholders will have the opportunity to be involved in writing the Values and Aims for the school and to produce a Curriculum Rationale unique to Laxdale Primary School.  This will be a focus for the school but is not included as a School Improvement Plan Project

**3.  School Improvement Plan 2018-19**

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

**3.1 Creating the Plan**

The School Improvement Plan set out below was created as a combination of the priorities identified from our evaluative work described in section two and a number of 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 Council in August 2019 to create a pupil-friendly version of the plan for all our learners to access.

### 3.2 What are our improvement projects?

| Improvement Project One | RAISING ATTAINMENT AND CONFIDENCE IN NUMERACY |
|---|---|
| NIF Priority: | Improvement in attainment, particularly in Numeracy<br>Improvement in employability skills and sustained, positive school-leaver destinations for all young people |
| NIF Driver: | Parental Engagement<br>School Improvement<br>Assessment of Children's Progress<br>Performance Information |
| HGIOS4 or HGIOELC QIs: | 1.1 Self- Evaluation for Self-Improvement<br>2.2 Curriculum<br>2.3 Teaching, Learning and Assessment<br>2.5 Family Learning<br>3.2 Raising Attainment and Achievement |
| CnES Business Plan Links: | To deliver high quality learning and teaching in all educational settings |

| Stretch Aim(s) |
|---|
| By May 2020, 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) |
|---|
| • All pupils will gain confidence in Numeracy and increase their skills<br>• The school will focus on Numeracy across the curriculum and plan opportunities to ensure rich learning experiences<br>• All pupils will participate in a Numeracy focus week to develop skills<br>• Parental Engagement opportunities will be provided through Numeracy Clubs, Homework Support and Numeracy Workshops |

| Baseline Measures |
|---|
| • Teacher judgements about CFE attainment<br>• CfE Achievement of a level data<br>• Tracking and monitoring of progress with a particular focus on Numeracy<br>• SNSA and MCNG results at P1, P4 and P7<br>• Baseline Numeracy test in August 2019 for each pupil (at their appropriate level) |

- 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 2020 | Pupils will improve test results over the session |
| A pupil working group will plan for and implement a programme of activities for a Numeracy Lunchtime Club (P1-P3, P4-P5 and P6-P7) | Pupil working group and lead person | May 2020 | Attendance at Numeracy Club and enjoyment of completing numeracy tasks |
| All pupils will engage in a series of outdoor learning numeracy sessions | All class teachers | December 2019 | Transfer numeracy skills to real life contexts |
| Numeracy workshops for parents will take place (early level, first level and second level). Pupils and parents will engage in active numeracy activities over a six week period. | All class teachers | May 2020 | 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) | December 2019 | Pupil and staff evaluations of the week. Increase in pupils' numeracy skills |
| Holistic Assessments will be planned for Numeracy topics | All class teachers | May 2020 | Assessment evidence and data |
| Moderation work will take place among class teachers at the different levels to ensure | All class teachers | April 2020 | Improved teacher confidence in |

| | | | |
|---|---|---|---|
| confident judgements of Achievement of a level at P1, P4 and P7 | | | achievement of a level |
| 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 2020 | Pupils are able to explain how numeracy is used in the world of work. Pupil and partner evaluations |

| **Resources** | |
|---|---|
| Partners and Parents | |
| Whole school staff and pupils collaborative approach | |

| | |
|---|---|
| **Improvement Project Two** | RIGHTS RESPECTING SCHOOL AWARD |
| **NIF Priority:** | Closing the attainment gap between the most and least disadvantaged children and young people<br>Improvement in children and young people's health and wellbeing<br>Improvement in employability skills and sustained, positive school-leaver destinations for all young people |
| **NIF Driver:** | School Leadership<br>Teacher Professionalism<br>Parental Engagement<br>School Improvement |
| **HGIOS4 or HGIOELC QIs:** | 2.1 Safeguarding and Child Protection<br>2.2 Curriculum<br>2.7 Partnerships<br>3.1 Ensuring Wellbeing, Equality and Inclusion |
| **CnES Business Plan Links:** | Deliver high quality learning and teaching in all educational settings.<br>Ensure effective, accountable leadership for all. |

| Stretch Aim(s) |
|---|
| By May 2020, 100% of pupils will have worked towards achieving the Rights Respecting Schools Silver Award |

| Target Group |
|---|
| All pupils from 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 |
|---|
| • Rights Respecting Schools - staff and pupil questionnaire<br>• Pupils' knowledge of children's rights and responsibilities – Poster/written paragraph<br>• Baseline audit of the school's current practice of Rights Respecting Schools silver outcome descriptors |

| Change Actions & Methodologies (Secondary Drivers) | Reporting Responsibility | Completion Deadline | Measures of Success |
|---|---|---|---|
| Staff and pupils will complete a questionnaire to create an overview of knowledge and understanding | P.T | August 2019 | Action Plan completed and forwarded to RRSA |
| Staff will review current practice against silver outcome descriptors | P.T and lead person | September 2019 | Completion of Baseline Audit |
| On receiving feedback, the school will prioritise areas of development and complete the RRS Action Plan | P.T and other lead person | October 2019 | Completed Action Plan |
| A pupil led steering group will be created to take the lead in developing and delivering the school's RRS Action Plan | P.T Pupil led steering group | September 2019 | Actions successfully achieved |
| Launch Event – to inform the whole school community that the school is working on the RRSA | P.T and pupil led steering group | October 2019 | Attendance at the event. Feedback from pupils, staff and parents |

| | | | |
|---|---|---|---|
| RRSA focus days on the three strands – teaching and learning about rights, teaching and learning through rights and teaching and learning for rights. | P.T and pupil led steering group | October 2019 | Pupils' knowledge of their rights |
| At class level, all pupils will research and develop knowledge and understanding of the RRSA | All class teachers | May 2019 | Class work Pupil confidence in being able to talk about the award |
| Regular pupil led assemblies for pupils, staff and parents to showcase and share learning. Involve school chaplains on a regular basis. | All class teachers and pupil led steering group | May 2019 | Pupil participation Parental engagement Parent evaluations |
| **Resources** | | | |
| RRSA Education Pack | | | |
| School Chaplains | | | |

## 3.3 Maintenance Areas

| Project/Area | Responsibility | Completion Deadline | Measures of Success |
|---|---|---|---|
| • To develop and strengthen Emerging Literacy approaches across the whole school | Emerging Literacy Working Group | May 2019 | All stakeholders are clear about the purpose and approach. |
| • Raising Attainment for all. | All class teachers | May 2019 | Increase in percentage of pupils achieving curriculum milestones |

### 3.4 Outline Plans for 2020-2022

| 2020-2021 | 1 | Reading |
|---|---|---|
| | 2 | Digital Technology |
| 2021-2022 | 1 | Outdoor Learning<br>To work collaboratively with pre-school colleagues to develop a 'hands on' approach to Outdoor Learning and innovative approaches that develop pupils investigative and inquiry skills. |
| | 2 | RME<br>Review the Religious and Moral Education policy and develop a new programme of study. |

## 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/soil arch) and inform continuous improvement.

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

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

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

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

schools at closing attainment gaps and promoting equity for the most disadvantaged learners.

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

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

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

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

**SMART Targets** are project targets that are **S**pecific, **M**easureable, **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.