

PORT ELLEN PRIMARY SCHOOL



Improvement Plan 2014-2015

Includes Standards and Quality Report
2013-2014



Argyll & Bute Council
Community Services - Education



“ Improvement planning builds on self knowledge by involving us in understanding and valuing the best of that which already exists, decide how good we can really be and identifying the best way forward.”

How Good Is Our School Part 4 – The Journey to Excellence

CONTENTS

Page 1	Contents
Page 2	Our School
Page 3	Staffing and Parent Council Members
Page 4	Parental Involvement
Page 5	Vision and Values A&B and Port Ellen Primary
Page 6	Aims
Page 7	Getting it Right for Every Child - SHANARRI
Page 8	Standards and Quality – Evaluative Questions
Page 9	Curriculum Map
Page 10- 14	Evidence of Learning
Page 15	Inspection Report 2013/2014
Page 16- 18	Assessment and Attainment – What we do.
Page 19	Summary of A&B Priorities
Page 20	Summary of school priorities for 2013 – 2014
Page 22	Target 1 – Curriculum for Excellence
Page 23	Target 2- Developing a Broad General Education
Page 24	Target 3 – Engaging families and the wider community
Page 25	Target 4 – Developing Effective Leadership
Page 26	Maintenance Agenda
Page 27	How good can we be? – an overview

PORT ELLEN SCHOOL

Port Ellen Primary is a non-denominational and co-educational school. The school is situated on an elevated site at the edge of Port Ellen village.

Port Ellen Primary School serves the southern part of the Island of Islay and the school catchment area includes the villages of Laphroaig, Lagavulin and Ardbeg as well as an extensive rural area. Almost three-quarters of the pupils live within a mile of the school.

The school is a two-storey building and was opened in 1975 to replace the old village schools of Ardbeg and Port Ellen. There are five classrooms – 2 open plan and 3 enclosed. One other classroom which is a multi purpose room containing the bulk of our computers, a fully fitted kitchen and maths and science equipment is stored. The large assembly hall is used for physical education, assemblies, concerts, etc. The dining area and stage are adjoining to the assembly hall. The school has a Pre 5 unit with pre-schoolers attending a maximum of 5 sessions per week. The school is surrounded by lawns, grass and hard surface play areas. Pupils, staff and volunteers have been developing and improving our school grounds. We now have an all weather ball court, activity trail, pond, greenhouse, outdoor stage and roundhouse.

The present roll is 71 pupils in primaries 1 to 7 and 13 in Pre 5. The agreed capacity of the school is currently 165 pupils. The Pre 5 Unit has a capacity for 24 pupils in the morning. Parents should note that the planning capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

The associated secondary school for Port Ellen Primary is Islay High School in Bowmore. Our school is part of the Islay & Jura Cluster of schools, who work together on common aspects of curriculum development, pastoral issues and resourcing.

The school is staffed by 5.1 fte including the Head Teacher and Principal Teacher. There is a support teacher and Principle support teacher with 2.5 days combined allocation per week of support from the support budget. Port Ellen also has a full time Clerical Assistant, Classroom Assistant time, a part time Pupil Support Early Years worker and two part time ASN Auxiliaries. There is also a full time Janitor.



PORT ELLEN SCHOOL STAFFING 2014-2015

Head Teacher - Mrs Maureen Macdonald
Principal Teacher Mrs M Harrison P1/2
Mrs J. Clark P6/7
Miss K Brown P5/6
Miss J Macrae P3/4
Mrs S MacIntyre CEW , Pre 5
Mrs A Logan CEW P1/2 Pre 5
Supply Teacher Mrs Onions
Clerical Assistant Mrs C Leask
Pupil Support Assistant Mrs T McMillan
ASN Assistants Mrs A McFarlane, Mrs Laura Young, Mrs Sally Campbell
Classroom Assistants Mrs A McFarlane & Mrs T McMillan
Janitor Mr L Gairns
Cleaning Staff Mrs K MacDougall & Ms MB Hamilton
Catering Manager Mrs A Holyoake
Catering Assistant Miss L Brown
Principle Support Teacher - Ms K Fraser
Support Teacher – Ms A Stewart
Instrumental Instruction Mr S McDermott
Chaplain Mr J McNulty
School Crossing Patrol Mrs M Hope
Active Schools Co-coordinator Miss S Ramsay

PARENT COUNCIL MEMBERS – from January 2014

Parent Members:

Mary Swanson- Chairperson
Demi Borthwick– Secretary
Leslie Blair - Treasurer
Mrs Sally Campbell – Vice chair
Sarah McMillan , Mrs Helen Mackie, Mrs Lynsay MacLennan
Ms Susan Hamilton,

Co-opted Members

Mr Calum Murray
Mrs Caroline Morris

Staff Member Miss Kate Brown

Professional Adviser to the Board Maureen Macdonald HT

Parental Involvement

Parents play a very important role in the education of their children and at Port Ellen Primary there is a committed and ever developing sense of partnership. The co-operation which children show in their school is a reflection of the attitude of their parents and is crucial to the success of the education of our children. At Port Ellen there are opportunities throughout the year for maintaining home links in a variety of ways to suit working and home based parents.

The main aim of Port Ellen Parent Council, is to continue supporting the school in all its activities to allow our children to take part in a range of rich, meaningful and memorable learning experiences.

We also have our Brilliant Beginnings Committee. The pupils and staff work hard to promotion a healthier lifestyle and more eco friendly practices for all school users.

We are always looking for ways of extending our community role. We try to bring the community to school and ask them to share their experiences with our learners. Our village community make a welcome contribution to the life of the school. School activities such as assemblies, concerts, sport days and fund raising events are supported not only by our parents but also by people of the village in general. Members of our local community also help staff with after school clubs.





Argyll and Bute - Our Vision:

Argyll and Bute's Education service is forward looking and ambitious, continuously improving the quality of provision through self- evaluation. Achievement, raising attainment and inclusion is at the heart of all we do. We recognise the importance of involving the whole community in educating a child. We will ensure that views are listened to heard and acted upon, and make sure that every child and young person has an effective and appropriate education led by top quality head teachers, class teachers and support staff.

Our values are:

- Respect
- Openness
- Fairness
- Equality

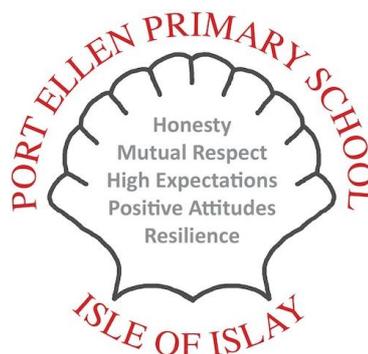
Port Ellen Primary School our vision and values



By providing a nurturing and safe environment we strive to promote excellence and allow our children to become;

Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors

These values reflect what we aim to achieve for each other, for the school and community and for the world as a whole. They are at the centre of everything we do.



On the next page we have listed our aims, which indicate how we plan to fully establish and embed our Values.

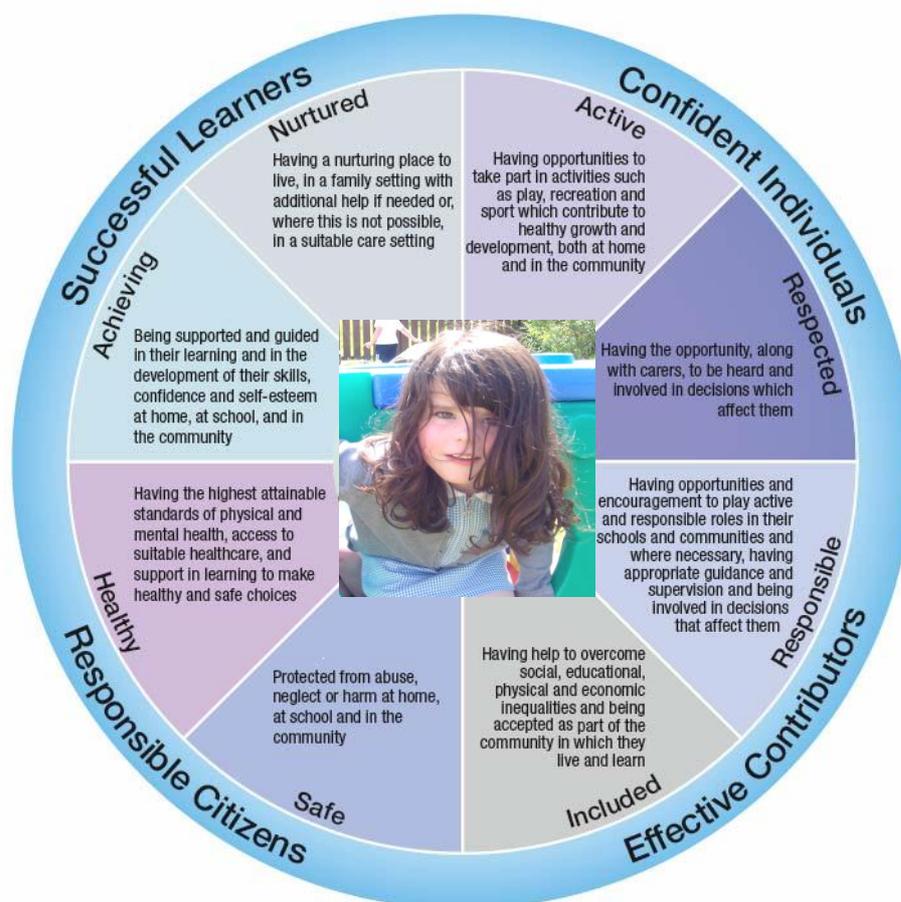
Port Ellen Primary School -Aims



At Port Ellen Primary School we aim;

- ❑ **to provide a happy, caring and safe environment where creative, effective teaching and learning can take place and where mistakes are made in the effort to try new things and become successful.**
- ❑ **Parents and staff will work closely together to help children learn, achieve and celebrate their personal best.**
- ❑ **We will all respect and value differences in people in Port Ellen, Islay and our world.**
- ❑ **We will continue to get better at being an Eco School and to develop positive attitudes to the environment and towards our health and wellbeing.**
- ❑ **We will enable staff to function happily, professionally and effectively by promoting an ethos where their work is valued and respected.**
- ❑ **We will continue to maintain good relationships with other schools, agencies and the community by supporting and being involved in joint ventures, sharing information, ideas and expertise.**





Every child and young person in Scotland is on a journey through life experiencing rapid development and change as they make the transition from childhood through adolescence and into adulthood. As they progress, some may have temporary difficulties, some may live with challenges that distract them on their journey and some may experience more complex issues. No matter where they live or what their needs, children and families should know where they can find help, what support might be available and whether that help is right for them. We all want our children and young people to be fully supported as they grow and develop.

Getting it Right for Every Child- .
September 2008

The *Getting it right for every child* approach

At Port Ellen Primary we focus on effective communication with practitioners across all services in order meet the needs of our children and young people. Working together with our partners is important to ensure all our children reach their full potential. We promote a shared approach and accountability that:

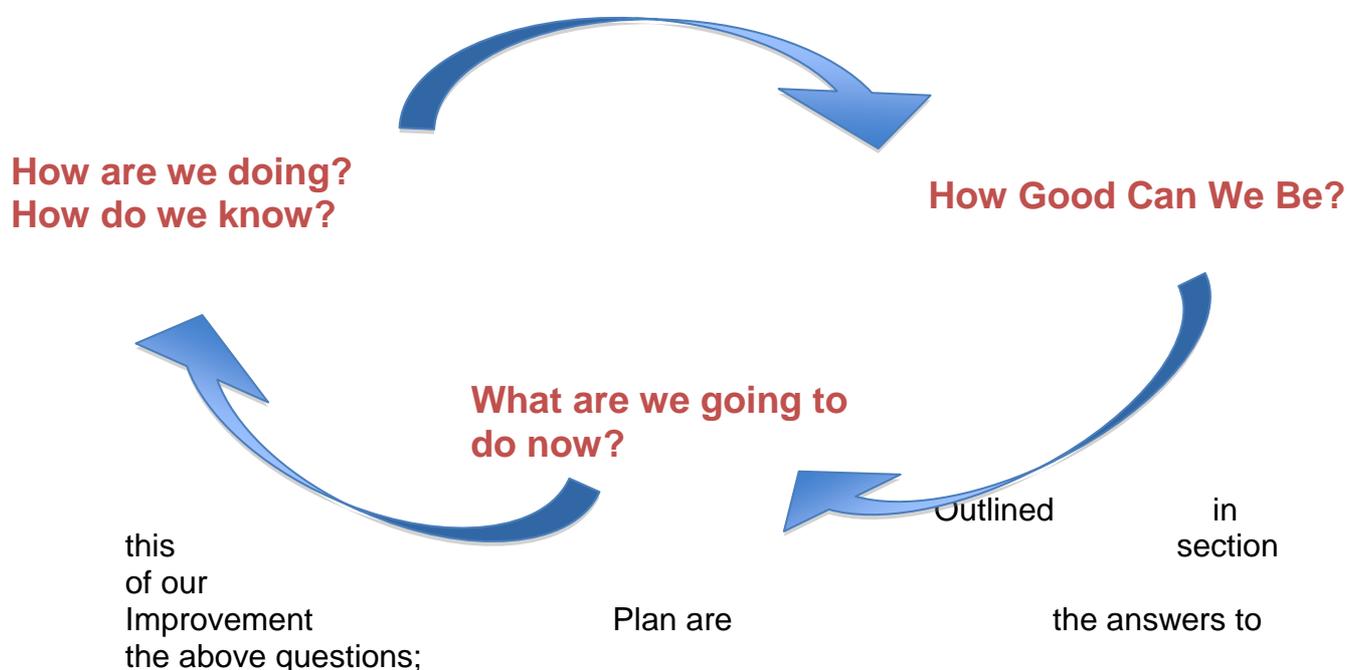
- **builds solutions with and around children, young people and families**
- **enables children and young people to get the help they need when they need it**
- **supports a positive shift in culture, systems and practice**
- **involves working better together to improve life chances for children, young people and families**

Standards and Quality Report 2013-2014

At Port Ellen, we believe that the starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents, partners, specialists and community members.

The title of this section is hyperlinked to our School Website News Section where there is evidence of all the activities and learning from session 2013-2014.

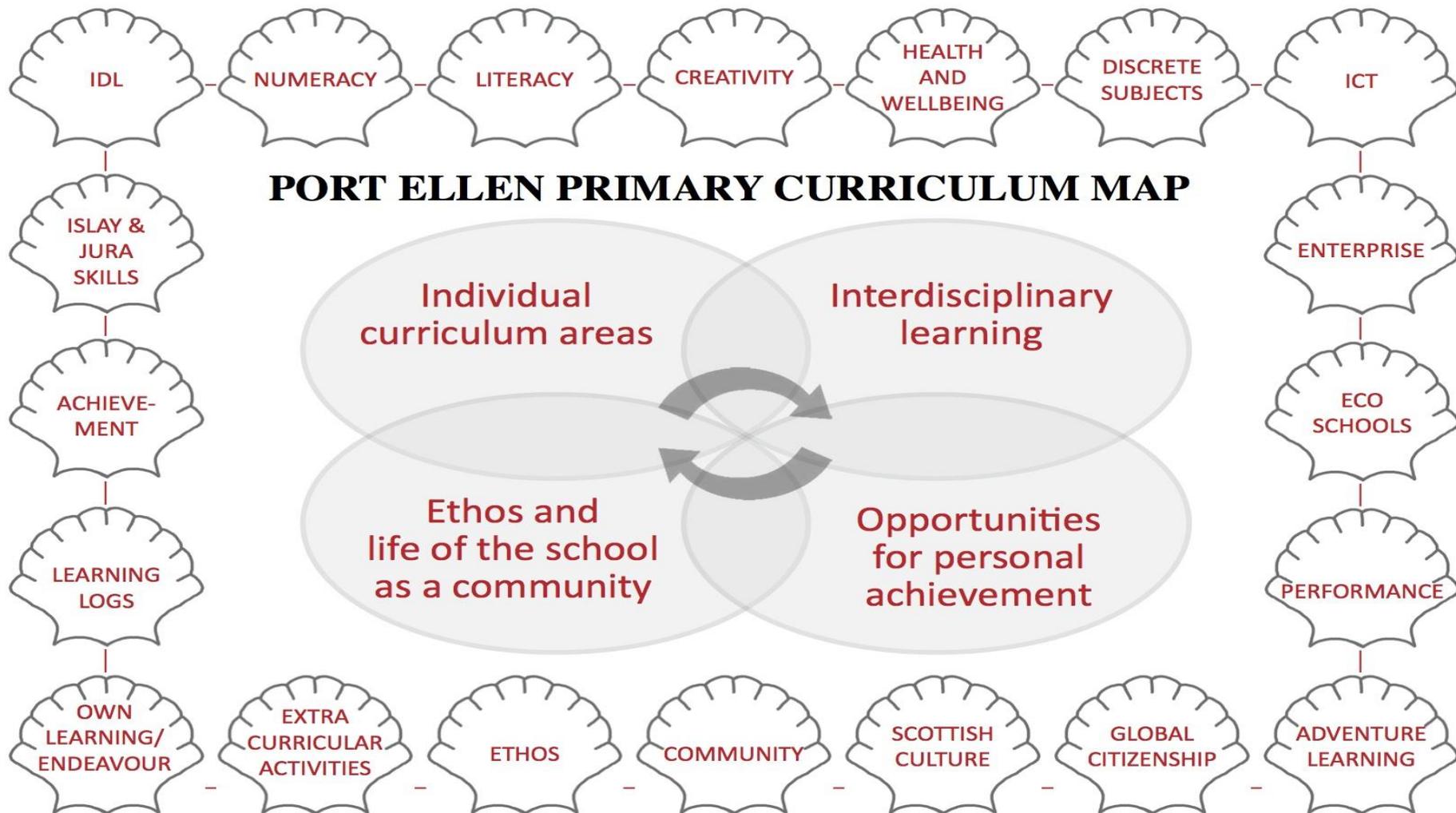
We use the following model in our self evaluation process ;



*How are we doing?
How do we know?*

To put the above questions into context, the following pages contain;

1. Curriculum Map
2. Summary of Priorities 2013-2014
3. An outline of our current position matched to the quality indicators of **one** of our main evaluation tools, How Good is Our School
4. Evidence



How Do We Know?

Impact and Evidence of Learning Priority 1



P6/7 Pupils Ready for Parents Arriving

Whole School Finance Week

Pre 5 set up their shop and were using real money in the co-op P1/2 were learning about banks and spreadsheets. They ran a bank at the exhibition and showed they could count change.

P 2&3 had made commonwealth animal banks, which included a wonderful anteater and Kiwi bank. They also were holding a beetle drive in the evening to raise money.

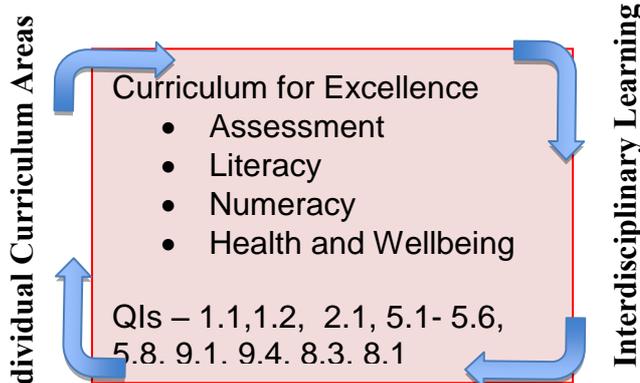
P 4&5 were selling the soaps they made from their social enterprise, as well as running a how to do spreadsheets workshop.

P6/7 ran a Fair Trade Tuck Shop and investigated credit cards and profit and loss

We continue to plan and implement H&W across learning. Staff have gained confidence to deliver quality PE as a result of working closely with Rona Young – ESO PE. Pupils have also been given the opportunity to participate in a variety of PE activities throughout the year.

The Commonwealth Games was a focus for all classes and this raised the profile of H&W.

Ethos and Life of the school



Abbie and Asher's Poetry Success

We have made good progress in all areas of literacy including much success in National and International Writing Competitions. Children in P1/2 ran their book swap on Fridays and children have been developing their debating skills. We continue to develop our reading skills using a variety of resources and strategies including Reciprocal Reading. Staff participated in moderation of writing activities enabling class teachers to have a shared standard and establish a baseline.

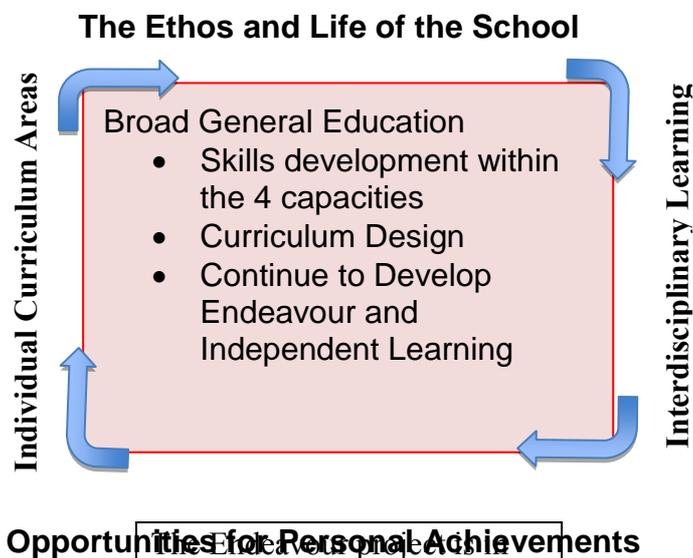
All aspects of literacy and numeracy is rigorously tracked and monitored and the HT has a whole school overview.

Impact and Evidence of Learning Priority 2



Through the creation of our curriculum map we are able to effectively audit the experiences we provide for our children. Teachers are using a variety of pedagogies , resources and skills to plan creatively and stimulate enquiry among the pupils. Interdisciplinary topics continue to be ambitious and learning and teaching is underpinned by the 7 principles of curriculum design. Teachers and pupils plan for assessment within their IDL and the format is consistently used throughout the school.

All teachers implemented the Islay and Jura skills pack ensuring that there is progression within the 4 capacities, In all classes the use of skills ladders is consistent and children are able to see and speak about up skilling and readily talk about their learning .



We have once again augmented our ICT tools and the use of ipad minis is evident in each class. This has allowed children access to a wide resource bank to enhance their learning experiences. Teachers continue to use Glow cookalongs to enhance their knowledge and skills.



it's second year and children in P6/7 have been developing their skills for learning life and work through independent learning. P1/2 are now using the criteria of Endeavour to plan and carry out their own learning at a stage appropriate level. The children are gaining confidence in all aspects of their learning journey and the impact has been immense.



This year saw us reach the finals of the Scottish Education Awards for Enterprise Across Learning.

Impact and Evidence of Learning Priority 3



We have engaged families successfully in the life of the school over the last session. Parent created a poster highlighting what Port Ellen School offered our children and this was shared throughout the community and with all partners. As well as organizing various parent workshops, parents evenings, showcasing events, daytime and evening fun events, we provided our biannual whole school panto which was a two night sellout.

Our Learner's Journey from 3-12

By providing a nurturing and safe environment we strive to promote excellence and allow our children to become **Successful Learners, Confident Individuals, Effective Contributors & Responsible Citizens.**

As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as Broad General Education (BGE). This provides your child with a wide range of knowledge, skills and exciting experiences that they can draw on.

PRE 5	P1	P2	P3	P4	P5	P6	P7
LEARNING AT EARLY LEVEL			LEARNING AT FIRST LEVEL			LEARNING AT SECOND LEVEL	

OUR FOUR TARGETS

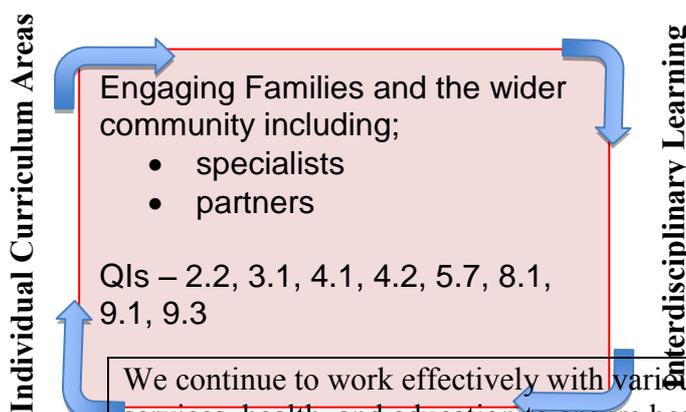
- 1 Raising attainment in literature, numeracy, health & wellbeing. Focus on assessment.
- 2 Developing our BGE e.g. focus on skills, individual learning.
- 3 Engaging families and the wider community.
- 4 Developing effective leadership at all levels.

It is our policy at Port Ellen Primary School that teachers are clear about WHAT and HOW to teach effectively to ensure that pupils are provided with personalisation & choice, breadth, depth, challenge & relevance. Children are involved in planning and evaluating their learning and decide next steps for skills development.



Through various IDL topics and Endeavour, pupils and teachers have made effective use of specialist skills to enhance learning and teaching. Children in P4/5 for example have run a successful social enterprise selling soap to the local hotel and using the profit to furnish the new community path with flower barrels and a bench. As a result of their success, PEPS is now an enterprise academy.

The Ethos and Life of the School



Opportunities for Personal Achievements

We continue to work effectively with various partners from social services, health, and education to ensure best outcomes for our pupils. Partners have been provided with our school improvement plan and are made aware of the schools vision and priorities. Staff are suitably and appropriately trained in child protection and some staff are working closely with partners to implement a variety of resources which focuses heavily on social and emotional needs. Class teachers quickly identify needs and action is timeously taken to provide support for individuals. Child's plans and individual targets are drawn up and shared among appropriate partners and with parents and pupils and information is logged and kept up to date. There is a shared understanding of the importance of confidentiality among all partners and class teachers



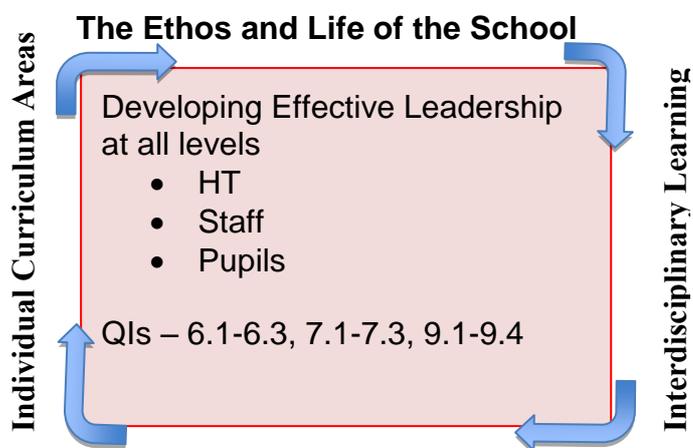
Impact and Evidence of Learning Priority 4



In September children from P6/7 participated in the I&J Stramash outward bound trip to Oban where they gained a range of skills from teambuilding and communicating to building shelters and kayaking. Pupils from all classes are given the opportunity to lead their learning and the Endeavour project in P6/7 is a good example of how far children can reach and how much they can achieve. The school values ensure that all children work together and that there is an ethos of support and mutual respect.



Staff attend training to develop their knowledge and skills and information is shared and cascaded appropriately. There are staff representatives on authority led forums like assessment, IDL, ICT and TLC and staff also take responsibility for areas of curricular development eg Scotland Reads, Maths Recovery, Pre 5/P1 transition, P7/S1 transition.



The Captains and Vice Captains and Parent council continue to be active in the school and have worked together to share ideas and plan together. There is a new Eco Committee who take responsibility for areas of the Eco Action Plan

Opportunities for Personal Achievements



The management team work together to ensure that the school runs well. The HT and PT discuss priorities and developments and are confident to identify next steps for improvement. There are various methods of communication used among all staff which enable staff to work together effectively and efficiently. PRDs are carried out timeously and consistently, which enables staff to identify areas for professional development and with management a plan is formulated on how to address any needs. All staff and pupils are involved in every aspects of school life.

Impact and Evidence - The Maintenance Agenda

Our Maintenance Agenda – this is continuous improvement of the ‘day to day’ business of the school. Members of staff will have responsibility for an area of the maintenance agenda.

‘copan agus craic’
aig
Cafaidh Blasta!
‘a cuppa and a chat’
at
Cafe Blasta

Cafaidh



Fosgailte
10:00m gu 3:30f
Open 10:00am to



GAELIC

All classes have experienced learning some gaelic this session. Children from P4-7 benefitted from working with gaelic specialist Ariel Killick who delivered circus and graffiti art bilingual workshops. Due to overall budget constraints, Alison Logan CEW was unable to start GLPS training . Due to time issues, the delivery of gaelic wasn’t as consistent as in previous years but this will be addressed through long term planning for session 2014-2015. In consultation with DM, gaelic ESO and RR , Ed Psych, MMD, HT is now part of a LA working group looking at ;support in gaelic, effective learning , teaching and monitoring and this will have a positive impact on gaelic development in the school. In August 2014, MMD will commence a gaelic beginners distance learning course run by Sabhal Mor Ostaig.

SELF EVALUATION

Staff have evaluated performance in all 5 areas of Journey to Excellence and are aware of the raised expectations in HGIOS 5.1, The Curriculum and 5.9, Self Evaluation. Teachers and pupils evaluate all aspects of learning and next steps for learning are identified as a result. We will continue to develop our approach to self evaluation and strive to achieve a more systematic approach than is already in place. While we continue to seek the views of partners , specialists, parents and pupils, we will work towards developing a comprehensive evaluation resource that measures impact and builds on next steps.

The Ethos and Life of the School



ECO SCHOOLS

MH , PT now manages Eco Schools as part of her new remit. The action plan has been reviewed and working with parents and community members, school ground developments have taken off . Children from all classes are involved in Eco Schools and the promotion of our Eco Code . We await our 5th assessment from Eco Schools Scotland.



CITIZENSHIP

Due to the variety of citizenship activities that children participate in , it’s important to evaluate citizenship overall. The school continues to actively promote citizenship within the local community and we will continue to raise awareness of global citizenship through various activities and topics and also hopefully through our

Inspection Of Port Ellen Primary School and Pre 5 December 2013

In December of this session, Education Scotland visited the primary school and pre 5. They wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The school's successes and priorities for improvement were shared with the team and they looked at some particular aspects of the school's recent work, including arrangements for checking children's progress and learning through projects, for example the 'Endeavour Project'. As a result, they were able to find out how good the school is at improving children's education.

The outcome was very positive with the school receiving **VERY GOOD** in the 8 areas inspected. Some points made in the final report are as follows;

“There are notable strengths in the way that children learn and achieve. Children benefit from a climate of high expectations in which they are respected and valued.”

“There are significant strengths in the way that children are supported to develop and learn.”

“Clearly Port Ellen is a school which promotes ambition as part of the school's vision for high expectations.”

This inspection found the following key strengths.

- The leadership and vision of the headteacher in achieving well-paced change and improvement.
- Confident and articulate children who play an important role in the life of the school and its community.
- Extensive range of learning experiences which enables children to be ambitious and successful.
- The focus on the island's language and culture to develop children's appreciation of their Scottish identity.
- The impact of staff working together to develop a high-quality curriculum.

We discussed with staff and Argyll and Bute Council how they might

continue to improve the school. This is what we agreed with them.

- In partnership with children, parents and community partners, the school should continue to implement the priorities set out within the school's well-judged annual improvement plan, particularly to ensure consistently high-quality learning experiences for all children.

Attainment and Achievement

Background

Curriculum for Excellence (CfE) is divided into different levels. These levels are broad curriculum stages which offer learners a range of learning experiences / opportunities designed to assist them to achieve in relation to ***Experiences*** and ***Outcomes***.

The EXPERIENCES and OUTCOMES are an essential component of CfE and apply wherever learning is planned. They signpost progression in learning and set challenging standards for our learners.

The title EXPERIENCE refers to the nature of the planned learning and how this develops attributes and capabilities, engages, motivates and provides depth for the learner.

An OUTCOME represents what is being achieved.

From pre school to the end of S3 the levels are organised in the following three year blocks which allow depth as well as breadth of learning:

Early: Pre school – Primary 1

First: Primary 2 – Primary 4

Second: Primary 5 – Primary 7

HOW DO I KNOW HOW WELL MY CHILD IS DOING IN A LEVEL?

Your child's report will show the level your child is working on and an indication of how well they are progressing. Your child may be progressing very well in all aspects of a curricular area (eg all Language and Literacy) or may be progressing very well with an/some aspects (eg Reading and/or Talking) but finding difficulty with other aspects (eg Writing).

Regular correspondence between school and home is very important in the development and progress of a child's education. We have an Open Door Policy at Port Ellen School, where parents can meet with the class teacher or Head Teacher if queries, problems about their child arises and any actions to be taken are carried out timeously.

Learning Logs go home with children once every 3 weeks and parents can see and engage with their child's education. Comments are always welcome.

Each child has an assessment file which contains pieces of work from literacy, numeracy, H&W and other areas of the curriculum.

In the new session 2014-2015 we will start to create a Learning Journey for each child by logging all work in two weeks of the session, one in November and one in May. This will allow teachers, children and Parents to see the progress a child makes throughout school.

How We Do Assessment – A Brief Outline

Planning for Assessment as part of Learning-

- Plan a range of appropriate evidence
- Assessment to be fit for purpose – ie pupils must be ready
Combining assessment strategies eg say, make, write, do
Consider practical arrangements



Carrying Out Assessment as part of Learning

- Applying conditions of assessment and processes of assessment to ensure the evidence comes from the Learner so considering ;
level of support, amount, practicability, equipment and resources, timing, range of evidence.



Making Professional Judgements

- Gathering and considering learner evidence using
-Learning intentions/success criteria, assessment/marking guidance, characteristics of evidence



Local Quality Assurance and Moderation

- Standardising assessments at local level ie within the school and across I&J and Argyll. This is done by;
-Staff observing and assessing, gathering assessment evidence in a central place (in the past at IHS), sharing and discussing the standard, reflecting on consistency of judgements, recording decisions
LA standardized assessments



National Quality Assurance

Setting and agreeing national standards through
Publishing exemplars of quality assured assessment material eg SSLN, NAR

Tracking and Monitoring At Port Ellen Primary School we have created an in-house tracking system for the outcomes and experiences of Curriculum for Excellence. When a child starts in Pre 5 at the age of 3, the document commences and follows the child/ young person until they are in P7. The document is then young included as part of their transition package when the young person begins S1 in High School. We have identified a need to streamline the document and this will be part of our improvement plan over the next two years.

Literacy, Numeracy and Health and Wellbeing are core subjects and we are committed to raising standards in these areas using a mix of standardized testing (literacy) , using examples from the National Assessment Resource (NAR), creating our own assessments, using strategies from Assessment is for Learning (AifL) , engaging in discussion with Learners and parents and staff also undertaking cross level moderation. The school has purchased a wide range of resources to help raise attainment in each of the above subjects and staff have attended training to increase their knowledge and confidence. Each child has an Assessment file, which enables staff to gather evidence of learning.

Impacts of Development so far;

Literacy

- Each class apart from P1/2 is using our recently purchased Reading Comprehension boxes. There is a mixture of reading genre in each box giving children the opportunity to read fact, fiction, poetry, reports etc and test their own reading comprehension skills by answering related questions correctly.
- Our Jolly Phonics resources have been increased in P1/2 to give the children a wide variety of activities to participate in. The resources are suitable for all learners.
- Cloze Procedure resources are been used regularly in classes P2-P7.
- Reading resources have significantly been increased, and our new Reciprocal Reading resource has been an outstanding success in getting children to think, talk and understand what they are reading.
- Standardised testing from the Authority is used in pre-school, P1, P2 and P4 and this will increase to include each class next year.
- Rigorous moderation of writing is undertaken between staff and comprehensive folios are kept of each child's work.

Numeracy

- First level Heinmann Active maths has been purchased and all classes are using the assessment and tracking facility and this is shared with the HT . We are committed to focusing on active learning in maths as this style of teaching fosters interest, enthuses and motivates the learner which has a positive impact on attainment in maths.
- Assessment tools have also been purchased for each level in maths and this helps to track individual progress.
- Taking part in the Scottish Study of Achievement in numeracy and literacy has

helped the teachers of P4 and P7 to get an insight of what is expected of children at this stage nationally.

- A wide range of visual resources and games etc covering a variety of mathematical concepts are used throughout the school.

Health and Wellbeing

- Opportunities to integrate and develop Health and Wellbeing across the curriculum, ensures children can practice their skills in real life contexts.
- Staff and children working effectively with partners from various aspects of H&W
- Outdoors and the wider community are used to provide a rich learning environment

We have renewed our subscription for Education City for all learners and cover all curriculum areas and homework.

Planning for Improvement 2014-2015

What will we do now?

Over the session 2014-2015 we have a high level, focused plan that not only builds on our strengths but also helps us achieve quality outcomes for our children.

We have identified priorities which reflect that of the local authority and what we will focus on in our school.

Local Authority Priorities 2013 -2014

For each of the Priorities there is a focus on Raising Attainment and Promoting Achievement

Curriculum for Excellence

- Moderation , Assessment and reporting
- Literacy
- Numeracy
- Health and wellbeing

- Broad general education
- Senior phase (secondary)
- Opportunities for all

- Engaging families and the wider community

- The development of effective leadership at all levels

Port Ellen Primary and Pre 5 Priorities 2014-2015

Below is a summary of what we have identified as priority developments to take forward over the next school session.

Curriculum for Excellence

- Moderation, Assessment
- Literacy
- Numeracy
- Health and Wellbeing

QIs – 1.1, 1.2, 2.1, 5.1- 5.6, 5.8, 9.1, 9.4, 8.3, 8.1

Broad General Education

- Skills development within the 4 capacities
- Curriculum Design

QIs – 1.1, 3.1, 5.1, 6.2, 9.1, 9.4

Engaging Families and the wider community including;

- specialists
- partners

QIs – 2.2, 3.1, 4.1, 4.2, 5.7, 8.1, 9.1, 9.3

Developing Effective Leadership at all levels

- HT
- Staff
- Pupils

QIs – 6.1-6.3, 7.1-7.3, 9.1-9.4

Our Maintenance Agenda – this is continuous improvement of the ‘day to day’ business of the school. Members of staff will have responsibility for an area of the maintenance agenda.

- Gaelic
- Improvement through Self Evaluation)
- Eco Schools
- Global Citizenship

<p>Reason for development Priority reflects national and Local Authority priority and has been identified through our self evaluation process</p> <p>Persons Responsible HT, Jo Clark, Maggie Harrison, Janice MacRae, Kate Brown, Shona MacIntyre, Alison Logan</p>	<p>Timescale June 2015</p> <p>Target 1 Curriculum for Excellence</p> <ul style="list-style-type: none"> • Moderation and Assessment • Literacy • Num • eracy • Health and Wellbeing 	<p>Criteria for success Better outcomes for learners To increase confidence among staff To develop further moderation of all aspects of literacy and numeracy in school and across the cluster. To embed the principles underpinning any LA developments in each of the areas.</p> <p>Resources Required Training Time Guidance and Frameworks Development materials</p>	
<p>TERM 1 Cluster to identify opportunities for shared planning and moderation of literacy and numeracy. Cluster moderation plan for session Jo Clark to update staff across cluster on moderation practices as outlined in the NAR Flowchart. Create a moderation plan for the school. Janice MacRae to draw up a year plan for TLC feedback, developments and timelines. Implementing the 3 and 4 year old Developmental Milestones as a tracking tool for Early Years. Review H and W – opportunities for developing across the curriculum-diary whole school activities/approaches.</p>	<p>TERM 2 Develop a Profiling and reporting policy in consultation with all stakeholders. Filter this throughout the cluster. Staff to work together to Create a Progression Pathway for numeracy. In house moderation of writing, reading, listening and talking. Carry out Folio week to gather evidence of children’s learning in lit, num, H&W , Science and SS Review and evaluate cluster developments in moderation &H&W. Cluster Training – Inclusive PE Share developments in Reciprocal Reading across cluster and poss LA. Carry out H&W awareness afternoon with a focus on Social and Emotional Wellbeing.</p>	<p>TERM 3 Audit Assessment using the 7 Priciples of Curriculum Design. Use SEEMIS to record and track children’s progress to date. Use data from standardized assessments in lit (and num if available). Share info from overview with CTs – What next? Review cluster developments and school practice on moderation and identify next steps (Feb inset) Literacy showcase / raising awareness event with parents, community and partners. Promote Bookbug Implement Scotland Reads as a strategy for improving reading and engaging interest. Carry out H&W awareness afternoon with a focus on Healthy and Active</p>	<p>TERM 4 Whole school finance week and showcasing event. Carry out Folio week to gather evidence of children’s learning in lit, num, H&W , Science and SS discuss impact of strategies being used in Early Level. Transition and Induction Participate in SSLN and LA Reading Initiative. Review and evaluate the impact of whole school literacy, numeracy, H and W developments. Use SEEMIS to record and track children’s progress to date. Review Moderation to date inc policy and identify next steps and impact. TLC Update</p>

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<p>Reason for development Developing the curriculum to ensure coherence and progression in Learning and Assessment using the Es and Os and SAoL to provide progression and continuity in learning across the 4 contexts</p> <p>Persons Responsible HT, Jo Clark, Maggie Harrison, Kate Brown, Shona MacIntyre, Alison Logan Maggie Irving IHS</p>	<p>Timescale June 2015</p> <p>Target 2 Developing further our BGE by</p> <ul style="list-style-type: none"> • Implementing ALS • Developing skills in ICT • Developing/ Creating Progression Pathways • Continuing and extending Endeavour throughout all stages. • Developing Enterprise Approaches 	<p>Criteria for success Accreditation by ALS- consistency in use of pedagogy . Improvement in use of ICT to support creative learning Raising Expectation and attainment in all curricular areas</p> <p>Resources Required Training Time Guidance and Frameworks Development materials</p>	
<p>TERM 1 Consultation with staff, parents and pupils about ALS and plan the way forward with IHS. Develop an observation tool that contains the 6 theories of action and the Design Principles Plan ICT in house training to develop the basic use of ICT. Familiarisation of latest ICT material eg GLOW 2 . Assign working groups to the development of progression pathways in Science Endeavour consultation with parents about choice of topics. Make an outline plan. Review use of floorbooks in Pre 5</p>	<p>TERM 2 Meet with IHS staff re ALS and identify resources need. Attend ALS training Purchase more ipads Use the tracking and evaluation LA tool for ICT. In house ICT Training Review progress with Science developments and decide on next steps Review planning including Pre5 and ensure consistency in depth and challenge. Whole School approach to Enterprise. Record all work on Folio week Review skills ladder and decide on next steps</p>	<p>TERM 3 Whole School and cross cluster learning during Science week Measure impact of progression pathways in science. Assign working groups to developing progression pathways in SStudies Review developments of Endeavour in each class and plan next steps Parent workshop – ICT focused Peer observations using the new obs tool- anything added or taken away? Audit performance on curriculum in line with raised expectations, inc Pre 5</p>	<p>TERM 4 Review Curriculum map - Audit ICT- training needs, impact of in house training, Where next? ALS – where are we? What next? Audit where we are with regards to Imp through self evaluation and what next? Review developments with SS Progression Pathways. Next Steps for progression Endeavour- Discussion with children and showcase event Scottish Ed Awards?? Attend Science Festival and Saltire Awards Folio Week – record all learning.</p>

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<p>Reason for development To support Early Years and Schools to engage parents in their childrens learning To effectively work with partners to achieve best outcomes for all our chn Persons Responsible HT, Jo Clark, Maggie Harrison, Kate Brown, Rachel MacKaskill, Shona MacIntyre, Alison Logan, Alice Stewart Parents/Carers School Nurse, OT, SALT, Physio, ED Psych, Gerry Geoghegan</p>	<p>Timescale June 2015</p> <p>Target 3 Promoting achievement and Raising Attainment through</p> <ul style="list-style-type: none"> Engaging with Parents and families Working effectively and efficiently with partners 	<p>Criteria for success To develop higher aspirations for chn and families by promoting chn involvement. Use partners effectively to develop staff and learners skills and increase confidence</p> <p>Resources Required Training Time Guidance and Frameworks Development materials</p>	
<p>TERM 1 Introduce Measuring Outcomes- Girfec Tool and plan for use. Introduce H&W – Responsibility of All Resource and plan for developing a framework to ensure progression. Start implementation of dev milestones. Plan Review and support meetings with all partners Implement new 600 hours for Pre 5 Look at the work of the Early Years Collaborative and Plan accordingly Parents Info Night – PThS/FFL Create a whole school behavior protocol</p>	<p>TERM 2 With advice of RR and GG , Parent workshop or similar on SAEL and behavior Parent Council – liaise with all parents to involve them in their child’s education through the various resources already in place and Play @Home, Scotland Reads Autism Training from relevant support staff – inc social stories Child Protection training for all staff . West of Scotland Child Protection Raise awareness among parents on Folio week Ensure whole school approach To target setting</p>	<p>TERM 3 Pupil and Parent Council meeting to identify needs for the future and identify next steps . Update health care plans Implement Scotland Reads Work with partners for the swimming gala Review behavior protocol and amend if needed Parents interim reporting Work with various partners to hold a Health awareness afternoon – focus Healthy and Active Parent Council AGM</p>	<p>TERM 4 Involve parents and partners in transitions Review all material used with partners over the session and identify strengths and areas for dev Share and seek examples of good practice Audit meeting chn needs HGIOS and Child at the Centre/ National Standards</p>

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<p>Reason for development To make effective use of the skills of all to raise attainment</p> <p>Persons Responsible HT, Jo Clark, Maggie Harrison, Kate Brown, Rachel MacKaskill, Shona MacIntyre, Alison Logan, Alice Stewart</p>	<p>Timescale June 2015</p> <p>Target 4 Developing Effective Leadership at all levels</p> <ul style="list-style-type: none"> • Pupils • Staff • Partners 	<p>Criteria for success To create leaders at all levels to achieve a positive outcome for all</p> <p>Resources Required Training Time Guidance and Frameworks Development materials</p>	
<p>TERM 1 P6/7 Participate in the I&J outward-bound trip to develop leadership skills and plan their Endeavour project. Identifying Eco Monitors across all stages and Voting for House Captains and Vice Captains GTCs Professional Update developments Looking at career lifelong Prof Learning as a resource KB Respect Me training and feedback JC – Assessment Forum MH – Mentoring and PT Plan MMD to attend Coaching and Leadership courses SLF – running a stall and sharing Learning JM/PUPILS</p>	<p>TERM 2 Effective Monitoring and mentoring MH and MMD Implement work of Ass Forum ICT Training from JC Update on Anti bullying policy – KB/MH Start a Pupils Charter – to be run by the Captains and Vice Captains RM? Review ALS and Endeavour developments and decide next steps SIP –group science Developments Sharing Reciprocal Reading material and possible involvement in running w/shops</p>	<p>TERM 3 Implement Scotland Reads KB Update assessment and moderation developments across cluster MMD SIP – SS Progression developments – lead MH Pupils in P7 and JC run internet safety w/shop Promote Bookbug and Play @ Home – possible w/shops CEW Pupils to run a family quiz and with staff a parent health awareness afternoon Healthy Living Update on Pupil charter ? Continuous mentoring PRDs</p>	<p>TERM 4 Endeavour festival- pupils Review CLPL resource – impact? Sign off probationer- MH Science/Saltire Trips- JC Impact of Leadership Programme - MMD Review of ALS – MH All staff will feedback and update on progress and identify next steps from their area of focus.</p>

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<p>Reason for development To continuously develop the key areas of the day to day running of the school to improve outcomes for all</p> <p>Persons Responsible HT, Jo Clark, Maggie Harrison, Kate Brown, Rachel MacKaskill, Shona MacIntyre, Alison Logan, Alice Stewart Hazel Onions D Macleod ESO L1+2 Forum</p>	<p>Timescale June 2015</p> <p>Maintenance Agenda</p> <ol style="list-style-type: none"> 1. Gaelic 2. Continuous Improvement through Self Evaluation 3. Eco Schools 4. Global Citizenship 	<p>Criteria for success To create leaders at all levels to achieve a positive outcome for all</p> <p>Resources Required Training Time Guidance and Frameworks Development materials</p>	
<p>Gaelic To effectively plan the delivery of gaelic for pupils in P1-7 for the year ahead- MMD Implement 1+2 Approach to Gaelic and French- MMD/HO MMD – CPD Beginners course to improve gaelic . Distance Learning Continue to Participate in the National and Local Mods. MMD – to become part of the L1+2 Forum and implement plans in line with the developments of the group HO – Deliver French to P5-7 HO to create a year long plan</p>	<p>Self Evaluation- MMD, Teaching Staff Use the triangulated method to gather evaluations from Parents, Pupils, Staff, Data Use HGIOS 5.1 to audit progress and identify next steps Implement areas for development from the Inspection RIF Develop a more systematic approach to evaluating with partners and parents. Evaluate Assessment and moderation practice and impact the year’s developments Evaluate the impact of progression pathways in Science and SS. Evaluate teaching using Career Long Professional Standards</p>	<p>Eco Schools – Coordinated by MH Continue to develop areas of the school grounds. Build on work carried out this year. Pre 5 to continue work with composting and the wormery Continue to use the raised beds for planting and growing Continue to develop the croft and care for the chickens All classes to share their Eco Learning through assemblies, meetings, the learning blog and website Assessment 5th Green Flag – August 2014</p>	<p>Global Citizenship Provide children with opportunities to participate in Citizenship activities at stage appropriate level. <i>If we are accepted to participate in Erasmus then school developments will be led by the work carried out as a result. This decision will be made during the summer break. The action points will be amended according to the decision.</i></p>

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HOW GOOD CAN WE BE

<p style="text-align: center;"><u>Values</u></p> <p>Use our school values to promote positive behaviour and responsible citizenship Provide opportunities for Global citizenship at all stages to raise awareness of different cultures, societies and make comparisons to their own. Promote leadership skills at all levels to allow for better outcomes. Continue to celebrate achievement and success within the local community. Maintain high expectations for learning consistently across all classes</p>	<p style="text-align: center;"><u>Totality of the Curriculum</u></p> <p>Our curricular design will continue to evolve as we implement new developments and strive for excellence. Our Self Evaluation process leads to continuous improvement by measuring the impact of developments and planning for next steps. Continue to augment resources and opportunities to provide rich learning experiences and create excellent learning spaces for children to learn in. Clarity by all stakeholders of our curriculum Rationale</p>		<p style="text-align: center;"><u>Learning and Teaching</u></p> <p>Use the theories of action from ALS, design principles and P+P ensure consistency of effective teaching. Children continue to be involved in planning their learning and can talk confidently about why and what they're learning. Expectations and success is shared with the learner. A range of pedagogies is used to ensure all children achieve and attain Cross cutting and permeating themes are at the core of planning.</p>						
<p style="text-align: center;"><u>Experiences and Outcomes</u></p> <p>There is raised expectations in literacy and numeracy to help raise attainment H&W permeates successfully and meaningfully across the curriculum. All aspects of H&W are developed. Progression pathways in Science and Social Studies have been created and impact positively on learning Children are involved in planning their learning and identify robust success criteria from the Es and Os. Breadth across Es and Os is achieved in each class</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="752 611 1093 818">The Ethos and Life of the School</td> <td data-bbox="1093 611 1431 818">Curriculum Areas and Subjects</td> </tr> <tr> <td colspan="2" data-bbox="752 818 1431 866">Learner</td> </tr> <tr> <td data-bbox="752 866 1093 1021">Interdisciplinary Learning</td> <td data-bbox="1093 866 1431 1021">Opportunities for personal achievement</td> </tr> </table>		The Ethos and Life of the School	Curriculum Areas and Subjects	Learner		Interdisciplinary Learning	Opportunities for personal achievement	<p style="text-align: center;"><u>Entitlements</u></p> <p>Continue phased implementation of the Clusters Expectations and Aspirations and entitlements. Give all children opportunities for developing skills for life, learning and through Endeavour, allow children to participate successfully in independent Learning Children will have a regular opportunity to discuss and evaluate their learning with their teacher and plan for next steps. Children are provided with learning experiences that increase their knowledge and understanding of their island and of Scotland</p>
The Ethos and Life of the School	Curriculum Areas and Subjects								
Learner									
Interdisciplinary Learning	Opportunities for personal achievement								
<p style="text-align: center;"><u>Personal Support</u></p> <p>Increase transition opportunities at P7/S1 . Transition foci will be enhanced to include music, PE, HE, Art, Maths as well as continuing with the science experience. Work effectively with parents and partners to improve outcomes for all. Raise awareness of tools for support and for GIRFEC. Use the tools to ensure the school and partners work together to achieve best outcomes for all children</p>	<p style="text-align: center;"><u>Principles</u></p> <p>Ensure that the design principles underpin teaching and learning and depth, challenge, personalisation and choice and progression is at the core of learning and achieved consistently in all classes. Endeavour and other models used throughout the school (at all stages) provides personalisation and choice, breadth and depth Teachers are building on previous experiences and differentiation is used in all lessons.</p>		<p style="text-align: center;"><u>Assessment</u></p> <p>Each child's assessment folio clearly demonstrates progression, contains a variety of assessment approaches and can be used as a tool for self -evaluation. Baseline assessments in literacy and soon numeracy allow teachers to plan for future learning and raise attainment. Pre 5 staff are confident to use appropriate assessment strategies and resources. In school and cluster moderation is robust and informs next steps for learners and staff CPD needs. The NAR flowchart is used as a whole school approach for moderation and assessment.</p>						

