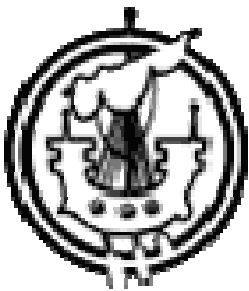


PAIBLE SCHOOL



Improvement Plan 2009/10



May 09

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PAIBLE SCHOOL

OUR VISION

In Paible School, we are engaged in the pursuit of excellence. We are committed through our teaching for all children to be

SUCCESSFUL LEARNERS with:

- Enthusiasm for learning and a determination to reach high standards of achievement

and be able to :

- use literacy, numeracy, communication and technology skills effectively
- learn independently and as part of a group

CONFIDENT INDIVIDUALS with:

- self respect and a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition

and be able to:

- relate to others
- pursue a healthy lifestyle and achieve success in different areas

RESPONSIBLE CITIZENS with:

- respect for others

and be able to:

- participate responsibly as a citizen within society
- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures

EFFECTIVE CONTRIBUTORS with:

- an enterprising attitude and determination

and be able to:

- communicate in different ways
- work in partnerships and lead other people
- create and develop ideas and an ability to solve problems

OUR VALUES

In carrying out all aspects of our work, we:

- conduct our business with integrity, impartiality, fairness, tolerance and mutual respect
- value diversity, promoting social inclusion – in an environment where everyone is welcome
- seek progress through partnership, working closely with people with whom we share a common purpose.

OUR AIMS

The aims of the school are to :

1. ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences.
2. ensure that all pupils are able to realise their potential through the promotion and recognition of achievement and excellence.
3. provide the highest quality of learning and teaching experiences that enable pupils to enjoy their education and develop positive attitudes towards learning.
4. provide effective support systems for all pupils which promote personal and social development and underpin academic achievement.
5. provide a welcoming, safe and caring environment in which each pupil is valued and supported.
6. ensure that the school's promoted staff provide high quality leadership, management and support.
7. improve the quality of educational experiences for pupils through a programme of continuing professional development for all staff.
8. build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community.
9. equip pupils with the foundation skills, attitudes and expectations required to prosper in a changing society and to encourage citizenship, enterprise, creativity and sustainability.

| Project 1 | Curriculum for Excellence – Interdisciplinary Studies |
|-------------------------------------|---|
| Quality Indicator | 2.1, 5.1, 5.2, 5.3, 7.2 |
| National Priority | 1, 5 |
| Local Objective | 1.1, 2.3 |
| Target 1 | <ul style="list-style-type: none"> • Provide opportunities for collaborative planning/working/learning |
| Target 2 | <ul style="list-style-type: none"> • Produce plans for activity based learning which address the principles of C f E and AifL |
| Evidence of impact on school/pupils | <ul style="list-style-type: none"> • Improvement in collaborative cross-curricular planning. • The principles and purposes of CfE addressed within plans. • Pupils exposed to more depth and challenge. • Learning and teaching more active and relevant for pupils. • Pupils appreciated the connections between different areas of learning. |
| Next Steps | <ul style="list-style-type: none"> • Continue to plan for primary termly cross curricular projects and a yearly one across the whole school. • Continue to plan for cross curricular projects across 2-3 subject areas in the secondary. |

| Project 2 | Numeracy across the Curriculum |
|-------------------------------------|---|
| Quality Indicator | 5.1 |
| National Priority | 1 |
| Local Objective | 1.1 |
| Target 1 | <ul style="list-style-type: none"> • All staff to become familiar with the numeracy outcomes & experiences. |
| Target 2 | <ul style="list-style-type: none"> • Conduct Audit on current numeracy practice across the school. |
| Target 3 | <ul style="list-style-type: none"> • Develop a common approach to the teaching of numeracy across the school. |
| Target 4 | <ul style="list-style-type: none"> • Build more active learning strategies into the programme. |
| Evidence of impact on school/pupils | <ul style="list-style-type: none"> • Staff now aware of the numeracy outcomes and their responsibility for promoting the development of numeracy across learning. • Active learning and use of relevant contexts has enhanced pupils experiences. • Teachers booklet at third level is a first step towards a more consistent approach to numeracy teaching. |
| Next Steps | See project 3 for session 09/10 |

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|-------------------------------------|--|
| Project 3 | Education for Citizenship (eco-schools) |
| Quality Indicator | 2.1, 5.1, 5.2, 5.3, 7.2 |
| National Priority | 2, 4 |
| Local Objective | 1.1 |
| Target 1 | Progress the development of school grounds/garden |
| Target 2 | Progress points for action relevant to Eco-Schools Silver Award. (from previous audit) |
| Target 3 | Apply for Eco-Schools Silver Award |
| Evidence of impact on school/pupils | <ul style="list-style-type: none"> • Whole school interest/ participation in the eco-schools. • All staff and pupils with responsibility for the initiative. • Pupils more aware of environmental and sustainability issues. • Eco-schools Bronze Award. |
| Next Steps | <ul style="list-style-type: none"> • Continue to promote all areas of eco-schools. • Continue development of school grounds. • Decide on 3 key areas of eco-schools for special focus. • Apply for Silver Award next school session. • Continue to raise parental/community interest and involvement. |

| | |
|-------------------------------------|--|
| Project 4 | Meeting the needs of the Most able pupils |
| Quality Indicator | 5.1, 5.3 |
| National Priority | 1, 3 |
| Local Objective | 3.3 |
| Target 1 | Draw up a policy to address the needs of the most able pupils. |
| Target 2 | Identify and record all pupils as per policy guidelines. |
| Target 3 | Provide for the needs of all identified pupils. |
| Evidence of impact on school/pupils | <ul style="list-style-type: none"> • Flexibility in timetabling has raised attainment in Maths & English for P7 able pupils. • Pupils are exposed to greater depth of learning and challenge through interdisciplinary projects. |
| Next Steps | <ul style="list-style-type: none"> • Continue to provide for the needs of the most able through innovative timetabling arrangements and differentiation of classwork. |

AUDIT FOR 2009/2010

This section briefly explains the audit processes used to determine the strengths and development needs of the school.

The audit focussed on quality indicators from 1.1, 2.1, 5.3 and 5.9 from "How Good is Our School" Part 3.

Evidence was gathered from the following sources.

1. Classroom visits.
2. Sampling of pupils work.
3. Teachers plans and assessment records.
4. Analysis of pupils' attainment.
5. Analysis of school development plan projects.
6. Staff meeting-minutes.
7. Working Group Meetings / Meetings with other schools.
8. Pupil and Parent Questionnaires.
9. Meetings with education department staff.

All the evidence is available in school.

Staff were directed to use the quality indicator illustrations at level 5 and level 2 to evaluate their own performance.

Thereafter staff were requested to identify the main strengths and areas for improvement.

After careful consideration of the returned evidence and bearing in mind national developments and local improvement objectives, the following were identified as improvement priorities for session 2009/2010.

- Literacy across Learning.
- Numeracy across Learning.
- Education for Citizenship (eco-schools).
- Glow Technologies.

| Project 1 | Literacy Across Learning |
|----------------------------------|--|
| Quality Indicator | 5.1 |
| National Priority | 1 |
| Local Objective | 1.1 |
| Target 1 | Draw up a whole school policy on literacy across learning. |
| Target 2 | Issue a booklet on Literacy across Learning and develop common methodology across the curriculum. |
| Target 3 | To engage learners and parents in enterprising and active learning approaches through writing. |
| Target 4 | Learning intentions and success criteria shared with pupils. |
| Action | <ul style="list-style-type: none"> • Provide staff with file of relevant resources and suggested internet links. • Staff discuss and produce whole school policy. • Staff workshops to improve on common teaching practice and clear methodology. • Parental writing workshops. • All teaching to encourage collaborative strategies and enable pupils to become more independent learners. |
| By Whom | Working group led by Thalia Matheson. All primary and secondary staff. Staff from feeder primaries. |
| Timescale | September 09 – November 09 – research and planning. December 09 – ongoing – new common methodology embedded into collaborative practice. |
| Resources | CPD research and planning time. CFE resources and documentation. Local authority CDO Literacy booklet. |
| Expected impact on school/pupils | <ul style="list-style-type: none"> ▪ Literacy developed across the school according to the whole school policy. ▪ Improved common practice in the teaching of literacy across the curriculum. ▪ Attainment raised in literacy with opportunities for personal achievement. |
| Monitoring and Evaluation | Staff evaluation after research and planning. Staff evaluation after teaching. Pupil evaluation after teaching. |

| | |
|----------------------------------|---|
| Project 2 | Numeracy Across Learning |
| Quality Indicator | 5.1 |
| National Priority | 1 |
| Local Objective | 1.1 |
| Target 1 | Draw up a whole school policy on promoting numeracy across learning. |
| Target 2 | Produce and issue booklets to show numeracy links in each of the curricular areas at level 3. |
| Target 3 | Develop a common language and methodology for teaching numeracy throughout the school. |
| Target 4 | Pilot a new system for recording progress with numeracy outcomes at levels 1,2,3,4. |
| Action | <ul style="list-style-type: none"> • Set up working group to promote numeracy across learning. • Members to meet and produce the relevant documentation. • School based workshops to agree methods for teaching topics. • Peer classroom observation to ensure consistency of approach. |
| By Whom | Working group led by HT. |
| Timescale | Term 1 and 2 session 09/10 |
| Resources | C f E documentation. CPD time – Working group time - Numeracy Network Group. |
| Expected impact on school/pupils | <ul style="list-style-type: none"> ▪ All staff committed to developing numeracy skills in all learners. ▪ Improved consistency in the teaching of numeracy across learning. ▪ Improved continuity and progression for learners. ▪ Improved level of achievement and attainment in numeracy. |
| Monitoring and Evaluation | Monitor classroom practice to ensure consistency. Teacher and pupil evaluation sheets. Monitor attainment. |

| | |
|----------------------------------|--|
| Project 3 | Education for Citizenship (eco-schools) |
| Quality Indicator | 2.1, 5.1, 5.2, 5.3, 7.2 |
| National Priority | 2, 4 |
| Local Objective | 1.1 |
| Target 1 | Continue/support the input of eco-schools groups and the eco-schools initiative. |
| Target 2 | Adopt 3 areas of eco-schools for special focus in preparation for Green Flag (Committee level) In edition develop school garden as per pupil plan. |
| Target 3 | Raise parental/community awareness, interest and involvement. |
| Target 4 | Apply for Silver Award. |
| Action | <ul style="list-style-type: none"> ▪ At committee level decide three areas for special focus (Green Flag). ▪ Carry out an audit of each area and progress. ▪ Initiate the development of garden area (as per pupil plan). ▪ Increase publicity of eco-schools in the community. |
| By Whom | <ul style="list-style-type: none"> ▪ Project led by D. MacLean. ▪ Eco-schools Committee/Groups. |
| Timescale | Session 2009/10 |
| Resources | <ul style="list-style-type: none"> ▪ Website www.ecoschoolsscotland.org ▪ Regional Waste Awareness Officer. ▪ Enterprise in Education Fund. |
| Expected impact on school/pupils | <p>Role of eco-groups integral in the eco-schools programme.</p> <ul style="list-style-type: none"> ▪ Environmental issues part of learning & teaching. ▪ Increased attainment of pupils. ▪ Parents and Community informed with regard to activities within the school and in the community. ▪ Raised interest/involvement of parents & community. |
| Monitoring and Evaluation | <ul style="list-style-type: none"> ▪ Monitor progress against criteria for Silver Award and Green Flag 1. ▪ Assess input/impact of eco-groups through monitoring of minutes. ▪ Monitor the level of involvement/interest of whole school and community. |

| Project 4 | GLOW Technologies |
|----------------------------------|--|
| Quality Indicator | 2.1, 7.3, 8.3 |
| National Priority | 1, 3 |
| Local Objective | 1.1 |
| Target 1 | Familiarise staff and pupils with and promote the uptake of Glow throughout the school. |
| Target 2 | Identify opportunities where GLOW will support, enhance and facilitate learning outcomes. |
| Target 3 | Plan for those opportunities in the classroom. |
| Action | <ul style="list-style-type: none"> • All classrooms to have at least 1 computer with Marraytech/Webcam. • Arrange after school workshops to familiarise staff with: <ul style="list-style-type: none"> * Resources in Glow * Setting up and using Glow Groups * Glow meet to link schools/classes. |
| By Whom | MA Macdonald I.T. Technicians |
| Timescale | Throughout session 09/10 |
| Resources | Glow portal. Glow Helpdesk. CPD time. Glow mentor. |
| Expected impact on school/pupils | <ul style="list-style-type: none"> • GLOW used to support and enhance learning for teachers and pupils. • Pupils working independently and collaboratively. |
| Monitoring and Evaluation | Monitor level of usage by staff/pupils. Teacher and pupil evaluation. |

MAINTENANCE AREAS

The main projects do not represent the full range of improvement work which the school will undertake. There are aspects 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 improvements, they do affect the overall workload implicit in the improvement plan.

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

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- The logo for Scoil Phaibil is a circular emblem with a blue background and a white border. It features a stylized white leaf or branch design at the bottom. The text 'Scoil Phaibil' is written in a white, serif font across the center of the emblem.
- Active learning.
 - Curricular links with associated schools.
 - Health & Welbeing.
 - Enterprise and Creativity.
 - Enhance garden and school grounds.
 - Parental involvement
 - Alta Maths programme
 - Review and update School Policies.
 - Child Protection Procedures.
 - Recording and celebrating Wider Achievements.
 - Reporting to parents.

SUMMARY IMPROVEMENT PLAN: SESSION 2009-2010

The Scottish Executive Education Department requires all Scottish schools to produce an Improvement Plan each year setting out targets for the improvement of the educational services offered. The process of formulating our improvement plan involved the following procedures:-

- An audit of the Key Areas of the school's work using HGIOS 3 Quality Indicators to identify our strengths and weaknesses and how well the school is performing in relation to our aims.
- A review of national and local authority improvement initiatives including the Scottish Executive Education Department's five national priorities for education.
- Consultation with staff, Parent Council and Pupil Council to ascertain their views.

As a result of this process the following areas will be progressed during session 2009/2010:

- Literacy across Learning.
- Numeracy across Learning.
- Education for Citizenship (Eco-schools)
- Glow Technologies.

A full copy of our Improvement Plan is available to parents and other interested parties on our website. (www.paibleschool.org.uk)