



COMHAIRLE NAN EILEAN SIAR

Roinn an Fhoghlaim is Seirbheisean Chloinne



Sgoil Lionacleit

Aithisg Ìre de Mhathas 2017-18 Plana Leasachaidh na Sgoile 2018-19

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

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

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The Language of Evaluation

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

A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together

1. The Context of the School

1.1 The school and its community

Sgoil Lionacleit is a non-denominational local authority school in the township of Lionacleit on the south-west side of the Isle of Benbecula. The school is a 6 year secondary and offers education in English medium and a number of subjects through Gaelic Medium for S1 and S2 pupils.

The school has a roll of 272 secondary pupils supported by a staffing complement of 29.2 teaching and a range of non-teaching staff.

In drawing up this report and plan, consultations took place with pupils, parents, staff and partners to establish their views about our progress and improvement needs.

1.2 Our vision, values, aims and curriculum rationale

Our Vision:

“Sgoil Lionacleit will become a ‘greatness generator’ – our pupils and staff will do great things in any field they wish. Our school will provide skills and experiences to allow everyone to achieve what they wish on their journey. We will be part of our community, take pride in the things we do and reflect our school and community values in how we conduct ourselves. We will be a powerhouse of education that leads, innovates and excels.”

Our Values:

Trust, tolerance, ambition, responsibility, respect, self-belief.

Our Aims:

Treating all people equally and ensuring equality of opportunity and provision for all pupils;
Providing a varied curriculum to help pupils achieve their full potential;
Providing a stimulating, enjoyable and effective learning atmosphere;
Creating an ethos in which hard work is valued and self-discipline and respect for others are evident;
Striving continually to raise levels of attainment and achievement for all;
Working in partnership with parents, carers and our community to promote excellence.

Our Curriculum Rationale:

At Sgoil Lionacleit, our curriculum aims to embrace the ethos, values and principles of the Curriculum for Excellence. In doing so, we aspire to provide inclusive, broad and challenging educational experiences across the four contexts of learning for our children, both in Gaelic and in English.

As well as providing a broad education that offers depth, challenge and enjoyment, we want our curriculum to focus on:

- Allowing access to more applied learning courses that reflect our local community
- Promoting Gaelic language and culture in Gaelic and English classes
- Using our local context as a backdrop to the learning e.g. crofting
- Making links with parents and other partners that are sustainable and add value to our pupils’ experience

1.3 Summary of progress towards improvement:

During the 2017-18 session we had a particular focus on raising attainment on the key measure 'S4 pupils achieving 5 National 5's' the reason we used this measure is because during the previous session only 17% of the cohort achieved 5 N5's. As of our last data capture we have >40% on track to achieve 5 N5's, we will update this data accordingly post results in August.

From the national dashboard section of Insight we can see that the percentage of leavers attaining SCQF level 4 in literacy and Numeracy is slightly underperforming against our virtual comparator school, at SCQF level 5 our results **are much greater than** our virtual comparator school.

Our positive destinations are excellent with a return of **100%** of our leavers entering positive destinations against 93.17% for our comparator and 93.72% nationally.

From Insight we can see that our average total tariff points for the lowest 20% of our learners is lower than our virtual comparator, for the middle 60% it is greater and for the highest 20% it is lower again.

Finally for attainment versus deprivation we are outperforming our virtual comparator for SIMD 4, slightly underperforming for SIMD 5 and we are comparable for SIMD 6.

2. Standards & Quality Report 2017-18

This section reports on the progress the school has made during the 2017-18 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

This priority has been a major focus of Improvement Project One and a detailed review of progress is provided in Section 2.2 below.

We also focused on raising attainment across the curriculum in Project Two – more detail below.

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

The interventions planned for our use of Pupil Equity Fund are described in Improvement Project One in Section 2.2. In addition to this planned work, we also supported disadvantaged families in a range of other ways:

- Reduction in non-uniform days to one per term
- Uniform swap-shop and recycling of good-quality used uniform
- Grant funding of school trips and provision of cost-free school outings

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

This priority has been a major focus of Improvement Project One and a detailed review of progress is provided in Section 2.2 below

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

For this priority we mainly focused on the GME provision as part of community employability – a detailed description of this is in section 2.2 below linked to Project 3.

2.2 How successful were our improvements?

This section provides a detailed summary of the progress made in the delivery of the School Improvement Plan projects for the 2017-18 academic year.

Improvement Priority One	Closing the Attainment Gap in Literacy & Numeracy (PEF)
NIF Priority:	Closing the attainment gap between the most and least disadvantaged children and young people.
NIF Driver:	School Improvement Assessment of Children's Progress Performance Information
HGIOS4 or HGIOELC QIs:	1.2 1.5 2.2 2.3 3.2
Project Stretch Aim:	To close the attainment gap by securing at least 10% uplift in literacy and numeracy attainment for each learner in the target group by May 2018.
Project Progress (What have we done?)	
<ul style="list-style-type: none"> • We have used RAFA methodology to link all pupils on our PEF list to a driver diagram and they are present on the '5 measures' spreadsheet. • We have used our Education Attainment apprentice to meet with parents/guardians and outline the process and make contact around various issues e.g. attendance. • We have carried out a whole school SHANARRI data capture twice and used the information gathered to effect improvement in the indicators. • We have provided weekly targeted support to our young people on the PEF list. • We have redesigned our attendance monitoring boundaries to engage parents/guardians/young people at a much earlier stage. • We have developed a central tracking spreadsheet which has recorded x3 this year the working levels of our young people in the BGE. 	
Evidence & Impact (How are we doing and how do we know?)	
<ul style="list-style-type: none"> • Our PEF pupils all have driver diagrams linked to them. • Attendance is improved for the girls but the boys needs to be re-looked at (girls attendance held steady as per '5 measures' spreadsheet but a 4 week period of lots of illness in school had a significant effect on all young people's attendance. • Whole school SHANARRI average rating of 8 or increase of 0.5 - S (8.7), H (7.8 - + 0.4), A (7.8 - +0.3), N (8.6), A (7.8 - +0.2), R (7.4 - -0.1), R (8.3), I(8.0). • 3 reporting and assessment cycles for our BGE are present in our tracking and monitoring spread sheet. 	
Next Steps (What are we going to do now?)	
<ul style="list-style-type: none"> • We will use what we have learned this year to provide a particular focus on attendance for our PEF pupils this coming year as we recognise that this is having the biggest effect on attainment. 	

Improvement Priority Two	Quality Assurance: Improving attainment and achievement
NIF Priority:	Closing the attainment gap between the most and least disadvantaged children and young people. Improve attainment, particularly in literacy and numeracy
NIF Driver:	Assessment of a child's progress School Improvement
HGIOS4 or HGIOELC QIs:	1.1 Self-evaluation for self-improvement 3.2 Raising attainment and achievement
Project Stretch Aim:	10% improvement in the number of presentations in the Senior Phase, accompanied by a 10% improvement in attainment overall by August 2018
Project Progress (What have we done?)	
<ul style="list-style-type: none"> • We have increased the use of AiFL techniques in classroom settings, with a strategic review of where and how they are being used to best effect. • Improved data literacy through the development of a Data literacy working group. • Improved quality assurance through the development of a QA working group. • Developed a new reporting system linked to 3 very clear reporting cycles to more closely monitor attainment levels and plan interventions earlier. • Increased cluster moderation to ensure a more consistent understanding of standards – particularly at transition. • Increased school moderation to ensure a broader understanding of standards within the BGE and in particular with regards to the RoA Experiences and Outcomes. • Increased departmental moderation to ensure a consistency of understanding of what level 3/4 looks like in a particular subject. • Created a new QA framework which ties together the different strands of QA in a coherent way. This will provide greater clarity of roles and responsibilities and therefore greater accountability as we more closely focus on the quality of learning and teaching. • Begun to improve the quality of feedback given to pupils across school. • Improved the use of pupil voice as part of our QA. 	
Evidence & Impact (How are we doing and how do we know?)	
<ul style="list-style-type: none"> • AIFL door cards are present and being updated. • The data literacy and QA staff development groups have delivered In-Service to their peers. • The feedback from pupil/parent/staff focus groups has been consistently positive. • Cluster level moderation events have taken place periodically throughout the year. • More time was dedicated to moderation in the working time agreement. • Whole school moderation events have taken place 3X this year with a focus on departmental/subject moderation. • We are reviewing a new QA cycle – consultation phase. 	

- Introduced 3 prelims as a more robust approach to tracking and monitoring.

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

- We will use the feedback from our focus groups re: reporting to further refine the new reporting cycle.
- We will continue to consult and refine the QA process.

Improvement Priority Three	Gaelic Medium Education: Improving provision in BGE and engagement/retention in the Senior Phase
NIF Priority:	Improvement in employability skills and sustained positive destinations
NIF Driver:	Parental engagement School leadership
HGIOS4 or HGIOELC QIs:	1.1 Improving wellbeing, equality and inclusion 3.3 increasing creativity and employability
Project Stretch Aim:	100% increase in the uptake of Gaelic in the senior phase
Project Progress (What have we done?)	
<ul style="list-style-type: none"> • Created and timetabled an S1 GME cohort • Allowed Gaelic to be present in two columns and taught as composite classes where required • Matched the GME cohort to teachers who are GME teachers OR teachers who are willing to use more Gaelic in class • Improved the digital literacy of our GME pupils through regular interaction with the digital resources that have been created • Delivered a cluster level Gaelic theme day in Sgoil Lionacleit 	
Evidence & Impact (How are we doing and how do we know?)	
<ul style="list-style-type: none"> • The GME cohort is present on the timetables. • We have increased the uptake of Gaelic in the Senior Phase by 145% in 17-18 and a further 20% as per the options form in 18-19. • We have had positive feedback at cluster level for the Gaelic transition day. 	
Next Steps (What are we going to do now?)	
<ul style="list-style-type: none"> • We will continue to promote a culture of Gaelic within Sgoil Lionacleit • We will work on making ALL signs in school bi-lingual. • We will work to maintain the quality of passes we have achieved so far in Gaelic. 	

2.3 What progress have we made?

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

Quality Indicator	Evaluation	Evidence
1.3 Leadership of Change	<ul style="list-style-type: none"> Almost all staff use our vision, aims and values when making decisions about future improvement priorities and our vision is a shared vision that is visible in school. 	<ul style="list-style-type: none"> Vision statement in school Classroom observations. Focus group feedback.
	<ul style="list-style-type: none"> The majority of staff and pupils have a clear understanding of our collective strengths and areas for development. Conclusions are drawn from a wide range of evidence. 	<ul style="list-style-type: none"> Departmental minutes/Improvement plans. Parental SWOT analysis. Pupil SWOT analysis. Staff SCORE analysis. Attainment data and pupil feedback
	<ul style="list-style-type: none"> Most staff are working collaboratively to deliver enhanced learning and teaching. Less than half of staff are involved in very advanced collaborative working to deliver enhanced outcomes for our young people. 	<ul style="list-style-type: none"> Staff development group minutes The partnership project re: enterprise
	<ul style="list-style-type: none"> Almost all staff are involved in planning for continuous improvement. Most staff recognize that improvement should be focused on improving outcomes for learners. 	<ul style="list-style-type: none"> Extended briefing minutes. PT training workshops. Staff focus groups
	HGIOS4 Six-Point Scale Evaluation	

2.3 Learning, Teaching & Assessment	<ul style="list-style-type: none"> The majority of learners are experiencing varied, differentiated and active learning. Similarly the majority of learners are being provided effective challenge and support. 	<ul style="list-style-type: none"> Classroom observations. Pupil feedback. Parental feedback.
	<ul style="list-style-type: none"> Most staff are applying the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching. 	<ul style="list-style-type: none"> Classroom observations. Pupil feedback. Parental feedback. Departmental curricular plans. Departmental minutes.
	HGIOS4 Six-Point Scale Evaluation	3 - Satisfactory
3.1 Ensuring Wellbeing, Equity and Inclusion	<ul style="list-style-type: none"> Most young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included 	<ul style="list-style-type: none"> Shanarri data capture spread sheets.
	<ul style="list-style-type: none"> We represent the views of less than half of our young people in the decisions we take about their wellbeing, their lives and their future. 	<ul style="list-style-type: none"> Pupil council minutes. Pupil leadership group feedback.
	<ul style="list-style-type: none"> The steps we have taken have improved outcomes for most young people. 	<ul style="list-style-type: none"> 100% positive destinations for our leavers. Attainment data.
	HGIOS4 Six-Point Scale Evaluation	3 - Satisfactory
3.2 Raising Attainment & Achievement	<ul style="list-style-type: none"> Our approaches to raising attainment have improved outcomes for most young people, particularly in the senior phase. 	<ul style="list-style-type: none"> Attainment data. BGE tracking spreadsheet. Leaver's destinations.
	<ul style="list-style-type: none"> Our focus on literacy and numeracy has led to raising attainment across the curriculum for some young people 	<ul style="list-style-type: none"> INSIGHT data

	<ul style="list-style-type: none"> We use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition for most of our young people. 	<ul style="list-style-type: none"> Tracking and monitoring data. Academically at risk meetings. Transition meetings.
	<ul style="list-style-type: none"> We recognise the achievements of most young people and track the achievements of some of our young people. 	<ul style="list-style-type: none"> Group call content. Headlines. School website. Departmental minutes. Tannoy announcements.
	HGIOS4 Six-Point Scale Evaluation	3 - Satisfactory

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

Sgoil Lionacleit has not been part of an external inspection in the last 12 months.

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

Taking into account all of the information set out in section two of the report as well as local and national priorities, the school has identified the following areas for improvement in 2018-19

- PEF: Improve the attendance of pupils to increase attainment
- Improving the mental health and wellbeing of our young people.
- Improving the 'work readiness' of our young people

3. School Improvement Plan 2018-19

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

3.1 Creating the Plan

The School Improvement Plan set out below was created as a combination of the priorities identified from our evaluative work described in section two and a number of surveys and evaluative activities undertaken with learners, parents and community partners. The second project below has been created specifically from the views expressed by learners and parents with regards to the impact modern life is having on the mental wellbeing of our young people.

As well as the formal planning set out in section 3.2, we will create an 'Improvement Plan Wall' in school (by the end of August 2018) where we will use the metaphor of a Ferry terminal to support communication of the Improvement Plan all stakeholders – this will be done in consultation with the Pupil Council to ensure it is as pupil-friendly as possible.

3.2 What are our improvement projects?

Improvement Project One	PEF: Improve the attendance of pupils to increase attainment
NIF Priority:	Improvement in attainment - particularly literacy and numeracy
NIF Driver:	Parental engagement Assessment of children's progress Performance information
HGIOS4 or HGIOELC QIs:	1.4 Management of resources to promote equity 2.6 Transitions 3.1 Improving wellbeing, equality and inclusion
CnES Business Plan Links:	
Stretch Aim(s)	
All pupils in the target group to have an attendance of over 90% or where this is not present to show an improvement of 5% each term	
Target Group	
Pupils on the PEF list.	
Planned Outcomes (SMART Primary Drivers)	
<ul style="list-style-type: none"> To achieve a PEF list average of over 90% attendance. All young people on the PEF list to show an 'Included' rating of >8. To achieve 100% parental engagement of at least 2 instances for pupils on the PEF list. 	
Baseline Measures	
<ul style="list-style-type: none"> Attendance data. Parents evening attendance data. Guidance minutes. ASN minutes. 	

Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
PTGs to track attendance weekly and flag issues to carry over into monthly SLT "attendance review", high tariff pupils information to be passed on weekly	PTG/SLT	Weekly	Attendance maintained at over 90% or improving by 5%
SLT to meet once per month with for an "attendance review"	HT	Monthly	Meeting recorded with outcomes tracked
EA to track the attendance of pupils on the PEF list	EA/DHT	Weekly	PEF pupils >90% attendance or improving by 5%
Implementation of new attendance boundaries re intervention	PTG	Weekly	Embedding of appropriate responses at each boundary
Home visits for PEF pupils with below 95% attendance post monthly review	EA/DHT	Monthly	Parental engagement is positive as reflected in surveys
Focus groups/Interviews with pupils of attendance below 90% to address key issues	EA	Monthly	Record of meetings and suggested outcomes
Use of RAFA projects and PDSA change methodology to implement short cycle interventions for the group	Principal Teachers	May 2019	All target learners linked to RAFA projects
Engage with parents during term 1 to develop a shared strategy	EA/PTG/ASN	October 2018	Parental consultation has taken place and is reflected in the driver diagram.
Provide additional parental engagement opportunities – a minimum of 1 opportunity per term for parents to engage	SLT	October 2018	Parental engagement opportunity is present in each school term.
Use baseline Shanarri data to plan individualised support for mental and emotional health and targeted support from the EA	EA/SLT	August 2018 (whole school) Termly (PEF) January 2019 (whole school)	All pupils reporting indicators of >8 or an increase of 0.5 between data capture points
Provide childcare during parental engagement opportunities	EA/Foundation apprenticeships	Termly	At least one parent who was 'hard to reach' last year takes up the opportunity to attend
Provide transport to/from parental engagement opportunities	EA	Termly	At least one parent who was 'hard to reach' last year takes up the opportunity to attend
Resources			
EA apprentice to coordinate childcare and transport			
Foundation Apprentices to deliver childcare			

Improvement Project Two	Improving the mental health and wellbeing of our young people.		
NIF Priority:	Improvement in children's health and wellbeing		
NIF Driver:	Parental engagement Assessment of children's progress		
HGIOS4 or HGIOELC QIs:	1.1 Self-evaluation for self-improvement 2.4 Personalised support 3.1 Improving wellbeing, equality and inclusion		
CnES Business Plan Links:			
Stretch Aim(s)			
For all young people to report a baseline SHANARRI rating of +8 by May 2019 in all indicators or where this is not present an increase in 0.5 across ratings between each data capture point.			
Target Group			
Whole school will have data capture x2 Pupils on the PEF list will have data capture x4			
Planned Outcomes (SMART Primary Drivers)			
<ul style="list-style-type: none"> • Improve the learners' evaluative scoring of the eight wellbeing indicators through provision of positive and supportive interventions based on their needs • Re-develop the pupil leadership model. • A skills for learning, life and work class should be present in S1/S2 timetables 			
Baseline Measures			
<ul style="list-style-type: none"> • Shanarri data capture. • Pupil leadership minutes. • Become a 'rights respecting school' • Lower the number of behaviour referrals by 10% 			
Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Pupil leadership pathways will be revised and developed	HT	June 2018	Model is revised and office bearers in post.
Plan and deliver a "senior phase induction" – to include workshops on Exam stress, relaxation, time management and study skills.	HT	June 2018	Senior induction day takes place with an average evaluation of +4 on a 5 point scale for all workshops
Ensure pupils have access bi-monthly to counselling services – either VC or in person	PTG	September 2018	List of pupils with access to counsellors is available
Create a Skills for life, learning and work class for S1 – S2 to concentrate on teambuilding and resilience	DHT	June 2018	Course is present on the S1/S2 timetable

Revise and re-engage the pupil council	Pupil Council/PTG/DHT	September 2018	Pupil council is engaged and using HgiOURs
Work towards the bronze award for 'Rights respecting Schools'	HT	May 2019	Achieve a grading re: rights respecting school
Ensure all staff are trained/have a refresher course in restorative practices	HT	December 2019	Staff to complete refresher during an INSET day
Work with ED Psych to develop our whole school nurture approach	HT	May 2019	Nurture evaluation complete and plan developed re implementation
Work with cluster primaries to identify vulnerable P7 pupils for our new 'springboard' programme to enhance their transition into	DHT/Primary HTs	October 2018	A springboard group has been identified and visits have taken place
Allow the pupils on the 'springboard' programme a space in school for an art installation as part of a place making exercise	DHT/Primary HTs	May 2019	Springboard pupils to complete an Art installation.
Work in partnership with Taigh Chearsabhair to create a space for 'room 13' art therapy and enterprise	DHT/TC	September 2018	Room to be identified and converted
Ensure that staff/parental/pupil views are incorporated into the SIP by using SWOT analysis with stakeholders	HT	June 2018	Various analyses have taken place with all stakeholders
Work with departments and cluster primaries to offer subject themed induction days for a morning tied to an inter primary event in the afternoon	Cluster	December 2018	Day identified and delivered in March 2019
Resources			
Taigh Chearsabhair partnership			
Cluster level working			

Improvement Project Three	Improving the 'work readiness' of our young people
NIF Priority:	Improvement in employability skills and sustained positive destinations
NIF Driver:	School leadership Performance information
HGIOS4 or HGIOELC QIs:	1.2 Leadership of change 2.2 Curriculum 3.3 Increasing creativity and employability
CnES Business Plan Links:	
Stretch Aim(s)	
To allow all young people the opportunity to complete a vocational pathway in senior phase, building at least one vocational opportunity into each year of the BGE and to have a positive destination percentage of >98% by August 2019.	

Target Group			
Senior phase – at least one vocational pathway. BGE – One vocational opportunity each year. Leavers - >98% positive destinations.			
Planned Outcomes (SMART Primary Drivers)			
<ul style="list-style-type: none"> • Maintain current positive destination levels (100%) • Partnerships to be established with Taigh Chearsabhagh, Storas Uibhist and Tagsa Uibhist 			
Baseline Measures			
<ul style="list-style-type: none"> • Vocational pathway is clear within the curriculum. • Partnerships feedback. • Focus group feedback 			
Change Actions & Methodologies (Secondary Drivers)	Reporting Responsibility	Completion Deadline	Measures of Success
Introduce John Muir award – driven by social subjects in partnership with RSPB	DHT	August 2018	Award is present in the curriculum – we achieve the standard
Carry on with the enterprise project that has been developed in partnership with Storas Uibhist	DHT	May 2019	Project takes place and feedback is >90% positive
Work with E-Sgoil to develop articulation courses for the FAs alongside input from SDS	HT	August 2019	Work to create a 'guaranteed entry' course for the current offering of FA's
Create a Skills for life, learning and work class for S1 – S2 (SDS will also input as part of our partnership agreement)	DHT	June 2018	Course is present on the timetable
Continue to develop 'master class' input for BGE/Senior phase	PTs	May 2019	Master class input to be present from at least 4 partners
Work in partnership with Taigh Chearsabhagh to create a space for 'room 13' art therapy and an enterprise project	DHT/TC	September 2018	Room is present and has attendance of >10 pupils
Work in partnership with Tagsa Uibhist on the sustainable Uist project in partnership with SDS	HT/PTs/TU	December 2018	TU have at least one partnership enterprise project running by December 2018
Create a 'Work Ready Hub' in the LEC to allow blended delivery between partners/FA's etc.	HT/Bernard Chisholm	Ongoing	Funding secured for 'Work Ready Hub'
Increase the number of young people following a vocational pathway to over 20% of the suitable cohort	PTG/HT	June 2019	>20% of suitable cohorts following vocational pathway
Young people who are completing an FA to have the opportunity to link into an MA at the end of S6	HT/Partners	June 2019	100% of FA candidates to have opportunity to follow into MA if they want to
Resources			
Work ready hub		SDS – Gordon MacDonald	

3.3 Maintenance Areas

Project/Area	Responsibility	Completion Deadline	Measures of Success
Continue to develop and refine the reporting system/cycle	PTs/HT	Dec 2018	New reporting cycle is present on the calendar
Continue to raise the profile of Gaelic/create a culture of Gaelic in school	All staff	May 2019	>50% of the senior phase to have taken part in certificated Gaelic

3.4 Outline Plans for 2019-2021

2019-20	1	Further develop pupil participation
	2	Improve joint learning/parental engagement
2020-21	1	Improve collaborative working between schools
	2	Build upon things like paired reading to ensure more peer led learning opportunities.

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

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

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

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

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

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

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

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

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