



**Report of Validated Self-evaluation  
Leverhulme Memorial School  
February 2016**

**COMHAIRLE NAN EILEAN SIAR**

**Roinn an Fhoghlaim is Seirbheisean Chloinne**

*Department of Education and Children's Services*

**A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together**

## Introduction

In order to provide support and challenge to the headteacher and staff of Leverhulme Memorial School, a validated self-evaluation was carried out on 26 and 27 January 2016. This was planned with the headteacher in December 2015, with school staff agreeing, as a focus, QI 5.3 *Meeting learning needs*, in addition to the mandatory QIs: 1.1 *Improvements in performance*; 2.1 *Learners' experiences* and 5.9 *Improvement through self-evaluation*.

The team, Rhoda Macdonald (Headteacher), Agnes Macdonald (Senior Education Officer) and Muriel Murray (Principal Teacher, Stornoway Primary) jointly observed lessons and sampled evidence of learning. Agnes Macdonald and Muriel Murray led focus group discussions with learners, parents, teaching and non-teaching staff.

## Focus Areas

### 1.1 Improvements in performance

This was judged by the school as *good*, and confirmed by the VSE.

*Strengths:* Children in the nursery class are making good progress in their learning. Standards of spoken Gaidhlig in GM classes are high, with children demonstrating an ability to communicate fluently on a range of topics. Children in both EM and GM classes share their views enthusiastically and can discuss their learning with confidence. Across the school, children's attainment in literacy and numeracy is broadly in line with their standardised assessment scores. The authority's tracking and monitoring system is used to monitor progress in literacy and numeracy, with teachers specifying actions taken to provide support and challenge. Children develop skills for life and work through the Eco Committee and the programme of pupil-led lunchtime clubs and older learners develop leadership skills through their buddying roles.

*Areas for development:* At school level, attainment in all curriculum areas should be tracked and monitored. Further opportunities should be provided, in class and at school level, for all learners to develop leadership skills.

### 2.1 Learners' experiences

This was rated by the school as *good*, but revised to *satisfactory* following the VSE.

*Strengths:* Learners in the nursery and primary classes benefit from a range of learning activities, including outdoor experiences and they are almost all attentive and engaged in their learning. Play-leaders in the nursery take account of the children's interests. Across the school, technology is used for a variety of purposes, including research, to make learning more accessible, enjoyable and relevant. In addition, programmes such as Education City and RM Maths are used to complement planned learning. Personal achievements are recognised and celebrated through praise in class and presentation of termly certificates. Achievement logs are maintained by the children in their profile folders. Attendance levels are consistently high, with almost all children above 90% attendance. Parents express high levels of satisfaction with their children's learning experiences.

*Areas for development:* Across the school, children should have more opportunities to take responsibility for their learning and assessment, including setting success criteria, reflecting on their learning across the curriculum and, in discussion with their teacher, setting their own learning targets.

### **5.9 Improvement through self-evaluation**

This was judged to be *satisfactory* by the school and confirmed by the VSE.

*Strengths:* The headteacher, teaching and non-teaching staff show high levels of commitment to the school. They have engaged in a variety of professional learning activities and take on a range of leadership roles: the class teacher is the Numeracy Co-ordinator and the lead for both RAFA and Eco- Schools; the school assistant leads YPLA; the school auxiliary provides Bikeability instruction and the nursery play leader runs weekly Parant is Paiste sessions. The headteacher meets with the Pupil Council i.e. all pupils, each term to discuss aspects of the school. Staff plan with partners, including Active Schools, and seek their views, to bring about improvements in learning. A child-friendly version of the School Improvement Plan has been created for pupils.

*Areas for development:* Self-evaluation processes should involve staff, learners, parents and partners more fully to ensure they have a positive impact on learners' experiences. This should include more effective systems for monitoring and evaluating the quality of provision.

### **5.3 Meeting learning needs**

This was rated *satisfactory* by the school and confirmed by the VSE.

*Strengths:* Learners across the school are well-supported in their learning and there is effective partnership working to identify, review and evaluate the needs of children who require additional support. GIRFEC well-being indicators are used to set targets within My World Assessments. Staff use a range of strategies to meet individual needs e.g Toe by Toe, Word Talk and social stories. The class teacher, school assistant and nursery play leaders have been trained in the use of Makaton.

*Areas for development:* Staff should increase the pace of children's learning and provide older children with more challenging activities in both EM and GM classes. Timed, higher order activities involving analysis and evaluation should be a feature of all their learning, with more frequent opportunities to plan, lead and present their learning to others.

### **Next steps**

An Action Plan will be agreed by the school, supported by the SEO, to address the aspects for improvement identified during the VSE. The headteacher's experience as an Associate Assessor will guide and inform this process.

**Agnes Macdonald**  
**Senior Education Officer**  
**February 2016**