



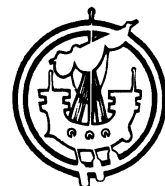
SGOIL A' BHAC



“Developing happy, ambitious people, who care about others”

SCHOOL IMPROVEMENT PLAN

SESSION 2011-2012



Comhairle nan Eilean Siar

SCHOOL BACKGROUND

SECTION 1:



School Background

Sgoil a' Bhac is situated in the Broad Bay area of Lewis and is a Nursery to S2 school, with pupils whose ages range from 3-14 years. The catchment area for the Primary and pre-school departments is the district of Back while the Secondary department also takes pupils from the associated Primary schools in Tong and Tolsta. The school currently has a roll of 215 (30 Sgoil Araich, 135 Primary and 50 Secondary). This session, there are 3.5 fte teachers in the Gaelic Medium and 4 in the English classes. The school has a part time Support for Learning specialist teacher and auxiliaries/classroom assistants who provide additional assistance as appropriate.

As a school community, we try to embody the principles of Curriculum for Excellence. We aim to support our young people, by working in partnership with parents and the community, to enable them to become: successful learners; confident individuals; effective contributors and responsible citizens.

We evaluate and monitor our provision in a number of ways, including: pupil focus groups; evaluations by staff, pupils and parents; questionnaires; observations and work sampling. Results are then used to plan and implement improvements.

The vision of the school is: “to develop happy, ambitious people who care about others”.

Ann an Sgoil a’ Bhac tha sinn a’ strì ri:

- foghlam math, farsaing a thoirt dhuibh
- àite sàbhailte, sona a bhith agaibh airson ionnsachadh agus cluiche
- cothrom a thoirt dhuibh dèanamh cho math sas urrainn dhuibh
- ur stiùireadh gu bhith nar deagh dhaoine anns an sgìre
- eòlas a bhith agaibh air ur n-àrainneachd agus ur cultur
- tuigse a thoirt dhuibh air dòigh beatha fhallain

In Sgoil a’ Bhac we aim to give:

- a very good all-round education
- a safe and happy place in which to work and play
- the opportunity to fulfil true potential
- guidance on how to become a responsible citizen
- an appreciation of the local environment and culture
- an appreciation of what makes a healthy lifestyle

**SECTION 3: REVIEW OF KEY PROJECTS IN SCHOOL
IMPROVEMENT PLAN 2010-2011**

Project 1	Embedding CfE across the Primary
Quality Indicator	1.1, 5.1, 5.2, 5.3
Local Objective	
Target 1	Establish working groups to coordinate and lead developments.
Target 2	Implement, review and amend revised curriculum in literacy, numeracy, science and social subjects
Target 3	Review and amend outline policy for each of the above areas
Target 4	Design and develop Health & Well-being policy and practice in line with CfE outcomes and experiences
Evaluation and impact on school/pupils	<ul style="list-style-type: none"> • Curriculum now includes wide pupil choice i.e. through the Masterclass weeks, held each term and giving pupils, from P3-P7 a choice of activities e.g. Science; Creative Cookery; ICT; Technology; Drama. Pupil evaluations show very high levels of motivation and interest. • Assessment of all areas of the curriculum, now more defined to identify progress through the levels i.e. Developing; Consolidating; Secure. • Health and Wellbeing programme, showing progression (P1-7) now in place, using, as the key resource, an interactive CD which provides good collaborative learning activities. Staff are very positive about the resource. • Gaelic Literacy (GLPS) plans and policy now in place for P1-7. All staff were involved and are satisfied that their plans are in line with Learning Outcomes. • Teaching plans, in all curricular areas now focus effectively on CfE Experiences and Outcomes. • Literacy, Numeracy and Health and Wellbeing policy outlines to be updated to reflect progress before end of current session.

Project 2	Taking CfE forward in the Secondary
Quality Indicator	1.1, 5.1, 5.2, 5.3
Local Objective	
Target 1	Staff will continue to implement CfE in subject areas as from August 2010.
Target 2	Planning Wall will be used to develop further cross-curricular integrated projects.
Target 3	Staff will liaise with colleagues in The Nicolson Institute to ensure that pupils have similar experiences in S1/S2 in both schools.
Evaluation and impact on school/pupils	<ul style="list-style-type: none"> • Staff, in all subject areas, are now focusing clearly and reporting fully on CfE Learning Outcomes and Experiences. • Cross-curricular projects this session have included: Stag Bakery Challenge; Brazil; Rich Task options; Dynamic Youth Awards • Effective links with The Nicolson Institute Science Department, in terms of work units and approaches, now established, resulting in a co-ordinated/ common experience for pupils. • Closer liaison in other subject areas to be developed.

Project 3	CfE Assessment and Reporting
Quality Indicator	
Local Objective	
Target 1	All staff to be familiar with BtC5.
Target 2	All staff to undertake training in moderation.
Target 3	NARs to be used as basis for sharing standards.
Target 4	Reports to parents to be redesigned to reflect CfE experiences and outcomes.
Evaluation and impact on school/pupils	<ul style="list-style-type: none"> • Outline of principles of assessment as per 'Building the Curriculum 5' issued and discussed at a Staff Meeting. Staff are now clear about their own responsibilities and those of other staff, management, pupils and parents. • Two helpful development days provided for e-portfolios training and moderation of specific Learning Outcomes in Literacy and Numeracy. Staff evaluations showed that they are now more confident in judgements made for assessment purposes. This needs to be ongoing each session. • More staff now use the NAR online assessment bank, although feedback is mixed. • Introduction of Pupil-led Reporting to Parents meetings. P3-S2, evening session, very well attended and all feedback (parents, staff and pupils) extremely positive. Following class presentations (Primary), all pupils, in Primary and Secondary talked through their learning with parents, showing evidence and explaining their own evaluations. Demonstrations of learning included cross-curricular crepe-making by S2; Technical workshop demonstration of skills and gymnastics display (Primary and Secondary). Infants' session (afternoon) was attended by all parents, who also gave excellent feedback on the opportunity to discuss the learning with their child. • New CfE reporting format now in use across the school – from Sgoil Araich to Secondary. It provides parents with an overview of assessment levels, (including definitions of 'Developing', 'Consolidating' and 'Secure'); teachers' comments relate to progress/strengths and next steps in each curricular area; wider achievements, drawn up in collaboration with parents, are listed and pupils have an opportunity to give their views. HMIE very positive about the recording of wider achievements in partnership with parents. • Assessment and moderation to be further developed, at Learning Community level next session.

The following are our main projects for session 2011 - 2012.

Project 1	QI	Targets	Implementation Strategies	Success Criteria	Timescale	Resources	Staff Responsible
Assessment and Moderation	5.2 5.3 5.4	<ul style="list-style-type: none"> To share and produce learning and assessment activities To agree standards for applying the terms 'Developing', 'Consolidating' and 'Secure'. 	<ul style="list-style-type: none"> Assist in the formation of Early, First, Second Level EM and GM groups in the Learning Community Allocate 10 hours for group meetings from school working time agreement Agree a generic remit for groups and monitor implementation For each CfE Level, each school to compile and share a planning overview of current course provision with audit 	<ul style="list-style-type: none"> Course provision mapped and matched to Es and Os across all curricular areas at each level. Bank of assessment materials produced. Teachers more confident in the application of the terms 'Developing', 'Consolidating' and 'Secure' to assess pupils' progress. 	<ul style="list-style-type: none"> Over 3 years For 2011-2012, groups to focus on one or more of Literacy, Numeracy and Health & Wellbeing 	<ul style="list-style-type: none"> Half days at August and October Insets 10 hours from Working Time Agreement to enable groups to meet at least six times per session. Glow wikis/Glow meet Devolved inset and CPD budgets (Department CPD budget) 	<ul style="list-style-type: none"> HT – implement strategies 1-3 All staff – implement strategy 4
	LO						
	3.2.4						

Project 2	QI	Targets	Implementation Strategies	Success Criteria	Timescale	Resources	Staff Responsible
Renew and refresh the curriculum structure in line with CfE	1.1 2.1 4.1 4.2 5.1 5.4 5.5	<ul style="list-style-type: none"> Revise the curriculum structure, to ensure pupils, from Sgoil Araich to S2, receive all their entitlements. 	<ul style="list-style-type: none"> Consult with staff, pupils and parents, using the LT Scotland 'Cloud Nine' materials. Agree areas to be incorporated (e.g. arrangements at transition, personalisation and choice, opportunities for achievement). 	<ul style="list-style-type: none"> There will be a coherent curriculum from Sgoil Araich to S2 Curricular overview will show when/how all aspects will be incorporated. Pupils will receive all their entitlements. 	<ul style="list-style-type: none"> 2 x hours at August Inset for initial consultation with staff. 1 x hour for pupil consultation. 1 x day to prepare consultation documents for parents, analyse returns and produce draft plans 	<ul style="list-style-type: none"> LT Scotland website 'Building the Curriculum' materials, including 'Cloud Nine' exemplars 	<ul style="list-style-type: none"> DM (PT Curriculum) to lead
	LO						
	1.2.3 3.2.4		<ul style="list-style-type: none"> Draw up curriculum map/plan, showing when/how aspects are to be incorporated. This will be both an overview of the school year and weekly timetable. 	<ul style="list-style-type: none"> Arrangements at key transition points will ensure pupils are supported and there is clear progression. Pupils will be more motivated, reflective learners. 			

Project 3	QI	Targets	Implementation Strategies	Success Criteria	Timescale	Resources	Staff Responsible
Meeting learning needs – ensuring best practice and challenge at all levels	5.1 5.2 5.3 5.4 5.5	<ul style="list-style-type: none"> In meeting pupils' needs, procedures and practices will reflect best practice and meet legislation requirements 	<ul style="list-style-type: none"> Staff familiarise themselves with best practice in meeting pupils' needs. Staff familiarise themselves with requirements of legislation. ASN specialist draws up a calendar of routine reviews of learning needs (including template for use). Review meetings to include very able. Staff agree strategies for challenging very able. Teaching plans will show arrangements for very able. Staff agree working arrangements with specialist/auxiliary staff to ensure best practice 	<ul style="list-style-type: none"> Tasks, activities and resources will provide appropriate support and challenge Learning needs, at all levels of the spectrum, will be systematically and routinely identified and addressed Strategies for challenging the very able will be implemented Teachers, specialist and auxiliary staff will use best practice All staff will know and implement the requirements of current legislation. 	½ day to prepare documentation (Key points)for staff 1 x hour to recap main principles of key documents 1 x hour strategies brainstorming session with staff ½ day to prepare calendar of ASN activities (including reviews of learning, transition meetings).	GIRFEC CNES 'Meeting Needs, Supporting Learners: A Handbook for Professionals' LT Scotland site and materials	PMN, DMD and CAMK
	LO						
	3.2.3						

MAINTENANCE AREAS

In addition, ongoing throughout the year will be review and update of specific policies.

MAINTENANCE AREAS 2011 - 2012

- 1 Framework for School Discipline/Behaviour Code
- 2 Pupil Care and Welfare
- 3 School Safety
- 4 Fire Policy
- 5 Emergency Closure
- 6 Literacy
- 7 Numeracy
- 8 Health and Wellbeing