

8. 2018-2019 Action Plan Summary for Stakeholders e.g. Parent Council, Pupils, Community Partners

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Leadership and Management	Continue to improve the progress of all pupils from nursery to P7, with increased improvement for children who are not where they should be, using specific self-evaluation questions, at specific times to help us check our progress.	HT	May 2019
		Each child will make good or very good progress because we are collecting and acting on the right information, at the right time in the right way.	HT	October, Jan, March and May 2019
		Our approaches to making improvements in learning, teaching and our environment can be demonstrated to improve children's learning and well-being.	HT	May 2019
		Improved support for all children, leading to improved progress, through improved staff understanding and skills in supporting children with dyslexia, Autistic Spectrum Disorder, dyspraxia and dysgraphia and speech and language needs.	HT	March 2019
2	Learning Provision	Improved motivation and enjoyment of reading: P3 to P5 through the introduction of a new reading scheme and active learning strategies.	HT	October 2018
		Improved motivation and enjoyment during interdisciplinary learning as we continue to implement our new curriculum plan	HT	June 2019
		Improved parental understanding and use of mental maths, reading and well-being strategies used by school to improve pupil progress and wellbeing.	PT	March 2019
		Improved transitions between nursery and P1 and P7 and S1 through specific play and joint activities to improve children's well-being.	PTs	May 2019
		Our effective use of assessment information improves our effectiveness in supporting and challenge all pupils to achieve to the best of their ability.	HT	May 2019
	Successes and Achievements	Improved reading skills and habits of all pupils; 85% of pupils achieve their reading age or above in standardised assessments. 85% are High or Medium in Scottish National Standardised Assessment and that all pupils with additional support needs (who are below their reading ages) make gains of at least 6 months within the session.	HT	May 2019
		From a baseline established in June 2018, at least a 30% increase annually of all children in the Oban, Lorn and the Islands cluster on track within their listening and talking Curriculum for Excellence Level, with at	PT and HT	May 2019

3		least a 40% increase annually of children on SIMD (Scottish Index of Multiple Deprivation) 1 or 2 or in receipt of free school meals.		
		Improve mental maths skills of all pupils so that 80% of pupils achieve their CfE levels or above in Sumdog diagnostics, 85% achieve High or Medium Scottish National Standardised Assessment results and that all pupils with additional support needs (who are below their chronological ages in standardised tests) make gains of at least 6 months within the session.	PT	May 2019
		Improve staff' confidence and skills- and children's skills- in evaluating well-being and in taking practical steps to address their own and others' well-being needs.	HT & CT	March 2019
		Improved reading skills and habits of all pupils; 85% of pupils achieve their reading age or above in standardised assessments. 85% are High or Medium in Scottish National Standardised Assessment and that all pupils with additional support needs (who are below their reading ages) make gains of at least 6 months within the session.	HT	May 2019