



PAIRC SCHOOL
Isle of Lewis
Progress Report

April 2016

COMHAIRLE NAN EILEAN SIAR
Roinn an Fhoghlaim is Seirbheisean Chloinne
Department of Education and Children's Services

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• Introduction

The following report provides a brief record of progress at Pairc School, in relation to the action points identified by HMle in December 2013, specifically:

1. *The headteacher should work with staff to create a culture of self-evaluation and develop ways to monitor and evaluate the quality of the school's work.*
2. *Improve the curriculum and increase the pace of implementation of Curriculum for Excellence.*
3. *Continue to raise attainment across the curriculum.*
4. *Increase all children's learning in Gaelic and develop an awareness of the benefits of learning the language*

Senior Education Officer, A Macdonald, visited the school on 22 April 2016, to gather evidence relating to the issues identified. This included classroom observation, work sampling and discussion with pupils, staff and the Head Teacher.

1. Create a Culture of Self-Evaluation

There is clear evidence that a culture of improvement through self-evaluation now exists. A quality assurance profile, which captures the key processes (observations, work sampling and focus groups) and importantly, records the actions taken to address issues, is now in place. As a result, a number of improvements have been made, specifically: consistent use of clear learning intentions and success criteria; provision of more active learning e.g. Number Talks; regular opportunities for learners to reflect on their learning; a shared reading approach where older pupils, on a rota basis, support younger children, thus promoting reading while developing the older pupils' skills of independence and responsibility.

2. Implement Curriculum of Excellence

There is clear evidence that learning is now more in line with the principles of Curriculum for Excellence. Important developments include: the introduction of pupil-led assemblies, where children 'showcase' their learning for peers, staff and parents; the monitoring and recording of wider achievements; the introduction of a range of clubs, including some which are pupil-led i.e. Sum Dog Club, Robot Club, Skipping Club; pupil choice in how to evidence their learning; more active learning through initiatives such as Science Week which focused on Kitchen Chemistry for older learners and Forces for younger children; opportunities for children to write for a 'real' purpose and contribute to their community, through articles in the community newsletter; the use of e-portfolios in P6/7 to record and reflect on learning.

In addition, teachers are beginning to plan learning across the four contexts (discrete curriculum areas; inter-disciplinary learning; learning through the ethos and life of the school, and opportunities for personal achievement) which is a key aspect of Curriculum for Excellence.

3. Raise Attainment across the Curriculum

The school has developed its own tracking sheet to monitor the progress of all learners across the curriculum, and, although in its early stages, this will give staff an overview of attainment, from which to plan interventions. The RAFA (Raising Attainment for All) methodology is employed to support pupil(s) whose attainment is a cause for concern. Very small class numbers make identification of attainment trends difficult but there is evidence of effective differentiation, providing appropriate support and challenge to individuals.

4. Increase Learning in Gaelic and Promote the Benefits of the Language

Gaelic now has a higher profile in the school and learning is planned more systematically. For example, the introduction of the Languages 1+2 approach ensures that children in English Medium classes learn Gaelic through a structured programme from the earliest stage, Gaelic features in foyer wall displays and some class assemblies are conducted wholly through the medium of Gaelic.

The Head Teacher promotes the use of Gaelic with learners, staff and parents.

The Gaelic Medium probationer teacher provides very good support to parents. This includes opportunities to engage in two phonics workshops, individual phone calls to support learning and regular promotion of the language.

As a result, the sole P1 entrant for next session, will be joining the Gaelic Medium class.

• Conclusion

Pairc School has made significant progress in relation to the action points identified by HMIE.

In order to enrich their learning experience further, the school should give learners responsibility for the promotion of reading for enjoyment across the school, including more creative and innovative use of the school library.

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25 April 2016