



**Comhairle nan Eilean Siar**  
Department of Education and Children's Services



**Sgoil a' Bhac**

# Plan for School Improvement 2014-2015

Sgoil a' Bhac - Back School  
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# INTRODUCTION

Sgoil a' Bhac is a non-denominational local authority school in the district of Back on the east side of the Isle of Lewis. The school offers primary education through Gaelic and English Medium and Gaelic pre-school in Sgoil Araich Loch a Tuath.

The school has a roll of 115 primary pupils and 23 pre-school pupils supported by 18 teaching and non-teaching staff. In the 2013-14 school session, children were taught in one Gaelic nursery class, three Gaelic Medium and three English Medium classes. The catchment for the English Medium is the district of Back, whilst for Gaelic Medium, we enrol pupils from the neighbouring districts of Tong and Tolsta. The school is managed by a Headteacher who has a shared leadership responsibility for Tolsta School.

The school has implemented a structured programme of quality improvement and self evaluation, which, in conjunction with local and national priorities for school improvement, have formed the basis of the projects detailed in this report. The three projects for 2014-2015 have been designed to address the local authority's key priorities:

- Deliver high quality learning and teaching in all educational settings.
- Ensure effective and accountable leadership for all.
- Improve the use of data to secure excellent outcomes for all learners in the Outer Hebrides.

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# VISION & CURRICULUM RATIONALE

## School Vision:

*Developing happy, ambitious people , who care about others*

## Curriculum Rationale:

At Sgoil a' Bhac, 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 for our children, both in Gaelic and in English from Sgoil Araich to P7.

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

- Understanding the history and heritage of our local community
- Promoting Gaelic language and culture in Gaelic and English classes
- Using the landscape and environmental resources surrounding the school
- Instilling strong values, respect and a positive ethos
- Making links with parents and the wider community

In addition, we aspire for the curriculum at Sgoil a' Bhac to:

- Encourage involvement and engagement from all children
- Help and support children in reaching their full potential
- Set high expectations for all
- Instil an ethos of confidence, success, respect, responsibility and achievement
- Help children to understand their community and their place within it
- Provide children with the skills needed for learning, life and work
- Give opportunities to celebrate success and achievement within and out-with the school

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## Review of Improvement Projects 2013-2014

<b>Project One</b>	Assessment and Moderation
<b>Quality Indicator</b>	2.1 5.3 5.9
<b>Local Objective</b>	3.2.3
<b>Targets</b>	<ul style="list-style-type: none"> <li>Improved professional judgement (All staff will feel more confident in making assessment judgements)</li> <li>Improved attainment through self and peer assessment. All learners will routinely self and peer assess and feel more confident in identifying their own targets for improvement.</li> </ul>
Project Review/Evaluation	
<ul style="list-style-type: none"> <li>Staff worked together to plan, deliver and moderate a series of literacy lessons. Shared outcomes were identified at the planning stage that provided a progression from Early to Second Level. The moderation phase of this work involved good quality professional discussion and agreement on assessment judgements.</li> <li>Staff were involved in two additional Assessment and Moderation projects, one involved Sgoil Araich/P1 staff and the other P7/S1. These projects had a beneficial effect on teachers' confidence in making assessment judgements.</li> <li>Staff have developed and shared various self and peer evaluation approaches. When sharing these ideas, staff were able to comment on their suitability and practicality for use in their classes. Subsequently, teachers have adopted and used different formats and methods.</li> </ul>	
Impact on Learners	
<ul style="list-style-type: none"> <li>Through assessment judgements being more robust and accurate, the work being planned for children is better matched to their progress and needs.</li> <li>The process has resulted in children receiving more and better quality feedback on their writing, allowing them to better understand their strengths and development needs. Focus groups indicate a 20% rise in pupils' awareness of strengths and needs.</li> <li>Increased use of self and peer assessment has, again, helped learners to reflect better on their progress and attainment and are more able to identify and explain what their next steps in learning should be. Work sampling showed 83% usage of self and peer assessment.</li> </ul>	

<b>Project Two</b>	Curriculum Development and Attainment Tracking
<b>Quality Indicator</b>	5.1 5.2 5.3 5.4 6.1
<b>Local Objective</b>	3.2.3
<b>Targets</b>	<ul style="list-style-type: none"> <li>Refresh the curriculum to ensure the four aspects of learning are covered by all pupils.</li> <li>Learners will make good progress, with strategies used to support and challenge.</li> </ul>
Project Review/Evaluation	
<ul style="list-style-type: none"> <li>We created a new curriculum rationale statement that set out our goals and aspirations for the curriculum at Sgoil a' Bhac</li> <li>A curriculum overview was designed that formed the top-tier of yearly planning. It is based on the four aspects of learning and maps out the work of each class in the school within these four aspects. Staff completed these collaboratively, sharing ideas and making links in teaching and learning across the school. These overview grids have been updated and changed throughout the year as 'live' documents. The overview has been shared with pupils and parents through consultations and is on permanent display in the school. During the consultations, parents were able to identify curricular areas or lessons that they could contribute to.</li> <li>We have been developing methods of tracking and recording progress and attainment for all pupils, including standardised assessment data.</li> <li>The school conducted a major school-wide needs and support audit in January 2014. The results of the audit were used to redeploy support to better meet the needs of pupils across the school.</li> <li>Weekly meetings between HT and Learning Support teacher focus on tracking and supporting pupils. Regular reviews monitor progress and needs.</li> <li>Teachers' lesson delivery throughout the year has had a focus on increasing and monitoring pace and challenge.</li> </ul>	
Impact on Learners	
<ul style="list-style-type: none"> <li>Quality of experiences have been better for children with teachers planning more coherent lesson activities, with links in their learning being planned for.</li> <li>Planning using the four aspects has ensured that children in all classes have opportunities for wider achievement and to contribute to the life and work of the school. Children have had the opportunity to take the lead in organisation of events like assemblies and fundraising activities. 100% of children from nursery to P7 experienced lessons planned through the four aspects.</li> <li>Increased involvement of parents and other community members through class visits has made children's learning experiences more meaningful and relevant.</li> <li>Improved use of assessment data and tracking of attainment has helped to ensure that pupils are better supported in their learning. The majority of Action Plan and IEP targets are SMART.</li> <li>Data from PiEs and PiMs in 2014 indicate significant improvement on 2013 results: <ul style="list-style-type: none"> <li>P3 PiE +11.1%</li> <li>P7 PiE +6.9%</li> <li>P3 PiM +5.1%</li> <li>P7 PiM +7.4%</li> </ul> </li> </ul>	

## Review of Improvement Projects 2013-2014

<b>Project Three</b>	Meeting Pupils' Needs		
<b>Quality Indicator</b>	2.1	5.1	5.3
<b>Local Objective</b>	3.2.3 and 3.2.4		
<b>Targets</b>	<ul style="list-style-type: none"> <li>Learning from nursery to P7 will move briskly from one activity to another, ensuring pupils remain engaged.</li> <li>Learning will provide appropriate challenge for pupils, with HOTS questions and tasks.</li> </ul>		
Project Evaluation		Impact on Learners	
<ul style="list-style-type: none"> <li>Staff have worked to introduce timed activities and timed goals into most lessons. This is sometimes done with the display of large timers on the interactive whiteboard. 100% of lesson observations included this.</li> <li>In addition to improving pace within individual lessons, staff have focus on the overall pace of learning through our programmes and courses.</li> <li>Teachers have planned and delivered more lessons that involve the children in investigative and problem solving approaches. (e.g. 'Budget Brains'; Na Caireadan topic; Masterclass topics)</li> <li>From the creation of the curriculum overview to the completion of termly and mid-range planning, staff have worked collaboratively to complete their planning. This has resulted in strong links being made in learning between classes and an increase in classes working together on joint projects. (e.g. G4-5 and G6-7 Natural Disaster topic; G4-5 and E3-5 Biodiversity project; G6-7 and E6-7 Human Body topic.</li> <li>Observations of lessons have shown 100% use of HOTS questioning and activities being used to challenge and extend learning. Most planning documents also reference HOTS activities.</li> <li>Self Evaluation process indicates that 100% of pupils either strongly agree or agree that their learning is challenging.</li> </ul>		<ul style="list-style-type: none"> <li>The increased use of timed activities has meant that children have a better pace in their learning activities, which has kept them more engaged in their learning, as shown during lesson observations.</li> <li>Children have provided positive feedback on having the opportunity to work with children from other classes on similar work. They have found it more engaging and challenging.</li> <li>Introducing more investigative and problem solving activities has allowed children to gain and apply skills in contexts that they have found interesting. (Confirmed by lesson observations and focus group responses)</li> <li>The 100% use of HOTS in observed lessons has allowed for children to make better use of questioning skills and has made them more engaged in lessons.</li> </ul>	

## School Improvement Projects 2014-2015

# Project One - Literacy

<b>Project One</b>	Improving Teaching, Learning and Attainment in Literacy (Writing)
<b>Quality Indicator</b>	2.1 5.1 5.3 5.4
<b>Local Objective</b>	3.2
<b>Improvement Targets</b>	<ul style="list-style-type: none"> <li>To improve the attainment of <u>all</u> learners across different genres of writing through providing them with better quality learning and teaching experiences.</li> <li>To equip all children with the skills and experiences that they require to improve their writing for a wide range of purposes and real contexts</li> </ul>
<b>Impact on learners</b>	<ul style="list-style-type: none"> <li>Teaching and learning will be well matched to pupils' needs and will provide appropriate pace and challenge in writing.</li> <li>100% of learners will have improved their technical writing skills, including spelling, grammar and punctuation.</li> <li>Learners will be better prepared and more confident in their ability to identify and write in different genres for a variety of purposes.</li> <li>Raised attainment in writing will have a positive impact on pupils' skills and abilities across the curriculum.</li> </ul>
<b>Baseline Measure</b>	<ul style="list-style-type: none"> <li>Samples of writing taken at each stage in August 2014 and graded using the Scottish Criterion Scale.</li> <li>PIEs 2014 data (Percentage data for grammar and spelling)</li> <li>CATs 2013 data</li> <li>NPIEs data (grammar and spelling) for P5-7</li> <li>Jotter sampling at end of 13-14 session to audit range of genres</li> </ul>
<b>Proposed Actions</b>	<ul style="list-style-type: none"> <li>Evaluate data from baseline measurements and identify key strengths and weaknesses. (T1)</li> <li>Identify weaknesses in teaching/resourcing of spelling and grammar and introduce new approaches and/or resources to support learning in this area. (T1)</li> <li>Use research materials and good practice exemplifications to identify areas of practice that will address weakness and improve teaching and learning. (T1-2)</li> <li>Continue to develop the use of effective self and peer assessment in writing. (T2-3)</li> <li>Collaborative planning and assessment and moderation activities for staff to develop lessons, projects, themes and focus areas together. (T1-2)</li> <li>Ensure writing development focus runs throughout the 2014-15 Curriculum Overview. (T1)</li> <li>Involve partners in planning and lesson delivery. (Parents, community, authors etc) (T2)</li> <li>Provide real purposes for writing. Use website and LATN for publication; writing competitions. (T1-3)</li> <li>Publish a compilation book of the best writing produced across the year. (T3)</li> <li>Regular classroom observation and monitoring of writing by SMT as part of quality assurance and self-evaluation process to validate progress. (T1-3)</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>100% of learners will have improved attainment in writing (10% gain on baseline measure across the school)</li> <li>Work sampling will evidence improvement in writing skills and application of technical aspects of writing</li> <li>Pupil focus groups will indicate that 80% of children find writing challenging and engaging.</li> </ul>
<b>Timescale</b>	August 2014 to March 2015
<b>Resources</b>	Big Writing programme and associated resources, SSLN Reports and Data Principles and Practice Papers from CfE Literacy CnES Literacy Strategy NAR Sharing Practice exemplifications from Education Scotland website Journey to Excellence Improvement Guides and Practice Exemplifications HMLe Improving Achievement in English Language
<b>Responsibility</b>	Donald Macleod, Lorraine Campbell and Chrissie Graham
<b>Monitoring</b>	1st October 2014, 10th December 2014, 4th February 2015 Writing Sampling, focus groups and staff review

## School Improvement Projects 2014-2015

# Project Two - Numeracy

<b>Project Two</b>	Improve Progression and Attainment in Core Number and Number Applications
<b>Quality Indicator</b>	2.1 5.1 5.2 5.3
<b>Local Objective</b>	3.2
<b>Improvement Targets</b>	<ul style="list-style-type: none"> <li>• Improve progression in the teaching of number knowledge and skills</li> <li>• Provide more high quality teaching and learning experiences for children in number</li> <li>• Improve attainment through increased number skills and greater ability to apply them in applications and problem solving</li> </ul>
<b>Impact on learners</b>	<ul style="list-style-type: none"> <li>• Progression in number learning will be better structured, allowing pupils to have more coherent and relevant experiences.</li> <li>• Children will be better equipped with the skills for solving number problems and applying number skills in different contexts.</li> <li>• Raised attainment in numeracy will have a positive impact on pupils' skills and abilities across the curriculum.</li> </ul>
<b>Baseline Measure</b>	<ul style="list-style-type: none"> <li>• Testing of sample groups in core number skills from P2 to P7 at the beginning of the project.</li> <li>• PiMs 2014 data (Number percentages) CATs 2013 data Reasoning 2013 data</li> </ul>
<b>Proposed Actions</b>	<ul style="list-style-type: none"> <li>• Evaluate data from baseline measurements and identify key strengths and weaknesses. (T1)</li> <li>• Identify weaknesses from the question-by question analysis of P3 and P7 PiMs. (T1)</li> <li>• Use research materials and good practice exemplifications to identify areas of practice that will address weakness and improve teaching and learning. (T1-2)</li> <li>• August in-service CPD - Some staff will attend two workshops 'Effective Teaching of Fractions, Decimals and Percentages' and 'Number Progression Skills'. Those in attendance will share content with the rest of the staff. (T1)</li> <li>• Make further use of the 'First Steps' numeracy material for staff CPD. (T2)</li> <li>• Review of programme for teaching number from nursery to P7. Use Learning wall materials and curriculum audit. (T1-2)</li> <li>• Collaborative planning and assessment and moderation activities for staff to develop series of number lessons together with a focus on progression. (T1-2)</li> <li>• Involve partners in planning and lesson delivery, especially in relation to providing real contexts for number application, such as visiting the local shop. (T3)</li> <li>• Increase the number of opportunities for investigative and enquiry type tasks that allow children to apply their number skills in challenging and real-life contexts. (T2)</li> <li>• Fully embed self and peer evaluation approaches in numeracy activities. (T2-3)</li> <li>• Regular classroom observation and monitoring of writing by SMT as part of quality assurance and self-evaluation process to validate progress. (T1-3)</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• 100% of learners will have improved attainment in numeracy (10% gain on baseline measure for sample groups across the school)</li> <li>• Work sampling and direct observation will evidence improvement in core numeracy skills and the application of them.</li> <li>• Pupil focus groups will indicate that 80% of children find numeracy tasks challenging and engaging.</li> </ul>
<b>Timescale</b>	September 2014 to April 2015
<b>Resources</b>	CnES Numeracy Strategy First Steps' Numeracy 1 & 2 NZ Maths SSLN Reports and Data Principles and Practice Papers from CfE Numeracy NAR Sharing Practice exemplifications from Education Scotland website Journey to Excellence Improvement Guides and Practice Exemplifications HMle Improving Achievement in Maths in Primary & Secondary Learning Together - Mathematics
<b>Responsibility</b>	Donald Macleod and Donna Murray
<b>Monitoring</b>	22nd October 2014, 17th December 2014, 18th February 2014 Spot testing of sample group, Jotter sampling, focus groups and staff review



## School Improvement Projects 2014-2015

### Project Three - Leadership

<b>Project Three</b>	Promoting Effective Leadership at all Levels
<b>Quality Indicator</b>	3.1 5.3 5.5 9.3
<b>Local Objective</b>	3.2
<b>Improvement Targets</b>	<ul style="list-style-type: none"> <li>For unpromoted staff to have the opportunity to lead activities and developments</li> <li>Provide more opportunities for pupils to lead learning and other school activities</li> <li>Increase skills and capacity in leadership for pupils and staff.</li> </ul>
<b>Impact on learners</b>	<ul style="list-style-type: none"> <li>Children will gain more skills in co-operation and teamwork and leadership</li> <li>As leaders of learning, children will be able to take responsibility for their own and each other's learning and increase their personal understanding of their strengths and development needs.</li> <li>Building skills in all of the four capacities, particularly Confident Individuals and Effective Contributors.</li> </ul>
<b>Baseline Measure</b>	<ul style="list-style-type: none"> <li>Leadership survey for pupils and staff</li> <li>Focus group data - Leadership experiences and views</li> </ul>
<b>Proposed Actions</b>	<ul style="list-style-type: none"> <li>Questionnaires and focus groups to establish opinions and current experiences of leadership. (T1)</li> <li>Support staff in taking lead roles in development projects, staff CPD and other activities and clubs. (T1 &amp; T3)</li> <li>Any available staff CPD that will promote leadership skills and capacity (PRD Process and Professional Standards) (T1)</li> <li>Work with Active Schools on Young Leader awards for P7. Bring this scheme forward to term one so that they have the opportunity to use the skills gained for the rest of the year. (T1)</li> <li>Consult with CLD and John Muir Trust about establishing a leadership programme that will award young people. (T2)</li> <li>Work collaboratively with the Volunteer Centre to develop and implement a programme of pupil-led volunteering where children will lead on projects in school and in the community. Achievements will be acknowledged with awards. (T2)</li> <li>Staff CPD and professional reading on leadership of learning. (T2)</li> <li>Provide increased opportunities for children to lead learning activities. (T2-3)</li> <li>Build capacity into Masterclass programme for pupil-led activities. (T2)</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>An increase of 20% recorded for staff opportunities to take a leadership role</li> <li>Rerunning of surveys and focus groups will demonstrate that 70% or more children in the school will have had the opportunity to experience leadership opportunities</li> <li>Children will have had achievements in leadership acknowledged.</li> <li>Profiles and self-evaluation documents will evidence pupils' increased experience and capacity for leadership</li> </ul>
<b>Timescale</b>	September 2014 to May 2015
<b>Resources</b>	Active Schools Young Leader Programme John Muir Trust Community Learning & Development (CLD) Volunteer Centre, Stornoway (Kathryn Macleod) Improvement Guides - 'Building Leadership for All' and 'Leading Learning' Effective Leadership resources on Education Scotland website
<b>Responsibility</b>	Donald Macleod and Donna Macdonald
<b>Monitoring</b>	12th November 2014, 17th December 2014, 18th February 2014 Staff and pupil surveys and focus groups, staff review.

## Maintenance Areas for 2014-2015

Use of self and peer evaluation approaches across the curriculum
Further development of effective pupil tracking of attainment, attendance, behaviour and social factors
The use of profiles and learning logs across the school