 1

*Roinn an Fhoghlaim is Seirbheisean Chloinne*



Sgoil a’ Bhac

**Aithisg Ìre de Mhathas 2018-19**

**Plana Leasachaidh na Sgoile 2019-20**

**Standards & Quality Report 2018-19**

**School Improvement Plan 2019-20**

**(SQIP)**

**Combined**

**Standards & Quality Report for 2018-19**

**and School Improvement Plan 2019-20**

**(SQIP)**

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|  |  |
| --- | --- |
| All | 100% |
| Almost All | 90% - 99.9% |
| Most | 75% - 89.9% |
| Majority | 50% - 74.9% |
| Less than half | 15% - 49.9% |
| Few | > 15% |

***A’ Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together***

**1. The Context of the School**

**1.1 The school and its community**

Sgoil a’ Bhac is a non-denominational local authority school in the village of Vatisker, Back on the East side of the Isle of Lewis. The school offers primary education through Gaelic and English Medium and Gaelic pre-school.

The school has a roll of 106 primary pupils and 33 pre-school pupils supported by 34 teaching and non-teaching staff. The school is managed by a Head Teacher who has a shared leadership responsibility for our neighbouring school, Tolsta Primary School.

In drawing up this report and plan, consultations took place with pupils, parents, staff and partners to establish their views about our progress and improvement needs.

**1.2 Our vision, values, aims and curriculum rationale**

**Our Vision:** Ar Sgoil – Ar n-ionnsachadh – Ar Lèirsinn. Our School - Our Learning - Our Future.

**Our Values:** Friendship, Learning, Achievement, Kindness, Respect, Teamwork, Fairness and Enjoyment

**Our Aims:**

**In Sgoil a’ Bhac we aim to:**

* Raise attainment by providing high quality learning and teaching experiences in a safe and secure environment enabling pupils to enjoy their education and develop positive attitudes towards learning.
* Create a warm and welcoming ethos in the school, promote positive behaviour and the school values and celebrate all achievements.
* Provide appropriate support to children in all aspects of their learning and wider achievement, promote a physically active and healthy lifestyle and encourage pupils to develop their skills, creativity, talents and personalities.
* Work in partnership with pupils, parents and the wider community to foster a sense of belonging and nurture an appreciation of our languages, culture, heritage and traditions.

**Our 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

**1.3 Summary of progress towards improvement:**

During the 2018-19 session, 73% of our learners reached their curricular milestones in Literacy and 74% in Numeracy and our average attendance rate was 96.61%

The two planned improvement projects achieved their stretch aim in the 2018-19 session.

In terms of the Scottish Attainment Challenge, the school has worked within a local cluster hub to pool Pupil Equity Funding and resources in support of its key individual and collective school targets. These were developed using the Interventions for Equity grid and the Education Endowment Foundation Toolkit, particularly focusing on the use of metacognition & self-regulation and high quality feedback.

**2. Standards & Quality Report 2018-19**

This section reports on the progress the school has made during the 2018-19 session on improvement priorities, School Improvement Plan projects and with the four key National Improvement Framework priorities.

The National Improvement Framework for Scottish education is a framework to drive improvement in our education system. It brings together a range of key performance information to improve outcomes for every child in Scotland. In addition, it sets out our vision and priorities for Scotland’s children, particularly for the most disadvantaged, and the drivers of improvement which support those priorities. It builds on the best practice within Curriculum for Excellence in using a range of data and evidence to report and plan improvements for children.

* 1. **Our progress towards achieving National Improvement Framework Priorities**
1. **Improvement in Literacy & Numeracy**
* Reasoning assessments were successfully completed for P1, as were Emergent Writing Checklists for all pupils in Nursery. In addition, P1 teachers recorded detailed information relating to Phonological Awareness and Fine Motor Skills as part of the Emerging Literacy programme. Results were recorded and analysed appropriately and these baseline measures were used by teachers to identify areas of weakness which were then targeted in children’s learning.
* A range of Standardised Assessments were undertaken across the session. Results were recorded and analysed appropriately and used to support planning of learning and teaching.
* All class teachers and SfL Assistants were trained in the use of precision teaching. Precision Teaching was then used on a daily basis in all classes and focused on making small but measurable improvements for a number of children in aspects of literacy and numeracy.
* The Gaelic Language Assistant supported pupils with literacy and numeracy work by providing additional opportunities for them to practise and develop their skills.
* All parents were informed of their children’s performance in assessments and results were explained to them. Parent-Teacher appointments provided teachers with opportunities to share strategies with parents which were then used to support children’s improvement needs at home as well as in school. The majority of parents worked well with the school in this manner and it was evident that pupil’s skills in particular areas were strengthened because of this joint approach.
* All teaching staff participated in planned assessment and moderation activities focussing on Numeracy, Reading and Writing. As a result teacher confidence in professional judgements was strengthened.
* A successful pupil led evening was held in the school and this provided pupils with the opportunity to prepare to share their learning with their parents. Almost all parents were in attendance. 100% of the feedback received from the parents present at this evening was positive and staff noted good improvements in children’s confidence as they presented their work knowledgeably.
1. **Closing the attainment gap between the most and least disadvantaged children**
* We promoted the use of Free School Meals and the Uniform Grant with our parents through regular newsletters and our school website.
* We worked with the Parent Council who supported us by making monetary contributions to fund different resources/events within the school, making these events more cost effective for all families and providing a number of families with the opportunity to attend when they would not otherwise have the chance to do so.
* We worked with the parent council to come up with fundraising ideas which draw on the resources of the whole community and not just the parent body e.g. community soup and pudding lunch and provision of lunch meals at International Women’s Day.
* As a school staff we planned our fundraising ventures at the start of session and decided on which charities we are going to support throughout the year. Subsequently we have not allowed ourselves to be drawn into fundraising ventures outside of these.
* We applied for and gained some grant funding for the P7 residential school trip and we also provided a range of free school outings which were lnked to our project on Developing the Young Workforce.
* We started a savings scheme earlier in the year for parental contributions towards the residential school trip and we also reduced the parental contributions for parents with more than one child attending. In addition we have placed a ceiling on how much money pupils are allowed to take with them on the school trip.
1. **Improvement in Children and Young People’s Health & Wellbeing**
* A Health and Wellbeing survey based around the SHANARRI well-being indicators was carried out at the start of the session and provided class teachers with relevant information for their classes. All class teachers were then able to plan and address the needs as outlined in the survey.
* A recent Health and Wellbeing questionnaire carried out in school evidenced positive results in relation to the SHANARRI indicators. The majority of pupils indicated that they were Active, Healthy, and felt Respected, Responsible and Included.
* We are 71% of the way to achieving the Online Safety Mark for our School under the 360° Safe Audit.
1. **Improvement in Employability Skills and sustained positive school leaver destinations for all young people.**

This priority was a major focus of Improvement Project One and a detailed review of progress is provided in Section 2.2 below. In addition:

* A Pupil Led Evening was held, the purpose of which was to share with parents the school’s plans to develop the young workforce. Feedback from the event was excellent and a number of parents made offers of help to come in and work with class teachers about their world of work or to host a visit to their work.
* Teaching staff actively encouraged parents to become more active in their involvement and partnerships with the school.
* The Head Teacher has actively sought help from parents to volunteer to help with different aspects of school life and ongoing projects.
* All classes have undertaken projects to develop the skills of learning, life and work across the course of the session. Class Teachers have evidenced an improvement in core skills and pupils have recorded their own progress with skills in the regular updating of their learning logs.
* A very successful day focusing on Developing the Young Workforce was held with just under fifty partners coming to school to share with children about the skills required to do their job. Partner evaluations were extremely positive and staff and pupils were all keen that this should become a regular event in school life.

**2.2 How successful were our improvements?**

This section provides a detailed summary of the progress made in the delivery of the School Improvement Plan projects for the 2018-19 academic year.

|  |  |
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| **Improvement Priority One** | Developing the Young Workforce |
| **NIF Priority:** | Improvement in employability and sustained positive school leaver destinations for all young people.  |
| **NIF Driver:**  | Assessment of Children’s Progress  |
| **HGIOS4 or HGIOELC QIs:**  | 3.3 – Creativity and Employability |
| **Project Stretch Aim:**  | To improve pupil skills for learning, life and work by holding minimum of two skills focused DYW events by May 2019. |
| **Project Progress** (What have we done?) |
| * All pupils in the school were surveyed with most pupils indicating that they were interested in learning more about the world of work and particularly those jobs which they could do on the island.
* Class teachers worked with pupils to identify with them the skills for learning, life and work and to determine which particular skills they were good at.
* An introductory pupil-led World of Work evening was held with the parent body to share the vision for the coming session and to encourage parents to work in partnership with the school in developing the young workforce. Most of our pupils attended this evening and actively participated in presentations.
* The Introductory World of Work evening created opportunities for parents to offer their help with this project and for teachers to forge relationships with parent partners and other providers within the local community.
* All class teachers worked with their pupils to develop the skills of learning, life and work in a variety of contexts across the school.
* Teaching staff worked together to develop a planning and tracking tool for the skills of life and work and how these fitted in across the curriculum.
* All of our pupils benefited from participating in our Developing the Young Workforce Day through which they learnt about a range of careers.
* Almost all of our pupils are able to talk about the skills they have been learning over the course of the last year and are able to relate these to the world of work.
 |
| **Evidence & Impact** (How are we doing and how do we know?) |
| * 72% of school families were represented at the Introductory World of Work evening in September 2018.
* 100% of the feedback which was received during the Introductory World of Work evening was positive and reflected on parents own enjoyment of the evening and their understanding of how developing the young workforce fits into the curriculum.
* 67% of the offers made by parents at the Introductory World of Work evening were taken up for the DYW Day which was held in April 2019.
* A further 20% of the offers made by parents were taken up by individual class teachers.
* There was an observable increase in the confidence and creativity displayed by each class as they participated in projects in class or across the school which developed the skills of learning, life and work. This was particularly noticeable in the P5-7 classes through the organisation of business enterprises, and school/community events and also their own development through the Friday Skills Groups.
* 100% of our pupils benefited from experiencing a curriculum through which they were able to learn about the world of work and job possibilities and which made clear the strengths and skills needed to take advantage of these opportunities. This was evidenced through a range of work, surveys and pupil learning logs.
* Almost all P4-7 pupils and most P1-3 pupils were able to talk about their achievements and be clear about how their achievements related to the skills for learning, life and work.
* Almost all pupils displayed increased confidence as they undertook a range of enterprise opportunities across the school and this enabled them to develop their understanding of enterprise, entrepreneurship and self-employment as a career opportunity.
* A total of forty-five providers participated in the DYW Day in April 2019. 100% of the feedback received from partners about this event was positive.
 |
| **Next Steps** (What are we going to do now?) |
| * Build on partnerships forged with parents, local businesses and other providers to develop a regular Developing the Workforce Day every 2-3 years.
* Develop the partnerships which have been started with parents, local business and other providers to make DYW Visits to classrooms and workplaces a regular feature of classroom practice.
* Monitor the use of the planning and tracking tool and ensure that all pupils are progressing in their understanding of skills for learning, life and work.
* Actively challenge gender stereotyping when teaching children about the world of work.
* Maintain a focus on skills for learning, life and work and ensure profiling of what pupils are covering is sustained.
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| **Improvement Priority Two** | Curriculum Development: Expressive Arts (Using ‘The Iolaire’ as one context for development) |
| **NIF Priority:** | Improvement in attainment, particularly in literacy and numeracy. |
| **NIF Driver:**  | School ImprovementAssessment of Children’s Progress Our Priorities |
| **HGIOS4 or HGIOELC QIs:** | 1.2 2.2 2.3 3.2 |
| **Project Stretch Aim:** | To raise attainment in Expressive Arts by 70% of learners in P1, P4 and P7 securing appropriate CfE milestones by June 2019. |
| **Project Progress** (What have we done?) |
| * Staff read and discussed the Principles and Practice Expressive Arts documents and compared these to current practice.
* Teaching staff worked collaboratively to develop stimulating, challenging and relevant Expressive Arts programmes of study at the Early, First and Second levels.
* Common approaches for the teaching of the Expressive Arts were decided across school.
* All pupils in the school benefited from using the context of ‘The Iolaire’ to develop their skills within the four Expressive Arts.
* All pupils in the school benefited from developing their skills within the four Expressive Arts and this was evidenced through a range of contexts across the school including the whole school performance of Aladdin at the Christmas Concert.
* Teaching staff used the curricular benchmarks to assess and moderate Expressive Arts work and also to determine whether levels had been achieved by pupils.
 |
| **Evidence & Impact** (How are we doing and how do we know?) |
| * Teaching staff developed Progression Pathways for Music, Art and Design, Drama and Dance and cross referenced what they did with the Expressive Arts Benchmarks to ensure that learning opportunities which would meet the Benchmarks were evident in their programmes of work with all stages.
* Progression Pathways were used to show the learning journey and evidenced where learners were in terms of their progress through the levels.
* All pupils showcased their work in the Expressive Arts at Remembrance Day and also at the Pupil-led evening which was held. Classes focused particularly on the context of ‘The Iolaire’ linking the development of their skills in the Expressive Arts with a local historical context. There was an observable increase in pupil confidence at these events and feedback from all parents was positive.
* Teaching staff have grown in knowledge and understanding of the Experiences and Outcomes for the Expressive Arts and are more confident in their abilities to deliver these at the levels at which they teach. This has resulted in clearer learning intentions and success criteria in specific lessons which has seen pupils having a better understanding and achieving targets which have been set for them.
* 80% of pupils in Primary 1 had secured the appropriate CfE levels in Music, Art & Design, Drama and Dance by June 2019.
* 87% of pupils in Primary 4 had secured the appropriate CfE levels in Music, Art & Design, Drama and Dance by June 2019.
* 63% of pupils in Primary 7 had secured the appropriate CfE levels in Music with 52% of pupils in Primary 7 achieving the appropriate CfE Levels in Art & Design.
* 47% of pupils in Primary 7 had secured the appropriate CfE levels in Drama and Dance by June 2019.
 |
| **Next Steps** (What are we going to do now?) |
| * Monitor the progression of the Expressive Arts particularly through the Second Level to ensure that almost all pupils are achieving appropriate CfE levels across the school.
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| **Improvement Priority Three** | Closing the Attainment Gap in Literacy & Numeracy (PEF) |
| **NIF Priority:** | Closing the attainment gap between the most and least disadvantaged children and young people. |
| **NIF Driver:**  | School ImprovementAssessment of Children’s Progress Performance Information |
| **HGIOS4 or HGIOELC QIs:** | 1.2 2.2 2.3 3.2 |
| **Project Stretch Aim:** | To close the attainment gap by securing a 5% increase in literacy and numeracy attainment for each learner in the target group by May 2019. |
| **Project Progress** (What have we done?) |
| * Class teachers structured their timetables to ensure that pupils who required it received a positive and nurturing start to each day which focused on their strengths.
* The RAFA methodology (PDSA) was used by some class teachers to plan, implement and measure targeted approaches to improving identified aspects of attainment (literacy and numeracy).
* Most parents took the opportunities presented by teaching staff to engage in dialogue about their children’s learning, thereby improving partnerships between home and school.
* All teaching staff and SfL Assistants undertook training in Precision Teaching and this strategy was used on a daily basis in all classes by class teachers or the Support for Learning Assistants to focus on making small but measurable improvements in aspects of literacy and numeracy.
* The Gaelic Language Assistant supported pupils with literacy and numeracy work by providing additional opportunities for them to practise and develop their skills.
* Additional After School Club opportunities were made available to all pupils. The uptake for this was very positive with 100% of available places being filled each week of the year that it ran.
 |
| **Evidence & Impact** (How are we doing and how do we know?) |
| * 38% of the target learners were linked to specific RAFA projects focusing on aspects of Literacy or Numeracy
 |
| **Next Steps** (What are we going to do now?) |
|  |

**2.3 What progress have we made?**

Section 2.3 provides evaluative judgements against key quality indicators from How Good is Our School? 4th Edition (HGIOS4)

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| **Quality Indicator** | **Evaluation** | **Evidence**  |
| 1.3 Leadership of Change | * The Vision, Values and Aims of the school are current and represent the ethos of the school very well, underpinning all learning and teaching activities which take place. They reflect the place the school has in its local community and encompass Gaelic language, traditions and culture. Pupils have ownership of the school values and uphold these daily.
 | * Classroom Observations
* Teacher’s Forward Plans
* School Assemblies
 |
| * Pupils and staff engage in self-evaluation across the session. Parents undertake an annual whole school questionnaire and also evaluate pupil led activities across the school. All have a growing awareness of the strengths and areas of improvement across the school.
 | * Whole School Evaluation
* Parent-Carer report 2018-19
* Feedback from Pupil Led Events
 |
| * School staff have high expectations of all learners and foster positive relationships with partners to bring about school improvements.
 | * Pupil Focus Groups
* Parent-Carer Report
 |
| * Learners benefit from improved learning and teaching as a result of feedback from Quality Assurance procedures. Feedback includes Executive Summary from QA Day and feedback from Thematic Review. Next steps for improvement are identified, planned for and monitored.
 | * Classroom Observations
* QA Hub Day – Executive Summary
* Feedback from Thematic Review
* QA Procedures
 |
| * Strategies supporting early literacy skills have been implemented in both Sgoil Àraich and P1 and pupils are enjoying age appropriate literacy tasks.
 | * Playroom Observations
* Classroom Observations
* Develomental Overviews and Checklists
* Emerging Literacy materials
 |
| * Regular refreshing of the curriculum has provided pupils with rich activities. The Masterclass programme has been promoted to deliver Technologies and skills for learning, life and work as Interdisciplinary Learning.
 | * Curriculum Overview
* Daily Planners
* Masterclass menu
* Pupil Focus Groups
* Wall displays
 |
| * Senior leaders promote and provide opportunities for consultation with all staff. As such, staff have grown in confidence and led well-informed changes which have brought about school improvement.
 | * Consultation data
* SQIP
* Emerging Literacy programme
* Curriculum Development work
 |
| * Quality assurance and self-evaluation activities provide evidence of continuous improvement in learners’ experiences and the meeting of needs. A range of training has supported this work.
 | * Classroom / Playroom Observations
* Quality Assurance procedures
* Self-Evaluation Tasks
 |
| **HGIOS4 Six-Point Scale Evaluation** | **3 - Satisfactory** |
| 2.3 Learning, Teaching & Assessment | * Our school/sgoil àraich uses a range of environments to enhance learning and provide rich learning experiences in and outdoors.
 | * Playroom and Classroom Observations
* Daily Planning Folders
 |
| * Almost all children in Sgoil a’ Bhac understand the purpose of their learning. They work well, are motivated, enthusiastic and engaged in their work and have regular opportunities across the school session to lead their learning e.g. Pupil Led events.
 | * Pupil Focus Groups
* Questionnaires and Surveys
* Pupil Led Activities and feedback
* Classroom Opportunities
 |
| * Pupils have a number of opportunities to further their leadership and other skills. Pupils from Sgoil a’ Bhac represent the school well in a variety of competitions. This has had a positive impact on the school ethos and also on pupils’ healthy lifestyles.
 | * Pupil Achievements
* School Assemblies
* Pupil Council Meetings
* Eco-Committee Meetings
 |
| * The school offers quality learning environments to promote good quality learning opportunities which encourage independence and confidence and promote curiosity.
 | * Timetables
* Playroom and Classroom Observations
* Class Forward Plans
 |
| * Learners have been able to add breadth and depth to their learning experiences through opportunities which have engaged with the local community e.g. DYW Day, Visits to local homes and hospice.
 | * DYW Day Plans
* Staff Meeting Minutes
* Workplace Visit record
* Daily Diaries
 |
| * Well-timed interventions support the learning of our pupils. Teaching and SfL Assistants work in close conjunction with the SfL Teacher to plan for, track and monitor children with ASN. Regular TATC Meetings provide opportunities to evaluate progress and determine next steps.
 | * Action Plans and IEPs
* TATC Meeting Minutes
* Staged Intervention Data
* Attainment Data
* Daily Diaries
* PEF Tracking
 |
| * Most pupils are able to talk about what it is they are learning and why. AifL strategies are used to support pupils and staff to know where a child is in their learning and to identify and plan next steps.
 | * Classroom Observations
* Class Forward Plans
 |
| * Assessment and Moderation activities have allowed all staff to plan and deliver teaching and assess and moderate Literacy and Numeracy and other areas related to SIP Projects.
 | * Assessment/Moderation activities and feedback.
* Jotter Sampling and Pupil Work
 |
| * Termly attainment data tracks and monitors pupil progress in Literacy and Numeracy – staff regularly update both, taking standardised data into account. Staff have this session begun to track other curricular areas also. Pupils facing challenges are identified early and interventions planned and delivered.
 | * Attainment Meeting Notes
* RAFA Driver Diagrams and Run Charts
* Assessment Results
* SNSA and MCNG Results
 |
| * Termly attainment data is used by the Head Teacher in conjunction with other information and assessment data to support PEF identified support strategies in School Clusters.
 | * Feedback from Quality Assurance activities.
 |
| * Learners progress well through the levels as a result of staff being more confident when reflecting against the Benchmarks for Literacy and Numeracy.
 | * CfE levels for Curricular Areas
* Attainment Data
 |
| * Curriculum areas are tracked to ensure pupils are making good progress through the levels. Phases within progression pathways have helped teachers track pupils more effectively.
 | * CfE Teacher Judgements
* Tracking and Reporting
* Termly Attainment Meetings
 |
| **HGIOS4 Six-Point Scale Evaluation** | **4 - Good** |
| 3.1 Ensuring Wellbeing, Equity and Inclusion | * 98% of parents, via questionnaires, tell us that Sgoil a’ Bhac is a safe, secure and pleasant environment to learn in.
 | * Self-Evaluation Questionnaires
* Parent-Carer Report
* HMI Online Survey Result
 |
| * 96% of parents tell us that the school sets high expectations for children’s attendance and behaviour.
 | * Self-Evaluation Questionnaires
* Parent-Carer Report
* HMI Online Survey Result
 |
| * A recent Health and Wellbeing questionnaire carried out in school evidenced positive results in relation to the SHANARRI indicators. The majority of pupils indicated that they were Active, Healthy, and felt Respected, Responsible and Included.
 | * Health and Well-being Questionnaires
* School Ethos
 |
| * Staff recognise the importance of their own wellbeing as they support pupils across the school. Silver Plus award achieved in Healthy Working Lives
 | * Healthy Working Lives e-Portfolio
* Healthy Working Lives e-Award
 |
| * The school makes good use of the outdoor environment to promote learning. Staff work with pupils to link the benefits of outdoor learning with wellbeing.
 | * Curriculum Rationale and Overview
* Forward Plans
* Friday Skills Groups
 |
| * Pupils benefit from the implementation of nurturing approaches following training provided to staff.
 | * Timetables
* Children’s plans
* Staff PRD/SDA Procedures
 |
| * School staff have given cognisance to and are meeting the requirements of the Advice for Gaelic Education issued in February 2015.
 | * Class Forward Plans
* Daily Diaries
 |
| * The Parent Council is well attended and parents are showing interest and enthusiasm in participating in the improvement agenda of the school.
 | * Parent Council Meeting Minutes
* Working Groups
* Evidence of Grant Funding
 |
| * Inclusion is well-reflected in the life of the school. All staff work to develop positive self-esteem and self-worth and support positive behaviour and emotions.
 | * Timetables
* Class Forward Plans
* Relationships across School Community
 |
| * Pupil Equity Funding has provided targeted support to a contingent of pupils who have all had targets identified and set for them.
 | * PEF 5 Measures
* Action Plans and IEPs
* RAFA Project Data
 |
| * Pupils’ wider achievement in and out of school is monitored regularly and staff look for opportunities to target those at risk of missing out.
 | * Wider Achievement Records
* Learning Logs
* PEF 5 Measures
 |
| **HGIOS4 Six-Point Scale Evaluation** | **4 - Good** |
| 3.2 Raising Attainment & Achievement | * CfE Levels attained in Session 2018-19 demonstrate that most pupils achieved appropriate levels of attainment in Listening and talking and in Maths and the majority of pupils achieved appropriate levels of attainment in Reading and Writing. Pupils who did not achieve these levels made very good progress toward appropriate individual targets.
 | * Attainment Meeting Data
* Classwork and Jotter Sampling
* Assessment and Moderation exercises
* Achievement of a Level Data
 |
| * Termly Attainment data provides a detailed summary containing relevant information from which we analyse data, plan and implement impactful interventions
 | * Attainment Meeting Data
* Action Plans and IEPs
* SNSA and MCNG Results
* Standardised Assessment
 |
| * Attendance levels are high. The average attendance for Session 2018-19 was 96.4%. This is higher than the Local Authority average. Attendance data is used to support reviews and monitor progress and achievement of levels.
 | * SEEMiS
* Attendance Data
* Tracking and Monitoring systems
 |
| * All teachers are using a good range of strategies and teaching methods in their classes. Pupils are benefitting from this particularly in Literacy and Numeracy.
 | * Classroom Observations
* Forward Plans
* Work Sampling
* Daily Diaries
 |
| * Pupils in the school learn well and school staff are able to evidence how they engage within the four contexts of learning and across the four capacities.
 | * Classroom Observations
* Class Forward Plans
* Work Sampling
* Daily Diaries
 |
| * Through participation in assessment and moderation activities, teachers are more confident in making professional judgements about achievement of a level.
 | * Assessment/Moderation evidence
* CfE Teacher Judgements
 |
| * Pupils have regular opportunities to share their learning through School Assemblies, Pupil Led events in class and a whole school pupil led evening which takes place annually.
 | * School Assemblies
* School Events
* Pupil-Led Events
* Parental feedback from school events
 |
| * Pupils with additional support needs have their progress towards their targets reviewed regularly. Most children on staged intervention successfully achieve the targets which have been set for them.
 | * Action Plans and IEPs
* TATC Review Meetings
* Classroom Observations
* Work Sampling
 |
| * Children are able to discuss the skills they are learning and are beginning to relate to the world of work.
 | * Learning Logs
* DYW Evaluations
* Classroom Observations
 |
| **HGIOS4 Six-Point Scale Evaluation** | **4 - Good** |
| 2.4Personalised Support | * Learners are motivated and engaged through the House System and termly HT Awards that reward positive behavior and the promotion of the school values.
 | * House System
* Achievers Assemblies
* Submissions to Loch a’ Tuath News
* Plasma Screen Presentations
 |
| * Children benefit from Emergent Literacy baseline assessments on entry to Sgoil Àraich and Primary 1. These inform planning, focusing on areas which need to be supported and developed.
 | * Developmental Overviews
* Class Forward Plans
 |
| * Standardised assessments provide staff with information about children’s cognitive abilities. Literacy and Numeracy Data is also used and teaching staff use this to review whether pupils are performing above, in line with or below their cognitive ability.
 | * Standardised Assessment Data
* SNSA and MCNG Data
 |
| * Learners are able to have individual needs met through targeted support and interventions that are monitored by ASN Summary Sheets and tracking.
 | * ASN Summary Sheets
* Staged Intervention Audit
* TATC Review Meetings
* Action Plans and IEPs
 |
| * Audit systems and staged assessment and interventions are used to identify, assess and meet the additional support needs of all children in the school.
 | * Staged Intervention Audit
* TATC Review Meetings
* Action Plans and IEPs
 |
| * Pupils have improved skills in Literacy and Numeracy as a result of regular Precision Teaching which is widely used in classes across the school to help meet specific targets for pupils.
 | * CfE Achievement of a Level Data
* Action Plans and IEPs
* Work Sampling
* Classroom Observations
 |
| * SfL Assistants support children with behavioural issues by building up good relationships with them and consistently applying the Behavioural Support Plans for these children.
 | * Action Plans and IEPs
* Behavioural Support Plan
* Classroom Observations
* TATC Review Meetings
 |
| * Leuven Scale observations are used to monitor pupil engagement. Class teachers use these to make adjustments to the learning and teaching environment to benefit pupils. The average level of engagement observed using this scale is 4.1 on a 5 point scale.
 | * Leuven Observations
* Classroom Observations
* PEF 5 Measures
 |
| * Children with medical needs and disabilities benefit from robust supports which are in place. e.g. monitoring of diabetes.
 | * Health Care Plans
* Risk Assessments
* TATC Review Meetings
 |
| * Staff encourage strong parental engagement and pupil involvement to identify barriers to learning.
 | * TATC Review Meetings
* Parent and Pupil Views
 |
| **HGIOS4 Six-Point Scale Evaluation** | **4 - Good** |

**2.4 Outcome of external review or inspection in the last 12 months**

Sgoil Àraich Loch a Tuath and Sgoil a’ Bhac were inspected by Her Majesty’s Inspectorate during Session 2018-19. The results of these inspections were as follows:

|  |  |
| --- | --- |
| **Quality indicators for the primary stages**  | **Evaluation**  |
| Leadership of change  | Satisfactory |
| Learning, teaching and assessment  | Good |
| Raising attainment and achievement  | Good |
| Ensuring wellbeing, equality and inclusion  | Good |

|  |  |
| --- | --- |
| **Quality indicators for the nursery classes**  | **Evaluation**  |
| Leadership of change  | Weak |
| Learning, teaching and assessment  | Satisfactory |
| Raising attainment and achievement  | Satisfactory |
| Ensuring wellbeing, equality and inclusion  | Satisfactory |

Sgoil Àraich Loch a Tuath was also inspected by the Care Inspectorate during Session 2018-19. The result of that inspection was as follows:

|  |  |
| --- | --- |
| **Care Standards for the nursery classes** | **Evaluation** |
| Quality of care and support | 3 - Adequate |
| Quality of environment | Not Assessed |
| Quality of staffing | 3 - Adequate |
| Quality of management and leadership | Not Assessed |

**2.5 What are our key priorities for improvement in 2019-20?**

Taking into account all of the information set out in section two of the report as well as local and national priorities, the school has identified the following areas for improvement in 2018-19

(Bullet list of priorities)

* Curriculum Development
* Outdoor Education and Eco-Schools Agenda

**3. School Improvement Plan 2019-20**

This section uses the evaluative evidence from the Standards and Quality Report to develop improvement plan projects for the coming school session.

**3.1 Creating the Plan**

The School Improvement Plan set out below was created as a combination of the priorities identified from our evaluative work described in section two and a number of surveys and evaluative activities undertaken with learners, parents and staff following projects undertaken in Session 2018-19.

As well as the formal planning set out in section 3.2, we will create an A4 summary page of our projects to support communication of them to all our stakeholders and distribute this to parents and also make it available on the School website.

**3.2 What are our improvement projects?**

|  |  |
| --- | --- |
| **Improvement Project One** | **LANGUAGE AND LITERACY** |
| **NIF Priority:** | Improvement in Attainment of Literacy |
| **NIF Driver:**  | Assessment of Children’s Progress |
| **HGIOS4 or HGIOELC QIs:**  | 2.2 – Curriculum, 2.3 – Learning, Teaching and Assessment |
| **CnES Business Plan Links:** | 3.1.2 |
| **Stretch Aim(s)**  |
| To improve children’s Literacy skills and ensure that >75% of children are achieving their milestone levels in Literacy and English and Literacy and Gaidhlig.  |
| **Target Group**  |
| Sgoil Araich Loch a Tuath (Pre-School group)7 x Primary Class Groupings |
| **Planned Outcomes (SMART Primary Drivers)** |
| * Embed the principles of emerging literacy within the Early Level.
* Develop children’s oral language skills within the Gaidhlig immersion environment in the Sgoil Àraich and into Primary 1.
* Develop a Gaidhlig Writing programme for use across the Early, First and Second Levels.
* Improve systems of planning for and monitoring children’s progress in Language and Literacy in both English and Gaidhlig languages.
* Develop a whole school approach to phonological awareness through the teaching of phonics and spelling.
 |
| **Baseline Measures** |
| * Emerging Literacy Development Overviews for 3-4 year olds and 4-5 year olds.
* P1 Phonological awareness assessments
* Teacher judgement of pupil’s skills in Gaidhlig Writing.
* Single Word Spelling Test Assessments (English Medium and upper Gaelic Medium).
 |
| **Change Actions & Methodologies (Secondary Drivers)** | **Reporting Responsibility** | **Completion****Deadline** | **Measures of Success** |
| Nursery staff to complete Developmental Overviews for all children in Sgoil Àraich. | Play Leader | September 2019 | Developmental Overviews completed for 100% of pupils. |
| English Medium teaching staff to complete Single Word Spelling Tests for all children in Primary 1-7 | Head Teacher | September 2019 | Single Word Spelling Tests completed for 100% of pupils in English Medium. |
| Gaelic Medium teaching staff to complete Single Word Spelling Tests for all children in Primary 5-7 | Head Teacher | September 2019 | Single Word Spelling Tests completed for 100% of pupils in Gaelic Medium P5-7. |
| Primary 1 teaching staff to carry out phonological awareness assessments for P1 pupils.  | P1 Class Teachers | September 2019 | Phonological Awareness Assessments completed for 100% of P1 pupils. |
| Develop the use of children’s oral language skills in a total immersion environment. | Play LeaderP1 GM Class TeacherHead Teacher | June 2020 | Pupils experience a rich language environment which provides depth and challenge and progression across the Early Level. |
| Develop the use of phonic approaches in the teaching of reading across the school.  | Head Teacher | May 2020 | >75% of pupils will be able to successfully decode unfamiliar text using phonological approaches.  |
| Use phonological approaches to target the teaching of spelling across the Early, First and Second Levels. | Head Teacher | May 2020 | >75% of pupils will show an improvement in their spelling ages. |
| Draw up and implement Progression Pathways for Gaidhlig Literacy, to show where learners are in terms of their progress.  | Principal Teacher | June 2020 | Class teachers are more readily able to track and monitor where pupils are across levels and phases of learning.  |
| Develop a Gaidhlig Writing programme for Early to Second Level which shows progression and provides children with opportunities to write in a wide variety of genres. | Principal Teacher | January 2020 | >75% of pupils are achieving appropriate levels for their age and stage. |
| Embed the use of the curricular benchmarks to assess and moderate curricular work and show achievement of a level in Reading, Writing, Listening and Talking.  | Head Teacher | June 2020 | Class teachers are confident about awarding achievement of a level.  |
| **Resources** |
| Highland Literacy Resources (Emerging Literacy) |  |
| Assessment Resources (Phonological Awareness and SWST) |  |
| Advice on Gaelic Education (February 2015) |  |

|  |  |
| --- | --- |
| **Improvement Project Two** | **CURRICULUM DEVELOPMENT** |
| **NIF Priority:** | Raising AttainmentImprovement in children and young people’s health and wellbeing |
| **NIF Driver:**  | School Improvement |
| **HGIOS4 or HGIOELC QIs:**  | 2.2 – Curriculum, 2.3 – Learning, Teaching and Assessment, 3.1 – Ensuring Wellbeing, Equity and Inclusion |
| **CnES Business Plan Links:** | 3.1.2 |
| **Stretch Aim(s)**  |
| To review and refresh the planning, structure and delivery of the curriculum and ensure that robust systems are in place for tracking and assessment.  |
| **Target Group**  |
| Sgoil Araich Loch a Tuath (Pre-School group)7 x Primary Class Groupings |
| **Planned Outcomes (SMART Primary Drivers)** |
| * Review and refresh the curriculum overview, curriculum rationale, forward planners and the use of the daily diary for long, medium and short term planning.
* Develop Progression Pathways for Health and Well-being, Gaelic Learner Education, Social Studies and Technologies.
* Review the Health and Wellbeing curriculum, providing good opportunities for Interdisciplinary Learning with holistic assessments built in.
 |
| **Baseline Measures** |
| * Baseline Health and Well-being Questionnaire to ascertain children’s views of their own health and wellbeing.
* Teacher judgement of pupil’s skills in Health and Well-being, Gaidhlig Literacy, Gaelic Learner Education, Social Studies and Technologies.
 |
| **Change Actions & Methodologies (Secondary Drivers)** | **Reporting Responsibility** | **Completion****Deadline** | **Measures of Success** |
| Survey pupils to gather baseline evidence relating to the wellbeing indicators.  | Head Teacher | September 2019 | 100% of pupils engage in survey and provide their views. |
| Review and refresh the curriculum overview and rationale for the school and ensure that all learning activities undertaken reflect the statements within these. | Head Teacher | October 2019 | 75% positive views from parents about their understanding of the rationale and overview. |
| Carry out an audit of current planning systems and review to streamline long, medium and short term planning processes.  | Head Teacher | October 2019 | Reduction in number of planning formats required across the school.  |
| Draw up and implement Progression Pathways for Health and Well-being, Gaelic Learner Education, Social Studies and Technologies which show where learners are in terms of their progress.  | Head Teacher | June 2020 | Class teachers are more readily able to track and monitor where pupils are across levels and phases of learning.  |
| Embed the use of the curricular benchmarks to assess and moderate curricular work and show achievement of a level.  | Head Teacher | May 2020 | Class teachers are confident about awarding achievement of a level.  |
| Review and refresh the Health and Wellbeing curriculum ensuring that it encompasses the four contexts of learning and showing progression across the levels.  | Head Teacher | January 2020 | All pupils experience a Health and Wellbeing curriculum which provides depth and challenge and progression across the levels. |
| Develop the use of assessment within the Health and Wellbeing curriculum including the use of Holistic Assessments. | Head Teacher | September 2020 | Pupil attainment is raised as a result of assessment being embedded in and integral to planning. |
| Develop a system to track children’s progress in Health and Wellbeing. | Head Teacher | June 2020 | >80% of pupils show progress from prior levels of attainment. |
| **Resources** |
| HMIe Curriculum Advice Notes 2011-16 |  |
| Building the Curriculum 3 |  |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **Improvement Project Three** | Sustainable Development and Outdoor Education |
| **NIF Priority:** | Improvement in children and young people’s health and wellbeing |
| **NIF Driver:**  | School Improvement. Our Priorities |
| **HGIOS4 or HGIOELC QIs:**  | 2.2 - Curriculum |
| **CnES Business Plan Links:** | 3.1.2  |
| **Stretch Aim(s)**  |
| To improve pupil skills in relation to sustainable development and outdoor education by engaging 100% of pupils in a minimum of two projects across the school.  |
| **Target Group**  |
| Sgoil Araich Loch a Tuath (Pre-School group)7 x Primary Class Groupings |
| **Planned Outcomes (SMART Primary Drivers)** |
| * 100% of pupils will engage with the Sustainable Development Education Agenda and participate in a minimum of two class projects across the school.
* To successfully achieve a Green Flag Award from Eco Schools Scotland.
* To improve pupils experiences of outdoor education by using a range of learning environments.
 |
| **Baseline Measures** |
| * Baseline Questionnaire to ascertain children’s views of their own skills and abilities and those of others.
* Teacher judgement of pupil’s skills for Learning, Life and Work.
* Pupil surveys of areas of interest in the world of work.
 |
| **Change Actions & Methodologies (Secondary Drivers)** | **Reporting Responsibility** | **Completion****Deadline** | **Measures of Success** |
| Elect an Eco School Committee who will liaise between classes and the committee to develop a whole school approach to Eco-Schools. | Lead Teacher for Eco Work | September 2020 | Eco Committee will be formed with pupils who have an interest in furthering the Eco Schools work. |
| Carry out an environmental review of the school using the Environmental Review Tool from Eco Schools Scotland | Principal Teacher | October 2019 | Action Plan for carrying forward the Eco School work is developed from the Environmental Review. |
| Each class (Sgoil Àraich and Primary) to choose two of the ten topics to focus on as part of their work on sustainability.  | Head Teacher | September 2019 | All classes will plan for and implement work on two of the seven elements of the Eco Schools programme. |
| Develop partnerships with parents and within the local community to help provide outdoor learning experiences for pupils. | Head Teacher | January 2020 | There is an observable increase in skills related to learning about sustainability for almost all pupils in P5-7 |
| Ensure all classes are timetabled to undertake work in the school polytunnel to apply their skills in an outdoor learning context.  | Principal Teacher | September 2019 | 100% of pupils will use the school polytunnel as a context for learning outdoors. |
| Apply for a Green Flag Award from Eco Schools Scotland.  | Head teacherLead Teacher for Eco Work | June 2020 | School achieves Green Flag status.  |
| **Resources** |
| Eco Schools Scotland Website and Resources |  |
| Partners and Parents including Parent Council |  |
| School Polytunnel |  |

**3.3 Maintenance Areas**

|  |  |  |  |
| --- | --- | --- | --- |
| **Project/Area** | **Responsibility** | **Completion****Deadline** | **Measures of Success** |
| Work with nursery staff to further improve self-evaluation using the Health and Social Care Standards and the HGIOELCC Quality Indicators in the Sgoil Araich.  | Head TeacherNursery Link TeacherPlay Leader | June 2020 | Nursery Staff better engage in the work of evaluating the Sgoil Araich. |
| Ensure a strong focus on Developing the Young Workforce. Work with partners to continue providing children with rich DYW experiences.  | Head Teacher | May 2020 | All pupils experience opportunities linked to the world of work and can relate their learning to the skills required for particular jobs.  |
| Continue to work on Action Points from 360 Safe Audit. | Principal Teacher | April 2020 | School will improve its overall rating in relation to the 360 Safe Audit.  |
| Work on improving mental health and wellbeing across the school.  | Head Teacher | June 2020 | The school will achieve a Gold Award under the Healthy Working Lives scheme. Recognition of the importance of mental health and wellbeing will impact positively on the ethos of the school.  |
| Review formative assessment approaches across the school  | Head TeacherPrincipal Teacher | May 2020 | 100% of children will evidence that they are more active participants in their learning.  |

**3.4 Outline Plans for 2020-2022**

|  |  |  |
| --- | --- | --- |
| **2020-21** | 1 | Improve Learning and Teaching in Maths |
| 2 | Improve Learning and Teaching in Religious and Moral Education |
| **2021-22** | 1 | Review the Sciences curriculum and develop a new programme of study |
| 2 | Work towards becoming a Rights Respecting School.  |

**4. Glossary of Terms**

**Attainment** is the measurable progress within the curriculum which children and young people make as they progress through and beyond school.

**Achievement** refers to the totality of skills, attributes and experiences of children and young people across all aspects of learning in and beyond school.

**Baseline Measures** are a set of measurements taken at the beginning of a project. They are used to make comparisons with measurements taken at the end of the project to evidence the degree of improvement achieved.

**EEA** describes the post of Education Attainment Apprentice. This is a post created to provide a broad range of support to pupils identified as being recipients of Pupil Equity Funding.

**EEF** is an abbreviation of the Education Endowment Foundation and is widely used to describe the toolkit of research-based interventions that schools can use to inform their improvement planning.

**HGIOELC** is an abbreviation of ‘*How Good is Our Early Learning and Childcare?*’ This is a set of quality indicators issued by Education Scotland to measure the performance of early years provision (nursery/sgoil araich) and inform continuous improvement.

**HGIOS4** is an abbreviation of ‘*How Good is Our School? 4th Edition*’ This is a set of quality indicators issued by Education Scotland to measure the performance of schools and other education settings and inform continuous improvement through self-evaluation and quality assurance activities.

**Measures of Success** are measurements that will be taken to confirm the service improvement that a project has delivered. These measures are often compared to baseline measures to evidence degrees of success.

**NIF** is an abbreviation of ‘**National Improvement Framework**’, a Scottish Government publication that sets out the national plan and framework to raise attainment for all, close the poverty-related attainment gap and deliver better outcomes for learners.

**PEF** is the widely-used abbreviation for Pupil Equity Fund. This is a sum of money provided directly to schools from the Scottish Government and is based on the number of pupils entitled to Free School Meals. The funding is to be targeted by schools at closing attainment gaps and promoting equity for the most disadvantaged learners.

**Primary Drivers** are the key areas of improvement within a project and the outcomes that will deliver the project stretch aim.

**Quality Indicator** refers to a quantifiable statement used consistently to measure performance against and agreed standard.

**Rationale (for the Curriculum)** is a statement of reasoning, values and aims that form the foundation of curriculum design for the school. It should always state how the school’s curriculum reflects its unique context and its place within the community.

**Secondary Drivers** are the specific actions and interventions that bring about the improvement need identified in a project. They build towards the achievement of the project stretch aim.

**SMART Targets** are project targets that are **S**pecific, **M**easureable, **A**chievable, **R**elevant and **T**imed**.**

**Stretch Aim** is the overarching and aspirational aim of the project. It should define who the aim refers to; what is to be improved; how much improvement is expected and by what deadline.