



COMHAIRLE NAN EILEAN SIAR

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



Sgoil Lionacleit

**Aithisg Ìre de Mhathas 2022-23
Plana Leasachaidh na Sgoile 2023-24**

**Standards & Quality Report 2022-23
School Improvement Plan 2023-24**

Standards & Quality Report for 2022-23 and School Improvement Plan 2023-24 (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%

Section One - 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 283 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

AN T-SLIGHE AIR ADHART

“Bheir Sgoil Lionacleit cothroman dha daoine: gheibh na sgoilearan agus an luchd-teagaisg cothrom rudan sgoinneil a thaghadh is a dhèanamh.

Gheibh a h-uile duine cothroman agus ionnsachadh san sgoil a leigeas leotha soirbheachadh san t-saoghal. Bidh sinn uile nar buill den choimhearsnachd sa bheil sinn a’fuireach; bidh sinn moiteil às na rudan a tha sinn a’ dèanamh; bidh sinn nar deagh dhealbh air an sgoil agus air a’ choimhearsnachd agus bidh sinn nar sàr ionad-foghlaim.”

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 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	Weekly Termly Tri-annually	Staff briefing – weekly Staff meetings – termly Departmental and faculty meetings – weekly INSET consultations – Aug, Oct, Feb	<ul style="list-style-type: none"> • Would like the transitions (P7, S2, S4) to have more of a focus on curricular themes as well as pastoral • Pupil behaviour and respect for each other needs to be a bigger focus in school • Attendance post COVID is having an impact upon attainment in school • Staff feel supported and that they are valued in school 	ü ü ü	ü ü ü
Children and young people	Weekly Termly Annually	Pupil senior leadership team – weekly meetings Pupil Leadership Team – termly meetings (sometimes more often) Comhairle na Gaidhlig – termly Senior pupil induction - Annually	<ul style="list-style-type: none"> • The pupil voice project came about as a recognition that young people are becoming increasingly concerned about misogyny • The leadership team felt that there needs to be a greater focus on the privilege of common rooms and agreed standards • Comhairle na Gaidhlig felt that there needs to be more overt signage using Gaelic • The leadership team in particular reference the confidence and positive experience they have had in their leadership roles 	ü ü	ü ü
Parents and Carer	Termly Annually	Parent council meetings – termly x 2 Parents evenings – termly Short life working groups - Annually	<ul style="list-style-type: none"> • Parents/guardians felt that there needs to be more of a focus on curriculum transition so that young people do not feel as much of a ‘change of pace’ at key transition points • Parents/guardians welcomed the change in curriculum architecture 	ü ü	ü

<p>Community and other stakeholders</p>	<p>Monthly Termly</p>	<p>UHI – termly DYW – Monthly SDS – Monthly 3rd Sector - Termly</p>	<ul style="list-style-type: none"> • UHI welcome the closer working relationships and how positive this has been for young people • Local employers report that they have enjoyed presenting to young people as part of DYW and have recruited young people from the school • Young people report a clearer understanding of the amount/type of positive destinations available to them 	<p>ü ü ü</p>	
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Aithisg Ìre de Mhathas 2022-23

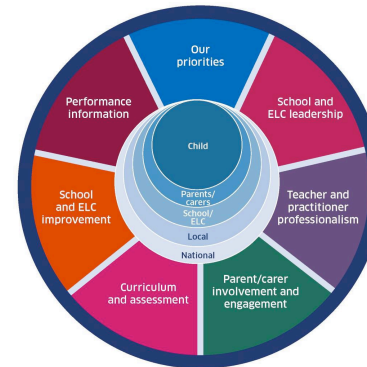


Standards & Quality Report 2022-23

Section Two – Standards & Quality Report 2022-23

The Standards & Quality Report documents the progress the school a range of improvement priorities and key performance measures.

- The National Improvement Framework priorities
- School Improvement Plan projects
- National and Local Stretch Aims



has made during 2022-23 in the delivery of This includes:

2.1 The Year in Review

March 2022:

- Hospitality event for community groups
- Badminton Scotland visit

June 2022:

- UK Mathematical Challenge
- Grogarry Lodge
- St Andrews Summer School
- Engineering the Future for Girls
- Sport and Recreation
- Cuach nan Àrd-sgoiltean
- Sports Day
- Summer Dance

October 2022:

- Duke of Edinburgh Expedition
- Antler Workshop
- Writing Competition
- Photo Competition
- Piping Competition

- Dandelion Tea

December 2022:

- Gaelic Interviews
- Sabhal Mòr Ostaig
- Deasbad
- Film G
- Links with Ukraine
- Charlie's Bistro Visit
- Loch Eil Outward Bound Trip
- Preloved Sale
- Reverse Advent Calendar

2.2 Successes and Achievements**March 2022:**

Our Hospitality class worked with staff from the Dark Island Hotel in preparation for their end of year event. The class served lunch to clients from Caraidean Uibhist SCIO and Tagsa Uibhist. The girls worked together as a team, preparing, cooking and serving the meals. Two of our pupils also provided live music for the clients as part of the session.

Jane Grant from Badminton Scotland visited Sgoil Lionacleit on Wednesday 2nd March and spent the whole day teaching classes. Jane has been visiting island schools over many years sharing her expertise and knowledge of the game of Badminton. Pupils always thoroughly enjoy her enthusiastic, challenging and motivational lessons and get the opportunity to participate in lots of new fun drills to develop their badminton skills.

June 2022:

UK Maths Challenge:



This is a challenging Mathematical problem-solving competition which is done without a calculator for 1 hour under exam conditions. These are marked externally by the UK Mathematical Trust at The University of Leeds. Everyone who was selected to do the competition received a participation certificate for their efforts. Medal Certificate winners are only awarded to the top 30% of scores in the country, and we are particularly proud of our 5 Bronze and 1 Silver Certificate Winner in their achievements.

Grogarry Lodge:

A group of S2 boys who had been exhibiting challenging behaviour were involved in team building exercises for a few weeks. To finish their sessions, they went to visit Grogarry Lodge, meeting head gamekeeper Lorna Macleod and her team of gamekeepers for what was a superb day out on the Estate. Activities included a brief tour of Grogarry Lodge learning about its history, a beautiful lunch served up by staff, followed by joining the gamekeeping team at Loch Skipport. The Estate Gamekeepers demonstrated some of the land management practices they undertake and some of the equipment essential to their jobs. These practices demonstrated how they support Crofters' livestock and the protection of ground nesting birds. The day finished with a session on fly fishing.

St Andrews Summer School:

We had a number of young people attend this and they found it to be both challenging and rewarding. One young person said that 'it really opened my eyes to the possibilities of where to go next'.

Engineering the future for girls:

Some of our S3 girls took part and gave very positive feedback, here is a quote from a pupil:

"Now, more than ever, we need girls everywhere to get involved in engineering to secure a brighter and more diverse future for generations to come"

Our sport and recreation pupils were involved in supporting local primaries across June:



Cuach nan Àrd-sgoiltean:



Cuach nan Àrd-sgoiltean took place at Canal Park in Inverness today (Wednesday 22nd June). Sgoil Ghàidhlig Ghlaschu won the very first competition beating the Nicolson Institute in the final. Sgoil Lionacleit pupils exemplified the good behaviour and sportsmanship they are well known for.
Sports day:

Sgoil Lionacleit held their first sports day in over 3 days this year, starting with the High Jump competition. Tuesday saw the pupils hit the track for the track and field events. All pupils who participated did exceptionally well and lots of records were broken. Wednesday morning hosted the Relays, staff race and Staff Vs S6 tug of war.

Summer Dance:

Thursday 23rd June saw the return of the school dance. Due to the cancellation of the last two Christmas dances, a summer dance was organised to mark the end of the 2021-22 session. Pupils and staff enjoyed a night of ceilidh dancing together. The sun was shining and it was great to have the whole school together again for a social event.

October:

Duke of Edinburgh:

We reintroduced the DofE course and 24 of our young people are on their way to Bronze award.

Antler workshop:



Some of our S2 pupils participated in an antler workshop with 'Guerilla Archeology', they learned about tools, techniques and ancient antler technologies. They produced amazing results as can be seen in the picture above.

Writing competition:



One of our pupils in S3 was awarded 2nd prize in the annual Gaelic language writing competition organised by CLAS. In addition to this over 40 of our young people were given commendations for their work.

Photography:

One of our pupils won first prize in a national competition in the 12-18 category. His photograph of 'Our Lady of the Isles' will become part of the museum collection and will be exhibited both in person and online.

Piping:

Sgoil Lionacleit took part in the Lewis and Harris piping event this year where we picked up over 40 prizes, a true testament to the dedication of our young musicians.

Dandelion tea:

On Friday, September 9th, S1 pupils participated in Sgoil Lionacleit's Dandelion Project Harvest Festival. In their HE lessons leading up to the event, pupils made potato soup from potatoes that were planted by S2 and S3 pupils last spring, as part of the project. At the festival, they enjoyed their soup, accompanied with some sandwiches and pudding. Rev. McCulloch kindly said grace before our meal and Padruig Morrison and Mairi Therese Gilfedder played some local traditional harvest songs.

December 2022:

Gaelic interviews:

Four of our pupils took part in some research for Ionad na Gaeilge Labhartha (the Spoken Irish Language Unit) of University College Cork, based in the Co. Kerry Gaeltacht region, in Ireland. The University is currently working on a course curriculum for transition year students in Gaeltacht schools in Ireland. One of the core modules is Language Awareness and for this module, they conducted some interviews with teenagers and young adults in the Irish Gaeltacht regarding their linguistic experience speaking Irish Gaelic. As comparative material, they thought it would be interesting to hear the views of some fluent Gaelic speakers in the Western Isles.

Sabhal Mòr Ostaig:

ON THURSDAY, 1ST DECEMBER, MURDO AND ETTA FROM ASTAR MEDIA SPOKE TO PUPILS ABOUT COURSES AND JOB PROSPECTS AT SABHAL MÒR OSTAIG!



SABHAL MÒR OSTAIG
Ionad Nàiseanta Cànan is Cultar na Gàidhlig



WELL DONE !



Congratulations to Ailsa MacKinnon S3 and Fiona MacLellan S6 who represented Sgoil Lionacleit, so well, in the first two rounds of this year's National Gaelic Debate. The feedback from the judges was extremely positive and we hope this will encourage Ailsa and Fiona to continue to develop their debating skills.



Film G:

Pupils submitted a fantastic film as their FilmG project, I would be delighted to share this as a glimpse into the talents of our young people.

Links with Ukraine:

In the summer, the Hrishchenko family from Ukraine spent a few weeks in South Uist, getting some respite from the war going on in their country. The family were very happy during their time here and enjoyed the beautiful beaches and hills of the islands. People in the community made them very welcome, including some of our pupils who were neighbours and who played football with one of the children. The mum, Olena, got in touch with one of our teachers and explained that the school education system where they live (Bila Tserkva, 48 miles south of Kyiv) had collapsed due to power cuts and interruptions to the Internet connection. They were currently trying to learn from home, as it is too dangerous to open the schools. To help their children with English, some of our pupils were writing emails to the young people and they were practising English by writing back.

Charlies Bistro visit:

The S4 Skills for Work Hospitality group visited Charlie's Bistro & Bothy as part of their learning about working in the hospitality industry. We were delighted to see former pupil Cameron Rae, who is about to start his Professional Cookery Modern Apprenticeship with Charlie's Bistro hard at work in the kitchen.

Loch Eil outward bound trip:

Sgoil Lionacleit are delighted to be able to offer the current S2s a week-long residential trip to the Loch Eil Outward bound Centre next October. During this trip, pupils will learn new skills, build resilience and grow in confidence. The school will be carrying out fundraising over the next few months to raise money for the trip. The S2 into S3 transition was chosen specifically to help with what can be a difficult transition for young people. An outward-bound experience will help build resilience and confidence as they move into a new academic year.

Preloved sale:

As part of the preparation for our Christmas dance, staff, parents and pupils felt that we needed to do more to make the dance accessible to all. Our dance has free entry, free transport and free food on the night, but some young people and families still felt pressure to buy outfits for the

dance. The preloved sale addressed both the economic difficulty and challenged an era of 'fast fashion' as young people and families could both donate and access very affordable outfits. Anything that was left over was then passed on to local charities.

Reverse advent calendar:

Carrying on the theme of giving back to our community, in the run up to Christmas Sgoil Lionacleit ran a reverse advent calendar for the local foodbank. Both staff and pupils had the opportunity to bring in items to donate to the foodbank. It was a great success and further embedded the links we have with our local foodbank.

2.3 Self-Evaluation, Quality Assurance and Evidence Gathering Processes

We took part in a thematic review around Maths and Numeracy, the documentation for this can be found here:

https://glowscotland-my.sharepoint.com/:w:/g/personal/esgyoung1c_glow_sch_uk/EUvuxOzpx4FFspSvl-w6HI0B3xzFUh_-ZIE6HwbbG6gXQ?email=mcferguson1a%40gnes.net&e=2KhDUC

In addition to this, a calendar of our QA activities can be found here:

	QA Activity	Faculty/SLT	Frequency	1			2		3			4		
				Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	Review of curriculum	Faculty/SLT	Annual program					✓						✓
2	School attainment data	Faculty/SLT		✓			✓		✓			✓		
3	National qualifications and other forms of accreditation	Faculty/SLT		✓	Attainment Reviews						✓			
4	Assessing, planning, monitoring and reporting progress and achievement	Faculty	Termly			✓		✓			✓		✓	
5	Homework sampling	Faculty	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Sampling pupil jotters and/or coursework materials	Faculty	Termly		✓			✓		✓			✓	
7	Working in classrooms	Faculty/SLT	Classroom Observation as per policy				F	F	SLT	SLT	SLT	Peer	Peer	
8	Reports to parents	Faculty	As per calendar											
9	Pupil progress/profiles	Faculty	Termly		✓			✓		✓		✓		
10	Monitoring individualised educational programmes	Faculty	Ongoing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	Attendance	SLT	Weekly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Behaviour	Faculty/SLT	Ongoing as per policy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	Staff views	SLT	Termly			✓			✓					✓
14	Sampling pupils' views	Faculty/SLT	Planned programme		✓							✓		

15	Sampling parents' views	SLT	Biennial				✓						
16	Health & safety checks	Faculty/SLT	Termly	✓			✓		✓				✓
17	Progress towards targets in SQIP/DIPn	Faculty/SLT	Termly			SLT		F			SLT		F/SLT

2.4 Progress Towards Delivery of the National Improvement Plan Priorities

Priority	Actions	Impact on Learners	Next Steps
Placing the human rights and needs of every child and young person at the centre of education.	<ul style="list-style-type: none"> We achieved Bronze accreditation and are presenting on our Silver award in May Our rights respecting school (RRS) group read one of the rights out at our whole school assembly We have worked closely with the Children's Parliament to support access and input for our 2 'Human Rights Defenders' 	<ul style="list-style-type: none"> The Rights Respecting School group have carried out surveys as part of their Silver journey to further inform the pupil body The rights being read out at whole school assembly have placed weight upon how important they are This has led to a specific project in our Standards, Qualities and Improvement Plan (SQIP) this coming academic session 	<ul style="list-style-type: none"> SQIP project will focus on embedding the rights in Sgoil Lionacleit
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> We have a full suite of extracurricular activities to encourage young people to live healthy lifestyles Our Home Economics courses include topics on nutrition and healthy diets Our PE/HE/Guidance departments deliver the range of Experiences and Outcomes (E's and O's) from the wellbeing responsibility of all section of CFE as well as the subject specific ones We have a number of young people accessing the school wellbeing worker We also work closely with Western Isles Counselling service to deliver 	<ul style="list-style-type: none"> 89% of our young people report a Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included (SHANARRI) indicator of 7+ for Healthy (in a range of 1-10), only 4 pupils report below 5 and they are being supported Young people are very pleased with the number of supports available for mental health and the speed with which referrals are processed, this is reflected in the SHANARRI scores for Nurtured where 86% of pupils rate 7+ and no one is below a 5 	<ul style="list-style-type: none"> Work towards 95% + ratings for both Healthy and Nurtured Continue to explore how we can support young people – consult the Pupil Leadership team and Comhairle na Gaidhlig as to how we should build upon these good foundations

	<p>counselling to young people who need it</p> <ul style="list-style-type: none"> • Kooth is available and well publicized on school for young people who prefer a text-based approach to support 		
<p>Closing the attainment gap between the most and least disadvantaged children and young people</p>	<ul style="list-style-type: none"> • Last year's SQIP project focused on this area for us, more detail can be found in the project review, section 2.5 	<ul style="list-style-type: none"> • Our Scottish Index of Multiple Deprivation (SIMD) range runs from 4 – 6 and in the national benchmarking measures our SIMD 4 pupils outperformed our SIMD 5 and 6 pupils <ul style="list-style-type: none"> • Our Achievement of a level (ACEL) trends remain high, with moderated (internally and externally) judgements being applied consistently. This year we are predicting 88% of S3 pupils to achieve level 4 (L4), with the remainder achieving level 3 (L3) • For Pupil Equity Fund (PEF) pupils it is 67% achieving L4, 33% achieving L3. Compared to last year 0% L4 and 60% L3 • In S1 and S2 PEF pupils are remaining on trend with non-PEF pupils 	<ul style="list-style-type: none"> • Increase the number of PEF pupils who are on track for achieving L4 in literacy and Numeracy by the end of S3, bearing in mind that small numbers can skew data significantly
<p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p>	<ul style="list-style-type: none"> • Review the national Positive destinations data regularly • Review the sustained positive destinations data regularly • We held a careers fair which was attended by over 30 different local employers • We had a focus on apprenticeship week with an apprenticeship drop in session supported by 20 local employers 	<ul style="list-style-type: none"> • Our positive destinations for 2022 are at 97.83%, in this we outperform all comparators, virtual, local and national. The dropped percentage represents 1 pupil and there is a plan in place for them which gave a positive destination after the data capture closed • In addition to this our sustained positive destinations (up to 25 years old) is sitting at 94% which is very good 	<ul style="list-style-type: none"> • Aim to return to 100% positive destinations again

	<ul style="list-style-type: none"> We held a Gaelic careers fair to support young people in the recognition of Gaelic career pathways 		
Improvement in attainment, particularly in literacy and numeracy.	<ul style="list-style-type: none"> Review ACEL data regularly Review the national dashboard SCQF level 4/5 Literacy and Numeracy attainment at key points in the year 	<ul style="list-style-type: none"> Our ACEL data was down in 2022 as a result of the impact of COVID, a number of measures were taken around this and the current predictions (outlined above) show a significant improvement 	<ul style="list-style-type: none"> Return to an outperformance of our comparators in the national benchmarking

2.5 Review of School & ELC Improvement Plan Projects 2022-23

Project Title & Objectives	Actions Undertaken	Impact on Learners	Next Steps/Future Development
<p>Ensuring appropriate pace and challenge in S1/S2 as part of COVID recovery: All young people in S1/2 will be identified as meeting appropriate curricular milestones (triangulation of CAT and P7 SNSA) in broad general education (BGE) moderation exercises throughout the year, or a plan will be in place to help close any gaps identified.</p>	<ul style="list-style-type: none"> BGE academically at-risk (AAR) meetings have taken place each term (x1 per term) AAR target group have individualised plans produced to close the gap ASN pupil data will be triangulated against their learning experiences to ensure appropriate pace/challenge IDL experiences were planned and delivered, with every department being involved in at least 1 IDL project 	<ul style="list-style-type: none"> This year we are predicting 88% of S3 pupils to achieve L4, with the remainder achieving level 3. This is in line with the triangulated data and shows that we have kept in line with the curricular milestones. The data has also been reviewed to include aspects not initially considered e.g. ACES. This means that our understanding of where learners are is more detailed than it has ever been, which allows us to appropriately challenge and support them. 	<ul style="list-style-type: none"> Try to push more learners beyond their predicted flight path to ensure that there is more 'value added' to the learning experience Further embed the AAR process for BGE Involve the PEF worker more directly in these discussions Create an 'intervention' log to track the impact of specific interventions Work with the data group to further refine the 'flight path' document
<p>Ensuring PEF pupils are achieving relevant literacy and numeracy levels: 50%+ of PEF pupils in S3 perform at or above the average levels for literacy and numeracy (as shown in ACCEL data) for their year group, up from a baseline of 0% in 2022</p>	<ul style="list-style-type: none"> We ensured a specific focus on PEF pupils during the BGE AAR meetings Our PEF worker tracked the attendance of pupils on the PEF list PEF data packs were produced and kept up to date by PEF worker to allow precise monitoring 	<ul style="list-style-type: none"> For PEF pupils it is 67% achieving L4, 33% achieving L3. Compared to last year 0% L4 and 60% L3. The PEF data exceeds the target by 17%. PEF attendance still remains below average – this will be reflected in the SQIP 23-24 The academic attainment of our PEF pupils is showing a positive trend. 	<ul style="list-style-type: none"> Review attendance for PEF pupils as part of the new SQIP project Work with staff to further increase the percentage of PEF pupils attaining L4 in subjects by the end of S3
<p>Increasing the number of GME opportunities for pupils in Sgoil Lionacleit: By May '23 100% of our GME pupils will have participated in a Gaelic medium extracurricular event in Sgoil Lionacleit, this will be reflected in a strategy plan and recording of participation.</p>	<ul style="list-style-type: none"> Set up 'Feasgar Diardaoin' - currently running in a basic format with small numbers Established 'Comhairle na gaidhlig' and pupils are taking the lead on Gaelic initiatives in the school. Organised events and challenges for Seachdain na Gaidhlig. – pupils engaged from S1 to S6. 	<ul style="list-style-type: none"> Although we have not hit our target of 100% of young people taking part in a Gaelic extra-curricular event, we have managed to get 30% of S1 pupils engaged regularly Our Comhairle na Gaidhlig is meeting regularly and have been involved in raising the profile of Gaelic in Sgoil Lionacleit, signage, Gaelic music during whole school assemblies and Gaelic sign 	<ul style="list-style-type: none"> Build on 'Feasgar Diardaoin' – attract higher numbers and run different sessions each week. Links already established with music, art and shinty. Build on careers event success – plan similar events for next year. Links made with Taigh Chearsabhaigh and Ceolas. Looking at ways we can work together to improve GME

	<ul style="list-style-type: none"> Organised Gaidhlig careers event in partnership with DYW coordinator. Art/Tech department are working on creating signs for each subject in Gaelic which will be displayed in the corridors. 	<p>in/out sheets are clear examples of their impact.</p>	<p>experience with links from outside of school.</p> <ul style="list-style-type: none"> Looking at different ways of capturing Gaidhlig literacy qualifications through BGE and ensuring GME provision continues until at least the end of S3. Plan for a Gaelic Ethos self-evaluation. Look at possibility of delivering staff event on building a Gaelic positive ethos in the school. Look at P7 transition. Are there ways that we can create more of a GME transition experience so that pupils don't come up to SL with the expectation that everything switches to English? 'Comhairle na Gaidhlig' looking at possibility of creating a GME P7 transition video.
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2.6 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.

<u>Measure</u>	<u>Actions Undertaken</u>	<u>Impact on Learners</u>	<u>Next Steps/Future Development</u>
<p><u>Attainment</u></p> <ul style="list-style-type: none"> • Achievement of Curriculum of Excellence Levels (ACEL) • Baselines and Gap • Achievement over Time 	<ul style="list-style-type: none"> • Half-term Holiday Club. • Easter Holiday Club. • Breaktime/lunchtime/ afterschool clubs. • Regular 1:1s with pupils to assess PEF needs. • IEPs created to ensure that all PEF pupils receive comprehensive, positive, and tailored, intervention. • 1:1s with school colleagues 	<ul style="list-style-type: none"> • Regular 1:1s with PEF pupils reveal what has been successful, and what needs to be adapted. • Regular 1:1s with pupils are a dynamic process, which can bring to light hitherto unexplored aspects of pupils' lives, which could have an impact upon attainment. 	<ul style="list-style-type: none"> • Continue regular 1:1s with PEF pupils, in order to assess progress, and/or future needs. • Continue to complete IEP notes, and to pass-on relevant information, to the appropriate people. • Continue to setup, and run, school clubs, and to assess their efficacy.
<p><u>Attendance</u></p> <ul style="list-style-type: none"> • Attendance Change • Male/Female etc. • Patterns/Reasons • Exclusions 	<ul style="list-style-type: none"> • PEF Attendance Chart created, offering an at-a-glance of PEF pupil's attendance by week, month, and term. • Reasons for non-attendance discussed at Team Briefings. • Pupils' 1:1s are structured to allow us to explore gaps in attainment, while absent, and to plan interventions. 	<ul style="list-style-type: none"> • The vast majority of pupils attend the planned 1:1s. Two pupils have declined invitations to attend, and their choice not to, is acknowledged. • Currently 37% of PEF pupils are female, while the remainder 63% are male. At time of writing, there are no non-binary/transitioning pupils on the PEF list. 	<ul style="list-style-type: none"> • Continue to see PEF pupils, regularly. • Continue to monitor attendance, by electronic notes, Attendance Chart, and by meetings with work colleagues.

<p><u>Inclusion</u></p> <ul style="list-style-type: none"> • Ethos and Culture • Reducing Exclusions • Meeting ASN • Social/Emotional Support 	<ul style="list-style-type: none"> • 1:1 work with a particular pupil, in encouraging him back into school, following a lengthy absence, was only partially successful. It has been decided that multi-agency working is the way forward, for this pupil. • I have regular meetings with SfL to assess the needs of a particular pupil with ASNs. 	<ul style="list-style-type: none"> • Both The 7 Golden Rules, and SHANARRI Wheel principles are adhered to. Because of this, pupils feel respected, and “listened to”. • The pupil with ASN is responding in a, mainly, positive manner, to his new plan. Community participation and presence, is increased by the inclusion of weekly trips to a local café, for a drink. 	<ul style="list-style-type: none"> • Continue to put pupils at the centre of Education Attainment. • Continue to maintain and develop therapeutic relationship with PEF pupils. • Continue to maintain collaborative working, putting the needs of pupils at the forefront of EA.
<p><u>Participation</u></p> <ul style="list-style-type: none"> • Measures of Participation • Change over Time • Participatory Activity • 7 Golden Rules (Understanding one’s rights; Involvement; Choice; Being valued; Being Supported; Working together; Keeping in touch) 	<ul style="list-style-type: none"> • The pupil is always the focus of the 1:1. Although the 1:1s are led by me, they are always child-centric, and, wherever possible, confidential. Each 1:1 is underpinned by the 7 Golden Rules, and collaborative working (both between myself and the pupil, and colleagues), is encouraged. 	<ul style="list-style-type: none"> • Most pupils attend 1:1s on time. Where pupils miss a 1:1, a note is made. • Detailed and confidential electronic notes are kept to measure participation, and these notes are referred to, in subsequent 1:1s. 	<ul style="list-style-type: none"> • Continue to measure participation through discussion with pupils/analyzing electronic notes/referring to the Attendance Chart.

<p>Engagement</p> <ul style="list-style-type: none"> • Targeted Measurement • Emotional/Cognitive • Change over Time • Parents and Carers 	<ul style="list-style-type: none"> • Detailed electronic notes, document dates of planned 1:1s, attended 1:1s, details of planned future 1:1s, how pupils respond to planned interventions, how pupils progress, and pupils' own assessments of interventions. • Contact with parents/carers can allow me to explore family life, for the pupils. 	<ul style="list-style-type: none"> • Most pupils have, over time, come to accept my involvement. Pupils keep their appointments, and are willing to divulge personal details, and not just to talk about their educational activities. Therapeutic relationships are continuing to be forged. 	<ul style="list-style-type: none"> • Continue to explore, gently, any aspect of pupils' lives which might affect their education attainment, and take appropriate steps to rectify.
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2.7 Evaluation of Progress - HGIOS4 Quality Indicators

Quality Indicator	Evaluative Judgements	Grading	Sources of Evidence
1.3 Leadership of Change	<p>Developing a shared vision, values and aims relevant to the school and its community:</p> <ul style="list-style-type: none"> Our school vision boards set out the aspiration for young people, staff, parents and community in Sgoil Lionacleit. This is further broken down into yearly goals. In addition to this we have had a refocusing on our school motto 'AonaibhRi Cheile' (Pull Together) as we have returned from COVID. This has been highlighted in whole school assemblies every Monday. <p>Strategic planning for continuous improvement:</p> <ul style="list-style-type: none"> We have worked closely with staff to develop our priorities and goals as a school. Staff report feeling well listened to and supported in school. The strategic direction for Sgoil Lionacleit is clearly and concisely outlined in our SQUIP which is communicated to all members of staff as a live document. The interconnectedness of our SQUIP to departmental improvement plans is evident and leads to improved outcomes for young people. Staff regularly RAG rate their DIP, as modelled by SLT with the DIP. This gives real time progress updates rather than year end. <p>Implementing improvement and change:</p> <ul style="list-style-type: none"> Equality and social justice are at the core of what we do in Sgoil Lionacleit, SLT promote this in their modelling of relationships with staff at all levels as well as with pupils. Young people report feeling well supported and some 'hard to reach' young people are being directly mentored by SLT. Practitioner enquiry and collegiality is being led by our tapestry group, which has reconstituted after a GAP imposed by COVID, staff report that this is having a positive impact on their practice. 	<p>Good</p>	<ul style="list-style-type: none"> School vision statements (English and Gaidhlig) Motto working group minutes SQIP planning and delivery over time Tapestry group QA calendar AAR minutes/processes Weekly whole school assemblies
2.3 Learning, Teaching & Assessment	<p>Learning and engagement:</p> <ul style="list-style-type: none"> Our school culture reflects our commitment to positive relationships, we intend to build upon this foundation to further embed children's rights in our learning. Learners are appropriately challenged and engaged in learning for the most part. There continues to be a need to differentiate appropriately for young people. <p>Quality of teaching:</p> <ul style="list-style-type: none"> Our staff are working to further enrich learning experiences by meaningful use of IDL. Our questioning, explanations and where 	<p>Satisfactory</p>	<ul style="list-style-type: none"> Classroom observations. Pupil feedback. Parental feedback. Attainment data. Departmental curricular plans. Departmental minutes. Insight data dashboard

	<p>appropriate, use of higher order thinking skills makes a positive difference to our learners' experience. Feedback is used to good effect in classes.</p> <p>Effective use of assessment:</p> <ul style="list-style-type: none"> Our staff use a wide variety of assessment approaches to allow young people to demonstrate their knowledge, skills and capabilities across the curriculum. Active learning and AIFL are used well. The evidence from these assessments is used to report progress and plan next steps. <p>Planning, tracking and monitoring:</p> <ul style="list-style-type: none"> Whilst learning is appropriately tracked and monitored and well planned to deliver diverse learning experiences, we need to involve learners more in the planning of their learning. 		
3.1 Ensuring Wellbeing, Equity & Inclusion	<p>Wellbeing:</p> <ul style="list-style-type: none"> As shown in the evidence previously (SHANARRI data) most young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included, with positive relationships evident and commented upon in our external reviews. Young people also report a high level of satisfaction with the extra-curricular clubs available to them. <p>Fulfilment of statutory duties:</p> <ul style="list-style-type: none"> We comply with and actively engage with statutory requirements and codes of practice. <p>Inclusion and equality:</p> <ul style="list-style-type: none"> Our outcomes demonstrate our commitment to positive destinations for our young people. We have also updated policies to reflect the latest guidance around protected characteristics. 	Satisfactory	<ul style="list-style-type: none"> Shanarri data capture spread sheets. Microsoft Forms data Feedback from Senior induction days High level of positive destinations for our leavers (98%). School leavers attainment data Attainment data Pupil leadership team minutes Comhairle na Gaidhlig minutes LGBTQI+ group INSET training AAA arrangements
3.2 Raising Attainment & Achievement	<p>Attainment in literacy and numeracy:</p> <ul style="list-style-type: none"> In the past learners have made very good progress in literacy and numeracy, regularly outperforming all benchmarks. In 2022 our young people did not do this, but we have a plan in place to rectify this, full details can be found in the paperwork for the thematic review of mathematics and numeracy. <p>Attainment over time:</p> <ul style="list-style-type: none"> Across all curriculum areas over the last 3 years we have performed well, the departure from the alternative certification model and issues around attainment in partnership courses have had an impact on our attainment in 2022, but the measures taken will see an improvement again in 2023. 	Satisfactory	<ul style="list-style-type: none"> Attainment data. BGE tracking spreadsheet. Leaver's destinations. INSIGHT data Tracking and monitoring data. Academically at risk meetings. Transition meetings. Group call content. Headlines. School website. Departmental minutes.

	<p>Overall quality of learners' achievement:</p> <ul style="list-style-type: none">• Our curriculum reflects our aspiration to embed the 4 capacities and contexts for learning in everything we do. This is highlighted in the 'year in review section'. <p>Equity for learners:</p> <ul style="list-style-type: none">• We have effective systems in place to promote equity of success and achievement for all of our learners, particularly the 'Academically At Risk' process'. Our learners in the lowest 20% of national dashboard measures outperformed the Western Isles comparator. In addition to this we consistently outperform all benchmarks on positive destinations.		<ul style="list-style-type: none">• Tannoy announcements.• School newsletter (termly)
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2.8 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 2022-23 when completing this section.

1a	Increase the attainment in literacy of learners registered for FSM in P1, P4 & P7
Stretch Aim: Reduce the attainment gap between FSM and not FSM by 3.2%	
N/A	

1b	Increase the attainment in numeracy of learners registered for FSM in P1, P4 & P7
Stretch Aim: Reduce the attainment gap between FSM and not FSM by 3.0%	
N/A	

2	Increase the number of leavers registered for FSM achieving 1+ passes at SCQF Level 5
Stretch Aim: Reduce the attainment gap between FSM and not FSM by 8.0%	
2021 – FSM: 100% (6 pupils) 2021 – not FSM: 94% (50 pupils) 2022 – FSM: No data available 2022: - not FSM: 90.70% (43 pupils)	

3	Increase the number of leavers registered for FSM achieving 1+ passes at SCQF Level 6
Stretch Aim: Reduce the attainment gap between FSM and not FSM by 2.2%	
2021 – FSM: 100% (6 pupils) 2021 – not FSM: 70% (50 pupils) 2022 – FSM: No data available 2022: - not FSM: 62.79% (43 pupils)	

4	Increase the number of 16–19-year-olds participating in education, employment or training
Stretch Aim: Increase participation by 0.4%	
2021 – Positive destinations: 98.21% 2022 – Positive destinations: 97.83% (1 pupil not in positive destination at time of capture)	

5	Increase the average attendance of learners registered for FSM in secondary	
Stretch Aim: Reduce the gap in attendance of FSM/Not FSM by 1.9%		
	2020-21	2021-22
non-fsm pupils attendance	94.24%	89.93%
fsm pupils attendance	92.60%	91.50%
2021-22 The gap is positive, outperforming the measure.		

6	Reduce the combined attainment gap in writing at P1, 4 & 7 for learners registered for FSM	
Stretch Aim: Reduce the attainment gap between FSM and not FSM by 2.5%		
N/A		

7	Increase the number of leavers registered for FSM attainment SCQF5 in both literacy & numeracy	
Stretch Aim: Reduce the attainment gap between FSM and not FSM by 6.2%		
FSM:		
2020 – 66.67%		
2021 – 83.33%		
2022 – no data		
Not FSM:		
2020 – 83.78%		
2021 – 74%		
2022 – 55.81%		

2.9 Identification of Key Improvement Priorities for 2023-24 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, Sgoil Lionacleit has identified the following areas for improvement in 2023-24.

- Attendance
- Working on school ethos and embedding a Rights Respecting Schools approach
- CPL

Plana Leasachaidh na Sgoile 2023-24



School Improvement Plan 2023-24

Section Three – School Improvement Plan 2023-24

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

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
<p>DP1 Deliver high-quality learning and teaching in all educational settings, recognising the rights and needs of all children and young people.</p> <p>DP2 Ensure effective and accountable leadership for all.</p> <p>DP3 Improve the use of data to secure excellent outcomes for all learners in the Outer Hebrides.</p> <p>DP4 Improve curriculum, learning and wellbeing transition planning at all key stages for children and young people.</p>	<p>IT1 Raising Attainment For All, for PEF, for CECYP – Curriculum Design</p> <p>IT2 Gaelic Language, Culture & Heritage Strategy, GME, GLE, progression</p> <p>IT3 Learning for Sustainability Citizenship, RRSA, Outdoor Learning, Play</p> <p>IT4 Health & Wellbeing Mental Health, Physical Health, Participation & Engagement</p>
NIF Priorities	NIF Drivers
<p>NP1 Placing the human rights and needs of every child and young person at the centre of education.</p> <p>NP2 Improvement in children and young people’s health and wellbeing.</p> <p>NP3 Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>NP4 Improvement in skills and sustained, positive school-leaver destinations for all young people.</p> <p>NP5 Improvement in attainment, particularly in literacy and numeracy.</p>	<p>ND1 School and ELC Leadership</p> <p>ND2 Teacher and Practitioner Professionalism</p> <p>ND3 Parent/Carer Involvement & Engagement</p> <p>ND4 Curriculum & Assessment</p> <p>ND5 School & ELC Improvement</p> <p>ND6 Performance Information</p>
CNES Corporate Business Plan Links	Northern Alliance Phase 4 Plan
<p>BP1 Strengthen the Local Economy Increased level of skills across our community & workforce (1.1.4).</p> <p>BP2 Support for Children, Families & Young People Attainment, Early Intervention, Lifelong Learning, Health, Childcare (2.1.1 – 2.1.5)</p> <p>BP3 Supporting Resilient Communities & Quality of Life Gaelic language, safe communities, reducing poverty & inequality. (3.1.1, 3.1.4, 3.1.5)</p> <p>BP4 Be a Sustainable & Inclusive Council Environment, reduction in carbon footprint, Net Zero, Equity of opportunities (4.1.2, 4.1.3)</p>	<p>NA1 Wellbeing and Learning Feeling well and learning well.</p> <p>NA2 Social Intelligence How we work and learn together.</p> <p>NA3 Equality Investments How we break down barriers to wellbeing and learning.</p> <p>NA4 Systemness Working together to improve our system.</p>

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
<p>2023 figures rather than 2022 as they are most recent:</p> <p>S3 Non PEF pupils L3 – 100% S3 PEF pupils L3 – 100% S3 Non PEF pupils L4 – 75% S3 PEF pupils L4 – 60%</p> <p>15% Gap for S3 literacy but within that there is level 4 attainment, no pattern emerging (4 PEF learners)</p> <p>1 PEF pupil on alternative pathway (ASN)</p>	<p>2023 figures rather than 2022 as they are most recent:</p> <p>S3 Non PEF pupils L3 – 100% S3 PEF pupils L3 – NA S3 Non PEF pupils L4 – 50% S3 PEF pupils L4 – NA</p> <p>No gap</p> <p>1 PEF pupil on alternative pathway (ASN)</p>	<p>2023 figures rather than 2022 as they are most recent:</p> <p>S3 Non PEF pupils L3 – 100% S3 PEF pupils L3 – 100% S3 Non PEF pupils L4 – 92% S3 PEF pupils L4 – 100%</p> <p>No gap</p> <p>1 PEF pupil on alternative pathway (ASN)</p>

Planning Objectives	Cohort	Improvement Actions	Resources	Monitoring
<p>See 2.6 - next steps.</p> <p>Happy to take further advice re this section.</p>		•	•	
		•	•	
		•	•	

3.4 School Improvement Plan Projects

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

1	Project Title:	Improve school ethos	Baseline Data:	Shanarri data, behaviour referral data, qualitative data in questionnaires
	Objectives:	Staff and pupils will report that they feel respected and involved in the life of the school in a positive way.	Target Data:	All pupils to report 9.0+ for included and nurtured. Behaviour referral totals to drop by 25% for the academic year/term time as compared to this year.
	Links to Local/National Priorities or Stretch Aims:	DP1, IT2, IT3, NP1, ND1, BP3, NA2	Lead Responsibility:	G. Young via SLT

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
1.1 Co-create (pupils and staff) a new relationships policy to replace the 'better behavior policy'.	Pupil leadership team (pupil council, Comhairle na Gaidhlig, prefects) and staff volunteers	February 24	Policy will be created and implemented – staff and pupil should report that they feel clearer on expectations – questionnaire to be developed which will provide qualitative and quantitative data to this effect. In term 4 and going forward we would expect to see a drop in the number of behavior referrals.
1.2 Investigate how we reward young people and recognize their contributions more effectively: initial focus on merits, demerits, assemblies and achievement tracking via 'My World of Work' profiler.	S1-S3 initially with a senior phase roll-out to follow	October 23	A system will be in place to reward young people for engaging positively with their learning. There will also be an achievement tracker developed and implemented.
1.3 Investigate how we recognize staff contributions more effectively: use the data from the staff questionnaire on communication and involvement to plan for this.	All staff	December 23	Staff will report that they feel supported and their contributions recognized positively – questionnaire to be developed which will build upon the one already in place provide qualitative and quantitative data to this effect.
1.4 Work with staff and pupils to create best practice models for communication to ensure their voices are heard: use suggestions from the staff questionnaire and RRS committee.	All staff and all pupils	October 23	There will be a flowchart in place that shows staff and pupils where they can contribute and what kind of feedback will be provided (the flowchart will also provide timescales).

1.5 Work with the Comhairle na Gaidhlig (CnG) to improve our Gaelic ethos: Use the suggestions from CnG re signage, suggestions boxes, create and embed a Gaelic culture course.	CnG as delivery agents, targeting all pupils	March 23	There will be a pupil suggestion box in place – pupils will be able to trace impact from suggestions made, this will be shared in assemblies. The new Gaelic culture course will be present in the timetable and pupils will report a positive experience via evaluations to be produced.
1.6 Demonstrate our commitment to UNCRC by working towards our Gold award.	Rights respecting schools committee	August 25	Our committee will continue to embed the suggestions from our Silver accreditation visit. With a clear focus on embedding the rights within the curriculum in a meaningful way. We aim to be on track to achieve our Gold within 18 months.
1.7 Further embed our mentoring program.	Staff mentors and S4 pupil mentees	March 24	All participants in the program will report a positive experience via qualitative data. In terms of quantitative data our behavior referrals for the target group should have dropped by >25%

2	Project Title:	Improving the attendance/lateness of young people	Baseline Data:	Weekly, monthly, termly attendance data. Weekly late reports.
	Objectives:	Improving attendance will have a positive effect on engagement and attainment. Focusing on being on time will reduce the impact lateness has on learning hours.	Target Data:	Attendance for target year (S3) to maintain at over 95% from term 1. Lateness to be reduced by 25%.
	Links to Local/National Priorities or Stretch Aims:	DP3, IT4, NP2, NP5, ND3, ND6, BP2, NA3	Lead Responsibility:	SLT/PTGs.

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
2.1 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	Pupils with attendance below 90%	Ongoing - Monthly	Attendance maintained at over 90% or improving by 5%
2.2 SLT to meet once per month with for an "attendance review"	Pupils with attendance below 90%	Ongoing - Monthly	Meetings recorded with outcomes tracked
2.3 Education attainment apprentice to track the attendance of pupils on the PEF list	PEF pupils	Weekly	Attendance maintained at over 90% or improving by 5%
2.4 Home visits for PEF pupils with below 95% attendance post monthly review	PEF pupils	As required	Parental engagement is positive as reflected in surveys
2.5 Focus groups/Interviews with pupils of attendance below 90% to address key issues	Pupils with attendance below 90%	Termly	Record of meetings and suggested outcomes
2.6 Provide childcare during parental engagement opportunities	Hard to reach parents/ delivered by Foundation Apprenticeship pupils	As per parental events	At least one parent who was 'hard to reach' last year takes up the opportunity to attend



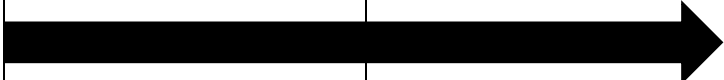
3	Project Title:	Increasing CPL opportunities for staff	Baseline Data:	Number of CPL opportunities offered to staff.
	Objectives:	Staff will feel empowered to deliver high quality learning experiences and to share expertise, building an ethos of collegiality.	Target Data:	At least one (targeted via staff request) CPL opportunity available each term.
	Links to Local/National Priorities or Stretch Aims:	DP2, DP3, IT1, NP3, ND2, ND4, BP2, NA1, NA4	Lead Responsibility:	Overall G. Young, individual as per CPL calendar.

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
3.1 Gather from staff a list of the types of CPL that they would like to see offered.	All staff	Aug 23	All staff have had the opportunity to identify preferred areas of development
3.2 Gather from staff a list of CPL activities that they feel they have an expertise in and would like to share.	All staff	Aug 23	All staff have had the opportunity to identify areas of expertise
3.3 Create a CPL calendar that marries these two, where necessary source high quality external delivery agents.	All Staff	September 23	Calendar is created and staff are accessing opportunities.
3.4 Increase the number of staff meetings to twice a term, with a clear focus on the improvement plan. These meetings will have set goals linked to the improvement plan, whilst also offering staff the opportunity to contribute to the direction/improvement agenda.	Teaching staff	As per calendar	Calendar reflects this, minutes of meetings show that staff are empowered on improvement agenda. Staff report feeling more involved in whole school improvement.
3.5 Re-instate the associate PT role, allowing unpromoted staff members the opportunity to attend and contribute to PT meetings, gaining valuable experience.	Teaching staff	Aug 23	Associate PT post is filled and incumbent is leading on an aspect of departmental/faculty improvement.
3.6 Re-instate the associate SLT role, allowing unpromoted staff members the opportunity to attend and contribute to SLT meetings, gaining valuable experience.	Principal teachers	Aug 23	Associate SLT post is filled and incumbent is leading on an aspect of whole school improvement.

3.5 School Improvement Plan Delivery Timeline

Indicative timeline for delivery of the School Improvement Plan projects during the 2022-23 academic session.

[[Adjust arrows for each of your projects to indicate planned start and finish.

SIP Project Title	Aug to Oct 2022 (Term One)	Oct to Dec 2022 (Term Two)	Jan to Mar 2023 (Term Three)	Apr to Jun 2023 (Term Four)
Improve school ethos		RAG RATE - Oct	RAG RATE - Mar	
				
Improving the attendance/lateness of young people		RAG RATE - Oct	RAG RATE - Mar	End of year update on embedded actions
				
Increasing CPL opportunities for staff		RAG RATE - Oct	RAG RATE - Mar	
				

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
2024-25	<ul style="list-style-type: none"> Review Ethos 	<ul style="list-style-type: none"> Ensure high attendance for PEF pupils 	<ul style="list-style-type: none"> Improvement in SCQF L4/5 literacy and Numeracy attainment
2025-26	<ul style="list-style-type: none"> Evaluate attainment impact of S1/2 attendance work 	<ul style="list-style-type: none"> Ensure S3 PEF pupils are in line with/exceed cohort attainment levels 	<ul style="list-style-type: none"> Ensure IDL is embedded in the curriculum
2026-27	<ul style="list-style-type: none"> Review impact of staff CPL – has it sustained 	<ul style="list-style-type: none"> Ensure SHANARRI indicators stay high for PEF pupils 	<ul style="list-style-type: none"> Make sure we are offering the correct range of vocational pathways