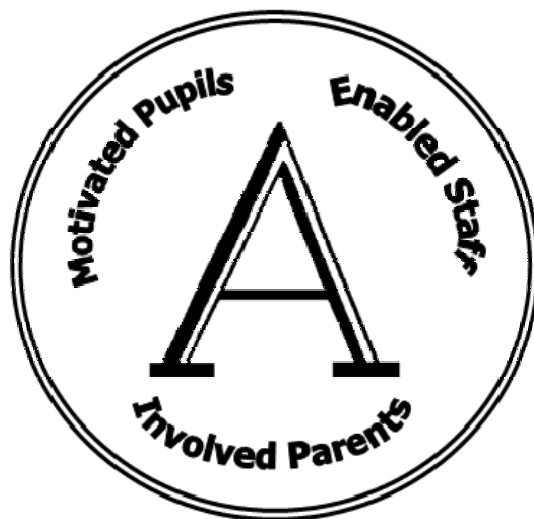




"Working together to inspire learning and achievement in Highland Communities"

Acharacle Primary School Improvement Plan August 2008



Our vision, values and aims

Vision

Our vision in the Acharacle Primary School community is for

Motivated Pupils



Enabled Staff



Involved Parents



Values

The children discussed values that they felt were appropriate for our school. These were their final choices. Their parents approved!

- **P**erseverance
- **E**ndeavour
- **E**njoyment
- **C**onfidence
- **K**indness

Aims

The Pupil Council read over the previous aims for the school and decided children couldn't understand them. These are our new aims

- **Acharacle will be a safe school where we can grow and learn because we feel wanted, excited about learning and we have a say in the school.**
- **Learners will be confident and ask lots of questions. They will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.**
- **Parents/carers and staff will work closely together to help children learn.**

- We will work well with local groups because we can learn so much from our community.
- We will all value differences in people in our community and our world.
- Everybody will succeed in their learning and will CELEBRATE achievement.
- We will respect the buildings and belongings of our school and community and take care of our changing world.
- We will keep learning and keep getting better so our learning/school is the best it can be.

Date of last review of aims: June 2008

Aims developed by, and shared with: Pupil Council, All pupils, Acharacle School Support Group and Staff

During the lifespan of this plan the school will consult pupils and involve them in the decision-making process in the following ways:

- Acharacle Pupil Council will be consulted at weekly meetings on all relevant issues.
- Eco Committee will take the lead in eco issues in the school.
- Children are involved in weekly discussions at assembly.
- Children can make use of the CHAT box to raise issues with Mrs Bradley.

and will involve parents by:

- Regular meetings of Acharacle School Support Group
- Monthly newsletters and updates
- Regularly updated website and blogs
- Monthly drop in sessions
- Weekly feedback sheets from children
- Information evenings
- Social events

Identifying our priorities

School priorities for improvement

From our self-evaluation, we have identified the need to develop the following aspects to improve the learning experiences of all children and young people:

Improve Attainment in English Language

Develop Expectations and Meet Needs of High Achievers

Highland Council education improvement objectives

Our improvement plan must take account of the authority's annual objectives.

We will take account of these as detailed below:

Highland Council Education objectives:	No action	Maintenance	2008/9	2009/10	2010/11
Improvements in learning and teaching			✓	✓	✓
Associated School Group planning for ACE developments in literacy			✓	✓	
Associated School Group planning for ACE developments in numeracy				✓	
Associated School Group planning for ACE developments in health and well being					✓
Getting it right - working with partner agencies		✓			
ECO school status (by 2011)			Silver	Green Flag	
Highland Council Gaelic Plan			✓	✓	✓
Race Equality in-school training			✓		

Taking action to ensure impact

Each improvement project will be evaluated and its impact incorporated into the school's profile and reported in the next Standards and Quality report.

Improvement project 1: Improve Attainment in English Language

Quality Indicators for evaluations: 1.1, 2.1

Outcomes for learners:

- Improved attainment in 5-14 levels and sub-levels.
- Increased enjoyment, confidence and engagement in writing activities.
- Increased expectations from pupils and staff.
- Positive writing ethos across the school.
- Structured writing programme from P1-7 ensuring progression and continuity.

Actions and timescales

Teaching staff trained	May 2008
Resources purchased and time spent on familiarisation	By end of September 2008
Baseline assessments carried out in all classes	By end of September 2008
Develop class activities	Some in place by October
Develop teacher self evaluation	Some in place by December
Parent Workshop	November 2008
Writing Working Group	Sep 08, Nov 08, Feb 09, May 09
Second assessment	January 2009
Monitoring visits by HT	November 2008, March 2009
Third assessment	April 2009

Resources allocated

- Big Writing training for initial four members of staff £600
- Training for new staff members £400
- Purchase of Andrell Education Big Writing materials £300
- Nursery staff to be fully informed of process to allow strategies to be implemented in nursery
- CAT sessions allocated for cross marking and tracking
- Downloading and printing of VCOP materials
- Appropriate time identified on class timetables
- Self evaluation and discussion time allocated

People responsible for actions

Head teacher	Monitor forward plans, timetabling. Maintain & review overview of actual and predicted attainment. Coordinate baseline assessments. Track progress in levels and sub levels. Monitor writing jotters from all classes. Observe writing lessons in all classes.
All teaching staff	Implement agreed approaches to teaching of writing by set deadlines. Arrange and undertake peer observations of lessons. Track and predict individual pupils' attainment. Participate in evaluations of learning and teaching. Provide parental workshops.
Support staff	Implement agreed approaches to supporting teaching of writing. Participate in evaluations of learning and teaching.
Learners	Take responsibility for literacy learning. Participate in evaluations of learning and teaching, including enjoyment, self- and peer-evaluation skills and use of new resources. Be motivated to write.
Parents	Support literacy homework. Provide feedback on children's enthusiasm for writing, improved homework experiences, etc.

Improvement project 2: Develop Expectations and Meet Needs of High Achievers

Quality Indicators for evaluations: 5.3

Outcomes for learners:

- Improved classroom management allowing improved pace of learning for all pupils.
- Learning activities better matched to the needs of individuals so that all pupils can reach their full potential.
- Children with high expectations of themselves and others, engaged in classwork and motivated to do well.

Actions and timescales

Initial staff discussion on QI 5.3 to identify issues and next steps	September 2008
Peer observations using observation schedule to identify children who should be challenged/dead time etc	September 2008
Initial Staged Intervention review to identify pupils' needs	September 2008
HT monitor forward plans and groups to ensure appropriate pace and challenge	September 08, November 08, January 09, April 09
Class observations to ensure appropriate pace, challenge and differentiation	October 08, February 08, April 08
Monthly Staged Intervention Monitoring	Monthly
Tracking predictions and actual attainment	Monthly
Targeted support reviewed monthly	Monthly
IEPS in place for higher achieving pupils where appropriate	As required

Resources allocated

- Staff meetings allocated to discussions
- Cover booked to allow peer observations
- Flexible, timetabled support from PST/CA/PSAs to ensure pace and challenge
- Volunteer helper deployed to ensure pace and challenge
- HT monitoring of planning, practice and attainment

People responsible for actions

Head teacher	Monitor forward plans, timetabling, groups. Maintain & review overview of actual and predicted attainment. Manage Staged Intervention. Observe classroom practice.
All teaching staff	Review classroom management. Implement agreed approaches to teaching and learning. Arrange and undertake peer observations of lessons. Track and predict individual pupils' attainment. Participate in evaluations of learning and teaching.
Support staff	Implement agreed approaches to supporting teaching and learning. Participate in evaluations of learning and teaching. Provide support to maintain pace and challenge.
Learners	Take responsibility for pace of learning. Participate in evaluations of learning and teaching, including enjoyment, self- and peer-evaluation skills and use of new resources. Be motivated to achieve their potential.
Parents	Provide feedback on children's enthusiasm and engagement for school work.

Improvement Project 3: Developing Literacy

ASG Improvement project: Develop core reading, reading for information, reading for enjoyment and writer's craft.

This project is a joint programme with all schools in the Ardnamurchan Schools Group and will be developed over several years.

Quality Indicators for evaluations: 2.1, 5.1, 5.3

Outcomes for learners:

- develop appropriately high levels of skills in listening, talking, reading and writing
- receive and give more feedback (teacher, self- and peer-evaluation)
- exercise more choice, responsibility and independence in learning activities
- respond with confidence to a wide range of attractive, high quality texts
- develop competence in English/Gaelic language across the curriculum
- be better supported by staff through effective direct, interactive teaching, support and intervention, and by parents and carers who know how they can help, and have improved their reading attainment

Actions and timescales.

Literacy Coordinator identified	Aug 08
Whole school Audit of current practices in Reading.	Sept 08
Analyze attainment patterns throughout the school and over the past three years and make predictions for Session 2008/09	Sept. 08
Engage with parents and carers to highlight this improvement priority	Sept 08
Undertake standardised testing of sample of pupils	Oct. 08
Initial guidance and training from Literacy Officers: Head Teacher Coordinator & Teaching Staff Support staff	Sept 08 Oct 08 inset Feb 09inset 13 Dec 08
School and Authority to identify, purchase and catalogue additional resources needed to support Reading.	Oct 08
Literacy Coordinators to receive two additional training days	28 Oct 08 13 Mar 09
Literacy Coordinator to model lessons and support staff in school.	Jan – June 09
All staff implement collaborative strategies for core reading, reading for information and writer's craft.	Jan – Mar 09
Literacy officers visits to observe & support staff and to deliver CAT sessions	terms 3 and 4
All staff to embed strategies	Apr – June 09
Staff to provide information, workshops and support for parents about the strategies employed at school in the teaching of reading.	Term 3 or 4
Interim review with pupils, parents and staff. (interim evaluation)	May/June 09.
Head teacher and coordinator attend catch up day to review project	May 2009
All staff ASG Twilight	May 13 2009
Review and update Reading Policy in light of any changes.	June 2009.
Include the continuation of the Literacy project in the 2009-10 improvement plan - focus on identified development needs of the school.	June 2009

Resources allocated

- Head teacher introduction day – October 08
- November INSET Day 2 –P1-7 teaching staff and SMT.
- Open Training day - CA's and ASA's
- Coordinator to attend additional training/recall days x 2
- Coordinator to lead CAT sessions. Time needed for preparation.
- Coordinator to model lessons/visit classes. Class cover time required.
- 2 X CAT sessions – term 3 and term 4
- Head teacher and coordinator recall day – May 09

Match fund resources/cover provided by authority (to be confirmed if available)

People responsible for actions

SMT	Monitor forward plans, timetabling and homework as per remits. Maintain & review overview of actual and predicted attainment. Support Literacy coordinator to fully undertake role. Agree match funding for resources with Literacy officers. Coordinate baseline assessments.
Literacy coordinator	Attend training. Classrooms to observe practice in reading. Provide identified support for members of staff and run CAT sessions. Liaise with Literacy Officers as required
All teaching staff	Implement agreed approaches to teaching of reading by set deadlines. Arrange and undertake peer observations of lessons. Track and predict individual pupils' attainment. Participate in evaluations of learning and teaching. Provide parental workshops.
Support staff	Implement agreed approaches to supporting teaching of reading. Participate in evaluations of learning and teaching.
Literacy Development Officers	Agree match funding for resources with HT/SMT Observe practice in reading on a peer basis to identify and celebrate existing good practice and to advise on improvements. Provide e-mail and telephone support to Literacy Coordinators. Support school and authority self-evaluation processes.
Learners	Take responsibility for literacy learning. Participate in evaluations of learning and teaching, including enjoyment, self- and peer-evaluation skills and use of new resources.
Parents	Support literacy homework and reading for enjoyment. Provide feedback on children's enthusiasm for reading, improved homework experiences, etc.