

Kilmodan Primary School and Pre-5 Unit

Improvement Plan
incorporating
Standards and Quality Report
Session 2010-2011



Kilmodan Forest School

To achieve the best I can in whatever I do

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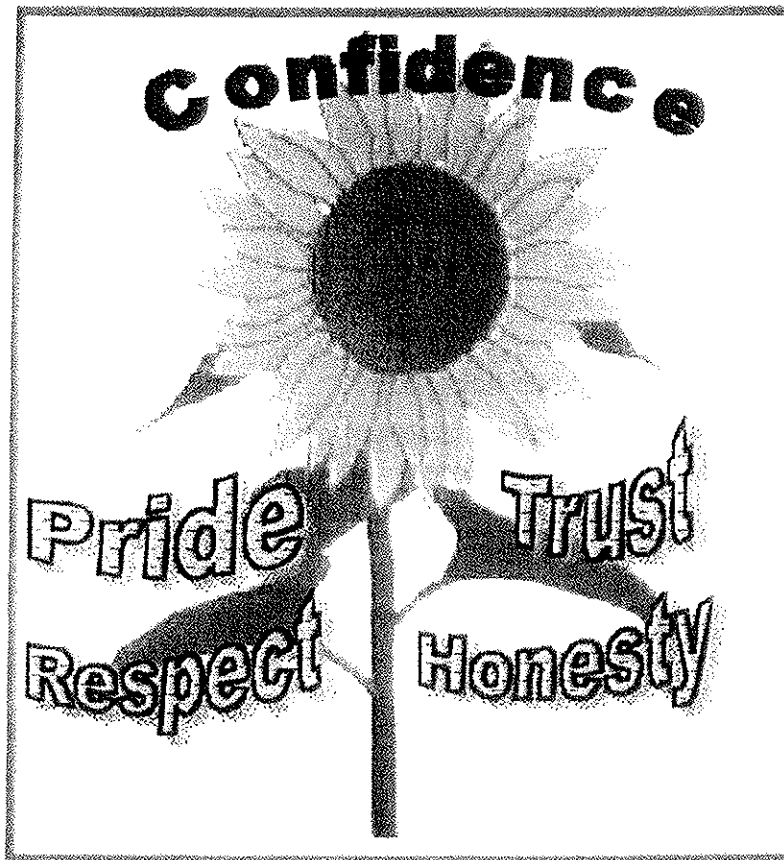
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Kilmodan Primary School and Pre-5 Unit

Our Vision Values and Aims

Our aims, which stand tall and proud are:

- To create an environment, which is fun, stimulating, challenging, creative and flexible.
- To create a safe, happy, caring school, which encourages active learning and an appreciation of the environment.
- To foster an ethos of achievement which values effort and celebrates success.
- To maintain our ethos and values in and out of school.



Our values,
which provide
us with strength

Our school motto, which forms the root of all we want to achieve, is:

To achieve the best I can in whatever I do.



Kilmodan Primary School and Pre-5 Unit

Priorities set in June 2009 are as follows



Priorities and Outcomes	Outcome for Pupils	CfE Design Principles	HGIOS
1.To revise PLP format which engages pupils, staff and parents in a meaningful way.	Learners, parents and all staff work together in setting targets for learning.	Coherence Breadth Relevance Progression	2.1 4.2 5.1
2.To continue to develop cross cutting themes using appropriate levels	Pupils will learn in a more meaningful and appropriate manner which will encourage pupil participation and ownership of learning	Challenge and enjoyment Personalisation and choice Coherence Relevance	2.1 5.1 5.3
3.To continue to develop active learning in P1-4	Pupils will learn in a comfortable setting where they feel secure and confident	Challenge and enjoyment Progression Breadth Relevance	2.1 5.1
4.To link the above priorities with Health Promotion to gain Accreditation 3 and the pursuit of Eco Schools Green Flag	Pupils will experience the world of business through working together to achieve awards and accreditations.	Challenge and Enjoyment Relevance Depth Coherence	4.1 4.2 3.1 5.2 8.3

The priorities were arrived at through consultation with all staff, pupils and informally with parents.

In order to achieve these priorities we required to identify pupil entitlements both in learning and overall participation in the life of Kilmodan Primary School.

We identified these as **Pupil Entitlement at Kilmodan Primary and Kilmodan Primary's Learners' Baseline Entitlement.**

Pupil Entitlement at Kilmodan Primary School

Entitlement	Examples	Intrinsic Benefit
Participation in residential outdoor course (P7)	Benmore residential visit	Self esteem Experience of shared adventure Enhanced social skills Shared sense of achievement
Participation in sport related activities	Volleyball tournament Shinty Police 5-asides Mini-kickers Orienteering School Sports day Swimming Weekly PE session Hub Police Sports Stramash	Self-esteem Experience of shared adventure Enhanced social skills Shared sense of achievement Co-operation with others Active real-life learning Experience of success
Participation in Health and Wellbeing activities	Cycling Proficiency Tooth brushing programme Stub it out Road safety Kilmodan Forest School Stramash	Self- esteem Active real-life learning Feeling of well-being Development of social skills Ability to make considered choices
ECO awareness	Market Garden Composting Whole school recycling Bats Rag Bag	Enterprising attitude Community engagement Responsibility Co-operation with others Increased understanding of environmental issues
Visitors	Drama groups Musical groups Narrators Music Instructors	Community engagement
Participation in decision making	Pupil Council PLP's (Personal Learning Planning) Interdisciplinary learning Market Garden Kilmodan tea room	Increased understanding of how society works Shared sense of achievement Active real life learning Experience of success Enhanced social skills Cooperation with others Self esteem Responsibility Enterprise

Community Involvement	Minister Community police Whist Drive Kilmodan tea room Proposed school amalgamation	Community engagement Self esteem Enhanced social skills Shared sense of achievement Shared concerns
Involvement in Enterprise/fundraising and special days	Market Garden Comic relief World Book day Mini Pots of Care Scottish celebrations Cowal Games My Shoes your Shoes Shoe Box Appeal Kilmodan tea room Wallace and Grommit wrong trouser day Kilts for kids Poppy appeal	Self esteem Enhanced social skills Shared sense of achievement Cooperation with others Active real-life learning Experience of success Understanding and contributing to the needs of others. Global citizenship
Local area visits/school excursions	Church DGS Panto Benmore Gardens Kilmodan standing stones Glasgow Concert hall Chinese Supermarket Glendaruel Caravan and camping park - Stramash Forest School Strachur Primary school- author visit	Active real life learning Development of social skills Cooperation with others Increased understanding of environmental issues Knowledge of local history Outdoor education Musical appreciation
Transition	Pre-5 programme of induction DGS S1/P7 Linking units DGS extended induction- On the move	Self esteem Enhanced social skills Social interaction
Mentoring	Paired reading Playground buddies- games Pupil support Cooperative groups Reading circles	Responsibility Cooperation with others Development of Social and Leadership skills.

Kilmodan Primary School's Learners' Baseline Entitlement

- The purpose of lessons will be shared with learners.
- Teaching and learning approaches will be well paced and varied, with clear opportunities to make sense of, and understand, new information.
- Task's/activities in our classes and home learning activities will be well planned and involve /challenge learners.
- Learners' experiences will be well matched to their needs and account will be taken of prior learning, providing (and making effective use of) appropriate support and challenge to enable all learners to maximise their progress.
- Learners' acquisition of knowledge and skills will be supported, where appropriate in consultation and cooperative teaching with our support for Learning colleagues.
- Learners will be fully involved and encouraged to express their views and ask questions.
- Learners will be encouraged to work independently and with others cooperatively in solving problems. Seating, pair and group work will be carefully planned.
- High quality feedback will be given to learners (and parents) to make them aware of their progress and skills as learners.
- Learners will be aware of their next steps in learning, having been fully involved in discussions of what to learn and how to improve.
- Learners' achievements will be valued and celebrated.
- Learners will be given regular opportunities to assess their own progress and engage in peer assessment.
- Full and effective use will be made of ICT during teaching and learning, as appropriate.

The above baseline is not intended to impose a straitjacket on the classroom teacher so far as methodology is concerned. It is simply a shared framework to enable learners to be successful. Clearly, teaching for effective learning needs a varied and considered range of skilful and well paced teaching approaches.

Where are we now? - June 2011

Priority 1: PLP

Action: The PLP format now in its second year has been a simple, informative exercise that engages the pupil and parent in the learning taking place within the classroom. (Appendix 1a). Targets set at the beginning of each term are monitored throughout by pupil and teacher. Parents have an opportunity to feedback to the school when the PLP is sent home at the end of the term.

Next Steps: Twice a year (December and June) there is an achievement page the pupils require to complete at home with their parents. Presently this is formulated around the 4 capacities of CfE. (Appendix 1b) This requires further development based on the skill sets- Skills for Learning, Skills for Life and Skills for Work (Building the Curriculum 4). This year we will be identifying skills in the classroom balanced with the skills the pupils are using or learning outside of school.

The development will be planned and executed based on 'A Framework for developing skills in Argyll and Bute schools (3-18)'

For the purpose of this development skills are defined as physical dexterity or the practical knowledge as well as personal qualities, attitudes and behaviours that help people to acquire and utilise skills. These skills are in effect "success promoting skills". (A&B Framework 2011)

Vision: This PLP will be collated over the primary life of the pupil and presented at P7 transition as a memento and record of learning and achievement at Kilmodan Primary. The first presentation of this format will be made at the church service June 30th to the outgoing P7.

Priority 2. Developing Cross-cutting themes

Action: The interdisciplinary topics which have taken place this year are:

- Pakistan Flood 2010 cause and effect Pre5-P7
- WW2 P5-7
- Christmas Show- the Night Before Christmas Pre5-P7
- Chinese Celebration Pre5-P7
- Forest Schools Pre5-P2
- Market Garden Pre5-P7

Next Steps: To continue to develop interesting, engaging topics appropriate to Kilmoran Primary Pre5-P7, identifying skills as part of the success criteria.

Vision: To continue to refine the way we plan and engage with the outcomes. To develop assessment in line with government guidelines using the national assessment site NARS.



Recreating the Pakistan flooding in our school grounds in miniature.



During the night their street was bombed.



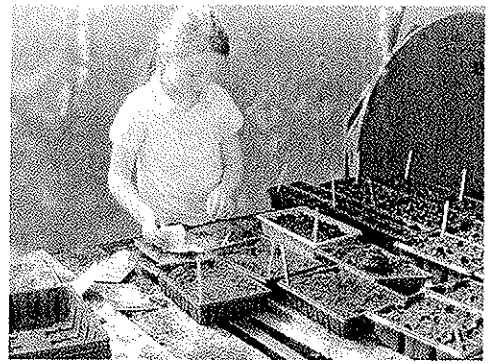
The Night Before Christmas
School show in the village hall



Chinese dragon dance
Presentation to parents and friends



Climbing a fallen tree- Forest School



Sowing the seeds- Market Garden



Investigating in the Dragon's nest



Repotting the plug plants

Priority 3. Active Learning in P1-4

Action:

- This developed further this year with the introduction of Forest School to Pre5-P2. The theme 'communication using the 5 senses' was the stimulus for learning.
- Permanent playground markings have improved the quality of resources in the outdoor classroom.
- Collaborative planning with colleagues produced interesting, challenging outdoor lessons.
- Stramash delivered an outdoor programme of physical activities over 1 week which included an overnight camp. This involved the whole school Pre5- P7

Next Steps: To further develop Kilmodan Forest school for Pre 5- P3 and to introduce Forest School to P4-P5.

Vision: To embed both Forest school and outdoor physical activities in the ethos of Kilmodan primary



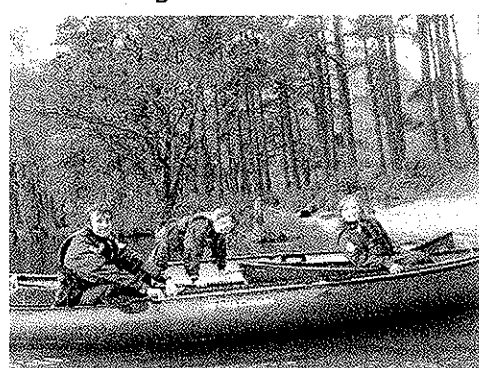
51 or is it 15?



Fishing in Forest school



Abseiling



Canoeing



Burn Bashing

Priority 4. To gain Level 3 Health Accreditation and Eco schools Green Flag

Action: No accreditation has been sought for Level 3 Health Accreditation. Green Flag activities are well underway with the pupils taking the lead. An Eco code has been written, the pupils have formed into groups giving themselves interesting, environmentally themed names. They have designed a logo to give each group an identity.

An Eco vision requires to be embedded in the very ethos of the school and this is beginning to take shape. Pre5 are driving the initiative from early years following through to P7. This term our theme is Waste minimisation.

Next steps: It is hoped to make an application for inspection in Term 2 October-November 2011.

If and when we successfully achieve the Green flag we will investigate Health accreditation.

Vision: To proudly fly the green flag within the school grounds. To embed an Eco awareness and responsibility into the ethos of the school.



Alienergy deliver a workshop on renewable energy

2011-2013 Priorities

Improvement Plan priority 4- Health accreditation and Eco schools Green Flag

Responsibility: staff pupils and parents

Timeframe: October 2011

Impact

- Motivation, enjoyment and engagement in learning
- Learning is purposeful and appropriate
- Active learning permeates indoor and outdoor learning
- Sense of ownership and achievement
- All stakeholders involved.

Forest School

Responsibility: staff, pupils and local authority

Timeframe: on-going

Impact: Forest school meets the learning and development needs of a child including appropriate risk taking, social and emotional development and the building of self-confidence.

Five points to forest school based on Emotional Intelligence:

- Social skills
- Empathy
- Self-motivation
- Self-regulation
- Self-awareness

Kilmodan Market Garden

Responsibility: staff, pupils and parents

Timeframe: June 2012

Evaluation of 2011 market garden has resulted in a quest to reinvent the market in some way. Ideas are being sought from the pupils.

Impact:

- Reengage the children and parents
- Responsibility
- Enterprise
- Social skills




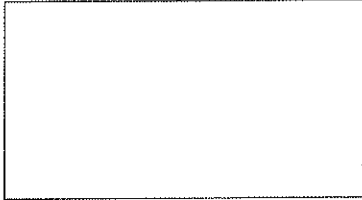
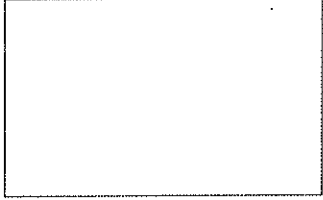

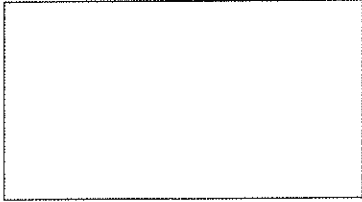
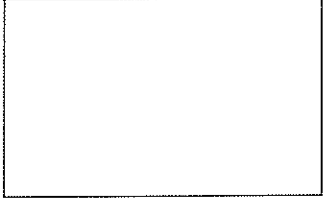
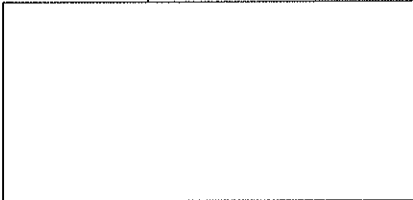





Kilmodan Primary School

Teacher and Pupil Feedback

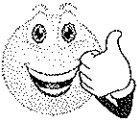


Name: _____ Class: _____


What I've been learning in Term 4

<p>Maths</p> 	<p>My thoughts</p> 	<p>Teachers thoughts</p> 
<p>Language</p> 	<p>My thoughts</p> 	<p>Teachers thoughts</p> 
<p>Topic</p> 	<p>My thoughts</p> 	<p>Teachers thoughts</p> 
<p>My Personal target</p> 	<p>My thoughts</p> 	<p>Teachers thoughts</p> 

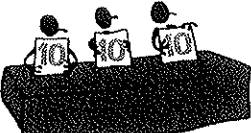
What I have enjoyed this term

	
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What I want to improve

	
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What my parents think

	
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My Personal Achievements

Successful Learners



Confident Individual



Effective Contributors



Responsible citizens

