

# BUN SGOIL LIONAIL



## STANDARDS AND QUALITY REPORT 2015-16

### BUN SGOIL LIONAIL

Lionel School has a roll of 73 pupils, with a further 16 in the nursery class. The Senior Management Team comprises of Head Teacher, Alice Macleod and Principal Teacher, Morag Maclean. There are 5 classes (3 English, 2 Gaelic) plus the Gaelic nursery class. We have a Play Leader and two Play Assistants, School Assistant, 6 full time auxiliaries and a Gaelic Language Assistant. A number of our pupils with additional needs are supported by Speech and Language Therapists and Occupational Health. The Art specialist visits weekly and children are taught by a PE and Music specialist once a fortnight. All classes receive two hours of physical activity every week and this is over and above the daily mile, which we began last August.

#### SUCCESSSES AND ACHIEVEMENTS

Grade  
**GOOD**  
4

#### 1. What outcomes have we achieved?

##### Key Strengths

###### Target setting and review:

- All pupils are now actively involved in setting their own targets for Literacy and Numeracy
- All pupils have had planned opportunities to reflect on their learning through Learner Conversations with the class teacher
- All pupils with additional support needs are consulted about their action plan targets.
- Pupil focus group evidence shows that most pupils have a better understanding of setting appropriate success criteria and of how to meet next steps in learning
- Staff use RAM and TAM to discuss pupil attainment at senior management level, with class teachers and parents
- Average standardised assessment results for session 2015-16 are shown below:

Assessment	Class	Average Score
Reasoning	P1	107
Baseline Literacy (EM pupils only)	P1	102
Cognitive Ability Test	P5	98
Progress in Maths (PTM)	P3	101
Progress in English (PTE)	P3	94
Progress in Maths (PTM)	P7	92
Progress in English (PTE)	P7	101

- The results show that the collated scores for all Progress Tests in Maths and English are within the 'average' bracket in Primary 3 and Primary 7.

###### Percentage of pupils at P1, P4 and P7 achieving Curriculum for Excellence (CfE) levels in Numeracy and Literacy:

Class	CfE level	Subject	% of pupils Achieving level
P1	EARLY	English Literacy	100%
P4	FIRST	English Literacy	100%
P7	SECOND	English Literacy	50%

Class	CfE level	Subject	% of pupils Achieving level
P1	EARLY	Gàidhlig Literacy	100%
P4	FIRST	Gàidhlig Literacy	75%
P7	SECOND	Gàidhlig Literacy	N/A

  

Class	CfE level	Subject	% of pupils Achieving level
P1	EARLY	Numeracy	100%
P4	FIRST	Numeracy	100%
P7	SECOND	Numeracy	50%

**Developing pupil voice within the school:**

- **New Pupil Council set up** this session which is led by our Parent Council chairperson.
- Pupil Council members have led pupil welfare questionnaires with support from the Chair of the Parent Council
- **Class –led Assemblies** are held each term where for example the P4-5 organised and led an Assembly on Autism Awareness, which included input from pupils in the school who are autistic. Pupils from each class were involved in planning their Assemblies.
- **Learner Conversations** in each class throughout the session have shown that most pupils are now confident when talking about their learning.

**Tracking Skills Development using progression frameworks and significant aspects of learning in Numeracy:**

- All staff are now using **progression frameworks** and **significant aspects of learning** for planning and this has led to more opportunities for moderation throughout the session.
- Focus groups show that Number talks and weekly problem solving tasks set by the Numeracy Group have improved the learners' ability to talk about numeracy and have increased opportunities to develop their problem solving skills in real and meaningful contexts.
- **A Transition Project** with the Sgoil- Àraich with a focus on Numeracy and Number Talks has enabled the nursery staff to gain expertise in these areas and it has given them the tools to raise attainment at the pre-school level.
- **Planned moderation activities** with partner school related to numeracy, which included sampling maths jotters. This has led to teachers adapting their classroom practice to increase pace and challenge
- The new P1 parents were invited to the infant class for breakfast and the pupils demonstrated their number skills to the pre-school parents.

**Areas for Improvement**

- Increase pupil attainment, with a focus on P7, in both Literacy and Numeracy.
- More in-depth collaborative planning related to the results of PTE and PTM results
- Transition project in Science next session planned with partner school and involving the nurseries in both schools, where they will partake in more in-depth assessment and moderation activities
- Whole school focus on RAFA and Languages 1+2

WORK AND LIFE OF THE SCHOOL	Grade
	<b>GOOD 4</b>
<b>3. How good is the education we provide?</b>	
<p><b>Key Strengths:</b></p> <ul style="list-style-type: none"> <li>• <b>Classroom observations</b> of maths indicate that sharing of learning outcomes and success criteria is common practice in all classes. There is effective use of HOTS questioning in most classes and differentiation is evident in all classes. There is evidence of a variety of mental maths strategies being used in most classes and clear progression through the mental strategies is being developed.</li> <li>• <b>Learner Conversations</b> indicate that in all classes there is active, interesting and challenging learning all or most of the time. Pupils feel supported in their learning all or most of the time and most pupils agree that they are asked about and praised for personal achievement all or most of the time.</li> <li>• <b>Work sampling of writing jotters</b> shows peer and self-assessment some of the time. There is evidence of a wide range of genres being taught and good use is being made of target-setting and checklists. This has improved throughout the school session.</li> <li>• <b>The work sampling in maths and numeracy</b> shows clear evidence of active learning at all stages, but this is more evident in the early stages. There is clear evidence of progression and positive feedback linked to success criteria.</li> <li>• <b>Classroom observations of writing</b> indicate that good use is made of prior learning. Almost all pupils are fully engaged in tasks. There was smooth transition between activities in all classes and effective peer feedback in almost all classes.</li> <li>• <b>Outside agencies and partners</b> are encouraged to support staff and a wide range of partners have supported the school this year.</li> </ul>	

**Areas for Improvement**

- To develop self and peer evaluation in all areas of the curriculum
- To ensure increased pace and challenge at all times for more able pupils, encouraging timed activities where appropriate.
- Model the writing for the less able and less engaged pupils and ensure creativity and variety in classroom resources
- More opportunity for pupil led learning where pupils can apply their learning in new situations.
- Produce a termly newsletter with support from the Fios team – newsletter group to include the top 20% in Literacy

2. How well do we meet the needs of our school community?

Grade

**GOOD**  
**4**

**Key Strengths**

- This session the school began to record attendance at after school clubs more formally. The key aim was to target any children who were not involved in any activities outside school so that action could be taken. Staff found that **almost all** pupils in Lionel school are involved in activities outside school, including kids' club, guitar lessons, football training, swimming, running, Highland dancing, fiddle and melodeon. One school pupil also represented the school at the North of Scotland swimming competition.
- As part of transition project a French teacher from the Nicolson Institute taught French to our P6/7 pupils over a six week period. This has changed the teaching practice of staff as the teacher was able to model the learning. Languages 1 + 2 is a priority for the school next session and it is one of our School Improvement Plan projects.
- The P7 pupils were also involved in an orienteering activity with all other P7 pupils on the island. They commented that by working with peer groups from other schools in tasks involving team work, they were now more confident about transition to Secondary education. Another two transition days are planned for this term.
- The Chairperson of our Parent Council has managed our Pupil Council this session as they were newly formed after a break. They were involved in implementing welfare questionnaires and collating the results. They have also led many other initiatives in the school for example purchasing new wet play equipment after collating pupil choices
- Parents are valued contributors to learning and we welcome helpers in the school. Our library has been newly refurbished this session and we had an official opening in term 2. This initiative was led by parent helpers, the school janitor and a school auxiliary.
- Parents and the wider community supported the school at the Macmillan coffee morning which raised £431.92.
- Joint termly meetings were established this session where the Pupil Council, who are the voice for the school, brought their agenda to the meetings, which were attended by Parent Council and staff of the school and Sgoil-Àraich.
- Young Leaders were established early in the session. This initiative enables P5-7 pupils to plan, implement and evaluate lessons for groups of the younger pupils. The lessons are varied and include Art and craft, ICT and games activities. This has had a positive impact on the older pupils and from observation and questioning it is evident that they have become more responsible citizens who show an increased level of skills and attributes for life and work.
- The curricular evening was well attended by parents, with more than half the pupils of the school and Sgoil-Àraich represented. The parents were offered a meal and pupils of all ages engaged in conversations with their parents about their learning. Feedback from parents showed that 100% of parents who completed questionnaires rating the evening a 5 or a 6, with 6 being excellent. Most comments expressed the importance of pupils showing their own work and commented on the friendly, relaxed atmosphere.
- This session the whole school and Sgoil-Àraich took on the challenge of walk/run a mile a day. It was very evident at sports day and from general observation that there is improved fitness for almost all pupils in the school and nursery and this was commented on by staff and parents.
- More than half the pupils in the school took part in the local Mod, and it is clear that participation in the singing, drama and poetry competitions improves pupils' confidence as a whole.
- Almost all P6/7 pupils will spend two nights in Aviemore on an educational school trip this term.
- To raise money for their school trip the P6/7 pupils organised and participated in a 'Trashion show' which was linked to their topic on recycling and waste awareness. This enterprise raised £205.22 for their trip. This enabled them to be engaged in skills for life and work.
- Wider achievement is celebrated and recorded during our newly formed Monday morning whole school meetings, which include all staff and pupils. The minutes of the meeting, where the week's plans are discussed and shared, go home to the parents that day. This is to aid good communication between home and school. It also gives all staff and pupils a sense of belonging.
- One of our parents leads the ECO-schools Committee and we have now achieved the Silver Award.
- Some pupils from the school performed for the Senior citizens in the community during their annual Christmas dinner
- Some of our P7 pupils had an important role to play at the Remembrance Service. They laid a wreath and read the eulogy on behalf of the school, which gave them a sense of pride in their school and community.

**Areas for Improvement**

- Increase involvement of pupils, parents and partners at the planning stage of the School Improvement Plan
- Encourage more Parent Volunteers and better links with the wider community, including local businesses

4. How good is our management?		Grade
		GOOD 4
<b>Key Strengths</b>		
<ul style="list-style-type: none"> <li>• The Parents' whole school questionnaire had three headings: <ul style="list-style-type: none"> <li>➤ <i>How well do we meet the need of our school community?</i></li> <li>➤ <i>How good is the education we provide?</i></li> <li>➤ <i>How good is our management and leadership?</i></li> </ul> </li> <li>• <b>95%</b> of responses ranged from <b>good</b> to <b>excellent</b>.</li> <li>• The Sgoil-Áraich parents' questionnaires were very positive and all responses were '<b>all of the time</b>' or '<b>most of the time</b>' to 15 statements relating to the education we provide and the competence and support of management.</li> <li>• Head teacher engaged in Improvement Hub activities, with Headteacher colleagues. This collaborative self-evaluation by Head teachers through classroom observations, work sampling and focus groups has led to raised expectations in all the schools involved.</li> <li>• Termly attainment meetings that focus on RAM and TAM ensure that all pupils' needs are being met and that support is in place where required.</li> <li>• All staff training is up to date and staff are encouraged to attend events and training that may impact positively on the pupils in their class. This session some members of staff have been involved in RAFA workshops, LQAG workshops and Number Talk workshops. Staff have commented positively on the impact that attendance at these events has had on their style of teaching and they have shared their learning with colleagues.</li> <li>• The Head teacher and Principal Teacher liaise regularly with parents, staff, pupils and support agencies for example OT, SALT and Psychological Services to ensure an effective multi-agency approach and to enhance the education we provide.</li> <li>• All staff have engaged collaboratively in self-evaluation exercises using the new HGIOS 4 document and they are now much more familiar with the new document.</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>• Progress has been made with the work on RAFA, where all teaching staff have at least one project. RAFA is one of our School Improvement Plan projects next session. The project will involve peer observations between staff in school and with our partner school. This enables staff to develop career-long professional learning in a way that is well co-ordinated, providing meaningful opportunities to learn from each other as well as from others out with school.</li> <li>• The school is now part of a shared headship with Sgoil an Taobh Siar school and two Principal Teachers have been appointed. We will continue to ensure that there are opportunities for joint planning, assessment and moderation between the schools.</li> <li>• Sgoil-Áraich staff to engage in self-evaluation using the 'How good is our early years' document.</li> </ul>		

5. How good is our leadership?	
<b>Key Strengths</b>	
<ul style="list-style-type: none"> <li>• Senior leaders in the school are approachable and operate an open-door policy for staff and parents</li> <li>• Senior leaders create conditions that enable staff to feel confident and supported to initiate change.</li> <li>• Staff embrace change which results in improvements for learners. Examples this session have been involvement in LQAG, RAFA and the Number-talks training.</li> <li>• Staff have taken feedback on board following classroom observations and work sampling that has initiated changes in teaching strategies to improve pace and challenge and encourage creativity in all learners.</li> <li>• Senior leaders encourage staff to lead areas of school improvement and although numbers are small, all staff are either co-ordinators for School Improvement Projects, Eco-schools leaders, RAFA co-ordinators, Languages 1+2 co-ordinators or Numeracy co-ordinators.</li> </ul>	
<b>Areas for Improvement</b>	
<ul style="list-style-type: none"> <li>• Staff participation is to become a strong feature of our approach to self-evaluation and continuous improvement through more regular involvement in peer observations, jotter sampling and focus group tasks within school and with our partner school</li> <li>• Involve pupils and other stakeholders in self-evaluation and planning for improvement, where we can show evidence that children and young people are confidently engaged in reviewing their own learning and the work of the school.</li> </ul>	