



COMHAIRLE NAN EILEAN SIAR

Education and Children's Services Department

The Education and Children's Services Department provision is delivered in a variety of establishments across the islands including, pre-school centres, schools, community settings, youth clubs and children's homes.

The Department's vision is: **A' Coileanadh Sàr-Mhaitheas Còmhla Achieving Excellence Together**

We strive to achieve this by:

- Excellence in Education and Children's Services
- Provision of an inclusive quality culture
- Provision of equal opportunities for all learners
- Commitment to 'Best Value' in all services
- Promotion of the value and uniqueness of the physical and cultural environment of the Western Isles

VALIDATED SELF EVALUATION ACTION PLANS 2014-18

1. LEADERSHIP

2. LEARNING

3. SKILLS FOR LEARNING MATRIX MODEL

Key Priority 1: Deliver high quality learning and teaching in all educational settings.

Key Priority 2: Ensure effective, accountable leadership for all.

Key Priority 3: Improve the use of data to secure excellent outcomes for all learners in the Outer Hebrides.

Action Plans arising from Validated Self Evaluation 2014

Key Priority 3: Improve the use of data to secure excellent outcomes for all learners in the Outer Hebrides

| LEADERSHIP: ACTION 1.1 | Responsible Officer | Start Date | Completion Date | Local Outcome |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|------------|-----------------|---------------|
| 1.1 Develop staff confidence through a programme of professional development to support the needs of practitioners in the use of information/data management in order to focus improvements and impact on outcomes for learners | Learning Community Principal Area 1-2 | April 2014 | March 2017 | |
| Targets and Measures | | | | |
| <ul style="list-style-type: none"> All School Improvement Plans and Standards and Quality Reports in 2014 to 2017 make clear reference to core assessment data. Continuing Professional Development content includes updated data tools and information for staff. Suite of key resources developed and agreed. | | | | |

| TASKS | Reporting Officer | Start Date | Completion Date | Budget Type |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------|-----------------|-------------|
| 1.1.1 Prepare, plan, implement and review a programme of CPD to meet the needs of all staff. | Donald Macleod | April 2014 | August 2017 | |
| 1.1.2 Ensure headteachers share key messages from central professional development opportunities. | Donald Macleod | April 2014 | August 2017 | |
| 1.1.3 Develop rolling programmes of professional learning to ensure that the use of data secures improvement and is continually refreshed and consistent. QIO to provide summary of training impact. | Donald Macleod | August 2014 | August 2017 | |
| 1.1.4 Develop suites of key measures for all educational establishments. | Donald Macleod | April 2014 | August 2017 | |
| 1.1.5 Support effective target setting for all pupils through the provision of a range of accurate performance information 3-18. | Donald Macleod | August 2014 | August 2017 | |

PROGRESS REPORT FOR FIRST QUARTER - 30 JUNE:**PROGRESS REPORT FOR SECOND QUARTER - 30 SEPTEMBER****PROGRESS REPORT FOR THIRD QUARTER - 31 DECEMBER****PROGRESS REPORT FOR FOURTH QUARTER - 31 MARCH**

Action Plans arising from Validated Self Evaluation 2014

Key Priority 2: Ensure effective, accountable leadership for all.

| LEADERSHIP: ACTION 1.2 | Responsible Officer | Start Date | Completion Date | Local Outcome |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------|-----------------|---------------|
| 1.2 Senior Officers will develop systems to increase the effectiveness in sharing of good practice in order to improve learning and teaching. | Director of Education and Children's Services | April 2014 | April 2017 | |
| Targets and Measures | | | | |
| <ul style="list-style-type: none"> • Best practice from VSE/Education Scotland evaluations distributed to all staff by memo from Director. • Authority CPD sessions include regular examples of best practice seminars or illustrative talks. • Good practice guidance is developed, distributed and used by schools. | | | | |

| TASKS | Reporting Officer | Start Date | Completion Date | Budget Type |
|-----------------------------------------------------------------------------------------------------------------|-------------------|------------|-----------------|-------------|
| 1.2.1 Prepare a range of guidance and advice to illustrate good practice (review 'Craft of the Teacher' folder) | Agnes Macdonald | April 2014 | April 2015 | |
| 1.2.2 Provide opportunities to identify and share good practice, across all sectors and Learning Communities. | Peter Carpenter | April 2014 | March 2017 | |

PROGRESS REPORT FOR FIRST QUARTER - 30 JUNE:**PROGRESS REPORT FOR SECOND QUARTER - 30 SEPTEMBER****PROGRESS REPORT FOR THIRD QUARTER - 31 DECEMBER****PROGRESS REPORT FOR FOURTH QUARTER - 31 MARCH**

Action Plans arising from Validated Self Evaluation 2014

Key Priority 1: Deliver high quality learning and teaching in all educational settings.

| LEADERSHIP: ACTION 1.3 | Responsible Officer | Start Date | Completion Date | Local Outcome |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------|-----------------|---------------|
| 1.3 Ensure there are improved opportunities for all pupils to be more actively involved in the development of wider learning. | Head of Service (Education) | April 2014 | April 2017 | |
| Targets and Measures | | | | |
| <ul style="list-style-type: none"> Focus Groups established across all Learning Communities. Review of secondary curriculum completed and further vocational, validated courses established. | | | | |

| TASKS | Reporting Officer | Start Date | Completion Date | Budget Type |
|-------------------------------------------------------------------------------------------------------------------------|-------------------|-------------|-----------------|-------------|
| 1.3.1 Establish a range of focus groups to audit of current practice and agree a shared understanding of wider learning | Bernard Chisholm | April 2014 | June 2015 | |
| 1.3.2 Working across Learning Communities, increase opportunities for young people to engage in wider learning. | Bernard Chisholm | August 2015 | June 2016 | |
| 1.3.3 Take forward a programme to identify and disseminate good practice. | Bernard Chisholm | August 2016 | June 2017 | |

PROGRESS REPORT FOR FIRST QUARTER - 30 JUNE:**PROGRESS REPORT FOR SECOND QUARTER - 30 SEPTEMBER****PROGRESS REPORT FOR THIRD QUARTER - 31 DECEMBER****PROGRESS REPORT FOR FOURTH QUARTER - 31 MARCH**

Action Plans arising from Validated Self Evaluation 2014

Key Priority 2: Ensure effective, accountable leadership for all.

| LEADERSHIP: ACTION 1.4 | Responsible Officer | Start Date | Completion Date | Local Outcome |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------|-----------------|---------------|
| 1.4 Ensure all leaders have a clear understanding of Department priorities. | Director of Education and Children's Services | April 2014 | April 2017 | |
| Targets and Measures | | | | |
| <ul style="list-style-type: none"> School Improvement Plans and Standards and Quality Reports all make reference to three key priorities for 2014-2017. Policy timeline review in place with nominated Officers assigned to make revisions in line with identified timescale. Authority CPD content linked closely to three key priorities. Annual survey identifies most parents aware of three key priorities. | | | | |

| TASKS | Reporting Officer | Start Date | Completion Date | Budget Type |
|----------------------------------------------------------------------------------------------------------------------|-------------------|---------------|-----------------|-------------|
| 1.4.1 Provide opportunities for all leaders to engage in the development and implementation of strategic priorities. | Peter Carpenter | April 2014 | August 2017 | |
| 1.4.2 Establish a policy development timeline. | Donald A Macleod | April 2014 | December 2014 | |
| 1.4.3 Refine range of 'actions and measures' across policies/plans to deliver improvement for learners. | Donald A Macleod | December 2014 | June 2015 | |
| 1.4.4 Prepare a summary of key priorities to use by staff and service users | Peter Carpenter | August 2014 | June 2015 | |

PROGRESS REPORT FOR FIRST QUARTER - 30 JUNE:**PROGRESS REPORT FOR SECOND QUARTER - 30 SEPTEMBER****PROGRESS REPORT FOR THIRD QUARTER - 31 DECEMBER****PROGRESS REPORT FOR FOURTH QUARTER - 31 MARCH**

Action Plans arising from Validated Self Evaluation 2014

Key Priority 3: Improve the use of data to secure excellent outcomes for all learners in the Outer Hebrides

| LEARNING: ACTION 2.1 | Responsible Officer | Start Date | Completion Date | Local Outcome |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------|------------------------|----------------------|
| 2.1 Develop staff confidence and ability to use data to focus improvements and impact on outcomes for learners | Learning Community Principal - Areas 1-2 | August 2014 | June 2014 | |
| Targets and Measures | | | | |
| <ul style="list-style-type: none"> Quality Improvement Officers visits indicate high level of reference to assessment data in Standards and Quality Reports and School Improvement Plans. Suites of key measures for all educational establishments in place. All key measures agreed and discussed with HTs at QIO meetings. QIOs provide summary of training impact and this indicates improved confidence and skill using available data. | | | | |

| TASKS | Reporting Officer | Start Date | Completion Date | Budget Type |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------|------------------------|--------------------|
| 2.1.1 Ensure headteachers share key messages from central professional development opportunities. | Donald A Macleod | August 2014 | June 2015 | |
| 2.1.2 Develop rolling programmes of professional learning to ensure that the use of data secures improvement and is continually refreshed and consistent. | Donald A Macleod | August 2014 | June 2015 | |

PROGRESS REPORT FOR FIRST QUARTER - 30 JUNE:**PROGRESS REPORT FOR SECOND QUARTER - 30 SEPTEMBER****PROGRESS REPORT FOR THIRD QUARTER - 31 DECEMBER****PROGRESS REPORT FOR FOURTH QUARTER - 31 MARCH**

Action Plans arising from Validated Self Evaluation 2014

Key Priority 3: Improve the use of data to secure excellent outcomes for all learners in the Outer Hebrides

| LEARNING: ACTION 2.2 | Responsible Officer | Start Date | Completion Date | Local Outcome |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------|------------------------|----------------------|
| 2.2 Review the quality improvement procedures, including the assisted self-evaluation process to ensure the model is proportionate, intelligence-led and risk-based. | Quality Improvement Officer (Areas 3-4) | March 2014 | March 2015 | |
| Targets and Measures | | | | |
| <ul style="list-style-type: none"> Increased rigour and consistency through intelligence led support and challenge (questionnaire to HTs to gather feedback) Appropriate evaluative tools will be developed to monitor and compare the revised procedures A draft policy and process agreed and in place. (July 2014). Pilots during August and December 2014 School improvement is validated through the process. | | | | |

| TASKS | Reporting Officer | Start Date | Completion Date | Budget Type |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------|------------------------|--------------------|
| 2.2.1 Draw up a criteria list for expectations and interventions to identify levels of support and challenge required. (Criteria to be focused on outcomes for learners). | Catherine Maclennan | April 2014 | June 2014 | |
| 2.2.2 Develop three types of support models involving leaders in the process. | Catherine Maclennan | April 2014 | June 2014 | |
| 2.2.3 Establish education performance schools committee whose role will be to identify the levels of support and appropriate model in consultation with the headteacher. | Peter Carpenter | August 2014 | August 2014 | |

PROGRESS REPORT FOR FIRST QUARTER - 30 JUNE:**PROGRESS REPORT FOR SECOND QUARTER - 30 SEPTEMBER****PROGRESS REPORT FOR THIRD QUARTER - 31 DECEMBER****PROGRESS REPORT FOR FOURTH QUARTER - 31 MARCH**

Action Plans arising from Validated Self Evaluation 2014

Key Priority 1: Deliver high quality learning and teaching in all educational settings.

| LEARNING: ACTION 2.3 | Responsible Officer | Start Date | Completion Date | Local Outcome |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------|-----------------|---------------|
| 2.3 Increase the pace and challenge for all learners in the Outer Hebrides. | Head of Service (Education) | August 2014 | March 2018 | |
| Targets and Measures | | | | |
| <ul style="list-style-type: none"> The quality of meeting learners' needs will be good or better in all schools. (annual targets) | | | | |

| TASKS | Reporting Officer | Start Date | Completion Date | Budget Type |
|---------------------------------------------------------------------------------------------------------------|---------------------|-------------|-----------------|-------------|
| 2.3.1 Engage with practitioners to develop a clear policy on pace and challenge. | Catherine MacIennan | August 2014 | April 2015 | |
| 2.3.2 All headteachers to engage with staff to agree clear expectations in relation to pace and challenge. | Agnes Macdonald | April 2015 | June 2015 | |
| 2.3.3 Headteachers to monitor pace and challenge against the expectations set out in the policy. | Agnes Macdonald | August 2015 | June 2016 | |
| 2.3.4 Action research opportunities / professional learning to support the improvement of pace and challenge. | Catherine MacIennan | August 2015 | June 2016 | |

PROGRESS REPORT FOR FIRST QUARTER - 30 JUNE:**PROGRESS REPORT FOR SECOND QUARTER - 30 SEPTEMBER****PROGRESS REPORT FOR THIRD QUARTER - 31 DECEMBER****PROGRESS REPORT FOR FOURTH QUARTER - 31 MARCH**

Action Plans arising from Validated Self Evaluation 2014

Key Priority 1: Deliver high quality learning and teaching in all educational settings.

| LEARNING: ACTION 2.4 | Responsible Officer | Start Date | Completion Date | Local Outcome |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------------|------------------------|----------------------|
| 2.4 Ensure consistency of approach in the delivery of experiences and outcomes at the Early Level. | Head of Service (Education) | August 2014 | March 2018 | |
| Targets and Measures | | | | |
| <ul style="list-style-type: none"> • Most children will reach the appropriate CfE level by the end of P1. • The quality of learners' experiences in all nurseries will be good or better. | | | | |

| TASKS | Reporting Officer | Start Date | Completion Date | Budget Type |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------|------------------------|--------------------|
| 2.4.1 As part of school improvement planning, establish a focused action research programme to evaluate the impact on children of having a primary 1 teacher collaboratively planning with nursery staff. | Catherine MacIannan | April 2014 | June 2015 | |
| 2.4.2 Establish a consistent approach to early years service delivery and evaluation, including the sharing of good practice and appropriately high expectations. | Becky Maclean | April 2014 | March 2018 | |
| 2.4.3 Provide guidance for all early years settings regarding outcomes of the early years curriculum. What does achieving a level look like? | Catherine MacIannan | August 2014 | June 2015 | |
| 2.4.2 Develop practitioners understanding and application of assessment, recording and reporting practices. This will build on prior learning and identifying next steps and include assessment and moderation. | Agnes Macdonald | August 2014 | June 2015 | |

PROGRESS REPORT FOR FIRST QUARTER - 30 JUNE:**PROGRESS REPORT FOR SECOND QUARTER - 30 SEPTEMBER****PROGRESS REPORT FOR THIRD QUARTER - 31 DECEMBER****PROGRESS REPORT FOR FOURTH QUARTER - 31 MARCH**

Action Plans arising from Validated Self Evaluation 2014

Key Priority 2: Ensure effective, accountable leadership for all.

| LEARNING: ACTION 2.5 | Responsible Officer | Start Date | Completion Date | Local Outcome |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------|------------------------|----------------------|
| 2.5 Improve the impact of engagement with parents regarding GME at all stages. | Quality Improvement Officer (Area 5) | August 2014 | March 2018 | |
| Targets and Measures | | | | |
| <ul style="list-style-type: none"> • Match to Gaelic Action Plan • Establish targets for P1 and specific learning communities • Gaelic Ambassador identified by HTs. • Positive parental feedback regarding increased support via annual questionnaire. | | | | |

| TASKS | Reporting Officer | Start Date | Completion Date | Budget Type |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------|------------------------|--------------------|
| 2.5.1 Ensure the highest quality teaching for GME across the Outer Hebrides. | William Macdonald | August 2014 | March 2018 | |
| 2.5.2 Identify strategies and expectations to engage parents about the benefits of bi-lingualism. | Catherine MacIennan | August 2014 | June 2015 | |
| 2.5.3 In areas of low uptake in GME, review and improve wrap around / day care / nursery provision to improve access to pre-school Gaelic. | Becky Maclean | August 2015 | June 2016 | |
| 2.5.4 Improve resources for schools to engage with parents as learners progress through their education and introduce role of Gaelic Ambassador in each school. | William Macdonald | August 2015 | March 2018 | |

PROGRESS REPORT FOR FIRST QUARTER - 30 JUNE:**PROGRESS REPORT FOR SECOND QUARTER - 30 SEPTEMBER****PROGRESS REPORT FOR THIRD QUARTER - 31 DECEMBER****PROGRESS REPORT FOR FOURTH QUARTER - 31 MARCH**

Action Plans arising from Validated Self Evaluation 2014

Key Priority 1: Deliver high quality learning and teaching in all educational settings.

| SKILLS FOR LEARNING MATRIX MODEL: ACTION 3.1 | Responsible Officer | Start Date | Completion Date | Local Outcome |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------|-----------------|---------------|
| 3.1 Implementing personalisation and choice through the development and delivery of the skills matrix | Head of Service (Education) | 1 April 2014 | 31 March 2017 | |
| Targets and Measures | | | | |
| <ul style="list-style-type: none"> 96% of students in positive destinations. Positive destinations are sustained and available data confirms improving trend in sustained positive destinations. | | | | |

| TASKS | Reporting Officer | Start Date | Completion Date | Budget Type |
|----------------------------------------------------------------------------------|-------------------|--------------|-----------------|-------------|
| 3.1.1 Circulate and obtain data return from all Presenting Schools Head Teachers | Bernard Chisholm | 10 Feb 2014 | 17 Feb 2014 | |
| 3.1.2 Audit matrix to identify gaps in provisions - partnerships | Bernard Chisholm | 18 Feb 2014 | 1 March 2014 | |
| 3.1.3 Identify how gaps can be met through the planning forum | Bernard Chisholm | 2 March 2014 | 2 April 2014 | |
| 3.1.4 Evaluate the resource requirement in terms of money, staff etc. | Bernard Chisholm | 3 April 2014 | 3 May 2014 | |

PROGRESS REPORT FOR FIRST QUARTER - 30 JUNE:**PROGRESS REPORT FOR SECOND QUARTER - 30 SEPTEMBER****PROGRESS REPORT FOR THIRD QUARTER - 31 DECEMBER****PROGRESS REPORT FOR FOURTH QUARTER - 31 MARCH**

Action Plans arising from Validated Self Evaluation 2014

Key Priority 1: Deliver high quality learning and teaching in all educational settings.

| SKILLS FOR LEARNING MATRIX MODEL: ACTION 3.2 | Responsible Officer | Start Date | Completion Date | Local Outcome |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------|-----------------|---------------|
| 3.2 Translate the methodology developed in the Senior Phase matrix to BGE (E's and O's, coherence and progression) | Head of Service (Education) | 1 April 2014 | 31 May 2015 | |
| Targets and Measures | | | | |
| <ul style="list-style-type: none"> BGE curriculum in all four secondary schools revised and adapted to include vocational options which link effectively to Senior Phase Matrix. | | | | |

| TASKS | Reporting Officer | Start Date | Completion Date | Budget Type |
|----------------------------------------------------------------------------------------|-------------------|--------------|-----------------|-------------|
| 3.2.1 Identify existing models through Education Scotland | Allan Smithyman | 1 April 2014 | 30 June 2014 | |
| 3.2.2 Customise a Western Isles model | Allan Smithyman | 1 July 2014 | 30 Sept 2014 | |
| 3.2.3 Test the model locally | Allan Smithyman | 1 Oct 2014 | 30 Dec 2014 | |
| 3.2.4 Evaluate and develop the final model for implementation across the Western Isles | Allan Smithyman | 1 Jan 2015 | 31 March 2015 | |

PROGRESS REPORT FOR FIRST QUARTER - 30 JUNE:**PROGRESS REPORT FOR SECOND QUARTER - 30 SEPTEMBER****PROGRESS REPORT FOR THIRD QUARTER - 31 DECEMBER****PROGRESS REPORT FOR FOURTH QUARTER - 31 MARCH**

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Key Priority 2: Ensure effective, accountable leadership for all.

| SKILLS FOR LEARNING MATRIX MODEL: ACTION 3.3 | Responsible Officer | Start Date | Completion Date | Local Outcome |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------|-----------------|---------------|
| 3.3 Establish a virtual School Planning Forum to create a virtual school that includes appropriate infrastructure to establish e-learning with emphasis on Senior Phase. | Head of Service (Education) | 1 March 2014 | 30 June 2017 | |
| Targets and Measures | | | | |
| <ul style="list-style-type: none"> • Increase equality of opportunity (number of e-learning courses) to young people across the Western Isles. • E-learning courses available via pilot projects in all 4 presenting centres • E-learning courses successfully evaluated, adapted and extended to meet student interests and preferences. | | | | |

| TASKS | Reporting Officer | Start Date | Completion Date | Budget Type |
|-------------------------------------------------------------------------------------------------------|-------------------|---------------|-----------------|-------------|
| 3.3.1 Provide a definition of the virtual School (common curriculum, e-learning and implement matrix) | Allan Smithyman | 1 March 2014 | 30 March 2014 | |
| 3.3.2 Identify resource requirements necessary to provide the virtual School | Allan Smithyman | 1 April 2014 | 30 June 2014 | |
| 3.3.3 Develop an implementation plan | Allan Smithyman | 1 July 2014 | 30 June 2017 | |
| 3.3.4 Identify e-learning infrastructure requirements for Senior Phase | Allan Smithyman | 11 Feb 2014 | 11 April 2014 | |
| 3.3.5 Put in place an implementation plan | Allan Smithyman | 12 April 2014 | 12 May 2014 | |
| 3.3.6 Put in place a training programme | Allan Smithyman | 1 June 2014 | 30 June 2017 | |
| 3.3.7 Extend pilot programmes | Allan Smithyman | 13 Aug 2014 | 30 June 2017 | |

PROGRESS REPORT FOR FIRST QUARTER - 30 JUNE:**PROGRESS REPORT FOR SECOND QUARTER - 30 SEPTEMBER****PROGRESS REPORT FOR THIRD QUARTER - 31 DECEMBER****PROGRESS REPORT FOR FOURTH QUARTER - 31 MARCH**