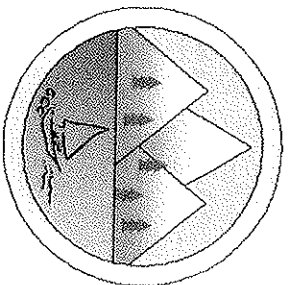


Lochgoilhead Primary School



Standards and Quality Report
2010-2011

Improvement Plan
2011-2013

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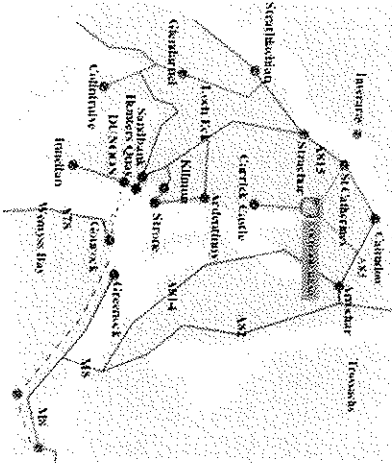
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About our school

Lochgoilhead Primary School is situated on the Cowal Peninsula in the beautiful village of Lochgoilhead at the head of Lochgoil. It is almost 30 miles from Dunoon and is reached by two single track roads the B839 and the B828.

The school's catchment area includes the villages of Lochgoilhead and Carrick Castle. School transport is paid for by parents and facilitated by the public service bus.



The school comprises of an office, two classrooms, a multi-purpose hall and a kitchen where excellent freshly cooked, nutritious meals are prepared and served. The playing area consists of a small, tarred area around the school, and a large grassy field. We have a beautiful, new Pre-5 Lottery funded outside play area and have a fantastic pond which is used for study throughout the year. We have also incorporated a garden area into the grounds where children can grow fruit and vegetables. There are a variety of benches and picnic tables throughout the grounds and the children have access to toys and sports equipment at playtime.



We have a welcoming and friendly ethos based on a strong sense of teamwork and supporting each other between staff, pupils, parents and members of the local community. We are fortunate to have a very active Parent Council, which provides invaluable support to the school. The school is at the heart of the village and we are indebted to the local community for the exceptional support they also give. We have also have a busy Pre-5 Unit that operates each Monday to Thursday morning. Mrs Clarke was appointed as Head Teacher in Autumn 08.

School roll and staffing

The school roll of 33 allows for a teaching staff of 2.59 full time equivalent and this has been allocated as follows:

- Head Teacher 1.0
- Class Teachers 1.49
- McCrone. 0.1

Support staff in the school are:

- Catering Manager
- Catering Assistant
- Clerical Assistant
- Classroom Assistant
- Pre 5 worker
- Janitor/Cleaner

The school has the services of:

- A Piping Instructor
- A Fiddle Teacher from Lochgoilhead Fiddle Folk.

We also benefit from the Area Network Support Team.

Educational Co-operative

Throughout Argyll and Bute, schools within each area are formed into co-operative groups which helps to support and develop close links, often sharing good practice. Lochgoilhead Primary School is part of the Cowal Schools Co-operative and includes : Strone, Strachur, Sandbank, Innellan, Toward, St Munn's, Kilmodan and Tighnabruaich. Pupils from all the schools participate in joint activities during the year and the schools work closely together in taking forward current issues and Curriculum development.

The Co-operative also has strong links with Dumoon Grammar School, where the majority of children attend on completion of their primary education.

Community Links



Our pupils enjoy the opportunities our links with Lochgoilhead Fiddle Folk bring them

The school has developed close links with Lochgoil Community Trust, Lochgoil Community Council, Lochgoilhead Burns Club, Lochgoilhead Ladies Rural Club, Drimsynie Holiday Park, Lochgoilhead Scout Centre, Church of Scotland, local health centre, local Fire Brigade, and Ardroy Outdoor Education Centre. We also work in close partnership with Argyll Forest Rangers. One of our teachers had developed learning and teaching materials with our local community policeman. We also seek the expertise offered by various professionals who live in the village throughout the year.



Pupils in the Big Class enjoyed outside study in Connemara woods supported by the Loch Lomond Forest Park Rangers and the Forestry Commission – we received a John Muir Award at the end of the study.



Once again the children performed to a packed kirk at Christmas with their very own version of the nativity – 'Hosanna Rock'

The school was also the centre of village festivities during the village Gala Day in July. In partnership with Active Schools and the leisure co-ordinator at Drimsynie Holiday Park, we help a Mini Highland Games for our pupils and visitors to the village. Pupils took part in lots of disciplines and our Highland dancers held centre stage in a fantastic display. It was highly successful day, which has helped to raise funds for community improvement.

School Aims

The children, staff and parents have been involved in identifying our aims at Lochgoilhead Primary School :

- To offer 'core' subjects that give children knowledge and skills for the future.
- To offer learning outside of the classroom and learn from environment around us.
- To play an active part in the community and life of Lochgoilhead.
- To learn from each other and look out for the wee ones.
- To treat each other with respect.
- To try our best in our learning and seek help when we need it.
- To study exciting topics that inspire us.
- We want to make our school environmentally friendly.
- We work together in a happy, supportive way.
- We want to be fit and lead healthy lifestyles.

We foster in the children the willingness to understand and appreciate another's viewpoint in a supportive and positive way. We develop tolerance towards other social and religious customs.

The school intends to give the children opportunities to develop their capabilities in as many directions as possible. The school encourages the pupils to appreciate their environment and their place in it. The school will ensure the cultivation of reasonable and responsible social attitudes and relations.

Previous Improvement Plan Priorities

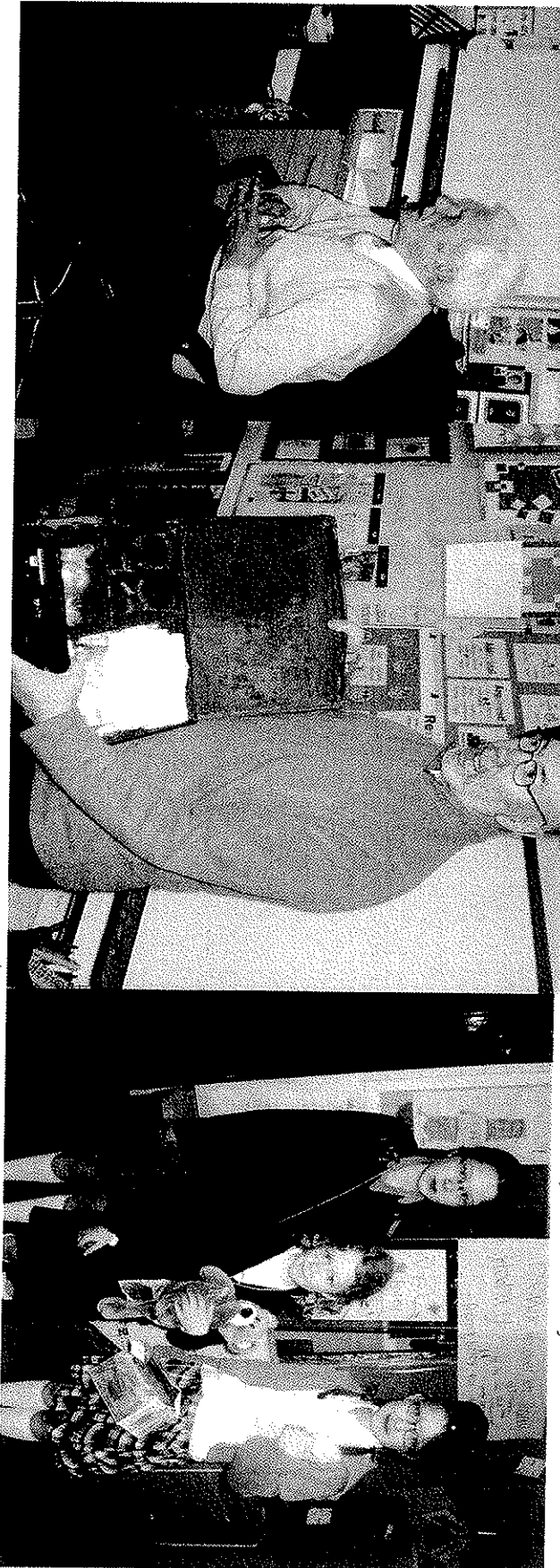
Goals	Steps to be taken	Progress to date	Impact/benefits
<p>To develop a consistent planning format that supports Curriculum for Excellence.</p>	<p>1. Review planning format for</p> <ul style="list-style-type: none"> • inter-disciplinary learning, • active learning <p>as a whole staff, linking with outcomes for Curriculum for Excellence.</p> <p>2. Consult with cluster schools to plan learning opportunities for P5-S2.</p> <p>3. Use planning formats over the year and review, refine and implement changes that improve practice.</p>	<p>Plans produced by staff are an effective tool that aids learning and prompts reflection. It links to CoE experiences and outcomes. Long term planning highlights the children's input into their own learning. We are continuing to use cluster long term plans for P5 –S2 to ensure balance and breadth. Weekly planning shows differentiation and progression. Plans produced for inter-disciplinary learning this year have been very creative and engaging.</p>	<p>Staff have developed plans that incorporate Curriculum for Excellence experiences and outcomes and reflect pupil's ideas. Staff have developed plans that include the use of outside and local agencies that have supported learning in a positive way. The pupils have been motivated in the interdisciplinary studies throughout the year.</p> <p>Next steps : To focus on the manageability of our planning as a tool in P1-P7.</p> <p>We also need to focus on developing a stronger model for the Pre-5 Unit. We will be jointly planning together Pre-5 and P1 to ensure learning links to the Early level and anticipate that this will have a positive impact on the quality of learning opportunities.</p> <p>Consider an effective way of recording the coverage of experiences and outcomes over a 3-4 year period.</p>
<p>To develop the use of assessments in order to highlight next steps for learning.</p>	<p>1. Analysis of assessments, highlight strengths and areas for improvement and share with pupils and parents on termly basis.</p> <p>2. Target setting in year groups- review progress made as staff, with children and with parents.</p> <p>3. Plan parents evenings for the year – select a format for reporting.</p>	<p>The assessments are used in constructive way to inform planning, teaching and learning. Progression in writing is providing interesting professional discussions. Leveling writing is in its early stages. Children completed maths and standardized reading assessments from authority level and nationally and we hope the results when we receive them will inform future learning. New formats have been used for reporting to parents in Summer 2011.</p>	<p>Pupils are clear about their strengths and their next steps for learning. Target setting has informed planning and parents are part of the process in supporting pupil learning.</p> <p>Next steps : Use assessment data provided to inform learning and teaching.</p> <p>Consider maths assessment tools and continue with writing profiles.</p> <p>Develop reporting format for 2012.</p>

Goals	Steps to be taken	Progress to date	Impact/benefits
<p>To improve and develop the inside and outside environment of the school that is conducive to learning.</p>	<ol style="list-style-type: none"> 1. Clear out areas of the school and re-organize resources appropriately. Order new furniture for classrooms. 2. Develop display around the school that reflects the children's work and consolidates learning as a reference. 3. Continue to develop the outside areas of the school to support the curriculum, including specifically, the school garden (purchase polly-tunnel); outside structured play area and playground resources. 	<p>The school environment is more attractive and supports the children's learning. New furniture has been purchased and children's work is displayed and supports learning. The outside of the school is looking increasingly attractive and pupils take a pride in their surroundings. The school garden and structured play area supports outside learning effectively.</p>	<p>The environment supports learning in an effective way. The resources are more relevant to Curriculum for Excellence. Next steps : Continue to develop school environment outside and ensure the hall supports learning for Pre-5's effectively.</p>

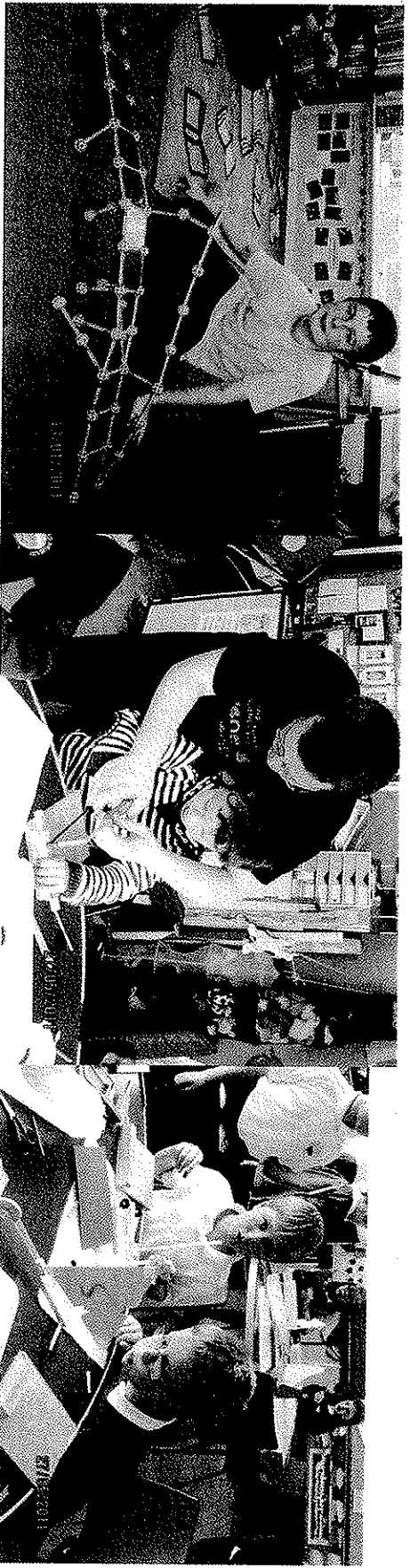
Goals	Steps to be taken	Progress to date	Impact/benefits
<p>To develop ICT as a tool for supporting learning and in developing ICT skills. To use ICT in the life of the school that improves the way in which we work.</p>	<ol style="list-style-type: none"> 1. Review and audit ICT resources in partnership with the local authority and highlight future needs that accommodate GLOW and relevant learning resources. 2. Receive training in iMac in order to communicate effectively. 3. Cost the price of laptop and projector in hall for supporting pupil learning and communication. 4. Investigate current software in school, audit in light of learning opportunities, including movie making software. 	<p>The children have been making movies and recording podcasts throughout the year as part of their interdisciplinary work and IT studies. We have also researched, planned and used educational resources that supports pupil learning. Time to devote to Glow has been limited as it has been a challenge to set up in a reliable way. We may need to approach the authority for further support. We also await feedback from the authority in regard to the purchase of new IT equipment (laptops and imacs) which should enhance learning and teaching over the next academic year.</p>	<p>The use of IT will continue to have a positive impact on pupil learning but we have found it increasingly difficult to plan for whole classes due to the reliability of the laptops and imacs however we are confident that on receipt of new resources, this will improve practice further. If we can receive further support in ensuring that Glow is reliable then the benefits to children will be positive.</p>
<p>To develop provision and practice for Pre-5's education.</p>	<ol style="list-style-type: none"> 1. Continue to seek advice and support from Emma Hobson and Care Commission regarding the Pre-5 provision with the school. Implement recommendations. 2. Draw up action plan to address issues within Pre-Unit. 3. MG to meet with parents for review of progress made by children each term. 4. Continue to support staff PDR in training. 	<p>We drew up an action plan to address recommendations from the Care Commission and shared these with the authority. We continue to receive advice and support from Emma Hobson and MG meets with parents each term to review the children's progress. We had a second CC inspection during the summer term and we are currently responding to this.</p>	<p>We intend to plan jointly with the P1 class teachers and the Pre-5 unit to ensure a smooth transition and that the quality of our provision continues to improve. We need to address planning and recording issues and ensure that activities are child led and of an active nature. We will be part of an Early Years pilot which will focus on improving practice and our children's learning experiences in the Pre-5 Unit.</p>

Learning and Teaching

The school plans three interdisciplinary studies throughout the year as well as offering core subjects of study.



Our World War 2 Interdisciplinary study was supported by local villagers and professionals and pupils experienced a full day of what it was like to go to school during the war. As part of their study they recreated an actual size Anderson shelter and made their own models.



The school has high expectations of pupils and staff are very committed to improvement.
The school uses the outside environment as a context for learning



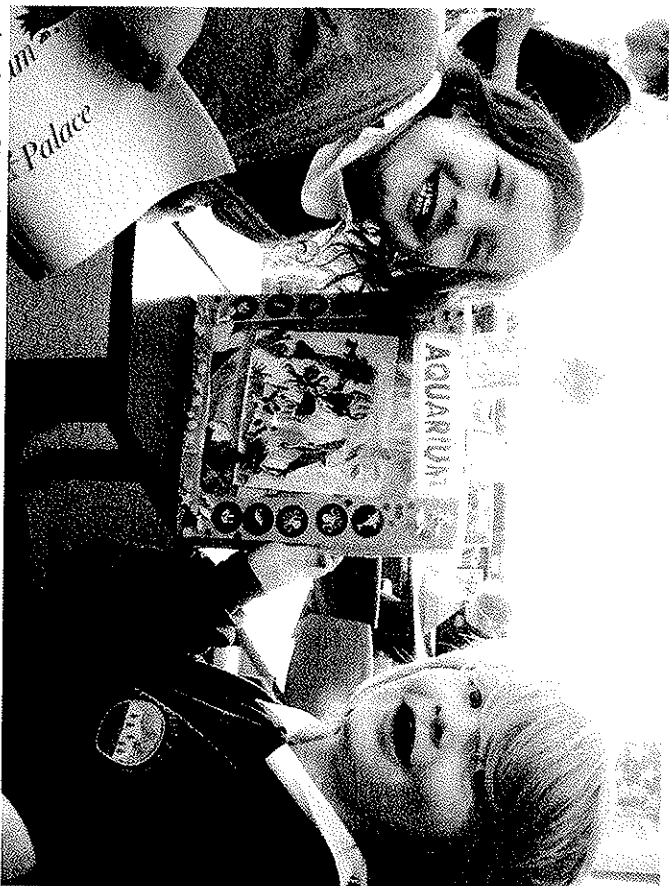
The school seeks to embed Co-operative Learning strategies in both classes.

The school has a structured reward system that the children and parents have responded to enthusiastically.

Pupils and teachers have developed very good relationships that impacts positively on the ethos and climate for learning.

The school uses current theory to inform learning and teaching – teachers use a variety of teaching styles to engage pupils.

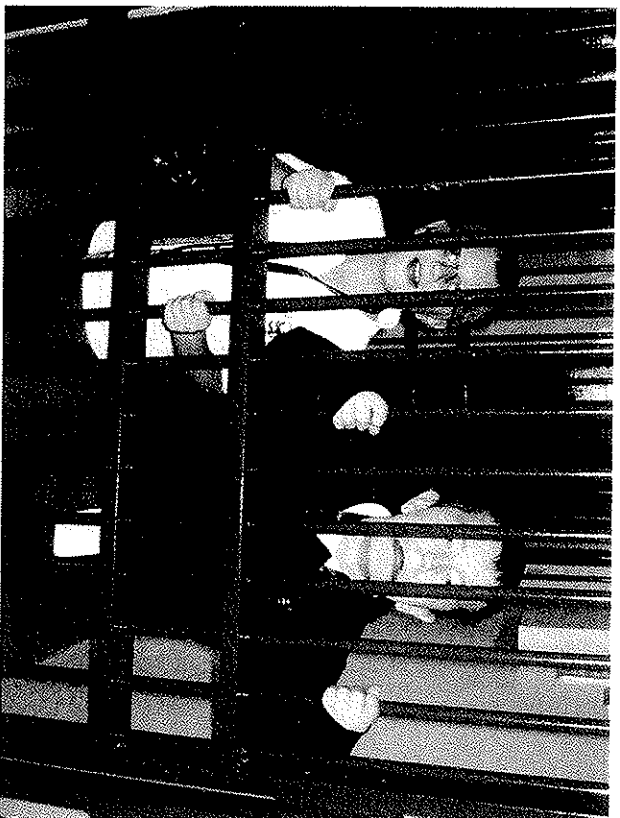
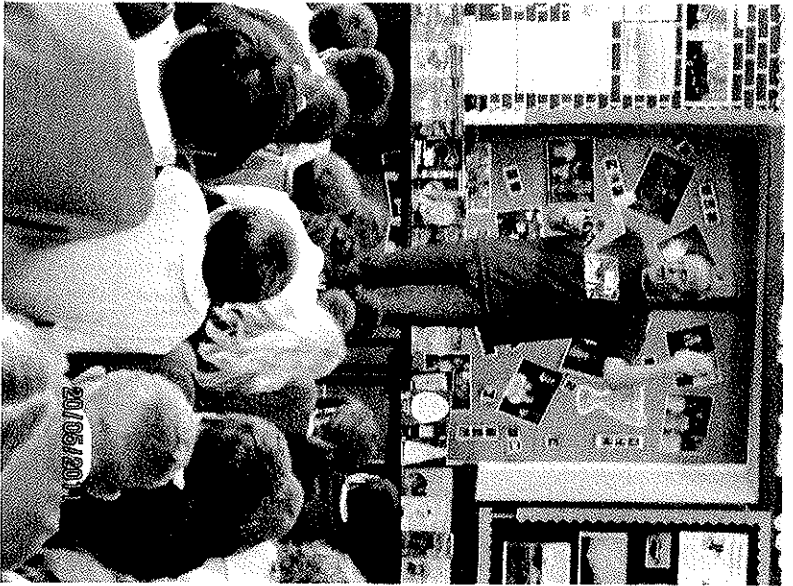
The school offers planned support to pupils which is reviewed regularly with parents and other professionals.



An interdisciplinary study relating to the Seaside prompted a visit to the local aquarium and resulted in some very creative work from our younger pupils.

The school is developing attractive and relevant resources that support learning.

The school makes very good use of differentiation to enable all pupils to participate in lessons effectively.



The school offers children the opportunity to learn with other professionals - we went to see author Jamie Rix and we are working in close partnership with our local policeman, PC Carr to produce learning resources for pupil safety to share with other schools in Cowal.

All staff are very committed and work well as a team. Non-teaching staff make a very positive contribution to the life and work of the school. The skills of the staff are utilised appropriately for the benefit of pupils.



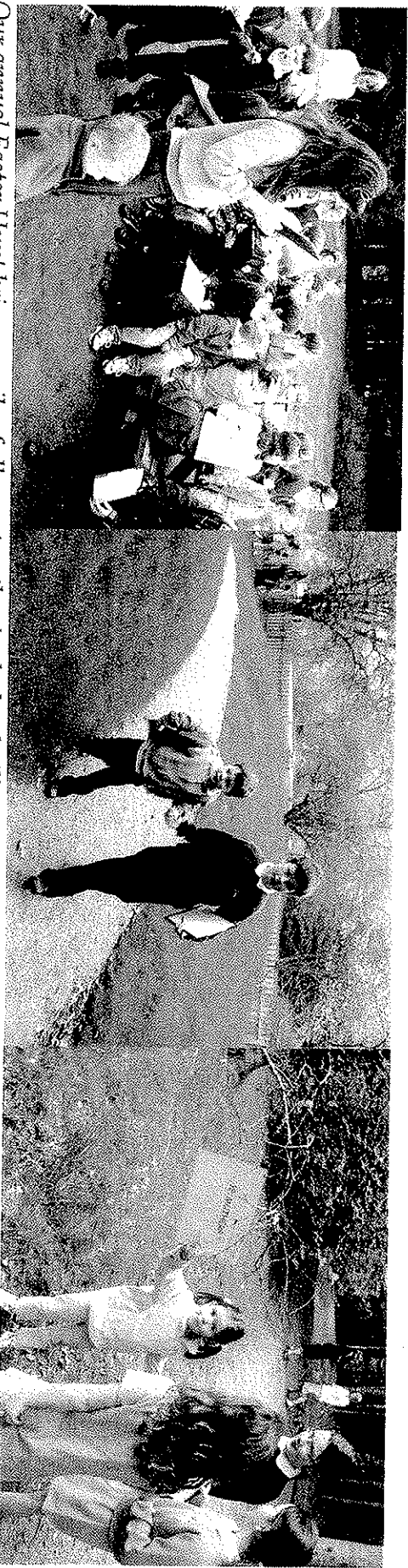
Our Pre-5 children are certainly busy learners!

Other successes



The Wee Class enjoyed a full term of football skills delivered in partnership with Active Schools. We also have an after schools rugby club for the Big Class.

The children have recently become involved in a new local publication 'The Wee Goil'. Indeed they have their very own column to inform the local community of their current work and challenges. The feedback we have received from this has been fantastic.



Our annual Easter Hunt brings pupils of all ages together in the local village and highlights the strengths that we are a family and look out for each other.



Charity fundraising for Children in Need, a medical centre and school in the Punjab affected by flooding - in collaboration with Doctors surgery and the local church, Red Nose Day and MacMillan Cancer Care saw an amazing response from all.

The Parent Council fundraised for pupils at Guy Fawkes Night, carol singing during December, Christmas Coffee morning and on line through 'The Giving Machine'. They also held a fantastic Ceilidh with Canned Haggis and our third highly successful Leavers barbeque in June 2011.

All pupils have attended swimming sessions appropriate to their level during the Summer 2011. Once again, we are grateful to Drimsynie Estates for their support in offering the free use of the swimming pool to our pupils.

The children also attended a Curling Club, organised by Drimsynie and members of the Parent Council, which culminated in a junior league competition. This proved to be a very popular venture, which local villagers often turning up at the sessions to support and encourage the children.

We maintain close links with the local Shinty Club, our younger pupils have been enjoying the chance to develop their skills in after school activities and we recognise and celebrate their wider achievements.

Primary 7 pupils enjoyed 'On the Move' project supported by Determined to Succeed as part of transition arrangements. Mrs Clarke was involved in the re-writing of lessons in partnership with secondary colleagues.

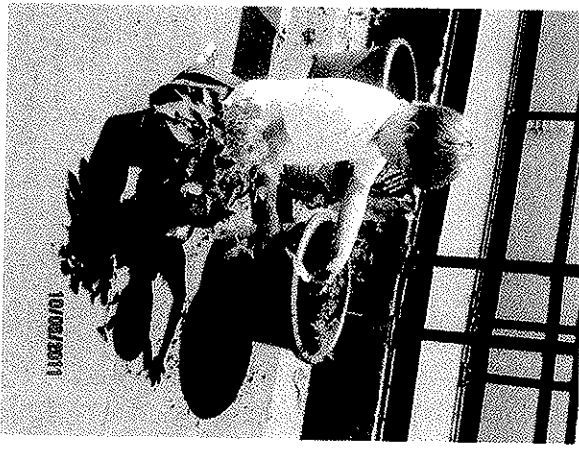
Primary 7 pupils enjoyed a weekend at Bannmore Outdoor Education Centre in June 2011.

Primary 1-3 pupils had a fantastic time taking part in sporting activities at Innellan Primary School, supported by Active Schools.



Primary 4-7 took part in Police Cowal sports – our pupils won more than a few medals!

Our gardening days during the Spring and Summer months, supported by pupils, parents and local villagers were again a brilliant success – the school grounds are really taking shape. We have planted more fruit trees, supported by the Tree Council and hanging baskets and tubs during the summer really made our school look fabulous, as well as giving pupils an opportunity to take on responsibility for looking after them. This year during August 2011 the school was part of the village's bid as a winner of 'Beautiful Scotland', we now await the results. This was a reflection on just how fantastic the school looks.

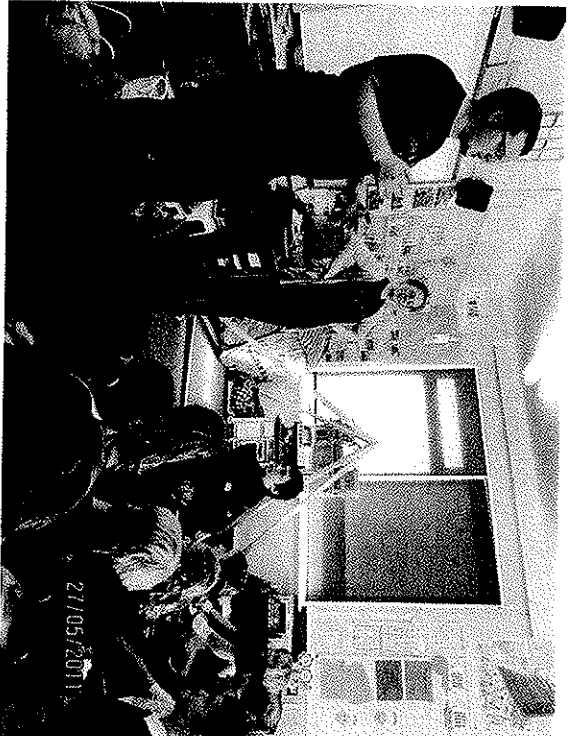


Our 'Hungry for Success' enterprise group have made a profit in each venture, including stalls at the Christmas Fair and organising Tasty Toast for pupils.

The school received £10,000 lottery funding to develop the outside play area for Pre-5 children. Children, staff, parents and the local community have all been involved in the design of the area. It has been an invaluable resource for learning and a popular area with families outside of the school day.



All pupils have benefited from visits to Amazonia, Glasgow Science Museum and the pantomime at Strachur Village hall. Generation Science provided a workshop which inspired all the children.



Extra curricular clubs proved to be very popular once again, including a Gardening Club, Arts and Crafts Club, Swimming, Cookery Club, Swimming and Drama Club.

Our Leavers assembly gets bigger each year: as well as parents, local villagers and friends are invited to celebrate the children's successes and to wish our P7 pupils well on the next stage of their education. The Rotary Club also presented the children with dictionaries. This year the children performed Roald Dahl's version of Snow White and the Seven Dwarfs. The children were simply magnificent and we are have used this as a vehicle to plan and develop a skills matrix and assessment framework. The leavers barbecue followed the assembly and was a brilliant social occasion, with families and villagers coming together for another great night in the Coil.

Support for pupils

The school operates an 'open door' policy to encourage parents to discuss any aspect of their child's development.

Pupils with additional support needs are supported by the class teacher and the class teaching assistant. Where appropriate the school makes use of the services of the Area Network Support Team, the Educational Psychologist, the Speech and Language Therapist and the school nurse.

All provision of Support for Learning is carefully monitored by the Head Teacher and staff. We work closely with parents and other professionals and have regular meetings to discuss pupil progress and next steps for learning.

Where appropriate an Individual Learning Programme is in place for the pupil. Staff, parents and the pupil concerned are involved in this process.

All staff actively promote a level of self esteem and positive behaviour for pupils. The pupils achievements are regularly celebrated at school as well as locally.

We have purchased a number of resources over the past three years to support children with learning difficulties.

Lochgollhead Improvement Plan 2011-2013

Goal links to Argyll and Bute Curriculum for Excellence Action Plan :

Schools should expand the application of the experiences and outcomes to additional stages across the curriculum.

Goals	Steps to be taken	Responsibility	Cost	Criteria for Success	Completed by	Reviewed by
To continue to develop a consistent planning format that supports Curriculum for Excellence.	1.To produce manageable weekly plans that supports Curriculum for Excellence, focusing on planning as a tool to support learning. 2.We also need to focus on developing planning in the Pre-5 Unit. We will be jointly planning together Pre-5 and P1 to ensure learning links to the Early level and aid transition. 3.Consider an effective way of recording the coverage of experiences and outcomes over a 3-4 year period.	All staff	Time	Planning is an effective and manageable tool for class teachers to provide learning opportunities for the children. There is a consistent format for Pre-5 Unit and each class that facilitates learning opportunities in the Curriculum for Excellence. There is a broad, balanced and creative curriculum in place at Lochgollhead.	Summer 2012	Autumn 2012
Curriculum for Excellence.		SC, MG, CM, CP, CL	Time		Summer 2012	Autumn 2012
		All staff	-		Summer 2012	Autumn 2012

Goal links to Argyll and Bute Expectations and Aspirations :

Schools should ensure that assessment activities provide evidence of learning in the experiences and outcomes and are reliable, valid and proportionate. Schools should ensure that teachers have planned opportunities to share standards and engage in moderation at school, cluster and authority level.
All teachers should provide appropriate personal support to pupils....from an early stage, each pupil should be entitled to an individual interview.....Ideally these would be conducted using coaching techniques.

Goals	Steps to be taken	Responsibility	Cost	Criteria for Success	Completed by	Reviewed by
To develop the use of assessments in order to highlight next steps for learning. To develop tracking pupil progress in a consistent way across the school.	1 Use assessment evidence to inform learning and teaching. Consider maths assessment tools and continue with writing profiles. Use skills matrix to measure progress. 2. Continue to develop formative assessment techniques to support learning and teaching through TLC. 3. Continue with target setting for pupils using coaching techniques in interviews and reflect in parent evenings 4. Joint leveling staff meetings with other schools/colleagues to ensure there is a consistency in leveling writing/maths within year groups. Develop reporting format for 2012 in partnership with authority.	All staff	Time	Assessments used in a constructive way to inform planning, learning and teaching. Pupil targets are shared with pupils and parents. Information given to parents in clear and useful. The staff level written work consistently and accurately. The staff are involved in developing the assessment processes in the school.	Autumn 2012	Summer 2013
		All staff	-		Summer 2012	Summer 2012
		All staff	Time		Summer 2012	Summer 2012
		All staff	Time		Autumn 2012	Autumn 2012

Goal links to Argyll and Bute Curriculum for Excellence Action Plan :

Consult and evaluate progress towards CfE and identify further development and implementation work with all partners.

Goals	Steps to be taken	Responsibility	Cost	Criteria for Success	Completed by	Reviewed by
To use self evaluation to guide school improvement.	<ol style="list-style-type: none"> 1. Use 'How Good is Our School' and Cheshire CHILL Self evaluation model to review learning and teaching throughout the school, highlighting areas of strength and areas for improvement. 2. Seek advice from the local authority and other headteachers in relation to areas for improvement. 	All staff	-	There is a focused and structured approach to school improvement through looking at current practice, recognizing good practice and highlighting areas for improvement. Staff and children are fully involved in school self evaluation and have a sense of ownership of the whole process. SC, staff, the local authority and parents have an accurate picture of the strengths within the school and of the future direction of the school.	Summer 2012	Autumn 2012
		SC	-		Summer 2012	Autumn 2012

Goal links to Argyll and Bute Expectations and Aspirations :

Schools should ensure that the acquisition of skills is explicitly planned and that the skills components of learning experiences are identified, assessed and recorded.

Goals	Steps to be taken	Responsibility	Cost	Criteria for Success	Completed by	Reviewed by
To develop provision and practice for Pre-5's education.	<ol style="list-style-type: none"> 1. Continue to seek advice and support from the authority regarding the Pre-5 provision with the school. Implement recommendations and Early level pilot. 2. Review current action plan to address issues within Pre-Unit. 3. Staff involved in Early Level plan together in ensure experiences and outcomes are being met and there is a child centred approach to learning. 4. MG to continue to meet with parents for review of progress made by children each term. 5. Continue to support staff PDR in training. 	SC & MG Authority	-	Pre-5 provision is appropriate for our children and has enhanced the transition into school for younger children. There is an opportunity for staff to be working closely together in sharing good practice. Parents play a part in school improvement.	Summer 2012	Autumn 2012
		SC & MG Early Level team	Non-contact £400		Autumn 2011	Summer 2012
		SC & MG SC			Summer 2012	Summer 2012
					Summer 2012	Autumn 2012

Goal links to Argyll and Bute Expectations and Aspirations :

Teachers should contextualize learning and make links between the classroom and the world of work.

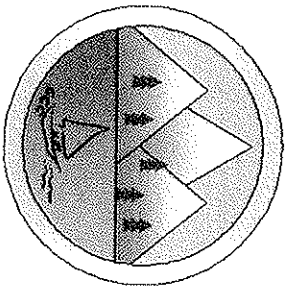
Goals	Steps to be taken	Responsibility	Cost	Criteria for Success	Completed by	Reviewed by
Continue to work in partnership with Determined to Succeed - offering further enterprise opportunities and effective transition for Pre-5 and P7 pupils.	1. In partnership with Determined to Succeed, evaluate effectiveness from Summer 2012 Transition arrangements to DGS and feedback to authority. 2. Plan and implement further opportunities for enterprise with pupils - fruit smoothie bar? Fund member of support staff to lead project. 3. Issue and collate results from Parental Questionnaire re-transition arrangements. 4. Approach local businesses with a view to linking current skills work to their needs and expertise.	SC All staff SC	Leadership time £700 Leadership time	Pupils are confident about the next stage of their education and professionals have a clear picture of pupil abilities. Pupils develop understanding of enterprise and have practical experience of developing a business venture. Staff have opportunity to work with other professionals and link with DGS.	Autumn 2011 Autumn 2011 Summer 2012	Spring 2012 Autumn 2011 Autumn 2012

Goal links to Argyll and Bute Expectations and Aspirations :

Schools should ensure that the acquisition of skills is explicitly planned and that the skills components of learning experiences are identified, assessed and recorded.

Wider achievements should be celebrated and recognized in a variety of appropriate ways.

Goals	Steps to be taken	Responsibility	Cost	Criteria for Success	Completed by	Reviewed by
In tracking pupil progress and attainment, also record pupil wider achievement as a focus for recognition and acquisition of key skills.	1. Continue to use the skills tree that highlights pupil progress, focusing on key skills and recording wider achievement. Re-launch venture with parents. 2. Review impact of pilot on recording pupil progress and wider achievement. 3. Review effectiveness of current format of PLP in relation to pilot. Seek pupil and parents perspectives. 4. Continue to develop pupil learning logs to support learning and link with skills tree.	All staff All staff All staff	- Non-contact time	The school has an effective system for tracking pupil progress, highlighting next steps for learning and recording wider achievement. Parents and pupils take an active role in recording achievements and attainment.	Summer 2012 Summer 2012 Autumn 2012 Summer 2012	Autumn 2012 Summer 2012 Autumn 2012 Summer 2012

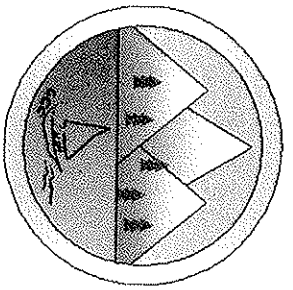


Lochgoilhead Primary School

Improvement Plan 2011/12 - Collegiate Agreement

Class contact 221/2 hours, personal preparation and correction time 7.5 hours, collegiate activity annually 195 hours.

<i>Activities</i>	<i>Hours</i>
<i>Parent meetings</i>	<i>16</i>
<i>Forward Planning</i> <i>Includes long term plans, planning liaison, profiles, IEPs,</i> <i>working with other agencies</i>	<i>22</i>
<i>Reporting</i>	<i>20</i>
<i>Staff meetings</i>	<i>172/2</i>
<i>Quality Improvement Process</i>	<i>15</i>
<i>PDR</i>	<i>21/2</i>
<i>Curriculum Development and associated staff development</i> <i>Individually negotiated reflective practices</i>	<i>15</i>
<i>Formal assessment</i>	<i>15</i>
<i>Enrichment/additional supervised activity</i> <i>Individual agreements eg Parent Council, out of hours clubs,</i> <i>annual school visits, events</i>	<i>16</i>
<i>EIS</i>	<i>3</i>
<i>Additional prep/Correction</i>	<i>28</i>
<i>Flexibility factor</i>	<i>25</i>
<i>TOTAL</i>	<i>195</i>



Lochgoilhead Primary School

Management Plan 2011/12

Autumn term	Activity	Spring term	Activity	Summer term	Activity
15 th August	INSET – Personal Safety training	9 th January	Interdisciplinary planning	16 th April	Interdisciplinary planning
22 nd August	INSET - Skills	16 th January	House Keeping	23 rd April	Big Writing
29 th August	Skills and dates setting	23 rd January	SEN planning and provision	30 th April	Assessment – tracking pupil progress writing & maths
5 th September	School Self Evaluation	30 th January	Big writing	7 th May	Pupil reports
12 th September	School Self Evaluation	1 st February	Assessment – tracking pupil progress writing & maths	14 th May	Pupil reports
19 th September	School Self Evaluation	6 th February	INSET Curriculum for Excellence	21 st May	Professional development interviews
26 th September	Parents evening	13 th February	INSET follow up	28 th May	Issue pupil reports
3 rd October	SEN planning and provision	20 th February	Parents evening	4 th June	INSET Curriculum for Excellence
24 th October	ICT – Glow and EdICT	27 th February	Skills	11 th June	SEN reviews
31 st October	Community links	5 th March	Skills		
7 th November	Planning Christmas events	12 th March	ICT provision and development		
14 th November	Assessment – tracking pupil progress writing & maths	19 th March	School self evaluation - review		
21 st November	Big Writing Interdisciplinary planning	26 th March	Interdisciplinary planning		