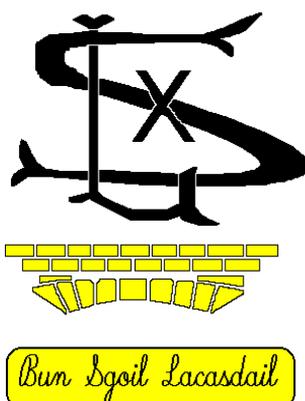




# COMHAIRLE NAN EILEAN SIAR

*Roinn an Fhoghlaim is Seirbheisean Chloinne*



## **Laxdale Primary School**

**Aithisg Ìre de Mhathas 2020-21  
Plana Leasachaidh na Sgoile 2021-22**

**Standards & Quality Report 2020-21  
School Improvement Plan 2021-22  
(SQIP)**

# Combined Standards & Quality Report for 2020-21 and School Improvement Plan 2021-22 (SQIP)

## Contents

<b>1. The Context of the School</b>	<b>3</b>
<ul style="list-style-type: none"> <li>1.1 The school and its community</li> <li>1.2 Our vision, values, aims and curriculum rationale</li> <li>1.3 Summary of progress towards improvement</li> </ul>	
<b>2. Standards &amp; Quality Report for 2020-21</b>	<b>5</b>
<ul style="list-style-type: none"> <li>2.1 Our progress towards achieving NIF Priorities</li> <li>2.2 How successful were our improvements?</li> <li>2.3 What progress have we made?</li> <li>2.4 Outcome of external review or inspection</li> <li>2.5 What are our key priorities for improvement in 2021-22?</li> </ul>	
<b>3. School Improvement Plan for 2021-22</b>	<b>17</b>
<ul style="list-style-type: none"> <li>3.1 Creating the plan</li> <li>3.2 What are our improvement projects?</li> <li>3.3 Maintenance areas</li> <li>3.4 Outline Planning for 2023-24</li> </ul>	
<b>4. Glossary of Terms</b>	<b>26</b>

### 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 143 primary pupils and 31 pre-school pupils supported by 47 teaching and non-teaching staff. The school is managed by a Head Teacher.

### 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 style="text-align: center;"><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 style="text-align: center;"><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; border: 1px dashed gray; padding: 5px;"> </div> <p style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><b>Our Curriculum Includes</b></p> <div style="text-align: center;"> </div>	<p style="text-align: center;"><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 style="font-size: small;">National Improvement Framework Drivers</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>		
<p style="font-size: x-small; border: 1px solid black; display: inline-block; padding: 2px;">Principles for Curriculum Design — Challenge and Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence, Relevance</p>		

### 1.3 Summary of progress towards improvement:

During the 2020-21 session, 73% of our learners reached their curricular milestones in Literacy and 72% of pupils reached their curricular milestones in Numeracy. The average attendance rate was **94.4%**

Two of the three planned improvement projects achieved their stretch aim in the 2020-21 session. One project, which was affected by issues of lockdown and school closures did not achieve its stretch aim. It will be revisited next session.

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 2020-21**

This section reports on the progress the school has made during the 2020-21 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**

- The school has had a focus on Literacy and Numeracy this session.
- Numeracy has been a major focus of Improvement Project One (Raising Attainment and Confidence in Numeracy) and a detailed review of progress is provided in Section 2.2 below.
- Class teachers have allowed time each week to focus on Literacy activities and to develop skills in all areas of Literacy.
- Once appointed, the EAA has supported pupils with literacy tasks.
- The GLA has worked alongside class teachers to plan for and implement RAFA Literacy projects for pupils. Regular meetings with the class teacher during the period of Home Learning, ensured GM pupils were conversing with a Gaelic speaker. The PGDE teaching student also supported pupils who required additional support in Gaelic.
- Gaelic Literacy has also been supported this session by e-Sgoil with the pupils in GME accessing additional lessons to improve conversational skills.

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

- The interventions planned for our use of the Pupil Equity Fund were hindered this session due to recruitment of a new Education Attainment Apprentice.
- Once restrictions lifted, opportunities were provided for PEF pupils to visit Scaladle Outdoor Centre and to participate in the John Muir Awards with CLD staff.
- Pupils were invited to attend the Hub during the period of Home Learning.
- Regular phone calls to families ensured pupils' engagement with their work was monitored and interventions put in place to support them.
- Throughout the year, we have continued to support families in a variety of ways:
  - Uniform swap-shop and recycling of good-quality used uniform
  - Food parcels for families throughout the year.
  - Christmas gifts from the Salvation Army for vulnerable families
  - Funding of school trips and provision of cost-free school outings
  - Daily Breakfast Club (March 2021 onwards)

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

- A whole school focus on Health and Wellbeing this session has been important for pupils and families.
- Since returning to school in August 2020, we have seen a steady increase in the number of pupils who require support to manage their emotions and anxiety.
- Pupil and parent HWB questionnaires were completed in September 2020. Results were analysed and any issues raised were addressed by class teachers or SMT. Overall, parents felt the school was meeting the needs of pupils through the eight well-being indicators.

- The Decider Skills have been reintroduced to pupils and we are beginning to see a positive impact with several pupils showing improvement in regulating and managing their emotions. The language of The Decider Skills is consistent across the school.
- A Health and Wellbeing focus week at the start of term 4, ensured all pupils were given the opportunity to explore their emotions through the movie 'Inside Out'.
- The school also held a successful Sports Week in May 2021, where all pupils participated in a range of physical activities. An Outdoor Learning Week was held in June 2021, where pupils developed their Outdoor Learning skills and improved their Health and Wellbeing.

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

- Due to restrictions this session we were unable to hold a World of Work Day as planned or visit places of work. We did, however incorporate DYW into our Numeracy project. Pupils got the opportunity to speak to Kate Forbes, MSP, to ask her about her role as Finance Minister and to hear firsthand her role within the Scottish Government. P6 and P7 were part of an online virtual showcase with the Royal Navy. They heard about the many different jobs within the Royal Navy and got to ask questions.
- Class teachers plan opportunities for pupils to engage in lessons related to the World of Work. Evidence was recorded in their DYW Learning Logs.

**5) Response to supporting children, families and school communities throughout the Covid-19 crisis.**

- Supporting pupils and families has been high on the agenda at Laxdale Primary School this session. Many families have reached out for support. Several pupils are displaying increased levels of anxiety around lockdown, Home Learning and returning to school.
- Resources were provided for pupils to access during the period of Home Learning. Each pupil was given a jotter, pencil, rubber and colouring pencils to ensure equity across the school during the period of Home Learning. Additional resources were available in a local shop for families to access free of charge.
- Staff provided support for individual families in different ways. A member of staff met regularly with a parent to drop off individualised work for a pupil, class teachers printed off resources for pupils who found it challenging to access technology, laptops were sourced for some families who required devices.
- The school worked alongside agencies within the local community to distribute electricity vouchers and food parcels to families, as part of a COVID-19 recovery fund.

## 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 2020-21 academic year.

Improvement Priority One	Raising Attainment in Numeracy
<b>Project Progress (What have we done?)</b>	
<ul style="list-style-type: none"> <li>• 'Maths Leaders' were introduced in each class. Pupils took responsibility for planning the learning for one lesson per week.</li> <li>• SMT observed Maths Leaders during a lesson and gave feedback.</li> <li>• Whole school focus on <b>Numeracy</b>, Literacy and Health and Wellbeing (Covid recovery plan, directive from Scottish Government). Numeracy activities were planned for daily and longer time was spent on this area of the curriculum.</li> <li>• DYW – Kate Forbes MSP spoke to classes and told them about her job as Finance Minister for the Scottish Government. She explained the importance of Numeracy and the skills she uses for her job. Pupils had the opportunity to ask questions.</li> <li>• DYW - 'Santa' spoke to all classes about how he uses Numeracy as part of his job.</li> <li>• Daily Numeracy focus was ongoing throughout lockdown.</li> <li>• Focus days through national Numeracy Day and Outdoor Learning Week.</li> <li>• Maths activities within classes are shared regularly with parents on social media and Seesaw.</li> </ul>	
<b>Evidence &amp; Impact (How are we doing and how do we know?)</b>	
<ul style="list-style-type: none"> <li>• Pupils were highly engaged during lessons led by Maths Leaders. Almost all pupils were eager to lead and participate. Pupils relished the opportunity to create and deliver a Maths lesson to their peers. High levels of engagement and motivation were evident from leaders and pupils.</li> <li>• Maths leaders evaluated their lessons afterwards. Pupils gave positive feedback and next steps. This informed planning for future lessons.</li> <li>• High level of pupil/parental engagement during lockdown. Many parents became more aware of their child's ability/areas of difficulty and contacted the class teacher to ask for strategies to help their child. Staff commented that this was beneficial for some children.</li> <li>• Whole school focus on Numeracy ensured that quality time was spent by class teachers on teaching and learning. Teachers commented that this has been beneficial for pupils and allowed for greater depth of coverage.</li> <li>• Pupils' Numeracy skills and confidence has developed as a result of the focus.</li> <li>• Staff found it beneficial having the time to focus and plan for high quality Numeracy lessons.</li> <li>• Pupils had the opportunity to learn in different ways and explain their learning.</li> <li>• Pupils responded enthusiastically to both DYW visitors Kate Forbes MSP and 'Santa'. They asked relevant questions and completed an entry in their DYW jotters, which was focused on Numeracy Skills.</li> <li>• At Early and First level, 82% of pupils achieved their expected level in Numeracy. Overall attainment in Numeracy is 72%.</li> <li>• There is high engagement from parents and families on the Laxdale School Facebook page in posts related to Numeracy. There have been positive comments and pupil have commented that they like their parents/carers being able to see what they are learning in school.</li> </ul>	
<b>Next Steps (What are we going to do now?)</b>	
<ul style="list-style-type: none"> <li>• Continue with 'Maths Leaders' in classes going forward.</li> <li>• Continue to make Numeracy links with other curricular areas.</li> <li>• Focus on Numeracy during Sgoil Araich induction days.</li> <li>• Gaidhlig to be included more in Numeracy number displays.</li> <li>• Consider restructuring the school curriculum and continue to focus on Literacy and Numeracy in order to improve attainment.</li> <li>• Incorporate Maths into Outdoor Learning activities regularly.</li> <li>• Celebrate pupils' learning in Numeracy in different ways e.g., Celebration Assembly, sharing their learning with another class.</li> </ul>	

Improvement Priority Two	Rights Respecting School Award (RRSA)
<b>Project Progress (What have we done?)</b>	
<ul style="list-style-type: none"> <li>• RRSA Gold Action plan completed and submitted to UNICEF</li> <li>• Curriculum Rationale underpinned by the UNCRC</li> <li>• Whole school focus on Numeracy, Literacy and Health and Well-being, all linked to a Child's Right to Education</li> <li>• New RRSA Steering Group formed.</li> <li>• Whole school focus week on Children in Need – linked to Children's Rights.</li> <li>• Whole school project on Christmas (focus on Christian values from RME outcomes)</li> <li>• The ABCDE of Children's Rights are displayed in each classroom and throughout the school.</li> <li>• Class projects are regularly linked to Children's Rights</li> <li>• Whole School H&amp;W focus in term 4, based around the movie Inside Out.</li> <li>• Decider Skills reintroduced to all classes. (simplified version for infant classes)</li> <li>• P7 are involved in a national project on The Children's Parliament.</li> <li>• GM1 created a transition support booklet for the Sgoil Araich</li> <li>• Whole School Focus Day for Comic Relief</li> <li>• Walk to School Week and Cross Country (School Based) all pupils participated. (Right to be Healthy)</li> <li>• RRSA evident and embedded in the planning for all focus activities within the school e.g. Outdoor Learning Week, Sports Week.</li> </ul>	
<b>Evidence &amp; Impact (How are we doing and how do we know?)</b>	
<ul style="list-style-type: none"> <li>• Children's Rights are becoming embedded in the curriculum. This is evident in planning and teaching. Meaningful links are made with class projects.</li> <li>• UNCRC beginning to be incorporated into school policy – Curriculum Rationale.</li> <li>• Pupils are regularly involved in the planning process (the right to be listened to) and have regular opportunities to lead the learning (e.g. Maths Leaders)</li> <li>• Pupil's voices are heard, and they are involved in decision making. All pupils from P4-7 were given the opportunity to apply for the RRSA Pupil Steering Group. Pupil Steering Group from 2019/20 was responsible for appointing the Steering Group 2020/21.</li> <li>• RRSA Steering Group planned for and led '5 to Thrive' H&amp;W focus for Children in Need. They created videos which were shared each day.</li> <li>• Pupils are more aware of children around the world who cannot access their rights because of whole school focus projects - Christmas, Children in Need and Comic Relief. They also know how to help other children access their rights through raising awareness and fundraising.</li> <li>• As a result of our Christmas focus, all pupils can explain the Christian Values of <i>caring, sharing, fairness, equality and love</i> (first level) and <i>honesty, respect and compassion</i> (second level). As a way of putting these values into action, almost all pupils created a card for care home residents and the RRSA Group delivered them.</li> <li>• Class teachers have commented that pupils are more able to identify and discuss their emotions as a result of our H&amp;W focus</li> <li>• Pupils are beginning to use the Decider Skills to regulate their emotions. All pupils can identify 'The Fizz' and use at least one strategy to manage their emotions. The language of the Decider Skills is becoming embedded within the school.</li> <li>• One pupil wrote a letter to the Head Teacher about school meals as he felt that pupils' Right to Choose and be Listened to had been taken away with regards to meal choices in the canteen. This was a good example of pupils using what they have learned about their Rights and applying it to an everyday situation.</li> </ul>	
<b>Next Steps (What are we going to do now?)</b>	
<ul style="list-style-type: none"> <li>• Continue to make meaningful links to Children's Rights through planning, teaching, and learning.</li> </ul>	

- Ensure new policy and documentation produced is underpinned by the 'Rights of the Child' e.g. when updating the school's Behaviour Policy
- Continue to have an active RRSA Steering Group within the school
- Ensure that the RRSA group has greater opportunities to meet and plan together, as Covid restrictions ease
- RRSA Steering Group will build meaningful links within the community and invite at least one member of the Parent Council become a parent representative on the Steering Group
- Continue to work towards achieving Gold Status as set out in our 'Gold Action Plan'.
- Appoint someone to take the lead on the project for session 2021-22.

Continue to embed the following in school practice.

- The language of 'Rights' used throughout the school.
- The Decider Skills
- Regular links made through learning and teaching to the Sustainable Development Goals

<b>Improvement Priority Three</b>	Assessment and Moderation
<b>Project Progress (What have we done?)</b>	
Staff engaged in the two Twilight sessions which took place. A staff meeting took place with discussion around the project and the main focus for term 2 regarding the moderation cycle.	
<b>Evidence &amp; Impact (How are we doing and how do we know?)</b>	
We have little evidence of impact of this project due to a focus in other areas and the impact of Lockdown 2021. The planned moderation Twilight sessions did not continue. QAMSO meetings were postponed.	
<b>Next Steps (What are we going to do now?)</b>	
Continue the whole project into session 2021-22	

## 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>	
2.3 Learning, Teaching & Assessment	<ul style="list-style-type: none"> <li>This session the school has focused on the three curricular areas of Literacy, Numeracy and Health and Wellbeing. Staff have been able to plan creative teaching approaches to ensure high quality learning and teaching. Through robust tracking and monitoring and dialogue with SMT, class teachers identified areas of development for all pupils.</li> <li>Pupils were involved in the planning of lessons and were given opportunities to lead the learning.</li> <li>Feedback from staff and pupils indicate that having the focus on the three main curricular areas was beneficial and has instilled confidence in pupils in these areas.</li> <li>During the 2021 period of Home Learning, staff continued to focus on Literacy, Numeracy and Health and Wellbeing. Parents were able to see pupils' strengths and areas for development.</li> </ul>	<p>Tracking and Monitoring sheets</p> <p>Feedback from teaching staff</p> <p>Pupil Engagement during Home Learning</p>
	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Class teachers have focused on the core skills within Literacy to improve attainment for all pupils. After the period of Home Learning in 2020, there was evidence of gaps in learning, with some pupils, which teachers wished to address. Time was given to consolidate previous learning and to develop Literacy skills in Reading, Writing, Listening and Talking. Regular input and extended periods of time devoted to Literacy has shown improvement in attainment for almost all pupils.</li> <li>GME staff ensured Gaelic oral skills were developed with all pupils. Time was spent engaging with pupils and developing their understanding and conversational skills. The e-Sgoil offer of conversational Gaelic lessons was taken up by GM staff to provide additional opportunities for their pupils.</li> </ul>	<p>Tracking meetings</p> <p>Attendance at e-sgoil conversational classes</p> <p>GME attainment data</p>

	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• A staff group led the Numeracy project this session. Collegiate planning ensured all staff were confident teaching Numeracy skills.</li> <li>• Extended periods of learning and teaching in Numeracy each day has given pupils the opportunity to improve their skills.</li> <li>• Numeracy Leaders were introduced in each class across the school, and this had a positive impact on pupils. Pupils were eager to plan Numeracy lessons for their peers. Almost all pupils across the school engaged with the role of Numeracy Leader and spoke positively about the experience.</li> <li>• Opportunities were given to pupils to engage in DYW related Numeracy activities. These took the form of online meets with Kate Forbes, MSP and 'Santa'.</li> <li>• National Numeracy Day was celebrated across the school on Wednesday 19th May 2021. Class teachers planned creative and innovative learning opportunities in Numeracy.</li> <li>• Pupil feedback indicates that pupils have a greater enthusiasm for Numeracy.</li> </ul>	<p>Feedback from class teachers</p> <p>Pupil feedback</p> <p>Participation in Numeracy activities</p>
	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• The Decider Skills have been reintroduced to all classes this session. Staff have reported an improvement in some pupils' ability to regulate their emotions and to use the skills to de-escalate a situation. A consistent approach across the school has ensured the language of the Decider Skills is commonly used and the appropriate skill implemented by pupils to improve the situation and outcome.</li> <li>• By providing many opportunities to engage in Health and Wellbeing activities including a whole school focus week in term 4, and allowing pupils to discuss common issues, as a school we feel that pupils and families have been well supported this session.</li> </ul>	<p>Pupil feedback Staff feedback</p> <p>HWB focus week</p> <p>Improvement in a number of pupils being able to regulate emotions.</p>
<p><b>HGIOS4 Six-Point Scale Evaluation</b></p>		<p>4</p>

<p>3.1 Ensuring Wellbeing, Equity and Inclusion</p>	<ul style="list-style-type: none"> <li>Laxdale Primary School creates an ethos of Wellbeing, Equity and Inclusion. There are many initiatives in place to ensure this is possible. Relationships across the school community are positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</li> <li>A whole school focus on Health and Wellbeing this session has ensured that pupils have been well supported through the two periods of Home Learning and on their return to school where many new restrictions have been in place.</li> <li>Almost all staff are trained in a Nurturing Approach which is evident across the school. All pupils learn in a Nurturing environment which caters for their individual needs.</li> </ul>	<p>Health and Wellbeing Questionnaire results</p> <p>Pupil attendance at Rainbow Club</p> <p>Feedback from other agencies at TATC meetings</p>
	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Health and Wellbeing questionnaires were completed by all children in the school in September 2020 and a parental questionnaire was sent to all parents. 40% of the parents responded to the questionnaire which we felt was a good response. All the Wellbeing Indicators were scored at 8.9 or above, which was a positive outcome for the school.</li> <li>The scores given were high and indicate that parents feel that Laxdale School is meeting the Wellbeing Indicators for their children. Comments received were read, noted and actioned, where relevant, by class teachers or the Head Teacher.</li> <li>From comments received, an area to be addressed is friendship groupings within classes to ensure all children feel included.</li> <li>Pupil questionnaires indicate that pupils also feel that the Wellbeing Indicators are being met at Laxdale School.</li> </ul>	<p>Health and Wellbeing Questionnaire results</p>
	<p><b>Education Attainment Apprentice</b></p> <ul style="list-style-type: none"> <li>With the absence of an EAA in Laxdale School for the first six months of this session and with the restrictions in place due to Covid-19, many of the regular activities that would take place, did not happen. As a school, we felt there was a void for some of the most vulnerable pupils. They were well supported by class teachers and support staff, but issues were emerging which had to be addressed.</li> <li>Some pupils found the changes in school were difficult to manage and along with a second period of Home Learning, faced many challenges daily. Once the new EAA was in post we were able to resume some activities to support the pupils once again.</li> <li>Breakfast Club resumed and gave our most vulnerable pupils the opportunity to meet in the</li> </ul>	<p>Attendance at Breakfast Club</p>

	<p>mornings and complete homework whilst eating breakfast. Attendance is good and pupils have spoken positively about it restarting.</p>	
	<p><b>Home Learning</b></p> <ul style="list-style-type: none"> <li>• Pupils were well supported during the period of Home Learning. Vulnerable Pupil Plans were updated regularly by the Head Teacher and ASN Teacher once contact was made with families. Several vulnerable pupils were offered a place in the Hub to support them with their learning. Support staff were able to work closely with pupils and planned alternative curriculum activities when required. Class teachers noted an increase in pupil engagement and standard of work once they were attending the hub.</li> <li>• School resources were placed in the local shop for pupils to take (free of charge) to support with their Home Learning. Class teachers were mindful of resources required for lessons to ensure equity for all pupils.</li> <li>• Class teachers were in regular contact with most parents and the whole experience was very much a partnership between home and school to support the pupils.</li> <li>• Social media pages were regularly updated and engagement with posts was high. The school felt it was very important to share the learning experiences and engage creatively with the school community.</li> </ul>	<p>Vulnerable Pupil Plans</p> <p>Record of Pupil Engagement</p> <p>Engagement with Social Media posts</p>
	<p><b>Pupil and Family Support</b></p> <ul style="list-style-type: none"> <li>• All previous supports continue to be in place for families. Good quality used uniform and other items of clothing are available to give to pupils if required. The Cost of the School Day is considered when events take place, and the school supports many families throughout the year. The P7 trip to Scaladale this year was subsidised for two of our vulnerable pupils.</li> <li>• All staff are mindful of pupils and consider carefully costs to any families. The Parent Council support events in the school and pay for activities to ensure all pupils are included. Parents have shown gratitude for the services provided and for the supportive measures available.</li> <li>• The school has a strong partnership with Martin's Memorial Church and The Shed Project. They support the school community in many ways including food bank items, fuel vouchers and mentoring support from Youth Workers. Families appreciate the support given throughout the year.</li> <li>• Pupil feedback indicates that the link with the Youth Worker is positive, and it aids transition to the Nicolson. The P7 Lunchtime Club run by Matthew Macneil (Youth Worker) is well attended by pupils.</li> </ul>	<p>Feedback from parents</p> <p>Parent Council minutes</p> <p>Attendance at P7 Lunchtime Club</p>

	<p><b>Inclusion</b></p> <ul style="list-style-type: none"> <li>• Inclusion is evident across the classes in Laxdale Primary School. All pupils are treated fairly and given the opportunity to be included in all curricular activities.</li> <li>• Alternative curriculum opportunities are provided to pupils when necessary to engage them in their learning.</li> <li>• Innovative thinking is displayed by all staff to enable pupils to access their learning in the classroom or an alternative space.</li> <li>• Feedback during TATC meetings indicate that this approach ensures the child is at the centre and their wellbeing is always prioritised.</li> </ul>	<p>Consistent approach by staff</p> <p>TATC minutes</p>
<b>HGIOS4 Six-Point Scale Evaluation</b>		5
<p>3.2 Raising Attainment &amp; Achievement</p>	<p><b>Tracking and Attainment</b></p> <ul style="list-style-type: none"> <li>• Tracking meetings which considered the impact of Home Learning in 2020, were held in September 2020 after returning to school. Class teachers identified areas for development and planned accordingly.</li> <li>• After the 2021 period of Home Learning, class teachers met with the Head Teacher to track pupil progress and once again identify areas for development. Previous action points were discussed, and pupil attainment tracked.</li> <li>• Attainment for this session is good with most pupils achieving their expected level at Early and First.</li> <li>• Attainment in GM is very good with almost all pupils achieving their expected level.</li> <li>• Several pupils in EM, P7 did not achieve their expected levels in Literacy or Numeracy which has had an impact on overall attainment.</li> <li>• SMT and class teachers completed comprehensive tracking information for each year group in the school. Standardised scores and achievement of a level are now all documented in one file. Class teachers and Head Teacher find this new system to be beneficial to see the journey of the child from P1-P7 and to track progress.</li> </ul>	<p>Tracking meetings between class teachers and SMT</p> <p>Pupil tracking sheets</p> <p>New Tracking format</p> <p>Attainment levels across the school</p>
	<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Having a whole school approach to Literacy, Numeracy and Health and Wellbeing has improved pupils' confidence and attainment. Staff have commented on the positive outcomes for learners as a result of focusing on these areas.</li> <li>• Achievement is celebrated across the school at class level, Assemblies, school newsletter and on social media channels. Parental Engagement with social media posts is high.</li> <li>• SEESAW is used to celebrate achievement. During home learning, parents were able to share their child's progress and achievements with class teachers. Since returning to school,</li> </ul>	<p>School newsletter</p> <p>Engagement with Social Media Posts</p> <p>Engagement with SEESAW posts</p>

	<p>teachers have been able to share pupils' achievements with parents.</p>	
	<p><b>CfE Levels</b></p> <ul style="list-style-type: none"> <li>• Levels attained in Session 2020-21 demonstrate that most pupils achieved appropriate levels of attainment in Literacy and Numeracy.</li> <li>• Pupils who did not achieve these levels made very good progress toward appropriate individual targets.</li> <li>• Most of the pupils who did not achieve their expected levels are recognised as PEF pupils. The impact of not having an Education Attainment Apprenticeship in post for over 6 months, as well as two lockdowns may have contributed to lower attainment for some.</li> <li>• Attainment data has been collated and is now recorded in one document. This has made it easier for SMT to have an overview of pupil attainment within the school and for class teachers to compare, track and analyse pupil results in order to improve planning and progression pathways. It is also easier now for class teachers to see the 'journey' of each class cohort.</li> </ul>	<p>Completed Attainment Data spreadsheet</p>
	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Attendance across the school is high and is monitored monthly by the Head Teacher. If attendance falls below 90%, parents are contacted to discuss the situation and to reinforce the importance of attendance at school to raise attainment.</li> <li>• Attendance is discussed at TATC meetings, LAC Reviews and at Social Work review meetings.</li> <li>• A new attendance data spreadsheet is updated monthly and class teachers as well as SMT can see at a glance pupil attendance from month to month.</li> <li>• Pupil engagement during Lockdown and pupil attendance at the Hub was recorded and monitored.</li> </ul>	<p>Evidence of pupil attendance across the school</p> <p>Attendance records</p>
	<p><b>ASN Pupils</b></p> <ul style="list-style-type: none"> <li>• Relevant documentation is in place for pupils with Additional Support Needs. Class Teachers plan for pupils' individual targets and SfLA can support pupils to achieve these.</li> <li>• Action Plans are in place for pupils who require focus in certain areas.</li> <li>• A Response to Behaviour Plan is written for any pupil who requires one. Strategies are used to improve behaviour and to re-engage pupils with their learning.</li> <li>• Support staff work well alongside teaching staff to support individual pupils or to work with small groups.</li> </ul>	<p>IEP plans</p> <p>Action Plans</p> <p>Response to Behaviour Plans</p> <p>Behaviour Support Plans</p>

	<ul style="list-style-type: none"> <li>• A Nurturing Approach ensures that most pupils are quickly re-engaged with their learning after any behavioural incidents.</li> <li>• Alternative activities and ways to learn are provided to pupils if required.</li> </ul>	
	<b>HGIOS4 Six-Point Scale Evaluation</b>	4

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

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

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

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

- Raising Attainment in Reading and Writing
- Outdoor Learning – planning and assessment with a focus on Gaelic Language in the outdoors

### 3. School Improvement Plan 2021-22

This section uses the evaluative evidence from the Standards and Quality Report to develop improvement plan projects for the coming school session. Having considered all the evaluative information across section two and guidance available about local and national priorities, the school should identify what its key areas are for the 2021-22 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 taking account of our local recovery plans to support the health and wellbeing of our children and young people and the approaches to assessment to assist in identifying gaps in learning. Also, a number of surveys and evaluative activities undertaken with learners, parents and community partners.

As well as the formal planning set out in section 3.2, we will create an A4 summary page of our projects to support communication of them to all our stakeholders. In addition, we will work in partnership with our Pupil Council in October 2021 to create a pupil-friendly version of the plan for all our learners to access.

#### 3.2 What are our improvement projects?

<b>Improvement Project One</b>	Raising Attainment in Reading and Writing
<b>NIF Priority:</b>	Improvement in attainment, particularly in Literacy and Numeracy Closing the attainment gap between the most and least disadvantaged children and 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>	
To improve pupils' Literacy skills and ensure that over 80% of children are achieving their milestone levels in Literacy and English and Literacy and Gaidhlig.	
<b>Target Group</b>	
All pupils, with a particular focus on P1, P4 and P7 pupils	
<b>Planned Outcomes (SMART Primary Drivers)</b>	
<ul style="list-style-type: none"> <li>All pupils will gain confidence in Literacy, with a particular focus on Reading and Writing.</li> <li>The school will focus on Literacy through all curriculum areas to ensure consistency across the school.</li> <li>All pupils will participate in a Reading focus week and a Writing focus week to improve skills and to encourage enthusiasm and participation.</li> <li>Updated Writing guidelines to correspond with Writing Progression Pathway and to include CfE Benchmarks.</li> </ul>	
<b>Baseline Measures</b>	
Term 1 <ul style="list-style-type: none"> <li>Tracking level in June 2021.</li> <li>Baseline piece of writing from all pupils.</li> <li>Single word reading tests for all pupils.</li> </ul>	

<ul style="list-style-type: none"> <li>Pupil Questionnaire for all P2 –P7 pupils to identify levels of confidence, enjoyment and participation in reading and writing tasks.</li> </ul>			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
Plan a baseline piece of writing with all pupils from P1 to P7 Compare with a similar planned piece of writing in May 2022.	Class teachers	May 2022	Improvement in planned piece of writing Evidence of learning throughout the session
Form a pupil led Reading group and pupil led Writing group. Pupil groups will work alongside staff to plan events and activities throughout the year.	Class teachers Head Teacher	May 2022	Pupil led groups will be formed with pupils who choose to be part of them. They will work collaboratively with staff throughout the session.
All teaching and support staff to familiarise themselves with <i>Laxdale School Guidelines for Teaching and Extending Writing Skills (2016)</i>	All staff	October 2021	Staff can talk confidently about the writing guidelines and reference the content.
Small working group of staff to update the current Writing Guidelines to include CfE benchmarks and to ensure consistency with the Writing Progression Pathway.	Staff working group	December 2021	Updated Guidelines that all staff use and regularly reference. A consistent approach with writing standards across the school
All teaching staff to familiarise themselves with the Reading and Writing Progression Pathways.	All teaching staff	December 2021	Planning to show progression for all pupils.
Focus on Learning Intentions and Success Criteria for all reading and writing lessons. Pupils involved when creating L.I and S.C	Class teachers	May 2022	Good quality L.I and S.C evident in pupils' work Staff and pupils increased confidence in creating high quality L.I and S.C
Focus on assessment and next steps with all planned writing pieces.	Class teachers	May 2022	Good quality feedback and next steps evident in planned pieces of writing SMT to monitor and quality assure.
Relaunch of the School Library <ul style="list-style-type: none"> <li>Plan a reopening event.</li> <li>All pupils to borrow books from school library.</li> <li>Book Club/Book Fair events</li> <li>Invite a recognised Author to the reopening.</li> <li>Pupil led Library Group to plan the event.</li> </ul>	Reading working group staff lead  Pupil led reading group	December 2021	Successful relaunch event Library usage on a weekly basis Pupil and staff evaluation on re-opening event and use of the school library.
Participate in writing activities and competitions throughout the school session.	Class teachers	May 2022	Completed pieces of writing.
Participate in the First Minister's Reading Challenge	Class teachers Pupil Reading Group	May 2022	Feedback and evaluation from pupils

Encourage Reading for Enjoyment through class and whole school incentives/challenges.			Increase in the number of books pupils read over a set period.
Literacy Leaders within each class. Pupils will have the opportunity to plan Literacy lessons for their peers. These will take place weekly/fortnightly.	Class teachers	May 2022	Feedback from class teachers and pupils Evaluations
All classes will undertake a Book Study during session 2021-22 to enable pupils to develop their Literacy skills.	Class teachers	May 2022	Pupils can talk confidently about the characters, setting and plot in the novel and transfer skills learned into all areas of Literacy.
Gaidhlig Literacy skills will be developed in EM classes with pupils being exposed to Gaelic stories/poems/songs and media.	Class teachers	May 2021	EM pupils will be able to talk about Gaelic Literacy and learn some Gaelic vocabulary.
Create cosy reading environments throughout the school (classrooms, corridors, library) to encourage reading across all ages.	Class teachers Head teacher	May 2022	Use of reading areas across the school. Pupil evaluation and feedback forms

<b>Improvement Project Two</b>	Outdoor Learning – planning and assessment (A focus on Gaelic Language in the outdoors)
<b>NIF Priority:</b>	Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people
<b>HGIOS4 or HGIOELC QIs:</b>	1.2 Leadership of Learning 2.1 Curriculum 2.3 Learning, Teaching and Assessment 3.1 Ensuring Wellbeing, Equality and Inclusion
<b>CnES Priorities:</b>	Engaging with partners to help communities realise their aspirations. Delivering high quality Learning and Teaching in all educational settings
<b>Stretch Aim(s)</b>	
By May 2022, all pupils will have experienced an enriched programme of skills based Outdoor Learning, which is planned for and assessed using newly created progression pathways.	
<b>Target Group</b>	
All pupils from Sgoil Araich to P7	
<b>Planned Outcomes (SMART Primary Drivers)</b>	
A staff working group will create Progression Pathways for Outdoor Learning. All pupils will experience a rich programme of planned Outdoor Learning activities. Pupils will identify and develop transferable skills for life and work, through Outdoor Learning. All pupils will increase their Gaelic vocabulary related to the outdoor environment.	
<b>Baseline Measures</b>	
<ul style="list-style-type: none"> <li>• Staff and parents will complete questionnaires about their experience, participation and opinions of Outdoor Learning.</li> <li>• Questionnaire for all P2-P7 pupils to identify pupil participation, experience and opinions of Outdoor Learning.</li> <li>• Baseline Measure of pupils’ abilities to identify skills in Outdoor Learning.</li> </ul>	

<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
All staff will complete the LTS 'Teaching and Learning Outdoors' online course.	All staff	August 2021	Staff feel more confident in planning, delivering and assessing Outdoor Learning lessons.
A small working group will create progression pathways for Outdoor Learning	Staff working group	December 2021	Progression Pathways for Outdoor Learning will be created.
All teachers will plan, deliver, and assess skill-based Outdoor Learning lessons	Class teachers	May 2022	Planned lessons Robust assessment of skills Pupils' experiences
The Polytunnel and surrounding area will be developed and used regularly as an 'Outdoor Classroom'.	All class teachers	May 2022	Staff will deliver lessons around the polytunnel and pupils will be able to talk about their learning and skills.
Our Local Environment/Community will be used as a context for learning e.g, the school grounds, the Laxdale River, The King's Well, crofting, weaving etc. Pupils will learn Gaelic words and phrases associated with their local environment/community.	All class teachers	May 2022	Pupils can talk about their local environment in English and Gaelic. All classes will complete a mini project based on their local environment.
A strong partnership will be established with the Newmarket Playpark. Pupils will learn about the role of a local community group and be involved in the development and maintenance of the park. The aim is that pupils will be proud of their local community and ensure the park is looked after and cared for.	All staff and pupils	May 2022	Pupils will talk positively about the Newmarket playpark. There will be fewer acts of vandalism.
DYW Partnerships will be made with people who work outdoors (parental links) HEBSAR Coastguard Lifeboat Outdoor Learning Officers Crofters/fishermen/farmers	All classes	May 2022	Pupils will be able to talk about jobs in the outdoors and identify the skills needed.
Eco Committee/RRSA will focus on Sustainable Development Goals and Outdoor Learning. For example <ul style="list-style-type: none"> <li>• Biodiversity</li> <li>• Habitats</li> <li>• Climate Change</li> </ul>	Eco Committee, RRSA Group, All Classes	May 2022	The Eco/RRSA Action Plan will reflect the project. All pupils will be able to talk about the Sustainable Development Goals
The school grounds will be developed to include more areas which can be used for skill based Outdoor Learning.	Staff Working Group House Captains	May 2022	The school grounds will be more suitable for Outdoor Learning

<p>Staff working group to liaise with schools in Uist. House Captains could be involved in this project.</p>	<p>Parents</p>		<p>and allow pupils to develop skills during free play.</p>
<p>Outdoor Learning projects will be linked with RAiSE/STEAM. Pupils will have an opportunity to develop skills in this area. Class teachers may plan with Catriona Gilchrist</p>	<p>All class teachers Catriona Gilchrist</p>	<p>By May 2022</p>	<p>Pupils will be able to talk about their skills in STEAM Staff confidence in teaching STEAM outdoors will increase.</p>
<p>Pupils will work alongside Wildlife Ambassadors to:</p> <ul style="list-style-type: none"> <li>• promote direct engagement with the outdoor environment.</li> <li>• increase knowledge and understanding of local biodiversity and global environmental issues.</li> <li>• promote a greater appreciation for the local environment.</li> <li>• empower each child to act as an ambassador for wildlife.</li> <li>• create a legacy for the Wildlife Festival by developing formalised links between schools and RSPB, NatureScot and other local conservation projects/organisations for future liaison.</li> <li>• promote involvement in citizen science and increase biological recording in the Outer Hebrides.</li> </ul>	<p>All class teachers</p>	<p>May 2022</p>	<p>Participation in project and Wildlife Festival  Pupils' knowledge and understanding</p>

<b>Improvement Project Three</b>	Assessment and Moderation - continue with the project from last session.		
<b>NIF Priority:</b>	Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people		
<b>HGIOS4 or HGIOELC QIs:</b>	2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement		
<b>CnES Priorities:</b>	Delivering high quality learning and teaching in all educational settings.		
<b>Stretch Aim(s)</b>			
By May 2022, the pupil target group, will be able to use the language of learning routinely and confidently to identify their strengths and next steps.			
<b>Target Group</b>			
Pupil Equity Fund Pupils in each class across the school			
<b>Planned Outcomes (SMART Primary Drivers)</b>			
<ul style="list-style-type: none"> <li>▪ Teachers will have a clear understanding of the elements of the Moderation Cycle.</li> <li>▪ Teachers will evidence planning for assessment across learning.</li> <li>▪ Robust assessment data will be created for all classes.</li> <li>▪ Staff will engage learners and parents and carers in assessment and moderation, including planning of assessment evidence (through using Learning Journals/Seesaw). Leading to increased parental engagement of at least one instance</li> <li>▪ Learners will be able to use the 'language of learning' (i.e. Learning Intentions which reflect standards within the Es and Os and Success Criteria which is clear, relevant and measurable) routinely to assess their own and others' learning.</li> <li>▪ Learners will have a clear understanding of their strengths and next steps, based on feedback.</li> <li>▪ 10% improvement of attainment in target group</li> </ul>			
<b>Baseline Measures</b>			
<ul style="list-style-type: none"> <li>▪ Survey teachers to ascertain confidence in implementing the elements of the Moderation Cycle.</li> <li>▪ Observe the target group to ensure that they can use the 'language of learning' routinely.</li> <li>▪ Carry out learning conversations with target group to determine current understanding of strengths and next steps.</li> <li>▪ Rate of current learner and parental engagement (across the session, including lockdown period)</li> <li>▪ Learners and parents/carers feedback from the Lockdown experience (e.g. Learning packs, evaluations, etc.</li> </ul>			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
Learners will experience the 'Language of learning' daily through interacting with the class visual planning wall, teacher's scaffolding/modelling the language, etc.	All Class Teachers	May 2022	+90% of learning walks/class visits show evidence of pupils being engaged in their learning and confident to talk about it.

Learners will engage in conversations about their learning, identifying strengths and areas for development.	All Class Teachers	May 2022	+90% of conversations demonstrate increased understanding of learning and next steps.
A wide range of appropriate evidence is gathered which demonstrates breadth, challenge and application in order to support teacher's judgement of a level.	All class Teachers	May 2022	The data gathered is robust and accurate demonstrating improvement over time.
Moderation opportunities are created to enable teachers to moderate with stage partners, other schools/clusters, etc.	SMT All class Teachers	May 2022	Following Interactive Sessions teachers are empowered to link with appropriate members of staff/schools at least on one occasion.
Regularly use standards within the Es and Os and Benchmarks to evaluate and monitor learners' progress across the four contexts.	SMT All Class Teachers	May 2022	+80% of QA activities i.e. Jotter monitoring, classroom observations, tracking and monitoring discussions, etc. demonstrate the use of standards to drive progress.
Reporting to parents/carers should highlight strengths and next steps in learning.	All Class Teachers	May 2022	Parents/Carers engage meaningfully in the reporting system and feel confident to comment on the child's learning on at least one instance.

<b>Improvement Project Four (Mini project)</b>	Update the Positive Behaviour Policy for Laxdale Primary School.
<b>NIF Priority:</b>	Improvement in children and young people's health and wellbeing
<b>HGIOS4 or HGIOELC QIs:</b>	1.2 Leadership of Learning 2.3 Learning, Teaching and Assessment 3.1 Ensuring Wellbeing, Equality and Inclusion
<b>CnES Priorities:</b>	Delivering high quality learning and teaching in all educational settings. Empowering communities to participate in the design and delivery of services.
<b>Stretch Aim(s)</b>	
By December 2021, a new Positive Behaviour Policy will be in place and all staff will be familiar with its contents and using the strategies agreed.	
<b>Target Group</b>	

All pupils from Sgoil Araich to P7			
<b>Planned Outcomes (SMART Primary Drivers)</b>			
A consistent approach by all staff to managing behaviour across the school. An improvement in behaviour at all stages. Working with all stakeholders to create an updated policy.			
<b>Baseline Measures</b>			
Recording the number of significant behavioural incidents in the school Analyse behavioural incidents. Pupil and staff survey to rate behaviour within the school (September 2021 and May 2022)			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
Staff working group to analyse and evaluate the current policy.	HT/PT/ASN teacher	September 2021	Staff are familiar with the policy.
Whole staff (teaching and support staff) discussion around behaviour management and the key factors to improve it.	HT/PT/ASN teacher	September 2021	List of key factors affecting behaviour.
Consult with parents and the RRSA pupil group regarding pupil behaviour.	HT/PT/ASN teacher	October 2021	Minutes from meetings Input from all stakeholders
All staff and pupils are familiar with the UNCRC which will underpin the policy.	HT/PT	November 2021	The UNCRC is evident in the policy. Solution focused discussions based on Children's Rights are central to the policy.
Update the Positive Behaviour Policy and share with all stakeholders.	HT/PT	December 2021	Completed policy and consistent implementation of strategies.

<b>Nursery Improvement Project One</b>	<p>Early Talk Boost</p> <p>Children who have been assessed as not meeting their developmental language skills will take part in Early Talk Boost program. Early talk boost is a 3 x weekly targeted small group language intervention for children aged 3-4 years. Sessions last 15-20 minutes and include activities that cover the foundation skills in speech, language and communication that children need for learning and understanding new words, as well as having conversations.</p>
<b>HGIOELC QIs:</b>	<p>3.2 Securing children's progress</p> <p>1.1 Self- Evaluation for Self-Improvement</p> <p>2.3 Teaching, Learning and Assessment</p> <p>3.2 Raising Attainment and Achievement</p>
<b>CnES Priorities:</b>	Using data to secure excellent outcomes in all Children's Services and for all learners in the Outer Hebrides.
<b>Stretch Aim(s)</b>	

90% of children aged 3- 4 years presenting with a language delay will show accelerated progress in language and communication by an average of 6 months, following a 9-week Early Talk Boost intervention.			
<b>Target Group</b>			
Children who are presenting with a language delay, identified by their developmental milestones in understanding and expression or who are referred or attending speech and language therapy.			
<b>Planned Outcomes (SMART Primary Drivers)</b>			
<ul style="list-style-type: none"> <li>Children in the target group will show an increase in language and communication skills.</li> </ul>			
<b>Baseline Measures</b>			
<ul style="list-style-type: none"> <li>Early Talk Boost pre assessment and post assessment</li> <li>Understanding and expression sections of the developmental overviews in August 21 and May 22</li> <li>Staff confidence questionnaire, pre and post training</li> </ul>			
<b>Change Actions &amp; Methodologies (Secondary Drivers)</b>	<b>Reporting Responsibility</b>	<b>Completion Deadline</b>	<b>Measures of Success</b>
Staff will attend Early talk boost training in August 21.	All staff.	August 21.	Staff will be trained and prepared to deliver Early Talk Boost resource.
Staff will undertake 3 Early Talk Boost sessions per week for 9 weeks. (3 sessions throughout the academic year)	All staff.	May 21	Tracker system
Identified children will engage in the Early Talk Boost Programme	All staff.	May 21	

### 3.3 Outline Plans for 2022-2024

<b>2022-23</b>	1	Gaelic Language Policy for Laxdale school (GME and EME)
	2	Promoting Positive Behaviour
<b>2023-24</b>	1	Digital Technologies
	2	STEAM

#### **4. Glossary of Terms**

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

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

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

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

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

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

**HGIOS4** is an abbreviation of '*How Good is Our School? 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.