

Tighnabruaich Primary School and Pre-5 Unit

*Standards & Quality Report 2010/11*  
and  
Improvement Plan 2011/2012



Tighnabruaich Primary School & Pre-5 Unit  
Standards & Quality Report 2010/11 and Improvement Plan 2011/12

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## Aims of Tighnabruaich Primary School and Pre-5 Unit

In the context of high quality school leadership and management, within an inspired community, we aim to:

### Success and Achievements

#### **Key performance outcomes**

- Provide an environment within which children can be successful learners and achieve their fullest potential in every aspect of personal growth

#### **Meeting the needs of our school community**

- Engage learners, staff, parents, carers and families in the life of the school and with the local and wider community.

### Work and Life of the School

#### **Delivery of Education**

- Provide a wide range of planned experiences and constructive relationships within a caring and reflective learning culture, which promotes from the early stages equal opportunities based on secure values and beliefs.

#### **Management**

- To monitor whole school effectiveness on the basis of open management which supports the implementation of the Improvement Plan, efficient and effective budgeting and administration procedures, policy review, evaluation and development, induction of teachers and development of relevant teamwork and partnerships.

### Vision and Leadership

#### **Leadership**

- To share and sustain a vision of a creative, innovative ethos within which learners and partners have respect for others, are aware of their rights and responsibilities, understand different beliefs and cultures and are developing a commitment to participate responsibly in society.

## **Evaluation of Improvement Plan Priorities – Session 10/11**

(The School and Pre-5 Unit underwent a further change in Leadership at the end of December 2010.)

### **1. Raising Attainment**

Most members of Teaching, Pre-5 and Support Staff attended Early Reading Initiative courses lead by Anne Neil. This will continue to impact on delivery of Reading, Phonics and Spelling. Reading books will be colour-banded in order to make more effective use of resources and allow for more accurate on-going assessment. Initial steps have also been taken in the P1-3 class to change the delivery of spelling lessons in line with Anne Neil's recommendations. This will be developed throughout the school during the next session.

Teaching Staff have revisited the Building the Curriculum documents and considered the implications for this on how they plan for and deliver the Curriculum for Excellence. Initial focus was on Maths and Numeracy planning and this is now teacher-led rather than resource driven. A collegiate approach to planning has been implemented in order to give Teachers ownership of the planning process and make planning and assessment meaningful. A whole-school approach was taken for an interdisciplinary Social Subjects/Literacy/Expressive Arts topic that enabled the trialling of the collegiate planning and delivery of teaching and learning. Further in-service CPD opportunities are planned to raise the profile of and emphasis on Skills development.

### **2. Assessment**

PLPs have been further developed to include, in Pre-5 a 'Learning Diary' and in P1-7 'Learning Steps' targets that are to be shared weekly with home. Pupils evaluate and evidence their learning and in P4-7 set their next steps in discussion with their Teacher. The Pre-5 Learning Diaries have been discussed with the parents and will be further evaluated in the next session. Parents are engaging appropriately with them to share information on their child's progress. P1-7 Learning Steps were first sent home with the end of term reports. Parents will be consulted next session after they have been sent home for a while on a weekly basis. Teaching staff are working together to identify meaningful assessment tasks, especially for interdisciplinary or cross-curricular projects. As the collegiate planning process develops, efforts will be made to identify these assessment tasks at the initial planning stage.

Assessment materials for Reading and Spelling, supplied by Argyll & Bute's Reading Initiative have been used and confirm the Teachers' professional opinions of the pupils' progress.

Acting Head Teacher attended the Assessment in-service days and has been sharing the information during collegiate planning sessions.

### **3. Teaching Methodology**

Twilight Tapestry 'Teacher Led Community' sessions were severely disrupted by poor weather conditions. AifL techniques are well embedded and this was evidenced by the pupil questionnaire responses in the Scottish Survey of Literacy and Numeracy. The probationer teacher has also brought back ideas from her attendance at Probationers' Conferences and shared with colleagues. Class teachers attended the refresher course for Cooperative Learning. Team teaching opportunities have allowed sharing of strategies and techniques in AifL and Cooperative Learning.

The meaning of Active Learning was discussed at staff meetings and when daily planners were monitored the focus was on evidence of Active Learning happening. More work will be done on this to show that it is not dependent on resources available, but rather the design of tasks given. The Probationer Teacher embraced the opportunity to deliver the curriculum, where appropriate, outdoors. She wrote her mini Action Research Project on the impact of outdoor learning on pupils' motivation, behaviour and attainment.

Assertive Discipline has also been introduced to the school, enabling a systematic and whole-school approach to behaviour and expectations of work ethic. To further support this, the House system has been re-established and extended to include Trios within each house. Pupils support each other to gain points for any task, from lunch time behaviour or lining up to completing written or practical tasks. There is a reward at the end of each term for the House that has accumulated most points.

Forest Schools has also been introduced to P1-3 through which Health & Wellbeing and Literacy have been developed. A programme for delivery of Forest schools sessions from Pre-5 to P7 will be drawn up during the next session and an opportunity to share the philosophy and practice if Forest Schools with parents will be organised.

The school has also been invited to join the national Crofting Connections Project and is the tenth Argyll & Bute school to join. This long-term project will provide many opportunities for interdisciplinary, real-world learning, connecting the pupils with their heritage, local environment and people in the community. The real-world aspect of the learning will extend and deepen skills and knowledge beyond that offered using traditional teaching resources. Progression will be planned for from Pre-5 to P7.

### **4. Health and Safety and Child Protection**

Child Protection training was updated during the August 2010 in-service day. This will be repeated during the August 2011 in-service day and will be supplemented by further training for all staff delivered by Educational Psychologists or the Child Protection

Education Support Officer. The ESO assisted the Acting Head Teacher to ensure Child Protection procedures and record keeping are being carried out appropriately. One pupil's Child Protection file was selected for review in June 2010 and any issues arising from this will be acted upon. The school will continue to work in partnership with the partner agencies to ensure GIRFEC guidelines are adhered to.

The Education Support Officer for Health and Wellbeing carried out workshops with both classes on keeping safe, appropriate to their age.

Health & Safety policies and Care & Welfare policies have been reviewed and risk assessment procedures are in place. First Aid training courses have been identified for those needing updated.

Fire Safety regulations are routinely checked by the Janitor and Acting Head Teacher and are being met.

## **5. Resource Management**

Following Care Commission inspection, the Pre-5 Unit was reinstated in the GP room according to registration requirements. This larger, brighter space has had a very positive impact on all users and was welcomed by Parents. Further consideration will be given next session to adapting this space more frequently to stimulate and enhance learning.

The staff has worked together to reorganise teaching resources and this will continue during the next session, focusing in particular on the reading resources.

The Library is currently being reinstated in 'The Study'. This room is also now used to deliver Learning Support rather than the open area, where it was noticed that some pupils felt uncomfortable and self-conscious. Parents have offered to man the library on a regular basis to encourage more reading for enjoyment.

Parents & staff are working together to develop an Outdoor Area specifically for Pre-5 Unit use. The orchard is also being tended and developed for the use of all. The Pre-5 worker is keen to develop more outdoor learning and CPD opportunities will be sought for this.

## **6. Pre-5 Improvement of Service**

Regular newsletters are issued. A display area has been developed in the cloakroom and the Clerical Assistant updates the website. Questionnaires have been issued and parent meetings to discuss specific issues, such as the development of the Outdoor Area, Learning Diaries & Reporting and the move back to the GP room.

Acting Head Teacher and Pre-5 Care Worker are working together to develop planning and recording formats that are meaningful and not overly burdensome. Systems from other units will be evaluated together. Policies are also being reviewed together and amended where necessary.

Acting Head Teacher has attended Early Years Self-Evaluation and Improvement Planning course and Early Years Leadership Masterclass and, from these, is forming a evaluation/monitoring/improvement planning cycle.

## **7. Vision, Values and Aims**

Pre-5 Handbook has been updated in collaboration with Pre-5 Worker. School and staff handbooks will be updated in the next session.

The previous Acting Head Teacher carried out consultation with pupils, parents and staff to update the Vision, Values and Aims. This will be revisited in the next session in light of many changes in staffing as well as new parents in Pre-5.

## Other Experiences and Achievements

- P7s attended Theatre Group performance of 'The Blitz' at St Mun's PS and 'Smoke Free Me' event at The Queen's Hall
- Special Hallowe'en Lunch
- Non-uniform Family afternoon and Garden Tidy
- Kilts for Kids non-uniform day
- Whole school visit to pantomime, 'Cinderella' at Dunoon Grammar School
- Christmas party with visit from Santa in horse-drawn cart



- Christmas Nativity, written by senior pupils, performed by Pre-5 to P7, including presentation to departing Acting Head Teacher, Mrs K MacDonald
- P7 entertain Abbeyfield residents with Christmas songs
- Christmas lunch
  
- School joins the Crofting Connections Project
- Three Pupil Councils established – Energy International, Poly Litter and Health Busters
- World Book Day marked by Harry Potter themed lunch and visit from



Bookpoint, Dunoon

- Bulb and acorn planting at Kilfinan Community Forest
- Polytunnel lunch time club started – organised by Poly Litter Council and manned by community and parent volunteers, Annie Stewart and Rudi Stock



- Pre-5 unit visits to Post Office, RNLI, Police Station, Fire Station and Health Centre



- Lochgoilhead Fiddle Workshop visit with Clarsach and Storytelling



- GRAB Trust Marine Litter Workshops and Beach Clean – organised by Poly Litter Council
- Red Nose Day, biscuit baking, decorating and selling and Silly Singing Parade – organised by Energy International Council
- Visits from members of the community to share their experiences of World



War II


- P7 take part in Cowal schools Volleyball tournament
- Whole School World War II presentation – BBC Radio Sunbeam – written and performed by P1-7. Very well attended by parents and wider community
- Whole school participation in Readathon during month of April
- Easter service in Kames Parish Church
- P7 achieve 100% Cycling pass rate, taught by PC Kirsteen Salen



- P1-7 entertain Abbeyfield residents with WWII songs



- P1-3 start Forest School sessions

- Scottish Book Trust Author visit with Jamie Rix  in Strachur for P4-7



- Sunday Afternoon Grounds working party – well attended with many jobs done.



- Annie Stewart visits P1-3 to for Crofting Connections. She talks about her career as a shepherd and introduces some wool craft
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- P7 induction to Dunoon Grammar School; Weekend at Benmore with Cowal P7s, visit to Hostel and school with Lochgoilhead pupils, 3-day Moving On at DGS followed by 2-day induction.



- Crofting Connections event in Inveraray Primary School followed by visit to Strachur Smiddy for P4-7 pupils
- Visits from Maggie Irving, ESO. All pupils given GLOW passwords. P4-7 populated their own GLOW page and supported younger pupils.
- P4-7 took part in Cowal Police Sports
- Three Open Evenings/Parents Nights were held this year and included parents workshop on Internet Safety and Cyber-bullying delivered by Liz McColl from Women's Aid

- Whole School trip to Tarbert to complete a Treasure Trail, kindly funded



by the Parent Council

- Jump Rope for Heart afternoon – organised by Health Busters Council
- Pre-5 visit to Kelburn Country Park with Gruffalo activity



- Parent Council present the pupils with two new benches and midge nets, allowing us to beat the midges!
- Sports Day held at the Shinty field – organised by Health Busters Council and P4-7
- Prize-giving assembly
- Final special lunch for P7 leavers.

Tighnabruach Primary and Pre-5 Unit

Improvement Plan 2011/12

Reason for development School Priority	Timescale process to be completed by December 2011	Criteria for Success Ownership of aims and values by all involved in the life of the school
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Persons responsible  
HT, Pre-5 and teaching staff

**Target 1**  
**To develop new values, vision and aims for the school & Pre-5 Unit as a whole**

Resources required  
Time for meetings with all involved  
JTE DVD/Photo pack

<p><b>Task 1</b> Use JTE DVD as stimulus for parents and pupils. Collaborative work with pupils in Houses across age groups to mind map what an excellent school is and display. These will be displayed on parents evening for comment.</p>	<p><b>Task 2</b> Initial ideas to be shared with parents, Parent Council and staff at meetings. Consultation on what this means for; *Our learning (pupils) *Our teaching, care &amp; welfare (staff) *Our community (parents &amp; community volunteers)</p>	<p><b>Task 3</b> Results from consultation to be collated and statements formed.</p>	<p><b>Task 4</b> Results shared with all. Feedback will be sought and adapted as required.</p>
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Record of impact / progress

Reason for development National Priority	Timescale 2011- 2013	Criteria for success CFE embedded and all pupils from Pre-5 to P7 experiencing curriculum delivery regularly through outdoor learning opportunities	
Persons responsible All staff			
Target 2 To continue to implement Curriculum for Excellence through Outdoor Learning and Forest Schools.			
Task 1 HT – Plan and deliver a Forest School programme for Pre-5 for 2011/12 HT – Plan and deliver a Forest School programme for P2-P7 for 2011/12	Task 2 Develop a long-term plan for the delivery of FS throughout the school taking account of changing class structures.	Task 3 Seek Training for Pre-5 worker and another member of staff.	Task 4 Continue to develop confidence in taking learning outdoors using GLOW, CreativeSTAR Learning and other sources.

Resources required  
CPD opportunities  
resources  
management time

**Record of impact / progress**

June '11 - Short series of FS sessions carried out by HT and Probationer teacher. Enthusiastic response from pupils and parents. Noticeable improvement in standard of Literacy in follow-up sessions  
Probationer teacher trialled Outdoor Learning across the curriculum and completing Mini Action Research Project

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Improvement Plan 2011/12

Reason for development School Priority	Timescale 2011-2013	Criteria for success- All pupils & staff interacting regularly with GLOW. Sharing learning through GLOW groups and blogs.	
Persons responsible All staff Pupils	<div style="border: 2px solid black; padding: 5px;"> <p><b>Target 3</b> To develop the use of GLOW throughout the school as a teaching and learning tool and as another form of on-going reporting to parents.</p> </div>		
<p>Task 1</p> <p>Initial school-based training for all staff with Maggie Irving, ESO to ascertain individual needs and targets and to reset pupils passwords.</p>	<p>Task 2</p> <p>Pupils all to be trained in logging on. P4-7 to support P1-3. P4-7 pupils to populate their own GLOW page.</p>	<p>Task 3</p> <p>Follow up school-based training from Maggie Irving. Information to be given to Parents via open afternoon and newsletter.</p>	<p>Task 4</p> <p>Set up GLOW groups for Crofting Connections project to share with national glow group.</p>
<p>Record of impact / progress</p> <ul style="list-style-type: none"> <li>- April '11 – Maggie Irving worked with all staff to improve skills which will enable them to interact with GLOW effectively.</li> <li>- May '11 - Teachers and SEN successfully got all pupils logged on.</li> <li>- June '11 – P4-7 pupils start to populate their individual GLOW pages and learn to upload documents</li> </ul>			
<p>Resources required CPD opportunities with Maggie Irving Resources ICT management time</p>			



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Reason for development School Priority	Timescale 2011-2013	Criteria for success- Successful participation in National and Authority events to share work. Children's learning shared on GLOW. Links made in the local community and beyond.	
Persons responsible All staff			
<div style="border: 2px solid black; padding: 5px;"> <p><b>Target 4</b> To establish a sustainable Crofting Connections programme throughout the school</p> </div>			
<p><del>Task 1</del></p> <p>Identify initial starting point for each stage. Identify resources or expertise required Prepare for CC Event in Inveraray</p>	<p><del>Task 2</del></p> <p>Set up GLOW groups for Crofting Connections project to share with national glow group.</p>	<p><del>Task 3</del></p> <p>Plan a celebratory sharing event in school. Develop a route for learning over the next 3 years that will enable learning outdoors and in the wider community.</p>	<p><del>Task 4</del></p> <p>Build up a resource bank of supplies and equipment and a contact list of people locally and nationally.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Resources required Resources for wool working and food growing &amp; preparation Expertise of local people Management time</p> </div>			

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Record of impact / progress

- April '11 – Both classes and Pre-5 embarked on CC project. Pre-5 focus was growing food and Scarecrows, P1-3 was animals of the crofts and farms, P4-7 was Crofting history. Local volunteer, Annie Stewart, identified to help with growing project and teaching wool-craft skills
- May '11 - P4-7 attended the Argyll & Bute Crofting event at Inveraray. Staff and pupils came away with lots of ideas for developing the project.
- GRAB involved in composting workshops and will link up with Annie Stewart to work further with the school through Love Food Hate Waste project.
- Meeting held with Pam Rodway and Kiltinan Community Forest Company to identify future working possibilities linked with Forest Crofts. Local volunteer, John Moran, identified to help take forward plans to plant a Gaelic alphabet in trees.

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Improvement Plan 2011/12

Reason for development Argyll & Bute Priority	Timescale 2011-2013	Criteria for success- Staff able to develop and use planning formats which are fit for purpose. Active Learning, Skills & Es&Os evident in planning Evidence available in PLPs of children's learning and skills development
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Persons responsible  
All staff

Target 5  
To further develop CFE planning, giving greater prominence to Skills development and Active Learning and incorporating the key elements of all Building the Curriculum documents.

Resources required  
CPD opportunities  
Staff meeting time  
Management time

Task 1  Develop a workable and meaningful PLP format to be shared regularly with parents	Task 2  Work together as a staff to identify the key elements which should be incorporated into long term and daily planning and incorporating Assessment tasks.	Task 3  In-service training on Skills development and Assessment	Task 4  Pupil, parent and staff questionnaires about effectiveness of implementation of Active Learning, Planning and Reporting and Skills development
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Record of impact / progress

- January '11 – staff meetings to look at Building the Curriculum documents and how they should inform planning. Effective planning produced particularly in P4-7 maths.
- March '11 – Pre 5 worker and HT worked together to consider more effective recording and reporting to parents. Parent meeting to discuss Learning Diary format and follow up conversations about how they are working. Positive response.
- May '11 – Learning Steps introduced into P1-7. P1-3 main targets are set by teacher & discussed with pupils. P4-7 pupils are effectively evaluating and evidencing their learning and identifying their next steps.
- June '11 - Learning Steps went home for first time with End of Year Report.