



# SGOIL A' BHAC

# STANDARDS &

# QUALITY REPORT

## SESSION 2006-2007

*Signature of Headteacher*

*Date*



*Comhairle nan Eilean Siar*



## **SCHOOL BACKGROUND:**

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### **School Background**

Sgoil a' Bhac is situated in the Broad Bay area of Lewis and is a P1-S2 school. The catchment area for the Primary department is the district of Back and the Secondary department takes pupils from the associated Primary schools in Tong and Tolsta as well as from Back. The school currently has a roll of 181 (123 Primary and 58 Secondary). The Primary Department has 63 pupils in Gaelic Medium Education and 60 in the English Medium. Presently there are 3.5 teachers in the Gaelic Medium Stream and 4 in the English stream. The school also has a part time Support for Learning teacher as well as auxiliaries and classroom assistants who provide additional assistance as appropriate.

The school places significant importance on the range and quality of after school activities it provides. In these activities emphasis is placed on sport, music, Gaelic and cultural activities. The school enjoys the active support of the community and church as well as parents and the School Board. At the end of S2 pupils transfer to the Nicolson Institute in Stornoway. Effective transition procedures ensure that the transfers from preschool to P1, from P7-S1 and from S2 to S3 are efficiently conducted.



## **SCHOOL AIMS:**

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The over-arching vision of the school is “**to develop happy, ambitious pupils who care about others**”.

In Sgoil a' Bhac we aim to give you:

- a very good all-round education
- a safe and happy place in which to work and play
- the opportunity to fulfil your true potential
- guidance on how to become a responsible citizen
- an appreciation of the local environment and culture
- an appreciation of what makes a healthy lifestyle

Ann an Sgoil a' Bhac tha sinn a' strì ri:

- foghlam math, farsaing a thoirt dhuibh
- àite sàbhailte, sona a bhith agaibh airson ionnsachadh agus cluiche
- cothrom a thoirt dhuibh dèanamh cho math sas urrainn dhuibh
- ur stiùireadh gu bhith nar deagh dhaoine anns an sgìre
- eòlas a bhith agaibh air ur n-àrainneachd agus ur cultur
- tuigse a thoirt dhuibh air dòigh beatha fhallain



## **HOW EVIDENCE WAS GATHERED:**

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- As part of a Whole School Audit staff evaluated all Key Areas in HGIOS 3 and assigned a level from 1 to 6 to each quality indicator.
- A focussed audit was conducted by staff following collation and analysis of the whole school audit.
- Feedback from questionnaires completed by parents and partner agencies.
- Observations by promoted staff following classroom visits.
- Evaluation of termly plans by promoted staff.
- Staff self-evaluation.
- Parental opinions on arrangements for consultation with staff and written reports.
- Staff evaluations of school procedures in regard to classroom practice and the curriculum.
- Evaluations of procedures for recording attainment and pupil tracking to analyse and improve pupil performance.
- Mid-session review of School Improvement Plan.
- Professional Review and Development of all staff, teaching and ancillary.
- Feedback from School Board.



## **CURRICULUR AREAS – CURRENT POSITION:**

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### **English Language**

Pupils are also set in Language from P4 to S2. This has resulted in smaller teaching groups and fewer levels being taught within each cohort. Teachers are able to drive the learning forward at a faster pace and engage in more interactive group and whole class teaching.

Prim Ed 'Speaking and Listening Skills' and Scholastic 'Speaking and Listening' have been piloted in P1-P7 and ongoing evaluation by staff appears favourable. 'The Oxford Reading Tree' reading scheme is now well embedded in the Primary Department. Staff are currently meeting to encourage sharing of standards in writing, assessments and fine tuning key assessment procedures.

Additional monies were used to enable the Secondary English Department to purchase a range of reading and drama resources in order to further enrich pupil experience. A small group of S1 pupils who were under achieving in language have been put on a modified curriculum (2 languages instead of 3) to enable them to improve their performance in literacy and thereby enhance their attainment across the curriculum. This arrangement is being monitored closely and may be developed further for these pupils during S2.

### **Mathematics**

Maths classes are set from P4 to S2. Smaller teaching groups enable staff to drive the pace of learning at a faster rate and engage in more interactive whole-class teaching. The main teaching resource is Scottish Heinemann Maths. Tee Jay Maths is used from Level B upwards for consolidation and supplementary materials. RM Maths is installed on the school's server and pupils progress through the programme at their own pace. Additional resources for Maths were purchased through the "Gordon Brown" fund in order to further enhance the impact on pupils' learning.

Interactive problem solving resources have been purchased and used effectively with senior Primary and Secondary classes. Primary teachers have undertaken training by the PT Secondary in the use of ALTA Maths and this is currently being introduced with P5/6 and 7. Interactive resources such as ALTA and RM Maths provide instant feedback to pupils and are seen as being highly effective in the way pupils engage with their learning.

### **Gàidhlig Language**

The Programme for Gàidhlig language is very good. Teachers place a strong emphasis on developing the fluency of speech and enhancing pupils' understanding of grammar and idiom. CAT scores indicate that very good readers and writers are emerging from the Gaelic stream.

Pupils participate successfully in a wide range of Gaelic medium curricular and extra curricular activities which add value to their educational experience e.g. drama, Gaelic football, Gaelic Society of London oral competitions, local and national Mods etc. This improves their facility with the language significantly. English stream pupils are taught Gaelic in a structured manner.

The school promotes an ethos of 'functional bilingualism' in which adults and pupils are actively encouraged to converse in Gaelic in all areas of school life. The readiness with which pupils converse with adults in Gaelic with regard to routine matters has noticeably improved.

A well attended P1-P4 Gaelic Activities Club has been established in order to promote the learning of a second language through play as well as meshing the pre-school experience with the 5-14 curriculum. In a recent questionnaire 92% of parents rated pupils' experience at the Club as excellent and 8% as very good.



## **Environmental Studies**

The Environment Studies Programme is now based on the Aberdeenshire pack thus ensuring that Social Subjects is addressed in a more balanced and effective way. Science is delivered by two members of staff, from P1-P7, using the Hodder Gibson, Science 5-14 and ISE website materials. The teachers liaise closely with the Secondary Science Specialist and use the Secondary laboratory and equipment as required. The school has produced a revised Technology programme of study this session based on the Nuffield Design and Technology scheme. Primary Solutions Units are being piloted in term four and the scheme will be further embedded in during session 2007/08. These developments aim to provide a clearer structure and framework and are focussed on raising attainment. The impact of the programme will be further evaluated in Session 2007/8.

## **Art & Design, PE and Music**

Pupils are provided with regular and stimulating creative and aesthetic experiences through specialist and classteacher input. Plans show a broad and balanced coverage of all aspects with all primary pupils now receiving the target 2hrs of PE per week. It is anticipated that the enhanced provision in PE will engender in pupils a greater interest and responsibility for their own fitness and wellbeing.

The whole-school Christmas production in which all pupils participated, Mods, drama festivals and sporting events showed a very high standard of music, drama and physical fitness amongst pupils.

YMI provision for the school includes brass and fiddle. There is also a large and enthusiastic melodeon group tutored by staff and a former pupil who is currently studying Music at college. Art is now taught by the same teacher from P1 to S2 thereby promoting continuity of experience throughout the school. Monitoring of teaching and planning by the SMT further ensures better progression and continuity in pupil experience.

## **Religious and Moral Education**

This session two members of staff have provided systematic coverage of the attainment outcomes in Christianity, Other World Religious and Personal Search as part of a pilot project in the Primary Department. The progression and coherence that this has engendered in pupil experience is clearly evidenced in plans. Supplementary work is carried out by the classteachers. The S1/2 programme of study builds on this base. Regular whole-school and group assemblies are held by the School Chaplin. This has the benefit of bringing the whole school together and pupils feeling an enhanced sense of belonging. Guest speakers from charities or Christian organisations are invited to address pupils on religious and ethical issues and many of the school's enterprise and citizenship activities have a strong RME focus. This enhances pupils' awareness of Global and citizenship issues and respect and concern of others. Both Primary and Secondary departments have active Scripture Union clubs. The Secondary Scripture Union Club is currently supporting the 'Beehive School' charitable school in Milawi.

## **French**

P6/7 receive French lessons on a weekly basis. GP6/7 and E6/7 teachers swap classes in order to maximise on staff expertise. A member of staff will undertake MPS training for the teaching of French in the Primary Department next Session thereby ensuring continuity of this provision.



## **Enterprise Education**

Enterprise education is now well embedded in the school's curriculum with all pupils receiving the statutory entitlement. The school holds a Gold Award for Enterprise. Senior classes in both Primary and Secondary departments are involved in a range of cross-cutting projects which also incorporate Enterprise. Staff are more confident about what constitutes enterprise education and value it as a means of enabling pupils to become confident learners, effective contributors and responsible citizens.

## **PHSE**

A working group is auditing the PHSE programme of study, identifying new resources for the Primary and Secondary departments and producing outline plans for each stage. This programme will be fully implemented during session 2007/8. This structured programme from P1-S2 will ensure that all pupils will have a more effective programme of study that ensures progression, continuity and coherence of experience.

## **Health-Promoting School**

The whole school has embraced the health promoting ethos. A portfolio of evidence has been submitted for validation and we have aimed for the gold award. This focus on the promotion of health has resulted in a marked increase in the number of pupils and staff involved in sport and recreational activities which enhance physical, emotional and social well-being.

The school holds a Scotland's Health at Work Bronze Award. It continues to heighten staff awareness of issues related to health and wellbeing.

| <b>Evidence</b>  |
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| Timetables: Policies: Guidelines: Programmes of Study: Termly Plans: Parent/Pupil/Partner Questionnaires: Target Setting: Tracking documents: Classroom Monitoring File: Shared Reading File: Website: |



**AUDIT OF SCHOOL DEVELOPMENT PLAN 2006/2007:**

| <b>Project 1 – Session 2006/2007</b> |  | <b>SCIENCE 5-14</b> |
|--------------------------------------|--|---------------------|
| Target 1                             | To enhance learning and teaching of the Science curriculum.  |                     |
| Target 2                             | To fully implement a 3-year rolling programme.   |                     |
| Target 3                             | To produce a complete set of plans for Science projects in the rolling programme.  |                     |
| Target 4                             | To implement the use of Local Authority Science skills grid.   |                     |
| Target 5                             | To make Key Assessments readily available in each class.   |                     |
| Evidence of impact on school/pupils  | <ul style="list-style-type: none"> <li>• The revised Science programme has been piloted throughout this session with Science being addressed as a discrete subject. Consultation time has been timetabled between class teachers and adjoining stages to ensure continuity and progression for groups and individual pupils. Primary staff have been assisted by the Science specialist in Secondary with key areas of the programme.</li> <li>• An AifL inter-school project [Back and Bayble] has been conducted on renewable energies within a A Curriculum for Excellence framework. This has proved to have been a very positive and rewarding learning and teaching exercise. Teachers and pupils now have a clearer focus on how science is being taught throughout the school and thereby a cleaner understanding of the role of a range of renewable energies as alternative to current fuels.</li> <li>• A report of the project and a copy of the DVD recorded has been sent to local authority Education Department, Learning and Teaching Scotland and the University of Aberdeen for use in teacher training.</li> </ul> |                     |

| <b>Project 2 – Session 2006/2007</b> |  | <b>ICT 5-14</b> |
|--------------------------------------|--|-----------------|
| Target 1                             | Folens to be adopted as the key programme of study for ICT.  |                 |
| Target 2                             | Programme of study for Level E to be compiled.   |                 |
| Target 3                             | Termly plans for ICT to be drawn up for each stage.  |                 |
| Target 4                             | Plans to reflect prior learning to ensure continuity and progression.  |                 |
| Target 5                             | All staff to use Local Authority ICT skills grid.  |                 |
| Target 6                             | Key Assessments folders to be readily available in each class.   |                 |
| Evidence of impact on school/pupils  | <ul style="list-style-type: none"> <li>• Folens has now been adopted as a key resource and assessment is being conducted using Folens Cards. Term plans now clearly reflect continuity and progression from P1-S2. ICT has been introduced as a timetabled subject in S1 where Level D/E programme is followed. Teachers and pupils now benefit from having a clear focus on how ICT should be taught and learnt throughout the school.</li> <li>• Staff awareness of recent and future developments in ICT have been significantly improved through attendance at GLOW events locally and nationally. The Principal Teacher primary is GLOW coordinator and the Headteacher has undertaken the Leadership for Learning course with emphasis on ICT as a teaching and learning tool. There is significant evidence of more interactive teaching taking place using Smartboard Technology. This in turn enriches the overall learning experience of pupils.</li> <li>• Atomic Learning is now being used for staff CPD in preference to PC Passport.</li> </ul> |                 |



| <b>Project 3 – Session 2006/2007</b> |   | <b>TALKING and LISTENING 5-14</b> |
|--------------------------------------|---|-----------------------------------|
| Target 1                             | To identify key skills which need to be taught in order to become confident in a range of talking and listening situations.   |                                   |
| Target 2                             | To provide well-structured and clearly-outlined talking and listening activities.   |                                   |
| Target 3                             | To share best practice and techniques in the teaching of talking and listening activities.  |                                   |
| Target 4                             | To develop and use standardised assessment procedures.  |                                   |
| Target 5                             | To evaluate Scholastic – Speaking and Listening series.   |                                   |
| Evidence of impact on school/pupils  | <ul style="list-style-type: none"> <li>The following new resources were introduced and evaluated throughout the session.               <ul style="list-style-type: none"> <li>Speaking and Listening [Scholastic]</li> <li>Speaking and Listening [Primary Education]</li> <li>Oral Language [Primary Education]</li> <li>Listening Skills [Primary Education]</li> </ul> </li> <li>A member of staff has been working on LTS AifL project on the moderation of talking and listening. The member of staff has been relaying information to colleagues and leading workshop activities on teaching strategies in talking and listening skills. Guest speakers from the community and other professions have been invited to promote best practice and give pupils a further perspective on public speaking. Pupils confidence in public speaking and in listening to the opinions of others have been significantly enhanced as is evident at secular assemblies which give pupils experience of making presentations – oral and multi-media – to their peers and staff.</li> </ul> |                                   |

| <b>Project 4 – Session 2006/2007</b> |   | <b>RAISING ATTAINMENT – SETTING IN THE UPPER PRIMARY [PILOT]</b> |
|--------------------------------------|---|--|
| Target 1                             | To extend setting from Gaelic stream into English classes 3 - 7.  |  |
| Target 2                             | To reduce number of levels being taught in each cohort.   |  |
| Target 3                             | To facilitate more interactive teaching.  |  |
| Evidence of impact on school/pupils  | <ul style="list-style-type: none"> <li>Classes are now set for Language and Maths for the first two hours of each day. More efficient deployment of staff allows for smaller teaching groups to be organised. A reduced range is taught within each cohort and in-class support is better focussed on specific needs. The amount of interactive teaching is greatly increased and a more challenging pace of learning achieved. There is also enhanced sharing of good practice and resources throughout the middle and upper primary. Parents have been consulted with regard to the arrangements and have been kept informed of developments. Pupils benefit from more focussed teaching, smaller teaching groups and a smaller range of abilities in each cohort.</li> </ul> |  |



**KEY PERFORMANCE OUTCOMES:**

**QI 1.1 IMPROVEMENTS IN PERFORMANCE**

- Themes**
- Standards of attainment over time
  - Overall quality of learners' achievement
  - Impact of the school improvement plan

**Level 4**

**Statement**

New strategies have been put in place this session to drive up attainment and achievement. Teaching groups in literacy and numeracy have been reduced in size and pupils regrouped based on prior attainment. This allows a far more challenging pace of learning to be set for all pupils. These strategies are now beginning to make a significant impact on attainment in National Assessments and overall achievement. Support for Learning is provided mainly within class, thereby ensuring that pupils' educational experience is less fragmented as a result of pupils not being extracted from classes. Pupils are also challenged at their own level through receiving differentiated tasks. To promote wider achievement, all pupils have been involved in a range of performance-enhancing activities such as enterprise projects and fundraising for charity. These activities contribute significantly to the life of the school and raise pupils' awareness of their role within the community as well as enhancing their role as more responsible citizens. This raises pupils' self esteem and gives them a sense of achievement and an awareness that they themselves can make a difference. Ongoing monitoring demonstrates that priorities addressed in the School Improvement Plan have made a noticeable difference to Support for Learning and the continuity of the programmes.

**QI 1.2 FULFILMENT OF STATUTORY DUTIES**

- Themes**
- Financial performance
  - Compliance with legislation, and responsiveness to guidance and codes of practice

**Level 4**

**Statement**

The school uses its devolved budgets creatively, in liaison with the School Board, staff and local authority. Budget expenditure is systematically evaluated so as to ensure that pupils receive maximum benefit. The school is effectively involved in accessing additional monies from outwith education budgets and this is directed at specific projects which impact positively on pupils' achievement in sport, fitness, music and dance. The school aims to further engage all staff in studying current guidelines and codes of practice through our initiative of 'Shared Reading'. This initiative involves all staff in reading key documents and posting précis on the school's server. Most staff participate in this exercise ensuring that the gist of new documents is easily more accessible. Being familiar with current guidelines and policies equips staff with the knowledge to improve their own practice and as a result to improve further the learning and teaching within the school.

**QI 1.1 & 1.2 Next Steps**

- Regular and systematic comparisons will be made between targets versus performance in assessments.
- Fine tune pupil tracking system.
- Focus Support for learning in Maths and Language (S2)
- Share standards more effectively across departments.

**Evidence QI 1**

National Test Results: CAT Results: nfer results: ICT tests: Assessment folders: Tracking Documents & Target Setting: Pupils' Work: Wall displays: Website:



|           |                                  |
|-----------|----------------------------------|
| <b>QI</b> | <b>2.1 LEARNERS' EXPERIENCES</b> |
|-----------|----------------------------------|

**Themes**

- The extent to which learners are motivated and actively involved in their own learning and development

**Level 4**

**Statement**

Classroom observation shows that pupils are motivated and that they show skills as confident learners. Young pupils take responsibility for finding more resources in the classroom and seek assistance as required. This makes them more independent learners. Staff now share learning outcomes with pupils and encourage them to know how, and when, they have achieved their outcomes. This raises children's confidence with regard to their learning. Staff are effectively encouraged to provide quality feedback to pupils and the SMT provides oral and written feedback which incorporates appropriate targets for improvement end-on to each classroom observation. All Secondary pupils are allocated to a Staff Tutor who discuss performance versus targets and generic issues with them in group and one-to-one interviews. In this way pupils have more input into their own learning. Pupils contribute effectively to whole-school, community and Enterprise events. The pupils now have more opportunities to express their views through the Pupil Council and thus to know that their views form part of the decision-making process. Learners feel safe in school and are encouraged to participate in health-promoting activities. This gives them the assurance with which to make personal decisions more confidently.

|           |   |
|-----------|---|
| <b>QI</b> | <b>2.2 THE SCHOOL'S SUCCESS IN INVOLVING PARENTS, CARERS AND FAMILIES</b> |
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**Themes**

- The extent to which parents, carers and families are committed to, and actively involved in, the life of the school

**Level 4**

**Statement**

Parents effectively contribute to their children's learning and development. They attend parents' meetings regularly and actively support the aims of the school. This encourages pupils to take a more active interest in their school work. Parents of infants attend sessions with infant teachers on how to support their children in learning basic literacy and numeracy skills. This ensures that strategies used in the school and home are consistent with each other thus making both school and homework a more effective educational experience for pupils. Parents contribute actively to initiatives such as fundraising, outdoor activities etc. The school and parents have worked well together to fine tune the programme of parent/teacher consultation and formal reporting in order to maximise the benefit for parents and pupils. Parents and carers of families with ASN have expressed their satisfaction with the quality of education and support provided. Regular consultation with parents is systematically carried out by phone interview, formal and informal meetings and questionnaires. This ensures that parental views are sought and that they are acted on thereby making the partnership stronger and more effective. The Pupil Council is actively involved in decision making on behalf of their peers and this makes members more confident, responsible and pro-active. Learners feel safe, healthy, respected and responsible within the school.



| <b>QI</b> | <b>2.1 &amp; 2.2</b> | <b>Next Steps</b>   |
|-----------|----------------------|---|
|           |                      | <p>Next Steps:</p> <ul style="list-style-type: none"><li>• Further develop the role of the Pupil Council.</li><li>• Contribute to the establishment of an effective Parent Council.</li><li>• Investigate ways of focusing the Term 4 S2 curriculum in line with S3 choices for subjects at S2/3 level.</li></ul> |

| <b>Evidence QI 2</b>  |
|---|
| <p>Attendance at Parents' Evenings: Parents' attendance at Infant Workshops: Parent/Teacher Partnerships at Fundraising: Parent/Teacher Partnership at community events: Questionnaires: Minutes of Pupil Council: Memos:</p> |



**QI** | **3.1 THE ENGAGEMENT OF STAFF IN THE LIFE AND WORK OF THE SCHOOL**

**Themes**

- The extent to which staff are committed to, and actively involved in, the life of the school

**Level 5**

**Statement**

All staff, teaching and non-teaching, are motivated and actively involved in improving the ethos and learning within the school. This is very effective in improving the learning environment for pupils. Staff willingly engage in CPD in order to further raise achievement and attainment levels. Staff contribute effectively on a whole school basis and work well as teams for both curricular and extra curricular activities. Staff are involved in the personal, social and health education and in the disciplining of all children within the school and during travel time to and from school. They feel that their contribution is valued both as individuals and as teams. They have positive views on the facilities and resources within the school and engage annually with PRD to improve their skills and thereby provide better education for pupils. There is a tangible improvement in the level of activity and commitment from all staff as a result of the improved ethos in the school this session. This is impacting positively on the range and quality of experiences on offer to pupils.

**QI** | **3.1 Next Steps**

Next Step:

- Encourage all staff to take on further leadership roles in a variety of areas of school life.

**Evidence QI 3**

PRD File: CPD Records: Fundraising results: Social Evening Records: Questionnaire for Partner Agencies:



**QI 4.1 THE SCHOOL'S SUCCESS IN WORKING WITH AND ENGAGING WITH THE LOCAL COMMUNITY**

**Themes**

- The extent to which the school engages with the local community

**Level 5**

**Statement**

The school works effectively with a broad range of organisations within the community to extend the experiences of all learners. We have a high level of engagement with individuals, families and groups within the community. A questionnaire on parental views on the quality of education provided was very positive. The school's reputation as a community resource and a place of learning is highly valued within its catchment area. The community's clear wish to retain secondary education in the face of potential closure is a measure of their high regard for the provision being made. Partner agencies have expressed that the school has very effective arrangements with them and that they are well-received when visiting the school. Parents acknowledged that the school responds positively to concerns from the community and that they are kept well-informed about events and activities. The introduction of Groupcall from the beginning of session 2007/2008 will further improve the link between school and home. Effective partnership with parents and the community impacts positively on pupils and the perception that they have of their school and their community.

**QI 4.2 THE SCHOOL'S SUCCESS IN WORKING WITH AND ENGAGING THE WIDER COMMUNITY**

**Themes**

The extent to which the school:

- Encourages and supports creativity and innovation and learns from the adopts leading-edge practice
- Influences wider policy or practice
- Anticipates and responds rapidly and flexibly to change
- Engages in global issues

**Level 5**

**Statement**

The school involves itself effectively in innovative programmes and leading edge practice e.g. AiFL, ACfE inter-school, cross-curricular projects, EBL placements, introducing PRD to non-teaching staff, direct charitable links with the Beehive School in Malawi and local charities such as Bethesda. Links with commercial organisations are well used to access financial or in-kind support for projects which could not be developed within normal funding channels. Several members of staff are involved in developing educational initiatives locally and nationally in both policy and practice e.g. Primary and Secondary teacher training, DARTs programme, The Shetland Project, AiFL, DTS, ASGs and AcfE. The school engages effectively in global issues e.g. renewable energies, African poverty and recycling. There activities ensure that our pupils have experiences from outwith the classroom and provide an enhanced appreciation of global and environmental issues.



| QI  | 4.1 & 4.2 | Next Steps |
|---|-----------|------------|
| <p>Next Steps:</p> <ul style="list-style-type: none"><li>• Continue to promote staff involvement in local and national initiatives.</li><li>• Liaise with Associate Inspectors with regard to leading edge practice and initiatives.</li><li>• Engage with the community and Local Authority in retaining and/or remodelling Secondary provision.</li></ul> |           |            |

| Evidence  |
|---|
| <p>Parental Questionnaire: Partner Agencies Questionnaire: Gaelic Activities Questionnaire: AifL Pilot: EBL Placements record: DTS Report: ASG Report &amp; DVD</p> |



**QI | 5.1 THE CURRICULUM**

**Themes**

- The rationale and design of the curriculum
- The development of the curriculum
- Programmes and courses
- Transitions

**Level 4**

**Statement**

Our curriculum is being reviewed in the light of ACfE in order to ensure that it provides all pupils with a more robust level of challenge, breadth, balance and progression. Core aspects of RME and Science are being delivered by two dedicated members of staff from P1 to P7. This is effective in ensuring cleaner progression and coherence in pupils' experience and that each stage takes cognizance of prior learning.

An inter-school project aimed at devising more flexible approaches to teaching cross-curricular skills was effectively carried out with Bayble School during term 3. Staff are reflecting on the outcomes of this project in order to create a more streamlined curriculum with shared standards and values which will enhance literacy and numeracy skills as well as further promoting wider achievement and citizenship.

Transfer procedures have been effectively reviewed through formal consultation, with liaison and induction taking place at transition stages. Parents are involved in all stages of the transition process and in particular P7-S1 and S2-S3 and attend presentations from the receiving schools and the local FE College as well as one-to-one meetings with staff. Pupils now have increased opportunities to discuss career and subject choices as part of this process. Every pupil has a minimum of one Enterprise experience per session and are encouraged to opt into a wide range of activities which further prepares them for the world of work.



**QI | 5.2 TEACHING FOR EFFECTIVE LEARNING**

**Themes**

- The learning climate and teaching approaches
- Teacher-pupil interaction including learners' engagement
- Clarity and purposefulness or dialogue
- Judgements made in the course of teaching

**Level 4**

**Statement**

It is evident from classroom monitoring by the SMT that the school's involvement with AiFL, setting and an increase in the practice of peer observation have led to the creation of a more stimulating learning environment, more effective and meaningful sharing of standards and a more enhanced pace of learning for pupils.

Class and homework activities are well planned, ensuring that pupils develop critical thinking skills as well as an improved knowledge base. ICT is taught using the Folens programme and is also well integrated into curricular work throughout the Primary Department. ICT has been introduced into S1 as a discrete subject to further reinforce its use in all areas of the curriculum. The availability and use of electronic whiteboards across the school has significantly improved the range and quality of interactive teaching from infants to S2.

AiFL strategies have been effectively implemented throughout the school. Learning intentions are shared with pupils, praise is used more constructively and better cognisance is taken of prior learning. Pupils evaluate their own work more systematically and participate in peer assessment more readily. Due to smaller groupings and fewer levels being taught in English and Mathematics, there has been a marked improvement in both the amount of interactive teaching and the quality of feedback teachers provide for pupils.

Involvement with AiFL has also resulted in better professional dialogue on how to improve classroom practice and in particular with regard to meeting the needs of individual pupils, target setting and developing higher order questioning skills. There is clearer evidence of this impacting beneficially on pupils in classroom observations and in the staff's willingness to participate in meaningful professional reflection. Having student teachers in both the Primary and Secondary Departments and staff involvement in local and national teacher training courses has brought enhanced awareness of the benefits to learners from employing a variety of teaching approaches.

**QI | 5.3 MEETING LEARNING NEEDS**

**Themes**

- Tasks, activities and resources
- Identification of learning needs
- The roles of teachers and specialist staff
- Meeting and implementing the requirements of legislation

**Level 4**

**Statement**

We now adopt a wider range of strategies to address the differing needs of learners with differing abilities and attitudes. This includes inclass differentiation of tasks, inclass support through team teaching and inputs from classroom-assistants and auxiliaries. Withdrawal of individuals or small groups for focussed reading or other activities as part of the main lesson also takes place. This allows the pace of learning to be more effectively adjusted to meet the needs of individuals and groups. Those with more clearly-identified needs undertake formal reviews for IEPs and CSPs as necessary. Reviews now involve partner agencies, parents and pupils in a more constructive and positive manner. We aim to address barriers to learning as soon as we become aware of them thus providing a more effective learning experience for the child. All pupils with ASN are recorded on a database. An up-date of this database, including the stage of intervention, is sent to the Education Department on a weekly basis. This ensures that the needs of pupils with ASN remain in focus from week to week.



**QI | 5.4 ASSESSMENT FOR LEARNING**

**Themes**

- Assessment approaches
- Planning learning experiences and activities
- Use of assessment information to identify and plan future learning
- Arrangements for recording and reporting

**Level 5**

**Statement**

The school has been involved in AiFL since 2002. As a result, the staff now place added emphasis on sharing learning intentions with pupils and using strategies such as increased wait time, self and peer assessment. These strategies encourage pupils to give extended answers and allow all members of the cohort to engage more meaningfully with higher-order questions. Evidence from classroom monitoring demonstrates that AiFL strategies are well embedded across the school. CATs are used to establish the baseline potential of all learners. Nfer screening is also carried out to identify “next steps” for all learners. In this way the needs of individual pupils’ are more effectively addressed and the performance of pupils with regard to baseline potential can be better assessed. Assessments results are shared with colleagues, with learners and with parents. We are currently revising our arrangements for recording evidence of attainment so that a more consistent system can be applied across the 5-14 age range. Parents are now more involved in all changes that pertain to attainment and assessment. Classroom teachers provide better feedback to pupils and the SMT strives to do the same following each classroom observation. This improves the learning process and the teaching process and further raises the self-esteem of staff and pupils. The overall learning ethos within the school is thus significantly enhanced. Sharing the standard more consistently throughout the school ensures that key functions such as report writing are addressed in different subjects and contexts more consistently. Parents receive regular updates on their children’s learning including written reports and face-to-face discussions. This enables parents to engage more meaningfully with their children’s learning.

**QI | 5.5 EXPECTATIONS AND PROMOTING ACHIEVEMENT**

**Themes**

- Staff expectations an use of praise
- Learner expectations and sense of achievement
- Promoting and sustaining an ethos of achievement
- Staff-learner relationships

**Level 6**

**Statement**

The school sets high expectations for wider achievement in all areas of its work. Extra-curricular activities further complement curricular work in areas such as health and wellbeing, music, drama and enterprise. Enhanced standards and high achievement are also expected from all staff through CPD, staff placements and extra-curricular activities. The achievement of learners is now more extensively celebrated using the school plasma screen, Loch a Tuath News and Stornoway Gazette, the school website and at secular, pupil-led assemblies. Pupils’ work is well-displayed throughout the school thus enhancing their self esteem. The links between the school and the community is a key strength of the school and parental involvement in school clubs and activities is evidence of this. Pupils benefit from the range and quality of provision within the school community and this further improves their attitude towards wider achievement. By engaging pupils in a range of activities that they enjoy, good behaviour and a positive attitude is fostered.



**QI 5.6 EQUALITY AND FAIRNESS**

**Themes**

- Approaches to inclusion
- Promoting equality and fairness
- Ensuring equality and fairness

**Level 5**

**Statement**

The school places substantial emphasis on inclusion for all learners and their families by welcoming them to the school and encouraging them to participate in whole school and club events. We take positive steps to engage those who do not find school attractive and work effectively with parents and partner agencies to ensure that school refusers' issues are addressed promptly and effectively. Particular emphasis is placed on those who are vulnerable and those who come from less privileged homes and backgrounds. Through PSE, social matters are openly discussed. Equality, race and discrimination as well as gender issues are now better addressed. A cross curricular audit is being conducted in the Secondary department to ensure that issues of equality and fairness are well addressed and that duplication is minimised. All members of the school community are treated fairly and with respect and those with Additional Support Needs are actively encouraged to participate in class and whole school events. Staff and pupils are aware that difficulties and differences do not pose barriers to integration and thus the level of participation is, in many events and activities, greatly improved.

**QI 5.7 PARTNERSHIPS WITH LEARNERS AND PARENTS**

**Themes**

- Engaging parents in their children's learning and the life of the school.
- Consulting and communicating with learners and parents
- Dialogue with learners and parents about the work of the school

**Level 5**

**Statement**

We encourage parents to be involved in all aspects of their children's education and care. We effectively strive to make parents and visitors welcome and work hard at meeting the needs of those who face particular challenges. We consult parents on the arrangements that best suit them for consultation evenings. This ensures that no-one is excluded as a result of personal or other commitments. We invite them to meetings to discuss changes in the school's operation and write to them to encourage debate and discussion on the way we operate e.g. assessment, setting and support for learning. We purposefully seek their views through questionnaires and through engaging them in formal and informal discussion. We have improved the range of ways in which we keep them informed including well-informed School Board termly newsletters, frequent memos, the school website, Loch a Tuath News and we have recently sought and received their cooperation in setting up Groupcall. All areas of the school are compliant with DDA regulations, ensuring better access for all. We provide annual written reports to parents and our Standards and Quality Reports now provides a more comprehensive account of key aspects of the school's work.



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| <b>QI</b> | <b>5.8 CARE, WELFARE AND DEVELOPMENT</b> |
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- Themes**
- Arrangements for ensuring care, welfare and child protection
  - Approaches to and provision for meeting the emotional, physical and social needs of children and young people.
  - Curricular and vocational guidance

**Level 5**

**Statement**

We have effective policies on Pastoral Care and a Code of Conduct which outlines the expectations of the school. Pupils and parents have ownership of these. Four members of staff are qualified in First Aid and the school takes its responsibilities with regard to Health and Safety very seriously. The update of practice and policy with regard to these issues has improved significantly and this in turn has raised the awareness of staff and pupils with regard to personal safety. Pupils develop healthy eating habits earlier in life thereby increasing the likelihood of their adopting these habits for life. Health and wellbeing now feature more prominently in the school and children in Primary classes are offered fruit. Chilled water is provided in all three social areas and the staffroom and the school is presently applying for HPS status. Our school has a secure entry system and CCTV and all adults who work with children undergo Disclosure Scotland checks. Staff and pupils therefore feel safe within the school environs. The school effectively addresses the social and emotional as well as educational needs of all pupils. Meetings are held at key transition stages to ensure that receiving schools and teachers are more aware of the strengths and needs of the children coming into their classes. Pastoral monitoring forms are used effectively to record behavioural issues and to record the measures taken to support pupils. The school and partners also work well together to support such pupils. Particular emphasis is placed on careers education at S2 to S3 with staff from Careers Scotland addressing pupils and their parents. Involvement with partner agencies and specialist staff enhances the overall provision of care and welfare afforded to pupils. The results of a recent questionnaire demonstrates that partner agencies are very pleased with the schools mode of operation.

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| <b>QI</b> | <b>5.9 IMPROVEMENT THROUGH SELF-EVALUATION</b> |
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- Themes**
- Commitment to self-evaluation
  - Management of self-evaluation
  - School improvement

**Level 5**

**Statement**

All staff within the school are encouraged to self-evaluate against the appropriate national standard. All staff also participate effectively in evaluating individually and as groups, all key areas of the school's work using Quality Indications from HGIOS 3. We gather the views of pupils, parents and staff through Pupil Council and School Board and now use short questionnaires more frequently. Self evaluation has recently led to the introduction of setting from mid-Primary to S2 in numeracy and literacy and to the re-designing of how Support for Learning is carried out thereby improving the provision made. Staff are encouraged to reflect on their own practice by observing colleagues and by being observed in class, and also by being more involved in professional dialogue where staff share resources and best practice. Recent staff dialogue has resulted in the school working with a similar school to evaluate cross-cutting themes as a means of decluttering the curriculum and sharing the standard. Pupils are encouraged to self-evaluate and provide peer assessment of their classwork using AiFL strategies. This leads to pupils taking a more mature approach to their own learning and becoming more involved in making decisions about their education.



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|-----------|---|-------------------|
| <b>QI</b> | <b>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 &amp; 5.9</b> | <b>Next Steps</b> |
|-----------|---|-------------------|

Next Steps:

- Revise PHSE course P1-S2.
- Target the needs of underachieving pupils in S2
- Re-design the recording of evidence of assessment.
- Enhance staff engagement with ASN Code of Practice and Child Protection issues.

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| <b>Evidence QI 5</b> |
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Programme of Study: Termly Plans: Transition arrangements: DVD of inter school Renewables Project: S2-S3 Profiles: Enterprise Records: Enterprise Gold Award: ASN Audit: ASN Database: ASN Reviews: IEPs: Website: LATN: Wall Display: Compliance with DDA Regulations: Fire records: Health & Safety records: Risk Assessments: HPS file: SHAW Award: AifL evidence: LTS website:



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| <b>QI</b> | <b>6.1 POLICY REVIEW AND DEVELOPMENT</b> |
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**Themes**

- Ranges, clarity and appropriateness of aims and policies
- Coherence of policies
- Managing, evaluating and updating policies

**Level 4**

**Statement**

The review of school policies to comply with recent legislation and guidelines is included in our School Improvement Plan 2007/2008. All our policies reflect national guidelines and are consistent with CNES guidelines and practice.

Our school policies are brief and user-friendly and are made available to all staff and to parents on request. A copy of the revised policies will be posted on the school's website so as to be more accessible for pupils and parents. Our policies also demonstrate more effectively how the school works with partner agencies to address the needs of learners. Staff engage effectively in a "Shared Professional Reading" initiative. Staff write a précis of policies studied and post these accounts on the shared space on the school server thereby sharing their knowledge and work with other staff. In this manner all staff can have quick and easy access to an extensive list of policy documents. Staff seeking more detailed knowledge of these documents can study the full documents for themselves. Being better informed with regard to national and local initiatives makes staff more confident and the school community better informed.

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| <b>QI</b> | <b>6.2 PARTICIPATION IN POLICY AND PLANNING</b> |
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**Themes**

- Active participation in policy and planning
- Communication and consultation

**Level 4**

**Statement**

We use the views off all stakeholders effectively in shaping our policies and plans. School Board, Pupil Council, staff, working groups and partner agencies and individuals have input, either directly or indirectly in the formation of policy and plans. We now provide staff, parents and pupils with more clear communication with regard to all aspects of the school's work. All staff and some parents and learners are more confident in contributing ideas, expressing concerns and making suggestions.



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| <b>QI</b> | <b>6.3 PLANNING FOR IMPROVEMENT</b> |
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**Themes**

- Developing, implementing and evaluating improvement plans
- Structure and content of improvement plans
- Use of management information
- Joint improvement planning with partner organisations and services
- Planning for sustainability.

**Level 5**

**Statement**

We have an effective cycle for school improvement planning which is approved by the local authority. Staff are involved in developing, evaluating and implementing the plan. A mid-session review of progress versus targets is conducted and discussed with a local authority representative each year. The plan sets four key targets and several maintenance targets, all of which require to be achieved within a set timeframe. The projects in the plan now mesh more meaningfully with national and local priorities as well as the needs of the school. The impact on children is more clearly set out in the plan and the results of PRD, assessment and whole-staff audits are better used in compiling it. Our plan aims to incorporate citizenship and focus more meaningfully on progress and sustainability.

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| <b>QI</b> | <b>6.1, 6.2 &amp; 6.3</b> | <b>Next Steps</b> |
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Next Steps:

- Review and update policies to ensure they reflect current legislation and guidelines.

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| <b>Evidence QI 6</b> |
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Midsession Review of School Improvement Plan: Whole staff audit: PRD records:



**QI | 7.1 STAFF SUFFICIENCY, RECRUITMENT AND RETENTION**

- Themes**
- Provision of staff
  - Recruitment, appointment and induction of staff
  - Care and welfare of staff
  - Recognition of achievement

**Level 3**

**Statement**

The school currently has two members of staff on fixed contracts of one year and two probationers. Discussions have commenced with the local authority to make some of these posts permanent in order to enhance staffing stability within the school and provide better continuity in learning and teaching. The anticipated positive outcome to these deliberations will further improve staff morale and ethos within the Primary Department. The school follows the local authority recruitment and selection process when appointing staff. All new staff undergo an effective and meaningful induction process and are allocated a mentor to allow them to settle more quickly into the school. Supply and temporary staff are given a welcoming sheet on arrival. This outlines domestic and other arrangements in the school and leads to visiting staff feeling more welcome. Staff are made aware of their responsibilities and roles and are expected to participate in collaborative working in a meaningful and effective manner. The school takes pride in staff achievements and publicly acknowledges and celebrates their successes.

**QI | 7.2 STAFF DEPLOYMENT AND TEAMWORK**

- Themes**
- Appropriateness and clarity of remits
  - Deployment of staff, including partner agencies
  - Effectiveness of teamwork
  - Communication

**Level 5**

**Statement**

All staff have clear remits and job descriptions. Staff are encouraged to work collaboratively and senior staff evaluate their work through routine observations and more formal classroom and on-task assessments. Written and oral feedback is always provided and praise is given as appropriate. Additional teaching staff and ancillary staff work alongside teachers to further enhance the learning and teaching process.

The school's business manager and partner agencies complement the work of regular staff effectively. Teaching staff, itinerant teachers and visiting specialists eg. educational psychologists, speech and language therapists, social workers etc work more effectively together through joined-up partnership working. Staff now share information, raise concerns and make constructive suggestions more readily. The SMT operates an open-door policy for all staff. Teaching and non-teaching staff are more clear as to what their roles are and that their contribution to the team is highly valued. They also clearly recognise that their deployment is geared towards maximising opportunities for pupil attainment and achievement.



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| <b>QI</b> | <b>7.3 STAFF DEVELOPMENT AND REVIEW</b> |
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**Themes**

- Processes for staff review and support
- Training and development
- Joint training with staff from partner agencies

**Level 5**

**Statement**

The school follows the CNES model for PRD. All staff, teaching and non-teaching, undertake PRD annually. PRD informs staff CPD and impacts more and more on learning and teaching as well as raising attainment and wider achievement. Staff now undertake a wider and more varied range of CPD including working with colleagues, observing peers, attending local and national conferences and undertaking placements. Staff are encouraged to be reflective practitioners and their views are now better used to inform planning. This in turn impacts more positively on classroom practice. Staff often undertake CPD in pairs or small groups in order to promote more effective professional dialogue and collaborative working. This use of devolved budgets is effective in that it encourages the sharing of best practice which then impacts positively on pupil experience.

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| <b>QI</b> | <b>7.1, 7.2 &amp; 7.3</b> | <b>Next Steps</b> |
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Next Steps:

- Appoint appropriate number of staff on long-term contracts to ensure continuity and stability within school.
- Evaluate and revise job description and remit of as a result of staff changes.
- Familiarise staff with SDMS system for CPD.

**Evidence**

Induction Programme: Probationer Mentoring Records: Supply Staff Welcoming Letter: Feedback Record: PRD Records:



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| <b>QI</b> | <b>8.1 PARTNERSHIPS WITH THE COMMUNITY, EDUCATIONAL ESTABLISHMENTS, AGENCIES AND EMPLOYERS</b> |
|-----------|--|

- Themes**
- Clarity of purposes and aims
  - Working across agencies and disciplines
  - Staff roles in partnerships

**Level 5**

**Statement**

The school acknowledges the vital role which partnerships play in enhancing the overall educational provision within the school. Staff are now more committed to the aims of joint working with a range of partner agencies, the community and the local authority. These include health agencies, social services, technical services, local businesses, libraries other schools and Lews Castle College. Staff work with these agencies to access their specialisms thereby enhancing the educational experience of pupils. Some agencies provide specific assistance and guidance for small groups and individuals while others work with and advise whole classes. Current arrangements for communication, recording and reporting work well. School inputs into community based projects are very effective but are usually organised on a less formal basis. Results of a recent school survey on working with partner agencies provided very positive results.

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| <b>QI</b> | <b>8.2 MANAGEMENT OF FINANCE FOR LEARNING</b> |
|-----------|---|

- Themes**
- Sufficiency of available finance and setting budgets
  - Financial procedures and controls
  - Management of budgets, including links with the education authority/Board of Managers
  - Best value use of finance to support school improvement

**Level 5**

**Statement**

The school uses the budgets devolved to it effectively to maximise the impact on pupils' learning experiences. We seek out additional funds through applications to external funding bodies. Spending is conducted in consultation with staff and the School Board and in line with Local Authority guidelines. The school manages its own budget for covering staff absences. This provides flexibility for cover and better meets the needs of the school. All finances are well regulated and are formally audited annually. Our key spending is focussed on the needs identified within the School Improvement Plan and to augment resources and facilities which enrich and extend pupils' learning experiences. An evaluation of key expenditure is conducted at the end of each financial year. The school's business manager assists with the administration and organisation of financial systems. Increased flexibility in the use of devolved budgets allows the school to provide enhanced curricular and extra-curricular opportunities and resources which contribute significantly to the quality of pupils' learning.



**QI | 8.3 MANAGEMENT AND USE OF RESOURCES AND SPACE FOR LEARNING**

**Themes**

- Accommodation, display and presentation
- Provision of resources and equipment
- Organisation and use of resources
- Arrangements to ensure health and safety including security

**Level 5**

**Statement**

The school buildings and surrounds have been refurbished to a very high standard and provide children with a safe and stimulating environment for learning and play. Classrooms are spacious and comfortable and well equipped. The staffroom and canteen area have been refurbished, an additional storage facility has been built and all pupils have dedicated social areas. Updated facilities engender respect from pupils and has a positive effect on mood and behaviour. Regular audits are conducted to ensure that the school complies fully with fire regulations, access for disabled users, security and health and safety. Staff, parents and pupils thus feel that the school is safe and secure. The school's ethos of learning and achievement is further promoted through creative use of displays of pupils' work on walls and on the plasma screen. Pupils have timetabled access to up-to-date, well-maintained ICT equipment in the school's ICT room and nearly all classrooms have PCs and interactive whiteboards. This further encourages pupils to develop their ICT skills and engage in interactive learning.

Resources are well organised and accessible with increasing emphasis placed on sharing of quality materials through a central storage facility. There is an increasing use of community resources, specialist inputs from the world of work, business and the local environment in order to make learning more meaningful and enjoyable. A polytunnel and garden area is currently under development and this will enrich pupil learning experience in horticulture and science as well as further enhancing recreational facilities.

**QI | 8.4 MANAGING INFORMATION**

**Themes**

- Data collection, storage and retrieval
- Sharing information
- Analysing, evaluating and using information

**Level 5**

**Statement**

The school complies fully with local authority guidelines for the collection and storage of pupil-related data. Data collected from National Assessments, Cognitive Ability Tests, nfer screening and continuous assessment is used to further improve learning and raise attainment. This data also provides a more secure baseline for informing target-setting for pupils as well as planning and deployment of resources and staff. Our data storage system records all pupils' personal records, attainment records and targets. It also records pupil attendance. This data can now be shared more readily with partners and parents as appropriate. Parents are aware of all information held by the school.

Trends in pupil performance can now be tracked more effectively within the school and shared more readily with local authority personnel. Support for Learning is deployed in order to support and challenge pupils as appropriate. We use data to intervene promptly where this is required, ensuring that issues are dealt with and addressed more swiftly.



| <b>QI</b>  | <b>8.1,8.2 &amp; 8.3</b> | <b>Next Steps</b> |
|--|--------------------------|-------------------|
| Next Steps:  |                          |                   |
| <ul style="list-style-type: none"><li>• Review and update programme of inter-agency training.</li><li>• Conduct audit of key resources, including staff and accommodation</li><li>• Review protocol for sharing and using data held on staff, learners and family.</li></ul> |                          |                   |

| <b>Evidence</b>   |
|---|
| Partnership Questionnaires: Requisition/Capitation Records: Study Support Budget/Feedback: Budget Records: ICT Resources Records: Refurbishment File: Resources Base: Campus: Phoenix data: |



**QI | 9.1 VISION, VALUES AND AIMS**

**Themes**

- Appropriateness and coherence with corporate and community vision, values and aims
- Sharing and sustaining the vision
- Promotion of positive attitudes to social and cultural diversity

**Level 4**

**Statement**

The over arching vision of the school is to develop happy, ambitious pupils who care about others. Our vision also places significant emphasis on inclusion, promoting the Gaelic language and culture and on providing a more secure and well-appointed campus for learning. We also place more emphasis on having an extensive menu of afterschool clubs that enhances the fitness, health and wellbeing of staff and pupils. This vision is shared with the pupils, staff and the wider community. The strong links between the school and the community is evidence of this shared vision. The SMT works hard in securing additional funding from external bodies to further enhance provision and improve the school environment. A positive “can-do” attitude which manifests itself in enterprise projects and an enterprising approach is now more evident throughout the school. The school’s fundraising for Bethesda, MacMillan Nurse and the Beehive school is evidence that pupils and staff very much care about others.

**QI | 9.2 LEADERSHIP AND DIRECTION**

**Themes**

- Strategic planning and communication
- Strategic deployment of resources

**Level 5**

**Statement**

The school constantly strives to raise attainment and wider participation and achievement. Learning and participation in a wide range of experiences receive enhanced focus. Staff, pupils and parents are more aware of the school’s aims as these are publicly displayed throughout the school, on the school website, handbook and Code of Conduct. We make joint decisions on deployment of resources, both material and human, in order to further improve our provision. SMT members visit classes on a timetabled basis and now provide more detailed formal and informal feedback. We strongly promote a culture whereby all staff, teaching and non-teaching, feel more confident in taking lead roles and in making suggestions as to how to improve our provision at all stages within and outwith the classroom.



**QI 9.3 DEVELOPING PEOPLE AND PARTNERSHIP**

**Themes**

- Development of leadership capacity
- Building and sustaining relationships
- Teamwork and partnerships

**Level 5**

**Statement**

The school effectively promotes the development of leadership through its CPD programme. Staff are encouraged to take a lead role in a wide range of curricular and extra curricular projects. Our approach is consultative and collegiate in that staff are encouraged to volunteer to become members of, or lead, working groups. Staff now approach management much more readily with ideas and suggestions. The staff work collaboratively and the PT Primary has contributed significantly to the establishing of a positive ethos amongst staff. This has further improved the working ethos within the school and consequently the quality of learning and teaching provided for learners. An ethos of teamwork is now very evident within the school. The school also engages actively and effectively with a range of partner agencies thereby enhancing the overall educational experience of learners.

**QI 9.4 LEADERSHIP OF IMPROVEMENT AND CHANGE**

**Themes**

- Support and challenge
- Creativity, innovation and step change
- Continuous improvement

**Level 4**

**Statement**

The principal strategy that we apply in effecting change is winning hearts and minds. Time spent in this way ensures that staff are more conversant with the changes being implemented and thereby have ownership of them. Communication is a pivotal aspect of winning hearts and minds and we now use a more extensive range of methods for communicating with staff. As evidenced in an independent evaluation of communication systems conducted for the school, communication is multi-directional and not top-down only. This approach enables staff to participate more readily in the change process at their own level thereby increasing the potential for the change to be enduring. Staff contributions are more openly discussed and their expertise more readily acknowledged. This further enhances the team ethic within the school.

**QI 9.1,9.2, 9.3, & 9.4 Next Steps**

**Next Steps:**

- Evaluate and update strategic vision for the school.
- Communicate vision to all stakeholders.
- Develop network for driving forward the vision of the school.

**Evidence**

Partner Agencies Questionnaire: Communications evaluation: Headteacher – Leadership for Learning Course:



**Attainment:**

Attainment Levels in each class in the Primary Department at May 2007. Final attainment levels for Session 2006-2007 will be available from 22<sup>nd</sup> June as per local authority guidelines.

| READING<br>[English] | EP1  |   | EP2  |    | EP3  |    | EP4  |   | EP5  |   | EP6  |    | EP7  |   | GP7  |    |
|----------------------|------|---|------|----|------|----|------|---|------|---|------|----|------|---|------|----|
|                      | Roll | 6 | Roll | 11 | Roll | 13 | Roll | 7 | Roll | 4 | Roll | 14 | Roll | 6 | Roll | 10 |
| Level A              | -    |   | 6    |    | 6    |    | 5    |   | -    |   | -    |    | -    |   | -    |    |
| Level B              | -    |   | 1    |    | 3    |    | 2    |   | 3    |   | -    |    | -    |   | 1    |    |
| Level C              | -    |   | -    |    | -    |    | -    |   | 1    |   | 8    |    | 1    |   | 3    |    |
| Level D              | -    |   | -    |    | -    |    | -    |   | -    |   | 6    |    | 3    |   | 6    |    |
| Level E              | -    |   | -    |    | -    |    | -    |   | -    |   | -    |    | 2    |   | -    |    |

| READING<br>[Gaelic] | GP1  |   | GP2  |    | GP3  |    | GP4  |   | GP5  |   | GP6  |   |
|---------------------|------|---|------|----|------|----|------|---|------|---|------|---|
|                     | Roll | 9 | Roll | 10 | Roll | 10 | Roll | 9 | Roll | 6 | Roll | 7 |
| Level A             | -    |   | -    |    | 6    |    | -    |   | 2    |   | -    |   |
| Level B             | -    |   | -    |    | 3    |    | 9    |   | 3    |   | 2    |   |
| Level C             | -    |   | -    |    | -    |    | -    |   | 1    |   | 4    |   |
| Level D             | -    |   | -    |    | -    |    | -    |   | -    |   | 1    |   |
| Level E             | -    |   | -    |    | -    |    | -    |   | -    |   | -    |   |

| WRITING<br>[English] | EP1  |   | EP2  |    | EP3  |    | EP4  |   | EP5  |   | EP6  |    | EP7  |   | GP7  |    |
|----------------------|------|---|------|----|------|----|------|---|------|---|------|----|------|---|------|----|
|                      | Roll | 6 | Roll | 11 | Roll | 13 | Roll | 7 | Roll | 4 | Roll | 14 | Roll | 6 | Roll | 10 |
| Level A              | -    |   | 6    |    | 6    |    | 6    |   | -    |   | -    |    | -    |   | -    |    |
| Level B              | -    |   | 1    |    | -    |    | 1    |   | 3    |   | 7    |    | 2    |   | 1    |    |
| Level C              | -    |   | -    |    | -    |    | -    |   | 1    |   | 7    |    | 3    |   | 7    |    |
| Level D              | -    |   | -    |    | -    |    | -    |   | -    |   | -    |    | -    |   | 2    |    |
| Level E              | -    |   | -    |    | -    |    | -    |   | -    |   | -    |    | -    |   | -    |    |



| WRITING<br>[Gaelic] | GP1  |   | GP2  |    | GP3  |    | GP4  |   | GP5  |   | GP6  |   |
|---------------------|------|---|------|----|------|----|------|---|------|---|------|---|
|                     | Roll | 9 | Roll | 10 | Roll | 10 | Roll | 9 | Roll | 6 | Roll | 7 |
| Level A             | -    |   | -    |    | 7    |    | 5    |   | 1    |   | -    |   |
| Level B             | -    |   | -    |    | -    |    | 4    |   | 4    |   | 3    |   |
| Level C             | -    |   | -    |    | -    |    | -    |   | 1    |   | 4    |   |
| Level D             | -    |   | -    |    | -    |    | -    |   | -    |   | -    |   |
| Level E             | -    |   | -    |    | -    |    | -    |   | -    |   | -    |   |

| MATHEMATICS | EP1  |   | EP2  |    | EP3  |    | EP4  |   | EP5  |   | EP6  |    | EP7  |   |
|-------------|------|---|------|----|------|----|------|---|------|---|------|----|------|---|
|             | Roll | 6 | Roll | 11 | Roll | 13 | Roll | 7 | Roll | 4 | Roll | 14 | Roll | 6 |
| Level A     | -    |   | 8    |    | 9    |    | 5    |   | -    |   | -    |    | -    |   |
| Level B     | -    |   | -    |    | 3    |    | 2    |   | 4    |   | 3    |    | 1    |   |
| Level C     | -    |   | -    |    | -    |    | -    |   | -    |   | 6    |    | 2    |   |
| Level D     | -    |   | -    |    | -    |    | -    |   | -    |   | 5    |    | 1    |   |
| Level E     | -    |   | -    |    | -    |    | -    |   | -    |   | -    |    | 2    |   |

| MATHEMATICS | GP1  |   | GP2  |    | GP3  |    | GP4  |   | GP5  |   | GP6  |   | GP7  |    |
|-------------|------|---|------|----|------|----|------|---|------|---|------|---|------|----|
|             | Roll | 9 | Roll | 10 | Roll | 10 | Roll | 9 | Roll | 6 | Roll | 7 | Roll | 10 |
| Level A     | -    |   | -    |    | 6    |    | 5    |   | 1    |   | -    |   | -    |    |
| Level B     | -    |   | -    |    | 3    |    | 4    |   | 1    |   | 1    |   | -    |    |
| Level C     | -    |   | -    |    | -    |    | -    |   | 4    |   | 6    |   | 3    |    |
| Level D     | -    |   | -    |    | -    |    | -    |   | -    |   | -    |   | 7    |    |
| Level E     | -    |   | -    |    | -    |    | -    |   | -    |   | -    |   | -    |    |



Attainment Levels in each year group in the Secondary Department at June 2006

| READING | S1   |    | S2   |    |
|---------|------|----|------|----|
|         | Roll | 36 | Roll | 23 |
| Level A | -    |    | -    |    |
| Level B | 2    |    | -    |    |
| Level C | 6    |    | -    |    |
| Level D | 12   |    | 3    |    |
| Level E | 13   |    | 5    |    |
| Level F | 3    |    | 15   |    |

| WRITING | S1   |    | S2   |    |
|---------|------|----|------|----|
|         | Roll | 36 | Roll | 23 |
| Level A | -    |    | -    |    |
| Level B | 1    |    | -    |    |
| Level C | 5    |    | -    |    |
| Level D | 17   |    | 4    |    |
| Level E | 10   |    | 10   |    |
| Level F | 3    |    | 9    |    |

| MATHEMATICS | S1   |    | S2   |    |
|-------------|------|----|------|----|
|             | Roll | 36 | Roll | 23 |
| Level A     | -    |    | -    |    |
| Level B     | -    |    | -    |    |
| Level C     | 8    |    | -    |    |
| Level D     | 12   |    | 6    |    |
| Level E     | 16   |    | 16   |    |
| Level F     | -    |    | 1    |    |



## **Other Achievements:**

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### **Whole School Production: 'The Wise Men's Nativity'**

All pupils in the school and local Croileagan played a role in 'The Wise Men's Nativity'. All costumes and props were provided by parents, staff and friends of the school. The hall was full to capacity and staff, parents, ancillary staff and others who contributed deserve praise for this excellent production. As usual, proceeds for the evening went to Bethesda Hospice. Children's self-esteem and confidence are greatly increased through public performance such as this. The community, parents and schools bond well together well at these events.

### **National & Local Mod**

The school had the usual high rate of success at both National and Local Mods. A group of 30 pupils travelled to Dunoon to participate in the Royal National Mod. Preparations for Fort William and the National Mod in 2007 are well under way. Pupils' skills in public speaking and performing on stage are greatly improved by performing at Local and National Mods.

### **Charity**

The school supported the charities below during 2006 – 2007. The following sums of money were raised.

|                           |                   |
|---------------------------|-------------------|
| Beehive School, Malawi    | £675              |
| Bethesda Home & Hospice   | £500              |
| Red Cross                 | £239              |
| RNLI                      | £161              |
| Blythswood Shoebox Appeal | 270 boxes donated |
| MacMillan Nurses          | £214              |
| Cairdeas                  | £180              |
| Red Nose Day              | £164              |
| Women's Cancer 5k Run     | £200              |

Through charity fundraising pupils gain a better understanding of caring for others and also a greater appreciation of global issues such as poverty in Africa.

### **A Curriculum for Excellence – Renewables Project**

Sgoil a' Bhac and Sgoil Phabail worked collaboratively on a cross-cutting, multi-disciplinary project on renewable energies. This was geared to enabling learners to engage with the four capacities of ACfE. The project also incorporated key aspects of AifL. The final presentations at Ionad nan Seann Sgoil, Shawbost was recorded on DVD. Copies of the DVD have been requested by a number of agencies including Learning & Teaching Scotland and Aberdeen University for teacher training purposes.



## **Enterprise**

During this session Enterprise has become fully integrated into the school's curriculum. All pupils receive at least one enterprise experience each year.

The Pupil Council has purchased a polytunnel as part of an enterprise activity and work will soon commence on erecting the polytunnel in order to enhance outdoor education and develop a recreation area for which all pupils can take responsibility. Pupils' understanding of Science and horticulture will be improved through his practical hands-on initiative.

## **Improved Ethos**

The enhanced level of participation in whole-school events by staff, pupils and members of the community is the major achievement of session 2006/2007. This has come about as a result of the improvement in staff morale and school ethos. Two new community events, Curry Takeaways (prepared by staff) and a Bingo Evening were particularly successful fund raisers.

## **Gaelic Activity club**

The newly established afterschool Gaelic Activity Club has proved to be highly successful with 92% of pupils and parents rating it as Excellent and 8% as Very Good. Comments from parents and leaders indicate that there is a noticeable improvement in the pupils' fluency in Gaelic.

These developments are indicative of the schools' desire to broaden its menu of services and activities for pupils and the community.

## **Fundraising**

Through a 'Bog Slog' on Thursday 3<sup>rd</sup> May in which all pupils from P3 to S2 and all staff and friends of the school participated, a grand total of £1200 was raised. In addition, £1000 was raised through a take-away Curry event on Saturday 28<sup>th</sup> April 2007.

## **Sporting Activities**

The school arranges an extensive menu of extra-curricular activities which raise awareness of health and well being and pupils' improve physical fitness.

### **Annual Broadbay Football Tournaments**

Tournaments for Primary and Secondary are conducted in November and attract teams from nearly all schools in Lewis and Harris. Approximately 500 pupils, parents and school staff attend. Pupils' self esteem benefit significantly from participating in these high-profile events.

### **Athletics**

These are whole-school events. Pupils complete in their 'House' teams and gain points for their 'House'. At the annual Prizegiving a trophy is awarded to the House Captain of the House with the most points accumulated during the session. The "House" system has resulted in a much higher participation rate in school sporting events.

### **Gymnastics**

43 pupils from P2-P4 took part and followed the Scottish Gymnastics Association Award Scheme. 19 P2 pupils are working towards Level 1 and 24 P3 and P4 pupils have achieved Level 1 and are working towards Level 2. The pupils benefit significantly from being coached by a trained gymnast and from following a structured programme.



### **Dancing Club**

47 P5-S2 pupils attended Dancing Club in Terms 2 and 3. As well as enjoying dancing pupils' physical fitness and social interaction with others is greatly improved.

### **Badminton Club**

18 boys and 12 girls attend this club. All pupils in Secondary have the opportunity to compete in the annual in-house Badminton Tournament in Term 2. This competition is sponsored by two local businesses [Gordon Diesel – Boys Shield and Beaton's Garage – Girls Shield]. Pupils' coordination and physical fitness are substantially improved through participation in this Club.

### **Basketball Club**

This club is held for selected pupils in Term 4. It has improved pupils' skills in the sport as well as improving their coordination skills.

### **Women's Cancer 5k Run**

15 female members of staff completed the 5k run in aid of Women's Cancer. The group raised over £200 for Cancer Research. The group led by PE Teacher June White are to continue training and will be participating along with pupils in the annual 2k Fun Run on Saturday 26<sup>th</sup> May 2007. Staff fitness, social interaction and empathy with the needs of others are benefits of this type of event.

### **Cross Country/ Running Events**

Sgoil a' Bhac has taken several trophies this session in cross country events. A large number of Primary pupils and several Secondary pupils have participated in these races for the first time this Session. Pupils' fitness and commitment have been significantly improved through this way demanding schedule. Sgoil a' Bhac also gained the trophy and recognition of being "The fastest school in the West 2007"



**Strengths of the School:**

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- Staff teamwork
- Pupil/ Staff/ Parent/ Community relationships
- Pastoral and Education Support
- AifL and Self Evaluation
- Can-do attitude
- Involvement in local and national initiatives
- Range of success of after school activities



## **Priorities and Targets for the Coming Session:**

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### **- School Improvement Plan – Priorities Session 2007-2008**

#### **A Curriculum for Excellence**

- The Scottish Executive aims to commence implementation of A Curriculum for Excellence in 2008. The local authority has also identified A Curriculum for Excellence as a priority project for development in their Business Plan. Most staff have attended seminars on A Curriculum for Excellence and the local Area Learning & Teaching Scotland Advisor for A Curriculum for Excellence spent a day at the school familiarising staff with the broad aims and outcomes of the programme. It is envisaged that further study of documentation and attendance at inset will be conducted in 2007/2008 to increase staff awareness and assist in planning its implementation as outcomes and the architecture of the new curriculum become available.

#### **Support and encourage greater parental involvement in line with the requirements of the Parental Involvement Act 2006**

- Promote parental involvement with the school through establishing a fully constituted Parent Council to replace the existing School Board. All parents and parents of pre-school children are being encouraged to participate in establishing the Parent Council. All parents are to be given the opportunity of commenting upon and making amendments to the draft constitution prior to the constitution being finalised.

#### **Devise and implement a PHSE programme**

- A small working group will evaluate the current provision and draw up a programme of study that addresses all the elements of PSE and Health from P1 –S2. The programme will ensure that continuity and progression is rigorously built into the programme for all key transition stages. A range of suitable resources will be identified within the new structure. Staff will thereafter implement the revised programme and evaluate its impact on learning and teaching.

#### **Devise a policy for conducting, recording and providing evidence for assessments across the school.**

- A working group will evaluate the current provision and in consultation with colleagues, develop a system for conducting and recording assessments. The system will illustrate the type and number of assessments which should be kept as evidence in all key areas of the curriculum. On approval of the model developed, staff will commence implementation of the policy.

### **- Achieve Health Promoting School status**

### **- Prepare for and undergo successful Assisted Self Evaluation**

### **- Staff familiarisation in Child Protection Procedures and ASN Code of Conduct**