

Report of Validated Self-Evaluation

Shawbost Primary School

March 2015



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

Following a request by the headteacher of Shawbost Primary School, to work with the school staff on a validated self-evaluation (VSE), two CNES Senior Education Officers, Agnes Macdonald and Catherine MacLennan and Area Lead Officer Alistair Brown, visited the school on 17 and 18 March 2015. The aim of the VSE was to support and challenge the school in its evaluation processes. Activities carried out during the visit included classroom observations, sampling of pupils' work and school documentation and focus group meetings with pupils, parents and staff.

The following Quality Indicators were used evaluate the work of the school:

- 1.1 Improvements in performance
- 2.1 Learners' experiences
- 5.3 Meeting learning needs (*Selected by the school)
- 5.9 Improvement through self-evaluation

What has the VSE achieved?

The VSE has confirmed many of the strengths and areas for development already identified by the school and verified some of the evaluation ratings.

1.1 Improvements in Performance

This was judged to be Satisfactory.

Strengths: A number of key strengths were identified. These include: the number of pupils attending a wide range of after-school clubs; the fluency of spoken Gaelic in Gaelic Medium classes; the promising start to Mental Maths approaches across the school and the promotion and development of reading for enjoyment.

Areas for development: The school should focus on improving attainment in Literacy and Numeracy and develop consistent approaches to assessment across all areas of the curriculum.

2.1 Learners' experiences

This was judged to be Good.

Strengths: Learners' experiences were judged to have important strengths. At all stages, children are polite, courteous and engaging with visitors, they are attentive and focused on their learning and articulate, conversing confidently about their learning experiences. In Sgoil Araich, children are settled, familiar with routines and focused on tasks. Learners across the school benefit from a range of leadership opportunities and class-led assemblies provide opportunities for children to present their learning. Staff, both teaching and non-teaching, willingly offer a wide range of extra-curricular activities. The school provides a safe, caring, nurturing environment, where children are encouraged to look after each other.

Areas for development: More opportunities should be provided, across the school, for pupil choice and pupil-led learning.

5.3 Meeting learning needs

This was rated Satisfactory.

Strengths: At the early stages, effective support is provided to identify and address learning needs and effective transition arrangements and collaborative working have led to a brisk start to learning. In some classes across the school, group tasks are used effectively to meet learners' needs.

Areas for development: Staff should ensure that tasks, activities and resources are differentiated, in all classes, to provide appropriate challenge for all. The deployment of specialist and auxiliary staff should be reviewed to ensure support is provided in class. Additionally, staff should ensure that IEP targets are set and reviewed appropriately.

5.9 Improvement through self-evaluation

This was judged to be Good.

Theme 1: Commitment to self-evaluation. Staff members, both teaching and non-teaching are committed to and willing to engage in self-evaluation activities to secure improvements in learning and teaching. Teachers engage in collaborative planning and a range of professional learning activities.

Theme 2: Management of self-evaluation. A range of approaches (e.g. focus groups, attainment reviews, work analysis) has been introduced by the headteacher to monitor the work of the school

Theme 3: School improvement. The headteacher is engaging with staff in using information from self-evaluation activities to improve aspects of children's learning (e.g. Mental Maths). Closer collaborative working at the Early Years transition has given cognisance to and built on children's prior learning. Learner Conversations have led, in some instances, to practice across the school being improved and feedback to parents, in some classes, has led to a closer and more effective learning partnership.

Aspect for improvement: Working with staff, the headteacher should improve arrangements for tracking and monitoring progress across stages in all areas of the curriculum and should ensure all staff are engaged in self and peer evaluation, to share and implement good practice.

Next steps

The VSE has highlighted several points for action, to be addressed, by the headteacher and staff, with support from their SEO. These include: developing the curriculum areas more fully across the school, to ensure appropriate challenge for all; improving attainment in Literacy and Numeracy; further developing consistent approaches to assessment, tracking and monitoring progress across all areas of the curriculum; reviewing the deployment of specialist and support staff and ensuring all ASN documentation is reviewed appropriately.

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17 April 2015