



COMHAIRLE NAN EILEAN SIAR

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



Sgoil Lionacleit

Aithisg Ìre de Mhathas 2024-25
Plana Leasachaidh na Sgoile 2025-26

Standards & Quality Report 2024-25
School Improvement Plan 2025-26

Aithis Ìre de Mhathas airson 2024-25 agus Plana Leasaichaidh na Sgoile 2025-26 Standards & Quality Report for 2024-25 and School Improvement Plan 2025-26 (SQIP)

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Canan Measaidh - 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%

Earrann a h-aon – Co-heacsa na Sgoile

Section One - The Context of the School

1.1 An Sgoil agus an Coimhearsnachd - 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, with Gàidhlig and Gaelic (learners) being offered to our senior phase pupils.

The school has a roll of 240 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 Ar Leirsinn, Ar Luachan, Ar n-Amasan agus Feallsanachd an Curraicealam - Our Vision, Values, Aims and Curriculum Rationale (this should be in Gaelic and English. Consider how well does the agreed vision, values and aims focus on achieving impact for Gàidhlig and guide the strategic planning for improvement for Gàidhlig).

Ar Leirsinn - Our Vision:

Our school vision is based upon our school motto “Aonaibh Ri Cheile” (‘Pull Together’). Pupils, parents and staff felt that this captured our ethos of inclusion, goals for working together and aspiration for our community. This is further expanded in our values.

Ar Luachan - Our Values:

An fhìrinn | Adhartas a dhèanamh | Obair chruaidh
Integrity | Ambition | Perseverance

These are further exemplified in our breakdown of how these values will be exemplified in our approach to Gaelic:

An Fhìrinn (Integrity)

- Signage and staff names displayed in Gaelic on doors and around the school.
- Notices throughout the school indicating the level of Gaelic proficiency of individuals.
- Gaelic is spoken to classes as far as possible, aligning with the Scottish Government’s commitment to immersive Gaelic education.

- Gaelic speakers use the language for communication whenever feasible, ensuring inclusivity for non-Gaelic speakers.
- The Head Teacher introduces morning announcements and Monday assemblies in Gaelic.
- Members of the community provide information in Gaelic for pupils undertaking research projects.
- Linking local history and heritage to classwork and interdisciplinary learning (IDL) projects.
- Bringing in role models from our local community to inspire Gaelic engagement.
- Displays and a school blog created by Heather MacDonald to promote Gaelic.
- Inclusion of Gaelic scripture readings in the Christmas Assembly, with preparation support from the Gaelic department.

Adhartas a Dhèanamh (Ambition)

- Participation in Gaelic-focused activities such as:
 - National Gaidhlig Debate
 - FilmG
 - Quizzes run by CNAG
 - Cuach na Cloinne
 - Projects run by Fèisean nan Gàidheal
 - Gaelic careers fair to highlight opportunities in Gaelic-related fields
- Encouraging individual Gaelic learning goals.
- Pupil-led projects that incorporate Gaelic.
- 'Big Sing' event to celebrate Gaelic song and music.
- Twinning projects to explore different cultural perspectives on Gaelic.
- Showcasing different pathways to success through Gaelic.
- Workshops with musicians, writers, and Film/TV role models who use Gaelic.
- Creation of new SQA pathways to expand Gaelic learning options.
- N5 and Higher Gaidhlig students are encouraged to research local or family history topics for Speaking and Writing Assignments, fostering deeper community connections.
- Participation in CLAS competitions.
- Links established with a school in Canada to enhance Gaelic language exchange.

Obair Chruaidh (Perseverance)

- Peer mentorship, including ASN pupils, to support Gaelic learning.
- Immersive experiences to deepen language engagement.
- Gaelic Ambassadors to promote language learning among peers.
- Regular practice, including a 'word of the week' initiative.
- Gaelic work experience opportunities.
- Participation in challenging contexts, such as the local Mòd.
- Participation in Dileab heritage project.
- Celebrating Gaelic identity with ceilidhs and school events.
- Production of *Leabhar na Gàidhlig*, a resource containing Gaelic phrases with English translations, illustrations, and sound files for use in non-Gaelic classrooms.

Ar n-Amasan - Our Aims:

- 1. Obraichibh còmhla gus am fàs sibh moiteil à coimhearsnachd na sgoile - 's ann leinn a tha i.
- 2. Bithibh taiceil dha chèile 's fàsaidh misneachd a h-uile duine.
- 3. Bithibh cuideachail dha chèile is mar sin gheibh a h-uile duine cothrom ionnsachadh.
- 1. Work together to inspire a sense of pride, community and ownership.
- 2. Support each other to become resilient, confident and articulate.
- 3. Work co-operatively to engage in meaningful learning.

Feallsanachd Ar Curraicealam - Our Curriculum Rationale:

Tha cuspairean-sgoile Sgoil Lionacleit ag amas air beachdan agus prionnsabalan Curraicealam airson Sàr-mhathais a ghluasad air adhart. Ann a bhith a' dèanamh sin tha sinn ag oidhirpeachadh air cothroman ionnsachaidh a thoirt dha sgoilearan a tha toirt cothrom dhan h-uile duine; a tha farsaing agus a tha cur ar sgoilearan gu dùbhlàn an dà chuid ann an Gàidhlig agus ann am Beurla.

A bharrachd air foghlam farsaing anns a bheil doimhneachd agus dùbhlàn thathar airson gum bi e toirt tlachd dha sgoilearan.

Thathar cuideachd airson:

- gum bi na cuspairean-sgoile againn a' toirt cothroman cùrsaichean- ionnsachaidh nas practaigeach a tha freagarrach airson a' choimhearsnachd againn a chruthachadh.
- gum bi cànan is cultar na Gàidhlig air am brosnachadh anns na clasaichean Gàidhlig agus Beurla.
- gum bithear daonnan mothachail air an t-suidheachadh ionadail anns a bheil an ionnsachadh a' tachairt m.e gum bitheamaid mothachail air croitearachd mar dhòigh beatha.
- gum bithear a' dèanamh ceangalaichean seasmhach ri pàrantan agus daoine eile; ceangalaichean a tha feumail agus a' cur ri eòlas agus ionnsachadh nan sgoilear.

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 Co-obrachadh agus Co-Chonaltradh - 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	- Staff felt that corridor behaviour was not at the high standards we expect for our school – from this we created our corridor charter (in collaboration with Pupil Council) and are in the process of rolling out. - Staff felt that communication around behaviour referrals was slow and felt clunky. From this we have created a system to notify teachers when their referral has been processed by the Head of Year. - Staff felt that Gaelic needed to be more integrated to the school/learning experience for young people.	✓	
				✓	✓
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	- Young people felt that corridor behaviour was not at the high standards we expect for our school – from this we created our corridor charter (in collaboration with the Staff team) and are in the process of rolling out. - Young people felt that they needed more autonomy in their learning, with more opportunities to lead. - Young people wanted more opportunities to use their Gaelic in school.	✓	
					✓ ✓

Parents and Carer	Termly Annually	Parent council meetings – termly Parents evenings – termly Short life working groups - Annually	- The parent council would like the CCTV situation in Sgoil Lionacleit addressed. This has been brought up with senior officers and building requests have been made. - The parent council felt that due to a small number of racist incidents that have been highlighted in the community, the parent council wanted school to go further in addressing this. This has led to HT contacting Sally Kane (Education Psychologist) to look at setting up and anti-racism club in school to widen the conversation.	✓ ✓	
Community and other stakeholders	Weekly Termly Tri-annually	Staff briefing – weekly Staff meetings – termly Departmental and faculty meetings – weekly INSET consultations – Aug, Oct, Feb	- The CLD partnership group has not been as focused over the last few years, with impact being more difficult to demonstrate. The HT has taken over the chairing of this group to re-align the group with the partnership plan. - The Christmas leavers programme was very successful, with 3 young people moving into apprenticeship posts and one setting up their own business. This is due in large part to the work of our DYW worker. - Young people report a clearer understanding of the amount/type of positive destinations available to them.	✓ ✓ ✓	

Aithisg Ìre de Mhathas 2024-25

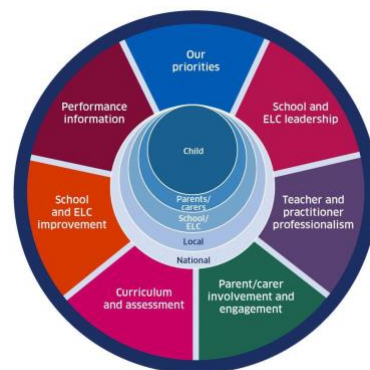
Standards & Quality Report 2024-25

Earrann a dhà - Aithris Ìre de Mhathas

Section Two – Standards & Quality Report 2024-25

The Standards & Quality Report documents the progress the school has made during 2024-25 in the delivery of a range of improvement priorities and key performance measures. This includes:

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



2.1 Meòrachadh am Bliadhna- Soirbheachas agus Coileanasan - The Year in Review - Successes and Achievements

We have had a number of notable success and achievements this year - more detail and photographs can be found on our school website under 'newsletters'. Some highlights include:

Launching the SFL blog

Winning Cuach nan Àrd -sgoiltean

The large number of prizes won in the local Mod

Our S1 Animation project in partnership with Royal Conservatoire which had a Gaidhlig theme

Our S1 Gaelic Culture coffee morning

Taking part in (and winning) the Secondary schools Gaelic quiz

Cafaidh Neart with Ruairidh Gray - S3 Gàidhlig pupils got the opportunity to meet former pupil, Ruairidh Gray and ask him questions about his music, hobbies and opportunities afforded to him through Gaelic. This online event is part of the Cafaidh Neart project which has been organised by Fèisean nan Gàidheal

The large number of winners in the Lewis and Harris Piping society Junior Piping competition.

Our school pipe band took part in the World Pipe Band Championships in Glasgow.

We hosted careers fairs in both Gaelic and English

We took part in Deasbad Nàiseanta

Our pupils led Gaelic lessons for staff

Our Eco schools committee set up and is working well to support sustainability

Our Intergenerational Ambassadors for Sgoil Lionacleit visited local care homes with their accordions

And much more – please visit our newsletters page for more info:

<https://www.sgoillionacleit.org.uk/newsletters.html>

2.2 Fèin-Measadh agus Dearbhadh Càileachd - Self-Evaluation, Quality Assurance and Evidence Gathering Processes

Sgoil Lionacleit has a very clear quality assurance policy, which highlights the duties of classroom teachers, principal teachers and SLT. A copy of this can be provided upon request. In addition to our standard QA procedures, Sgoil Lionacleit was involved in a 'Validated Self Evaluation' in October 2024 which provided further guidance and advice in the form of an action plan.

2.3 Adhartas air Lìbhrigeadh nam Prìomhachasan Fream-obrach Leasachaidh Nàisteanta - Progress Towards Delivery of the National Improvement Plan Priorities

CnES Plana agus Aithris FLN ES NIF Plan and Report 2024-2025

National Priority	Approaches/Interventions	Impact	Next Steps
Placing the human rights and needs of every child and young person at the centre of education.	- We achieved Silver accreditation and are working towards our Gold award - Our rights respecting school (RRS) group have been part of the consultation group for our new relationships policy - Our pupil council have been working on HGIOurS and highlighted wider achievement as the strand they wished to look at in more detail.	- Young people have had input to both policies and school improvement projects , either directly as part of working groups or as feedback from surveys. - Young people highlighted sustainability as something they wanted to look at as part of their leadership journey. This led to the creation of the Eco-Schools committee and the work they have been involved in over the last academic year. - The pupil council had input into how the new wider achievement tracker would look and how it should be shaped/used.	- Achieve Gold RRS award - Continue to embed UNCRC into the learning experience of young people at Sgoil Lionacleit. - Trial and seek feedback on the new wider achievement tracker.
Improvement in children and young people's health and wellbeing	- 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	90% 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 our whole school average is 7.7 out of 10.	- Work towards ratings of over 9.0 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

	- We have a number of young people accessing the school wellbeing worker - We also work closely with Western Isles Counselling service to deliver counselling to young people who need it - Kooth is available and well publicized in school for young people who prefer a text-based approach to support		
Closing the attainment gap between the most and least disadvantaged children and young people	Attendance remains the biggest barrier. Our PEF pupils remain 6 percentage points on average behind our whole school attendance. It must be noted however	- Our National Dashboard for attainment vs Deprivation shows us to be lower in SIMD 4, however when this is changed to complementary tariff scores there is no significant difference. an improvement from last year, with no significant comparison to be found against the national measures. - Our ACEL predictions are down slightly, with 50% of PEF pupils predicted to achieve L4. However, it must be noted that this is from a total of 2 PEF pupils in S3.	Use and adapt the Duncanrigg model to support attendance interventions.
Improvement in skills and sustained, positive school-leaver destinations for all young people	- Review the national Positive destinations data regularly - Review the sustained positive destinations data regularly - We held a careers fair (organized by our developing the young workforce officer) which was attended by over 30 different local employers. These employers have been involved in curriculum delivery during our enterprise classes and skills for life learning and work.	Our positive destinations for 2024 are at 97.96%, in this we outperform all comparators.	Aim to return to 100% positive destinations again.

	- We had a focus on apprenticeship week with an apprenticeship drop in session supported by 20 local employers - 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.	- Review ACEL data regularly - Review the national dashboard SCQF level 4/5 Literacy and Numeracy attainment at key points in the year	We now outperform our virtual comparator (by 9%) at L4 but are behind in L5 by 2% (down from 4% last year) We believe that this will close again this year as our revised pathways filter through.	Return to an outperformance of our comparators in the national benchmarking at N5 as well as N4.

2.4 Measadh air Proiseactan Adhartais na Sgoile agus an Sgoil Àraich - Review of School & ELC Improvement Plan Projects 2024-25

Outcome	Actions	Impact	Next Steps
Curriculum refresh: ACEL data to show >95% of young people achieving level 4 by May 2025 SHANARRI data of >8 for Respected and Included	- We had planned for a number of actions that would support the delivery of this outcome but the trajectory of the project was changed by feedback from our VSE. - A number of the actions have been amalgamated with the VSE action plan and this project will run into next years improvement plan in a revised form.	This plan is ongoing and will feature in our new improvement plan in a revised format. As a result of the re-focusing all of our actions in this project are RAG (Red-Amber-Green) rated as either Amber or Red. This means we are unable to demonstrate significant impact around this project in this academic session.	This project will be redone this year, taking into consideration the feedback from the VSE . This will be under the guise of 'raising attainment for all/learning, teaching and assessment.
Refresh and reintroduce our house system to improve the ethos in school: Staff and pupils will report being more included and involved in the life of the school. This will be evident in SHANARRI data and in the answers to questionnaires based on school ethos.	2.1 Join the house events system with our new relationships policy 2.2 Create a calendar of events (2 or 3 per term) 2.3 Recruit a house events coordinator from staff, a staff team to support and house captains from pupils 2.4 Recruit junior house captains 2.5 Recruit senior house captains 2.6 Allocate all staff to a House 2.7 Promote the system and provide ongoing points totals in assemblies and via displays 2.8 At the end of the academic year award the house cup at prizegiving and tie in rewards 2.9 Promote the new school vision, values and aims through the house system and year group assemblies 2.10 Use the new communication policy to create community engagement events	- New relationships policy is present and being used - Calendar is present and populated with events - Posts are filled - Junior house captains are in post for all houses - Senior house captains are in post for all houses - All staff have a house allocated - During the SHANARRI data captures young people report an 'included' level of +7.5 (out of 10) - The vision and values are visible in school and being referred to regularly. Learners and staff demonstrate the values in how they conduct themselves. Spot checks show that young people can identify clearly at least one school value. - There has been at least one community event per term	Continue to build upon the House system to support Ethos, include more Gaelic opportunities in this.

Attendance: 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.	• Create new attendance policy and flow chart • 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 • SLT to meet once per month with for an “attendance review” • Education attainment apprentice to track the attendance of pupils on the PEF list • Home visits (PEF officer) for PEF pupils with below 95% attendance post monthly review – This was overtaken by revised PEF input. • Interviews with pupils of attendance below 90% to address key issues • Create new attendance policy and flow chart – this was overtaken by the authority producing an attendance policy.	• Whole school attendance is currently 89.72%. Although this is below our target percentage in our project, this remains above both the National and Comhairle average.	• Use the new authority attendance policy effectively and implement a local variation of the ‘Duncanrigg Challenge’ to support anxiety based school avoidance.
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2.5 Geàrr-chunntas air Gnìomhairean agus Buaidh Maoineachadh Cothromas nan Sgoilearan - Summary of Pupil Equity Fund Action Plan and Impact

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

Measure	Approaches/Interventions	Impact	Next Steps/Future Development
Attainment • ACEL • Baselines and Gap • Achievement over Time • Local Measures	Regular, structured 1:1 sessions with all PEF pupils, supported by detailed electronic notes capturing discussions, feelings, and personalised action plans. These records inform future sessions and track progress. Ongoing communication with parents/carers to review progress and ensure alignment of support. Increased engagement through clubs and extra-curricular activities (e.g., Uist Youth Café, Holiday Clubs, MOTIV8), providing opportunities for informal support and social assessment. Active involvement in the planning and supervision of Easter and Summer Holiday Clubs, and the Feis at Sgoil Uibhist a' Tuath. Individualised Planning: Input to the creation and ongoing review of IEPs to ensure tailored interventions. Attendance at TATC meetings, staff briefings, and regular liaison with teaching staff, guidance, DHTs, HT, and ELR staff to ensure a coordinated approach.	1:1s help identify effective interventions and areas for adjustment. Sessions foster trust and support through client-focused principles—congruence, empathy, and unconditional positive regard. Family contact provides context for pupils' needs; social interactions outside the classroom offer deeper understanding. Regular meetings with colleagues facilitate shared strategies and coordinated responses. Pupils report finding 1:1s encouraging, indicating strong engagement and relationship-building. Ongoing SVQ training increases confidence and strengthens collaboration in practical planning and support. ACEL data shows that PEF pupils are achieving Level 3 or 4 in Numeracy and Literacy	Completion of SVQ in Social Services (Children & Young People) by June 2025 to deepen understanding of pupil challenges. Ongoing 1:1s, participation in clubs, and involvement in holiday and transition activities. Support the Duke of Edinburgh Award (Bronze) and potential development of additional clubs, with a particular focus on access for PEF pupils. Engagement in Gaelic lessons to strengthen communication and cultural inclusivity. Continued contact with families, staff, and educational attainment teams to ensure responsive support for all PEF learners.

Attendance - Attendance Change - Male/Female etc. - Patterns/Reasons - Exclusions	Created a detailed PEF Attendance Chart using SEEMiS to track weekly, monthly, and termly attendance for each pupil, identifying patterns and informing discussions. Attendance issues are regularly reviewed with senior leadership and relevant staff to plan targeted interventions for long-term absences. Most 1:1 sessions are conducted as scheduled. Reasons for missed sessions are documented and include staff/pupil illness, schedule clashes, or room unavailability. One pupil has declined support; this was discussed with the HT, and future support remains available if the pupil chooses to re-engage. Attendance is monitored through an electronic spreadsheet, updated weekly, and shared as needed. Regular discussions with staff are held to clarify attendance concerns and inform appropriate responses.	Current caseload includes 12 PEF pupils (6 male, 6 female). Attendance patterns and reasons for absence are consistently monitored and reviewed. Unfortunately our PEF attendance remains adrift from our whole school average by just under 7 percentage points, but this is within the target set as part of the NIF stretch aims.	Continue to monitor PEF pupils' attendance/absence through the creation and updating of an electronic Attendance Spreadsheet. The spreadsheet is updated weekly, and is available for inspection. Continue to speak with teachers regarding pupil attendance/absence to ask for updates/advice. Working with the allocated DHT, be more proactive in delivering interventions to support attendance.
Inclusion - Ethos and Culture - Reducing Exclusions - Meeting ASN - Social/Emotional Support - Equity/COSD	Extensive 1:1 support provided to develop social confidence, academic skills (e.g., Maths and Music), and community engagement.	Improved understanding of pupils' individual needs through collaborative approaches and consistent documentation. Promoting inclusion and Gaelic language awareness enhances the cultural identity of the school.	The wellbeing and attainment of PEF pupils are prioritised in all aspects of practice. Positive, therapeutic relationships are maintained with all PEF pupils.

	Regular collaboration with SfL, Guidance, DHTs, and HT ensures alignment of strategies and progression planning. Engagement with ELR pupils continues as part of inclusion-focused practice. All pupil progress is recorded in e-notes and communicated to staff as needed to inform next steps. Promoting bilingual ethos by updating signage and incorporating Gaelic into daily interactions (e.g., greetings).	Therapeutic relationships have been formed with PEF pupils, promoting trust and openness. Strong professional relationships maintained with colleagues and families, reinforcing multi-agency support.	Inter-agency collaboration is actively promoted and supported, both within and beyond Sgoil Lionacleit. Strong, professional relationships are fostered with colleagues across and beyond Sgoil Lionacleit. Constructive, professional relationships are built and sustained with pupils' families. Pupils are greeted warmly, with basic Gaelic phrases (e.g., <i>Madainn mhath</i>, <i>Feasgar math</i>) incorporated into daily interactions
Participation - Measures of Participation - Change over Time - Participatory Activity 7 Golden Rules	The 7 Golden Rules, SHANARRI indicators, and My World Triangle framework guide all pupil interactions. Pupils actively participate in 1:1 sessions. Although sessions are staff-led, pupil voice is prioritised and respected. Consent is sought before sharing any information unless safeguarding requires disclosure. All sessions are dated, and any non-attendance—by pupil or staff—is recorded, with follow-ups arranged promptly. Participation levels, successes, and required interventions are tracked through 1:1 notes and the PEF Attendance Sheet.	Pupils are increasingly confident in expressing themselves during 1:1s. Transitions are more effective due to early and consistent engagement with incoming S1 PEF pupils. Systematic tracking of participation supports responsive and individualised planning.	Continue to measure participation, successes, and further interventions, through regular 1:1s, and referring to the 1:1 notes, and also the PEF Attendance Sheet. Continue to liaise with colleagues in order to encourage continued attendance at school, and at the 1:1s. Continued active participation in the P7 – S1 Transition period, to support the transition of PEF pupils.

	Close collaboration with colleagues supports sustained attendance and engagement in both school and 1:1s. Active involvement in the P7–S1 transition programme supports early relationship-building and eases transition into secondary education.		
Engagement - Targeted Measurement - Emotional/Cognitive - Change over Time - Parents and Carers - Equity/Removing Barriers	Detailed e-notes record pupils' progress from first contact through to planned outcomes, enabling shared reflection and future planning. All disclosures are reported in line with safeguarding protocols and explained to the pupil, with support offered from relevant staff. Emotional concerns are promptly shared with Guidance for follow-up. Family engagement is used to better understand home circumstances and barriers to engagement. Pupils generally welcome and value the 1:1 relationship, often sharing personal and academic updates. Confidentiality is respected and explained. Relationships evolve appropriately across year groups—respect and professionalism remain consistent throughout.	Pupils demonstrate improved self-awareness and are more engaged in their school journey. Strong relationships with staff, pupils, and families underpin effective intervention. Enhanced clarity and structure through collaboration with senior leadership and attainment teams. Continued responsible use of PEF resources to support improvements in attendance, engagement, and attainment.	Positive changes in the organizational structure of Raising Attainment For All (RAFA)/PEF team will mean that the management of my post will be overseen, at a local level, by HY, one of the DHTs. This will help focus interventions and impact. Regular 1:1s allow both myself and the pupils time to explore success and needs, in regards to their education. Regular contact with staff allows me to get feedback on pupils, and to share my praise, or concerns, about pupils. Continued contact with parents/guardians allows me to get a fuller understanding of the pupils.

	Reflective conversations during 1:1s allow pupils to recognise progress and set future goals. Family preferences around communication are respected, balancing professional discretion with engagement efforts. Management of the post is now locally supported by a DHT (HY), enabling focused planning, review, and improvement of the PEF provision.		
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2.6 Measadh Adhartais air na slàtan tomhais deagh ghnè Dè cho Math sa tha an Sgoil Againn - Evaluation of Progress - HGIOS4 Quality Indicators

Quality Indicator	Evaluative Judgements including Evidence	Grading
1.3 Leadership of Change	Developing a shared vision, values and aims relevant to the school and its community: - We have refreshed our school vision, aims and values (VAV), in both English and Gaelic. All stakeholders were represented in this process. Evidence - Vision, values and aims posters visible in every class - Very low number of exclusions - High representation in school events with pupils taking pride in their school and their participation - We have achieved our Rights Respecting Schools silver award - The involvement of staff, pupils and parents in our working groups (where relevant) - The policies developed collegiately by these working groups Views and opinions - Minutes of staff meetings show staff engagement in the process and contribution to development. - Minutes of parent council meetings show engagement in the process and contribution to development. - Pupil focus groups report ownership of the VAV (both pupil council and Comhairle na Gaidhlig) Additional Evidence - Relationships policy - House system	Satisfactory

	Strategic planning for continuous improvement: • Our improvement planning process involves, parents/guardians, staff (teaching and non-teaching) along with pupils in setting our priorities. • In addition to our stakeholders the Improvement Plan takes cognisance of the National Improvement priorities and Local Authority priorities. • Our working groups are linked to the improvement priorities so we have a clear thread from improvement to impact for all stakeholders to see. • Leadership meetings are focused on supporting strategic priorities as well as supporting teaching and learning. • Our flightpath document supports a wider understanding of attainment and factors impacting it for pupils. • Academically at risk meetings support improved attainment for young people (in conjunction with the flightpaths document). Evidence • Our QA calendar is robust and embedded in our school life • The QA calendar represents all levels and their responsibilities to contribute • The 'flightpaths' document is well populated and up to date • Staff can articulate how they use the flight path document to support improvement • The Academically at Risk meetings both BGE and Senior Phase contribute to improvement in attainment for our young people • Our Standards and Qualities report and Improvement Plan are robust and linked to the NIF and local priorities • Our Improvement Plan recognises the views of all stakeholders • There are clear links in our Improvement Plan to the NIF and Local improvement priorities • We have produced a pupil and parent/guardian friendly version of our Improvement Plan, this is available in school and on our website	
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	• PRD's link to our school improvement priorities as well as taking cognisance of individual requirements Views and opinions • The big conversation data • Staff wellbeing survey Additional Evidence • QA calendar • Assessment and moderation policy • CPL calendar Implementing improvement and change: • Reintroduced a GME stream in SL – 2018/19 • Gaelic plan – increase numbers, move away from purely curricular provision into the experiences – FilmG, Gaelic debate, Mod – local and National, Gaelic football (Cuach nan Sgoil Ardean), Gaelic café, Comhairle na Gaidhlig, E-Sgoil UNCRC project, Gaelic ambassadors, Gaelic transition events, Inter school quiz, Christmas dance (bands with Gaelic/Gaelic songs) • Gaelic – We have submitted a new course to SQA for approval that allows young people with very good oral Gaelic skills to achieve recognition for this. This will be the first course of its kind in Scotland • As a school we have looked carefully at how we support young people their learning and ensuring that our SFL department reflects how we want to do that Evidence • GME stream is present • We have a Gaelic plan to boost the number of young people picking Gaelic in the Senior Phase but we also have robust engagement with the following areas:	
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	FilmG – category winners 2024. Gaelic debate – winners 2019, competitors every other year. National Mod – last year we had 2 gold medal winners in school. Local Mod – we always compete in our Cluster Mod and pick up lots of prizes. We have a girls Gaelic football club run as an extra-curricular club. Gaelic football (Cuach nan Ard Sgoiltean) - Cup winners 2024. Our Gaelic café is well attended and an opportunity for young people to use Gaelic in a less formal setting. In addition to our Pupil Council we have a Comhairle na Gaidhlig – one of our pupil leadership and consultation avenues. E-Sgoil UNCRC project – was led by our PT GME who is still involved in the project despite this post no longer being present. Our Gaelic ambassadors are taking a lead in raising the profile of Gaelic in SL and we would love for you to meet with them and discuss how. Gaelic transition events take place regularly with our cluster and help young people see the language links across Primary to Secondary. We took part in the Gaelic Inter school quiz hosted by Bord na Gaidhlig, we entered two teams and emerged as both winners and in second place. We are also in the process of implementing a cluster award for S3 pupils who did not pick Gaidhlig but want to continue their oral skills and gain an award. At our Christmas dance we have always managed to get local bands who use Gaelic and sing Gaelic songs as part of the cultural experience young people have • DofE programme • Tapestry group • Learning walks show improved learning experiences • Number of trips • Eco schools • Climate action week • Climate action cup in partnership with climate Hebrides • Pupil council engagement with HGIOURS around a key improvement priority	
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	• High levels of involvement in ambassadorship • Our Health and wellbeing indicator data capture reports..... • Our in house leadership pathways are present and have good enrolment – We have an associate PT who is leading on a departmental level project. We have 2 associate SLT members who are leading on Whole school level projects. Our Pupil leadership opportunities consist of the following: Pupil Council, Comhairle na Gaidhlig, Junior House captains, Senior House captains, School captains, prefects, Gaelic Ambassadors, Eco schools committee members, Communication committee members, Rights Respecting Schools committee members, Anthony Nolan champions, Immunisation champions, Ocean Trust voyage teambuilding and voyage participation (this one was targeted at our Care experienced young person) • We moved SFL from one room tucked away at the back of the school into the main part of the school and assigned a suite of rooms to support meaningful learning and engagement. Views and opinions Pupil leadership team express positive views on their impact in school The staff wellbeing survey reflects the work being done on communication Additional Evidence The trophy cabinet AAA policy ASN register •	
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2.3 Learning, Teaching & Assessment	Learning and engagement: • Culture: Our school culture reflects our commitment to positive relationships in how almost all staff and young people conduct themselves • Active learning opportunities: Most teachers design lessons that allow pupils to engage in hands-on activities, group work, and real-world problem-solving tasks, promoting deeper understanding and critical thinking. • Learner autonomy: the majority of pupils are given choices in how they approach their learning, whether through selecting tasks, engaging in self-directed projects, or using self selected differentiation (e.g. choice of output) to display understanding. • Engagement with digital tools: Most teachers incorporate technology, such as interactive whiteboards, educational apps, and online resources, to make lessons more interactive and accessible for all learners. • Use of real-life contexts: The majority of lessons are linked to real-world applications, such as using budgeting scenarios in Maths or addressing environmental issues in science, which enhances relevance and engagement for learners. • Support for diverse learners: Differentiation is effectively used in the majority of classes, with pupils working on tasks suited to their ability levels. Those who need more help are supported, while high achievers are given opportunities to extend their learning. Evidence • Active learning opportunities: Our wellbeing data over time consistently shows that our young people score over 8 out of 10 for responsible and included, this highlights their own perception of engagement in learning being positive. Pupil feedback from learning walks and classroom observations also highlights positive engagement and enjoyment of lessons. Observations and learning walks show that the majority of pupils are actively involved in lessons, collaborating effectively during group tasks, and demonstrating deeper understanding through real-world problem-solving.	Satisfactory
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- **Skills for life learning and work:** This course in S1 shows an increase in young people using critical thinking skills and problem solving – we believe that this is one of the reasons we are seeing an increase in attainment in the senior phase.
- **Learner autonomy:** Pupil work including portfolios and projects show that most of our learners are showing creativity and initiative in self-directed tasks. This is also highlighted in the supported and self-study classes that run from S3-S6. The gradual reduction in teacher intervention/direction from S3-S6 is having a positive result on our attainment.
- **Engagement with digital tools:** We are seeing an increase in pupil participation rates in lessons using digital tools, such as kahoot, blooket and other starter/exit and retention programmes. In addition to this almost all pupils are using Teams as a way of accessing learning materials and collaborating with other learners. Our ICT course has also led to improvements in attainment in digital literacy and other key areas where technology is integrated effectively. (evidence provided via report cards and achievement of CFE levels).
- **Use of real-life contexts:** The majority of pupils can articulate the relevance of their learning to real-world contexts and the application of skills, such as personal finances and understanding loan interest in Maths or the impact of climate change on our environment in Geography. This was further reinforced by our 'Outer Hebrides Conference of Parties 1' where our pupils were able to make the link between their working knowledge of climate action and the impact on our local environment and community
- **Support for diverse learners:** Moderation and staged intervention shows that the attainment of our learners with significant ASN is improving. Tracking the progress of learners through formative and summative assessments shows that differentiated tasks are having an impact on the accessibility of the curriculum for young people. In addition to this our Alternative Assessment Arrangements (AAA) policy is robust and well used to support learners who require it.

Views and opinions

	• Wellbeing data • Learning walk feedback • Parental engagement with events e.g. numeracy workshops Additional Evidence • AAA policy • Flightpaths document • Wellbeing data overview Quality of teaching: • IDL: The majority of staff are working to further enrich learning experiences by meaningful use of IDL. Our questioning, explanations and where appropriate, use of higher order thinking skills makes a positive difference to our learners' experience. Feedback is used to good effect in almost all classes. • Clear explanations and instructions: Almost all teachers consistently provide clear and detailed explanations of new concepts, using a variety of methods to cater to different learning styles. • Modelling and scaffolding: Most teachers model key processes or problem-solving methods for pupils before gradually reducing support as pupils become more confident, ensuring progression towards independent learning. • Use of effective questioning: Most teachers ask a variety of open-ended and higher-order questions to promote critical thinking, encouraging pupils to explain their reasoning and deepen their understanding. • Feedback on learning: Most pupils receive timely and constructive feedback on their work, both verbally and in written form, allowing them to reflect on their strengths and areas for improvement. • Learning intentions and success criteria: Almost all teachers set clear learning goals at the start of each lesson, ensuring that pupils know what they are learning and how they will know if they are successful. Evidence	
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	• Clear explanations and instructions: Observations of classroom teaching and learning walks show that almost all teachers use effective instructional strategies, leading to improved pupil engagement and performance in assessments. • Modelling and scaffolding: Pupil progress over time, particularly in Maths and English show that the scaffolding in place is having an impact on attainment. The work done in conjunction with support for learning and numeracy packs (alongside the pathways review) is filtering through to senior phase attainment in Maths. • Use of effective questioning: As observed during classroom observations and learning walks pupil responses during class discussions or assessments show increased depth of understanding due to open-ended and higher-order questioning. This was further supported by the CPL available to staff on effective questioning. • Feedback on learning: The BGE and Senior Phase academically at risk meetings, alongside the reporting system (one full report, one short report and a parents evening) show improvement in pupil performance over time. Tracking individual performance in this way shows that pupils are using feedback to improve their outcomes. This includes outcomes in formative and summative assessment e.g. senior phase exams. Evidence of impact can include improvements in pupil performance after receiving specific feedback. Departmental pupil surveys and engagement show that pupils value the feedback they receive and feel it helps them improve. • Learning intentions and success criteria: Almost all teachers are using learning intentions and success criteria to enhance the quality of teaching and learning, this is evident in achievement of a level data from our tracking and monitoring systems and pupil feedback in senior phase logbooks. • Logbooks: Guidance teachers are using the logbooks to effectively challenge and support almost all senior phase learners around their learning, helping them set smart targets and mediating any issues that arise. Views and opinions • Pupil logbooks	
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	• Staff wellbeing survey • Parent council minutes Additional Evidence • Classroom observations • Wellbeing data Effective use of assessment: • 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. • Ongoing formative assessment: The majority of teachers use a range of formative assessment strategies, such as quizzes, exit tickets, and peer assessment, to gauge pupil understanding and inform future lesson planning. • Personalised feedback: Feedback is tailored to individual pupils, providing specific and actionable guidance that helps each learner improve their performance. • Use of summative assessments: Summative assessments, such as end-of-unit tests and national exams, are used to measure overall pupil progress and inform reporting to parents and other stakeholders. • Tracking and monitoring progress: Almost all teachers systematically track pupil progress over time, using data to identify patterns, such as underperformance or rapid improvement, and to implement timely interventions. • Self and peer assessments: Pupils are encouraged to assess their own and each other's work, reflecting on the learning process and developing skills in critical thinking and self-regulation. Evidence • Ongoing formative assessment: Staff are becoming more adept at using formative assessment to improve outcomes for young people. The staff CPL calendar last year	
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	supported this heavily and has been reported on successfully in the staff wellbeing survey. • Personalised feedback: Classroom observations, learning walks, learning logs and jotter sampling show that targeted feedback is being used to support pupil progress in both the BGE and senior phase. Almost all teachers are using feedback effectively to support teaching and learning. Jotter sampling and moderation activities also show improvement in targeted areas following personalised feedback. • Use of summative assessments: Summative assessment results, including departmental analysis of end of unit tests, prelims and exam results show improvement over time in most departments. In departments where there has not been improvement over time there are actions within the departmental improvement plans to address areas of development. • Reporting: Reports to parents also show a clear picture of pupil development and areas for continued development, delivered over three terms and in three different methods, short form report, full report and parents evening. • Tracking and monitoring progress: Our results analysis shows that we are improving in overall attainment, regaining some of the ground lost due to COVID 19. Our analysis shows a return to or improvement on 2019 exam results. We can also demonstrate marked improvement in areas that were part of our targeted support e.g. Mathematics in the senior phase. • Self and peer assessments: Classroom observations, learning walks, learning logs and jotter sampling show that targeted feedback is improving critical thinking skills in young people. Most young people can evaluate their own and other young people's work and provide feedback on strengths and areas for development. This is supported by AiFL techniques in class. Self-assessment reflections and peer feedback forms demonstrate that pupils are becoming more autonomous in their learning and more capable of regulating their progress. Views and opinions • Self-assessment forms • Peer feedback/marking	
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	Additional Evidence • Staff wellbeing survey results • Logbooks • Moderation feedback Planning, tracking and monitoring: • HGIOURS: 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 by using HGIOURS more effectively as an evaluation tool led by young people. • Curriculum planning for progression: Teachers plan lessons that build on previous learning, ensuring that each stage of the curriculum leads smoothly to the next, promoting continuous progress. • Action plans, IEPs and CSPs: Teachers use these documents to tailor learning objectives and support strategies for pupils with additional support needs (ASN), ensuring they receive appropriate interventions. • Regular pupil progress reviews: Pupil progress is reviewed regularly by staff through both formative/summative data analysis and teacher observations, allowing for adjustments to support strategies where necessary. • Use of digital tools for tracking: Almost all teachers use digital tools to keep accurate records of pupil attainment and engagement, helping to identify trends and inform future planning. • Collaborative planning across departments: The majority of teachers from different departments work together to create interdisciplinary learning experiences that connect subjects and reinforce key skills, such as literacy and numeracy. Evidence • Curriculum planning for progression: Pupil journeys from S1-S6 are sampled regularly and compared to our flight-paths document as part of our academically at	
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	risk process to ensure young people are meeting appropriate milestones. This also looks at how young people are performing across units, subjects and faculties, ensuring that data shows continuous improvement. Most staff teaching records and curriculum plans show adjustments are made based on learner needs, ensuring that progression is smooth and learning is appropriately challenging. • Action plans, IEPs and CSPs: The progress of pupils with additional support needs is regularly discussed and tracked, with tracking data showing improved attainment and engagement following specific interventions e.g. literacy data linked to literacy support groups. Regular reviews of IEPs and Action plans show ongoing refinement to meet pupil needs more effectively. • Regular pupil progress reviews: Faculty level academically at-risk meetings and data analysis show that most teachers are adjusting teaching strategies or putting in place interventions to support improvements in pupil attainment. Teacher feedback and observations also demonstrate that in most classes changes are being made to support pupil progress effectively. • Use of digital tools for tracking: Our academically at risk meetings coupled with our flightpaths spreadsheet shows that the majority of teaching staff are using data to inform progress and planning. Which leads to more timely interventions for pupils. This is also demonstrated in our highly able pupils programme. Using our staff meeting, CPL calendar and INSET training as a vehicle for upskilling, teachers also report greater accuracy in recording and analysing pupil data, leading to better planning. • Collaborative planning across departments: Our IDL projects are becoming more embedded, the baked bean challenge has been running in S1 for 2 years now, with an emphasis on transferrable skills. There are also more IDL projects present in faculty improvement plans. We are particularly pleased to note the shift to more organic IDL opportunities, with OHCOP1 being an excellent example of different faculties contributing to the learning. Feedback from teachers and pupils (particularly in relation to OHCOP 1) shows that interdisciplinary learning experiences have made learning more coherent and relevant.	
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	Views and opinions • Staff wellbeing survey • Eco schools minutes Additional Evidence • SFL literacy data • SFL/PTG meeting minutes • PST minutes • Faculty meeting minute • OHCOP1/Climate challenge week evidence • Eco schools board	
3.1 Ensuring Wellbeing, Equity & Inclusion	Wellbeing: • Attendance: Attendance reviews and the updated policy are contributing to attendance that is above the National average. • Extra curricular clubs: Allow young people the opportunity to participate in a range of supported experiences, building confidence and social skills. • Shanarri: Our wellbeing data capture shows that almost all young people rate themselves as over 7 (out of 10) across the board in our Shanarri data capture. • Nurturing Environment: We foster a supportive school culture where pupils feel safe and valued, with strong relationships between staff and pupils, contributing to a positive atmosphere for learning. • Mental Health Support: We offer mental health resources, including access to school counsellors and mental health workshops, promoting emotional well-being among pupils and staff. • Pupil Voice: Regular feedback is collected from pupils through surveys, pupil councils, and wellbeing indicators (SHANARRI), ensuring that their views are heard and acted upon to enhance wellbeing. • Health and Wellbeing Curriculum: We integrate health and wellbeing into the curriculum through lessons on physical fitness, emotional intelligence, and healthy relationships, contributing to the overall development of pupils.	Satisfactory

	• Wellbeing Plans: Individual wellbeing plans are in place for pupils who require additional emotional or behavioural support, ensuring their needs are met in a targeted and supportive manner. Wellbeing Evidence New attendance policy Improved consistency in attendance and punctuality is leading to increased engagement and continuity in learning for pupils. SEEMIS dashboard Real-time data tracking supports early intervention, ensuring timely support for pupils and improved outcomes. Extra-curricular club list and attendance rates High levels of participation indicate strong pupil engagement, contributing positively to wellbeing, confidence, and a sense of belonging. SHANARRI data Targeted support based on wellbeing indicators ensures that individual pupil needs are being met, promoting a nurturing environment. Number of pupils accessing mental health support Increased uptake reflects a culture of openness and trust, with pupils accessing appropriate support to manage their emotional wellbeing. Pupil council – minutes Demonstrate active pupil voice and participation in school improvement, empowering pupils and strengthening inclusion.	
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	Health and wellbeing curriculum Progressive and responsive planning ensures pupils develop resilience, emotional literacy, and an understanding of how to maintain their wellbeing. Views and opinions Pupil feedback forms Additional Evidence Shanarri data Fulfilment of statutory duties: • Safeguarding Procedures: Robust safeguarding and child protection protocols are regularly reviewed and adhered to, ensuring that all staff are trained and aware of their responsibilities to protect pupils. • ASN Support: We ensure all statutory obligations for pupils with additional support needs (ASN) are met through tailored support plans, regular reviews, and collaboration with external agencies. • Attendance Monitoring: Rigorous attendance and engagement monitoring allows for early intervention when pupils' attendance drops, ensuring that appropriate actions are taken to support regular attendance. • Equality and Inclusion Policies: We have clear policies in place to ensure compliance with equality legislation, including ensuring that all pupils have equal opportunities to participate in school activities regardless of their background or needs. • Staff Training: Regular training is provided to staff on relevant legislation and inclusive practices, ensuring that all pupils, including those with disabilities or those facing discrimination, are supported in their learning. Fulfilment of statutory duties: Evidence	
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	Staff training logs, CPD records, and regular safeguarding audits demonstrate a consistent understanding and application of child protection protocols. Individualised Education Plans (IEPs), staged intervention records, and minutes from multi-agency meetings show targeted support and progress for pupils with ASN. SEEMiS attendance reports, intervention logs, and parental engagement records provide evidence of proactive strategies to improve attendance. Policy documents, pupil participation data, and IEPs reflect a commitment to inclusive practice and equal access for all learners. CPD calendars, feedback forms, and classroom observations highlight ongoing staff development in inclusive education and current legislation. Views and opinions Staff feedback forms Classroom observations Parental feedback Pupil feedback Additional Evidence Policy bank Inclusion and equality: • Destinations: 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. • Inclusive Learning Environment: We actively promote an inclusive learning environment where diversity is celebrated, and pupils are encouraged to embrace differences, such as through cross-curricular projects on diversity and inclusion.	
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	• Personalised Learning Approaches: Differentiated teaching strategies are embedded in our practice, ensuring that all learners, regardless of ability or learning style, are fully engaged and making progress. • Support for Vulnerable Groups: We provide targeted interventions for pupils from vulnerable groups, such as those eligible for free school meals or those from minority ethnic backgrounds, ensuring that they achieve and are included in all aspects of school life. • Equality of Access to Opportunities: All pupils have equal access to extracurricular activities, leadership roles, and enrichment opportunities, with financial and logistical barriers removed for those from disadvantaged backgrounds. • Promotion of Rights and Values: We actively promote the principles of the United Nations Convention on the Rights of the Child (UNCRC), embedding children's rights in the school ethos and ensuring all pupils understand and exercise their rights. Inclusion and equality: Evidence School leaver destination data, policy updates aligned with national guidance, and positive feedback from Skills Development Scotland indicate a strong focus on sustained positive outcomes for all young people. Pupil surveys, classroom observations, and inclusion walkthroughs demonstrate a respectful, welcoming ethos where all pupils feel safe, valued, and included in learning. Lesson observations, planning folders, and pupil progress data illustrate effective use of differentiation to meet individual learning needs. Tracking and monitoring systems, intervention logs, and attainment data for equity groups (e.g. FSM-eligible, ASN pupils) provide evidence of targeted support and progress. Participation records for clubs, trips, and pupil leadership roles, alongside equity funding logs, demonstrate inclusive access regardless of background.	
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	Displays, assemblies, pupil voice evidence, and links to UNCRC articles in planning confirm that children's rights are embedded in school culture and understood by pupils Views and opinions Staff feedback forms Classroom observations Parental feedback Pupil feedback Additional Evidence Positive destination data Attainment data	
3.2 Raising Attainment & Achievement	Attainment in literacy and numeracy: • Literacy: We have created a reading culture by engaging pupils in regular reading challenges and providing a variety of contemporary and classic literature, increasing reading comprehension across all year groups. This is most notably supported in our Scottish Studies period in S1 and our literacy period in S2. • Numeracy: Consistent use of real-world applications in numeracy lessons, such as budgeting projects or data analysis in subjects like geography are making maths relevant and accessible to pupils. • Numeracy: Our redeveloped Numeracy pathways are having a positive impact on our national dashboard statistics as well as overall attainment in the senior phase • Health and Wellbeing: Incorporation of mental health awareness into the curriculum through focused workshops including 'see me see change' and the 'decider skills'. Has helped pupils develop emotional resilience. • Health and Wellbeing: The PSE course delivered by our guidance teachers covers many aspects of mental health and wellbeing including...	Satisfactory

	• Health and Wellbeing: Our wellbeing data over time shows that young people consistently rate both Healthy and Active at over 8 out of 10. • Tracking and Monitoring: We have effective systems in place for regularly tracking literacy and numeracy progress at both departmental levels and whole school. This process is primarily led by our reporting systems and academically at-risk meetings. • Inclusive Support: We have dedicated ASN staff providing one-on-one or small group sessions in literacy and numeracy for pupils requiring additional help, with measurable progress being tracked and shared with parents. Evidence • Attainment total tariff points: Our total tariff points for 2023 show that for our lowest 20% we outperform all measures, middle 60% and top 20% we are behind all comparators. This shows that in total tariff points there is still work to be done – having said that we believe that complementary tariff points are a more valuable comparison than total. • Complementary tariff points: For complementary tariff points we outperform all measures for our bottom 20%, outperform the national establishment and Northern Alliance for our middle 60% and underperform against all measures for our top 20%. However, if we look at S4/5 separately to S6 we are equal to or outperform all measures across the board. This clearly shows that the gap exists in our S6 cohort. There are some very clear contextual reasons that contribute to this that we would be happy to discuss in person. Having said that we are taking a number of measures to help address this in the coming academic year, including introducing leadership courses and personal development awards at level 6 for S6 pupils. • Destinations: Our trend for positive destinations continues to be high, this is in line with the Comhairle which is itself above the National Establishment. For 23/24 our positive destinations were 97.96% (out performing all comparators) and we expect	
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24/25 to be equally high. For our S4 we had above average numbers of pupils staying on and above average numbers of pupils moving into 'employment' we think this is a direct result of the work we have done with YPG and DYW. This pattern is replicated in S5 pupils. Our S6 pupils showed above average numbers moving into employment and training, with below average numbers going into further/higher education. The figures above relate to 22/23, as a direct result of the work in our S6 pupils and engagement with universities e.g. St Andrews outreach programme. We will expect to have a marked increase in 24/25 of young people moving into Higher Education.

- **Literacy:** Our 2024 ACEL data shows a consistent outperformance of CNES data as follows:

CNES	L+T	Reading	Writing
S3 Third	27.8	22.6	25.0
S3 Fourth	66.7	70.6	66.7
S3 Third+	94.4	93.3	91.7
SL			
S3 Third	22%	22%	22%
S3 Fourth	78%	78%	78%
S3 Third+	100%	100%	100%

- **Numeracy:** Our ACEL data shows a consistent outperformance of CNES data as follows:

CNES	Numeracy
S3 Third	31.7

S3 Fourth	60.3
S3 Third+	92.1
SL	
S3 Third	29%
S3 Fourth	71%
S3 Third+	100%

Views and opinions

SQUIP

Additional Evidence

Wellbeing data

ASN data

Flightpaths document

Attainment over time:

- Across all curriculum areas over the last 3 years we have performed well, this year in particular we are seeing the benefits of the change to our curriculum architecture in the increased attainment of S4 pupils. We expect this to filter through to our leaver's attainment in due course.
- **Sustained Progress:** Across multiple academic years, we can demonstrate steady improvement in overall SQA results.
- **Data-Informed Practice:** We regularly analyse attainment data to inform planning and target areas for development, leading to focused improvement strategies tailored to specific cohorts.
- **Support for Transitions:** We ensure strong transition processes between primary and secondary, with individual pupils being discussed before transition takes place to ensure a continuation of learning momentum. We also developed a 3-18 transition policy with our cluster primary schools last session to allow parents and guardians to see the full pathway and what is in place to support each curricular transition.

	• Early Interventions: Regular monitoring at both departmental and whole school level allows for early identification of pupils at risk of falling behind, enabling us to intervene effectively, whether through parental engagement or academic support. • Closing the Gap: A clear strategy is in place to reduce the attainment gap, with extra resources allocated to areas of need, such as providing additional study support, supported study spaces after school or mentoring for disadvantaged pupils Attainment over time: Evidence Senior Phase: • N5 A-D Pass rate: · 2022 – 91% · 2023 – 97% · 2024 – 94% - Down from 2023 but this year group is the one that has been impacted most heavily by COVID and we feel it is better to compare it to 2019 which was also 94% · N5 2024 A-C pass rate is 92% against national average of 77.2% and CNES average of 82.3% • Number of N5 awards: · 2022 – 255 · 2023 – 272 · 2024 – 208 alongside a significant increase in the number of N4 awards certificated.	
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	• H Pass rate: · 2022 – 83% · 2023 – 76% · 2024 – 83.58% - compared to 81% in 2019 and 75% National average and Na h-Eilean Siar average of 71.9% · • Number of H awards: · 2022 – 141 · 2023 – 136 · 2024 – 143 Doubled the A's and Halved the No awards from 2023 • Number of AH awards: · 2022 – 8 · 2023 – 7 · 2024 – 3 • We have had an emphasis on 'widening the basket' of Highers rather than adding an AH in the same subject (unless it is specifically necessary for University entry). This has reduced the overall number of AH presentations. • The main driver for our improvement at Higher was conversations and support of pupils, using the logbook in Guidance and Head of year/HT conversations with young people. The measurable outcome from this is that of the 21 pupils	
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	that we were pushing to get 3+ Highers, 17 pupils achieved this. With 5 of those getting 5 Highers, special mention to two of our pupils who achieved 5 A's at Higher. Views and opinions SQUIP Additional Evidence CFE machine data Insight data Leavers destinations Cluster transition policy Overall quality of learners' achievement: • Our curriculum reflects our aspiration to embed the 4 capacities and contexts for learning in everything we do. But our curriculum rationale is now looking dated and does not reflect the current policy landscape. To this end we have embarked upon a curriculum refresh involving all stakeholders. • Strong Performance in Core Areas: As outlined above, in the core subjects of Maths and English the majority of our BGE pupils consistently perform well (as shown in our ACCEL data). At Senior phase results have been more mixed but the work done by the Maths department last year has had a significant impact on attainment at both N5 and Higher. • Personalised Learning Plans: The majority of our pupils are meeting or exceeding their individual learning targets, particularly those who have ASN or are from disadvantaged backgrounds, thanks to differentiated support and personalised learning plans. • Engagement in Learning: The majority of our pupils show a high level of engagement in both classroom learning and extracurricular activities, leading to increased attainment in a wide range of subjects. This is clearly evidenced in learning walks, classroom observations and departmental feedback exercises.	
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	• Reduction in the Attainment Gap: Our National Dashboard for Attainment vs Deprivation shows an improvement from last year, with no significant comparison to be found against the national measures. • PEF: Our ACEL predictions are down slightly, with 50% of PEF pupils predicted to achieve L4. However, it must be noted that this is from a total of 2 PEF pupils in S3. Overall quality of learners' achievement: Evidence • Curriculum: Our curriculum working group is working on the refresh, the group have identified key priorities for improvement in our curriculum to ensure it is fit for our learners. • Wider achievement: We currently celebrate wider achievement of young people and staff through our social media page, termly newsletters and whole school assemblies. However, we would like to implement a more robust system that captures more wider achievement and is more pupil led. This is being developed by our associate SLT member of staff. • ASN: We moved our ASN department from one room tucked away at the back of the school into the main part of the school and assigned a suite of rooms to support meaningful learning and engagement. This has raised the profile of ASN in school and supported the integration of pupils with all levels of need Views and opinions Working group minutes Additional Evidence Leavers destinations Tracking and monitoring data School newsletters ASN data Equity for learners:	
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	• 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 all comparators across the board. Our middle 60% outperform the Western Isles but fall short of other comparators and our top 20% still have some improvement required. • Universal Access to Learning: Every pupil has equal access to resources, including digital learning tools, ensuring no child is disadvantaged by socioeconomic factors. • Targeted Support: We provide tailored learning plans for pupils with additional support needs (ASN), ensuring they are included in all aspects of school life and are making progress in line with their peers. • Parental Involvement: We have strengthened our partnership with parents, particularly those from vulnerable backgrounds, through regular communication, workshops, and involvement in pupil learning processes. • Extracurricular Opportunities: We ensure a broad range of extracurricular activities is accessible to all pupils, regardless of background, allowing them to develop skills and confidence beyond the classroom. This is supported by free bus passes for late buses and subsidised trips using our school fund. Cultural and Linguistic Equity: We promote the use of Gaelic and other languages in learning, taking cognizance of the ensuring that pupils from diverse linguistic backgrounds feel supported and valued. Equity for learners: Evidence • Data: Our data analysis, as shown above highlights that we significantly outperform all measures for our bottom 20% of learners and match or exceed for our middle 60% of learners (complementary tariff points). This is a clear indication that our data analysis leads directly to positive outcomes for most learners.	
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	• Leadership: Leadership meeting minutes show that we are discussing and identifying pupils who are academically at risk at key points during the year, which has significantly supported attainment. • ACEL: Departmental level progress reports (achievement of a level data) show that the majority of pupils are meeting appropriate benchmarks across the curriculum. • Universal Access to Learning: Our work with the Comhairle ICT department shows that 100% of pupils have access to digital learning tools. In the past we have had issues around laptops being damaged but have negotiated with a local business that parents/guardians can access them for repairs where appropriate. This has significantly reduced the time scales involved in waiting for repairs. The caveat to this has been to make it clear to parents/guardians in our new contract that finances should never be a barrier to repair. • SIMD: Senior staff are very familiar with the Scottish Index of multiple deprivation and the fact that it is primarily a population density measure. This means that they are very sensitive to the cost of the school day for families and use local knowledge to support families who may be experiencing financial hardship. • Targeted Support: Individualised Education Plans (IEPs) and action plans for ASN pupils, demonstrate how tailored support has enabled young people to make appropriate progress with their learning. These are reviewed termly for young people with severe and complex needs, for other young people this is done yearly. All of this is in collaboration with parents/guardians and teaching staff. • Severe and complex: We have comprehensive plans in place to support the learning of all of our pupils with severe and complex needs. • Attendance: Attendance records and school newsletters show ASN pupils are included in all aspects of school life including extra curricular events and trips. • Parents evening: Our records for parents' evenings record that every parents' evening for the past 3 years has at least 70% turnout from parents, this illustrates that the majority of our parents engage with school to discuss learning.	
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	• Workshops: Attendance logs and feedback from workshops, show increased parental engagement, this was mostly led by Science and Maths last year as part of our drive to improve numeracy across school. • Reporting: Our reporting systems show clear evidence of all parents being provided information on the progress of their young people across 3 key terms (terms are selected based upon the needs of a particular year group). • Feedback and consultation: The school has received positive feedback in the form of letters, emails and verbal feedback from parent council members and the wider parent forum. • Extra-curricular: We have large groups of pupils taking part in a range of extra-curricular opportunities. • School fund: Our financial records show how we have used the school fund to subsidise access to trips for a range of young people. We also provide free bus passes for young people who do not already have a young Scot card. • Testimonials: We have emails and have had verbal feedback from pupils and parents/guardians about the positive impact of participation in activities on offer. The most recent opportunity offered was our participation in the Ocean Trust challenge where we had our only care experienced young person and another that was identified as coming from a background that would have made it unlikely for them to access that type of opportunity. Views and opinions Parental feedback Parent council minutes Staff wellbeing survey Performance at extra-curricular events Additional Evidence AAA policy IEPs, Action Plans, CSPs	
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2.7 Measadh air Adhartas na Prìomh Amasan Nàiseanta agus Ionadail

2.7 Progress Towards Achievement of National and Local Stretch Aims

Summary data in relation to achievement of stretch aims to close the poverty-related attainment gap. Please reference the Comhairle's Stretch Aims Report 2024-25 when completing this section.

1	Increase the number of leavers registered for FSM achieving 1+ passes at SCQF Level 5
Stretch Aim: Reduce the poverty-related gap (FSM and not FSM) in the attainment of one or more passes at SCQF level 5 to between 12pp and 11pp. (Data published Feb 2025)	
100% - 1 Leaver	

2	Increase the number of leavers registered for FSM achieving 1+ passes at SCQF Level 6
Stretch Aim: Reduce the poverty-related gap (FSM and not FSM) in the attainment of one or more passes at SCQF level 5 to between 11pp and 1pp. (Data published Feb 2025)	
100% - 1 Leaver	

3	Increase the number of 16–19-year-olds participating in education, employment or training
Stretch Aim: Increase the number of 16-19-year-olds participating in education, employment and training by 0.2pp.	
2022 – Positive destinations: 97.83% (1 pupil not in positive destination at time of capture)	
2023 – Positive destinations: 98.11% (1 pupil not 'economically active' as they have severe ASN)	
2024 – Positive destinations: 97.96% (1 pupil not in positive destination at time of capture)	

4	Increase the average attendance of learners registered for FSM in secondary								
Stretch Aim: Increase the average attendance of learners registered for Free School Meals in Secondary and reduce the attendance gap to between 7pp and 6pp.									
<table border="1"> <thead> <tr> <th>Free School Meal Registered</th><th>% Attendance</th></tr> </thead> <tbody> <tr> <td>No</td><td>90.33%</td></tr> <tr> <td>Yes</td><td>84.27%</td></tr> <tr> <td>Total</td><td>90.09%</td></tr> </tbody> </table>		Free School Meal Registered	% Attendance	No	90.33%	Yes	84.27%	Total	90.09%
Free School Meal Registered	% Attendance								
No	90.33%								
Yes	84.27%								
Total	90.09%								
Although we have met the stretch aim, there was a drop in the FSM attendance from last year, this is in line with National trends.									

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5	Increase the number of leavers registered for FSM attaining SCQF5 in both literacy & numeracy
Stretch Aim: Reduce the poverty-related gap in attainment (FSM and not FSM) of SCQF Level 5 Literacy and numeracy for leavers to between 13pp and 9pp (Feb 2025 data).	
1 FSM leaver (who achieved L5 in both Literacy and Numeracy)	

2.8 Ag aithneachadh na Prìomh Phrìomhachasan Leasachaidh airson 2025-26 agus as a Dhèidh - Identification of Key Improvement Priorities for 2025-26 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 2025-26.

- Increasing visibility and improving experiences around Gaelic language and culture.
- Improving pupil voice and participation (including capturing more impact around PEF pupil interventions).
- Raising attainment for all, particularly using learning, teaching and assessment as the vehicle for improvement.

Plana Leasachaidh na Sgoile 2025-26

School Improvement Plan 2025-26

Earrann a trì – Plana Adhartais na Sgoile

Section Three – School Improvement Plan 2025-26

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 A' Dealbhadh a' Phlana - 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
- Policy and guidance bespoke to Gaelic including Statutory Guidance for Gaelic Education (2017) and Advice on Gàidhlig Education (2022)
- Self-evaluation programme
- CnES Quality Assurance Policy and Framework
- Views of learners, staff and parents
- Outcome of external reviews including our VSE visit

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
- Policy and guidance bespoke to Gaelic including Statutory Guidance for Gaelic Education (2017) and Advice on Gàidhlig Education (2022)
- National Policy Focus Areas
- Verity House Agreement (i.e. tackle poverty, deliver net zero, deliver sustainable person-centred public services)

3.2 Co-theacsa Plana Adhartais agus Prìomhachasan Buadhmhor - School Improvement Planning Context and Influencing Priorities

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

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

3.3 A' Planadh airson Maoineachadh Cothromas nan Sgoilearan - Pupil Equity Fund Planning

Pupil Equity funding should be focused on activities and interventions that will lead to improvements in literacy and numeracy across the Broad General Education, increased levels of engagement, participation, health and wellbeing and an improvement in attendance.

Provide details of the gap you want to address:

Attainment Gap English Literacy	Attainment Gap Gàidhlig Literacy	Attainment Gap Maths/Numeracy	Attendance Gap
This data has been suppressed due to low numbers.	This data has been suppressed due to low numbers.	This data has been suppressed due to low numbers.	This data has been suppressed due to low numbers.

Planning Objectives	Cohort	Improvement Actions	Resources and Lead Person	Monitoring
Attainment BGE We would like to maintain BGE PEF pupils at least in line with their cohort in terms of their working level in S1/2. By the time they get to S3 100% of S3 PEF pupils should attain level 4 in both Literacy (including Gàidhlig where appropriate) and Numeracy.	BGE PEF pupils	- PEF officer to co-create smart targets (attainment) for PEF pupils - PEF officer to use smart targets to create an attainment profile, with milestones throughout the academic year e.g. 'by first report card', 'by Christmas' etc. - PEF officer to use these profiles as a focus for the 1-1 meetings and identify any barriers - PEF officer/DHT link to work with SLT/PTGs to reduce/remove any barriers to success	PEF officer, DHT link	Termly data gathering re working levels for all BGE pupils. ACEL data for S3 pupils (estimate and final).
Attainment SP We would like 100% of Senior Phase PEF pupils to achieve N4 English (including Gàidhlig where appropriate) and N4 Maths. To top this up we would like at least 75% to achieve L5 Literacy/Numeracy (or an equivalent e.g. N5 Maths).	Senior Phase PEF pupils	- PEF officer to co-create smart targets (attainment) for PEF pupils - PEF officer to use smart targets to create an attainment profile, with milestones throughout the academic year e.g. 'by first report card', 'by Prelims' etc. - PEF officer to use these profiles as a focus for the 1-1 meetings and identify any barriers - PEF officer/DHT link to work with SLT/PTGs to reduce/remove any barriers to success	PEF officer, DHT link	Report cards, prelim data and academically at-risk meetings

Attendance We would like to reduce the PEF/Non-PEF attendance gap from 6.06% to under 5%. In the context of improving whole school attendance to over 92%	PEF pupils with attendance below 90%	• PEF officer to track attendance weekly and flag issues to carry over into “attendance review”, high tariff pupils’ information to be passed on weekly. • PEF officer to arrange focus groups/interviews with pupils of attendance below 90% to address key issues • Home visits (PEF officer) for PEF pupils with below 85% attendance post review • PEF officer to co-create smart targets (attendance) for PEF pupils, use these as a focus for the 1-1 meetings and identify any barriers • PEF officer/DHT link work with SLT/PTGs to reduce/remove any barriers to success	• PEF officer, DHT link	4-weekly attendance reviews for PEF pupils.
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3.4 Proiseactan Plana Leasachaidh na Sgoile - School Improvement Plan Projects

Across Comhairle nan Eilean Siar, we need to ensure that Gàidhlig sits at the heart of each of our improvement priorities, that it permeates throughout our work to ensure we achieve impact for Gàidhlig.

1	Project Title:	Improving the Gaelic experience of young people at Sgoil Lionacleit	Baseline Data:	ACEL data Attainment data S2 options uptake S4/5 options uptake
	Objectives:	To enhance the Gaelic learning experience for young people at Sgoil Lionacleit by increasing engagement, improving fluency, and promoting the cultural and community relevance of the language.	Target Data:	1. Achieve a 10% increase in the number of young people picking Gaelic courses at options take up times. 2. Pupil surveys (to be designed) will indicate enjoyment and cultural connection. (target of 60% positive results but this will be determined by the make-up of the survey). 3. A 5% increase in the number of Gaelic SQA qualifications in 2026.
	Links to Local/National Priorities or Stretch Aims:	DP1, DP4, IT2, NP1, NP5, ND1, ND4, BP1, BP3	Lead Responsibility:	G. Young

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
1.1 Create a Gaelic policy for Sgoil Lionacleit	Whole school community	December 2025	Policy published and referenced in school improvement planning; evidence of policy awareness in staff/pupil feedback
1.2 Revise and re-structure the Gaelic pathways to increase participation	Pupils in P7–S3	May 2026	Increase in uptake of Gaelic-medium/GLE pathways by 10% over 12 months
1.3 Unpack school vision, values and aims to demonstrate their connection to Gaelic more clearly	Staff and pupil leadership groups	Ongoing	Gaelic referenced explicitly in vision documents and reflected in assemblies and pupil-led initiatives

1.4 Refresh signage and staff names displayed in Gaelic on doors and around the school.	Whole school and visitors	October 2025	Increased visible presence of Gaelic; feedback from pupil and parent surveys show increased awareness and pride (minimum 60% positive feedback)
1.5 Use wider resources to more closely link local history and heritage to classwork and interdisciplinary learning (IDL) projects.	S1–S3 pupils	May 2026	Completion of at least 2 IDL projects per year featuring Gaelic heritage; pupil reflections show increased connection to local culture
1.6 Re-introduce participation at the local Mòd.	Pupils in GLE and Gaidhlig classes	August 2025	Pupils participate in Mòd events 2025; pupil voice feedback on confidence and cultural connection shows positive trend (at least 60%)
1.7 Create a 'blog' page to centralise and showcase our work in Gaelic.	Staff, pupils, and wider community	August 2025	Blog launched with termly updates; web analytics show increasing engagement (10% across the year) from school community
1.8 Create a Gaelic learning goals document for young people to use to set their own learning goals.	Gaelic learners and Gaidhlig pupils S1–S4	October 2025	100% of Gaelic learners setting at least one personal goal; increased pupil confidence shown in self-evaluations
1.9 Create a language column in the S2 options form to support and encourage uptake.	S2 pupils	May 2026	Gaelic options uptake increases year-on-year; survey shows pupils felt informed and encouraged to choose Gaelic (minimum 60% positive feedback)
2.0 Introduce a languages for life and work qualification for both Gaelic (learners) and Gaidhlig pupils in S3/4.	S3–S4 Gaelic learners and Gaidhlig pupils	August 2025 for uptake, success rate August 2026	Qualification uptake and successful completion rates rising by at least 10%; pupil feedback indicates improved motivation and perceived relevance (minimum 60% positive feedback)

2	Project Title:	Enhancing the experience pupil voice and participation of young people at Sgoil Lionacleit.	Baseline Data:	Pupil Voice & Participation Questionnaire Feedback from both young people and staff VSE 24-25 Feedback
	Objectives:	To enhance pupil voice and participation for young people at Sgoil Lionacleit by giving them the space, voice, audience and influence to enable this to happen.	Target Data:	1. Pupil feedback will recognise an increase of at least 3 opportunities for Pupil Voice & Participation 2. Pupil surveys will indicate that pupil voice plays a more active role in school improvement (minimum 60% feedback)
	Links to Local/National Priorities or Stretch Aims:	DP1, DP2, DP3, IT1, IT4, NP1, NP3, NP5, ND1, ND2, ND4, ND5, BP1 & BP2	Lead Responsibility:	Heather Young - DHT

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
2.1 To implement the new 'Empowered Learners' course in S2 to provide more opportunities for pupil voice and participation	S2	May 2026	Course outline with learning intentions and success criteria HGIOUS theme pages will be completed by S2 pupils through the Empowered Learners course. At least one pupil consultation per year group will take place across the academic year Pupil surveys will recognise an increase in opportunities for pupil voice & participation (by a minimum of 3)

2.2 To improve on the S3-6 Study course to include opportunities for pupil voice and participation	S3-S6	August 2025	Study skills course outline (with learning intentions and success criteria) will be present HGIOURS theme pages will be completed by S3-6 pupils through the Study Skills course At least one pupil consultation per year group will take place across the academic year Pupil surveys will recognise an increase in opportunities for pupil voice & participation (by a minimum of 3)
2.3 To revise and restructure Pupil Voice & Participation opportunities at a whole school level.	Pupils S1-S6	August 2025	An increase of pupil leadership opportunities will be offered (a minimum of 3) An increase in uptake of pupil leadership opportunities (at least 80% of roles filled) SHANARRI data captures young people report an 'included' level of +8 (out of 10)
2.4 To ensure that pupil voice and participation in terms of L&T is given a prominent role across the school.	Whole school community	August 2025	INSET programme will feature a session on Pupil Voice & Participation. 100% of departments will complete the UNCRC/Lundy Model document provided on the INSET day. Pupil Voice & Participation will be included on at least 90% of department/faculty improvement plans. Pupil survey feedback will indicate at least a 60% of pupils are aware of the processes of sharing their views on learning & teaching.

			Staff survey feedback will indicate that at least 80% of staff are incorporating learner's views in learning & teaching. At least 80% of CPL requests on Pupil Voice & Participation are met.
2.5 To give young people's views more of an audience and to ensure they know their views are being taken seriously.	Whole school community	September 2025	Feedback from young people will be discussed regularly at PTG/SLT meetings Clear pathways for the views of young people to be shared (assemblies, Empowered Learners course, Study Skills course, Leadership & Personal Development courses) Clear pathways for feedback to be shared via assemblies, the 'You Said, We Did' board, Pupil Council minutes & newsletters.
2.6 To ensure that the way voices are heard is inclusive to include the views of all young people including marginalized groups such as PEF pupils, young people who have an ASN, are Young Carers or are Care Experienced.	Whole school community	September 2025	Proformas for each marginalized group to be used by all staff 80% + of proformas to be completed (with support of key members of staff where relevant)
2.7 To better share feedback with young people to ensure they know what decisions are being made, how their views were regarded and the reasons why actions were agreed.	Whole school community	October 2025	The 'You Said, We Did' board will be updated on at least one occasion per term. A new notice board will be created to display the Pupil Council minutes and information about the next meeting An email address will be created for the Pupil Council to allow better communication before and after meetings.

2.8 To create a Pupil Voice & Participation policy for Sgoil Lionacleit.	Whole school community.	December 2025	The Sgoil Lionacleit Pupil Voice & Participation Policy will be published and referenced in school improvement planning. Evidence of policy awareness in in at least 75% of pupil/staff/parent & carer feedback surveys.
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3	Project Title:	Raising attainment for all/LT+A	Baseline Data:	Staff/pupil questionnaire Attainment data Classroom Observation PEF data AAR Data Insight data
	Objectives:	Establish a clear and effective Learning & Teaching policy which articulates a clear vision for learning, sets clear expectations for teaching practices and defines what high quality teaching looks like across our school. Ensure effective assessment, tracking, monitoring and moderation practices are used across the school. These should support learner progress and achievement, promote equity & inclusion, inform high quality L, T & A and support effective target setting, learner feedback and reporting.	Target Data:	Classroom Observations Evidence of effective T&M across the school Evidence of how we use T&M data in appropriate interventions to maximise attainment and realise potential Evidence of effective moderation and follow up responses. Decrease in number of pupils who drop down levels or do not complete courses
	Links to Local/National Priorities or Stretch Aims:	HGIOS 1.1, 2.2, 2.3, 3.1, 3.2,3.3 NIF 1 2 3 4	Lead Responsibility:	R Gillies

Improvement Actions	Target Cohort	Completion Date	Measuring Impact
2.1 Write a new Learning & Teaching policy which outlines the 'Sgoil Lionacleit Lesson'.	Whole school	September 2025	More consistent and high-quality teaching 80% of lessons show evidence of pupils leading their own learning LI and SC are outlined in 100% of lessons. (classroom observations, curricular plans, pupil voice) Improved attainment & achievement (attainment data over time) Increased engagement and wellbeing (AAR data, Insight and T&M data) Increased professional confidence in staff (staff surveys & feedback) Clear expectations for lessons across the school

			80% positive feedback on pupil satisfaction and engagement surveys.
2.2 Write a new assessment policy which standardises approaches to assessment and how we respond to data	Whole school	September 2025	Consistency & fairness in assessment Higher reliability in CfE level judgements Reduced discrepancies in teacher judgement during moderation 80% accuracy in SQA estimates vs actual performance. Improved communication with pupils and parents 90% positive feedback from parents on reporting
2.3 Ensure all departments are using effective Tracking & Monitoring systems in the BGE and Senior Phase across the school.	All staff	October 2025	Improved record keeping. All departments will have effective systems to track in the BGE and Senior phase. Improved attainment in the BGE. Higher percentage of learners achieving level 3 and level 4 by the end of S3 Lower percentage of learner not making expected progress Improved correlation between teacher judgement and CAT/SNSA data/AAR process. Raised attainment in the senior phase Higher percentage of pass rates National 5, Higher, Advanced Higher Closing of attainment gap. Positive
2.4 Develop a whole school tracking system	Whole school	November 2025	Tracking is actionable Timely interventions can be made At least a 30% reduction in pupil drop off from courses 30% reduction in mid-course level changes. Improved engagement and attendance. Improved target setting and planning 80% more evidence of staff using tracking data to plan interventions

2.5 Develop appropriate pro-forma to support teacher/pupil conversations, effective questioning, ownership of learning and timely interventions.	Whole school	November 2025	Allow T&M systems to work effectively 80% positive feedback on pupil satisfaction and engagement surveys. 80% more evidence of staff using tracking data to plan interventions
2.6 Strengthen BGE and Senior Phase moderation processes	All staff	December 2025	Reduction in ISV as evidenced by classroom observations, moderation and attainment Increased confidence in professional judgement accuracy, shown in moderation feedback. Increased consistency, reliability and accuracy in assessment as shown in moderation and attainment feedback/analysis. Improved professional confidence in valid assessment decisions Better learner outcomes (positive destinations to exceed 98%) Consistency of teacher judgement with CAT/SNSA data in the BGE as shown in the tracking and monitoring spreadsheet. Alignment of internal assessments with national benchmarks in the BGE and SQA standards in the Senior Phase. External moderation (subject networks etc. will endorse this) Higher accuracy of estimates vs SQA results in the Senior Phase (80%+ of estimates to match final results). Less discrepancy between tracking data and achievement results in the BGE and Senior Phase. (ACEL data to correlate in the BGE and estimates to correlate in the senior phase) 90%+ positive feedback from parents regarding accuracy of progress reports via survey.

			Enhanced collegiate working, professional development and collaboration as reported in staff feedback forms. Allow targeted support for equity and inclusion – effective use of PEF resources. (90%+ PEF pupils to meet academic targets as per their PEF plan)
2.7 Establish a clear QA plan for the session which includes tracking, monitoring and moderation activities	All staff	February 2026	Increased staff confidence and consistency 80% confidence in staff around collaborative planning and review from staff surveys. Reduction in ISV as evidenced by classroom observations, moderation and attainment
2.8 Write a new T&M policy	Whole school	April 2026	Early identification of underachievement via Academically at Risk meetings, with minuted outcomes. Improved attainment and progress – 10% increase in tariff points for top 20%. Informed teaching and differentiation as evidenced by classroom observation feedback forms. Targeted support for equity delivering improved outcomes. (98%+ positive destinations) Accurate reporting to parents/feedback and advice to learners with positive feedback in surveys Improved consistency and whole school accountability as evidenced by classroom observations, moderation and attainment

3.5 Àm Lìbhrigidh Plana Adhartais na Sgoile - School Improvement Plan Delivery Timeline

Indicative timeline for delivery of the School Improvement Plan projects during the 2025-26 academic session.

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

SIP Project Title	Aug to Oct 2025 (Term One)	Oct to Dec 2025 (Term Two)	Jan to Mar 2026 (Term Three)	Apr to Jun 2026 (Term Four)
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Improving the Gaelic experience of young people at Sgoil Lionacleit				
Enhancing the experience pupil voice and participation of young people at Sgoil Lionacleit.				
Raising attainment for all/LT+A				

3.6 Plana Adhartais Fad-ùine - 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	School Improvement Planning Priorities Self-Evaluation Priorities
2026-27	• Learning teaching and assessment
2027-28	• Attendance revisit
2028-29	• Gaelic revisit