

BERNERA PRIMARY SCHOOL



A REPORT ON STANDARDS AND QUALITY FOR SESSION 2012-2013



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1. Introduction

The Standards & Quality report is our annual written report to all stakeholders on the key aspects of work carried out during the current session, identifying strengths and outlining areas for improvement.

This report will form the basis of our school improvement planning for session 2013-14.

I would like to thank pupils, all members of staff, other agencies, Bernera School Partnership and the local community for showing a strong commitment, providing valued contributions and setting a high standard of work in taking forward our continuous improvement agenda within our school.

I look forward to, and feel confident of your continued support.

Leis gach dùrachd

Kirsteen J. Maclean
Head Teacher
Bernera School

2. Background Information

Bernera Primary School is situated in the village of Breacleite on the beautiful island of Great Bernera. It is a bright and cheerful school that caters for boys and girls of all stages from Nursery to Primary 7. The catchment area of the school covers the island of Great Bernera and the Lewis villages of Earshader, Crulivig, Lundale and Linshader.

At present the school roll is 12 pupils. The opening of a Sgoil Àraich, attached to the school in August 2012, has afforded parents the opportunity of having children in Bernera aged 2 1/2 to 12 years all under the one roof. Currently, a further 4 pupils are enrolled in the Sgoil Àraich which is open Tuesday to Friday mornings.

There is one full time teacher in the school, who teaches through the medium of English and one full time teacher, who teaches through the medium of Gaelic in an early level setting, covering Nursery and Primary 1. One part-time member of staff (2 days) provides management support to the Head Teacher as well as support in other areas and one part-time member of staff (1/2 day) provides the Reduction in Class Contact Time for staff. The school has a range of itinerant staff covering Music, Art, PE, and Support for Learning. In addition to this, there are instructors for Chanter, Guitar and Gaelic Music. School Assistants and Auxiliaries provide valuable support in the classrooms and supervise pupils at break times.

The school has always enjoyed active support from its parents and other members of the community in providing the best possible education for its pupils. Bernera School Partnership is the name given to the Parent Council which took over from Bernera School Board and Bernera School Parent Teacher Association under the Scottish Schools (Parental Involvement) Act 2006.

Bernera School Partnership meets regularly to discuss a range of issues relevant to school life, to promote parental involvement in the life of the school, to fund raise and to engage the local community in school events and activities. Parents are encouraged to attend in order to keep abreast of ongoing educational developments. Bernera School Partnership has been most successful with many of these ventures in the past and welcomes the involvement of parents who are new to the school community.

When pupils complete Primary 7 they transfer to The Nicolson Institute in Stornoway. Staff in Bernera School have developed links with the neighbouring schools of Uig and Breasclate, within the Learning Community and also with The Nicolson Institute to ease the transition process from P7 to S1 for its pupils.

3. Statement of School Vision, Values and Aims

The vision, values and aims for the school have given all in the school community a clear sense of direction for the future and underpin the principles of Curriculum for Excellence in providing our pupils with attributes, knowledge and skills they will need if they are to flourish in life, learning and work, now and in the future.

Benera School – A Place of Mutual Trust

T – Teamwork

R – Respect

U – Understanding

S – Support

T – Tradition

In Benera School, we aim:

- to establish a friendly and trusting relationship between home and school.
- to nurture a tolerant and caring attitude, showing respect and understanding of others.
- to provide appropriate support to children in all aspects of their learning and wider achievement.
- to foster a sense of belonging and heritage in the traditions of our local community.
- to help all children achieve their full potential.

4. How Evidence Was Gathered

Quantitative Data

- Tracking of pupils progress from prior levels of attainment
- CAT test results
- Standardised Assessment results
- Pupils' progress towards achieving targets
- Published data from the Scottish Survey of Literacy and Numeracy
- Pupil attendance

People's Views - staff, pupils, parents

- Whole school staff discussions
- Staff professional Review Meetings
- Quality Improvement visits
- Parent consultation meetings
- Bernera School Partnership Meetings
- Regular consultations between SfL teacher and class teachers
- Feedback from parents (informal)
- Meetings with individual pupils
- Regular meetings between SfL teacher and Head Teacher
- Regular meetings between Principal Teacher Learning Support and Head Teacher
- Meetings with other agencies e.g. Health, Inclusion, Educational Psychology

Direct Observation

- Teachers' assessments of pupils' work and performance
- Reports to parents
- Teachers' plans
- Policies and guidelines
- Classroom observations
- Progress reviews of School Improvement Plan
- On-going monitoring and evaluation of Standards and Qualities calendar

HMle Quality Indicators

Our evaluations are based on the quality indicators within the HMle document 'How Good is Our School'. These indicators are benchmarks to help a school evaluate the quality of its education and manage the process of continuous improvement.

We have evaluated these key areas:

- Q| 1.1 - Improvements in Performance
- Q| 2.1 - Learners' Experiences
- Q| 5.1 - The Curriculum
- Q| 5.3 - Meeting Learning Needs
- Q| 5.9 - Improvement through Self-evaluation

HMle Six Point Scale

In evaluating these key areas, we have used the six-point scale, taken from the HMle document 'How Good is Our School' and used by HMle in the inspection of schools.

Level 6	<i>excellent</i>	outstanding or sector leading
Level 5	<i>very good</i>	major strengths
Level 4	<i>good</i>	important strengths with areas for improvement
Level 3	<i>satisfactory</i>	strengths just outweigh weaknesses
Level 2	<i>weak</i>	important weaknesses
Level 1	<i>unsatisfactory</i>	major weaknesses

ENTITLEMENT 1

Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18

		Grade
Quality Indicator 5:1 The Curriculum	<ul style="list-style-type: none"> • The rationale and design of the curriculum • The development of the curriculum • Programmes and courses • Transitions 	Good
Quality Indicator 5:9 Improvement through Self-Evaluation	<ul style="list-style-type: none"> • Commitment to self-evaluation • Management of self-evaluation • School improvement 	Good

Progress:

- ◆ Staff have confidently planned and delivered lessons using CfE Experiences and Outcomes and have delivered a wide breadth of experience to pupils through interdisciplinary learning.
- ◆ Classroom lessons clearly link to CfE. Children are engaged in activities which provide suitable pace and challenge for all pupils, whatever their specific learning needs.
- ◆ Teaching staff have completed assessment and moderation work relating to Health and Wellbeing. This has been shared on a Local Authority Wiki to aid staff working with pupils across the Local Authority.
- ◆ Sgoil Àraich children have benefited from having access to a trained teacher for all Sgoil Àraich sessions and this has been evidenced by the very good progress pre-school children have made within the Early Level.
- ◆ Sgoil Àraich children are confident and secure within the Early Level setting and have responded well to wider experiences relating to literacy and numeracy.
- ◆ Primary School teaching staff have worked closely and in conjunction with Sgoil Àraich staff to provide enhanced transition experiences for pre-school and Primary 1 pupils and a review of work done during these projects has shown good progress for all pupils in relation to aspects of Literacy particularly.
- ◆ Evaluation of the benefits of enhanced transition for P7 pupils to the Nicolson Institute in Session 2011-12, led to the development of further transition opportunities for P7 pupils being introduced in partnership with Uig and Breasclate Schools allowing pupils from these three schools to work together on shared activities/projects during Session 2012-13. This project proved to be successful and pupils stated that they felt better prepared for secondary school as a result.
- ◆ P6 and P7 pupils showed good increases of confidence and responsibility as they participated in a Global Citizenship Showcase event which provided an opportunity for pupils at the Primary-Secondary transition period across the Learning Community to work on common themes and to share their work with one another.
- ◆ The realisation of the positive benefits of early transition meetings for those P7 pupils with additional support needs meant that these were once again planned much earlier in the P7 year. Primary and Secondary SFL staff worked together with parents and pupils to effectively plan for their additional support needs.
- ◆ An enhanced transition timetable to the Nicolson Institute was offered to those P7 pupils with additional support needs providing them with a further four mornings of preparation for their move to secondary education. Those pupils who benefited from this opportunity showed positive increases in confidence about their move to secondary.
- ◆ Transition experiences for P7 pupils on induction days to NI have been smooth. Meetings with secondary colleagues have provided valuable opportunities to pass on relevant information relating to pupil progress/needs.

ENTITLEMENT 1

Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18

Progress (Contd):

- ◆ School and Sgoil Àraich staff have reviewed the delivery of the education service and identified improvements to be made to benefit their pupils.
- ◆ Following consultation with staff, the Head Teacher submitted a self-evaluation document to the Care Inspectorate detailing strengths and next steps for improvement.
- ◆ Sgoil Àraich staff have worked very closely with Speech and Language Therapy and Physiotherapy to ensure programmes of work for specific pupils are incorporated into Early Level programme so that the additional support needs of pupils are effectively met and pupil progress in learning is evidenced.
- ◆ School and Sgoil Àraich staff work closely with other agencies including Health, Speech and Language Therapy Physiotherapy and Educational Psychology to ensure the needs of pupils are met and progress is evidenced from previous levels of attainment and achievement.
- ◆ The results of standardised assessments, introduced to augment the judgement of teachers within the assessment process, were analysed to determine areas for improvement. As a result of actions taken pupils showed good levels of improvement with respect to reading comprehension over the course of the year.
- ◆ The Learning Wall was developed to assist teaching staff in auditing the curriculum and to ensure good coverage of the Experiences and Outcomes in all curricular areas. Staff worked together to introduce interesting and relevant courses of study for pupils.
- ◆ Pupil progress across all eight curricular areas and Literacy, Numeracy and Health and Wellbeing across Learning is tracked electronically by teaching staff on MIS system e1.
- ◆ Staff engaged with the Tapestry Learning initiative in order to provide better learning experiences for pupils and engage them in assessing their own learning.

Challenges:

- ◆ Adapt the school's own Learning Wall across each of the Early, First and Second Levels to make it more manageable to use for staff.
- ◆ Use the results of assessments - both formative and summative - to identify areas which require improvement within the curriculum.
- ◆ Embed AifL strategies shared through the Tapestry Learning initiative in classrooms with a view to raising attainment.

ENTITLEMENT 2

Every child and young person is entitled to experience a broad general education (up to end of S3)

		Grade
Quality Indicator 5:1 The Curriculum	<ul style="list-style-type: none"> • The rationale and design of the curriculum • The development of the curriculum • Programmes and courses • Transitions 	Good
Quality Indicator 5:3 Meeting Learning Needs	<ul style="list-style-type: none"> • Tasks, activities and resources • Identification of Learning Needs • The roles of teachers and specialist staff • Meeting and implementing the requirements of legislation 	Very Good
Quality Indicator 2:1 Learner's Experiences	<ul style="list-style-type: none"> • The extent to which learners are motivated and actively involved in their own learning and development 	Very Good

Progress:

- ◆ The Head Teacher works closely with Class Teachers, SFL Teacher, PTLS and other staff to review the needs of all children using Staged Intervention processes and parents have the opportunity to be regularly engaged in planning for their children with school and SFL staff.
- ◆ School staff (teaching and non-teaching) regularly engage pupils in conversation about what they are learning and how well they are doing. Pupil-Teacher conversations focus on achievements/next steps and targets.
- ◆ Pupils identified as having additional support needs are reviewed, and decisions relating to the level of support required are made in conjunction with school and Local Authority staff as well as parents.
- ◆ Regular review cycles for children with additional support needs have proven to be of benefit to pupils, staff and parents as targets are reviewed and assessed regularly and pupil progress is recorded. The Head Teacher works closely with the SFL teacher to ensure that all reviews to discuss progress and next steps are carried out on time, that parents and pupils are involved in that process and that targets within Action Plans and IEP's are SMART.
- ◆ Documentation for pupils with additional support needs is comprehensive and details and tracks progress effectively, allowing Head Teacher, Class Teachers and Support for Learning Teacher to target support in those areas pupils require most help.
- ◆ Enhanced transition opportunities with the Nicolson Institute, provided for pupils with significant additional support needs were reviewed. As they were considered to have been successful in the last session, enhanced transition opportunities were extended in the current session.
- ◆ Class teachers plan for pupils together to avoid repetition, ensure pace and challenge is evident and enhance and make best use of the skills and knowledge of staff when making provision for pupils.
- ◆ Pupils have benefited from learning about a wider range of topics as staff have delivered teaching programmes using the Experiences and Outcomes at each Level in all areas.
- ◆ E-portfolio's, electronic pupil profiles and blogs have all been used to encourage pupils to take responsibility in recording their learning journeys which they have done with appropriate support and encouragement.

ENTITLEMENT 2

Every child and young person is entitled to experience a broad general education (up to end of S3)

Progress (Contd):

- ◆ All pupils are competent in the use of IT and senior pupils within the school are able to update and maintain their own E-portfolio's and blogs within Glow.
- ◆ Further summative testing has been introduced across the school providing staff with opportunities to analyse assessment data and plan programmes of work accordingly.
- ◆ Reporting procedures in school are effective. Teaching staff issue a full report and an interim report once a year, have parent-teacher appointments twice a year, meet with parents regularly to review IEP's and Action Plans and have an open door policy for parents to come and meet with staff to discuss any issues which may arise in the interim, relating to their child's education.
- ◆ Pupils participate in meetings relating to Action Plans and IEP's and have the opportunity to comment on the targets set within those and also on their own overall progress on the full report sent out once a year.
- ◆ Pupil achievements are celebrated across the school and local community through a variety of means. Pupils record achievements within their E-portfolio's and maintain a blog of activities and achievements relating to everyday school life..
- ◆ Development of Early Level classroom has provided all Nursery pupils with access to a teacher and pupil attainment has been raised as a result, particularly in relation to Gàidhlig language.
- ◆ Pre-school and Primary 1 pupils have benefited from working together as a peer group on seamless transition projects created by School and Sgoil Àraich staff.
- ◆ Pre-school pupils have opportunity to engage with primary pupils in work and in play.
- ◆ School and Sgoil Àraich staff have undertaken specific and specialised training to meet the needs of specific pupils in their care.
- ◆ School and Sgoil Àraich staff are skilled in meeting the needs of pupils with medical needs and their competency is regularly assessed each term by a Health professional.
- ◆ All core staff, Primary and Sgoil Àraich pupils have continued to develop their skills in using Makaton on a daily basis within the School and Sgoil Àraich setting.
- ◆ Pupil attainment is raised as learners benefit from good quality teaching experiences.

Challenges:

- ◆ Development and maintenance of Marksheets on e1 to record pupil progress across all curricular areas to share with other staff and with parents.
- ◆ Further development of formative assessment strategies in all learning and teaching situations.
- ◆ Development of technical skills in Literacy across all aspects of learning.

ENTITLEMENT 3

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

		Grade
Quality Indicator 1:1	<ul style="list-style-type: none"> • Standards of attainment over time • Overall quality of learners' achievements • Impact of the school improvement plan 	Good
Improvements in Performance		
Quality Indicator 2:1	<ul style="list-style-type: none"> • The extent to which learners are motivated and actively involved in their own learning and development 	Very Good
Learner's Experiences		

Progress:

- ◆ Pupils have been given opportunities to develop the four capacities across their learning and have achieved individual targets and goals set for, by and with them.
- ◆ Those pupils with additional support needs have been given very good levels of support which have ensured that they have met targets, and achieved success in a variety of spheres.
- ◆ Tracking of pupils with additional support needs has shown that their learning needs are being effectively met and that they have made very good progress from previous levels of achievement.
- ◆ Tracking of pupils who do not have identified additional support needs shows that pupils have continued to attain good levels of achievement.
- ◆ All pupils are able to recognise their own progress over time and have been well motivated to progress further.
- ◆ The development of the Learning Wall within the school has provided all staff with a visual representation of Experiences and Outcomes which have been covered across all curricular areas thus ensuring coherence across the curriculum.
- ◆ Teaching staff collaborated together across the Learning Community to complete assessment and moderation tasks of the Health and Wellbeing work of pupils across schools to come to a common standard.
- ◆ Classroom ethos is such that pupils are motivated to learn, and work diligently with eagerness to complete tasks across all curricular areas to a good standard.
- ◆ Pupils engaged in tasks collaboratively across the school with their peers and take appropriate levels of responsibility for their own work and learning experiences.
- ◆ Pupils prepared for and presented their work at the Global Citizenship Showcase event held within the Learning Community, demonstrating to a wider audience their skills as well as their growing knowledge and understanding of the subject matter.
- ◆ Pupils behave responsibly and contribute to the life of the school and increasingly, in the life of the wider community.
- ◆ Pupils have extended their skills as learners by planning, preparing and delivering school and community events such as the Christmas Show.
- ◆ Pupils successfully engaged in an enterprise to produce a local telephone directory, which was of benefit to the whole community.
- ◆ Pupils engage in dialogue with their teachers and have made their own contributions with the recording of their views in their end of session school report and IEP's.
- ◆ Well planned Interdisciplinary Topics have provided pupils with good opportunities to integrate literacy and numeracy skills, where relevant whilst still providing a focus of interest.

ENTITLEMENT 3

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

Progress (Contd):

- ◆ Pupils have been well motivated to learn the appropriate skills to update and maintain their E-portfolio's and Profiles online.
- ◆ Staff have participated in the Tapestry for Learning programme and have sought to develop formative assessment strategies within the classroom. Ongoing evaluations related to this programme have shown that pupils are engaging more with staff in assessing their own levels of progress.
- ◆ The views of pupils are sought about a range of aspects of the school's work. Pupils indicate that they are very happy in the school and recognise that staff listen to what they have to say and act on it wherever possible.
- ◆ The majority of pupils participate in a wide range of activities which are ongoing within the school from curricular events to fundraising events. Our pupils are keen to engage and benefit positively from effectively contributing to the life of the school as seen from the list of Other Achievements outlined on Pages 17-19.
- ◆ The provision of a Gaelic Medium Teacher within the Early Level classroom has enhanced the Learning and Teaching environment as the scope of literacy and numeracy tasks has deepened.
- ◆ Staff have worked hard across the sectors and with other schools within the Learning Community to provide good transition experiences for pupils in Pre-School and Primary 1 and those pupils in Primary 7 moving to S1. These enhanced opportunities have aided in helping learners feel much better prepared for their next stage of schooling.

Challenges:

- ◆ The maintenance and completion of the Learning Wall remains a challenge because of the multi-composite nature of the classes.
- ◆ Annual changes in staffing have meant that some aspects of Literacy work have become fragmented and need to be revisited so that pupil attainment in these areas is strengthened.
- ◆ Consolidation of the Early-Level classroom covering Nursery and Infant stages.

ENTITLEMENT 4

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

		Grade
Quality Indicator 5:3 Meeting Learning Needs	<ul style="list-style-type: none"> • Tasks, activities and resources • Identification of Learning Needs • The roles of teachers and specialist staff • Meeting and implementing the requirements of legislation 	Very Good
Quality Indicator 5:9 Improvement through Self-Evaluation	<ul style="list-style-type: none"> • Commitment to self-evaluation • Management of self-evaluation • School improvement 	Good

Progress:

- ◆ Tapestry project has ensured that teachers are using Assessment for Learning strategies in their lessons and that the activities and experiences in the classroom engage all children in lessons.
- ◆ Staff regularly review the progress of individual learners and implement programmes of work which are matched to learners' needs.
- ◆ Class lessons build on prior learning and staff share the purpose of lessons with pupils.
- ◆ Pupils are well motivated and work well independently within groups and also co-operate well with one another.
- ◆ Pupils with additional support needs have benefited from the continuity of support provided by Support for Learning staff and have experienced very good measures of success with their learning targets this session.
- ◆ Those pupils with additional support needs have up to date evidence folders which detail all relevant information and hold all relevant documents which may require to be viewed at a later date.
- ◆ Joint Inclusion Visits allow staff to discuss the support needs of pupils and make suitable provision for them. The Head Teacher was involved in a review of the structure of these meetings for all schools.
- ◆ GIRFEC procedures have been implemented in the school in terms of those pupils for whom new referrals have taken place.
- ◆ All staff have undertaken initial GIRFEC training and are beginning to become more familiar with processes and paperwork.
- ◆ Information being gleaned and shared through My World Assessments has proven to be extremely valuable and has allowed school staff to develop much better understanding of the work of other agencies and how what they do impacts on pupils.
- ◆ Staff are able to access and refer pupils to a variety of services, from which they benefit, according to their specific needs.
- ◆ Information relating to the learning needs of particular pupils is collected and filed appropriately.
- ◆ Staff have identified pupils with specific learning difficulties and other additional support needs and have worked very well with specialist services to make appropriate provision for them.
- ◆ School and Sgoil Àraich staff have continued to undertake specific medical and other training to meet the needs of pupils, thus ensuring that pre-school services and the Early Years curriculum can be accessed by all.
- ◆ School staff plan effectively in conjunction with Support for Learning staff, parents and other support agencies to overcome any difficulties children experience.
- ◆ Individualised Educational Plans and Support for Learning Action Plans contain appropriate long and short term learning targets for pupils who require them.

May 2013

ENTITLEMENT 4

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

Progress (Contd):

- ◆ Parents and pupils are involved in reviewing pupils learning targets with staff on a regular basis to address the ongoing needs of learners.
- ◆ Areas for improvement have been discussed with and identified by staff in both the School and the Sgoil Àraich.
- ◆ Self Assessment Returns have been made to the Care Inspectorate evaluating the Sgoil Àraich service within Bernera School.
- ◆ Training opportunities offered to staff via twilight and other training sessions have been well attended and staff have worked to review practices in order to enhance and improve their practice thus impacting positively on the learning and teaching environment.
- ◆ All staff have engaged in meaningful professional development and the impact of this is seen in classrooms where pupils are well motivated to learn.
- ◆ The Head Teacher regularly monitors key aspects of learning and teaching.
- ◆ Pupils are encouraged to revisit their targets and assess their own progress and make comment on it, in written, oral and electronic form.

Challenges:

- ◆ Working together as a school staff within a Teacher Learning Community and participating in practical and reflective tasks as part of that group to further improve the delivery of learning and teaching activities across the school.
- ◆ Ensuring that whilst pupils have good learning and teaching experiences at school that there is also a strong focus on core skills, particularly in relation to Literacy.
- ◆ Implementation of more robust systems to gather the views of parents, pupils and staff about the life of the school and evaluating these effectively to make good improvements which impact positively on learning and teaching.

ENTITLEMENT 5

The following processes are in place to support delivery across the entitlements

		Grade
Quality Indicator 5:1 The Curriculum	<ul style="list-style-type: none"> • The rationale and design of the curriculum • The development of the curriculum • Programmes and courses • Transitions 	Good
Quality Indicator 5:9 Improvement through Self-Evaluation	<ul style="list-style-type: none"> • Commitment to self-evaluation • Management of self-evaluation • School improvement 	Good

Progress:

- ◆ All staff engage in an annual cycle of school self evaluation, standards and quality reporting and improvement planning
- ◆ Staff have engaged in a large number of training opportunities throughout the session and have integrated new learning into their classroom practice for the benefit of pupils.
- ◆ School and Sgoil Àraich staff have worked together to evaluate the provision of education and have identified their own strengths and areas for improvement and have worked together to implement improvements as a result of self evaluation exercises carried out.
- ◆ Staff have worked collaboratively to implement developments and have taken individual responsibility as leaders of learning for the implementation of change in their classrooms.
- ◆ PRD meetings take place annually and CPD needs arising from these meetings support personal and school needs.
- ◆ Staff have populated the Learning Wall to show the Experiences and Outcomes that have been covered by Learning and Teaching experiences throughout the course of the session.
- ◆ A system of tracking pupil progress electronically has been implemented across the school through the use of the school's Management Information System e1.
- ◆ The development of the Sgoil Àraich into an Early Level Classroom has allowed for increased opportunities for Interdisciplinary learning and working across Early, First and Second Levels of Curriculum for Excellence.
- ◆ Teaching staff work together to ensure that pupils experience a wide range of learning experiences across the subjects and are provided with learning experiences that offer sufficient and appropriate pace and challenge.
- ◆ Sgoil Àraich and Primary School staff have worked well together in order to ensure that those children moving from Pre-school into Primary 1 have continuity in their learning and show seamless progression.
- ◆ The Head Teacher has worked closely with the Head Teacher of the two neighbouring schools to provide transition experiences for pupils in P7 of the three schools to get to know and to work with one another prior to going to the Nicolson Institute.
- ◆ The Head Teacher and SFL staff have invited SFL staff from the Nicolson Institute to attend all P7 Review meetings and information relating to pupil's needs has been shared between parents and the staff of both schools.

Challenges:

- ◆ Ensuring that self-evaluation procedures are robust and that good systems of recording are in place across the school.
- ◆ Evaluation of progress which is reflective and which leads to changes in learning and teaching styles which in turn leads to improvements in performance.

Other Achievements

During Session 2012/13 pupils and staff took part in a variety of activities. Some of these were as follows:

- ◆ P5-7 pupils in Bernera School participated in the Rural Sports.
- ◆ All staff undertook specific Resuscitation training led by Ospadal nan Eilean's Resuscitation Officer.
- ◆ All members of staff undertook regular Makaton training.
- ◆ All pupils undertook basic Makaton training.
- ◆ P7 pupils participated in and benefited greatly from both enhanced and regular transition days at the Nicolson Institute in preparation for their move into S1.
- ◆ P7 pupils also participated in a Learning Community transition event at Sgoil nan Loch for P7 pupils from Uig, Bernera Balallan, Breascleite and Pairc primary schools.
- ◆ Pre-School and Primary 1 pupils all participated in a very successful transition event - "We're All Going On A Bear Hunt" in Great Bernera.
- ◆ The Challenger Bus visited the school and pupils enjoyed presentations about Jane Haining and Kenneth Grant Fraser.
- ◆ Pupils and staff joined with pupils and staff from Uig and Breascleite Schools for our annual Active Schools Day in Ionad Spòrs Leodhas.
- ◆ Primary 7 pupils engaged in learning activities and subsequently sat and passed their Young Leadership Awards.
- ◆ P5 pupils undertook Cognitive Ability Testing.
- ◆ P5-7 pupils participated in a variety of sporting competitions throughout the session under the auspices of the Lewis and Harris Sports Festival.
- ◆ P6 and P7 pupils participated in Childline's school's seminar and Assembly and welcomed pupils from Uig and Breascleite School in joining with them.
- ◆ Pupils experienced first hand the music of an African Gospel Choir who visited the school with the School Chaplain.
- ◆ School staff and pupils held a "Spots and Stripes Day" and raised £50 for Children in Need.
- ◆ Pupils of the school supported the Blythswood Shoebox Appeal by donating a number of shoeboxes for sending to children in Eastern Europe.
- ◆ The school held its annual Christmas Concert in December, performing "Sheik, Rattle and Roll" Once again this was organised as an Enterprise project and was held in the Community Centre in order to allow the wider community to attend. The concert was a resounding success, with superb performances from the pupils and an excellent attendance from the local community.
- ◆ Pupils and staff and members of the local community raised the magnificent sum of £460 at the Christmas Concert. This year the money was donated to Bethesda Hospice.
- ◆ The Christmas Party was held in the Community Centre in conjunction with Bernera Community Association and was a resounding success.
- ◆ In February all children participated in Unicef Day raising the sum of £50 through the annual Rainbow Day.
- ◆ Pupils hosted a visit from Mr Tim Gorrod, a Curriculum Development Officer from New South Wales, Australia who was Premier's Xstrata Coal Rural and Remote Education Scholarship Holder for 2013. Pupils shared the work they were doing on their E-portfolio's and Blogs with Mr Gorrod who was very impressed at the level of their ICT skills.

Other Achievements—Continued

- ◆ P7 pupils visited Breascleite and Uig Schools and hosted Uig and Breascleite P7 pupils in Bernera to work together on three different transition days which allowed pupils to get to know each other prior to going to the Nicolson Institute.
- ◆ Pupils enjoyed “World Book Day” in March and were able to celebrate the works of different authors.
- ◆ All P4-7 pupils participated in and completed the Jumpstart programme run by the Nutrition and Dietetics Department at Ospadal nan Eilean.
- ◆ Primary 7 pupils remembered Holocaust Day by visiting An Lanntair for a special performance of “Inside Hana’s Suitcase.”
- ◆ P6-7 pupils attended the Global Citizenship Showcase Day which was held at Sgoil nan Loch for pupils in Areas 2, 3 and 4. Pupils gave presentations and ran stalls highlighting different aspects of the work they had been doing in class relating to Climate Change.
- ◆ All pupils participated in and completed the Active Schools’ Skipping Challenge and good increases in fitness were recorded over the 4 weeks of the challenge.
- ◆ Representatives from WEC International visited the school to lead Assembly.
- ◆ Pupils rowed the Minch and in doing so raised the magnificent sum of £566 by holding a Sponsored Rowathon in order to kick start the fundraising effort to raise money for the 2014 Residential School Trip to Fairburn Outdoor Centre.
- ◆ Pupils thoroughly enjoyed a presentation and demonstration given by PC Cameron Ross and Ollie the Collie of Police Scotland.
- ◆ All pupils in the school participated in “Walk to School Week” by actually walking to school or by completing an allotted number of laps around the playground each day.
- ◆ A most successful sports day was held in Bernera in conjunction with Uig School.
- ◆ Primary and Nursery pupils visited the Scottish Co-operative in Stornoway to learn more about how the Co-op supports Fair Trade.

5. Priorities for Action (for inclusion in the School Improvement Plan 2013/14)

The priorities for Bernera Primary School in the coming session are as follows:

1. To focus on the development of core literacy skills and to ensure that all teachers are taking responsibility for Literacy across Learning.
2. To engage in a progressive programme looking at sustaining assessment for learning within Teacher Learning Communities.
3. To work with network groups within the Learning Community on the assessment and moderation of pupil's work, with particular relevance to Science.
4. To use the results from formative assessments in a more comprehensive way to identify areas for improvement across the curriculum.
5. To review practice relating to the electronic recording of curricular levels and tracking information pertaining to all children via e1 Marksheets. with additional support needs within the school on e1—the schools management information system.
6. To consolidate and further improve the good transition work that has been developed throughout the current session, in terms of Pre-School and Primary 1, Primary 7 and S1 and with P7's in neighbouring schools.
7. To evaluate the views of pupils, parents and staff more effectively in order to inform the School's Improvement Agenda.
8. To further develop the Learning Wall across all the curricular areas.