



STANDARDS & QUALITY REPORT

2015-2016

About Sgoil a' Bhac

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

In the 2015-16 session, the school had a roll of 105 and a further 33 in Sgoil Araich Loch a Tuath. Our school is organised into seven classes, three of which are Gaelic Medium with the other four being English Medium.

The school is managed by a Head Teacher, who has shared leadership responsibility with our neighbouring school in the village of Tolsta, and is supported by a Principal Teacher. There are seven core teaching staff and three additional teachers, one of who provides specialist support for learning two days per week. This is further supported by a team of six auxiliaries. Sgoil Araich Loch a Tuath is staffed by a Nursery Play Leader and two Play Assistants. We have specialist teacher input for PE, Art and Music.

The school works closely with our Parent Council and with groups and organisations within our community to support and broaden learners' experiences. This session we worked with all our stakeholders to develop a new vision statement for the school: Ar Sgoil – Ar n-Ionnsachadh – Ar Lèirsinn Our School – Our Learning – Our Future.

This vision will be developed further alongside our mission statement and curriculum rationale in the 2016-17 session and will inform all our future work.



www.sgoilabhac.org.uk



COMHAIRLE NAN EILEAN SIAR

Department of Education & Children's Services

Achieving Excellence Together A' Coileanadh Sàr-Mhaitheas Còmhla

1 - SUCCESSES AND ACHIEVEMENTS

What outcomes have we achieved?

Evaluation Grading: 4 – Good

Key Strengths:

- An average of 69% of learners at P1, P4 and P7 reached their curricular milestones. Although this figure represents a slight reduction on last session, there was a 5% improvement in numeracy attainment at P4 compared to 2015. P7 learners remained on a steady flightpath with their attainment matching the percentage achieving First Level in P4 in 2013. The current P4 learners showed some notable gains in their attainment compared to their performance at P1 in 2013.
- All learners in English Medium have benefitted from increased and improved delivery in Gaelic. The learners in E1-2 have made particularly good progress with Gaelic being spoken in the class every day.
- Standardised testing in literacy (PTE) and numeracy (PTM) indicate steady performance at P7 and significant gains at P3 (20.8 points in English and 20.4 points in Maths)
- Our learners have had more opportunities to experience achievement beyond the core curriculum in after-school clubs. This included 71% of P1 and P2 pupils attending an active sports club, thus improving their levels of physical activity and participation. Our learners have also been able to participate in netball, football, uni-hoc and Scripture Union.
- The participation of all staff in Local Quality Assurance Groups (LQAG) and in assessment and moderation activities has helped to improve outcomes for the majority of our learners through more accurate judgements about attainment progress and curriculum delivery.
- Through participation in three masterclass focus weeks during the session our P3-7 learners have been able to experience varied and interesting interdisciplinary projects and have had the opportunity to exercise choice and personalise their curriculum through involvement in theme selection and planning.
- A large number of our learners experienced success at this year's Local Mod with total of 22 first, second and third placings and an award for the school for the highest points across all competitions.
- The introduction of learning logs has allowed all learners to reflect on their learning with their teacher on a fortnightly basis and to have their wider achievements systematically recorded and acknowledged.
- The introduction of the Daily Mile has had a positive impact on learners' overall health and fitness. 87% of learners indicated that they enjoyed participating in it and 85% indicated that they would like to continue to do so. 70% of staff have noted an improvement in learners focus and concentration in class.

Areas for Improvement:

Continue to keep a tight focus on raising attainment in literacy and numeracy through improvements in planning, curriculum tracking, assessment, moderation and target-setting. Aiming for a 10% improvement in learners reaching curricular milestones, represented by a target of 79% in numeracy and 78% in literacy.

How well do we meet the needs of our school community?

Evaluation Grading: 5 – Very Good

Key Strengths:

- We greatly value the view of our learners and have given them a greater voice this session through a more prominent and effective Pupil Council, full involvement in the design of the school's vision statement and sought their views in a pupil survey. These actions have made our learners more involved in the life of the school.
- We have improved our involvement and communication with parents, thus increasing their participation and understanding in their child's learning. This has been done through increasing the number of Parent Appointment sessions, consulting more frequently with parents, changing our reporting format and involving parents more in school activities such as assemblies, fundraising and charity activities. 98% of parents felt that they and their families had a good relationship with the school.
- We have worked to increase the provision of after-school activities for our learners to allow them to engage in more varied and challenging activities. This was done in close partnership with parents and resulted in a four-fold increase in our register of PVG-checked parents volunteering with the school.
- Our learners' experiences have been enhanced through community partnerships with Back Free Church, Caraidean, Bethesda, the Loch a Tuath News, Active Schools, Action for Children, Police Scotland and Dun Berisay Care Home. Several of our P1-2 learners experienced success and achievement by having their artwork displayed in the corridors in Dun Berisay.
- We have fostered links and encouraged involvement with our local community through the organisation of community events like our Bingo Night, Macmillan Coffee Morning and Post-Mod concert.
- The introduction of learning logs has allowed the school to be much more aware of the levels of participation and achievement our learners are having through their involvement in community groups and clubs.

Areas for Improvement:

Take a more strategic and structured approach to the involvement of parents in learning and extra-curricular activities and in the use of community partners in lessons and learning. (SIP Project 3).

2 – THE WORK AND LIFE OF THE SCHOOL

How good is the education we provide?

Evaluation Grading: 4 – Good

Key Strengths:

- In both Gaelic and English, the school provides a broad and inclusive curriculum. On average, 91.7% of parents, learners and staff felt that the curriculum was effective.
- We have worked to make lessons meet the needs of learners better through more streamlined and cohesive three-stage planning.
- Planning for the curriculum includes the four contexts of learning, ensuring that our children have the opportunity to experience and contribute to interdisciplinary themes, wider achievement and the ethos and life of the school as well as learning in the core curriculum.
- P3-7 learners are able to exercise choice and contribute to curriculum planning through participation in Masterclasses.
- Skills for life and work are fostered through learners taking a lead in organising our Scholastic Book Fair and participating in a number of enterprising projects such as our Mother's Day Gift Stall and sale of shopping bags.
- Pupils in P6-7 improved their understanding of a community from another country as part of an international study that allowed them to make links and communicate with children from Pendleton, Nova Scotia.
- All parents (100% of survey respondents) feel that the school encourages them to become involved in events and the life of the school, including curriculum and learning. This includes our pupil-led 'Sharing the Learning' event and additional parent appointments. Most learners feel that this involvement of parents and families is beneficial to their learning.
- Prospective P1 pupils are supported in their entry to school through weekly transition visits to P1 classes after enrolment. We work with our partner secondary school to plan for transition for all P7 pupils, including participating in enhanced transitions for those needing additional support. 97% of parents and 98% of pupils feel that our transition processes are effective.
- The school has successfully used our nurture room and a whole-school nurturing approach to provide high quality support to two learners, allowing them to integrate fully back into full-time learning.

Areas for Improvement:

We will use our 'Assessment and Moderation' Improvement Plan project to improve our judgements about curricular progress and use that to better match learner experiences to their needs.

We will implement a more robust curricular design and tracking tool to ensure breadth depth and progression for learners. We will incorporate cross-cutting themes, including creativity, sustainability, citizenship and enterprise into curricular planning and delivery.

How good is our management?

Evaluation Grading: 5 – Very Good

Key Strengths:

- A Head Teacher leadership and management survey completed by staff indicated strong views that the school was being well run and managed. Our survey of parents, learners and staff indicated a 94% positive view of the school's leadership and management.
- School Improvement Plans and priorities are identified using a range of self-evaluation evidence, including the views of learners, parents and staff.
- There is a clear plan for Quality Assurance processes such as focus groups, surveys, lesson observations, work sampling and data analysis and they link to school improvement priorities with a focus in impact and improving outcomes for learners.
- Staff feel that school management provide clear guidance on expectations of lesson delivery and content.
- The management team use the school's devolved budgets to resource the school with an ethos of fairness and equity. 91% of parents and 84% of learners feel that the school is well resourced.
- School management welcome parents, pupils and staff who have complaints and concerns and adopt a focus on resolving issues and reaching better outcomes for our children. 98% of parents feel that the school is approachable when they have a problem.
- All staff receive annual child protection training and there are clear procedures in place within the school for notifying concerns. Almost all pupils with additional learning needs have had a GIRFEC assessment and have an appropriate plan based on their appropriate level of staged intervention with multi-agency involvement, as appropriate.

Areas for Improvement:

Continue to improve our partnerships with parents, the Parent Council, businesses and community organisations. Keep making improvements to the quality and frequency of communication with parents and internally in the school with learners and staff.

Work with partners to improve the safety and amenity of the school grounds.

3 – VISION AND LEADERSHIP

How good is our leadership?

Evaluation Grading: 4 – Good

Key Strengths:

- The Head Teacher and school staff set good expectations for learners and for their own work. The sharing of written expectations of lessons content has had a positive outcome on the experiences of learners.
- An average of 92% of parents, learners and staff have responded positively in an evaluation of the school's leadership and management.
- Learners and other stakeholders took ownership of the creation of a new school vision statement. Many learners felt that they contributed to the vision statement that was chosen.
- All learners across the school have had the opportunity to lead in the sharing of learning with parents.
- Almost all P7 pupils felt that participation in the Young Leaders programme has improved their leadership skills through the gaining of new skills and the leading of activity sessions for younger pupils.
- Members of the Pupil Council have enhanced their leadership skills through their involvement in the committee and in the organisation of a number of events and activities across the year. All children have benefitted from regular dialogue and representation from their Pupil Council class reps.
- Many learners have had the opportunity to take leadership roles in the planning and delivery of Masterclass lessons and E6-7 pupil stated that they learned a lot from organising the school's activities for Autism Week.

Areas for Improvement:

Increase the involvement of learners and parents in quality assurance activities and provide them with more opportunities for involvement in the planning, delivery and assessment of learning. (Links to 2016-17 SIP Project 2).

Summary Evaluation Results

The table below displays the results of a summary evaluation of all Quality Indicators. This information will help us to identify priorities for improvement in 2016-17 as well as setting priorities for more detailed evaluations in future years. More details of the summary evaluation can be found in the 2016-17 School Improvement Plan.

Leadership and Management		Parents	Pupils	Staff	Mean
How good is our leadership and approach to improvement?					
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		Parents	Pupils	Staff	Mean
How good is the quality of the care and education we offer?					
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		Parents	Pupils	Staff	Mean
How Good are we at ensuring the best possible outcomes for all our learners?					
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%

SIP Priorities

We have identified a number of projects for our 2016-17 School Improvement Plan (SIP). More details of these projects can be found in the full SIP on our website.

1. Improving Health & Wellbeing

- Anti-bullying policy
- E-Safety audit and action
- Health promotion (Health Week)
- Improving school grounds
(Links to result of QI 1.5 in the summary evaluation)

2. Assessment & Moderation

- Self & Peer Assessment
- More involvement of learners and parents in planning & assessment
- Moderation to improve assessment of literacy & numeracy
- Better support under-achievers

3. Partnerships

- Improve partnership with parents and Parent Council
- More business and community partnerships to enhance learning
- Plan, track and evaluate partnerships.

Maintenance Areas

- Raising Attainment
- Languages 1+2
- Sgoil Araich Curriculum
- Curriculum Tracking
- Policy Updates

Detailed Self-Evaluation Priorities

QIs – 1.3 1.5 2.2 2.3 2.7 3.2