



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



Sgoil a' Bhac

Report on Standards and Quality for 2014-2015

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 110 primary pupils and 23 pre-school pupils supported by 19 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 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:

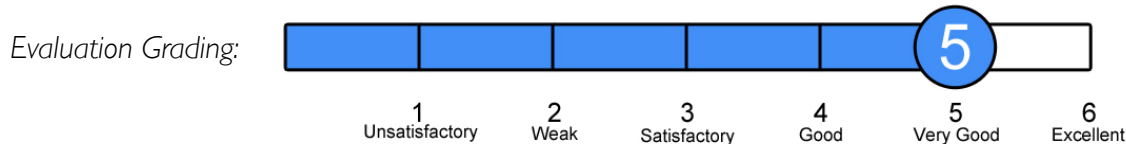
- Encourage involvement and engagement from all children
- Help and support children in reaching their full potential
- Set high expectations for all
- Instil an ethos of confidence, success, respect, responsibility and achievement
- Help children to understand their community and their place within 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)



Evaluative Statements covering positive progress:

- We have continued to evaluate and make improvements to elements of our three-year rolling programme. This session, almost all pupils have had more effective and coherent experiences in their learning in social studies and sciences as a result.
- 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 planning 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.
- Following an audit of daily planning, we implemented a new planning diary that had a better focus on curriculum, assessment and self-evaluation. The use of these diaries has resulted in all children experiencing lessons that are planned more effectively with better curriculum focus.
- We made significant changes to all formats and procedures for medium-term planning. There is now a clear planning development model and coherent flow from the Curriculum Overview to the medium-term plan to the daily planning diary. Almost all pupils have benefitted from consistently well-planned, relevant and challenging lessons. The streamlining of planning documents has also reduced bureaucracy for staff.
- Following analysis of standardised assessment data from the last 12 months, we have continued to make changes to the teaching and resourcing of writing, reading and maths. Specific projects focusing on improving aspects of maths have reported gains of 21% in algebra, 22% in subtraction and 31% in money.
- Staff have worked collaboratively to develop new spelling programmes and policies for both Gaelic and English Medium. These programmes have begun to help all children to have a better progression in the development in spelling skills and there is more coherence in the teaching of spelling across both languages.
- 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 and tracking of curricular outcomes. The curricular focus of Masterclasses is on technology outcomes in the first instance with interdisciplinary links developing from there. This has ensured that all pupils from P3-7 have had high-quality experiences in the teaching and learning of technology outcomes.
- We have evaluated the breadth of experiences children have in the teaching of writing and identified an imbalance in the opportunities for children to create imaginative, functional and personal texts. We made changes to our programmes to ensure that this imbalance was addressed and children have now had a more equitable experience of writing in different genres and for different purposes.
- The majority of pupils across the school have benefitted from participating in learning partnerships. The pupils of E1-2 and G1-3 have collaborated on a gardening project in the school grounds. E5-6 and G6-7 have worked together on a major book study on the 'Chronicles of Narnia'. All classes have formed stage partnerships across both EM and GM to work together on maths improvement projects. The Sgoil Araich and GM1 classes have worked together on transition activities.
- Pupil focus groups and meetings of the Pupil Council allow for groups of 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 Comic Relief this session. The views of most pupils have been sought 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 Quality Assurance groups and moderation panels, teachers have developed a better understanding of the progression within CFE levels and are more confident in their assessment judgements. 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 provided an enhanced transition from Sgoil Araich to GPI and EPI with focused time made available with the receiving teachers. 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 have worked very closely with staff from the Nicolson Institute in supporting the transition of P7 pupils with ASN and complex needs where individualised programmes were designed to help the pupils transition smoothly to secondary school. Feedback from pupils indicate that they have all found this process beneficial.
- We held an open day for parents and children intending to enrol in both Gaelic and English Medium P1 for August 2015. 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.
- Almost all children have had the opportunity to participate in and lead whole-school assemblies that share the learning with peers.
- All P7 pupils have completed detailed profiles using Glow, 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.
- Data from a survey of parents in May 2015 indicates that 93% consider that our curriculum is interesting and enjoyable; 91% think that it offers their children a suitable level of challenge; 96% feel that their child is making progress in learning and 91% think that learning progresses at a good pace.
- An annual pupil-led parents' evening has allowed children to engage with their parents about their learning and share with them successes and progress in their work. The feedback from staff, parents and children for this event is 95% positive. It has been noted that the parent-led event attracts a higher attendance from parents and other family members than a traditional parents' evening.
- 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

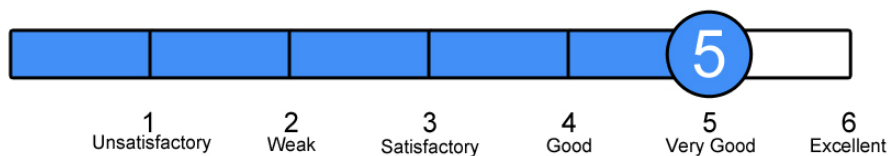
- Further develop our Curriculum Overview to create a stronger focus on the core curriculum elements as well as maintaining the reference to the other significant aspects of learning.
- Development of more effective self-evaluation practices that involve all stakeholders, building on the self-evaluation process established in 14-15.
- Further develop the Pupil Council and create more opportunities for children to express their views about learning and curriculum.

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 with 100% of focus group respondents indicating that they know how well they're doing in learning; they know what their strengths are and what they need to do to get better.
- A recent parent survey indicated that 96% consider that our curriculum makes children motivated and eager to learn; 91% think that it offers their children a suitable level of challenge and 89% feel that it meets children's needs.
- Standardised assessment data and other assessment information was used to make changes to planning, teaching approaches and the use of resources. Results from 2015 data indicate that attainment has improved in literacy and P7 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 all classes, this information has been used to provide children with relevant and interesting learning, targeted at the areas they wish to learn about.
- Improved curriculum overview planning allows teachers to plan together to provide breadth and depth of learning for pupils across the curriculum. We have considerably increased the opportunities for collaborative planning allowing for children to have a more coherent and broad experience as they progress from class to class.
- 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 John Muir Trust, Back Free Church, the Cairdeas group, Loch a Tuath News and An Lanntair.
- Termly Masterclasses for all P3-7 pupils provide a strong focus on technologies outcomes and the development of skills and learning in art & design, social studies and health & wellbeing.
- 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.
- 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. Another example was the enterprise-focused Masterclass that developed three different enterprise tasks with P3-7 pupils.
- Through a focus on Science outcomes, the school hosted educational visits from Generation Science, The Wildlife Bus and Glasgow Science Centre 'Disgusting Digestion' roadshow. These workshops allowed children to engage in active learning in the sciences in a fun and engaging way.
- Almost all classes have 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. All P3-7 pupils have participated in sharing assemblies at the end of each Masterclass.
- 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. In an evaluation of leadership skills and opportunities, 95% of children indicated that they had opportunities in school to take a lead role. 80% felt that they are now a good leader.

- A major audit of progress and needs for all pupils was undertaken in February 2015. 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. All ASN pupils have benefitted from their learning being better supported and their needs being more effectively met.
- Classroom observations and sampling of pupils' work indicate that AifL strategies are well embedded in all classes and that, in the most part, 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. Our parent survey in May 2015 indicated that the majority of parents agreed with this. 87% felt that the school had high expectations of their children; 86% felt that children had high expectations of themselves; 91% felt that learning progressed at a good pace and 91% felt work was suitably challenging.

Challenges

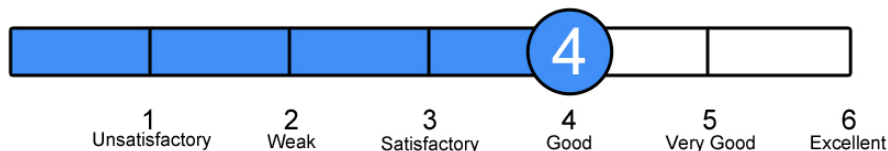
- Implement an effective curriculum audit tool for tracking of breadth and depth of coverage of all BGE outcomes to replace our current 'Learning Unlimited' resource.
- Create a database of parents who have a skill, interest, experience or ability that the school could use to support the curriculum.

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)

Evaluation Grading:



Evaluative Statements covering positive progress:

Literacy

- Revised and improved planning formats allow teachers to 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.
- The pupils of G4-7 worked with Proiseact nan Ealan professional drama team to discuss and plan pupils' involvement and responsibilities in creating a Gaelic production for presentation and Christmas. This involved participation in script writing, editing, presenting and performing, all of which improved their skills in aspects of literacy such as writing, listening and talking.
- We established 'Back Press', a group of P7 pupils that prepare news and articles for publication in the monthly community newspaper: Loch a Tuath News. The pupils involved have positively described the opportunity to do 'real writing' and have been delighted to see their work in print.
- All teaching and Sgoil Araich staff have collaboratively planned and implemented Assessment and Moderation projects in writing. They involved the coherent planning of lessons, delivery and then the assessment and moderation of completed tasks in school and as part of the local Quality Assurance groups. Evidence from the assessment and moderation process indicates that the collaborative planning, delivery and evaluation has had a positive impact on attainment in comparing results from March 2015 to June 2014.
- Participation in both local and national writing competitions in both Gaelic and English has provided children with real and engaging purposes for writing. Some 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.

Numeracy

- Teachers use Es and Os and other curricular documents to plan, assess and evaluate learning and teaching in numeracy. The increased focus on collaborative planning has resulted in a more coherent experience for children in their learning.
- Mini-improvement projects were planned by staff and involved all pupils. Focus areas for improvement were based on teacher judgements and assessment data. (algebra, subtraction and money) Teachers worked collaboratively as stage partner to plan and deliver improved programmes and data from these projects indicate that pupils have made significant improvements (gains of 21% in algebra, 22% in subtraction and 31% in money).
- Enterprise projects such as the book fair (G6-7) and the shopping bag/towel (E5-6M) gave many children in these classes the opportunity to apply numeracy skills in a real context.
- G4-5 developed a greater awareness of the value of money in everyday life by organising a 'Waffles' fundraising event where pupils had to cost items and calculate profit and loss. As part of their learning about money, and in a link to their garden project, they sourced free bulbs from an online site and wrote to the Stornoway Trust to ask for

donations of wild flower seeds and bark edging for their insect-friendly garden. By looking at costs and saving money when organising a trip, they rearranged the route to include a visit that would allow them to claim a travel grant from Historic Scotland.

- Almost all pupils in the Pupil Council took responsibility for organising the school's marking of both Children in Need and Comic 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.
- 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.

Health & Wellbeing

- Monthly celebration assemblies have 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 out-with the school. The awarding of certificates has been motivational and has increased the self esteem of many of the children who have received them.
- Whole-school assemblies have had a focus on improving school ethos with a major focus on mutual respect and tolerance. Almost all children have strongly indicated that they feel it is important for our pupils to have good behaviour and mutual respect. 89% feel that is the case at the moment.
- In the parents survey completed in May 2015, 72% of parents felt that there were positive relationships in school and that we had shared values and a sense of community. 83% felt that our pupils were well behaved and considerate.
- We have timetabled all children in P1-7 to have two hours of PE each week. All classes have had access to specialist PE input and a member of staff has been dedicated to providing each class with an additional PE lesson each week. This provision allows for the development of a clear progression of skills and learning from class to class.
- We have made a partnership with Active Schools to establish sports-based after-school clubs and this has led to a very successful parent-led netball club running for six months of this session. The feedback from participating pupils about the netball club is 100% positive. As well as promoting activity and fitness, it has fostered team-work and positive relationships, which teachers have noted as extending to their attitude in the classroom.
- Successes and achievements are regularly shared on the school website, social media, the 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 such as the local shops, the Cairdeas group and Back Free Church, 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.

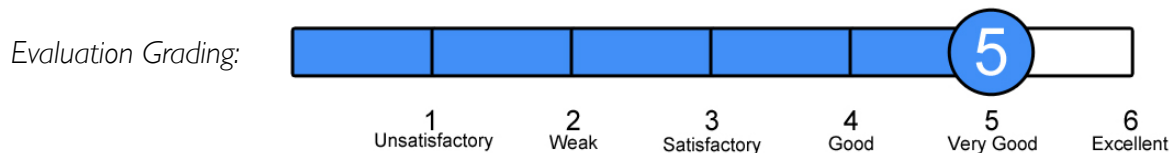
Challenges

- Develop an action plan to support the attainment in maths of pupils in P3 and P4.
- Improve methods of celebrating and recording wider achievements and successes of pupils out-with the classroom.
- Revamp and relaunch of house reward system.
- Implementation of new CNES Anti-Bullying policy and Health and Wellbeing guidance

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:

- Our annual audit of progress and needs for all pupils was undertaken in February 2015. 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, as well as allowing us to identify new and developing needs and individual academic progress. Almost all pupils with support needs have benefitted from their learning being better supported and their needs being more effectively met.
- Regular review meetings take place between the HT and the Support for Learning teacher. They focus on the progress made by pupils in past weeks and the priorities for the weeks 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.
- The School has implemented the RAM and TAM system for recording and tracking attainment within CFE. Using this system, staff have recorded levels of attainment twice a year and tracking evaluations three times annually. The results of Standardised assessments at P1, P3, P5 and P7 are also recorded on the RAM mark sheet 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. Children following these programmes have been noted as making very good progress in almost all cases.
- We have continued to use the 'Let's Move' programme to support a group of pupils in developing fine motor and balance skills as well as improving concentration and focus. All pupils who participate in the programme have been noted as making progress in these areas.
- 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.
- E3-5 pupils have been benefitting from the use of Precision Teaching techniques to target improvements in numeracy and spelling. Analysis of scores/results from their tasks indicate some significant gains being made by the children participating.
- Child Protection monitoring is ongoing, as the responsibility of the Named Person. 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, Action for Children, CAMHS 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. The school has begun to implement new Child's Plan formats issued by CNES in April 2015.
- Attendance and lateness is monitored on a monthly basis. Patterns of absence or lateness are noted and addressed, as appropriate. Individual improvements have been observed in attendance and lateness. Improved attendance has had a positive impact on continuity of learning for some pupils.
- The use of the school's nurture rooms has been further developed this session in supporting children with challenging behaviour and other social and emotional needs. The use of the rooms have had a positive impact on pupils' ability to deal with emotions and manage behaviour. There has been a decrease in reported incidents relating to children who are using the rooms.

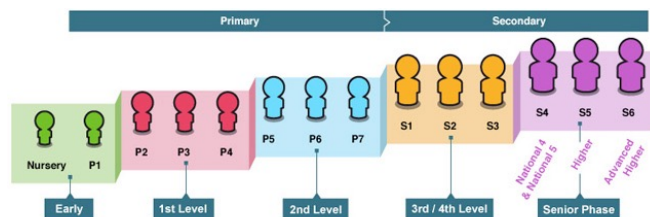
- Where possible, staff have transition meetings where the current teacher shares important learning, attainment, social and health information with the receiving teacher. The sharing of this key information helps to ensure continuity of learning for children and allows their needs to be better met as they move into a new class grouping.
- We work with staff from the Nicolson Institute to ensure that all information about pupil attainment, performance, support needs and social/emotional needs are transferred to SMT/Guidance staff. Almost all P7 pupils who transitioned in June 2014 reported a positive experience of moving to the Nicolson.
- To help ensure smooth transition to S1 and continuity of learning for pupils with complex needs, we have worked very closely with staff from the Nicolson Institute to develop individualised enhanced transition programmes that started in October 2014 and will continue beyond the transition into August 2015, allowing the pupils to have a 'bridging period' between the two schools.
- 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.
- Our parent survey in May 2015 indicated that 95% of parents felt that the school was meeting their child's needs.
- Attendance and lateness is monitored on a monthly basis. Patterns of absence or lateness are noted and addressed with parents. This monitoring helps to ensure that children have the best opportunity to participate in their learning through regular attendance without unnecessary absences causing disruption. 95% of unauthorised absences were due, this year, to family holidays/events during term time.
- 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

- Develop and implement an effective ASN tracking and documentation database
- A better system for pupil self-evaluation and reflection so that they can better understand their strengths and identify development needs.

ATTAINMENT & ATTENDANCE SUMMARY

Summary of Attainment within Curriculum for Excellence



	2013		2014		2015	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
Secure at Early Level or beyond by end of P1	19%*	0%*	91%	82%	100%	100%
Secure at First Level or beyond by end of P4	65%	59%	83%	78%	64%	60%
Secure at Second Level or beyond by end of P7	68%	63%	79%	71%	70%	65%

* Data mis-recorded for P1 pupils in May 2013

Attendance Statistics 2014-2015

Year	Roll	Attendance Rate	Authorised Absences	Unauthorised Absences	Instances of Lateness	% Lateness
P1	13	96.1%	3.7%	0.2%	22	0.5%
P2	9	96.9%	2.9%	0.2%	3	0.1%
P3	19	96.1%	3.5%	0.4%	48	0.8%
P4	14	96.9%	2.4%	0.8%	20	0.4%
P5	17	96.3%	2.6%	1.1%	30	0.5%
P6	17	98.5%	1.0%	0.6%	14	0.2%
P7	20	96.9%	2.5%	0.6%	5	0.1%
SCH	109	96.8%	2.7%	0.6%	142	0.4%

Attendance data indicates a very good rate of attendance across the school, with the majority of absences being recorded for medical reasons. An on-going area of concern for the school is the rate of lateness incidents with 142 recorded this year. This is, however, an improvement on 2013-14 when 207 instances were recorded. 109 unauthorised absences (equivalent to 54.5 days) were recorded across the school representing a reduction of 27.5 days on last year.

WIDER ACHIEVEMENTS

Sport

- Senior football team won the local heat of the TSB Soccer Sevens and went on to compete in the North of Scotland finals in Dundee.
- Gaelic football team were runners-up in local round of Cuach na Cloinne and qualified for next round in Inverness in May 2015.
- We have competed in the following Sports Festival or Sports Development events: Uni-hoc, football, netball, touch rugby, swimming, tchoukball, Fun 4s and athletics.
- Mixed football team were runners-up in the Sports Festival
- Our netball team were champions in the 2015 Sports Festival
- A large number of pupils participated in the Lewis & Harris Cross Country Winter Series
- All our P7 pupils have achieved their Young Leader Awards
- A P7 boy has 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 Inverness with Coisir Og a' Bhac.
- Our GM4-7 pupils worked with Proiseact nan Ealan to plan, script, produce and perform a special Christmas concert. The G1-3 class and Sgoil Araich Loch a Tuath also participated by singing at the event.
- At the 2015 local Mod, pupils from the school won XX first places, XX second places and XX third places. A full list of the winners is available on our website.
- Pupils were awarded a first, a second and two thirds in the 2015 Local Mod writing competition
- A number of pupils have participated in London Gaelic Society competitions
- A pupil from G6 won a Blue Peter badge for a Gaelic story he submitted to a competition.

Citizenship, Enterprise & Community

- Pupils organised events to raise £436 for Children in Need and £154 for Comic Relief
- Pupils and families participated in the Blythswood Shoebox Appeal, donating 88 shoeboxes
- The school and Parent Council combined to raise £428 for Bethesda Hospice
- We raised £245 for the 'God is Good Nursery School in Uganda
- When we participated in Christmas Jumper Day, we raised £123 for Save the Children
- With our Parent Council, we raised £296 for the Nepal Earthquake appeal
- Pupils participated in wreath-laying at the local war memorial on Remembrance Sunday

Other Activities

- A P7 pupil was this year's winner in our MSPs Christmas Card design competition
- A large number of pupils attend cubs, beavers and scouts.
- The team from Sgoil a' Bhac were the Western Isles runners-up in the annual EuroQuiz competition for the second year in a row
- The school was recredited for the Silver Healthy Working Lives Award by the NHS.
- Through a focus on Science outcomes, we have hosted educational visits from Generation Science, The Wildlife Bus and Glasgow Science Centre 'Disgusting Digestion' roadshow.
- We participated in International School Meals Day in March 2015