

SCHOOL IMPROVEMENT REPORT AND PLAN



School: Bun-sgoil Ghàidhlig Loch Abar (Lochaber Gaelic Primary School)

Head Teacher: John Joseph MacNeil

Date submitted: 14th June 2017

School Vision, Values and Aims:

Our vision at Bun-Sgoil Ghàidhlig Loch Abar is to ensure that our youngsters learn at the very heart of our language, our culture and our community.

- **To create a secure, happy and friendly environment where our learners are valued and encouraged to develop academically, socially, emotionally and creatively to the best of their ability in and beyond the classroom.**
- **To promote, enhance, celebrate and immerse our children in Gaelic language and culture.**
- **To support our children to reach their full potential and be inspired to learn.**
- **To embed digital technology at the heart of our learning and teaching.**
- **To ensure our children take care of their environment and become responsible caring citizens.**
- **To work in partnership with our partners to develop the life and ethos of our school and community.**

Quality Indicators from How good is our school? (4 th edition) and where appropriate How good is our Early Learning and Childcare?	How are we doing? What's working well for our learners? (what are the features of effective practice in our school?)	How do we know? What evidence do we have of positive impact on our learners?	What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area)	How would we evaluate this QI using the HGIOS?4/ HGIOELC six-point scale?
<p>1.1 Self-evaluation for self-improvement</p> <ul style="list-style-type: none"> • Collaborative approaches to self-Evaluation • Analysis and evaluation of intelligence and data • Ensuring impact on learners' successes and achievements 	<ul style="list-style-type: none"> ✓ Self-evaluation is our key driver for change ✓ Staff work effectively as a team and are reflective on their practice ✓ Staff know our school community extremely well ✓ HT gives staff opportunities for shared leadership in aspects of school improvement ✓ Collegiately staff meet termly to discuss self-evaluation using HGIOS 4 activity starters as well as regular opportunities to network with other schools ✓ Good engagement with CPD opportunities ✓ Regular learning visits, jotter monitoring and learning conversations ✓ Learning snapshots and target setting allow children to be confident in reviewing their own learning ✓ Parents have regular opportunities to support the improvement agenda ✓ Pupil voice is very apparent with all children on one of our school committees ✓ Data rich – we use our pupil tracker to record data from INCAS, Baseline assessments etc to track pupil progress 	<ul style="list-style-type: none"> - HGIOS 4 activity sheets and whole school approach to recording evidence - Termly tracking meetings and evaluation of teaching and learning - Evidence from learning snapshots - Highland CPD - CPD opportunities for staff to visit our schools and settings - Positive relationships with pupils who are becoming confident in tracking their own learning and next steps - Floorbooks, mindmaps to help pupils expand on learning - Staff use peer/self- assessment strategies to support learners next steps - Evidence from class monitoring, jotter monitoring, learning snapshots and learning conversations - Pupil tracker to monitor data - Collegiate staff meetings and working groups - Parental involvement throughout the school is very positive - Opportunities for parents including parent forum - Questionnaires from a range of partners 	<ul style="list-style-type: none"> ➤ Ensure that all staff, pupils, parents and partners are fully involved in improving the life of the school – Improvement through self-evaluation ➤ Further opportunities for staff to have leadership roles within aspects of school improvement planning – Improvement through self-evaluation ➤ Continue to develop our pupil tracker to be help improve gaps in attainment – Improvement through self-evaluation ➤ Develop a shared understanding of level 5 illustration for the whole school community – Improvement through self-evaluation ➤ Create a continuous profiling and reporting policy for our partners – Improvement through self-evaluation ➤ Build up stronger relationships with partners to ensure that there are always positive outcomes for families involved in multi-agency situations – Improvement through self-evaluation 	<p>4</p>

	<p>throughout the year</p> <ul style="list-style-type: none">✓ Community is a huge part of the school's life✓ Using our community as a resource to further develop our pupils learning as well as the importance of listening to Gaelic out-with school.	<ul style="list-style-type: none">- Suggestion boxes- Class Dojo, Facebook and other mechanisms of feedback- Open day for GME- Community newsletter, cèilidhs etc.		
--	---	---	--	--

Quality Indicators from How good is our school? (4 th edition) and where appropriate How good is our Early Learning and Childcare?	How are we doing? What's working well for our learners? (what are the features of effective practice in our school?)	How do we know? What evidence do we have of positive impact on our learners?	What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area)	How would we evaluate this QI using the HGIOS?4/ HGIOELC six-point scale?
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change</i> 	<ul style="list-style-type: none"> ✓ Staff have high expectations of all learners ✓ All partners have been involved in developing our vision, aims and values ✓ Curriculum rationale in draft format is in place ✓ Staff involved in school improvement planning process ✓ Staff are engaged with CPD opportunities and opportunities to inspire creativity, innovation and enquiry ✓ Staff are aware of the context of the school socially, economically and culturally and use this to shape our vision of the school ✓ Learners are becoming more confident in the school vision, aims and values ✓ All staff are committed to change ✓ Staff are becoming more confident in the key strengths and weakness of the school ✓ HT gives careful direction to ensure that the pace of change is appropriate and sustainable for the improvement agenda 	<ul style="list-style-type: none"> - GTCS standards are embedded at all levels - Minutes of meetings - CPD meetings - Highland CPD and CPD records - Staff notes on visits to other schools etc - School improvement plan from 15/16 - Partners understanding of vision, values and aims 	<ul style="list-style-type: none"> ➤ Ensure all minutes are recorded – Improvement through self-evaluation ➤ Continually update curriculum rationale and design to take effect of changes within our school community locally and nationally – Improvement through self-evaluation ➤ Create an accessible video for all partners to share our vision, values and aims as well as our curriculum rationale and design – Improvement through self-evaluation ➤ Continue to share and embed vision, values and aims with all partners including regularly with pupils particularly at assembly – Improvement through self-evaluation ➤ Create further opportunities for staff to engage in CPD activities and networking – Improvement through self-evaluation 	4

Quality Indicators from How good is our school? (4 th edition) and where appropriate How good is our Early Learning and Childcare?	How are we doing? What's working well for our learners? (what are the features of effective practice in our school?)	How do we know? What evidence do we have of positive impact on our learners?	What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area)	How would we evaluate this QI using the HGIOS?4/ HGIOELC six-point scale?
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 	<ul style="list-style-type: none"> ✓ Learning environment is positive and nurturing leading to high-quality learning ✓ Learning environment places Gaelic and the language's culture at the very heart of learners experiences ✓ Staff ensure that pupils are supported and challenged effectively to meet their full potential ✓ Pupils achievements are recognised in and out of school which lead to the skills they need for life, learning and work ✓ Learners take on a wide range of leadership roles within the school ✓ AiFL strategies are embedded into learning within the classroom ✓ Termly planning using the learning snapshot document ✓ Pupils involved with target setting ✓ Oral Gaelic language programme ✓ Development overview used to identify gaps in learning at early level ✓ Staff use latest practice and tools from educational research to further 	<ul style="list-style-type: none"> - Planning evaluation documents - Differentiated learning snapshots to ensure learners have support and challenge - Peer/self-assessment as well as learning conversations - Assemblies – sharing achievements - Class Dojo, Facebook and other methods of parental engagement - Pupil leadership roles from playground supervision, committee roles etc - Benchmarking - Education Scotland website - Bumps2Bairns - Development overviews - Pupil tracker - TLC feedback and training - Moderation notes - Target booklets - Observations - Mile a day - Shinty sessions for all learners - Extra-curricular clubs 	<ul style="list-style-type: none"> ➤ Update and create Oral Gaelic language programme, spelling programme and grammar programme – Raising attainment in Literacy and Numeracy (PEF) ➤ Continue to work with Emerging literacy as well continuing to embed a systematic phonics approach across the school – Raising attainment in Literacy and Numeracy (PEF) ➤ Design a policy to support acquisition and immersion of Gaelic in and out-with school including Gaelic language packs for parents/partners – Raising attainment in Literacy and Numeracy ➤ Create an updated P1 (Gaelic) and P3 (English) baseline tracker for phonological gaps – Raising attainment in Literacy and Numeracy (PEF) ➤ Create a mental maths and handwriting progression framework – Raising attainment in Literacy and Numeracy (PEF) ➤ Translate resources such as big writing grids and current frameworks to make these accessibly to all – Raising attainment in Literacy and Numeracy 	5

	<ul style="list-style-type: none"> ✓ Pupil tracker includes data on INCAS, Baseline assessments, teacher judgements, SPP data – all staff are involved in this process through termly tracking meetings ✓ All staff members are trained and part of a TLC to help build knowledge on key assessment tasks and moderate evidence ✓ Moderation of Gaelic writing has been key with partners including Mallaig Primary School and Mount Cameron Primary School ✓ Use of HC Primary Curriculum Overview and progression frameworks to aid planning ✓ Very positive parental feedback on the wide range of experiences available to pupils ✓ A wide range of extra-curricular clubs organised by staff and volunteers 		<ul style="list-style-type: none"> ➤ Continue to use all partners to ensure pupils have opportunities to develop skills for learning, life and work as well as share achievements – Raising attainment in Literacy and Numeracy ➤ Review planning and assessment approaches in both nursery and primary to ensure that we tackle workload. Ensuring that learning snapshots are used to have meaningful learning conversations with learners – Raising attainment in Literacy and Numeracy ➤ Within our TLC, continue to build knowledge on the importance of rich assessment tasks and set up a structure to ensure that we continue to moderate Gaelic writing and oral language – Raising attainment in Literacy and Numeracy ➤ Set up a system to ensure consistency with pupil targets – Raising attainment in Literacy and Numeracy ➤ Continue to develop outdoor learning throughout the school – Raising attainment in Literacy and Numeracy ➤ Use chromebooks and technology to further enhance our curriculum and the skills our learners need for life, learning and work in real life contexts – Digital Learning 	
--	--	--	---	--

Quality Indicators from How good is our school? (4 th edition) and where appropriate How good is our Early Learning and Childcare?	How are we doing? What's working well for our learners? (what are the features of effective practice in our school?)	How do we know? What evidence do we have of positive impact on our learners?	What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area)	How would we evaluate this QI using the HGIOS?4/ HGIOELC six-point scale?
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<ul style="list-style-type: none"> ✓ The school has a nurturing, inclusive and supportive ethos for all partners ✓ All partners create an environment that is safe and secure for our pupils ✓ All partners model behaviour appropriate to support the wellbeing of all ✓ Parents feel that children are well looked after and achieve in the school environment ✓ Staff are aware that responsibility for health and safety and child protection is the responsibility of all ✓ Staff are approachable for pupils, parents and partners ✓ IDL opportunities take account of children's rights, diversity, faith, racism and religious intolerances ✓ Children's rights are promoted and supported throughout the school ✓ Staff have a good knowledge of the Highland Practice Model as well as GIRFEC ✓ Health and wellbeing framework is helping inform planning ✓ Various nurture groups created to support children with 	<ul style="list-style-type: none"> - Rights respecting schools – application made - Positive relationships across the school - School layout and security systems - Tracking of pupil behaviour and care and welfare issues through pastoral notes and of database - Child plan meetings held frequently – depending on the needs of the individual - Sulp groups - ASN support within classrooms - Parental support developing our outdoor area - School committees - ECO schools application - Welcome induction for new pupils - Children rights posters - Eatwell plate posters and resources 	<ul style="list-style-type: none"> ➤ Ensure all staff are aware of the wellbeing factors/GIRFEC ➤ Gather and submit RRS evidence ➤ Submit application for first ECO flag ➤ Finalise policy for CP arrangements for families ➤ Continue to develop outdoor learning throughout the school – Raising attainment in Literacy and Numeracy ➤ Embed peer meditation and the Resilient Kids programme throughout the school to help raise attainment – Raising attainment in Literacy and Numeracy ➤ Update positive behaviour policy – Raising attainment in Literacy and Numeracy 	<p>5</p>

	<p>specific issues</p> <ul style="list-style-type: none">✓ ASN support used to target children needing further support or challenge✓ Continually engagement in outdoor learning with initiatives including mile a day as well as weekly shinty sessions to help with the benefits of being outside✓ Huge parental involvement in developing our outdoor area✓ Various committees including Rights Respecting Committee and ECO Committee driving key improvements across the school			
--	--	--	--	--

Quality Indicators from How good is our school? (4 th edition) and where appropriate How good is our Early Learning and Childcare?	How are we doing? What's working well for our learners? (what are the features of effective practice in our school?)	How do we know? What evidence do we have of positive impact on our learners?	What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area)	How would we evaluate this QI using the HGIOS?4/ HGIOELC six-point scale?
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners <p><u>FOR ELC (delete if not applicable)</u></p> <p>3.2 Securing children's progress</p> <ul style="list-style-type: none"> • Progress in communication, early language, mathematics, health and wellbeing • Children's progress over time • Overall quality of children's achievement • Ensuring equity for all children 	<ul style="list-style-type: none"> ✓ Almost all children are attaining appropriate levels with a number of children exceeding these levels in some curriculum areas ✓ Attainment of literacy and numeracy is central to the school's priorities for improvements ✓ Staff know each and every pupil very well ✓ Attendance levels are high within the school ✓ A wide range of learning resources and strategies used throughout the school ✓ Confident use of data and teacher judgement starting now to look at benchmarking ✓ Learning is led by pupils who set their own literacy, numeracy, HWB and IDL targets ✓ Children participate in a wide range of events within our local community and celebrate their achievements within these forums ✓ Effective use of Class Dojo and our website as well as social meet help to ensure parents and partners are fully engaged 	<ul style="list-style-type: none"> - Pupil tracker - Almost all pupils are progressing – age/stage appropriate through BGE - Staff knowledge of individuals - Support/challenge – learning snapshots - Attendance levels are good - Summative/formative assessment - Pupil voice – learning conversations, snapshots and committees - Career fortnight/role play in early level - C7 residential trip as well as other experiences such as Mods, Fèisean, Drama Festivals etc - Gaelic immersion throughout the school - Community events including ceilidhs etc 	<ul style="list-style-type: none"> ➤ Moderation opportunities to secure teacher judgement/further opportunities to use benchmarking to help teacher judgement – Raising attainment in Literacy and Numeracy ➤ Early language programme to be update for immersion in Gaelic at early level – Raising attainment in Literacy and Numeracy (PEF) ➤ Continue to celebrate achievements of pupils and partners within and out-with school providing real life contexts as pupils build on skills for life, learning and work. ➤ Continue to work on our transition programme from nursery to P1/P7 to S1 	<p>4</p>

Quality Indicators from How good is our school? (4 th edition) and where appropriate How good is our Early Learning and Childcare?	How are we doing? What's working well for our learners? (what are the features of effective practice in our school?)	How do we know? What evidence do we have of positive impact on our learners?	What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area)	How would we evaluate this QI using the HGIOS?4/ HGIOELC six-point scale?
<p>2.7 Partnerships</p> <ul style="list-style-type: none"> • <i>The development and promotion of partnerships</i> • <i>Collaborative learning and improvement</i> • <i>Impact on learners</i> 	<ul style="list-style-type: none"> ✓ Partnership working in the school is central to our success ✓ Parents and partners are always involved in how we shape policy and take the school forward ✓ Parents are actively engaged and involved in their children's learning, attainment and achievements ✓ The Parent Council work well together to help take the school forward and support staff and partners ✓ The school plays a significant role in the local community 	<ul style="list-style-type: none"> - Parental engagement – discussions, Class Dojo, feedback from questionnaires etc - Parental returns - Forums - Report feedback - Parent council minutes - Community events and newsletter - Parental involvement in the life of the school - Gaelic partnerships – Education Scotland, Bòrd na Gàidhlig, Fèisean nan Gàidheal, Comunn na Gàidhlig, An Comunn Gàidhealach etc 	<ul style="list-style-type: none"> ➤ Create a system to allow the recording of the impact of partnerships within the school ➤ Continue to work with a range of partners to ensure learners have an increased range of experience and that we track impact of these experiences 	4

<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<ul style="list-style-type: none"> ✓ Flexible learning pathways which meet the needs and aspirations of learners and build on previous learning ✓ Learning is based on the experiences and outcomes as well as the design principles ✓ High quality outdoor learning within early level ✓ Staff develop literacy, numeracy and H&WB across the curriculum in a meaningful context 	<ul style="list-style-type: none"> - Learning snapshots - Planning documents - HC Primary Overviews - Evidence of outdoor learning 	<ul style="list-style-type: none"> ➤ Continue to use HC Primary Curriculum Overview – Raising attainment in Literacy and Numeracy ➤ Continue to embed literacy, numeracy and H&WB across the curriculum as well as in the outdoors – Raising attainment in Literacy and Numeracy 	
--	---	--	--	--

<p>2.7 Partnerships – theme 3 Impact on Learners</p> <p>The impact of parental involvement on improving children and young people’s learning.</p>	<p>✓ As above – as a result of an extended network of partners, children have access to a range of learning pathways and rich real life learning contexts.</p>	<p>- As above</p>	<ul style="list-style-type: none"> ➤ Create a system to allow the recording of the impact of partnerships within the school ➤ Continue to work with a range of partners to ensure learners have an increased range of experience and that we track impact of these experiences
---	--	-------------------	--

PART TWO – School Improvement Plan

Summary: Key School Improvement Priorities (add further rows if required):

Improvement Priority Title	Relevant QI(s) and Theme(s)
<p>Raising Attainment in Literacy and Numeracy</p>	<p>1.1 2.3 2.5 – Early intervention 3.2</p>
<p>Improvement through self-evaluation</p>	<p>1.1 1.3</p>
<p>Development of Digital Learning across all areas of the Curriculum</p>	<p>2.2 3.3</p>

In depth action plan #1

Improvement Priority title: Raising Attainment in Literacy and Numeracy
Linked to QI/Theme: 1.1 / 2.3 / 2.5 (Early intervention) /3.2
Linked to National Improvement Framework Priority: <ul style="list-style-type: none">➤ Improvement in attainment, particularly in literacy and numeracy ☒➤ Closing the attainment gap between the most and least disadvantaged children ☒➤ Improvement in children and young people’s health and wellbeing ☒➤ Improvement in employability skills and sustained, positive school leaver destinations for all young people ☒
Linked to National Improvement Driver: <ul style="list-style-type: none">➤ School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children’s Progress ☒
What exactly are we going to do?
ELCC – all staff to attend Emerging Literacy training, Words Up 1 & 2 training and implement ‘Eilean Litreach’ programme for phonics in Sgoil-àraich
Purchase ‘Phonics Forever’ Programme in conjunction with Stòrlann
Update Oral Gaelic language framework
Update Gaelic Spelling and Grammar Programme in conjunction to phonics programme
Attend local network sessions for Emerging literacy
Develop parental packs to support Gaelic language through family engagement and home learning
Complete initial Emerging Literacy assessment with P1 as well as creating baseline assessments for Gaelic/English phonics
Create and implement policy to support acquisition of Gaelic and immersion in and out of school including Sgoil-àraich rationale
Create and implement a mental maths framework for consistency across the school as well as join TT Rockstars
Translate big writing grids and current frameworks for literacy and numeracy to make documents more accessible to learners and staff
Review planning and assessment approaches (including learning snapshots) to tackle workload to allow staff to raise attainment in literacy and numeracy
Create a bank of examples of rich assessment tasks to support staff judgements across levels

Organise a plan with Mallaig Primary School for moderation events to moderate writing and oral language. Link with Mount Cameron Primary School to organise inter-authority moderation event.
Create pupil tracking booklets in conjunction with learning snapshots
Develop outdoor learning of numeracy and literacy across all stages
Set up peer mediation groups and Resilient Kids programme to further support learners to concentrate on learning within numeracy and literacy across the curriculum
Update and implement positive behaviour plan with all partners
Monitoring and evaluation procedures:
Evidence of initial assessments completed and tracked and monitored throughout the year
Evidence of increased Gaelic usage throughout the school within literacy and numeracy
Evidence of increased family engagement with literacy and numeracy
Evidence of strong phonics implementation across the school community
Evidence that children are more confident during learning conversations with their knowledge of learning, next steps and targets

Improvement Priority title: Improvement through self-evaluation
Linked to QI/Theme: 1.1 / 1.3
Linked to National Improvement Framework Priority:
<ul style="list-style-type: none"> ➤ Improvement in attainment, particularly in literacy and numeracy <input type="checkbox"/> ➤ Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> ➤ Improvement in children and young people’s health and wellbeing <input type="checkbox"/> ➤ Improvement in employability skills and sustained, positive school leaver destinations for all young people <input type="checkbox"/>
Linked to National Improvement Driver:
<ul style="list-style-type: none"> ➤ School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of Children’s Progress <input type="checkbox"/>
What exactly are we going to do?
Continue to develop whole school tracking system to ensure that we are tracking gaps in attainment.
Develop a shared understanding of HGIOS 4 (level 5 illustration)
Create a continuous profiling and reporting policy
Further opportunities for leadership roles and CPD opportunities for staff
Continue to work with all partners and track impact of partnerships
Record all minutes of meetings held to keep accurate records for evidence
Create a video to share our vision, values, aims and curriculum rationale
Monitoring and evaluation procedures:
Evidence of understanding of HGIOS 4 (level 5 illustration)
Evidence of staff being confident using the tracking system for increased attainment
Evidence of staff interaction with leadership groups and CPD opportunities
Evidence of increased knowledge of vision, values, aims and curriculum rationale from all partners

In depth action plan #3

Improvement Priority title: Development of Digital Learning across all areas of the Curriculum.

Linked to QI/Theme:

Linked to National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy ☒
- Closing the attainment gap between the most and least disadvantaged children ☒
- Improvement in children and young people's health and wellbeing ☒
- Improvement in employability skills and sustained, positive school leaver destinations for all young people ☒

Linked to National Improvement Driver:

- School Leadership ☒
- Teacher Professionalism ☒
- Parental Engagement ☒
- Assessment of Children's Progress ☒

What exactly are we going to do? (detail of specific actions)

Digital Leaders identified

An e-safety co-ordinator identified and undertake e-Safety 360 Audit tool (Eliz Macintosh to facilitate training)

Audit of current ICT practice (refer to Digital Schools audit tool) – all stakeholders (Stephen Stewart)

Staff will develop their understanding of g-suite; gmail, Google Docs, Google Share etc with a key focus on developing opportunities for collaboration and learning through in-school twilight opportunities

Staff will share and support one another's practice through ongoing discussion

Use the ICT Passport as a reference tool in year 1.

SMT to work with Digital Leaders and other stakeholders to discuss vision and aims for the use of ICT

Update our Curriculum Rationale to include ICT, its role in learning and teaching and use across the curriculum