

# LASSWADE PRIMARY SCHOOL

## IMPROVEMENT PLAN

2012 – 2013



*Living it, learning it, loving it ..... Lasswade*

# LASSWADE PRIMARY SCHOOL

values:

- high quality education
- happiness and security
- equal opportunity

## Living it, learning it, loving it ..... Lasswade

Lasswade Primary is committed to providing learning opportunities which will enable children to become:

- Successful learners - we will learn together and do our best. We will actively learn new things and develop skills for life.
- Confident individuals - we will be happy and healthy. We will respect ourselves, look forward to the future and feel safe.
- Responsible citizens - we will respect and value others. We will listen, make decisions and have a caring school community.
- Effective contributors - we will be enterprising, creative, solve problems and work together. We will be able to express our opinions and be fulfilled.

To achieve our vision our school aims to provide an environment where we are all:

Nurtured	Fulfilled	Educated	Valued	Responsible
Innovative	Creative	Enterprising		

## FACTORS INFLUENCING YOUR IMPROVEMENT PLAN AND PRIORITIES FOR THE YEAR AHEAD

The aims and objectives of Midlothian Council provide the main context. These are published in the Council's Strategic Plan.

### School Improvement Plan Supports

The delivery of a quality service in a quality environment to raise attainment and improve standards.

The need to address and reduce disadvantage within the local community.

The need to recognise the key role staff have in delivering a quality service and to ensure they receive the necessary training and support.

### Other Factors Influencing Priorities :

#### NATIONAL

A Curriculum for Excellence  
Assessment for Learning  
Determined to Succeed  
Schools Health Promotion and Nutrition Act  
Leadership for Learning  
Scottish Schools Parental Involvement Act 2006  
Equality Act 2010

#### ESTABLISHMENT / DIVISIONAL

Probationer teachers in post.  
New DHT  
Staff on maternity leave/new staff  
MLC Service Plan  
ASG developments  
CfE Strategy Plan

## **OUR STRATEGIES FOR CONSULTING AND INVOLVING STAKEHOLDERS**

We value the involvement and input of our stakeholders in enriching experiences for our learners. Our stakeholders include:

Learners

Parents/Carers

Education Division Staff, including all our school staff, Pupil Support Services, Lasswade Integration Team, our Link Education Officer, the Directorate Team, our Associated School Group, Agencies with whom we work closely, including Social Work, Health, Police, Voluntary Agencies and local Community members, including our school chaplain.

### **Consulting Learners**

We have consulted learners about the priorities in this plan in a number of ways. We have weekly citizenship gatherings and talk to the children about what they see as learning priorities and our next steps as a school. Every class from P3-P7 has a representative on the Pupil Forum and it is the responsibility of each member to consult their classmates. Pupils from Primary 6 and 7 link with Primary 1 and 2. The school's key priorities are discussed at forum meetings and members have the opportunity to give their views on priorities for improving the school.

Throughout the session, the views of learners are sought in relation to the targets within the school's action plans through the use of questionnaires, focus groups, and Pupil Forum meetings. Learners are asked for feedback if taking part in any new initiative and questionnaires and feedback sheets are completed if relevant to an area of development. This session we looked at health, masterclasses and learning experiences in detail.

In addition, all learners are encouraged to be active participants in their own learning in class through self and peer assessment, setting their own targets and identifying the best ways to learn.

### **Consulting Parents and Carers**

Formal consultation on the School Improvement plan takes place via the Parent Council. Our newsletter regularly gives parents information on all developments in school and asks for feedback throughout the session. Questionnaires and feedback sheets are completed if relevant to an area of development. Curriculum evenings and focus meetings eg Sex Education, Keeping Myself Safe enable parents to discuss and comment on learning and teaching. Consultation at Parental Consultation evenings in May have a particular focus and this year we asked for feedback on skills for learning. This information fed into our evaluation visit with our School Group Manager.

### **Consulting Staff**

Staff have been regularly consulted and involved throughout the session at staff meetings, staff collegiate time and in service sessions. At departmental and stage meetings staff are given a focus for discussion and review practice linked to the school improvement plan priorities. At identified planning sessions staff review SIP progress throughout the year. Almost all SIP consultation is done using co-operative learning techniques, which involves all staff fully and really engages them in the process. Staff complete a broad view HGIOS audit annually and alongside this a closer look is taken to look at relevant quality indicators to further inform practice. Questionnaires or feedback sheets are completed if relevant to an area of development eg masterclass developments, Lasswade Lion award this session.

### **Consulting other relevant bodies / agencies**

The Head Teacher meets with the Schools Group Manager to discuss the school's priorities for improvement and to ensure that they are in line with Divisional and national priorities. All Head Teachers from schools in the Lasswade Associated school group meet to agree common priorities across the schools in the neighbourhood. An ASG planning day was held in April to focus on strategic planning and this was followed up in May/June with further planning sessions. Where relevant, the Head teacher consults agencies in relation to planned improvements, for example, in taking forward work improving health and well-being - staff from health, active schools and the integration team may be consulted.

**Section 3 Overview of 3 Year Planning Priorities 2011 - 2013**  
**FUTURE PRIORITIES/ THREE YEAR OVERVIEW**

HGIOS KEY AREAS	YEAR ONE PRIORITIES	Core QIs	YEAR TWO PRIORITIES	Core QIs	YEAR THREE PRIORITIES	Core QIs
KEY PERFORMANCE OUTCOMES	Imp. Attainment and Achievement Planning and assessment linked to CfE New Reporting format Moderation procedures	1.1 1.2	Imp. Attain. + Achievement Planning and assessment linked to CfE Progression in levels Moderation procedures	1.1 1.2	Imp. Attain. + Achievement Planning and assessment linked to CfE Progression in levels Moderation procedures – reading and maths	1.1 1.2
IMPACT ON LEARNERS	Improve learners' experiences - develop interdisciplinary learning approaches through co-operative learning, and critical skills and embed Glow	2.1 2.2	Improve learners' experiences – implement thinking skills and develop problem solving approaches across the curriculum	2.1 2.2	Improve learners' experiences – Continue to implement thinking skills and develop problem solving approaches across the curriculum	2.1 2.2
IMPACT ON STAFF	Sharing of good practice in connecting learning and use of AifL and enterprising approaches Continue to implement strategies to improve staff health working with ASG schools  Staff development in coaching skills – leadership teams	3.1	Staff development linked to priorities  Continue to implement strategies to improve staff health working with ASG schools	3.1	Staff development linked to priorities  Creation of Lasswade Learning Community Increased opportunities for joint working across the ASG	3.1
IMPACT ON THE COMMUNITY	Review & develop wider community and global links  First ASG camp	4.1 4.2	Review & develop wider community and business links linking to CfE Continue global links	4.1/4.2/8.1	Continue wider community and business links Continue global links	4.2
DELIVERY OF EDUCATION	Continue integrated whole school Scots focus and stage joining learning topics  Introduce masterclasses  Assessment and planning developed to link to CfE  School becoming fair trade school  Improve Equality of Opportunity – Rights Respecting Schools	5.1 5.2 5.3 5.5 5.6 5.7 5.8 5.9	Assessment and planning developed to link to CfE  Seek accreditation for Rights Respecting School  ECO work – apply for 3rd green flag	5.1 5.2 5.3 5.5 5.6 5.7 5.8 5.9	Assessment and planning developed to link to CfE  Seek accreditation for Rights Respecting School  Improve Equality of Opportunity – race, ethnicity & sectarianism in meaningful contexts	5.1 5.2 5.3 5.5 5.6 5.7 5.8 5.9
LEADERSHIP	Review leadership responsibilities Develop whole staff team	7.2/7.3 9.1/9.2	Review effectiveness of teams and partnerships	7.2/8.1/9.3	Review and develop distributed leadership and effectiveness of SMT Develop learning teams Children developing ownership of their learning.	9.3 9.4

Overview of CURRICULAR MAP for session 2012 - 2013

<p align="center"><b><u>Values</u></b></p> <p>Wisdom, justice compassion integrity          UNICEF Rights Respecting School          → Working towards Level 1          → Olympic values built in to positive behaviour          Lasswade Lion award</p>	<p align="center"><b><u>Totality of the Curriculum</u></b></p> <p>Positive Behaviour programme refined further with Lasswade Lion awards          Opportunities for interdisciplinary learning over the session          There will be a strong focus on core literacy, numeracy and health and well being skills          Development of Thinking to Learn - skills for life</p>		<p align="center"><b><u>Learning and Teaching</u></b></p> <p>Target setting and reflections being further developed. Core expectations for PLP's          Learning will be relevant, cooperative, active and fun. Pupils will experience more learning outdoors          Tracking and monitoring being developed – more staff/peer evaluation and reflection built in          Every pupil to have opportunity for small group discussion with HT/DHT</p>
<p align="center"><b><u>Experiences and Outcomes</u></b></p> <p>Full engagement through planning formats with Experiences and Outcomes in all curricular areas.          Making use where possible of ASG project work.          IDL planning format being used to give focused pieces of work.          Refine year plans, block plans and use of all rubrics/progression pathways          ASG working groups in -              RRS              Health              Maths and numeracy              Literacy              AiFL              Social subjects/science</p>	<p align="center"><b><u>Responsible Citizens</u></b></p> <p>UNICEF          Fair Trade          Buddies          Peer Mediators          Global developments</p>	<p align="center"><b><u>Confident Individuals</u></b></p> <p>Link between Rights &amp; Responsibilities          Celebration of achievements          Positive relationships</p>	<p align="center"><b><u>Entitlements</u></b></p> <p>A good broad general education in place          Health and well being – planning shared from ASG project last session          Transitions work to develop profile at P7          Natural Scotland whole school focus          Curriculum timetabling to develop priorities:          Literacy, Numeracy, Health and Well-Being, IDL and work in exciting, relevant contexts          Masterclasses continue          Cross school working for Eco work, RRS/Forum, Global/Fairtrade work and Health.          All pupils P2-7 in cross stage groups.          Work on Thinking skills and Blooms taxonomy</p>
<p align="center"><b><u>Personal Support</u></b></p> <p>Good transition arrangements in place:          • Nursery - Primary 1   •Primary 7 - S1          Transition profile at P7 developed          Personal support ASG priority          Review universal support linked to GIRFEC          Rights Respecting School</p>	<p align="center"><b><u>Principles</u></b></p> <p>Most principles are taken into consideration in current curriculum, this year the focus is on -          Relevance – linking to work on planning for choices and changes and development of thinking skills for life.          Focus weeks/months – refined to allow opportunities for depth in learning          Progression – work in progress</p>		<p align="center"><b><u>Assessment</u></b></p> <p>Learning Community review of AiFL          Learning Partners – introduce tri-learning partners, possibly across ASG          Review use of summative assessment and standardised tests being used          Develop use of NAR's          Develop moderation – reading/maths</p>



**SECTION 4 PRIORITIES FOR THE YEAR AHEAD**
**SCHOOL SESSION: 2012/13**

HGIOS KEY AREAS	QIs	Divisional Priority	School Priority - Desired Outcomes for Learners/staff
<b>KEY PERFORMANCE OUTCOMES</b>	1.1	<b>Improve the quality of learning and teaching leading to raised levels of attainment and achievement</b>	Maintain attainment in maths, reading and writing Planning and assessment linked to CfE Progression in levels Develop moderation procedures Develop tracking and monitoring
<b>IMPACT ON LEARNERS</b>	2.1	<b>Links to all 3 priorities</b>	Improve learners experiences – implement thinking skills and develop problem solving approaches across the curriculum All staff trained in co-operative learning Embed GLOW
<b>IMPACT ON STAFF</b>	3.1	<b>Links to all 3 priorities</b>	Staff developing cross stage working Staff using Glow and assessment in a more integrated way. Continue to implement strategies to improve staff health working with ASG schools Staff development clearly linked to priorities
<b>IMPACT ON THE COMMUNITY</b>	4.1/4.2 8.1	<b>We will aim to give children the best start in life and improve life chances for children, young people and families</b>  <b>Provide opportunities for people to develop skills for learning, life and work</b>	Strong links with ASG schools result in effective work in moderation and transitions Development of global work - Rights Respecting School, Global Project Develop wider community and business links Greater parental participation in pupils learning
<b>DELIVERY OF EDUCATION</b>	5.1, 5.2 5.3, 5.4 5.5, 5.6 5.7, 5.8 5.9	<b>Links to all 3 priorities</b>	Assessment and planning developed to link to CfE. Improve equality of opportunity – explore race, ethnicity and sectarianism in meaningful contexts Learning targets reflection, planning and assessment work - Thinking to Learn Whole school development of school grounds and outdoor learning ECO work – apply for third green flag Rights Respecting School – seek accreditation
<b>LEADERSHIP</b>	7.2/7.3 9.1, 9.2 9.3 9.4	<b>Links to all 3 priorities</b>	Team building – 6 new staff in place, new DHT, review and develop distribute leadership Development of learning teams across the school Review effectiveness of partnerships Children developing ownership of their learning



## DEVELOPMENT PRIORITY 1: Creating a Learning Community

Priorities and implementation strategies	Who will lead or be involved?	When will this be done?	Indicators of success and impact Evidence	Monitoring and evaluation
<p><b>Outcome: To improve arrangements for transition between nursery and primary and between primary and secondary</b></p> <p>Establish a clear vision for a Lasswade 3-18 learning community</p> <p>Key elements are pulled out from above session and used to create the posters to share the vision and raise the profile of the learning community</p> <p>All schools to share vision with their own staff, pupils, parents and the school community. A power point presentation will be put together by the group and shared with the Head Teachers on the 29<sup>th</sup> October.</p>	<p>All management from Nursery, Primary &amp; Secondary Lead: Julie Fox, Louise Donaldson, Susan Welsh and High School Rep Speakers: Val Corry &amp; Lindsay Watt</p> <p>Lead: Julie Fox, Louise Donaldson, Susan Welsh and High School Rep</p>	<p>Fri 28<sup>th</sup> Sept CPD for SMT Venue: Lasswade High School 1pm for 1.30pm lunch provided</p> <p>29<sup>th</sup> October 2012</p> <p>End of November 2012</p>	<p>Create a joint vision from a co-operative learning event</p> <p>Staff have a clear understanding of the expectations of joint working</p> <p>To create an outline for a set of posters to display vision &amp; aims</p> <p>Display on school websites</p> <p>Each school will share the outcomes with their own staff</p>	<ul style="list-style-type: none"> <li>• Feedback from staff and working groups</li> <li>• ASG cross school professional dialogue</li> <li>• Feedback from learners</li> <li>• Minutes of meetings</li> <li>• Media sharing</li> <li>• Competition for pupil community to come up with a strap line/motto</li> <li>• Use the new High School to promote the learning community.</li> </ul>

## DEVELOPMENT PRIORITY 2: CURRICULUM & LEARNING AND TEACHING

Priorities and implementation strategies	Who will lead or be involved?	When will this be done?	Indicators of success and <i>impact</i> Evidence	Monitoring and evaluation
<p><b>Outcome: All learners experience progression within a broad general education</b></p> <p>A common approach will be developed using the existing frameworks for:</p> <ul style="list-style-type: none"> <li>Health and Wellbeing</li> <li>Literacy – writing</li> </ul> <p>Looking at Big writing and pulling together the successes. Common approaches – jotters, presentation, marking and expectations. Writing moderation. Big Writing conference.</p>	<p>Working parties on each area – staff from each school to be involved</p> <p>Lead: Julie &amp; Candy &amp; High School Rep along with key people from original group</p> <p>Lead: Nicola &amp; Gwen &amp; 2 High School Reps and 1 rep from each school</p>	<p>Initial meeting in June</p> <p>21<sup>st</sup> Sept Joint ASG CAT</p> <p>6hrs ASG working groups</p>	<p>H&amp;WB pull all plans, using a common format to share across the ASG</p> <p>Common approaches to teaching &amp; presentation with the production of learning posters (W &amp; N) Producing and sharing associated resources for staff &amp; parents. Audit of both:- Where are we now? Where do we want to go?</p> <p>Plan of priorities</p>	<ul style="list-style-type: none"> <li>High level curriculum pathways and frameworks</li> <li>Forward planning and feedback meetings with staff</li> <li>ASG cross school profession dialogue</li> <li>ASG CAT Sessions (working parties)</li> </ul>

<ul style="list-style-type: none"> <li>• Numeracy Number counts sub group to take this forward Problem Solving sub group Common approaches – jotters, presentation, marking and expectations.</li> <li>• Sciences Look at skills progression 3-15 taken from Beeslack ASG</li> <li>• Social Subjects Look at skills progression 3-15 from Beeslack ASG</li> </ul>	<p>Lead:Nicola &amp; Gwen &amp; High School Rep 2 from each school</p> <p>Lead:Susan, Lesley, Jeanette &amp; Liz Malcolm 1 from each school</p> <p>Lead: Lesley, Jeanette &amp; Liz Malcolm 1 from each school</p>		<p>Common approaches to teaching &amp; presentation with the production of learning posters (W &amp; N)</p> <p>Producing and sharing associated resources for staff &amp; parents.</p> <p>Audit of both:-</p> <p>Where are we now?</p> <p>Where do we want to go?</p> <p>Plan of priorities</p>	<ul style="list-style-type: none"> <li>• High level curriculum pathways and frameworks</li> <li>• Forward planning and feedback meetings with staff</li> <li>• ASG cross school profession dialogue</li> <li>• ASG CAT Sessions (working parties)</li> </ul>
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## DEVELOPMENT PRIORITY 3: ASSESSMENT & ATTAINMENT

Priorities and implementation strategies	Who will lead or be involved?	When will this be done?	Indicators of success and impact Evidence	Monitoring and evaluation
<p><b>Outcome: To implement frameworks for assessment which meets the requirements of BTC5</b></p> <p>Further develop moderation of Reading</p> <p>Everyone will send a school rep to hear about questioning on the 13<sup>th</sup> June</p> <p>Everyone will deliver the power point presentation</p> <p>Everyone will pilot the assessment tracking sheets</p> <p>Review the tracking sheets on the 21<sup>st</sup> January 2013</p> <p>Further develop moderation of Writing</p> <p>Each school to identify a moderation CAT</p> <p>Moderation guidance to be shared with all staff – Lynsey Stevenson to share this</p>	<p>Re establish Reading moderation group</p> <p>Lead: Yvonne Gemmal &amp; Louise Donaldson (Literacy Champions)</p> <p>Working party from ASG</p> <p>Lead: Louise Donaldson</p>	<p>Big Writing In-service day Feb 2013</p> <p>21<sup>st</sup> Feb 1.30pm – 3.30pm</p>	<p>Each school will have their own moderation of reading group</p> <p>ASG reading moderation group which feeds into authority</p> <p>Guidance produced on the moderation of reading</p> <p>Increased Attainment (Guidance on analysis of attainment from Authority)</p> <p>Continue current format</p> <p>Literacy Champions</p>	<p>Forward planning and feedback meetings with staff</p> <ul style="list-style-type: none"> <li>• Monitoring forward plans</li> <li>• ASG cross school profession dialogue</li> <li>• Assessment data</li> <li>• ASG CAT Sessions</li> <li>• Visit 3 in 2013</li> <li>• Classroom observation</li> <li>• Feedback from learners</li> <li>• Sub Group minutes and actions</li> <li>• Attainment info</li> <li>• Moderation output and evidence</li> <li>• Visit 1 Review</li> </ul>

Develop a minimum AiFL expectation for from 3-18

Following the Shirley Clarke conference Sylvia will email everyone to arrange a meeting to arrange how this is disseminated.

Lead: Jill Doyle, Sylvia Hogg, Linda Heggie & Aileen Ward

Aileen to contact others by 21<sup>st</sup> May 2012

ASG to share what they already have and produce a minimum expectation across the levels 3-18

## DEVELOPMENT PRIORITY 4: TRANSITION

Priorities and implementation strategies	Who will lead or be involved?	When will this be done?	Indicators of success and impact Evidence	Monitoring and evaluation
<p><b>Outcome: To improve arrangements for transition between nursery and primary and between primary and secondary</b></p> <p>Create a revised and updated procedure for transition P7 – S1(Including Profiles)</p> <p>Authority are taking a lead on this through Curriculum For Excellence Manager</p> <p>Transfer of information formats to be revisited</p> <p>Programme of dates for transition to be formulated</p> <p>Create a common format for Transition Nursery – P1 (Early Steps)</p> <p>Take the lead from what the working party have collated.</p>	<p>Working Groups</p> <p>Lead:Nicola &amp; Aileen Ward</p> <p>Lynsey Stevenson &amp; Jackie McIntosh Working groups</p> <p>Lead:Susan &amp; Candy</p>	<p>Terms 1&amp;2 Session 12-13</p> <p>Term 1 Session 2012-13</p>	<p>Children are more confident and positive about the transition experience.</p> <p>The High School Staff have relevant information to inform next steps in learning</p> <p>(Profiles are used to pull out key information and summarised in an A4 sheet in initial PSE lessons)</p> <p>Children are more confident and positive about the transition experience.</p> <p>Ensure Early Steps are followed through in P1 and built upon.</p>	<ul style="list-style-type: none"> <li>• Forward planning and staff feedback meetings ASG cross school profession dialogue</li> <li>• Monitoring transition profiles</li> <li>• Meetings of minutes</li> <li>• Feedback from staff and working groups</li> <li>• Evaluation of transition profiles and data</li> <li>• Visit 3 in 2013</li> <li>• Classroom observation</li> <li>• Feedback from learners</li> </ul>

## DEVELOPMENT PRIORITY 5 - EQUALITIES

Priorities and implementation strategies	Who will lead or be involved?	When will this be done?	Indicators of success and impact Evidence	Monitoring and evaluation
<p><b>Outcome: Children and young people receive effective personal support according to their needs</b></p> <p>Raising awareness amongst staff of roles, responsibilities and developments in GIRFEC</p> <p>Improving the effectiveness of work between schools and partner agencies</p> <p>Send Personal Support entitlement report to Tim by September weekend.</p> <p>Work with Pupil Forum/Health group with a focus on SHANARRI outcomes.</p> <p>Plan consultation over the session to gather information about what we know at Lasswade and plan for next steps.</p>	<p>All Nursery, Primary &amp; Secondary Guidance staff</p> <p>Lead: Tim &amp; Lesley</p> <p>Staff Forum lead</p>	<p>AM of May in-service day 2013</p> <p>14<sup>th</sup> Sept 2012</p> <p>May 2013</p>	<p>All staff are informed of and have a working knowledge of personal support entitlement.</p> <p>Staff are aware of their role and where to access appropriate support.</p> <p>All pupils, staff and parents are aware of SHANARRI outcomes and what it means to us at LPS</p>	<ul style="list-style-type: none"> <li>• Meeting minutes and actions</li> <li>• Feedback from learners, parents and other agencies</li> <li>• Cross school professional dialogue and discussion</li> <li>• Evaluation of CPD</li> <li>• Consultation evidence</li> <li>• Feedback from learners, parents and other agencies</li> </ul>

## DEVELOPMENT PRIORITY 5 - EQUALITIES

## Developing Global Awareness at all stages

Implementation Strategies	Who will lead/be involved?	When will this be done?	Indicators of success/Impact on Learners – What will you look for?	How/when will you monitor/evaluate? What evidence will you gather?
Creation of a Global Focus group – comprising of SMT leader and class teachers	SMT All Staff All pupils	During Term 1 – continuing throughout session.	All children involved in the planning and preparation of new initiatives within school. Pupils have direct impact on improvement priorities.	Evaluation takes place during CAT time. Next steps identified. Evidence of cross stage working, collegiate planning, pupil work recorded and gathered.
Create an action plan for Global Education at whole school level using OXFAM audit responses/school next steps.	PT – CR Global Working Group	By October 2012	Action plan with achievable action points drawn up and shared with staff.	Completed action plan Evidence of good practice (photos/planning etc)
Identify and make contact with a European partner school for whole school project	PT - CR to lead All Staff Led by SMT	End of Term 1 2012-2013	School is linked with a partner school in a European country. Pupils become involved in initial contact, using technology in an exciting context.	Examples of pupil work e.g. letters, stories, photos, emails.
Work with partner school to plan a collaborative project on our countries to share information – linked to planned Natural Scotland project.	PT- CR to lead All teaching Staff Global Group (Pupils + Staff)	Planning completed during identified In-service Day/CAT session.	Work linked to Scotland shared with the partner school in a variety of ways. Impact on pupils through meaningful context.	Photographs of L&T taking place within school. Global Big Book – charting journey.
Build on successful International School work and work towards full award status	PT-CR to lead All teaching staff Pupils N-P7	Throughout session – applying for accreditation in May/June.	Audits/reports of various international activities are completed and evidenced in application.	International School Portfolio As Above
Achieve re-accreditation for Fairtrade School award.		By November 2012	Pupils continue to demonstrate understanding of Fairtrade and benefits linked to RRS.	A wide range of evidence gathered from all classes demonstrating Global work going on. Fairtrade Evidence – pupil work, reports from local press etc.
eTwinning used in some stages to develop collaborative work with overseas schools.	P7/P3 collaborative project	Terms 3-4 2012-13	An activity is planned and prepared in collaboration with an overseas school. Pupils have developed their awareness of culture around the world.	Fairtrade Evidence – pupil work, reports from local press etc. Class Impact folders, photographs, lesson plans and evaluations. Email contact from overseas school.





**SECTION 7 ONGOING MAINTENANCE AREAS**
**SCHOOL SESSION: 2012/13**

<b>HGIOS KEY AREAS</b>		<b>Priority</b>	<b>Maintenance Strategies</b>	<b>Timescales</b>	<b>Lead Person</b>
<b>KEY PERFORMANCE OUTCOMES</b>	1.1	<b>Improving literacy and maths</b>	Ensure ST information is used effectively. Moderation materials being developed and used MUNP assessments being used Maths Counts material being developed	Throughout the session	<b>DHT</b> <b>All staff</b>
<b>IMPACT ON LEARNERS</b>	2.1 2.2	<b>Improving active involvement of learners</b>	Continue to seek learners' views Assessments being used to inform reporting IDL development continues	Each term	<b>HT</b> <b>All staff</b>
<b>IMPACT ON STAFF</b>	3.1	<b>Developing reflective practitioners</b>	Development of learning teams and SIP lunches with reflective focus, working groups for ASG.	As per annual calendar	<b>HT</b>
<b>IMPACT ON THE COMMUNITY</b>	4.1 4.2	<b>Developing community links</b>	Continue to invite parents/local community to assemblies each term; programme of community events, and continue class links with Parent Council members. Develop business links	As per annual calendar	<b>DHT + Parent Council</b>
<b>DELIVERY OF EDUCATION</b>	5.1, 5.2 5.3, 5.4 5.5, 5.6 5.7, 5.8 5.9  6.3 8.1 8.4	<b>Development of CfE IDL</b> <b>Year planning</b>  <b>Health Promoting Schools development</b>	CfE evidence gathering Whole school focus months/IDL work to continue – Natural Scotland Global cross curricular topic, novel studies, community month, maths focus  Continue with programme of outdoor learning from N-P7	Review each term  Planning meetings & class visits	<b>PT's</b>  <b>DHT</b>  <b>HT</b>
<b>LEADERSHIP</b>	9.1/9.2 9.3 9.4	<b>Building Leadership Capacity</b>	Learning team sessions Partnership working	Termly October, February, May	<b>HT</b>

## DEVELOPMENT PRIORITY MAINTENANCE: ECO SCHOOLS

Implementation Strategies  What will you do?	Who will lead/ be involved?	When will this be done?	Indicators of success / impact on learners – What will you look for?	How/when will you monitor / evaluate? What evidence will you gather?
Creation of a Eco Focus group – comprising of SMT leader and class teachers	SMT All Staff All pupils SMT	During Term 1 – continuing throughout session.	All children involved in the planning and preparation of Eco initiatives – Environmental Review and Planning for Eco Action Days. Pupils have direct impact on improvement priorities.	Evaluation takes place during CAT time. Next steps identified.
Renew Green Flag status (3 <sup>rd</sup> Green Flag)	Whole School	During Term 1 Date to be identified	Eco Assessor visit results in our school being awarded with 3 <sup>rd</sup> Green Flag.	Evidence of cross stage working, collegiate planning, pupil work recorded and gathered. Photographs Letters Certificates etc.
Create action plans for the continuation of Eco Schools work at whole school level.	SMT Staff and Pupils	By October 2012	Environmental review used to create action plans for the next Eco Focus comprising of Litter and two other areas.	Completed action plans Evidence of good practice (photos/planning/environmental review responses collated and displayed)
Food and the Environment priority area: Achieve re-accreditation for Fairtrade School award.	PT-CR to lead All teaching staff Pupils N-P7	By November 2012	Pupils continue to demonstrate understanding of Fairtrade and benefits linked to RRS and Eco Schools.	Fairtrade Evidence – pupil work, reports from local press etc. Evidence in the form of photographs, ICT, literacy etc. will be collated.
Whole school focus on Natural Scotland – Aspects of work linked to Eco priorities.	All Staff involved in planning led by DHT	CAT Session/ Inservice planning for Term 3.	Natural Scotland work at each stage encompasses and links to Eco School priority areas. Pupils have an increased awareness of Scotland and its natural features and how this links to Eco Schools. This information will be shared with a partner school.	Staff will review project and plan next steps during Planning CAT – date TBA

## DEVELOPMENT PRIORITY MAINTENANCE – RRS

<b><i>Implementation Strategies</i></b> <b><i>What will you do?</i></b>	<b>Who will lead/ be involved?</b>	<b>When will this be done?</b>	<b>Indicators of success / impact on learners – What will you look for?</b>	<b>How/when will you monitor / evaluate? What evidence will you gather?</b>
Class Charter based on the CRC which helps everyone to understand their responsibilities in relation to rights in all classrooms and the wider school.	Teaching Staff	Aug '12	Classroom practitioners, pupils and support staff will model rights-respecting language and behaviour.	Class Charters in all class areas Staff Charter Focus Groups - Pupil / Staff questionnaire September '12 and June '13
Parents / carers will be given information about the CRC and why the school is working towards the RRSA.	DHT, Focus Group & Website Editor	Session 12/13	Parents / carers will have a greater understanding of the CRC and the links between CRC and the pupils learning.	Parent Surveys using Survey Monkey re RRSA work – initial at Meet the Teacher and final at Second Parents Evening.
Assemblies and displays will provide effective opportunities for learning about the CRC.	Assemblies – SMT & Class Teachers Displays - RRSA Focus Group	Session 12/13	Weekly focus on what we have been learning and how it links to CRC Pupils leading assemblies in 2012/13 understand the rights	Assembly records kept Photographs of displays RRS floor book created
The CRC is included in teaching and learning in at least 2 curricular areas and about all citizenship matters including global citizenship and sustainable development. RRS work is included in forward plans RRSA Focus Group meets fortnightly throughout the session.	Teaching Staff	Session 12/13	Pupils understand the links between their learning and the CRC. Pupils will be involved in taking action to improve the lives of children locally and globally.	WHY posters created to be used by all classes and linking CRC to key lessons.