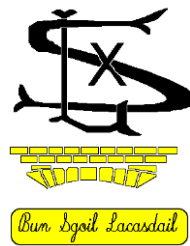**COMHAIRLE NAN EILEAN SIAR**

Roinn an Fhoghlaim is Seirbheisean Chloinne
Department of Education & Children's Services

Bun Sgoil Lacasdail agus Sgoil Araich Lacasdail

Aithisg Ìre de Mhathas 2023-24
Plana Leasachaidh na Sgoile 2024-25

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Standards & Quality Report 2023-24
School Improvement Plan 2024-25

A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together

Standards & Quality Report for 2023-24
and School Improvement Plan 2024-25
(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%

Section One - 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 158 primary pupils and 31 pre-school pupils supported by 47 teaching and non-teaching staff. The school is managed by an Executive Head Teacher (EHT), a Head of School (HoS) and a Principal Teacher (PT). The Sgoil Araich is managed by a Nursery Manager. A Nurture Classroom (The Bay) opened in January 2022. There is a full-time teacher employed in the Nurture Classroom and she is supported by Support for Learning Assistants. The school and Sgoil Araich works with many partner agencies to support pupils and their families.

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.
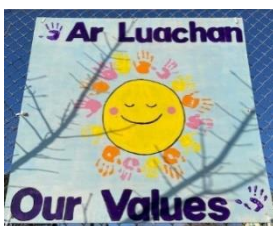
Our Values:
Càirdeas - Friendship
Ag Obair Comhla - Teamwork
Coibhneas - Kindness
Spèis - Respect
Co-roinneadh – Equity

School Values Boards were displayed outside the school for the wider community of Laxdale to see.

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

The Aims from the children were created with a pupil focus group, through discussion and identifying key areas the pupils feel the school is working towards.

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

"Ma Creideas tu, Coileanaidh tu - If you Believe, you can Achieve"

Ar Lèirsin - 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.

Mar a bhìos sinn a' dealbhadh a' churraicealaim
How we design the curriculum

- Child at the centre
- Nurturing Approach
- The Rights of the Child underpins all
- Collegiate Working
- Whole School inter-disciplinary projects

Dè tha gar dèanamh air leth?

What makes us unique?

Parents, pupils and staff feel our school is unique in the following ways:

- Promotion and celebration of Gaelic
- Opportunities provided by our island location
- Celebrate Achievements
- Gold Sports Award
- Sixth Green Eco Flag
- Rights Respecting Schools Silver Award
- Continuous communication with partner agencies
- Our Whole School Productions
- Strong partnerships and community links
- Developing the Young Workforce.
- Partnership events for families
- Parent Council

Luachan na Sgoile againn

Ar n-Amasan - 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.

Amasan Cloinne—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 Includes

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.

Principles for Curriculum Design — Challenge and Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence, Relevance

1.3 Collaboration and Consultation

In completing the Standards & Quality Report for the current year and the School Improvement Plan for the year ahead, a critical process in the gathering of evidence is to collaborate with key stakeholders and to consult to establish views about the service and opinions about how it should improve.

| Who?	When?	How?	What did we find out?	Informed	
				SQR	SIP
Staff	May 2023 October 2023	HMIE Questionnaire RSHP Questionnaire	• All staff teaching staff responded positively about the ethos and work of Laxdale School and agreed or strongly agreed with the statements given. • Staff had concerns around the teaching of RSHP and the suggested resources. The RSHP working group led a session to share further information.	✓ ✓	✓
Children and young people	May 2023 Sept 2023 Oct 2023 Ongoing	HMI Pupil Focus Group HWB Questionnaire Pupil Focus Groups HGIOURS	• Almost all pupils surveyed responded positively and agreed with the statements around wellbeing. • Almost all pupils responded positively regarding the wellbeing indicators. Any concerns were highlighted and addressed • All pupils feel valued and listened to and their views are considered. • All P2-P7 pupils have engaged in self-evaluation through HGIOURS. Pupils communicate positive statements around the themes and suggest improvements/next steps for the school.	✓ ✓ ✓ ✓	✓
Parents and Carer	May 2023 Oct 2023	HMI Questionnaire RSHP Consultation	• All parents responded positively about their child's experience in Laxdale School and agreed or strongly agreed with the statements given. • Most parents were generally supportive of the teaching of RSHP. Some parents had concerns which were noted and changes were made (where they could be).	✓ ✓	✓
Community and other stakeholders	May 2023 Nov 2023 Feb 2024	HMI Partner Questionnaire RSHP Partner Consultation Partnership Event Consultation	• Almost all school partners agreed or strongly agreed with the statements given. • Most partners were generally supportive of the teaching of RSHP. Some partners had concerns which were noted and changes were made (where they could be). • Most partners found the event to be helpful and were able to support a number of families.	 ✓	✓ ✓ ✓

Aithisg Ìre de Mhathas 2023-24

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Standards & Quality Report 2023-24

Section Two – Standards & Quality Report 2023-24

Standards & Quality Report documents the progress the school has made during 2023-24 in the delivery of a range of improvement priorities and key performance measures. This includes:

- The National Improvement Framework priorities
- School Improvement Plan projects
- National and Local Stretch Aims
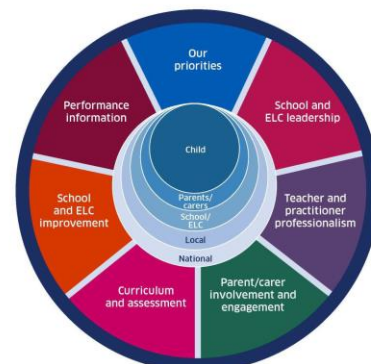
2.1 The Year in Review - Successes and Achievements

There have been many successes for Laxdale Primary School over session 2023-24.

- HMIE Inspection, May/June 2023. Report received in November 2023. The school and Sgoil Araich received a grading of *Good* in all Q.Is that were inspected.
- Maintaining the RRSA Silver Award and continuous work towards being a Gold Rights Respecting School. Gold Accreditation virtual assessment on Friday 17 May 2024.
- RRSA Whole School Focus Days – Decider Skills, Zero Discrimination Day, Neurodiversity Day and Anti-Bullying Day.
- Seasons for Growth launched with P5-P7 pupils.
- Maintenance of Gold Sports Award - Whole School Sports Week - May 2023, Lunchtime Sports Clubs run by staff, Sports Council and the Mini Sports Council – Gymnastics, Badminton and Core Fitness Club. After School Sports Clubs for year groups – run by Attainment Worker. After school girls' football and mixed football led by teaching staff. Participation in Cross Country Races.
- Continuous work across all classes and the whole school community to maintain our Green Eco Flag – maintain and work towards seventh Eco Flag.
- Participation in Local Mod (June 2023). Successful Mod with many prize winners.
- All GM pupils participated in the Dileab project and production which they performed to parents and the wider community.
- Leadership Interviews for P7 pupils. Well prepared pupils showing an interest in leadership roles in different aspects of school life (House Captains, Sports Council, Eco Committee and Infant Ambassadors).
- Leadership opportunities in all classes – Eco, WOOP Goals, RRSA, Bus Leaders, canteen monitors, leadership roles in The Bay etc.
- DYW Enterprise Day – P6/7 and GM5-7 participated in the day. A group from GM5-7 won the competition and will now have to organise and run a Quiz Night to raise funds for the Andrew Macleod Memorial Fund (Cardiac Risk in the Young).
- Whole School Sponsored Walk to Newmarket Playpark (October 2023).
- Latha na Gaidhlig – November 2023. GM classes leading the learning for EM classes.
- Successful fundraising for Children in Need. Inclusive for all pupils - tickets issued to all pupils rather than pricing goods individually. Over £1,000 raised.
- Successful fundraising events for P7 trip. Successful P7 overnight trip to Inverness.
- Successful Partnership Event ran alongside Parent Appointments in February 2024 – focus on Cost of Living Crisis.
- Participation in annual EUROQUIZ competition in March 2024.

Cross Country Participants

Euroquiz Team

Busy Bees Litter Pick

DYW Enterprise Winners

Zero Discrimination Day
Right Respecting School

Mod Prizewinner

2.2 Self-Evaluation, Quality Assurance and Evidence Gathering Processes

- The school was inspected by HMI in May/June 2023. As part of the process a detailed Self-Evaluation profile was submitted to HMI before their visit. Q.Is 1.3 Leadership of Change, 2.3 Learning, Teaching and Assessment, 3.1 Ensuring Wellbeing, Equality and Inclusion and 3.2 Raising Attainment and Achievement were evaluated by school leaders and staff and the Sgoil Araich Manager and Sgoil Araich staff. The self-evaluation document was completed with evidence from self-evaluation work the staff had undertaken during the school session. Gradings were given by the school for each of the QIs. These gradings were confirmed by HMI apart from QI 3.1 which was graded 'good' and the school had evaluated ourselves as being 'very good'.

- In May 2023, a team of inspectors from Education Scotland visited Bun-sgoil Lacasdail - Laxdale Primary School and Sgoil-Àraich. The inspection team found the following strengths in the work of the Sgoil Àraich and school. Unless stated, these apply across both Gàidhlig and English Medium Education.

  - The head of school, nursery manager and staff lead change well. They make a positive difference to their own practice and to that of the whole school. As a staff team, they are continuing to develop Bun-sgoil Lacasdail - Laxdale Primary School and Sgoil-Àraich as a caring, inclusive and nurturing school, in which children can be ambitious and creative.
  - Children engage very well with a rich range of experiences that are planned for them in and beyond the school. These raise children's attainment, support wellbeing, and build children's performing and digital skills.
  - The staff team's leadership of total immersion results in most children's confidence and fluency in using Gàidhlig. Teachers are skilled in using a range of immersion approaches that are delivered in high-quality fluency. They focus well on grammar and local dialect.
  - Staff and children work well with partners to plan activities that focus on health and wellbeing. These are recognised with external recognition.

- The following areas for improvement were identified. Unless stated, these apply across the school, both for Gaelic and English Medium Education.

  - Teachers should continue to close gaps in attainment. Children should be clear of their own strengths in learning, how to keep improving and know the skills they are acquiring.
  - The head of school should maintain a more formal and ongoing strategic overview of the curriculum. This should ensure all key areas of learning are taken forward in a progressive way from stage to stage. A starting point is the further planning of equality, diversity and aspects of the health and wellbeing curriculum.
  - Staff should ensure that total immersion play has sufficient focus on adults leading activities and using Gàidhlig on a very regular basis.
  - Staff should continue to build on their use of Gàidhlig, fluency and professional learning to raise children's attainment in Gaelic (Learners).

In addition to HMI Self Evaluation, the following Self Evaluation also took place across the school.

- Class teachers have engaged with Self Evaluation throughout the session. They have worked collegiately in small groups to evaluate a number of Quality Indicators. Senior leaders in the school analysed the data and were able to share key messages including key strengths and next steps.

- This session pupils have engaged in self-evaluation work through the How Good Is OUR School (HGIOURS) document. Pupils have participated in rich discussions with their class teachers focussing on the key themes within the document – Relationships, Our Learning and Teaching, Our School and Community, Our Health and Wellbeing and Our Successes and Achievements. Class teachers have reported positively about the discussions that have taken place within their classroom and how they have made improvements as a result of these conversations. School leaders have analysed the responses and key themes have been shared back with staff and pupils through Assembly. We will continue engaging the pupils in self-evaluation and develop the work through a pupil self-evaluation profile to inform improvements for pupils.

- Many forms of Quality Assurance have taken place over the session including learning walks, pupil focus groups, classroom observations and jotter sampling. The EHT and school leaders engaged in the Quality Assurance programme across the school and Sgoil-Àraich. Individual feedback was shared as well as collective feedback given which includes key strengths and next steps across the school. A Self-Evaluation profile for the school is regularly updated and action points are followed up during the next round of Quality Assurance work.

- Evaluation forms have been issued to pupils, parents and staff throughout the year to gather views and opinions and to inform next steps. These include RRSA Focus Days, Partnership Event, RSHP consultation etc.

- Moderation discussions take place regularly across all levels. Staff share expectations to ensure consistency. Moderation across schools has taken place this session to moderate writing. Staff have engaged positively with the two sessions and report finding the professional dialogue and discussion around the moderation of writing to be hugely beneficial.

2.3 Progress Towards Delivery of the National Improvement Plan Priorities

Priority	Approaches/Interventions	Impact	Next Steps
Placing the human rights and needs of every child and young person at the centre of education.	• Right Respecting School (RRSA). Focus Days which promote diversity and inclusion. • All staff ensuring the Rights of the Child are embedded in the learning and teaching.	• Greater awareness and understanding from almost all classes around the Rights of the Child and how to challenge discrimination. • Evidence of the Rights of the Child in class displays, Celebration Assemblies, Learning and Teaching etc.	• Continue to embed the Rights of the Child in all areas of learning. • Inform and include parents and the wider community in the learning and work around The Rights of the Child. • Rights Respecting School Gold Accreditation – May 2024.
Improvement in children and young people's health and wellbeing	• Free fruit every day for all pupils at break times / Healthy Snack Week. • Sports Week. • After school and lunchtime clubs. • Whole school focus on Mental Health and Wellbeing through the Decider Skills and interventions in classes and The Bay (Nurture Classroom).	• Less cost to parents. More pupils eating fruit regularly. • All pupils participate in new sports and are physically active every day. • More pupils engaged in Wider Achievement. • Improvement in pupils' ability to self-regulate and manage their emotions.	• Continue to offer free fruit to provide healthy choices for pupils. • Continue to plan for new and creative ways to engage pupils in sport and fitness. • Extend the range of opportunities for all children and engage with parents to provide support. • Embed self-regulation strategies across the whole school. Provide training for all staff.
Closing the attainment gap between the most and least disadvantaged children and young people	• Support from Attainment Worker in class. • Tracking of Attainment through robust tracking meetings. • Attainment over time data document. • Support to families through food parcels and Partnership Events around the 'cost of living crisis'.	• Attainment gap has not widened and pupils are being supported with their learning. Collegiate approach from staff. • Clear overview of attainment of all pupils; early interventions are actioned and targets agreed. • Strong relationships with families. Parents and carers are well informed of the agencies who can offer support locally.	• Continue to prioritise pupils with an identified attainment gap. • Implement the new tracking document, created by the Local Authority Working Group. • Continue to support families and plan more family learning opportunities.

Improvement in skills and sustained, positive school-leaver destinations for all young people	• Staff plan for DYW opportunities in IDL and discrete subjects. • DYW Enterprise Day – P6/7 and GM5-7. • Visiting Speakers and visits to work places. • Maritime P7-S1 Transition Project (June 2023).	• Pupils can identify the skills they need for life and work. • Pupils develop transferable skills, from the classroom to the world of work. • Pupils learn in real life contexts • Pupils identified skills for maritime jobs locally, nationally and internationally.	• Continue to provide opportunities for DYW and skills for life and work. • Plan for a DYW Focus Day with local workplaces. • Continue to develop the language of learning around pupil's own skills and personal qualities.
Improvement in attainment, particularly in literacy and numeracy.	• CYPIC Writing Programme for Primary 4 pupils. • Quality Assurance of writing jotters. • Staff collegiate time for discussing the school's Writing Guidelines. • IEPs and Action plans have a strong focus on Literacy and Numeracy.	• Improved attainment for P4 focus group. • QA ensures a consistent approach across the school. Targeted feedback for identified staff. • Clear expectations of standards • Pupils have individual targets to improve skills in Literacy and Numeracy.	• Robust Quality Assurance of planning for Literacy and Numeracy. • Sharing of good practice among the staff • Quality Assurance programme to focus on Literacy and Numeracy.

2.4 Review of School & ELC Improvement Plan Projects 2023-24

Outcome	Actions	Impact	Next Steps
Assessment and Moderation Collegiate planning of Es and Os, leading to robust assessment and moderation at all levels so 100% of targeted pupils will show improvement in Literacy and Numeracy	• Class teachers met with colleagues from Tong Primary and Back Primary in September 2023 to plan and agree Learning Intentions and Success Criteria for writing. • Class teachers planned writing lessons with agreed LI and SC focusing on Creating Texts. • Teachers from across the schools met in March to share pupils' work. • Moderation took place across the schools with dialogue around pupil progress.	• Professional dialogue informed a shared understanding from all staff around standards and achievement of a level. • A consistent approach across classes particularly around transition points. • Sharing of good practice to improve Learning and Teaching. • Consistency across schools for all pupils.	• Provide additional opportunities for moderation within the school. • Continue with moderation exercises across the schools, next session. • Explore achievement of a level for pupils with ASN (Dyslexia).
SEESAW – Profiling Pupils' Skills and Learning Consistent approach in Sgoil Araich and P1-P7 classes to document and track pupils' skills and learning to ensure 100% of pupils will have an online profile which will detail their learning and skills across all curricular areas.	• New Communication Policy written and shared with all staff and parents sharing key messages around the use and purpose of SEESAW. • Curriculum folders created for all curricular areas. Learning is tagged for each area. • Quality Assurance of SEESAW posts by School Leaders. Feedback given to class teachers.	• Implementation of new policy and improvement in communication systems between parents and the school. • Clear evidence of learning being documented and shared across all curricular areas. • More engagement from some classes on SEESAW. Consistency of learning posts across the school.	• Uploading of Es and Os to track coverage across a level. • Engage with other schools to enable them to share good practice. • Explore and develop ways to enable transition information from Sgoil Araich to P1 and from class to class. (Term 4).
RRSA Gold Award Accreditation for Rights Respecting School Gold Award: Teaching and Learning about Rights Teaching and Learning Through Rights – Ethos and Relationships Teaching and Learning for Rights – Participation, Empowerment and Action	• RRSA journey is documented and shared via school and social media channels. • Pupils have learned about *Dignity, Inclusion, Diversity, Equality and Respect* through Zero Discrimination Focus Day and Neurodiversity Celebration Day. • Regular participation of pupils in HGIOURS self-evaluation to inform improvements.	• Positive engagement from families and the wider community through interactions on social media. • Almost all pupils and are able to confidently talk about *Dignity, Inclusion, Diversity, Equality and Respect* – data from class evaluation forms. • Pupil voice is strong throughout the school – pupils' suggestions have been considered and some actioned. Positive feedback from Class Teachers.	• Display boards to be erected outside the school showing Children's Rights and how they are upheld and accessed in Laxdale School (April 2024). • Continue to plan for whole school focus days which teach about the Rights of the Child – Anti-bullying Day and Earth Day (April 2024). • Gold Accreditation visit 17 May 2024.

2.5 Summary of Pupil Equity Fund Action and Impact

Details of actions taken to support learners in receipt of Pupil Equity Fund and the evidence and evaluation of impact of this work.

Measure	Approaches/Interventions	Impact	Next Steps/Future Development
Attainment • ACEL • Baselines and Gap • Achievement over Time • Local Measures	• Termly tracking meetings. Attainment Worker is present, when possible. Key information is shared if not in attendance. • Targeted support in class to close the attainment gap for identified pupils. • Homework support at Breakfast Club and CNAG After School Club for GM pupils. • Access to The Bay for a soft start/alternative curriculum to support learning.	• Increase in attainment for the majority of identified pupils. • Almost all pupils are on track with their work and making progress towards their expected level. • Some pupils attend Breakfast Club regularly and complete homework which would otherwise not be completed. • Soft Start approach for identified pupils has ensured almost all children are able to access class for the remainder of the day and engage with their learning.	• Continue to track and record pupil progress. • Review predicted grades. • More focused SMART targets/RAFA projects for upper classes so improvement can be measured more accurately. • Update Attainment over Time document with most current data. • Continue with soft start/alternative curriculum plan as and when required for identified pupils.
Attendance • Attendance Change • Male/Female etc. • Patterns/Reasons • Exclusions	• Regular attendance monitoring by HoS and patterns identified. • Chronology kept for learners whose attendance is causing concern. • Phone call/letter to parents to highlight absence patterns. • School staff support morning pick up for pupil to ensure attendance at school. • Class teachers report concerns and absence patterns of learners.	• Increased attendance in school has had a positive impact on attainment for almost all learners. Current whole school attendance is 93.8%. • Engagement with learning in class has increased for almost all. • All learners know the school and parents work together to encourage attendance at school.	• Increased involvement from Attainment Worker to monitor attendance and target support where required. • Share with families that support is available to help take pupils to school in the morning, if required (remove the barriers to low attendance).
Inclusion • Ethos and Culture • Reducing Exclusions • Meeting ASN • Social/Emotional Support • Equity/COSD	• Updated Behaviour Support Plans in place with targeted interventions for a consistent approach to reduce behavioural incidents. • The cost of the school day is always considered and planned for. • At whole school fundraising events, donations are accepted in return for an equal number of tokens for each pupil to ensure equity for all. • A nurturing approach by all staff.	• Reduction in behavioural incidents resulting in less incidents being recorded on the online portal. • Almost all pupils feel included in school (data from HWB and HMI Questionnaires). • All identified pupils have the opportunity to access all available activities - families are supported with costs. • The Bay provides an inclusive environment where almost all pupils feel valued and supported (pupil/parent feedback).	• Continue with the strong Inclusion ethos across the school. • Regularly review current practice and find ways to offer additional support. • Continue with the support offered through The Bay and adapt and respond to varying needs of pupils and their families. • Continue to work with external agencies to provide additional support to help families.

	• Busy Bees group set up for identified pupils in P6 and P7. Focus on social, emotional and life skills. • Daily 'snack club' facilitated in The Bay focusing on social interactions, life skills, following instructions and promoting healthy snacks. • Seasons for Growth provides emotional support for identified pupils.	• Busy Bees – Positive feedback from staff, pupils and parents. • Snack Club – all pupils have developed their social and emotional skills within the group setting.	
Participation • Measures of Participation • Change over Time • Participatory Activity • 7 Golden Rules	• Pupil Voice – all pupils included in focus groups, leadership roles, huddles, pupil groups, HGIOURS self-evaluation. • Supports provided to ensure participation in all activities. • Equal opportunities for all. • Attainment Worker runs an after-school club and encourages identified pupils to attend Holiday Activity Clubs. • Extra transition activities for identified pupils.	• All pupils are given equal opportunities to participate in activities across the school. • Identified pupils are engaging with Wider Achievement and developing skills for life. • Increased confidence, development of social skills and better transitions. • Less anxiety around transition to secondary school	• Ensure all pupils continue to have an opportunity to be heard and voice their opinion. • Obtain the Gold Rights Respecting School Award. • Attainment Worker to run a variety of after school clubs to ensure wider achievement opportunities for all. • Implement enhanced transition programme for identified pupils.
Engagement • Targeted Measurement • Emotional/Cognitive • Change over Time • Parents and Carers • Equity/Removing Barriers	• Support in class to ensure engagement with learning. • Tracking meetings identify pupils who have low engagement and attainment. SMART targets are agreed and developed with Attainment Worker. • Staff regularly communicate with parents if they have concerns. • Supports are provided by school and other agencies to remove barriers to learning. • Equity for all is high on the agenda at Laxdale Primary School.	• Almost all pupils are actively engaged in their learning. • Increase in engagement from almost all identified pupils with supports and interventions in place. • All pupils with barriers to learning are supported by the school and other agencies to engage and achieve at their own level. • Regular communication with parents/carers on Seesaw.	• RAFA projects to ensure engagement from all and to improve attainment. • Continue to provide supports and interventions to encourage engagement from pupils.

2.6 Evaluation of Progress - HGIOS4 Quality Indicators

Quality Indicator	Evaluative Judgements	Grading	Sources of Evidence
1.3 Leadership of Change	• Senior leaders create conditions to support creativity, innovation and enquiry. Staff are encouraged to improve and develop their own learning and skills which impacts learning and experiences for pupils. • Self-evaluation has been used very well over time to identify priorities for improvement. These approaches have impacted positively on improving children's relationships and behaviour. • Staff are creative when it comes to finding ways to improve outcomes for all learners, in particular when it comes to engaging learners in alternative ways. This has a positive impact on learners and enables them to engage with their learning. • Almost all staff take on leadership roles across the school which enables ownership and development of initiatives. • Almost all pupils can confidently talk about the School Values and Children's Rights and these are referenced regularly in class and at Assembly. • Practitioner enquiry is ongoing for all staff. The GTC Professional Learning Log is used by all staff to record training and continuous professional development, which impacts learning and teaching for all learners across the school. • All staff contribute to the improvement planning for the school which develops skills and confidence in teaching and learning. • Almost all pupils have an opportunity to lead the learning within their classroom and for whole school events/activities which develops their confidence and skills.	Good	• SQIP Leadership roles for each project and school accreditation awards. • Pupil voice across the school (HGIOURS) and confidence in talking about School Values and Children's Rights. • Professional Update record. • Record of self-evaluation exercises throughout the year which informs next steps and areas to improve. • House Captains, Sports Council, Mini Sports Council, Eco- Group, Infant Ambassadors, RRSA Steering Group, WOOP Goal leaders.
2.3 Learning, Teaching & Assessment	• Staff provide opportunities for all learners to be active participants in the planning process. All learners' needs and interests are considered to ensure engagement and development of skills. • Completing Standardised Assessments in January has enabled staff to identify next steps in learning for all pupils in P1, P4 and P7. • Gaelic First Policy is embedded throughout the school and all learners engage regularly with Gaelic activities. • Staff plan collegiately to engage all pupils in rich learning experiences. RCCT with same stage partners enables professional dialogue and moderation. • Robust tracking throughout the year, ensures there is clear information and supports in place to meet the needs and improve outcomes for all learners. • Predicted ACEL grades are tracked and recorded to inform improvement and progression.	Good	• Pupil Voice in the classroom. Language of Learning is evident in all classes. HGIOURS being used regularly. • Data from Standardised Tests • Gaelic signage is evident in documentation and throughout the school. • Whole School Focus Days. • Dileab production for GM classes. • ACEL tracking document and submission of grades to Local Authority.

3.1 Ensuring Wellbeing, Equity & Inclusion	- Almost all learners know about their Rights through the UNCRC and can speak about these confidently and apply them to their learning. Learners have a greater understanding of Diversity and Inclusion and are learning to challenge discrimination. - All learners experience a nurturing approach from all staff which ensures wellbeing and improved outcomes. - All learners facing additional challenges are supported by various strategies and initiatives to ensure equity and improve attainment and achievement. - Staff complete relevant training to understand learners' needs and to ensure a consistent approach - Laxdale Primary is an inclusive school. All staff recognise the importance of including all children in activities, experiences, and all aspects of school life. All staff are welcoming and caring. As a result of the school's approach to ensuring wellbeing, staff are improving outcomes for children and their families. - All staff and partners feel valued and supported. Relationships across the school community are very positive and supportive. These are founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. - All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. The school considers each child as an individual with their own needs, risks and rights. - RSHP teaching to commence in term 4. All relevant outcomes will be taught throughout the school.	Good	- Participation in Focus Days. - Class evaluations from Focus Days. - School Values clearly displayed for all learners. - Behaviour is managed well at class level which results in less incidents being recorded and fewer exclusions. - HWB Questionnaires data. - Positive engagement from pupils and families with support measures that are in place - food parcels, fuel vouchers, Partnership Event which focused on the Cost of Living crisis. - Trauma Informed Practice and Child Protection Training. - Boardmaker Training and symbols being used regularly for identified pupils and displayed around the school.
3.2 Raising Attainment & Achievement	- Attainment in Literacy and Numeracy has improved this session for most learners through targeted interventions and support. - We have maintained consistently high standards of attainment in Gaelic Medium where almost all learners will achieve their expected level and a number of pupils will exceed their expected level. - ASN provision as well as The Nurture Class (The Bay) ensures a holistic approach is taken towards the progress in attainment for all pupils who are supported by The Bay. - Almost all pupils are provided with leadership roles at class and whole school level which enables opportunities for skills development and increased responsibility and achievement.	Good	- Achievement of a level data. - Predicted levels in January 2024 for June 2024. - Nurture Class data and pupil reports. - Leadership roles established in all classrooms.

2.7 Progress Towards Achievement of National and Local Stretch Aims

Summary data in relation to achievement of stretch aims to close the poverty-related attainment gap. Please reference the Comhairle's Stretch Aims Report 2023-24 when completing this section.

1a	Increase the attainment in English literacy of learners registered for FSM in P1, P4 & P7
Stretch Aim: Reduce the poverty-related attainment gap between FSM and not FSM by 3.1%.	
Attainment data evidences that the attainment gap for learners who are registered for Free School Meals (FSM) in English classes has reduced in Listening and Talking, Reading and Writing. There are no pupils in GM1, 4 and 7 registered for FSM.	

1b	Increase the attainment in numeracy of learners registered for FSM in P1, P4 & P7
Stretch Aim: Reduce the poverty-related attainment gap between FSM and not FSM by 3.0%.	
Attainment data evidences that the attainment gap for learners who are registered for Free School Meals (FSM) in English classes has reduced in Numeracy. There are no pupils in GM1, 4 and 7 registered for FSM.	

6	Reduce the combined attainment gap in writing at P1, 4 & 7 for learners registered for FSM in Gaelic and English
Stretch Aim: Reduce the poverty-related attainment gap between FSM and not FSM in Gaelic and English by 2.5%.	
- Staff meet termly with school leaders to track and monitor the progress of all pupils. Barriers to learning are discussed and a plan of action is noted to improve attainment and the impact is then discussed at the next meeting. - A robust tracking and data system is in place for all learners which class teachers are responsible for updating. - The Attainment Worker, works closely with Class Teachers to support identified pupils who are entitled to Free School Meals. - Learning Support teaching and non-teaching staff work closely with class teachers to create manageable targets for pupils to achieve and improve attainment.	

2.8 Identification of Key Improvement Priorities for 2024-25 and Beyond

Taking into account all of the information set out in section two of the report as well as local priorities and the National Improvement Framework and Improvement Plan (NIF) which sets out the vision and priorities for Scottish Education, has identified the following areas for improvement in 2024-25.

Some improvements have been identified through the recent HMI Inspection Report (November 2023)

- Digital Learning across the school with a focus on DYW and Gender Stereotyping
- CYPIC Writing programme for pupils in P4-P7 to improve attainment in Writing
- Develop the Gaelic Learners Programme to improve fluency and raise attainment across all levels (Sgoil Araich to P7)
  Staff should continue to build on their use of Gàidhlig, fluency and professional learning to raise children's attainment in Gaelic (Learners). HMI Report

Plana Leasachaidh na Sgoile 2024-25

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School Improvement Plan 2024-25

Section Three – School Improvement Plan 2024-25

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

The School Improvement Plan takes into account collegiate working time agreements and avoid unnecessary bureaucracy. Professional learning within the school and authority will focus on the successful delivery of improvement priorities.

3.1 Creating the Plan

The setting of priorities for the School Improvement Plan is individual to each school and must, importantly, reflect the specific development and improvement needs of that setting. The priorities are informed by and are collectively drawn from a number of different sources.

School
- Standards & Quality Report
- How Good is Our School Framework
- Self-evaluation programme
- Views of learners, staff and parents
- Outcome of external reviews such as school inspections

Local Authority
- CNES Corporate Strategy & Business Plan
- Education Skills & Children's Services Improvement Plan
- Northern Alliance Improvement Plan
- Local Authority Stretch Aims

National
- National Improvement Framework
- Scottish Attainment Challenge
- National Policy Focus Areas
- Verity House Agreement (i.e. tackle poverty, deliver net zero, deliver sustainable person-centred public services)

3.2 School Improvement Planning Context and Influencing Priorities

In the development of the School Improvement Plan, the following table provides information about influencing priorities and local, regional and national level.

CNES ES&CS Department Priorities	CNES ES&CS Improvement Themes
DP1 Deliver high-quality learning and teaching in all educational settings, recognising the rights and needs of all children and young people.	**IT1** **Raising Attainment** For All, for PEF, for CECYP – Curriculum Design
DP2 Ensure effective and accountable leadership for all.	**IT2** **Gaelic Language, Culture & Heritage** Strategy, GME, GLE, progression
DP3 Improve the use of data to secure excellent outcomes for all learners in the Outer Hebrides.	**IT3** **Learning for Sustainability** Citizenship, RRSA, Outdoor Learning, Play
DP4 Improve curriculum, learning and wellbeing transition planning at all key stages for children and young people.	**IT4** **Health & Wellbeing** Mental Health, Physical Health, Participation & Engagement

NIF Priorities	NIF Drivers
NP1 Placing the human rights and needs of every child and young person at the centre of education.	**ND1** School and ELC Leadership
NP2 Improvement in children and young people's health and wellbeing.	**ND2** Teacher and Practitioner Professionalism
NP3 Closing the attainment gap between the most and least disadvantaged children and young people.	**ND3** Parent/Carer Involvement & Engagement
NP4 Improvement in skills and sustained, positive school-leaver destinations for all young people.	**ND4** Curriculum & Assessment
NP5 Improvement in attainment, particularly in literacy and numeracy.	**ND5** School & ELC Improvement
	ND6 Performance Information

CNES Corporate Business Plan Links	Northern Alliance Phase 4 Plan
BP1 **Strengthen the Local Economy** Increased level of skills across our community & workforce (1.1.4).	**NA1** **Wellbeing and Learning** Feeling well and learning well.
BP2 **Support for Children, Families & Young People** Attainment, Early Intervention, Lifelong Learning, Health, Childcare (2.1.1 – 2.1.5)	**NA2** **Social Intelligence** How we work and learn together.
BP3 **Supporting Resilient Communities & Quality of Life** Gaelic language, safe communities, reducing poverty & inequality. (3.1.1, 3.1.4, 3.1.5)	**NA3** **Equality Investments** How we break down barriers to wellbeing and learning.
BP4 **Be a Sustainable & Inclusive Council** Environment, reduction in carbon footprint, Net Zero, Equity of opportunities (4.1.2, 4.1.3)	**NA4** **Systemness** Working together to improve our system.

3.3 Planning for Pupil Equity Fund Delivery

Headline planning objectives for the closing of the poverty-related attainment gap for learners in receipt of Pupil Equity Fund.

Attainment Gap English Literacy	Attainment Gap Gàidhlig Literacy	Attainment Gap Maths/Numeracy
Data supressed due to small numbers	No Gap in Gàidhlig Literacy	Data supressed due to small numbers

Planning Objectives	Cohort	Improvement Actions	Resources	Monitoring
Improve Attainment in Literacy and Numeracy for identified pupils	PEF Pupils at P1, P4 and P7 EM and GM	• Tracking information to be shared with Attainment Workers • Planned RAFA projects to improve identified areas • Targeted approach over a measured period of time – baseline assessment and improvements recorded	Class RAFA projects • Attainment Worker	Tracking information Records kept of improvement methodologies
Support HWB of P7 pupils Plan to support transition from P7 to S1	P7 PEF pupils	• Meet regularly with pupils to discuss key topics around transition • Address any concerns and worries they may have about moving on to S1 • Arrange for P7 Laxdale pupils to meet up with P7 pupils from Stornoway Primary (after school clubs, swimming, craft activities etc.) twice a term • Plan visits to The Nicolson on Friday afternoons to look around the building • Plan Enhanced Transition Programme for identified pupils	Attainment Worker Mrs Macleod, Nurture Teacher Nicolson Staff	Questionnaires Likert Scale to monitor and measure progress Feedback from pupils Feedback from parents
Provide pupils with opportunities for Wider Achievement	All PEF pupils	• Attainment Workers to organise and run after school activity clubs for identified PEF pupils. • Meet with pupils to agree activities/clubs • Invite identified pupils to access holiday activities • Support pupils to attend clubs in the community – provide transport, support costs and facilitate participation	Small budget to buy materials	Baseline Questionnaire Attendance record Class Wider Achievement Records
Improve Attendance for identified PEF pupils	All PEF pupils	• Head of School and Attainment worker to meet and create an attendance early intervention document for pupils and parents • Early intervention by school staff when attendance starts to dip • Attainment worker to meet with pupils to discuss attendance	Attainment Worker Head of School and PT	Record of meetings with pupils Attendance data

3.4 School Improvement Plan Projects

1	**Project Title:**	Digital Learning Across the School	**Baseline Data:**	School audit to identify knowledge and gaps in learning
	Objectives:	Improve digital skills and knowledge of all pupils from Sgoil Araich to P7 by March 2025	**Target Data:**	100% of pupils will improve their digital skills and knowledge
	Links to Local/National Priorities or Stretch Aims:	DP1, IT1, NP4, BP1,	**Lead Responsibility:**	Mairi Macleod, Head of School, Gillian MacAulay, Nursery Manager Stephen Campbell, CT

Improvement Actions	**Target Cohort**	**Completion Date**	**Measuring Impact**
1.1 Baseline school and Sgoil Àraich audit to identify key strengths and areas for improvement. Baseline Questionnaire to pupils and staff	All classes Sgoil Àraich to P7	October 2024	Results of whole school audit Pupil and staff baseline questionnaire results
1.2 Familiarisation of Laxdale School Digital Literacy Progression Pathway to improve planning for Digital Learning	All class teachers and Sgoil Àraich staff	December 2024	Evidence of improved planning for Digital Learning Quality Assurance of planning, learning and teaching
1.3 Sharing of good practice among staff for a whole school consistent approach	All class teachers and Sgoil Àraich staff	December 2024	Staff questionnaire Pupil engagement in digital learning – pupil focus groups
1.4 Identify relevant online training for professional learning for all school and Sgoil Àraich staff (digilearn.scot). Plan collegiate time to facilitate this.	All class teachers and Sgoil Àraich staff	March 2025	Certificates for completed courses Evidence of Digital Learning in planning and teaching leading to improved engagement from pupils and development of knowledge and skills
1.5 Provide a Digital Leadership role for P7 pupils and appoint Digital Leaders at all stages.	P7 pupils Identified pupils at all other stages	March 2025	Pupil led learning Upskilling of pupils Mentoring Programme
1.6 Whole School focus on Digital Wellbeing (Cyber Resilience and Internet Safety), DYW, Gender Equality and Digital Literacy	All classes Sgoil Àraich to P7	March 2025	Pupil Questionnaires Quality Assurance – learning and teaching Pupil led learning – Assemblies, Parent Workshop, Focus Days
1.7 Embed the use of digital technologies in all areas of the curriculum to enhance learning Create a Digital Learning Policy for Laxdale Primary School	All classes Sgoil Àraich to P7	March 2025	Pupil confidence and skills – questionnaire, pupil focus groups, evidence of pupil work

2	Project Title:	CYPIC Writing Programme	Baseline Data:	Attainment Data in Writing for P4 and P7 pupils
	Objectives:	To improve attainment in writing for P4-P7 pupils	Target Data:	100% of identified pupils will improve their writing skills which will lead to improved attainment
	Links to Local/National Priorities or Stretch Aims:	IT1, NP5, ND4, BP2,	Lead Responsibility:	Head of School P4-P7 Class Teachers

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
2.1 Class teachers to engage in in-service and twilight training and information sessions to implement the CYPIC Writing Methodology in their class.	P4-P7 pupils	March 2025	
2.2 Identified pupils will participate in the CYPIC Writing Programme to improve and develop their writing skills with a focus on Tools for Writing.	P4-P7 pupils	March 2025	• Teacher attendance at all training sessions and sharing of class data to track progress.
2.3 Class teachers will use the Writing Change Bundle to plan for and implement CYPIC writing within their class.	P4-P7 pupils	March 2025	• Baseline piece of writing will be used to inform next steps • Visual class pareto to highlight pupils' next steps
2.4 Class Teachers will robustly track and monitor pupils' progress and provide quality feedback to improve writing skills.	P4-P7 pupils	March 2025	• Evidence of pupils responding to and acting on quality feedback • Regular assessment data being tracked and shared with pupils
2.5 All pupils will participate in writing sessions (15 minutes to write and 5 minutes to self-check) 3-5 times per week.	P4-P7 pupils	March 2025	• Confidence of pupils being able to self and peer assess pieces of writing • Progression in writing jotters over the session
2.6 The CYPIC writing Methodology will be embedded in the day to day learning for all P4-P7 pupils.	P4-P7 pupils	March 2025	• Improvement in Attainment

Staff should continue to build on their use of Gàidhlig, fluency and professional learning to raise children's attainment in Gaelic (Learners). **HMI Report, November 2023**

3	Project Title:	Raise Attainment in Gaelic (Gaelic Learners)	Baseline Data:	Class Teacher Baseline Questionnaire to identify current position and gaps in learning Pupil Attainment in Gaelic Learners
	Objectives:	Improve fluency and raise attainment for all Gaelic Learner pupils from Sgoil Àraich to P7, by June 2025	Target Data:	100% of pupils will improve Gaelic fluency by June 2025
	Links to Local/National Priorities or Stretch Aims:	IT1, IT2, NP5, BP3,	Lead Responsibility:	Head of School Mrs J Macleod (L1+2)

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
3.1 School audit of current level and frequency of Gaelic being taught to Gaelic Learners in all classes and SgoiL Àraich. Audit of Gaelic Learners planning and current programme including Progression Pathway	All pupils from Sgoil Àraich to P7	October 2024	Baseline Gaelic Learners' Assessment End of session Assessment Attainment data for all pupils Staff confidence to assess and track progress
3.2 Develop a robust programme for Gaelic Learners to ensure consistency across classes and to provide additional opportunities to improve fluency of all pupils.	All pupils from Sgoil Àraich to P7	December 2024	Staff questionnaire in September 2024 Identify next steps Update and develop Gaelic Learners programme Quality Assurance of planning
3.3 Whole School Focus on progression of vocabulary, phrases, and conversational language.	All pupils from Sgoil Àraich to P7	May 2025	Quality Assurance of planning Pupil Focus Groups Evidence of conversational Gaelic around the school environment
3.4 Gaelic Learners will begin reading and writing phrases in Gaelic to improve attainment.	All pupils from Sgoil Àraich to P7	May 2025	Baseline reading and writing assessment Progression evident in Gaelic jotter Attainment Data
3.5 Pupils will develop their knowledge of Gaelic Language and Culture through songs, drama, workshops, storytellers and visiting speakers.	All pupils from Sgoil Àraich to P7	May 2025	Pupil evaluations after events Increased participation in Local Mod events from Gaelic Learners
3.6 Develop Parental Engagement through events which will promote Gaelic Language and Culture – Gaelic Café, Class Celebration Assemblies, Whole School Concert, Family Ceilidh.	All pupils from Sgoil Àraich to P7	May 2025	Parental questionnaire Parental evaluations Participation and engagement at events

3.5 School Improvement Plan Delivery Timeline

Indicative timeline for delivery of the School Improvement Plan projects during the 2024-25 academic session.

SIP Project Title	Aug to Oct 2024 (Term One)	Oct to Dec 2024 (Term Two)	Jan to Mar 2025 (Term Three)	Apr to Jun 2025 (Term Four)
Digital Learning Across the School	████████	████████	██████▶	
CYPIC Writing Programme		████████	██████▶	
Raise Attainment in Gaelic (Gaelic Learners)	████████	████████	████████	██████▶

3.6 Long-Term Planning

As well as this plan setting out in detail the school's improvement plans for the year ahead, the school operates a strategic high-level plan for its improvement priorities for the next three years. This is an indicative plan and may be subject to change if other local or national priorities are identified ahead of plan implementation.

Year/Session	Self-Evaluation Priorities	Pupil Equity Fund Priorities	School Improvement Planning Priorities
2025-26	• Safeguarding and Child Protection • Personalised Support	• Attendance • Attainment • HWB • Wider Achievement	• Literacy – Reading • Maths and Numeracy
2026-27	• Learning and Teaching • Transitions	• Attendance • Attainment • HWB • Wider Achievement	• Curriculum • STEM
2027-28	• Increasing Creativity and Employability • Self-Evaluation for Self-Improvement	• Attendance • Attainment • HWB • Wider Achievement	• Learning and Teaching • Attainment