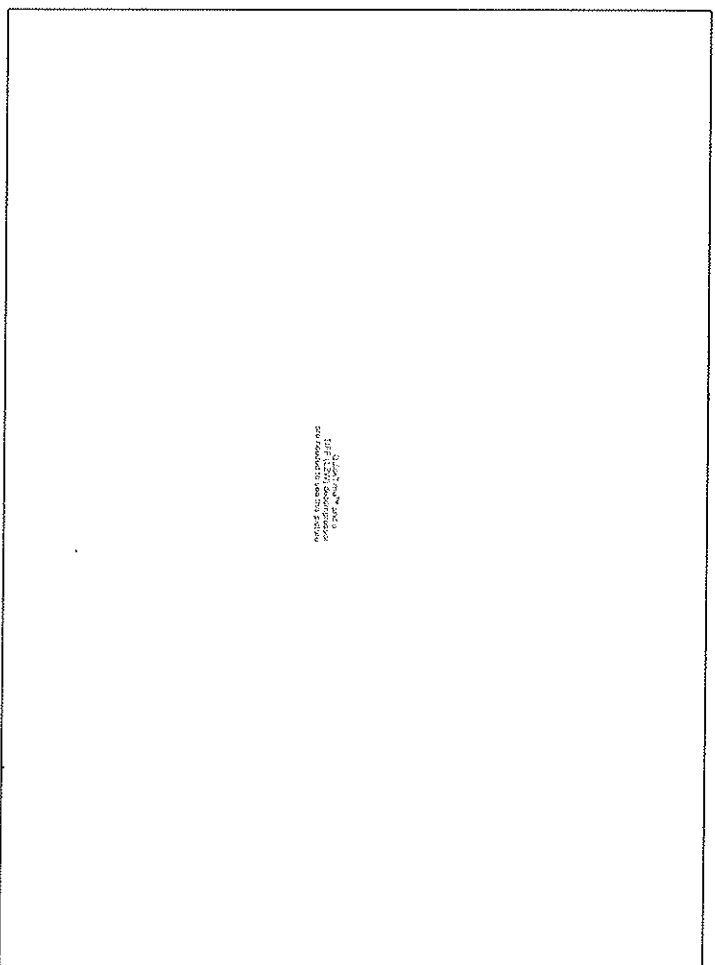
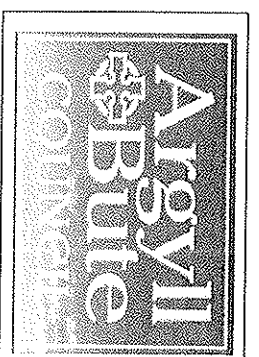


SANDBANK PRIMARY SCHOOL AND

PRE- 5 CENTRE



Quality Standard
of Education
2010

STANDARDS AND QUALITY REPORT 2010 / 2011: IMPROVEMENT PLAN 2011 / 2012

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1 Curriculum for Excellence

Curriculum for Excellence envisaged a process of transformation within our school to assist our children to become successful learners, confident individuals, effective contributors and responsible citizens. The following diagram demonstrates the Curriculum for Excellence areas we will be working on in Sandbank Primary over the next few years to implement this change. Beginning to build this curriculum is a long journey and the content of this report will focus on the progress made and next steps to ensure we achieve our expectations and aspirations.

Using educational targets to plan a range of experiences		
<p>Within a curriculum framework which includes:</p> <ul style="list-style-type: none"> Challenge and Enjoyment Breadth Depth Personalisation and Choice Progression Coherence Relevance 	<p>Applying recognised approaches to effective Learning and Teaching</p> <p>Providing Personal Support</p> <p>Working towards our common values</p>	
We will impact positively on:		
The Ethos and Life of our School	Our Curriculum Areas and Interdisciplinary Studies Inclusive of improved transition	Personal Achievement
Celebrations of our whole school successes and achievements year on year.		

Staff spent time this session reviewing Assessment is for Learning strategies and using them to support and enhance the teaching and learning experiences of the whole school community.

2. Sandbank Primary School and Pre-5 Centre Visions, Values and Aims

Our Vision

We aspire to create a place and environment where, in sharing values and beliefs, all children are encouraged to be motivated, confident individuals, able to develop their skills and intellectual awareness to the best of their abilities. We will do this with the full support of school staff, families and partner agencies. This will enable every child to have a positive sense of achievement and enthusiasm which will be the foundation of their future life skills. By contributing fully to our school, local community, country and world, our aim would be that each child would be active in advancing social justice, environmental awareness and wellbeing for all.

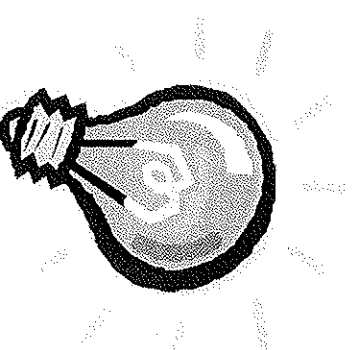
We want our children, on their journey through life, to SHINE.

Current values and aims underpinning our 'VISION' are:

- | | |
|--|-----------------------------------|
| <ul style="list-style-type: none">• ability to make good choices• respecting others• caring for others and the environment• excellent behaviour• trust• integrity | RESPONSIBLE
CITIZENS |
| <ul style="list-style-type: none">• happiness• willingness to listen (courtesy)• friendliness• staying healthy | CONFIDENT
INDIVIDUALS |
| <ul style="list-style-type: none">• encouraging others• helpfulness• sharing and playing happily• never giving up | EFFECTIVE
CONTRIBUTORS |
| <ul style="list-style-type: none">• trying hard• achieving | SUCCESSFUL
LEARNERS |

Staff value each individual pupil, acknowledging their unique strengths and personality.

In order to achieve our visions, values and aims year on year, a quality assurance system based on rigorous self-evaluation has evolved to which the authority, staff, parents, pupils and other professionals all contribute.



3. Standards and Quality: Our Priorities for Session 2010 -2011

How did we do?

<p>Priority: Raising attainment in mathematics and language in the context of CFE</p> <p>HGIOS: 1.1 Improvement in Performance</p>	<p>Why</p> <ul style="list-style-type: none"> • Systematic approach to review of courses and programmes in the context of Curriculum for Excellence and the promotion of Active Learning • Need to sustain/improve current level of attainment within the school 	<p>Impact/ Benefits</p> <p>Teachers planning showing clearer progression through levels. Teachers gaining in confidence and beginning to use the outside environment to support their maths</p>
<p>Tasks</p> <p>1. <u>Raising Attainment in: Mathematics</u></p> <ul style="list-style-type: none"> • staff continue to review mathematics planning options to ensure skills development within stages is transparent and supportive of both planning and assessment • review new CFE mathematics resources and consult with staff regarding possible purchase and use <p><u>Language</u></p> <ul style="list-style-type: none"> • attend course on CFE language relating progression, planning, assessment and pedagogy (Ann Neil) • attend co-operative academy and pilot practice within Language activities • develop CFE Language Programme/planners which ensure skills development within stages is transparent and supportive of both planning and assessment • pilot and evaluate the planners/programmes adopted • place all programmes and planning formats on School Glow site to help develop staff use of this facility • trail authority reading assessments 	<p>Progress to date</p> <p>Staff using mathematics planners and adjusting accordingly.</p> <p>Staff are becoming more confident in using the new terminology of Curriculum for Excellence and the tracking of pupils.</p> <p>New materials have been reviewed but none purchased as yet.</p> <p>All teaching staff attended a days in-service on literacy presented by Ann Neil.</p> <p>Working party consisting of teachers from schools throughout Cowal created templates for assessing literacy outcomes which include outcome, learning intentions, next steps and success criteria linked with self and teacher assessment. Linda Ballard represented Sandbank. Next session templates will be introduced throughout the school.</p> <p>Local authority diagnostic assessment for reading and spelling has been put in place to diagnose and track pupils</p>	<p>New resources available to support teachers in the teaching of literacy.</p> <p>Teachers will use the new templates beginning session 2011/12</p> <p>Diagnostic testing in place and being used to identify and target pupils requiring additional support.</p>

<p>Priority: Transition Pre5 – P1, P7 – S1</p> <p>HGIOS: 5.4.1 Transitions</p>	<p>Why</p> <ul style="list-style-type: none"> To improve the educational continuum Pre5 – P1 through further development of active play, courses and programmes and cross sector planning 	
<p>Tasks</p> <ul style="list-style-type: none"> Pre – 5 and P1 staff to work together to plan and implement a transition / interdisciplinary topic which pupils Pre-5 to P1 can engage in within the first term of school attendance for the P1 pupils Plan logistics of cross sectoral working Monitor implementation Evaluate with pupils, staff and parents the success/impact of the pilot Share findings with other members of staff and refine the programme in the light of the pilot Share outcomes with parents Participate in the P7 – S1 transition pilot inclusive of staff training, planning, cross sector working, evaluation and analysis of sustainability 	<p>Progress</p> <p>Interdisciplinary topics based on traditional fairytales were developed involving the staff from both the nursery and P1 classes.</p> <p>Pupils moved between the nursery and the primary sector as they participated in a wide variety of activities.</p> <p>End of topic activity involved both the Pre-5 and primary sectors planning a wedding to which parents were invited to participate.</p> <p>P7 – S1 pupils continued to have the opportunity to spend some time in the secondary school with their P7 teacher. Due to financial restraints the time was reduced from the previous year.</p> <p>P7 pupils also got the opportunity to participate in a weekend of activities at Benmore Outdoor Centre participating in a wide variety of team building exercises along with P7 pupils from other schools in Cowal. The time this session had to be reduced again because of financial cuts.</p>	<p>Impact/ Benefit</p> <p>P1 pupils had a much smoother transition from nursery to primary. The contacts developed in the nursery were used to inform and support the pupils' transition. The P1 and nursery pupils got the opportunity to mix on a regular basis.</p> <p>The curriculum demonstrated continuity, Pre-5 to P1, that supported pupils progression</p> <p>We have supported continuity through provision of active play across both sectors of the continuum</p> <p>We have ensured that when learners transfer to or from our school, or when they have a shared placement between our school and another, they maintain continuity and progression in their learning. P7 pupils build relationships in a supportive environment prior to moving to secondary.</p>

<p>Priority: ASSESSMENT HGIOS Area: 5.4 Assessment for Learning</p>		<p>Why</p> <ul style="list-style-type: none"> Curriculum planning for CfE is currently in place and being piloted. The next steps in the implementation process for all schools is to consider assessment practices to accord with the revised curriculum
<p>Tasks</p> <ul style="list-style-type: none"> Raise staff awareness of BtC5 Consult with staff on School assessment policy Prepare staff training in sharing the standard Engage with Pre-5 and Secondary Sector colleagues in the process of moderation Pilot use of NARS materials Attend McCrone/Collegiate meetings to discuss pupil progress in Mathematics and Language related to the National Standard Discuss with staff a whole school approach to the collection of evidence which supports summative assessment Agree and pilot a whole school pupil tracking process to articulate with the ASN overview Attend training in the use of revised reporting formats and pilot Revisit skills development in the context of PLP work and wider achievement Implement the authority Reading Initiative 	<p>Progress</p> <p>Staff engaged in high quality discussions based on the learning and teaching that is going on in the school. These discussions will now be developed to include skills development.</p> <p>Throughout the year staff have shared materials with others and quality discussions based on sharing the standard have been developing.</p> <p>A working group created a template, for literacy, to be piloted this coming session. Linda Ballard was a member.</p> <p>Tracking sheet for each pupil has been developed and will be piloted this session. John Donald and Liz Maxwell were trained in the new reporting format and they supported the rest of the school in using them. There were a lot of problems but we managed to get the reports for parents produced just before the end of session.</p> <p>The local authority has produced a framework for developing skills in Argyll and Bute Schools. This will be developed next session. The authority Reading Initiative has been implemented and we are beginning to develop manageable tracking structures.</p>	<p>Impact/Benefits</p> <p>High quality interactions with learners based on thoughtful proving questions are now taking place.</p> <p>Assessment is being used to support individual needs.</p> <p>We discuss and share our assessments with colleagues to agree consistent standards, track progress and use information to inform next steps. This will continue on an annual basis.</p> <p>The authority reading initiative is beginning to create evidence for the tracking of pupils who have some literacy difficulties. Support is now more easily targeted.</p>

<p>Priority: To implement a variety of improvements in response to opportunities, past training, and the consultation process engaged in with all stakeholders (Added Value)</p> <p>HGIOS: Cross Area Developments</p>	<p>Why?</p> <ul style="list-style-type: none"> • Opportunities to provide and enriched service across the range of work we do have developed i.e. workshops/ after school clubs • Simple ideas for change have emerged from the consultation process that are easy improvements but together should have a big impact. 	
<p>Tasks</p> <ul style="list-style-type: none"> • Continue to develop mentoring skills through CPD opportunities • Continue to support distributed leadership strategies through school involvement in TLC linked to AiFL, class monitoring, and team work 	<p>Progress</p> <p>Majority of CPD courses that were booked for this session where cancelled. Staff managed to attend other courses but these were often at short notice and not necessarily linked to their own CPD development. Linda Ballard and Catherine MacDonald led the whole school AiFL programme this session.</p>	<p>Impact/ Benefits</p> <p>Our learners will be motivated and eager participants in their learning.</p> <p>We have developed a supportive work environment within which people share a sense of responsibility to ensure success and achievements for learners</p>

4. Attainment

Curriculum for Excellence is divided into levels. These levels are broad curriculum stages which offer learners a range of learning experiences / opportunities designed to assist them to achieve in relation to **Experiences and Outcomes**.

From Pre-school to the end of S3 the levels are organised in the following three-year blocks, which allow depth as well as breadth of learning:

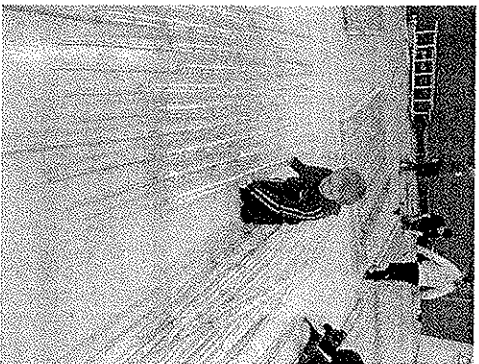
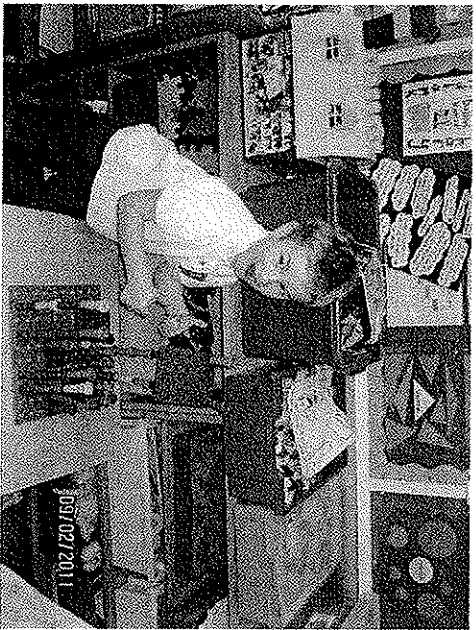
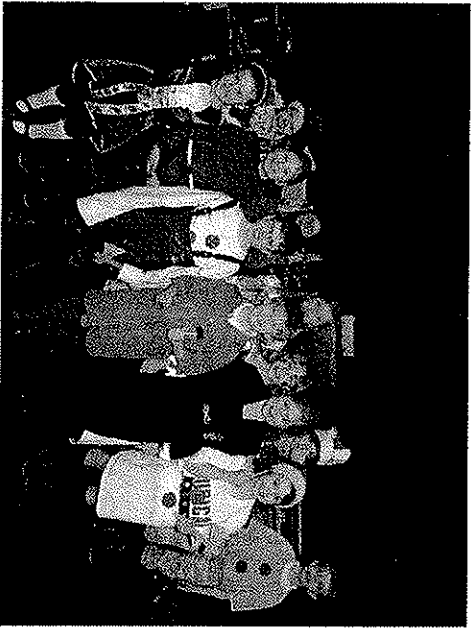
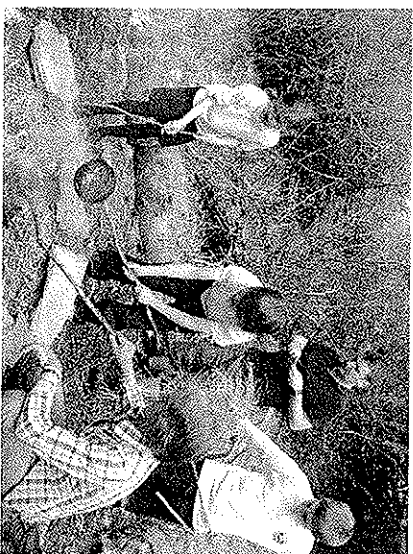
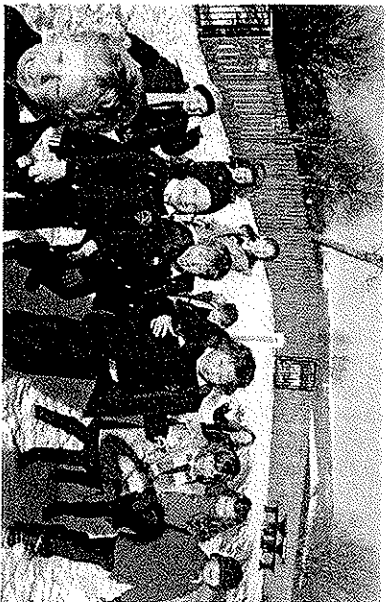
Early: Pre school – Primary 1
First: Primary 2 – Primary 4
Second: Primary 5 – Primary 7
Third: S1 – S3

As with 5-14 levels, these blocks are for guidance. Children work in different ability groups in all classes. Some will take longer or shorter to reach these blocks.

The class teachers continuously assess pupil's progress and throughout the year will mark some pieces of work in greater detail and file them as evidence in the pupils learning profile (PLP). The information gathered through these pieces of work, completed assessments and observations help inform the teacher how each individual child is progressing. The information is collated for each individual child and used to ensure that each individual pupil is making steady progress through the levels.

This session a lot of excellent work has been done throughout the school and especially in Interdisciplinary Topics.

- Traditional Fairy Tales involving Pre 5 and P1/2 pupils. This transitional topic was an excellent example to helping pre 5 pupils in their transition into P1. The staff all worked together and the pupils moved easily between the pre 5 unit and the infant classes. The topic concluded with the story of 'The Princess and the Pea' where they had a wedding to which parents were invited.
- P3 studied life on an island and used the Kate Morag books as part of the topic. Their celebration at the end of the topic was to open a tearoom and parents and relatives were invited along.
- GMU P3/4 wrote and performed their own version of Snow White and the Seven Dwarves. The play was performed in Oban as part of a Gaelic Drama Competition
- P4/5/6 did an in-depth study on the Titanic and produced a DVD, which they sold to raise money for the Lifeboats.
- P6/7 did personal projects from Elvis to the Ancient Egyptians and everything in between.



5. Other Achievements

Achievement is an integral part of attainment and covers achievements both within and outwith school time, achievements by individuals, groups and the whole school. Throughout the year there have been many achievements and personal goals attained by many at Sandbank and these are mainly listed in the pupils Personal Learning Profiles.

Health Promotion

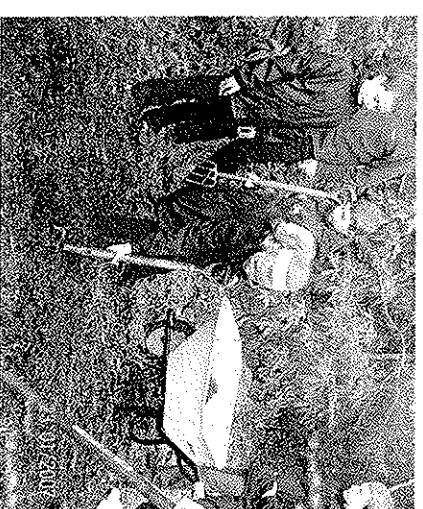
To justify continued recognition as a health promoting school and Pre-5 centre we have participated in:

- Smoke Free Me subject teaching and drama presentation for our P7 pupils
- road safety awareness raising and issue of reflector lights to our P1 pupils
- road safety cycling training for our P7 pupils
- pedestrian training for P3 pupils
- school sports days for Pre-5 pupils and mainstream pupils
- country dance training and celebration event - P4-6
- participation in an inter school volleyball competition - P7
- rugby taster sessions - P4-7
- football training with Paddy- P3/4
- every class participated in gorge walking and the seniors when kayaking while the infants went on a forest adventure
- pupils in P1/2 participate in a daily tooth brushing programme

ECO Schools Programme

Pupils have continued their ECO work over the session through:

- water use management
 - electricity use management
 - recycling paper, aluminium cans, cardboard and plastic
 - litter picking
 - composting
 - extending our recycling to include a clothes recycling bin which raised over £500 of school funds
 - whole school collected plastic bottles and they were then used by GMU P5-7 to build a greenhouse
 - planting of trees around the perimeter and fruit trees at the front of the school
 - P5 and Pre 5 have participated in Forest Schools
- These activities will move us towards gaining our fourth GREEN flag.



Pupil Council

An effective pupil council has continued good work and had some wonderful ideas:

- ensuring safety signs and pupil council rules are up to date and refreshed
- produced their 1st school newspaper
- ideas to improve the school environment both inside and out

Gaelic Achievement

The Gaelic Unit participated in a wide range of community and national events including:

- a drama presentation and workshops culminating in participation in a Drama Feis in Oban where P3/4 were awarded the prize for best costumes
- Gaelic play broadcast on BBC Radio nan Gàidheal.
- Ross Noble and Patrick Mulholland won the Gaelic Quiz, Gleusta in November and in May it was won by William Goan and Kyle Martin
- P5-7 residential visit to Edinburgh were amongst lots of activities they visited Dynamic Earth and the National Art Gallery
- presentations at an evening Ceilidh at Dunoon Grammar School
- Involvement in a kayaking course for all Gaelic P 3-7 pupils organised by Stramash
- P6/7 residential visit to Glencoe where they participated in a wide range of activities



Supporting Charities

An outstanding year for charity fund raising has resulted in the following funds being raised

- Macmillan Cancer Support Coffee Morning £402
- Children in Need - £170 December
- Red Nose Day - Pyjamas- £122.55
- Lifeboats – 75.60 From sale of DVD's
- Car Washing – British Divers Marine Life Rescue/ Scottish Society for Protection of Cruelty to Animals
- World Vision - donate - £18 a month to help Betty in Sierra Leone – educate, medicate etc – helps all the children in the village
- Send our sister to School – Alan Reid was asked to take messages from the pupils to David Cameron the Prime Minister



Extra Curricular Opportunities Staff and Pupils

These have included:

- Na H-Oigridh Club (After School Club for Gaelic Medium pupils)
- Stramash – Family Day for GMU pupils

- Forest School Training – a mixture of staff and parents participated and were trained to deliver Forest Schools - Isla MacDonald (level 3), Louise Cassidy and Kate Cowan (level 2), Helen Anderson, Joan McLachlan and Ruth Jackson (level 1)
- Pre 5 went to Glasgow to see Room on a Broom.
- Don MacNeil and Jean Bell supported pupils and staff in painting using professional materials.

Other events

Partnership with other agencies has enabled:

- Cast Dance workshop P7 pupils on respecting ourselves and others titled "My Shoes Your Shoes"
- Participation in the local Speech Competition – William Goan and Lewis Danby
- Group of senior pupils got the opportunity to visit the Royal College of Physicians and Surgeons.



Parent Partnership

Parental Support within the school is a strength and has resulted in:

- continuing to restocked school library with proceeds for annual Scholastic Book Fair.
- new picnic tables
- school disco twice over the session
- Hopscotch Theatre performed Puss In Boots. This was part funded by the PTA.
- Comann nam Parant and the PTA organised a very successful Family Ceilidh at Hunters Quay Holiday Village.



End of session school awards

Lachlan MacNaughton Dux Medals:

Roisin Baille-McCrossan and Patrick Turton-Smith

Joan Campbell award for Gaelic Dux:

Ross Noble

Medal for most improved Gaelic:

Innes Murray

Angus McNaughton Memorial Prize:

Lewis Danby and Sarah Mosely

Community Council Sports Shields:

Boys –Andrew Tong, Girls – Rebecca Marshall

Johnston Cup for Essay Writing:

Roisin Baille-McCrossan

Sandbank Community Council Shield for handwriting

Yasemin Altin

6 Self Evaluation and Next Steps

In drawing up evidence of our strengths and to determine priorities for future developments, the following factors and methods of evaluation have been taken into consideration.

Quantitative Data: National Assessment Data, Value added measures of performance, Pupils progress in meeting targets, analysis of key performance data e.g. attendance

People's Views: Individual interviews with staff and parents, group discussions, discussions with the pupil council, working parties, questionnaires and surveys, team meetings

Direct Observation Observation of individuals and lessons, video recordings, reflective practice discussion and visits, direct observation of documents (pupils work, reports to parents, observation sheets, PLP's, forward plans, policies, minutes of meetings, online self assessment for the Care Commission

What everyone thinks we do well:

- Pre-5 Quality of Care and Support 5 rating (V. Good)
Quality of Environment 5 rating (V. Good)
Quality of staffing 5 rating (V. Good)
Quality of management and leadership 5 rating (V. Good)
- Additional Support Needs Provision
- ECO school involvement (third flag green flag achieved)
- Consistently high attainment
- Partnership working

Areas for continued development

- Raising Attainment in mathematics, literacy and health and well-being in the context of CFE.
- Skills for learning, skills for life and skills for work.
- Creation and implementation of the Framework for Assessment.
- Restructure part of the timetable to enable all pupils to the opportunity to participate in a variety of activities – create Social Enterprise Group.

		Parents			interest in the local environment.
Priority: Skills for learning, skills for life and skills for work					
HGIOS Area: 2.1 Learners' experiences 5.8 Care, Welfare and Development					
					<ul style="list-style-type: none"> to improve the extent to which learners are motivated and actively involved in their own learning and development the development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors.
HGIOS	Tasks	Persons Responsible	Time	Resources	Desired Outcome
2.1	<u>Skills Development</u>				
5.8	<ul style="list-style-type: none"> all teaching staff to review BtC4. attend inset introducing Argyll and Bute skills development framework, Blooms taxonomy and current skills developments review current skills development practise and refine it to reflect Argyll and Bute policy develop and adapt PLP's to reflect skills developments 	HT/all staff HT/all staff HT/all staff	Aug 2011 Aug 2011 Ongoing June 2012	McCrone Inset McCrone/ Collegiate McCrone/ Collegiate	Attainment will continue to improve and pupils will be able to use skills they have learnt in other contexts. Pupils will be motivated and eager to participate in their learning. Pupils will be more aware of their own individual progress and strengths as learners.

Priority: Creation and implementation of the Framework for Assessment

HGIOS Area: 5.4 Assessment for Learning

Why:

- To further establish TLCs as an effective professional development model of improvement
- to put into practice the centrality of formative assessment and involvement of learners within the pedagogy of CFE

HGIOS	Tasks	Persons Responsible	Time	Resources	Desired Outcome
5.4	<p><u>Implementation of the Framework for Assessment</u></p> <ul style="list-style-type: none"> • 2 members of staff as part of their CPD can voluntarily lead this initiative • Staff will be given support and training as mentors to enable them to lead the rest of the school staff in an exploration of the different methods of assessment and how to best develop them in the school. • All teaching staff will attend TLC meetings throughout the year involving them in further embedding formative assessment, involving learners in the learning process, planning, making judgements, gathering evidence and agreeing and moderating their standards 	<p>2 teachers all staff</p>	<p>September 2011 Ongoing</p>	<p>2x days training McCrone/ Collegiate Planning time</p>	<p>To give confidence to teachers in: a) further embedding formative assessment; b) involving learners fully in the learning process; c) involving learners in the assessment process; d) planning to ensure coherence in teaching learning and assessment; e) making assessment judgements using good evidence; f) gathering of appropriate evidence and using it to make summative judgements; g) agreeing and moderating their standards.</p>

Priority: Restructure part of the timetable to enable all pupils to the opportunity to participate in a variety of activities

HGIOS Area: 4.2 Working and engaging the wider community

Why:

- Opportunities to provide an enriched service across the range of work we do have developed
- Simple ideas for change have emerged from the consultation process which are easy improvements but together should have a big impact

HGIOS	Tasks:	Persons Responsible	Time	Resources	Desired Outcome
9.3	<ul style="list-style-type: none"> • Each teacher to select an initiative for which they will assume responsibility for the year i.e. Forest Schools, Green flag developments, etc. Pupils will be given a 6 week block working with each teacher - pupils will move to different teacher for 1 afternoon a week. 	All staff	Ongoing	Planning Materials as per required by each initiative	Members of staff will have the opportunity to lead an initiative they have a particular interest in. Groups of pupils will have the opportunity to learn about running a business and will be empowered to make decisions on how to run and develop the business.
4.2	<ul style="list-style-type: none"> • Group of senior pupils/ members of the community will establish a Social Enterprise Group, which will be, established to support/ finance the different activities throughout the school. 	HT/ Group of senior pupils	1 meeting per month		

8. Maintenance Agenda

Aspect	Reason for Inclusion
<p>Successes and Achievements</p> <ul style="list-style-type: none"> • Monitor and analyse achievement in relation to HGIOS. Identify areas of focus. • Continue production of Standards and Quality Reports. • Health Promoting School developments (See school action plan) • Eco Schools (See ECO Action Plan) • Enterprise/Sustainability <p>Work and Life of the School</p> <ul style="list-style-type: none"> • Continue to improve and update resources as appropriate • Continue to develop PRD and PDR in relation to the teaching standard • Continue to implement authority monitoring and evaluation process • Continue implementation of Quality Cycle, inclusive of handbooks, audits, induction booklets • Produce annual school Management Plan • Aifl • Aspects of the original P7 – S1 transition programme • Continue to implement Pre-5 /P1 induction • Continue Additional Support Need processes, overview, resources, bidding. • Continue to promote after hours Learning and Teaching Scotland • Health and Safety Risk Assessment • Pro-active multi-agency working • Continue to develop outdoor learning particular within Pre-5 <p>Vision and Leadership</p> <ul style="list-style-type: none"> • Continue working in partnership with all partner agencies • Strategic planning with other Head Teachers and the authority • Distributed leadership initiatives 	<p>All of these items represent ongoing operational activity, which contain elements of change or refreshment.</p> <p>They are very important in sustaining Improvement.</p>