Sgoil a' Bhac

Plan for
School Improvement
2016-2017

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

Sgoil a' Bhac
School Improvement Plan for 2016-2017

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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 105 primary pupils and 33 pre-school pupils supported by 18 teaching and non-teaching staff. In the 2015-16 school session, children were taught in one Gaelic nursery class, three Gaelic Medium and four 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 Head Teacher who has a shared leadership responsibility for Tolsta School.

Development Plan Priorities

The development projects detailed in this plan have been identified using the following sources of evidence and guidance:

- Evidence from the school's self-evaluation activities
- Results of HGIOS4 summary self-evaluations using parent, pupil and staff surveys (page 7)
- Our Standards & Quality Report for 2015-16
- Our attainment and performance data
- Department of Education & Children's Services Business Plan and priorities
- National policy and guidance documents

School Vision:

Ar Sgoil – Ar n-Ionnsachadh – Ar Lèirsinn   Our School – Our Learning – Our Future

This vision statement was developed with our stakeholders in April 2016.

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

Project One	Improving Achievement and Curriculum Tracking		
HGIOS3 QIs	1.1 2.1 5.1 5.3	Local Objectives	3.1.2
Targets	• Develop an effective method of recording and sharing wider achievement • Develop and implement a curriculum audit and tracking tool for nursery to P7		

Project Review/Evaluation	Impact on Learners
• Staff completed a review of current in-house methods of recording and celebrating wider achievement. • We liaised with other school to establish good practice in recording wider achievement • We gathered and reviewed examples of good practice • Staff working group established to progress the project • Working group developed a new achievements wall to publically display successes and achievements. • Changes were made to make out monthly achievement certificates more targeted. • A Learning Log system was implemented for all pupils. It records successes in learning, targets and wider achievements. It is shared with parents fortnightly. • A bi-annual curriculum tracking report has been developed and piloted. It provides tracking information for staff and is shared with parents. • Work is on-going to develop a more effective Learning Wall that will allow for better tracking of curriculum coverage using significant aspects of learning and outcomes.	• The aim of having a method of recording and sharing wider achievement for 100% of learners has been met. This includes all children from nursery to P7. The Learning Logs allow children and parents to regularly record wider and out-of-class achievements in a discreet manner. These are shared and discussed fortnightly with teachers who are able to celebrate and recognise such achievements. • Learning Logs have created better experiences for learners through engagement with parents about their achievements. • Many children state that Celebration Assemblies and achievement certificates have had a motivational effect on them. • New tracking reports are shared and discussed with children and are linked to the learner conversations taking place using Learning Logs. 88% of surveyed children state that this process has helped them to better understand what they need to do to improve in their learning.

Project Two	Ethos & Parental Involvement		
HGIOS3 QIs	2.2 5.1 5.5 5.7 9.1	Local Objectives	3.1.2
Targets	• Create a new school aim and mission statement • Establish and promote a positive ethos that rewards success and achievement • Increase the engagement and involvement of parents in learning and school life • Improve the quality and frequency of the information we provide to parents about learning		

Project Review/Evaluation	Impact on Learners
• Foyer area was refreshed. Old photos were removed and displays were refreshed. • Dux, Leadership and HT boards were updated with information from the last three years. • Parents, pupils and staff were consulted about the removal of the photos of past pupils and the relocation of Dux and Leadership boards to allow for new display boards to be added. The intention is to give the foyer a more 'primary' feel. All stakeholders agreed to this proposal and the necessary works are planned for later in 2016. • House System was reviewed and overhauled. New elections were held for captains and new guidance provided to staff about the allocation of points. • Pupil Council was revamped. Responsibility was delegated to two teaching staff to lead the PC. Elections were held and new members were appointed. Regular meetings were held. • Our parent appointment structure was reviewed and an additional meeting in February was added, providing parents with more structured opportunities to meet with staff. Pupil-led evening maintained. • 400% increase in PVG certified parents now available to support clubs and activities. New P1-2 PE club started. • We made more use of short surveys to gather the views of parents. • New tracking report has been designed and implemented with the aim of providing better information about attainment and next steps for parents.	• Changes to the foyer area will (when fully completed) provide a more stimulating and age-appropriate environment. • Updating Dux and Leadership boards convey value to these awards for learners. • Pupil focus groups indicate that the revised house system has been positive and has motivated them. • Pupils feel that the new Pupil Council has been helpful and organised some good events. 100% of members of the Pupil Council stated that they enjoyed the experience of being involved. • Through improved communication and involvement from parents, many of our pupils have had better experiences. • Results of the parent survey conducted in May 2016 indicated that 98% of respondents felt that they and their family had a good relationship with the school and 100% felt that they were encouraged to attend events and engage in the life of the school. • In our learner survey, 90% indicated that their parents and families engage with their learning.

Project Three	Languages 1+2 – Improving Teaching and Learning in Gaelic and French
HGIOS3 Quality Indicators	1.2 5.1 5.3 9.4
Local Objectives	3.1.2
Targets	• Ensure all staff understand the requirements of the L1+2 approach and the 202 implementation target. • Establish a clear progression for Learner Gaelic (GLL) and French • Ensure all pupils receive their entitlement to languages teaching, as per guidelines

Project Review/Evaluation	Impact on Learners
• Initial review and evaluation indicated that French delivery was of a lower priority as P5-7 were already receiving a programme of weekly lessons and focus for this project was moved to Gaelic • Additional French input was provided by a French teacher from the Nicolson Institute. • A small working group from Sgoil a' Bhac and Tolsta was set up to progress the project. • Liaison completed with Gaelic staff from secondary • Working group issued and collated staff and pupil surveys to establish views and skills to form a baseline. • Gaelic resource list drawn up and distributed. • Go-Gaelic units and resources matched to GLL planners and progression framework • Working groups led a number of staff information sessions to roll-out information and resources • An electronic transition record was developed for GLL • Began developing an accelerator planner for P5-7 to fast-track Gaelic language acquisition ahead of transition to S1	• All learners at P5-7 benefitted from increased quality of French language delivery through the partnership with the Nicolson Institute. • Considerable increase in the daily use of Gaelic by EM pupils, especially in the early years. • The language is increasingly spoken out-with the classroom and indications are that this has led to better integration between EM and GM pupils. • 100% of EM pupils have had an increased provision of Gaelic using more stimulating lessons/resources and following a clearer progression. • Improved transition records will avoid learners un-necessarily repeating vocabulary and tasks. • Focus groups with EM pupils indicate a high level of enjoyment of Gaelic lessons.

HGIOS4 SUMMARY EVALUATION & SELF-EVALUATION PLAN

As part of our school's self-evaluation processes, we conducted a broad-brush summary evaluation of all the Quality Indicators within 'How Good is Our School? 4th Edition' (HGIOS4). The intentions of this evaluation were to evidence progress made in the 2015-16 session and to inform the priorities for more detailed evaluations and improvement planning in future years.

The data for the evaluations were gathered from parents, P4-7 pupils and staff using surveys devised using selected challenge questions from HGIOS4.

Results of HGIOS4 Summary Evaluation

Leadership and Management How good is our leadership and approach to improvement?		Parents	Pupils	Staff	Mean
1.1	Self-evaluation and self-improvement	100.0%	100.0%	96.9%	**99.0%**
1.2	Leadership of learning	100.0%	84.7%	87.5%	**90.7%**
1.3	Leadership of change	97.9%	89.5%	93.8%	**93.7%**
1.4	Leadership and management of staff	n/a	n/a	96.4%	**96.4%**
1.5	Management of resources to promote equity	84.0%	59.7%	85.7%	**76.4%**
Learning Provision How good is the quality of the care and education we offer?		Parents	Pupils	Staff	Mean
2.1	Safeguarding and Child Protection	88.4%	91.8%	95.0%	**91.7%**
2.2	Curriculum	98.3%	88.7%	88.1%	**91.7%**
2.3	Learning, teaching and assessment	98.9%	92.2%	87.9%	**93.0%**
2.4	Personalised support	98.9%	86.6%	89.6%	**91.7%**
2.5	Family Learning	98.5%	90.3%	93.3%	**94.0%**
2.6	Transitions	97.7%	98.4%	95.8%	**97.3%**
2.7	Partnerships	89.1%	98.4%	67.5%	**85.0%**
Successes and Achievements How Good are we at ensuring the best possible outcomes for all our learners?		Parents	Pupils	Staff	Mean
3.1	Improving wellbeing, equity and inclusion	98.9%	94.3%	100.0%	**97.8%**
3.2	Raising attainment and achievement	100.0%	97.3%	90.0%	**95.8%**
3.3	Increasing creativity and employability	100.0%	98.4%	94.4%	**97.6%**

The results of the survey indicate generally positive views within all three HGIOS4 organisers.

Lower scores were recorded for QI 1.5 mainly due to views about the condition and resourcing of the school grounds. Elements of QI 2.1 also relate to this issue.

QI 2.7 also received lower scores due to some issues with partner organisations and methods for involving and tracking partnerships.

The issues identified by this evaluation relating to school grounds and partnerships will inform aspects of our 2016-17 School Improvement Plan.

The table below maps out our plan for more focused and detailed evaluations of Quality Indicators based on these priorities.

HGIOS4 Self Evaluation Rolling Programme 2016-2021

Year	Session	Core Focus			Supplementary			Follow-Up/Impact		
1	2016-2017	1.5	2.7	3.2	1.3	2.2	2.3			
2	2017-2018	2.3	2.6	3.2	1.2	2.1		1.5	2.7	
3	2018-2019	2.2	2.5	3.2	2.4	3.3		2.3	2.6	
4	2019-2020	1.1	3.1	3.2	1.4			2.2	2.5	3.3
5	2020-2021	1.3	2.3	3.2	1.5	3.1		1.1	2.7	

Core – Major focus area   **Supplementary** - Minor/mid-range focus area   **Follow-up** – Short evaluation to check on impact

Project One	Improving Health and Wellbeing
Quality Indicators	**1.5** – Management of Resources **2.2** – Curriculum **3.1** – Improving Wellbeing, Equity and Inclusion
Business Plan/Local Priorities	**3.1.2** Ensure that children and young people continue to grow in confidence and develop wide ranging abilities that prepare them for study, training or employment.
Improvement Targets	• Staff, parents and learners will have a clear understanding of the Comhairle's Anti-Bullying Policy and the school's new policy and procedures for Anti-Bullying • The school will implement new e-safety policy and practices increase the awareness of learners, staff and parents about e-safety. • Increase the involvement of learners and parents in planning, promoting and participating in a range of health-related activities. • We will work with all stakeholders to develop the use of the school grounds to improve outdoor experiences for learners (Includes Grounds for Learning project)
Impact on Learners	• All learners will show consideration for others and demonstrate positive relationships and behaviours. Learner surveys/focus groups will indicate a 80% improvement in views about bullying. • Through observation and evaluations, all learners will demonstrate increased awareness of e-safety and responsible use of digital technology. • 80% of learners will report an increase in their physical activity and healthy eating. • All learners will benefit from improved outdoor spaces and opportunities for effective outdoor learning.
Baseline Measurement	Anti-bullying attitude survey (August 2016) Data from 360° Safe e-Safety audit Results of HWB Audit Report (March 2016) Results of stakeholder surveys (May 2016)
Proposed Actions	• Share the new Comhairle Anti-Bullying Policy with learners and parents • Evaluate and make improvements to the school's anti-bullying policy in line with the Comhairle's policy and consult with stakeholders • Meet with learners regularly (termly) to discuss bullying and to raise awareness of anti-bullying policy and strategies to eliminate bullying of all kinds • Link to e-Safety for cyber bullying • Participate in Anti-Bullying Week (14th -18th November 2016) • Set up and implement a school buddy system • Establish an e-safety group to carry out an audit of current practice using '360° Safe' • Draw up an action plan and begin to implement actions identified from the e-safety audit • Work towards 360° Safe Certificate of Progress accreditation • Share and promote the Comhairle Health & Wellbeing Strategy • Use 'healthy' wellbeing indicator as a focus for planning learning • Work with learners, parents and community partners to run a Health Promotion Week. • Plan and organise a healthy eating campaign, to include snack and lunches • Build on the success of the Daily Mile to increase physical activity of all children • Set up a working group to audit and evaluate the use and suitability of school grounds • Consult and gather ideas from all stakeholders (QI 1.5 evaluation) • Create climbing/traversing wall area within the school grounds • Work with Grounds for Learning to review case studies and adopt ideas that suit the needs of our school. • Staff to formally build in outdoor learning opportunities into planned work. (Link to SIP Project 3 – Partnerships) • School to work with partners to plan and deliver an outdoor learning week.
Success Criteria (by May 2017)	• 80% of learners will indicate in focus groups and surveys that they have positive attitudes towards anti-bullying, matched by the same reduction in instances of reported bullying. • 360° Safe e-Safety audit completed and action plan devised • 80% of learners will report an increase in their physical activity and healthy eating. • All learners will benefit from improved outdoor spaces and opportunities for effective outdoor learning.
Timescales	August 2016 to May 2017 (and beyond)
Resources	Comhairle Anti-Bullying Policy Glow Respect Me Website – www.respectme.org.uk Comhairle HWB Strategy 360° Safe e-Safety Audit Tool CfE Curricular documents Grounds for Learning Community partners
Responsibility	Donald Macleod and lead staff on e-Safety and Health & Wellbeing groups
Monitoring	August 2016 – Evaluation of baseline assessment November 2016 – check on evidence from focus groups and learner evaluations By March 2017 – Progress report on all targets May 2017 – Impact assessment (repeat of baseline measurement)

Project Two	Assessment & Moderation – Progression Planning in Literacy and Numeracy
Quality Indicators	**2.3** – Learning, teaching and assessment **3.2** – Raising attainment and achievement
Business Plan/Local Priorities	**3.1.2** Ensure that children and young people continue to grow in confidence and develop wide ranging abilities that prepare them for study, training or employment.
Improvement Targets	• Learners will have a clear understanding of their strengths and next steps, based on Progression Framework learner statements • Staff will have a clear understanding of standards at each level • Staff will engage learners in assessment and moderation, including planning of assessment evidence • Improved procedures and protocols for internal recording and tracking of assessment
Impact on Learners	• Learners will be able to use the 'language of learning', such as Learning Intentions and Success Criteria, routinely to assess their own and others' learning • Learners will be actively involved in planning their learning, including identification of learning evidence • Learners will be more confident in assessing their own and others' learning, through routine use of annotated exemplification • Underachieving learners will be better supported through early identification and targeted support.
Baseline Measurement	Brief questionnaire for staff and learners to establish current understanding of standards. What do they know/understand about the skills and knowledge required in a SAL and associated Es and Os at their current level (learner) or all levels (staff)?
Proposed Actions	• Agree common approach to assessment and moderation across school and inform all learners (assembly and in class) and parents (newsletter/assembly) • Involve learners in planning their learning, including how they will evidence their learning (i.e. following identification of SAL and associated Es and Os, discuss/agree with learners the learning activities, timescales and assessment evidence). *This should include learning in the four contexts: discrete curriculum area/subject; IDL; learning through the ethos and life of the school; opportunities for personal achievement.* • Common approaches to include: daily/weekly use of Progression Frameworks to plan and measure learning; use of learner statements as success criteria; daily/weekly self and peer evaluation; reflection and review timetabled e.g. weekly session to evaluate own learning evidence against annotated exemplars • Provide more opportunities at all stages for learners to plan and lead the learning in their class. • Carry out follow-up task (same as baseline) to measure impact/progress
Success Criteria (by May 2017)	• 100% of learners in focus groups will articulate the 'language of learning' • Pupil and staff questionnaires will indicate 90% of learners have been involved in planning, leading and assessing learning. • All lesson observations will evidence learner involvement in self and peer assessment. • Staff attitude survey will indicate a 20% increase in confidence about making 'level achieved' judgements.
Timescales	Aug 2016 – Complete baseline; Sep 2016 to Apr 2017 Implementation of actions; May 2017 – Impact check (Baseline repeat)
Resources	Progression Frameworks for Literacy and Numeracy Significant Aspects of Learning and curriculum documents Learning Wall Professional Learning Papers – Assessing Progress and Achievement Annotated exemplification 'Evidence of Achievement of a Level' guidance document SSLN Professional Learning Resource – Literacy & Numeracy
Responsibility	Donald Macleod and Donna Macdonald
Monitoring	August 2016 – Evaluation of baseline assessment December 2016 – check on evidence from focus groups, work sampling, Learning Logs and portfolios. By March 2017 – Assessment review and lesson observations May 2017 – Impact assessment (repeat of baseline measurement)

Project Three	Using Partnerships to Support and Enhance Learners' Experiences
Quality Indicators	2.7 – Partnerships 2.5 – Family Learning
Business Plan/Local Priorities	3.1.2 Ensure that children and young people continue to grow in confidence and develop wide ranging abilities that prepare them for study, training or employment. 3.1.7 Continue to deliver Gaelic Medium Education
Improvement Targets	• The school will improve our relationship with current partners, including parents • We will work with community and other organisations to establish new partnerships that will support and enhance learners' experiences. • We will develop a partnership planning, tracking and evaluation tool • The school will work with parents and other partners to increase the uptake of Gaelic Medium Education.
Impact on Learners	• Improved partnerships with parents will result in learners having more and better quality interaction and support with their learning at home • Making better and more effective use of business and community partners will provide learners with better curricular, social and extra-curricular experiences.
Baseline Measurement	Questionnaire/survey of staff, learners, parents and current partners to establish strengths and weaknesses of current partnerships. Focus on establishing current impact of partners on learners' experiences.
Proposed Actions	• Consult with current partners and review strengths and weaknesses of the relationship. Refresh links with them and renew focus on planning, delivery and evaluation. • Stakeholder working group to be established to develop and implement a partnership strategy for the school. • Devise and implement a tracking, planning, monitoring and evaluation tool for our partnerships. • Update Curriculum Rationale to better reflect the involvement of partners and the role of the school within our local community. • Increase the involvement of parents in day-to-day learning activities and the running of extra-curricular clubs. Further increase the number of PVG parents. • Reach out to new potential partners within the community and plan involvement and input together. • Use DSYW strategy to foster new partnerships to promote employability skills. • Promote the Parent Council (PC) elections in August 2016 to all parents of the school to encourage a broad representation. Work with the newly-elected PC to foster a positive and supportive relationship between the school, the PC and the Parent Forum. • Work with partners throughout the year to promote uptake of Gaelic Medium Education within the pre-school year of Sgoil Àraich ahead of P1 enrolment • Repeat baseline assessment to evaluate the impact on learners of the partnership project
Success Criteria (by May 2017)	• We will record a 20% increase in parental involvement in school and extra-curricular activities (baseline needed in T1) • At least three new community/business partnerships will be established • 100% of new and current partners will record improved and more productive experiences of working with the school. • Attainment and achievement data will indicate an attributable increase to partnership working • 90% of learners will indicate a positive experience of partnership working(survey/focus group) • There will be a 50-60% uptake rate of Gaelic Medium Education at P1 enrolment.
Timescales	Sep 2016 – Complete baseline; Sep 2016 to Apr 2017 Implementation of actions; May 2017 – Impact check (Baseline repeat)
Resources	HGIOS 4 – QI 2.7 Family Learning Research – Education Scotland Learning Blog Developing Scotland's Young Workforce National Improvement Hub Partnerships for Learning – Education Scotland CNES Partnership Event (November)
Responsibility	Donald Macleod and Working Group Lead
Monitoring	September 2016 – Evaluation of baseline assessment January 2017 – check on evidence from working groups and evaluations from stakeholders and partners. April 2017 – Impact assessment (repeat of baseline measurement)

Maintenance Area	Details
Raising Attainment	Continue to keep a strong focus on raising attainment – Scottish Attainment Challenge and NIF Identify underachievers using the June 2016 tracking report. Review interventions and track. Continue to roll out RAFA. Each teacher to undertake a RAFA improvement project (individually or collaboratively) Strong focus on good quality differentiation.
Languages 1+2	Continue to implement requirements of the L1+2 initiative. Build on progress made in the delivery of Gaelic Language in English Medium classes. Review French delivery following staffing changes and ensure appropriate delivery to P5-7 learners.
Sgoil Araich Curriculum	Work with nursery link teacher to further improve the planning delivery and assessment of curriculum for excellence at Early Level in Sgoil Araich. Give particular focus to planning and programmes for literacy (Gaidhlig) and numeracy.
Tracking Report	Evaluate the feedback from parents from the June issue of the tracking report and make changes as necessary ahead of next issuing in November 2016 and again in June 2017. Investigate possibility of linking the report to a parent appointment to discuss content.
Learning Wall	Continue to develop the school's Learning Wall to incorporate the Significant Aspects of Learning. Possible link/support with other schools or the authority to progress this.
Policy Updates	To be reviewed, updated and consulted: - Anti-Bullying Policy - Curriculum (to reflect CFE changes) - E-Safety and Responsible Use - Homework