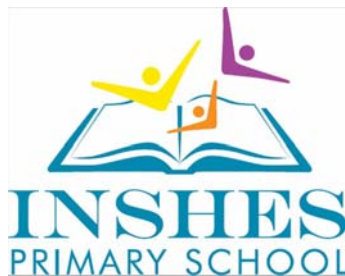




"Working together to inspire learning and achievement in Highland Communities"



Inshes School Improvement Plan August 2008



Our vision, values and aims

At Inshes Primary School we respect each other. We value everyone's qualities and everyone is included as part of the team. We work in partnership with others and listen to everyone's views in an honest and encouraging way. We aim to move forward.

- We aim to provide children with a variety of opportunities and challenges to equip them with the necessary skills to be life long learners
- We aim to deliver an innovative, stimulating and challenging curriculum which extends and challenges all and ensures all needs are met.
- We continually learn and develop from each other both formally and informally. We share and value the expertise of others.
- We aim to be open to new ideas and to adapt our teaching and learning accordingly, continuously updating our knowledge and skills.
- We provide opportunities for each person to contribute and communicate openly, for the benefit of the team.
- We will ensure that all members of the Inshes community have a sense of belonging through their unique qualities being valued and encouraged.
- We aim to treat each other the way we want to be treated ourselves, to listen to each other and to truly understand and value each person as unique.

Date of last review of aims: April 2008

Aims developed by, and shared with,

- Extended team at Inshes Primary.
- Vision and aims shared with parents.

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

- Take existing aims and work with pupils to make them child friendly and focused on the four purposes of learning.

and will involve parents by:

- Reviewing the aims with all members of the school community within the life of this plan by 2011.

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:

- Further developing our vision, values and aims with all members of the school and wider community.
- Further develop Teaching for Excellence.
- Further develop Curriculum for Excellence.

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)				✓	
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: Developing Vision, Values and Aims

Quality Indicators for evaluations:

- 4.1 The school's success in working with and engaging with the local community.
- 9.1 Vision, Values and Aims
- 9.2 Leadership and direction
- 9.3 Developing people and partnerships
- 9.4 Leadership of improvement and change

Outcomes for learners:

Shared sense of:

- Belonging
- **Can do** attitudes
- Equality and fairness
- Positive attitudes and sense of well-being
- High expectations and aspirations
- Motivated Life-long learners
- Preparing for changes and choices
- Achievement in its widest sense
- Skills for life

Actions and timescales		
Action	Timescale	Completed
<ul style="list-style-type: none"> • Re-visiting the dream 	August InSet day at the start of each session. (termly review of class dream with pupils)	
<ul style="list-style-type: none"> • Further develop Induction & “buddying” for staff and pupils: develop induction for parents. 	November 2008	
<ul style="list-style-type: none"> • Supporting improvement through coaching and mentoring. 	From August 2008	
<ul style="list-style-type: none"> • Further develop staff, pupil, parents and community engagement with self evaluation. 	From May 2008	
<ul style="list-style-type: none"> • Establish learning partners including peer assessment 	By November 2008	
<ul style="list-style-type: none"> • Developing building capacity in others (Leadership) Formalise the existing systems. 	On-going	
<ul style="list-style-type: none"> • Further enhance Community Learning and development at Inshes 	From September 2008	
<ul style="list-style-type: none"> • Extending the inclusiveness of the school – links with Drummond and other agencies. Links with other schools for shared best practice. 	On-going	

Resources allocated:

- Time from annual calendar for collegiate activity.
- Management time.
- Finances agreed as part of underpinning action plans

People responsible for actions:

- Developing Induction – AC
- Community Learning - RS
- Inclusiveness – JD/FMc
- Mentoring and Coaching - IG
- Leadership at all levels - IG

Improvement project 2: Teaching For Excellence

Quality Indicators for evaluations:

- 1.1 Improvements in performance
- 5.2 Teaching for effective learning
- 5.3 Meeting learning needs
- 5.4 Assessment for learning
- 5.5. Expectations and promoting achievement
- 5.9 Improvement through self-evaluation.

Outcomes for learners:

- Consistently high quality experiences for learners.
- Responsive planning which is reflective of learning needs.
- Quality feedback allowing children to take ownership of their own learning.
- Learning intentions, success criteria and personal learning planning which enable children to:
 - Know what they are learning
 - When they are being successful
 - What they need to do to improve.
- Successes within and outwith school are recognised and celebrated.
- Home Learning activities are purposeful, manageable and sustainable.
- Opportunities for developing skills for learning, skills for life, and skills for work through the use of ICT.
- Self-evaluation and reflection leads to moving things on.

Actions & timescales

Action	Timescale	Completed
<ul style="list-style-type: none"> • Further develop Learning and teaching through : <ul style="list-style-type: none"> ○ shared expectations and standards, ○ timely action and feedback, ○ learning intentions, success criteria, personal learning planning ○ Collaborative learning. (ASG development.) 	From August 2008 – June 2010	
<ul style="list-style-type: none"> • Celebrating achievement 	From March 2008 - Ongoing	
<ul style="list-style-type: none"> • Home Learning 	From September 2008	
<ul style="list-style-type: none"> • Learning Partners as a means of securing improvement. 	By October 2008	
<ul style="list-style-type: none"> • I.C.T. to enrich and support learning. 	On-going	
<ul style="list-style-type: none"> • Further develop self evaluation as a means of securing improvement. 	On-going	

Resources allocated:

- Times agreed by staff from annual calendar
- Time for Learning Assemblies in annual calendar
- Making time in classroom to share dialogue with learners.
- October 27th '08 In-Set Day
- Reciprocal visits between classes and to and from other schools including other sectors
- FLAT project finances.

People responsible for actions

Learning and Teaching

- Further development learning and teaching – IG/LG
- Celebrating achievement – RR
- Home Learning – RS
- ICT to enrich and support learning – RS/AB
- Self-evaluation - AC

Improvement project 3: Curriculum for Excellence

Quality Indicators for evaluations:

- 1.1 Improvements for performance
- 2.1 Learners' Experiences
- 5.1 The Curriculum
- 5.3 Meeting learning needs
- 8.1 Partnerships with the community, educational establishment, agencies and employers.
- 8.3 Management and use of resources and space for learning.

Outcomes for learners:

- A coherent curriculum from 3-18
- A broad and well-balanced curriculum, including well planned experiences and outcomes across all curricular areas.
- An understanding of Scotland's place in the world.
- An understanding of health and well being.
- Opportunities to achieve to the highest levels they can through appropriate personal support and challenge.
- An understanding of the environment and sustainability issues.

Actions & timescales

Action	Timescale	Completed
<ul style="list-style-type: none"> • Engage with the outcomes and experiences for social subjects, literacy and numeracy through multi-disciplinary and cross-curricular and cross-cutting themes. 	From September 2008	
<ul style="list-style-type: none"> • Further develop the Blueprints and termly organisers. 	From October 2008	
<ul style="list-style-type: none"> • Further develop the curriculum to ensure depth and progression through engagement with "<i>Building Curriculum 3</i>". 	From June 2008	
<ul style="list-style-type: none"> • Revisit and evaluate the transition information process throughout the school. 	By May 2009	
<ul style="list-style-type: none"> • Attain Eco-school status 	By October 2009	
<ul style="list-style-type: none"> • Attain Health-promoting school status 	By December 2008	
<ul style="list-style-type: none"> • Develop e-twinning and international links through Scottish Homecoming 2009. 	By January 2009	

Resources allocated:

- Copies of “Building Curriculum 3” for all teaching staff (£150 approx)
- Nominal budget for Eco-School development (£200)
- Time from the annual calendar to be agreed by staff.
- Resources to support curricular development and spending plan (£1000 approx)

People responsible for actions

- Resources to support curricular development and spending plan – IG
- E-twinning and international links – RS
- Transitions-LG/AC
- Eco-schools- AC
- Health Promoting Schools-LG