



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



Sgoil a' Bhac

Plan for
School Improvement
2015-2016

sgoil a' Bh

Sgoil a' Bhac - Back School
School Road, Back, Isle of Lewis. HS2 0LB
www.sgoilabhac.org.uk 01851 820230



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 110 primary pupils and 23 pre-school pupils supported by 18 teaching and non-teaching staff. In the 2014-15 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 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 plan.

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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 2014-2015

Project One	Improving Teaching, Learning and Attainment in Literacy (Writing)			
Quality Indicator	2.1	5.1	5.3	5.4
Local Objective	3.2			
Targets	<ul style="list-style-type: none"> To improve the attainment of all learners across different genres of writing through providing them with better quality learning and teaching experiences. To equip all children with the skills and and experiences that they require to improve their writing for a wide range of purposes and real contexts 			
Project Review/Evaluation		Impact on Learners		
<ul style="list-style-type: none"> Staff completed baseline measures of attainment in writing in August 2014 and then worked collaboratively to develop and implement improvement strategies targeted at particular development needs at their stages. Reassessment by teacher judgement indicated 98% of learners made improvements. An audit of breadth and depth of coverage indicated that, across the school, there was a significant imbalance towards imaginative writing, particularly creative stories. This was addressed through improvements to individual and collaborative planning. A planned activity had been to publish a book of creative writing as part of this project but it was agreed that, due to the need to redress the balance towards functional and personal writing, this would not be an appropriate activity. Staff completed a full audit of the spelling schemes in both English and Gaelic and identified issues and development needs. Staff then worked collaboratively to plan a revised programme of spelling and created an implementation policy. Staff worked to develop real contexts for writing, including the establishment of a journalists group and the publication of items to the school website. Monitoring of writing lessons indicated strengths in breadth, pace of learning, challenge and progression. 		<ul style="list-style-type: none"> The quality of experiences in writing activities has been better for learners with them being more able to participate in a broader range of writing activities. Teacher judgements of writing indicated that 98% of children had made progress from where their attainment was at previously. Through more effective planning for different types of writing, all children have been able to learn and develop skills more effectively in functional and personal writing. An identified area of improvement across the school was spelling in both English and Gaelic. The implementation of a revised programme in both languages, supported by a new policy, has ensure a better progression in spelling skills for all pupils and results of spelling tests indicate scores have improved. The use of precision teaching techniques and Toe by Toe in some classes have also improved spelling for targeted pupils. The P7 children involved in writing reports and articles for publication in the month newspaper all reported that it was a positive experience that encouraged them to write. 		

Project Two	Improve Progression and Attainment in Core Number and Number Applications			
Quality Indicator	2.1	5.1	5.2	5.3
Local Objective	3.2			
Targets	<ul style="list-style-type: none"> Improve progression in the teaching of number knowledge and skills Provide more high quality teaching and learning experiences for children in number Improve attainment though increased number skills and greater ability to apply them in applications and problem solving 			
Project Review/Evaluation		Impact on Learners		
<ul style="list-style-type: none"> Staff used the results and analytical data from the 2014 PIMs to identify strength areas and areas for further development . This formed part of the focus on looking at development pathways in the teaching of maths and numeracy. Mini-improvement projects in maths focused on key improvement areas identified by staff using PIMs data, class assessments and teacher judgements. The projects focused on introducing new and revised practices in maths teaching. Staff have worked both a stage partners across English and Gaelic and vertically within the language streams to plan maths topics and themes together. We evaluated the maths resources being used and introduced a range of new ones as well as revitalising previously used ones. We have increased the use of TeeJay Maths, Maths on Track, First Steps, Education City and ALTA Maths. We have provided more opportunities for contextualised maths activities through Masterclasses, enterprise projects and class activities such as the school garden. 		<ul style="list-style-type: none"> Most children have experienced a better progression in the development of maths and numeracy skills The mini-improvement projects concluded with a reassessment that indicted some significant improvements in attainment> <ul style="list-style-type: none"> ~ G1-3 Money - 31% gain ~ E1-2 Subtraction - 22% gain ~ E3-5 and G4-5 Money - 28% gain ~ E5-6, E7 and G6-7 Algebra - 21% gain Staff working to plan together has resulted in more coherent lesson activities for children in both language streams. Children have indicated that the they have enjoyed working with new resources introduced this year and teachers have reported greater engagement, especially in the use of ICT resources such as ALTA and Education City. Children have had more opportunity to apply maths skills in activities such as technology-focused Masterclasses. 		

Review of Improvement Projects 2014-2015

Project Three	Promoting Effective Leadership at all Levels		
Quality Indicator	3.1	5.3	5.5 9.3
Local Objective	3.2		
Targets	<ul style="list-style-type: none"> • For unpromoted staff to have the opportunity to lead activities and developments • Provide more opportunities for pupils to lead learning and other school activities • Increase skills and capacity in leadership for pupils and staff. 		
Project Evaluation		Impact on Learners	
<ul style="list-style-type: none"> • Initial pupil focus groups indicated that some pupils had good opportunities for leadership with in and out of school, particularly those in P5-7 but these opportunities were inconsistent and didn't include all. • We worked with the Active Schools to bring forward the completion of Young Leader Awards. Although, completion still took longer than we'd have liked. • We established relationships with Outdoor Education, Active Schools, the Volunteer Centre and CLD to develop a leadership programme. The group has met and has agreed goals of creating leadership learning tasks and volunteering opportunities with accreditation through the Callanish Award. • HT completed training with Youth Scotland to be able to deliver and support pupils in achieving Dynamic Youth Awards. • We planned Masterclass activities to give more opportunities for children to lead the content of learning as well as to lead in activities. • Staff were given the opportunity to take a lead role in development and CPD tasks throughout the year. This included leading staff teams in developing and progressing School Improvement projects. • Staff have been encouraged to take a lead role in planning and organising trips and activities. 		<ul style="list-style-type: none"> • A wider selection of children have had the opportunity to take lead roles. • The earlier delivery of the Young Leaders Awards has given the children more time and opportunity to practise the skills they've gained whilst working with younger children in the school. • The latest leadership pupil focus group comprising of children from P2-7 indicated that 80% of them felt that they knew how to be a good leader and that 95% had the opportunity to lead their class in an activity. 90% indicated that they participated in clubs and activities in school that could give opportunities for leadership. • The development and establishment of a leadership programme involving partner agencies will provide our senior pupils with increased opportunities for learning and practising leadership skills in different contexts when it is implemented in the 15-16 session. 	

School Improvement Projects 2015-2016

Project One - Achievement & Tracking

Project One	Improving Achievement and Curriculum Tracking
Quality Indicator	1.1 2.1 5.1 5.3
Local Objective	3.2
Improvement Targets	<ul style="list-style-type: none"> • Develop an effective method of recording and sharing wider achievement • Develop and implement a curriculum audit and tracking tool that will operate from Nursery to P7
Impact on learners	<ul style="list-style-type: none"> • 100% of learners will have a method of recording and sharing their wider achievements • Learners will have a greater sense of worth and achievement through the recording and sharing of wider achievement • Breadth and depth of curricular coverage will be more robust for all pupils, particularly as they transition through composite classes.
Baseline Measure	<ul style="list-style-type: none"> • Data from CFE teacher judgements and standardised tests from May/June 2015 • Evaluation of current methods and rates of recording of wider achievements • Staff feedback on current methods of tracking curriculum coverage • Issues analysis relating to current curriculum tracking system.
Proposed Actions	<ul style="list-style-type: none"> • Share and evaluate current practices being used across classes to record and acknowledge wider achievement (T1) • Work with colleagues in other schools to establish approaches used in other establishments and use online materials from ES and NAR to find out about good practice in other areas of Scotland. (T1) • Establish staff working group to develop a Wider Achievement policy and recording methodology (T1-2) • Begin implementation of Wider Achievement Policy and evaluate impact with stakeholders (T3) • Establish staff working group to develop a Curriculum Tracking tool. (T1) • Evaluate strengths and weaknesses of Learning Unlimited, CNES Learning Wall and ACC tracking. (T1) • Develop method for bundling outcome for coverage and weighting the significant aspects of learning. (T2) • Use evaluative information gathered to develop a new tracking tool across curricular areas (T2) • Roll out the tracking tool with staff and test functionality and purpose (T3) • Evaluate the use of the tracking tool, including impact on planning, assessment and evaluation of learning. (T3)
Success Criteria	<ul style="list-style-type: none"> • 90% of children will indicate that they have found achievement recording and sharing beneficial to their attainment and esteem. • Feedback from stakeholders about the methodology for recording and sharing achievements will be at least 90% positive. • A curriculum tracking model will be devised that allows staff to bundle outcomes and accurately record coverage.
Timescale	August 2015 to March 2016
Resources	<p>Education Scotland - Assessing Progress and Achievement Education Scotland - Recognising Achievement, reporting and Profiling Building the Curriculum 5 National Assessment Resource CFE Principles and Practice documents CNES Curriculum Audit and Tracking tool ACC Curriculum Tracking Journey to Excellence - Monitoring, Recording and Tracking Success CPD activities</p>
Responsibility	Donald Macleod and <i>tbc</i>
Monitoring	6th November 2015 29th January 2015, 31st March 2016 Writing Sampling, focus groups and staff review

School Improvement Projects 2015-2016

Project Two - Ethos & Parental Involvement

Project Two	Improving School Ethos and Parental Involvement in Learning and the Life of the School
Quality Indicator	2.2 5.1 5.5 5.7 9.1
Local Objective	3.2
Improvement Targets	<ul style="list-style-type: none"> • Create a new school aim and mission statement (Sgoil Araich and School) • 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
Impact on learners	<ul style="list-style-type: none"> • All children will feel more respected and valued through a refocusing on positive ethos • Children's behaviour and motivation to participate and learn will be improved the refreshment and implementation of positive reward strategies. • Increase in attainment and engagement of learners through more effective involvement of parents in learning • Targeted parental support will close the attainment gap for particular learners
Baseline Measure	<ul style="list-style-type: none"> • Results of Parent/Carer Survey from May 2015. Pupil/staff views on ethos • Run charts of current involvement and focus group results.
Proposed Actions	<ul style="list-style-type: none"> • Work with stakeholders to develop a new aim and mission statement. (T1) • Improve appearance of foyer and communal areas including updating of dux/leadership boards (T2) • Evaluate, restructure and relaunch house system (T1) • Further develop methodology for awarding achievement certificates and other rewards (T1) • Audit and evaluation of the use of Circle Time/Golden Time and make improvements (T2) • Identify responsibility for leadership of Pupil Council (T1) • Conduct elections and set expectations and responsibilities for Pupil Council (T1) • Set regular calendar of dates for Pupil Council meetings. (T1) • Review current structure of parent appointment sessions and adjust accordingly. (T1) • Evaluate and improve information sharing and consultation with Sgoil Araich parents. (T2) • Share good practice in parental involvement with staff (T2) • Create a database of parent contributors/volunteers (T2-3) • Involve parent volunteers more in lesson activities and learning (T2-4) • Further develop our website and social media accounts to better engage with parents. (T3) • Develop more opportunities to share learning with parents such as target/folio sharing. (T2-3) • Work with the Parent Council to increase the engagement of parents with the work and activities of the Council. (T2) • Increase opportunities for parents to express their views about learning and the services provided by the school. (T1-4)
Success Criteria	<ul style="list-style-type: none"> • 90% of pupils will report a positive increase in school ethos • 100% of pupils will engage with the revised house system • The Pupil Council will meet monthly and members' feedback will be 90% positive • Run charts from focus groups will show a 20% increase in parental involvement. • Parental surveys will show 20% increase in satisfaction with information and opportunities for engagement.
Timescale	September 2015 to April 2016
Resources	<p>Journey to Excellence - Culture and Ethos Education Scotland - Ethos and Life of the School Video - Pupil Voice at Kersland School Pupil Council - Giving Pupils a Voice (New Deer) Engaging with Parents - Why get Parents Involved? Parental Involvement Act RAFA Resources - Engaging with parents Parentzone Scotland Example Parental Involvement Policies</p>
Responsibility	Donald Macleod and Donna Macdonald
Monitoring	23rd October 2015 8th January 2016 22nd April 2016 Focus groups, run charts and targeted parent sampling

School Improvement Projects 2015-2016

Project Three - Languages 1+2

Project Three	Languages 1+2 - Improving Teaching and Learning in Gaelic and French
Quality Indicator	1.2 5.1 5.3 9.4
Local Objective	3.2
Improvement Targets	<ul style="list-style-type: none"> • Ensure all teaching and support staff understand the requirements of the 1+2 Approach and the 2020 implementation target. • Establish a clear developmental progression in Gaelic Learners (GLE) and French • Ensure all pupils receive their entitlement to languages teaching as per guidelines
Impact on learners	<ul style="list-style-type: none"> • Children will benefit from a more structured and coherent languages curriculum • There will be a stronger development of vocabulary and language skills in GLE with a clearer developmental progression • The opportunity to study French will be extended to P5 and there will be more robust development of vocabulary and skills from P5-7.
Baseline Measure	<ul style="list-style-type: none"> • Audit of current provision in Gaelic and French (Including staff skills) • Baseline assessments in Gaelic and French • Focus group data - Experiences of Gaelic Learners (GLE) and French
Proposed Actions	<ul style="list-style-type: none"> • Staff CPD focusing on familiarisation with the requirements of the 1+2 Approach and the ethos of the initiative - with Tolsta School(T1) • Complete an audit of current provision in the teaching of GLE and French (T1) • Research and share the expectation of L1+2 within Gaelic Medium Education (T1) • Staff CPD - Language teaching and learning • Audit and evaluation of current programme for the delivery of GLE with a particular focus on progression and development of vocabulary and oral fluency. • Use results of Gaelic audit to make improvements to the GLE curriculum and developmental progression, including the embedding of the language into the daily curriculum more effectively. (T1-3) • Audit and evaluation of current programme for the teaching of French. (T2) • Use results of the French audit and guidance documents to extend the provision to P5 and build a programme of study. (T3) • Work with neighbouring primaries and language specialists from secondary to support and develop the above. (T1-3) • Develop approaches to embedding language teaching in interdisciplinary learning (T3)
Success Criteria	<ul style="list-style-type: none"> • Pupil focus groups will indicate a 20% increase in positive feedback about Gaelic and French teaching • 100% of pupils will show improved Gaelic vocabulary and oral fluency • P5 pupils will experience teaching and learning in French • Pupils will have better and more frequent French lessons
Timescale	August 2015 to May 2016
Resources	<p>Documents:</p> <ul style="list-style-type: none"> - Language Learning in Scotland Report and Recommendations - Primary Language Learning Overarching Framework - Language Learning in Scotland - Further Guidance on L3 - Gaelic Learner Education in a 1+2 Approach - The Role of GME in the 1+2 Approach <p>Education Scotland website Local Authority facilitators CFE Principles & Practice and Es & Os</p>
Responsibility	Donald Macleod and <i>tbc</i>
Monitoring	2nd October 2015, 19th February 2016 and 15th April 2016 Focus groups, staff consultations and audit documents

Maintenance Areas for 2015-2016

Continue to work on improving attainment in literacy and numeracy
Implementation of Youth Leadership programme
Increase provision of extra-curricular activities
Continue to improve use of self and peer assessment and profiling