



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

**Munlochy Primary School
Improvement Plan
August 2008**



Our vision, values and aims

1. To provide a welcoming, happy and secure atmosphere throughout our school.
2. To provide each child with a broadly based relevant education through the provision of a differentiated 5-14 curriculum, with planned continuity to enable progression throughout their seven years at our school.
3. To meet the needs of each child; to allow for them to develop and attain intellectually, emotionally, socially, spiritually and physically to the maximum of their potential.
4. To develop positive attitudes towards learning, acquiring a healthy lifestyle, the acquisition of skills, and to promote each child's self-esteem.
5. To provide an environment that stimulates and motivates children and staff to view the twin processes of learning and reflection as essential prerequisites to achievement, success and happiness.
6. To develop attitudes of tolerance, inclusivity and open-mindedness towards others, to encourage self-discipline and to promote a sense of community.
7. To be approachable, to keep parents informed, and to encourage their interest and participation in their child's education.
8. As a staff to be committed to developing ourselves both personally and professionally, meeting staff development needs in relation to school priorities as expressed in the School Development Plan.
9. To maintain and where possible, raise our standards of attainment by creating an ethos whereby genuine achievement and success are recognised and celebrated.
10. To value children for themselves as unique and individual beings regardless of their race, gender, socio-economic background or creed.

Date of last review of aims: April 2008 at Parent Workshop
Aims developed by staff, and shared with parents and children.

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

- Regular meetings of Munlochry Pupil Council
- Meetings of the Eco Committee
- All children in weekly discussions at assembly.
- The 'Help' communications box that enables children to ask for or offer help.

and will involve parents by:

- Supporting meetings of Munlochry Parent Council.
- Regular newsletters and updates.
- Monthly drop in sessions.
- Information evenings.
- Social events.
- Supporting their extra-curricular school clubs and Grounds Project.

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 pupil motivation and learning through wider engagement in collaborative work with greater opportunities for active learning.

Develop pupil responsibility for their own learning through increased use of pupil self-assessment and target setting.

ASG Writing Assessment Project.

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 pupil motivation and learning through wider engagement in collaborative work with greater opportunities for active learning.

Quality Indicators for evaluations: 2.1, 5.3, 5.9

Outcomes for learners:

- ❖ children motivated and eager to participate in their learning.
- ❖ children engaged in their own learning and able to work collectively
- ❖ children actively involved in their own learning and show increased skills as learners.
- ❖ activities are well matched to groups with different aptitudes and abilities
- ❖ tasks provide appropriate support and challenge and pace of learning is appropriate

Actions and timescales

Training on a whole school approach to the use of collaborative and active learning strategies.	Nov/Dec 08
Training on peer/self evaluation	Dec 08
Classroom strategies developed for Spelling and Reading for Information using HLP.	Dec 08
School policy on learning and teaching.	Dec 08
Implementation of revised topics in classes leading to workshops/involvement of parents.	Jan - June 09
Training on ICT to enrich learning.	Jan /Feb 09
Peer classroom visits	Feb - Mar 09
Monitoring visits / survey	May 09
Review of school practice	June 09

Resources allocated

- Collegiate time
 - Reciprocal class visits
- 6 CAT sessions + ½ day in-service
Use CCR time

People responsible for actions

Training - Active Learning - Self-evaluation - ICT	MD MD MD
Topic development- Staff agree strategies to implement during remainder of session. Eg. HLP active learning strategies for Spelling using HLP common words and Nelson scheme written and oral with homework, Also HLP Reading for Information.	All Staff
Resources	All Staff
Peer visits – within and out of school	All staff
Self-evaluation/review	All Staff
School policy	MD

Improvement project 2: Develop pupil responsibility for their own learning through increased use of pupil self-assessment and target setting.

Quality Indicators for evaluations: 2.1, 5.3, 5.9

Outcomes for learners:

- ❖ children confident in expressing their views.
- ❖ children supported in the use of target setting as a means to improving their learning.
- ❖ children aware of their own progress through regular high-quality feedback.
- ❖ tasks and activities provide appropriate support and challenge to enable all children to maximise their progress.
- ❖ approaches to self-evaluation focus on learning and teaching.

Actions and timescales

Review of current arrangements for tracking and target setting	Nov 08
Development of strategies to allow personal target setting and planning	Dec 08
Implementation of whole-school strategy on new procedures	Jan - June 09
Monitoring of classroom practice/ jotters/ plans	Feb - Mar 09
Review of new procedures	May - June 09

Resources allocated

- Collegiate time 6 CAT sessions
- Class visit time and cover CCR time

People responsible for actions

Formal review of present arrangements	MD and DF
Training eg. Shona Buchanan	MD
Resources	All Staff
Peer visits	All staff
Self evaluation/ review	All Staff

Improvement Project 3: To develop and improve pupils writing skills.**ASG Improvement project:**

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

Quality Indicators for evaluations: 1.1, 5.2, 5.3**Outcomes for learners:**

- Experience greater consistency in expectations and feedback from teaching staff
- experience a variety of structured approaches in planning, writing and self evaluation
- be supported to identify the structure that best suits their learning style
- be better supported by staff through effective, interactive teaching and intervention of ancillary staff
- have been given opportunities which will improve their attainment in writing.

Actions and timescales.

Analyse writing attainment, patterns throughout the school over the past three years and make predictions for 2008/09	Sept/ Oct 08
Engage with parents and carers through newsletters and open days, etc., highlighting the improvement priority	October 08
Literacy Co-ordinator to attend inset and give feedback to staff	Oct / Nov 08
Review teaching of writing in classrooms by auditing	Nov / Dec 08,
Working group to devise audit	Nov 08
Focus on identified development needs within schools	Dec - June 09
All staff to attend inset	Feb 09
All staff to embed strategies	Jan - June 09
All staff to participate in cross marking session	Feb 09
Review and update Literacy Policy in light of any changes	June 09

Resources allocated

- School Literacy Co-ordinator
- INSET : Language consultant, Ros Wilson to speak to ASG school staff about developing children's writing

People responsible for actions

Headteacher	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.