

SGOIL A BHAC PARENT COUNCIL

Annual General Meeting



HEAD TEACHER'S REPORT **September 2020**

1. Leadership and Management

How good is our leadership and approach to improvement?

Overall the quality of our leadership and our approaches to improvement are Satisfactory.

The HMIE Inspection Report was published in September 2019. Following this an Action Plan was drawn up for staff to work through over a two year period. As in previous years, a range of Quality Assurance and Self-Evaluation activities were undertaken across the school during Session 2019-20, though the closure of all Scottish schools on the 20th March 2020 meant that some activities were then curtailed, through to the end of the session. Views of pupils, parents and staff had been gleaned on a number of matters across last session. These enabled the Head Teacher to assess how well the school is doing and to plan for the future with staff, parents and pupils.

The Standards and Quality Report for last session is yet to be completed. Standards and Quality Reports for Session 2019-2020 and School Improvement Plans for 2020-21 have been extended to the end of October 2020, as a result of the pandemic. However, school staff did meet via Vscene through Term 4 to determine the priorities for the coming session. The Parent-Carer Report for 2019-2020 was issued to all parents in May 2020 and once again we would thank all parents who engaged in this gathering of views. The views of parents are considered seriously by staff when setting the priorities for the coming session. The Head Teacher has encouraged all staff to take on leadership roles across the school in a variety of areas. Staff in this school feel they can do this and have worked very well collegiately within the frameworks governing school life. All teaching staff within the school took the responsibility of leading learning in particular areas of the curriculum and this is an aspect which has continued into 2020-21.

Staff worked extremely hard during Session 2019-20 to meet the needs of all pupils. A number of pupils were identified to benefit from the Pupil Equity Funding (12%) and class teachers along with the Head Teacher and Support for Learning Teacher monitored the progress of these pupils particularly. Prior to the lockdown in March 2020, staff had predicted the levels for pupils across the school. The predicted CfE levels which we believe pupils would have attained in Session 2019-20 and which pupils were on track to achieve at the time of the school closure were as follows: Teacher judgement had 79% of our learners reaching their curricular milestones in Reading and Writing, 88% of our learners reaching their curricular milestones in Listening and Talking and 85% of our learners reaching their curricular milestones in Numeracy. Pupils who did not achieve these levels made very good progress towards their individual targets.

Assessment and Moderation procedures were once again built into the annual collegiate programme and covered Reading, Listening and Talking, Numeracy and Health and Wellbeing. We were unable to cover Writing due to the pandemic. In the coming session the programme will cover Reading, Writing, Listening and Talking, Health and Wellbeing and Numeracy. These activities and other assessments throughout the session will continue to provide data for class teachers and the Head Teacher to analyse and help in monitoring and tracking pupils attainments and achievements as the recovery from the impact of Covid-19 is made.

Very good professional review procedures are in place for all staff, with targets being set and reviewed regularly. Staff have continued to apply themselves willingly and diligently to this process and have been well supported in doing so. The Head Teacher, the SfL Teacher and all SfL Assistants undertook training in Compassionate and Connected Communities Training which relates to creating a nurturing environment for all pupils. Nursery staff also undertook training linked to the Inspection Action Plan and carried out a raft of self-evaluation work linked to the Social Care Standards and preparing for the delivery of 1140 hours from August 2020.

Teachers continue to work at developing the curriculum, taking into account the seven design principles. Future work in this area will look to developing the Health and Wellbeing curriculum further. Progression Pathways for Health and Wellbeing and Literacy and Gaidhlig have been completed by staff and are now in use in planning and the development of a framework for Gaidhlig Writing across the school is almost complete.

2. Learning Provision

How good is the quality of the care and education we offer?

Overall the quality of the care and education we offer is Good.

Teaching provision throughout Session 2019-20 was stable across all classes. Staff absences did cause some disruption to learning and teaching but for the most part we were very fortunate with the relief staff we had working with us. Almost all children from Primary 1-Primary 7 worked well and were engaged in their learning. There were a number of staffing issues which affected the Sgoil Àraich. This was largely due to the consultation for the 1140 hours being imminent and relief staff being put in place for most of the session. Pupils were largely well motivated, enthusiastic and also successful in their learning. The learning environments continued to build on positive relationships and this was an aspect which was evidenced to a greater degree in Term 4 during the period of Home Learning.

Teaching staff continue to work very well in this school with their pupils and know what their strengths and areas for improvement are. Class teachers continue to work with pupils to ensure children know how they are learning and encourage learners to initiate questions about their learning. Developments were made in Term 4 which will hopefully embed this process and include parents in learning conversations to a much greater degree.

The Head Teacher met with staff once a term for Attainment meetings to monitor and track pupil progress in areas of Literacy and Numeracy and to determine whether support for learning was required for particular pupils and whether any pupils were underperforming. Strengths and actions points are discussed and decided. Approximately one third of pupils were identified as having additional support needs and staff worked hard to ensure that children progressed and were able to meet their individual targets. Their progress was monitored by the Head Teacher in conjunction with the Support for Learning teacher.

Children were provided with good opportunities to play and learn in their own community and also engaged in outdoor learning every day. Projects relating to the Eco Schools Agenda provided class teachers with a wide range of opportunities to develop areas of learning around sustainability, the local environment, energy, global citizenship and biodiversity. The Home Learning period in Term 4 also provided challenges for outdoor learning and eco related matters. This work is now being pulled together by staff with a view to applying for an Eco-Schools Award. Ultimately, the aim is to achieve a Green Flag, but we would certainly hope to achieve Silver in the short term.

Staff worked hard to attain a Gold Award under the Healthy Working Lives scheme run by the NHS. Much of the work they undertook ran alongside Health and Well-being work which was being undertaken with pupils. This gave staff a much needed boost and an Action Plan was drawn up for this session, whereby staff will need to work to maintain that accreditation.

The Support for Learning Teacher worked very closely with staff throughout the session to ensure that children were at appropriate levels of staged intervention and that appropriate supports and interventions were in place for them. A wide range of additional support needs continue to be catered for at Sgoil a' Bhac and the Head Teacher continues to work with ASN staff in the Local Authority to determine the correct and necessary supports for them. The Support for Learning teacher and the Head Teacher continue to analyse data rigorously and make every effort to put interventions in place where gaps are found to exist.

3. Successes and Achievements

How good are we at ensuring the best possible outcomes for all our learners?

Overall the quality of the outcomes we have achieved is Good

Data gathered from our annual Health and Wellbeing survey indicated that there continues to be a strong focus on Health and Well-being in Sgoil a' Bhac. All class teachers sought to provide good opportunities for pupils to develop their knowledge and understanding in these areas across the school session and in each class areas of concern were addressed. Staff have created an atmosphere across the school where children feel able to be open and know they are listened to.

The annual Health and Wellbeing questionnaire carried out in school in September 2019 evidenced positive results in relation to the SHANARRI indicators. Most of our pupils indicated that they were Safe, Healthy, Achieving,

Nurtured, Active, and felt Respected, Responsible and Included.

Sgoil a' Bhac is also 78% of the way to achieving the Online Safety Mark for our School under the 360° Safe Audit. Further work has been done in relation to this since returning to school in August. Parents and pupils have all signed Acceptable Use Agreements. The 360° Safe Audit now requires to be updated but it is our hope that we will further progress this agenda this session.

Attendance levels in the school were exceptionally good with almost all pupils achieving attendance of over 90% up until the 20th March 2020. Pupil engagement with Home Learning was also consistently high with 97% of pupils engaging with learning-84% full engagement and 13% partial engagement with only 3% not engaging with learning at all. During this same period IT support was provided to approximately 18% of our families. This took the form of laptop provision for pupils in all but one case where a router and data package was provided to one family.

Neither Scottish National Standardised Assessments nor Measaidhean Coitcheann Nàiseanta airson Foghlam tron were administered to pupils during Session 2019-20. This was as a result of the early closure of settings on 20th March 2020. However, last session class teachers had gathered a range of detailed data from a variety of assessments to assist with planning and meeting children's needs.

The data gathered in school prior to 20th March 2020 indicates that pupil performance matches the teacher judgements and this gives us confidence as we move forward in our recovery of the curriculum through Session 2020-21. The Inspection team in September 2019 reported that the data provided by the school accurately reflected children's progress in most areas of Literacy and Numeracy across the school and we look to strengthening the robustness of teacher judgements in relation to children's learning.

Despite the lockdown from March 2020 onwards, individual pupils had achieved success in a variety of competitions, many of which were communicated to parents via newsletters, Facebook and the Loch a' Tuath News.

The Parent Council continued to support the school, bringing to completion activities relating to the Foyer and Library Project and Grounds for Learning project. These groups worked very well for the benefit of our pupils and the Parent Council also invested heavily in supporting parental engagement and learning and teaching with their financial support in Term 4 of last session to purchase iPads for each classroom and playroom.

4. Objectives for the Coming Year

Three projects were included within the School Improvement Plan for Session 2019-2020.

Project 1 – Language and Literacy

The targets within this project were almost all achieved and though some next steps remain, these will move into maintenance areas.

Project 2 – Curriculum Development with a particular focus on Health and Wellbeing

The targets within this project will be extended for Session 2020-21 to cover further areas of action related to Health and Wellbeing outlined in the HMie Inspection Report of September 2019.

Project 3 – Outdoor Education and Eco Schools

As a result of the early closure of settings on 20th March 2020, the targets within this project were not fully achieved and will be extended for Session 2020-21 to bring them to completion.

A further project relating to Rights Respecting Schools will be included in the School Improvement Plan for Session 2020-21