



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

Lochyside RC Primary School
Improvement Plan
August 2008



Our vision, values and aims

School Mission Statement

At Lochyside RC Primary School we are engaged in the pursuit of excellence. We present the children with opportunities to develop the four capacities of A Curriculum for Excellence so that they will become successful learners, confident individuals, responsible citizens and effective contributors.

This will equip them with skills and attitudes for lifelong learning and will prepare them for life beyond school.

Our overall aim is to create a secure, happy and friendly environment where the children are encouraged to develop academically, socially, emotionally and creatively to the best of their ability.

Our commitment as a Catholic school plays a central part as we endeavour to reflect the ideals of our faith in our everyday practice, particularly in the ethos and positive attitude of the school as a whole.

We focus on the development of a community based on genuine care and understanding where each child is respected, valued and encouraged to realise his full potential.

This shared vision is supported by a number of strategies including our School Aims.

We aim:

- 1 To maximise standards of attainment by -
 - providing a curriculum which illustrates breadth and balance in all areas
 - ensuring a coherent and progressive approach to teaching and learning
 - enhancing the ethos of achievement through recognising and celebrating the success of all
 - regular monitoring of progress and achievement

- 2 To provide a quality learning environment which stimulates and motivates pupils by -
 - encouraging positive attitudes in the pupils towards themselves and others
 - ensuring equal opportunities for all pupils through a policy of inclusion
 - promoting the health and well-being of all members of the school community

- 3 To make effective provision for pupils with Additional Support Needs by-
 - meeting pupils' individual needs
 - assisting pupils to make optimum use of their abilities and educational opportunities

- 4 To develop in pupils a knowledge and understanding of the Catholic faith by -
 - ensuring the school environment promotes and reflects the values and teachings of the Catholic Church
 - reflecting the liturgical calendar of the Church through planned spiritual services

- 5 To encourage partnership with parents and the community to enhance the quality of pupils' learning and welfare by -
 - recognising the rights of parents to be informed, consulted and involved in the education of their children
 - maintaining co-operative relationships with the Parent Council
 - promoting opportunities for pupils to develop enterprising skills through links with members of the local community

- 6 To enhance professionalism of staff by -
 - increasing the collegiate role of all staff
 - ensuring that all staff have opportunities for continuing professional development
 - undertaking CPD courses which respond to individual needs and school priorities
 - liaising with colleagues and staff in other schools to share good practice.

Date of last review of aims: August 2008

Aims developed by, and shared with,

- Head Teacher
- School Staff
- Parent Council
- Parent Forum
- Pupil Council

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

- Pupil Questionnaires
- Pupil Council Meetings
- Eco Committee Meetings
- Room 13 Management Team Meetings
- Fairtrade Steering Group Meetings
- School Assemblies

and will involve parents by:

- Parent Questionnaires
- Parent Council Meetings
- Parent Workshops

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:

- Develop further the Highland Literacy Programme with particular focus on Spelling and Phonics
- ASG Priority - Transition / Planning for ACE Developments in Literacy
- Continued Implementation of the Eco Schools Programme
- Review Social Subjects Programme to link with ACE Outcomes

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			4	4	4
Associated School Group planning for ACE developments in literacy			4	M	M
Associated School Group planning for ACE developments in numeracy				4	
Associated School Group planning for ACE developments in health and well being				4	
Getting it right - working with partner agencies				4	
ECO school status (by 2011)			4	M	M
Highland Council Gaelic Plan					4
Race Equality in-school training			4		

Lochyside RC Primary School Improvement Plan

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: Develop aspects of Literacy with a particular focus on Spelling and Phonics	
Link to School Improvement Plan: Curriculum, Learning and Teaching	
Quality Indicators for Evaluations: 1.1, 2.1, 5.2, 5.3	
Outcomes for learners:	
Learners: <ul style="list-style-type: none"> • have more opportunities to work together on Spelling and Phonics activities • receive and give more feedback which improves learning • exercise more choice in learning activities • who are finding Spelling difficult benefit from effective support and intervention • are better supported by parents and carers who know how they can help • at all stages of the school have improved Spelling attainment 	
Actions & timescales	
Whole school audit of current practices in Spelling and Phonics	October 08
Analyse Spelling attainment patterns throughout the school and make predictions for Session 2008/09	October 08
School to identify, purchase and catalogue additional resources needed to support Spelling and Phonics	December 08
All staff implement a wide range of multi-sensory spelling strategies in Phonics and Spelling	January - March 09
All staff to embed strategies	April - June 09
Staff to provide information, workshops and support for parents about the strategies employed at school in the teaching of Spelling and Phonics	Term 3
Review Spelling Programme with pupils, parents and staff	May/June 09

Actions & timescales	
Review and update Spelling and Phonics Policy in light of any changes	June 2009
Resources allocated to this aspect	
<ul style="list-style-type: none"> • October 08 INSET Day P1-7 teaching staff • Coordinator to lead CAT sessions. Time will be needed for preparation • Coordinator to model lessons/visit classes. Class cover time will be required • 2 x CAT sessions Term 3 and Term 4 	
People responsible for actions	
Head Teacher	<p>Monitor forward plans, timetabling and homework as per remits</p> <p>Maintain overview of actual and predicted attainment over the session</p> <p>Coordinate Baseline Assessments</p>
Literacy Coordinator	<p>Visit Classrooms to observe practice in Spelling and Phonics</p> <p>Provide identified support for individual members of staff and run CAT sessions</p>
All Teaching Staff	<p>Implementation of agreed approaches to teaching of Spelling and Phonics</p> <p>Arrange and undertake peer observations of lessons.</p> <p>Track and predict individual pupils' attainment</p> <p>Participate in evaluations of learning and teaching</p> <p>Provide parental workshops</p>
Support Staff	<p>Implementation of agreed approaches to supporting teaching of Spelling and Phonics</p>
Learners	<p>Take responsibility for literacy learning - Spelling and Phonics</p> <p>Participate in evaluation of learning and teaching, including self - and peer - evaluation skills and use of new resources</p>
Parents	<p>Provide feedback on children's enthusiasm for Spelling and Phonics, improved homework experiences, etc.</p>

**Improvement Project 2: ASG - Transition / Planning for ACE
Developments in Literacy**

Quality Indicators for Evaluations: 1.1, 2.1, 3.1, 5.2, 5.3, 5.6

Outcomes for learners:

Learners:

- benefit from improvement in continuity and progression in Literacy across the curriculum from P7 to S1
- experience positive learning opportunities which meet their individual needs
- increase their attainment in Literacy as a result of a more consistent approach to learning and teaching across the two sectors

Actions and timescales

Establish a timetable of ASG meetings for the school session	September 08
Twilight session to discuss strategies and to plan next steps	October 08
Develop an Action Plan	October 08
Raise awareness of the transition process within The Curriculum for Excellence 3 - 18	November 08
Planned visits by Primary 7 teachers and identified secondary staff to each other's sector to observe Literacy lessons	November 08 - February 09
Feedback at ASG meetings using a range of evidence	March 09
Transition Policy and Programme will be agreed and shared with all stakeholders	May 09

Resources allocated

- Allocated ASG Funding
- Twilight Session - Collegiate Time
- Supply cover for visits (P7 teachers and selected staff from Lochaber High School)
- 2 x CAT sessions - Term 3

People responsible for actions	
ASG Members	Facilitate visits between Lochaber High School and associated primary schools Formulate Transition Policy and Programme
Head Teacher	Monitor progress of liaison between P7 teacher and secondary colleagues
Class Teachers (Primary and Secondary)	Visit each other's sector to observe cross-curricular use of literacy Share good practice with colleagues Share strategies with pupils
Learners	Evaluate learning experiences through completion of questionnaire
Quality Improvement Officer	Maintain overview of Transition Project

Improvement Project 3: Continued Implementation of Eco Schools Programme

Quality Indicators for Evaluations: 2.1, 3.1, 4.1, 4.2, 5.1, 5.2, 8.1

Outcomes for learners:

Learners:

- have an increased awareness of how health issues impact on the environment and vice versa
- are able to communicate the benefits and values associated with biodiversity
- have the ability to describe the scope of biodiversity in connection with wider/ global issues of sustainable development
- are actively involved in improving the school and local environment
- make informed choices and decisions that affect their lives

Actions and timescales

Add new members to Eco Committee	August 08
Audit the well-being of the school, define areas for investigation and interpret results	September 08
New Action Plan to be formulated	September 08
Maintain active playground with playzone buddies	August 08 - June 09
Establish link between Eco activities and <ul style="list-style-type: none"> - Health and Wellbeing programme - Enterprise in Education programme - ICT programme 	October 08
Further development of Eco Garden	Ongoing throughout year
Green Flag Application to be submitted	October 08

Resources allocated to this aspect

- Main resources already in place.
Fundraising for extra plants, equipment, etc.
- Input from Active Schools Co-ordinator
- Collegiate Time
- Liaison with Glen Nevis Ranger Service
- 'Awards for All' - application for funding to purchase climbing wall

People responsible for actions	
Head Teacher	<ul style="list-style-type: none"> • Discuss progress with Eco Committee • Monitor implementation of Action Plan • Maintain overview of the Eco Schools Programme • Review progress towards achieving Eco Schools Accreditation
Teaching Staff	<ul style="list-style-type: none"> • Implement curriculum links • Evaluate progress using materials provided by Eco-Schools Website
Eco Committee	<ul style="list-style-type: none"> • Formulate new Action Plan • Implement Action Plan • Communicate with parents and other stakeholders through monthly Eco Newsletters and School Website • Involve all pupils in Eco projects • Submit application for Green Flag Award
Learners	<ul style="list-style-type: none"> • Take responsibility for an area of the Eco Schools Programme • Participate in Eco activities organised by Eco Committee
Parents	<ul style="list-style-type: none"> • Support pupils by participating in Eco projects as appropriate • Provide feedback through questionnaires

Improvement Project 4: Review Social Subjects Programme by using the Outcomes in A Curriculum for Excellence

Quality Indicators for Evaluations: 1.1, 2.1, 4.1, 5.2, 5.3, 5.4

Outcomes for learners:

Learners:

- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- engage in collaborative and independent learning
- develop skills progressively and apply them to new contexts
- engage in activities which stimulate an enterprising attitude
- exercise informed and responsible citizenship

Actions and timescales

CAT session to raise awareness of Social Subjects outcomes	November 08
Audit current practice in Social Subjects programme and compare with outcomes in A Curriculum for Excellence	November 08
Identify areas for improvement and modify Social Subjects programme	December 08
Programme to be written in a cross curricular manner to include literacy, numeracy, ICT, creativity, enterprise, citizenship and sustainability	December 08
Staff to implement the ACE outcomes	January - June 09
Raise parents' awareness of A Curriculum for Excellence as it relates to Social Subjects	March 09
Review Social Subjects Policy	March 09

Resources allocated to this aspect

- 5 x CAT sessions Term 2 / Term 3
- Collegiate Time
- Draft Social Studies Experiences and Outcomes
- A Curriculum for Excellence Website

People responsible for actions

Head Teacher	<ul style="list-style-type: none"> • Monitor and evaluate programme • Observe classroom practice in Social Subjects
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All Teaching Staff	<ul style="list-style-type: none"> • Implementation of the ACE learning outcomes Plan challenging and engaging learning activities • Use a variety of approaches to ensure effective learning and teaching • Participate in evaluations of experiences and outcomes
Learners	<ul style="list-style-type: none"> • Involvement in planning by brainstorming ideas • Participation in Social Subjects activities • Participation in evaluation of learning and teaching
Parents	<ul style="list-style-type: none"> • Evaluation through questionnaires