



“Working together to inspire learning and achievement in Highland Communities”

St. Bride's Primary School Improvement Plan
September 2008



Our vision, values and aims

Vision for our School Community

We will be working on a shared vision statement for the school community of St. Bride's over the next session.

Aims:

Date of last review of aims: May 2007

Aims developed by, and shared with staff, parents and pupils.

We aim to:

- 1 Promote the health and well-being of all the children and to help our children to become confident individuals, responsible citizens, effective contributors and successful learners.
- 2 Provide a welcoming, safe, happy and caring environment for nursery and school that fulfils the National Care Standards for early education and childcare as set by the Care commission.
- 3 Provide learning and teaching opportunities that follow the 3 to 5 and 5 – 14 national guidelines that are stimulating and enjoyable where your child can learn through meaningful and constructive play in the Nursery, and ensure breadth, balance, continuity and progression for all levels of ability in the school in order to meet pupils' needs.
- 4 To encourage each child to raise his/her level of attainment and celebrate pupil achievements.
- 5 To encourage all pupils to develop self-confidence, self-esteem and self-discipline, to encourage responsible attitudes and encourage pupils to display acceptable social behaviour at all times.
- 6 To offer equal opportunities for all pupils and involve pupils in decision making through the pupil council.
- 7 To provide opportunities for personal and professional staff development through review meetings and the annual Highland council Staff Development Programme.
- 8 To promote Health in the school, and encourage pupils and staff to understand the important effect that improving their health and well-being, will have on raising attainment, fulfilling potential and improving quality of life.
9. Maintain Health Promoting School Status.

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

PUPILS	PARENTS
School Council consultations	Parent Council consultations
discussions in class	Newsletters and two way communications
Eco activities	Including parents in school events
Discussions in assembly	Parent surveys
Pupil surveys [e.g. literacy work].	

School priorities for improvement

From our self-evaluation and HMI inspection in March 2008 we have identified the need to develop the following aspects to improve the learning experiences of all children in the nursery and school:

- Improving pupils' skills in solving mathematical problems and in using Information and Communications Technology {ICT}
- Continuing to increase opportunities for pupils to be active and independent learners
- Ensuring that tasks and activities provide sufficient challenge to meet the needs.
- Improving the arrangements for self evaluation to ensure consistency in approaches to learning and teaching
- Continuing to embed approaches to Highland Literacy
- Continuing to strengthen curricular links in the Associated School Group

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

Improving pupils' skills in solving mathematical problems and in using Information and Communications Technology {ICT}

Quality Indicators for evaluations:

1.1 Improvements in Performance

5.1 The Curriculum

[Related Quality Indicators: 2.1 Learners' Experiences, 5.2 Teaching for Effective Learning, 5.3 Meeting Learning needs]

Outcomes for learners:

Learners will:

1. Be more confident in solving mathematical problems and using appropriate strategies across the curriculum consistently across the nursery and school
2. Be more confident in applying ICT skills across the curriculum
3. Attain at a higher level in mathematics and ICT as a result of improved skills.
4. Have better linked opportunities for learning across the curriculum in ICT
5. Benefit from a higher level of engagement in their learning targets with other learners, their teachers and parents.

Actions & timescales	
Review and improve Problem Solving and ICT programmes in the school and nursery.	From October 2008
Nursery staff to develop mathematically rich environment including more interactive activities, ICT.	From November 2008
Make links between Problem Solving experiences and mental mathematics activities at each attainment level, provide ICT across problem solving contexts and other curricular contexts	December 2008
Personal and School based CPD to support staff skills	Ongoing
Review progress and improve learning environment to support problem solving and ICT tasks, including some whole school/ transition activities. Agree involvement of pupils in evaluating their own progress e.g. I CAN sheets	From January 2009
Share developments with parents –workshop /event	February 2009
Update policy guidance for staff on ICT and problem solving in school.	March 2009

Review QI 5.1 in light of new developments	April 2009
Develop further links across the curriculum relating to Problem Solving	From May 2009
Review project and plan for Year 2 – to include a focus on new outcomes and principles of A Curriculum for Excellence	June 2009

Resources allocated to this aspect	
CPD expenses Photocopying Software and hardware CAT time allowance to include part time and [SFL Prep time for display etc. Parent meeting time	Individual CPD time for reflection etc [35 personal CPD hours] HT management time- evaluating lessons CT and HT time – peer work Nursery staff -time

People responsible for actions	
HT	Review of current provision for ICT and PSE Agreed guidelines/policy for staff –ICT and PSE Share evaluation of forward plans for ICT, PSE and homework as agreed Encourage and support staff, pupils and their parents in working together Maintain an overview of actual and projected attainment in maths and ICT over the session., Purchase appropriate resources Lead role in arranging ASG support and help as required Lead the evaluation of the project and include all community
All teachers	Reflection on principles and approaches to PSE and ICT. Maintain dialogue regarding progress Provide displays to enhance the learning environment Track the performance of pupils attainment Reward achievement Evaluate own and peer learning and teaching Involve support staff in all aspects as appropriate Forward planning in line with school agreements Report to parents [annual] can include more reference to ICT and PSE
Support / nursery staff	Implement agreed approaches and support project development
Learners	Contribution to project and evaluation of progress
Parents	Engage in and provide feedback on children’s learning. Participate in events and evaluations.

<p>Improvement project 2</p> <p>{this project covers Action Points 2 and 3 from HMI}</p> <p>Action Point 2: Continue to increase opportunities for pupils to be active and independent learners</p> <p>Action Point 3: Ensure that tasks and activities provide sufficient challenge to meet the needs of all nursery and school children</p>
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Quality Indicators for evaluations: 2.1 Learners’ Experiences 5.2 Teaching for Effective Learning 5.3 Meeting Learning Needs

<p>Outcomes for learners: Children will benefit from:</p> <ul style="list-style-type: none"> • A clearer view of what is to be learned and their own progress through each level • higher levels of challenge and brisker pace of learning at all stages • enhanced quality of learning experiences through active learning • becoming more independent in their learning

Actions and timescales	
All staff agree common approach to sharing learning intentions and success criteria, and reviewing progress as part of the lesson in agreed targeted subject areas, create staff guideline	From August 2008
Awareness raising through research, good practice and sharing of dialogue about 'What is active learning, independent learning and challenge' link improvements to PSE and ICT development work initially- agree staff approaches to trialling of strategies and begin to include use of 'I can' e.g. in science	From October 2008
<p>Improve the opportunities for nursery children to be active and independent learners by: Increasing the choices for nursery children including</p> <ul style="list-style-type: none"> • planning and providing for child – initiated maths learning experience • developing more contexts for role-play • providing opportunities for children to prepare their own snack • consultation with children to include input into planning 	From December 2008
<p>Expand the nursery children's interests [with early stages pupils] through</p> <ul style="list-style-type: none"> ▪ the use of mindmaps, floorbooks ▪ opportunities for shared sustained thinking ▪ implementation of Top Start programme to provide progression in physical skills ▪ continued use of ICT to link with project 	From January 2009
Involve children more directly in monitoring their own progress and leading their own learning	From Feb 2009
Further improve the learning environments to provide opportunities for challenge, active and independent learning	From March 2009
Continue with nursery environmental/ Eco work as a whole school development to be phased over several years- member of staff to take on this responsibility?	From April 2009
Share developments and evaluate progress against QIs 2.1 and 5.3 with pupils, staff and parents, include ECO work in future plans for projects	May 2009

Resources allocated to this aspect	
CPD expenses Software and hardware CAT time allowance even if it doesn't have a cost factor-with all staff [SFL as well] Prep time for display etc. Parent meeting time	Individual CPD time for reflection etc [35 personal CPD hours] HT management time- evaluating lessons CT and HT time – peer work Nursery staff -time

People responsible for actions		
HT	Lead for key aspects of above actions in relation to active and independent learning and the provision of increased challenge	
Teaching staff	Sharing of good practice Evaluation of attainment Contributions to self evaluation of the school Evaluations of impact for learners	Development of peer evaluation of learning and teaching Development of leadership roles Improvements to learning environment
Support staff	Evaluation of their own work Evaluation of impact for learners	
Nursery staff	Evaluation of own work and impact for learners CPD opportunities / training Development of leadership roles	
Learners	Contribute to evaluations of progress with learning and teaching developments	
Parents/ carers	Sharing information about developments, opportunities for suggestions for improvements Consulted over impact of project and contribute to	

Improvement project 3: Improve the arrangements for self evaluation to ensure consistency in approaches to learning and teaching

Quality Indicators for evaluations:
 Main QI: 5.9 Improvements through self evaluation
 Related QIs:
 5.2 Teaching for Effective Learning
 9.3 Developing People and Partnerships
 9.4 Leadership of improvement and change

- Outcomes for learners:
- Enjoy an improved, better resourced and more challenging learning environment
 - benefit from more consistent approaches to learning and teaching
 - Contribute to, and benefit from, improved monitoring and evaluation of learning and teaching in the school and nursery
 - Higher achievement and pace of learning through better meeting of curricular needs

Actions	Timescales /deadlines
Evaluation of 1.1 and set predictions for pupils in talking and listening and core subjects	September 2008 – November 2008 – December 2008 (due to staff changes)
Develop and implement SIP based on identified needs Create and implement CAP programme based on SIP Develop an evaluation programme Begin new staff induction Create a Standards and Quality Report for parents Provide summary of SIP for parents	From October 2008
Over the year evaluate the key QIs in the School's Standards and Quality Profile [noted on the evaluation calendar /SIP projects	From November 2008
Further develop leadership roles of staff, parents and pupils	To link with project developments
Ensure that pupils are engaged in self evaluation of own learning and also school improvement	February 2009
Review project and plan for Year 2	May 2009
Resources allocated:	
<ul style="list-style-type: none"> • INSET days, management, CCR and CAT time as required • Staff APR time – up to 2 hours • Personal development time [additional CPD -35 hours over the year for FTE] • QIO meetings 	
People responsible for actions	
HT and part time teacher	Lead for key aspects of above actions and evaluations in relation to learning, teaching and attainment
Support staff/Nursery staff	Evaluation of their own work Evaluation of impact for learners CPD and leadership roles
Learners	Contribution to identification of needs and evaluation of impact.

Actions & timescales for **second year** of Highland Literacy Project

Improvement project 4: Develop core reading, reading for information, reading for enjoyment and writer's craft.

Link to School Improvement Plan: Curriculum, Learning and Teaching, Transition through Literacy

Quality Indicators for evaluations:

- 1.1 Improvement in performance
- 2.1 Learners' experiences
- 5.1 The curriculum (themes 1 & 2)

Outcomes for learners:

All learners will:

- develop appropriately high levels of skills in listening, talking, reading and writing by working together on reading activities
- receive and give more feedback (teacher, self- and peer-evaluation) which informs learning
- exercise more choice, responsibility and independence in learning activities
- respond with confidence to a wide range of attractive, high quality texts which enhance their enjoyment and understanding
- develop competence in English/Gaelic language across the curriculum so they can understand and communicate
- 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	Timescales
Over the session: All strategies will continue to be developed and embedded, training and support for the literacy co-ordinator provided as required.	Ongoing as needed
National assessment results included in Phase 4 evaluation	September 2008
All strategies continue to be developed and embedded. Training/support for school's Literacy Coordinator as required.	Over session
Visit 2 from Literacy Coordinators (associate schools only)	Term 1
Review teaching approaches for phonics and spelling Implement changes. In-house training for new members of staff if required	Term 2
HLP Evaluation pack delivered [term 1] and returned	Term 2
Day 2 training for new staff	Jan 2009
HLP workshop	February 2009
Update day for Literacy co-ordinators, Open training 'Literacy through active learning N to P2, training for Question Quest [RFI homework]	April 2009
National assessment results included in Phase 4 evaluations	September 2009

Resources allocated to this aspect

Co-ordinator to lead any identified CAT sessions Co-ordinator to model lessons and visit classes Funding for phonics resources etc. CAT time, personal CPD Nursery staff time

Staff responsibilities to be confirmed with new staff induction arrangements

ASG project to be included when finalised.