



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



Sgoil a' Bhac

Report on Standards and Quality for 2013-2014

Sgoil a' Bhac - Back School
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A' Coileanadh Sàr-Mhaitheas Còmhla - Achieving Excellence Together

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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 works in collaboration with its Parent Council, consisting of parents elected from the Parent Forum; staff representatives; co-opted community members and councillors. The Parent Council has had an active role in supporting the work of the school through its partnership in improvement, fundraising and volunteering.

Evaluative gradings and statements in this document are based on the HMle 'How Good is Our School' six-point scale as detailed below:

Level 6	Excellent	<i>Outstanding or sector leading</i>
Level 5	Very Good	<i>Major strengths</i>
Level 4	Good	<i>Important strengths with areas for improvement</i>
Level 3	Satisfactory	<i>Strengths just outweigh weaknesses</i>
Level 2	Weak	<i>Important weaknesses</i>
Level 1	Unsatisfactory	<i>Major weaknesses</i>

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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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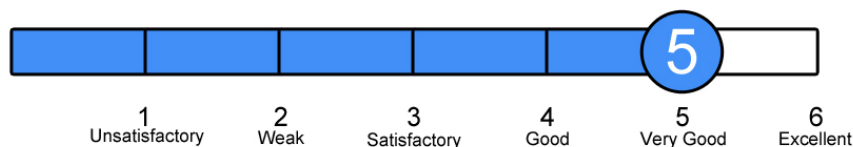


ENTITLEMENT ONE

Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18

Quality Indicators 5.1 (The Curriculum) and 5.9 (Improvement through Self Evaluation)

Evaluation Grading:



Evaluative Statements covering positive progress:

- Some elements of our three-year rolling programme have been evaluated against CFE experiences and outcomes to assess out coverage and progression. Changes were made to programmes to address areas identified for improvement. Almost all pupils have had more effective and coherent experiences in their learning in social studies and sciences as a result.
- We created a new curriculum rationale that sets out the aspirations that the school has for its curriculum. This has been shared with parents and pupils and, having been implemented, is the benchmark for our curricular expectations. The aim of the rationale is to provide all the children of Sgoil a' Bhac with quality experiences for learning, life and work.
- We have developed a top-tier of collaborative long-term planning (Curriculum Overview) that sets out the learning for each class in the school for the year. This shared planing has allowed us to plan more coherently and make solid and genuine curricular links. The curricular overview was shared with parents and they had the opportunity to identify areas of learning where they could make contributions. The overview has resulted in all pupils experiencing collaborative learning with children in other classes and most have had the opportunity to learn from parents and other community members visiting their classes.
- Teachers' medium and long-term planning clearly identify Experiences and Outcomes in all areas of the curriculum and collegiate planning has taken place where it is relevant and achievable. Almost all pupils have benefitted from consistently well-planned, relevant and challenging lessons.
- Following analysis of standardised assessment data, we have made changes to the programmes and resources used in the teaching of maths and reading to better support pupils' learning. Results from 2014 indicate that the following increases have been attained through these improvements. (P3 English - 11.1%; P7 English - 6.9%; P3 Maths - 5.1%; P7 Maths - 7.4%) A specific project focusing on improving attainment in 3D shape, nets and symmetry showed improvement in scores of 19% with all pupils making gains on their baseline assessment.
- Masterclass Sessions have run once per term, giving children the opportunity for focused interdisciplinary learning. The Masterclass programme allows for personalisation and choice and teacher planning and record-keeping ensures broad coverage of curricular outcomes. The structure and planning of Masterclasses were changed, allowing pupils from P3-P7 to experience good-quality interdisciplinary learning with a focus on developing and using new skills.
- Most pupils across the school have benefitted from participating in learning partnerships both within and outwith the school. E3-5 and G4-5 have worked together on a biodiversity project; G4-5 and G6-7 have collaborated on a natural disasters topic. G1-3 have worked together with G1-2 in Stornoway primary on a joint project that involved children in visiting each other's schools. E1-2 have fostered a link with Glenlee Primary in Glasgow and G4-5 have begun to establish links with a Stradagan group and a GM class in Onthank Primary, Kilmarnock
- Evidence from classroom observations, work sampling and pupil focus groups indicate that effective self and peer evaluation has helped most children to better evaluate their own curricular progress and identify the improvement needs that they have. Focus groups indicate a 12% increase in pupils' use of self assessment and 26% increase in peer assessment. Feedback from pupils suggest that they find this beneficial to their learning.
- Regular pupil focus groups and meetings of the Pupil Council allow for many children to contribute opinions on curriculum development. Members of the school council have been responsible for organising the school's activities for Children in Need and Sport Relief this session. The views of almost all pupils are sought regularly at Pupil Council meetings and assemblies and, where possible, these views have been acted upon.

- Through participation in assessment and moderation activities, both in our own school and working with colleagues in other schools, teachers have developed a better understanding of the progression within CFE levels and are more confident in their assessment judgements. A very productive assessment and moderation partnership was established between Sgoil Araich and G1-3 in Sgoil a' Bhac and the equivalent classes in Stornoway Primary. These activities have led to better quality teaching, learning and assessment. Improved assessment judgements have helped most pupils to experience learning that is better matched to their development needs.
- We have continued to provide an enhanced transition from Sgoil Araich to GPI and, in addition, have increased transition sessions for pre-school pupils who are enrolled for EPI. Two internal transition days are provided for children progressing onto new classes across the school and time is given for teachers to meet and discuss transition information for their new class groups. These processes have allowed pupils to be more confident in dealing with key transitions and they experience better continuity of learning.
- We held an open day for parents and children intending to enrol in both Gaelic and English Medium P1 for August 2014. This event provided information and support for the transition from pre-school to P1. The object being to provide effective support to parents and pupils as they prepared for the transition to school.
- All P7 pupils have completed detailed profiles using the Glow Portal, describing aspects of their learning and achievements as part of the transition process. They have been able to reflect on their strengths and weaknesses and identify their own next steps in learning. Some other pupils in the school have been able to evaluate and reflect on their learning using Learning Logs and profiles.
- All P7 pupils have improved their textual analysis and critical writing skills through participation in a literacy project with The Nicolson Institute. It focused on assessment and moderation across this key transition. Staff planned critical writing activities together, delivered them and evaluated together.
- To improve the learning experiences of all children, the school has used a structured programme for self evaluation. It has allowed us to gather evidence, identify improvements and evaluate the impact of changes on learning and attainment.

Challenges

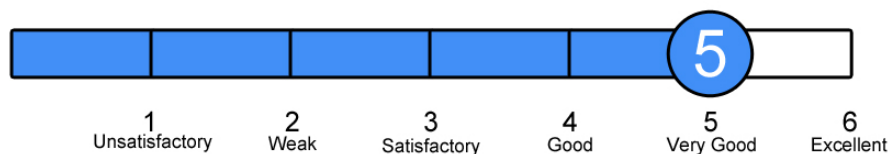
- Continue to increase the quality of teaching, learning and attainment, especially in literacy and numeracy. Focus on continuity and progression in learning for all children
- Further development of our curriculum overview to better identify opportunities for leadership of learning and involvement from parents and community resources. Improve leadership opportunities for all.
- Provide more opportunities for personalisation and choice for pupils in nursery, P1 and P2.

ENTITLEMENT TWO

Every child and young person is entitled to experience a broad general education up to the end of S3

Quality Indicators 5.1 (The Curriculum), 5.3 (Meeting Learning Needs) and 2.1 (Learners' Experiences)

Evaluation Grading:



Evaluative Statements covering positive progress:

- Data from pupil focus groups indicate a very good level of engagement and involvement by pupils in their own learning. 100% of the group said that they understood how well they were doing with their work and what their strengths were. 84% said they had a clear understanding of what they needed to do to improve. The remaining 16% had some understanding of improvement needs.
- Standardised assessment data and other assessment information was used to make changes to planning, teaching approaches and the use of resources. Results from 2014 data indicate that children's attainment has improved in literacy and numeracy. Classroom observations evidence that almost all pupils have had improved learning experiences.
- At the beginning of topics and new learning, pupils are consulted about what they already know and what they want to learn. In most settings, this information has been used to provide children with relevant and interesting learning, targeted at the areas they wish to learn about.
- Newly introduced curriculum overview planning allows teachers to plan together to provide breadth and depth of learning for pupils across the curriculum.
- To provide pupils with wider experiences and new and interesting sources of information, teachers have planned and organised for a number of guest speakers to visit classrooms. Some of these have been parents with relevant knowledge and experience, others have been community organisations such as the Royal British Legion, Back Free Church and Pursuit Hebrides.
- Children are strongly encouraged to participate in local and national competitions. This year, many pupils have participated in EuroQuiz, Sports Festival, Inter-schools Sports, Cross Country Championships, local and national Mods, Soccer Sevens (won through to finals in Dundee), Young Musicians and Cuach na Cloinne. Through these activities, they have learned skills of collaboration, communication, leadership and creativity.
- A group of P3-5 pupils established and ran a school tuck shop. Using skills for life and work, they planned the shop, conducted market research, purchased stock, devised staffing rotas and ran the shop for six months, generating a profit of £435.34. The pupils who participated have gained skills and experience in leadership and collaboration as well as being able to take responsibility and make a contribution to the life of the school.
- All children have participated in enterprise activities, giving them the opportunity to gain relevant skills for life and work, this was particularly the case in G6-7s Book Fair enterprise, which involved pupils in applying for jobs, being interviewed and then leading different aspects of the project. All pupils who participated stated that they had gained meaningful experiences from the project.
- Each class has undertaken a pupil-led assembly, which has given all children the opportunity to gain new skills in presentation and delivery and has allowed the audiences (pupils and parents) to share in their learning.
- An new school website has been introduced with a major focus on sharing the learning and giving most children the opportunity to use new ICT skills in producing and publishing material onto the site. The pupils of E6-7 have led on this initially and have been adding posts about their learning each week. As well as giving pupils another avenue for reflecting on learning, it has allowed them to practise new ICT skills and take responsibility for completing important tasks.
- Leadership skills are being fostered with older pupils, with all P7 having completed Young Leader awards. They are now using these new skills in leading playground activities with younger pupils. 93% of pupils felt they had gained useful skills through participation in the programme.

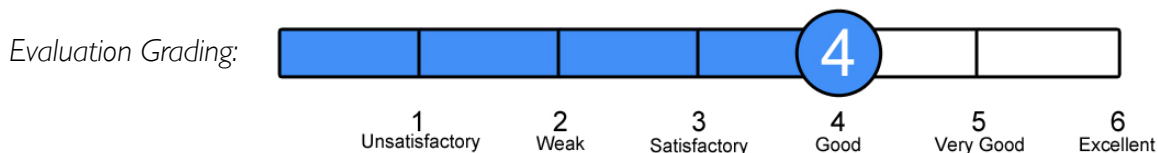
- A major audit of progress and needs for all pupils was undertaken in January 2014. This involved review of staged intervention levels, evaluation of progress and attainment for all pupils and a review of current support being provided. The data from this exercise was used to redeploy support staff to better match needs in each class. Almost all pupils have benefitted from their learning being better supported and their needs being more effectively met.
- An increased focus on the use of effective self and peer evaluation in classes has allowed most children to better understand their strengths and development needs. Data from repeated focus groups indicate a 20% rise in pupils' awareness of their own strengths and needs.
- Regular classroom observations and sampling of pupils' work indicate that AifL strategies are well embedded in all classes and that staff set high expectations of pupils. Improvements have been made during this session in the level of pace and challenge both within individual lessons and in the wider delivery of the curriculum and most pupils have benefitted from this improvement in pace.

Challenges

- Further develop pupil profiling/learning log approaches to allow for more fluid recording of educational experiences, particularly in relation to attainment in literacy and numeracy and wider achievement beyond the school.
- Make better and more structured use of resources beyond the school, including parents, community groups, organisations and visits to support learning and create better quality experiences for pupils.

ENTITLEMENT THREE

Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy, and health and wellbeing
Quality Indicators 1.1 (Improvement in Performance), 2.1 (Learners' Experiences) and 5.1 (Curriculum)



Evaluative Statements covering positive progress:

Literacy

- Teachers use Es and Os and other curricular documents to plan, assess and evaluate learning and teaching in literacy. In almost all cases, classroom observations evidence that pupils have experienced lessons that are engaging and well focused on their development needs in literacy.
- Enterprise projects such as the Scholastic Book Fair have provided children with opportunities to develop literacy skills with a real purpose in a meaningful context.
- Pupils participated in a Burns Night GlowMeet with a school in Ayrshire. This task involved children in P4-7 in exploring the work of Burns within an effective partnership involving ICT.
- Assessment and Moderation projects at both Nursery-P1/2 and P7-S1 have had a focus on providing children with relevant and meaningful literacy experiences. Tasks were planned and moderated collaboratively. Both projects have allowed children to develop new literacy skills, particularly in reading and writing. 80% of P1 and 96% of P2 evidenced increases in attainment.
- The development of a new school website has allowed some children to take responsibility for writing posts and news articles for publication online. Most E6-7 pupils have been able to create the texts themselves and then use ICT skills to publish them directly to the website.
- Participation in writing competitions in both Gaelic and English has provided children with real and engaging purposes for writing. Three pupils won prizes in the local Mod for story writing.
- Masterclass activities have given children from P3-7 very good opportunities to use reading research and writing skills in new ways and to apply them whilst working collaboratively with peers.
- PIEs and PiMs data was used to evaluate strengths and weaknesses in our programme of literacy, especially reading skills. New teaching strategies, resources and lesson activities were implemented to give children greater experience of reading and analysing narrative and non-narrative texts. (Gains of 11.1% at P3 and 6.9% at P7 were recorded in 2014 results compared to those from 2013)

Numeracy

- Teachers use Es and Os and other curricular documents to plan, assess and evaluate learning and teaching in numeracy. Most classroom observations evidence that pupils have experienced lessons that are engaging and well focused on their development needs in numeracy and other areas of maths. Children have experienced more active lessons that allowed them to apply skills in investigative and problem solving tasks.
- Enterprise projects such as the book fair (G6-7) and the tuck shop (E3-5) gave many children in these classes the opportunity to apply numeracy skills in a real context.
- Almost all pupils in the Pupil Council took responsibility for organising the school's marking of both Children in Need and Sport Relief. This involved them in planning fundraising activities and working within a small investment budget to maximise funds raised, again providing them with real and meaningful contexts for learning.
- The introduction of 'Budget Brains' in G6-7 has been particularly successful in developing children's understanding of the value of money and the importance of good budgeting and management of finance. This resource was particularly praised by parents when it was shared at our Pupil-Led learning event. All children in this class have gained very good experience in managing money and have been able to apply numeracy skills and knowledge in an interesting and relevant way. Some children felt the task was a good challenge for them.

- PiEs and PiMs data was used to evaluate strengths and weaknesses in our attainment and delivery of learning in numeracy. New teaching strategies, resources and lesson activities were implemented to improve in this area. The Australian First Steps programme was particularly beneficial in providing teachers at P6 and P7 with contexts and methodology that made children's learning in numeracy more relevant and challenging. (Gains of 5.1% at P3 and 7.4% at P7 were recorded in 2014 results compared with 2013)

Health & Wellbeing

- The reintroduction of monthly celebration assemblies has allowed the school as a whole to mark the achievements and successes of individual pupils. They are recognised both for achievement within their learning in the curriculum and for wider achievements outwith the school. The awarding of certificates has been motivational and has increased the self esteem of many of the children who have received them.
- Assemblies have had an ongoing focus on respect. This has been addressed regularly with pupils throughout the year, encouraging all children to respect themselves, their work, other children, family, the staff and the school itself. The focus has seen a positive impact on attitude and behaviour from the majority of pupils in the school.
- All pupils have been encouraged to take an active role in citizenship during assembly. A group of ten pupils took full responsibility for the school's fundraising activities for Children in Need and Sport Relief, giving them responsibility and allowing them to make a contribution to the school and the charitable causes. The Pupil Council members have been able to use leadership and organisational skills as they have been made responsible for the use of new playground equipment by all pupils.
- Pupils in E3-5 had a major project focus on the EU Rights of the Child and explored in detail their rights and responsibilities as a young person. This has made them more self-aware and made them think about the rights of others around them.
- Senior pupils have all used the Career Box resource to consider possible future careers and what skills, knowledge and experiences they may need to gain to pursue such careers. They have had to give consideration to what their ambitions and goals are and what they are going to need to achieve to be successful.
- Successes and achievements are regularly shared on the school website, the foyer plasma screen and in the local community magazine 'Loch a Tuath News'. These avenues are used to give children recognition for successes and achievements and strengthen the school, pupils' and parents' relationship with the community.
- The school has established a number of very effective partnerships with parents, individuals, organisations and companies within the local community, resulting in visits to the school or a lot of pupils going out in to the community. These partnerships have helped many children to foster an understanding of the community in which they are living.

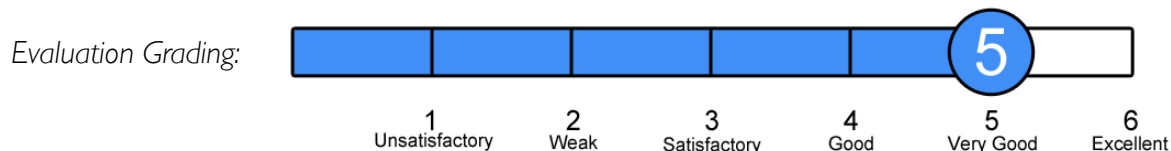
Challenges

- Implement an organised system for the regular documenting of children's wider achievement.
- Focus improvements in literacy and numeracy on writing and core number skills and applications.
- Make more formal arrangements with community organisations and businesses so as to better plan their input to the the curriculum and the development of skills for life and work with a focus on creating leadership opportunities.

ENTITLEMENT FOUR

Every child and young person is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities which CfE can provide

Quality Indicators 5.1 (The Curriculum), 5.3 (Learning Needs) and 5.9 (Self Evaluation)



Evaluative Statements covering positive progress:

- A major audit of progress and needs for all pupils was undertaken in January 2014. This involved review of staged intervention levels, evaluation of progress and attainment for all pupils and a review of current support being provided. The data from this exercise was used to redeploy support staff to better match needs in each class. Almost all pupils with support needs have benefitted from their learning being better supported and their needs being more effectively met.
- Regular weekly meetings take place between the HT and the Support for Learning teacher. They focus on the progress made by pupils in the past week and the priorities for the week ahead. These meetings are also used to evaluate SI levels and identify need for supporting paperwork and referrals. Effective support is in place for almost all pupils who have been identified as requiring it. In cases where the support is not yet completely in place, it is due to ongoing assessments being completed or more information being gathered for or with partner agencies.
- Teachers are recording progress of all pupils bi-annually using EI Marksheets. Data is collated and reviewed by SMT. The results of Standardised assessments at P1, P3, P5 and P7 are also recorded in EI and used by SMT to track progress and attainment patterns. The analysis of this data allows the school to track and evaluate the learning and attainment of individual pupils and make changes and address challenges as necessary.
- Learning support staff and class teachers have worked to develop individualised support programmes to meet the needs of specific pupils. These involve increased classroom support and use of specific resources such as Toe by Toe or the 'Listening Programme'. Children following these programmes have been noted as making very good progress in almost all cases.
- Support staff completing training in the 'Let's Move' programme and a group has now been established. It meets three times a week and supports pupils with physical development and concentration issues. The children participating in the first 'Let's Move' group have been reported as having improved hand-eye co-ordination and balance as well as marginal improvements in focus and concentration.
- Class teachers carefully plan and timetable their allocation of support from classroom assistants and auxiliaries with a focus on the pupils to be supported and the curricular areas to be addressed. These timetables ensure that children have the maximum level of support provided to them and that it is appropriately planned for.
- Some classes have been further developing the use of learning logs and profiles that allow children to record and track their own attainment and document strengths and development needs. Approximately 60% of pupils have participated in such activities and feedback from a sample group of them indicates the positive impact it has on their understanding of their learning needs.
- Staff regularly evaluate all their pupils' learning needs. Child Protection monitoring is ongoing. CSP and IEP meetings are well supported by staff. Where appropriate, referrals are made to external support agencies and staff have worked closely this year with speech and language, art therapy, occupational therapy, educational psychology and the school nurse service. All of these support systems are aimed at improving the outcomes and experiences of the children who receive the support.
- Attendance and lateness is monitored on a monthly basis. Patterns of absence or lateness are noted and addressed with parents. Individual improvements have been observed in attendance following contact from school. Improved attendance has had a positive impact on continuity of learning.
- The use of the school's nurture room has been further developed this session, with a greater number of children and staff using it to support children with challenging behaviour and other social and emotional needs. The use of the room has had a positive impact on pupils' ability to deal with emotions and manage their behaviour. There has been a decrease in reported incidents relating to children who are using the room.

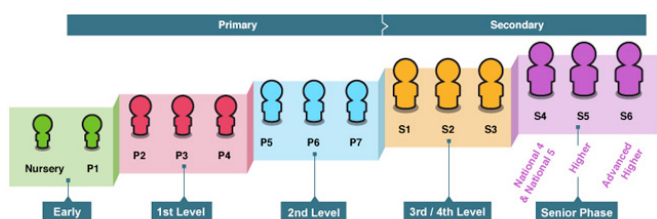
- Where possible, staff have transition meetings where the current teacher shares important learning, attainment, social and health information with the receiving teacher. The sharing of this key information helps to ensure continuity of learning for children and allows their needs to be better met as they move into a new class grouping.
- We are developing a procedure to flag able learners and monitor to ensure that they experience appropriate pace and challenge and make good progress from their prior level of attainment.
- Detailed folders of evidence and assessments are kept for all pupils who are being tracked and/or supported by the Learning Support teachers. The record-keeping ensures that the information about the children's learning, progress and needs are well documented and accessible by necessary staff who are involved in supporting them.
- Where it is necessary to share key information about a child's complex learning need, a procedure has been put in place to make sure all staff involved have the necessary information. This ensures that the child has continuous support and is not inappropriately challenged about learning or behaviour.
- Enhanced transitions have been used with specific pupils in P7 ahead of their transfer to the Nicolson. These transitions have allowed children to be more confident and assured about moving to S1 and it has helped to ensure better continuity in their learning.
- The school's structured programme for self evaluation has allowed us to evaluate our progress in meeting and supporting learners' needs across the school. Our self evaluation activities indicate that pupils have experienced better learning activities and, in many cases, have an increasing understanding of their own strengths and needs.

Challenges

- Ensuring that the school makes the best use of data on attainment, achievement and stakeholder opinions. Make sure valuable transition data is not lost when staff move on to other roles.
- Manage the challenges of a congested timetable and the increasing lack of good quality ICT resources.

ATTAINMENT & ATTENDANCE SUMMARY

Summary of Attainment within Curriculum for Excellence



In Curriculum for Excellence, children typically progress through levels as indicated in the diagram on the left.

Each level is further divided into three developmental steps: Developing (d), Consolidating (c) and Secure (s).

For example, in the table below, **Fd** indicates First Developing.

Attainment in Literacy - May 2014

Year	Roll	Ed	Ec	Es	Fd	Fc	Fs	Sd	Sc	Ss	Td	Tc
P1	11	9%		73%	18%							
P2	22			5%	90%	5%						
P3	14				43%	57%						
P4	18					17%	61%	22%				
P5	18						16%	73%	11%			
P6	21				5%			10%	86%			
P7	14								21%	79%		

Attainment in Numeracy - May 2014

Year	Roll	Ed	Ec	Es	Fd	Fc	Fs	Sd	Sc	Ss	Td	Tc
P1	11		18%	55%	27%							
P2	22			9%	64%	27%						
P3	14				36%	57%	7%					
P4	18					22%	72%	6%				
P5	18						17%	78%	6%			
P6	21				5%			10%	71%	14%		
P7	14								29%	57%	14%	

	2013		2014	
	Literacy	Numeracy	Literacy	Numeracy
Secure at Early Level or beyond by end of P1	19%*	0%*	91%	82%
Secure at First Level or beyond by end of P4	65%	59%	83%	78%
Secure at Second Level or beyond by end of P7	68%	63%	79%	71%

* Data mis-recorded for P1 pupils in May 2013

Collated data from teacher-assessed Curriculum for Excellence levels on the previous page indicate good improvement in attainment. It is likely that there were errors in the recording of levels for P1 Literacy and Numeracy in May 2013, however, the levels awarded this year do suggest better performance at P1 as well as notable gains in percentage of pupils Secure at P4 and P7.

Progress in English (PiE) and Progress in Maths (PiM) Standardised Tests

Mean Scores	2013	2014
P3 Progress in English	96.1	106.9
P3 Progress in Maths	89.6	93.8
P7 Progress in English	92.3	99.1
P7 Progress in Maths	89.2	96.8

Results from 2014 PiE and PiM standardised tests indicate some significant improvements in attainment. The results of the 2013 tests were used to create an improvement action plan that focused on improving children's learning experience and providing them with more skills and opportunities to apply them.

Attendance Summary for 2013-14

Year	Roll	Attendance Rate	Medical Absences	Other Authorised Absences	Unauthorised Absences	Instances of Lateness	% Lateness
P1	11	92.5%	6.3%	1.1%	0.1%	23	0.6%
P2	22	92.8%	4.9%	1.8%	0.5%	77	1%
P3	14	93.9%	3.6%	1.8%	0.7%	47	0.9%
P4	18	96.2%	2.4%	0.8%	0.6%	14	0.2%
P5	18	97.0%	1.6%	1.0%	0.4%	28	0.4%
P6	21	95.3%	3.6%	0.8%	0.3%	8	0.1%
P7	14	94.7%	3.5%	2.2%	0.6%	10	0.2%

Attendance data indicates a very good rate of attendance across the school, with the majority of absences being recorded for medical reasons. An area of concern for the school is the rate of lateness incidents with 207 recorded this year. We will increase the focus on punctuality with parents and pupils in the 2014-15 session. 164 unauthorised absences (equivalent to 82 days) were recorded across the school.

WIDER ACHIEVEMENTS

Sport

- Football team won the local heat of the TSB Soccer Sevens and went on to compete in the North of Scotland finals in Dundee.
- Three pupils were placed in the Western Isles Cross Country Championships in Uist
- Gaelic Medium boys competed in Cuach na Cloinne
- A large number of pupils participated in the Lewis & Harris Cross Country Winter Series
- All our P7 pupils have achieved their Young Leader Awards
- Two senior boys have been selected to play football for the U13 Lewis and Harris Select.

Gaelic Culture and Music

- Several pupils competed in the Royal National Mod in Paisley with Coisir Og a' Bhac.
- A P3 pupil came first in age 7-8 Fluent Poetry Recitation at the Royal National Mod in Paisley
- At the 2014 local Mod, pupils from the school won nine first places, ten second places and five third places. A full list of the winners is available on our website.
- A number of pupils have participated in London Gaelic Society competitions

Citizenship, Enterprise & Community

- Pupils organised events to raise £341 for Children in Need and £145 for Sport Relief
- Pupils and families participated in the Blythswood Shoebox Appeal, donating 53 shoeboxes
- School choir and precenting group performed at the launch of a book about the history of the school.
- A group of P3-5 pupils planned, established and ran a tuck shop for the whole school. It ran for four months and raised £435.

Other Activities

- Four girls have participated in Highland Dancing competitions on the island and on the mainland, winning a number of medals
- A large number of pupils attend cubs, beavers and scouts. One pupil achieved a Silver Chief Scout Award
- The team from Sgoil a' Bhac were the Western Isles runners-up in the annual EuroQuiz competition
- The school was awarded the Silver Healthy Working Lives Award by the NHS.
- A P7 pupil has won numerous awards this year and has qualified for national competitions in horse riding.
- A girl from P6 was selected to provide the Gaelic voiceover for Katie Morag in the translation of the BBC TV series.