



Sgoil a' Bhac



SGOIL A' BHAC

SCHOOL IMPROVEMENT PLAN

SESSION 2009 - 2010



Signature of Headteacher

Date



Comhairle nan Eilean Siar



SECTION 1: SCHOOL BACKGROUND



School Background

Sgoil a' Bhac is situated in the Broad Bay area of Lewis and is a P1-S2 school with pre-school on campus. The catchment area for the Primary and pre-school departments is the district of Back while the Secondary department takes pupils from the associated Primary schools in Tong and Tolsta as well as from Back. The school currently has a roll of 204 (30 Sgoil Araich, 119 Primary and 55 Secondary). The Primary Department has 55 pupils in Gaelic Medium Education and 64 in the English Medium. Presently there are 3.5 teachers in the Gaelic Medium Stream and 4 in the English stream. The school also has a part time Support for Learning teacher as well as auxiliaries and classroom assistants who provide additional assistance as appropriate.

The school places significant importance on the range and quality of the after school activities it provides and the wider achievement of pupils. In these activities emphasis is placed on sport, music, Gaelic and cultural activities. The school enjoys the active support of the community and church as well as parents and the Parent Council. At the end of S2 pupils transfer to The Nicolson Institute in Stornoway. Effective transition procedures ensure that the transfers from preschool to P1, from P7-S1 and from S2 to S3 are efficiently conducted.



SECTION 2: SCHOOL AIMS

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

In Sgoil a' Bhac we aim to give you:

- a very good all-round education
- a safe and happy place in which to work and play
- the opportunity to fulfil your 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

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



**SECTION 3: REVIEW OF KEY PROJECTS IN SCHOOL
DEVELOPMENT PLAN 2008/2009**

Project 1	Ensure AiFL is applied consistently across the curriculum
Quality Indicator	5.2, 5.4
Local Objective	1.1
Target 1	To enhance learning and teaching through the consistent use of AiFL strategies across the school.
Target 2	To ensure that all staff in all sectors of the school are conversant with best practice in AiFL.
Target 3	To ensure that AiFL strategies are fully implemented through classroom observations and feedback
Evaluation and impact on school/pupils	<p>A local authority Assisted Self Evaluation (ASE) identified a refocus of AiFL to enhance learning and teaching as one of its recommendations. As a result all staff are now using AiFL strategies consistently in classes throughout the school.</p> <p>The follow-through report by the ASE team stated: <i>“The school had made very good progress with this main point for action.</i></p> <p><i>The senior management team conducted an audit of formative assessment practices which helped the school to identify areas for development and highlighted best practice. The focus on AiFL strategies in classroom observations along with the ongoing focus on formative assessment at staff meetings all helped to ensure a consistent approach across the school. Pupils showed an awareness and appreciation of the impact of AiFL strategies on their learning.”</i></p> <p><i>ASE Follow-through Report [March 2009]</i></p> <p>The SMT continue to monitor the implementation of AiFL through classroom observations, PRD and jotter sampling. All new staff and long-term supply teachers receive an induction session on AiFL strategies.</p>



Project 2	Embed ICT into the curriculum across the school
Quality Indicator	5.2
Local Objective	1.1
Target 1	Use of class in a box will enable more pupils to access ICT more often.
Target 2	Nintendo DS to be piloted in P6 to enhance attainment in mental maths.
Target 3	Smartboard will be used increasingly for interactive teaching.
Target 4	The use of iPods will be shared to improve the teaching of language in the primary.
Evaluation and impact on school/pupils	<p>In the ASE follow-through visit in March 2009 the team reported that <i>“The school had made very good progress with this main point for action.</i></p> <p><i>The school has acquired additional ICT resources, which had been employed effectively to improve pupils’ learning, including digital cameras and MP3 players. The ICT suite was well used and, together with the ‘Classroom in a Box’, had enabled pupils to use computers regularly for research, presentation, for collaborative working and for extension work. Upper primary pupils had been involved in a national pilot to improve mental mathematics using Nintendo DSs, and secondary pupils had taken part in a national art project via GLOW. Teachers had improved their proficiency in using smart boards interactively and pupils reported that this had increased their participation in lessons. Overall, the school had provided many additional opportunities for pupils to benefit from and to increase their use of ICT across the curriculum.”</i></p> <p><i>ASE Follow-through Report [March 2009]</i></p> <p>In term 4 the school has piloted PLPs in electronic format and the SMT continues to monitor and refine the use of ICT in learning and teaching. All staff have undertaken training in GLOW and the school has planned GLOW as one of its key projects in the SIP 2009/2010.</p>



Project 3	Curriculum for Excellence - Investigate & research examples of best practice to planning for a CfE
Quality Indicator	2.1, 5.1
Local Objective	2.1, 2.3
Target 1	Set up a working group to study and disseminate examples of best practice in planning for a CfE.
Target 2	Working group to share findings with staff who will begin to implement these across the school.
Target 3	Implement revised planning format in a whole-school cross-curricular project. (see project below)
Evaluation and impact on school/pupils	Throughout the session all staff have attended local authority or national inset on CfE. A number of staff have participated in local authority working groups and delivered inset at the centre based Learning Festival in October 2008. A series of staff meetings were held to discuss and share aspects of best practice, learning outcomes and planning approaches. Information and resources are made available to all staff on the school's shared network. The planning and delivery of several areas of the curriculum have been revised taking cognizance of CfE outcomes. Several cross-curricular and cross-sectoral projects / rich tasks have been planned and delivered during the session. Feedback from staff, pupils and parents has been very positive. The school is presently re-timetabling the Secondary department to enable further cross-curricular approaches to be conducted more efficiently. The new timetable will be in place at the beginning of Session 2009/2010. The school has included CfE projects on Literacy, Numeracy and Health and Well Being in its SIP 2009/2010 with a number of working groups arranged. The school will work collaboratively with Tong and Tolsta schools on aspects of these projects.



Project 4	Further develop Enterprise in Education as a key component in delivering a quality learning experience for all pupils
Quality Indicator	2.1, 1.2, 8.1
Local Objective	1.1
Target 1	Enhance pupils' learning experience through further involvement in E in E.
Target 2	Set up a working group to provide outline planning for a whole-school, cross-curricular project in line with the aims set out in 'Improving Enterprise in Education'
Target 3	Develop dispersed leadership skills amongst staff and pupils.
Evaluation and impact on school/pupils	<p>All pupils have been involved in several Enterprise activities during the course of this session. The school adopts a cross-curricular approach to Enterprise, Citizenship and delivery of core aspects of the curriculum. Twenty eight Enterprise projects have been completed this session with pupils participating in planning, organising and reviewing their experiences. A polytunnel has been purchased through the proceeds of Enterprise activities and erected. The polytunnel is now operational as a CfE teaching resource for pre-school to S2 pupils. A number of mutually beneficial links have been made with local businesses through Enterprise activities. National and international links have been forged with organisations such as the Stefan Cel Mare school and Blythwood International as part of the whole-school CfE project on Moldova. Staff have been provided with opportunities to lead and organise a wide variety of projects, thereby developing personal leadership skills. Staff views and progress on this has been discussed with individuals at PRD interviews.</p>



Project 5	Full integration of Sgoil Araich Loch a Tuath on school campus
Quality Indicator [Child at the Centre]	6.3, 8.3
Local Objective	1.1
Target 1	Relocate to new purpose built premises on campus.
Target 2	Further develop links between Primary 1 pupils and Sgoil Araich pupils through sharing of facilities, resources and selected activities.
Target 3	Embed AiFL teaching and learning strategies in Sgoil Araich practice.
Target 4	Integrate Sgoil Araich in schools' extra-curricular activities.
Evaluation and impact on school/pupils	<p>The new purpose-built premises of Sgoil Araich Loch a Tuath has been completed and the garden grounds set in grass. Throughout session 2008/2009 staff have held a series of meetings with the Headteacher and with Gaelic medium infant staff on sharing planning formats, curricular content and taking the first steps with regard to CfE. All staff have shared CPD with school staff on Child Protection issues and have undertaken PRD within the school cycle. A Care Commission inspection in February 2009 was very positive with only one recommendation i.e. <i>working more closely with parents</i>. This recommendation is being addressed in the 2009/2010 SIP. Observations indicate that Sgoil Araich Loch a Tuath staff regularly use AiFL strategies to enhance learning and teaching and this emphasis will be retained in 2009/2010 and beyond. Sgoil Araich Loch a Tuath pupils have participated in the school's Christmas Concert, Bog Slog and in the infant CfE project "Granny's Attic". One of the play leaders has been co-opted on to the school's Parent Council and a Classroom Assistant from the school works alongside Sgoil Araich Loch a Tuath staff for 45 minutes, 3 days per week. The school and Sgoil Araich Loch a Tuath share the campus and facilities e.g. gym, ballcourt, playing fields etc. These measures further promote the integration of Sgoil Araich Loch a Tuath with the school and moves closer to a seamless 3-14 provision.</p>



SECTION 5: ACTION PLAN 2009/2010

The following are our main projects for session 2009/2010.

Project 1	QI	Targets	Success Criteria	Timescale	Resources	Staff Responsible	Impact	Review & Evaluation
Literacy across the Curriculum	5.1, 5.4, 5.9	<ul style="list-style-type: none"> Establish working groups to coordinate and lead developments. Produce an outline plan for the delivery of literacy across the curriculum. Engage with all colleagues in the development and delivery of literacy across the curriculum. 	<ul style="list-style-type: none"> Working group established. Staff working jointly with Tong School to address literacy across the curriculum. Working group disseminating information to all staff. 	Term 4 2008/09 Term 1 2009/10 Term 1 – 4 2009/10	Human resources – staff and partner agencies <ul style="list-style-type: none"> GLOW Inset Staff dialogue 	Working Group: D. Macdonald (Lead Person) S. Sargent N. Macleod L. Campbell <i>Working in partnership with Tong School</i>	<ul style="list-style-type: none"> Staff and pupils conversant with literacy outcomes. Agreed standards consistently applied across the curriculum. 	Formal Mid-Session Review of SIP. Ongoing monitoring by SMT through classroom observations & curricular staff meetings. S&QR
	LO							
	1.1, (2) 2.3 (10)	<ul style="list-style-type: none"> Evaluate progress and identify areas for further development. 	<ul style="list-style-type: none"> Staff engaged in planning and delivering a range of rich tasks. Identify best practice and areas for further development. 	Term 4 2009/10			<ul style="list-style-type: none"> Literacy taught and learnt in context. Improved attainment. 	Setting of targets for Phase 2.



Project 2	QI	Targets	Success Criteria	Timescale	Resources	Staff Responsible	Impact	Review & Evaluation
Numeracy across the Curriculum	5.1 5.4 5.9	<ul style="list-style-type: none"> Establish working groups to coordinate and lead developments. Produce an outline plan for the delivery of Numeracy across the curriculum. Engage with all colleagues in the development and delivery of Numeracy across the curriculum. 	<ul style="list-style-type: none"> Working group established. Working group disseminating information to all staff. Staff engaged in a range of rich tasks. 	Term 4 2008/09 Term 1 2009/10	Human resources – staff and partner agencies <ul style="list-style-type: none"> GLOW Inset 	Working Group: D. Murray (Lead Person) L. Macleannan A. Maclean M. Macleod	<ul style="list-style-type: none"> Staff and pupils conversant with numeracy outcomes. Agreed standards consistently applied across the curriculum. 	Formal Mid-Session Review of SIP. Ongoing monitoring by SMT through classroom observations & curricular staff meetings.
	LO			Term 1 – 4 2009/10				S&QR
	1.1, (2)							Setting of targets for Phase 2.
	2.3 (10)		<ul style="list-style-type: none"> Identify best practice and areas for further development. 	Term 4 2009/10			<ul style="list-style-type: none"> Numeracy taught and learnt in context. Improved attainment. 	



Project 3	QI	Targets	Success Criteria	Timescale	Resources	Staff Responsible	Impact	Review & Evaluation
Partnership with Parents	2.2 4.1 5.7 5.9	<ul style="list-style-type: none"> Establish working group to coordinate and lead developments. Produce an outline plan for effective engagement with parents. Establish clear and manageable strategies for consulting with and working in partnership with pupils and parents. 	<ul style="list-style-type: none"> Working group established. Outline plan presented to staff to allow discussion and fleshing-out of the plan. Develop the outline plan to provide clear strategies and outline policy. 	Term 4 2008/09 Term 1 2009/10 Term 1 – 4 2009/10	Human resources – staff, parents and partner agencies <ul style="list-style-type: none"> National Guidelines <i>“Child at the Centre”</i>	Working Group: J. Maclean (Lead Person) K.S Matheson L. Dillon A. MacIennan	<ul style="list-style-type: none"> Pupils more engaged with learning. Parents actively involved in learning and teaching. Pupils’ and parents’ views used to inform next steps. Improved attainment. 	Formal Mid-Session Review of SIP. Ongoing monitoring by SMT through dialogue and formal consultation with parents.
	LO							S&QR
	2.2 (8)	<ul style="list-style-type: none"> Establish clear and manageable strategies for consulting with and working in partnership with pupils and parents. Evaluate progress and identify areas for further development. 	<ul style="list-style-type: none"> Engage pupils and parents in the design of the policy. Evaluate policy and strategies jointly with parents. 	Term 4 2009/10				Setting of targets for Phase 2.



Project 4	QI	Targets	Success Criteria	Timescale	Resources	Staff Responsible	Impact	Review & Evaluation
GLOW	1.1 2.1 5.2 5.9 7.3 8.4	<ul style="list-style-type: none"> Establish working groups to coordinate and lead developments. Produce an outline plan to maximise the use of GLOW for all learners, staff, parents and partner agencies. 	<ul style="list-style-type: none"> Working group established. Outline plan developed and shared with staff, learners and parents for consultation. Staff engage in training at in-house and external events. 	Term 4 2008/09 Term 1 2009/10	Human resources – staff and partner agencies • GLOW	Working Group: A. Macdonald (Lead Person) PM Nicholson R. Campbell A. Macdonald	<ul style="list-style-type: none"> Enhanced use of GLOW in learning and teaching. Increased number of parents and pupils using GLOW as an educational resource. 	Formal Mid-Session Review of SIP. Ongoing monitoring by SMT through classroom observations & curricular staff meetings.
	LO	<ul style="list-style-type: none"> Establish a training programme to meet the individual needs of pupils and staff. 	<ul style="list-style-type: none"> Commence engagement with parents re GLOW. 	Term 2– 4 2009/10			<ul style="list-style-type: none"> Improved attainment. 	S&QR
	4.4 (18)	<ul style="list-style-type: none"> Conduct a familiarisation programme for parents. 	<ul style="list-style-type: none"> Progress identified and further development planned. 	Term 3 2009/10				Setting of targets for Phase 2.
		<ul style="list-style-type: none"> Evaluate progress and identify areas for further development. 		Term 4 2009/10				



Project 5	QI	Targets	Success Criteria	Timescale	Resources	Staff Responsible	Impact	Review & Evaluation
Health and Wellbeing <i>(Phase 1 of 2 year SIP project)</i>		<ul style="list-style-type: none"> Establish working groups to coordinate and lead developments. Conduct meetings to become familiar with Health and Wellbeing outcomes. 	<ul style="list-style-type: none"> Working group established. Staff more convenient with Health and Wellbeing CfE outcomes. 	Term 4 2008/09	Human resources – staff and partner agencies <ul style="list-style-type: none"> CfE outcomes and documentation. Existing resources & good practice. 	Working Group: A. MacIennan (Lead Person) S. Sargent D. Macdonald	<ul style="list-style-type: none"> Staff will be fully conversant with CfE PHSE outcomes Pupils will be more aware of issues related to the Health & Wellbeing 	Formal Mid-Session Review of SIP. Ongoing monitoring by SMT through classroom observations & staff meetings.
	LO	<ul style="list-style-type: none"> Share outcomes with staff. 	<ul style="list-style-type: none"> PHSE reflect CfE criteria. 	Term 2 & 3 2009/10				S&QR
		<ul style="list-style-type: none"> Review and amend PHSE programmes Level 1-3 to reflect CfE outcomes. Evaluate progress and identify areas for further development. 	<ul style="list-style-type: none"> Evaluation identifies next steps. 	Term 3 & 4 2009/10 Term 4 2009/10		<i>Working in partnership with Tolsta School</i>	<ul style="list-style-type: none"> PHSE will be integrated with wider curriculum. Pupils' making healthier life choices. 	Setting of targets for Phase 2.



MAINTENANCE AREAS

The main projects do not represent the full range of improvement work which the school will undertake in the course of the session. There are aspects of the work of the school that require adjustment and fine-tuning from year to year. These are referred to as maintenance areas and, although they do not constitute new developments, they do affect the overall workload implicit in the improvement plan.

In session 2009/2010 the principal tasks under this heading are set out below.

MAINTENANCE AREAS 2009/2010		Local Objective
1	Continue the programme of reviewing and updating School Policies. <ul style="list-style-type: none">– Partnership with Parents– Catering for More Able Pupils– Literacy Across the Curriculum– Numeracy Across the Curriculum– Addressing the Needs of Pupils with Challenging Behaviour– Promoting Health and Wellbeing for All Pupils	2.1
2	Continue to manage the Professional Review and Development process for all teaching and non-teaching staff.	1.1
3	Increase the use of the polytunnel as a teaching resource	1.1
4	Promoted staff to continue monitoring teachers' plans and evaluating pupils' learning experience on a regular basis.	1.1
5	Review Setting and amend timetabling in Secondary 1& 2.	1.1
6	Continue familiarising staff with the updated Child Protection Procedures and Additional Support Needs documentation and practice.	1.2
7	To establish Sgoil Araich Loch a Tuath as an integral part of Sgoil a' Bhac.	1.1