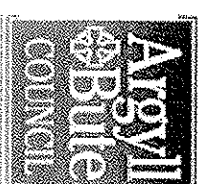


Dunoon Primary School



Improvement Plan 2010-2013

**Incorporating Standard and Quality Report
2010/2011**

www.argyll-bute.gov.uk

Index

1. Visions Values and Aims pages 3, 4, 5 and
2. Progress report on improvements during 2010 – 2011 pages 7, 8, and 9
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Our Vision

To provide a high standard of education fit for the 21st Century which embraces the four capacities of A Curriculum for Excellence.



Infant and Nursery Nativity December 2010

Our Values and Aims

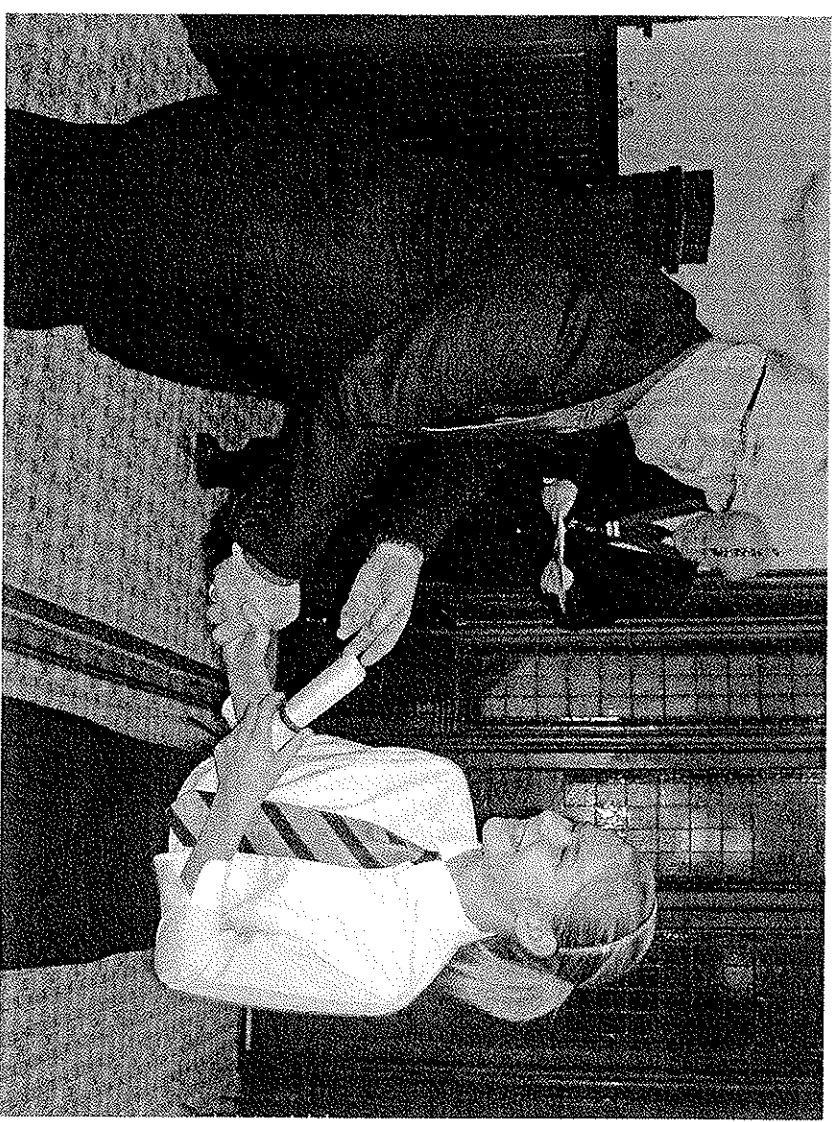
Wisdom

Justice

Compassion

Integrity

Dunoon Primary will work with parents to develop :



A winner from Dunoon Primary at the Inter-School Speech Competition

Confident Individuals



Music Box in the Learning Centre won the Education Spokesperson Prize

Successful Learners



P7 Santa's Elves helping out at the Christmas Fayre

Effective Contributors



We have an Eco-School Green Flag!

Responsible Citizens

How Did We Do with our Improvement Priorities?

What we planned to do	What we did	What impact we saw
<p>Staff to continue to raise attainment in maths and language through:</p> <ol style="list-style-type: none"> 1. <u>Raising Attainment in Mathematics</u> <ul style="list-style-type: none"> ⟨ Staff continue to review maths planning options to ensure skills development within levels is transparent and supportive of both planning and assessment ⟨ Review new CFE maths resources as published and consult with staff re possible purchase 2. <u>Raising Attainment in Language</u> <ul style="list-style-type: none"> ⟨ Attend course on CFE language relating to progression, planning, assessment and pedagogy (Ann Neil) ⟨ Attend co-operative learning academy and pilot practice ⟨ Develop CFE Language Programme/ Planners which ensure skills development within levels is transparent and supportive of both planning and assessment ⟨ Pilot and evaluate planners adopted ⟨ Place all planning formats on Glow to help develop use of Glow 	<p>We used a combination of planners, including Easedale and Angus planners, to reflect active learning approaches and materials. Steve Rotton and a group of upper school teachers developed planners which combined these for Second Level maths. We had a demonstration of the New Active Maths resources from the Heinneman Rep and will look to fundraising this session to purchase this for whole school.</p> <p>All staff including pre-5, not attending Co-operative Learning Academy, attended Ann Neil inset and teachers received CD from the course which includes teaching language in context through novel studies. All teachers have now attended three day Co-operative Learning Academies. Staff are using new language planners and increasingly planning and developing language and literacy skills through interdisciplinary learning.</p> <p>The authority reading initiative has been adopted and Suffolk testing in P4 and baseline assessment in Pre-5 and Primary 1 is in place.</p>	<p>School attainment within Mathematics and Language remains high.</p> <p>Active Learning in Maths has spread from the early years into first and second level, with Angus planners and Beam resources providing good support to incorporate ICT and interdisciplinary approaches.</p> <p>Co-operative Learning approaches are now being embedded throughout the school</p> <p>We had good results from Suffolk standardised tests, confirming those children who needed, and were having, extra support for reading. The Toe by Toe programme for individual identified children is in place</p>

What we planned to do Assessment for Learning	What we did	What impact we saw
<ul style="list-style-type: none"> < Raise staff awareness of BtC5 < Consult with staff on School assessment policy < Prepare Staff Development in Sharing the Standard < Engage with pre-5 and Secondary colleagues in process of moderation < Pilot use of NARS Materials < Discuss a whole school approach to collection of evidence to support summative assessment < Agree and pilot a whole school pupil tracking process < Attend training in use of revised reporting formats < Revisit skills development in context of PLPs and wider achievement 	<p>Our TLC Group lead by Alisa MacDonald and Irene Currie completed the training and all remaining meetings took place at collegiate times as planned. All staff agreed to apply to undertake new tapestry programme next session, lead by same two classteachers.</p> <p>All staff, including pre-5, attended inset with Cowal colleagues lead by QIOs to explore key ideas and priorities of BtC5, a Framework for Assessment. Aspects of the newly published document 'Recognising Achievement, Profiling and Reporting' were also covered.</p> <p>A group of teachers from Cowal Primaries and Pre-5 establishments formed a working group to develop examples of literacy assessments for early, first and second level, following Nars formats. Morag MacDonald was a member of this group. These will be shared with staff next session. Standardised assessment was undertaken using Suffolk Reading in P4, this will be further developed across the levels next session.</p> <p>A new authority reporting format was developed and staff agreed to adopt Word format and to delay training for on-line use of this because of operational difficulties with Click & Go. The skills agenda will be taken forward next session with staff and will be the basis of a new approach to PLPs</p>	<p>Staff are engaged in discussions of pedagogy and formative assessment. There is a supportive collaborative approach to professional development and dialogue</p> <p>Learners experiences are better matched to their needs and to sustain their motivation, attention, and excitement in learning</p> <p>Individual teachers, using NARS resource, developed assessment tasks in literacy, social studies and expressive arts.</p> <p>The new summative reports were issued to parents, with Parent Guidance booklets to explain CFE levels and assessment terminology. Response was generally favourable.</p>



Primary 2



Primary 4

Sharing Curriculum for Excellence Interdisciplinary Learning with Parents and Friends

ATTAINMENT

CURRICULUM FOR EXCELLENCE LEVELS

Curriculum for Excellence is arranged with the following levels. These replace the 5-14 levels of A,B,C,D and E.

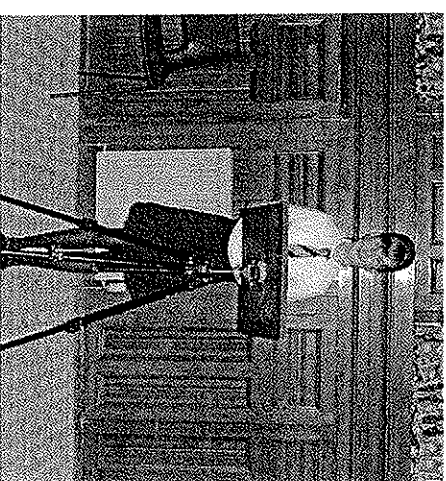
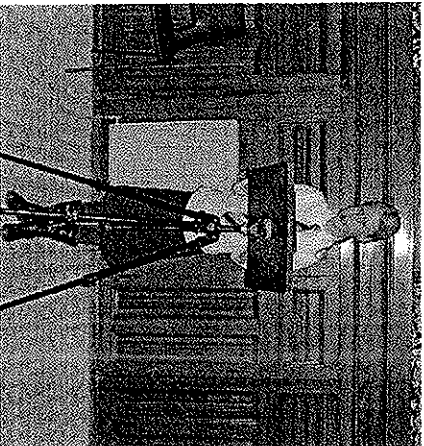
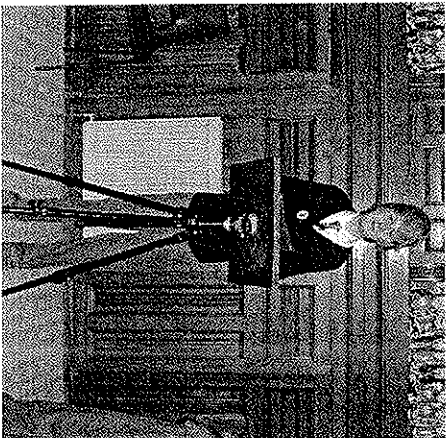
Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.

The path most young people are expected to follow through the levels during the different stages is set out above. Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes.

The authority literacy assessment strategy, incorporating standardised assessment and baseline assessment, has been implemented this session at pre-5, primary 1 and primary 4. Next session will see further expansion of that programme. The school also takes part in the annual Scottish Survey of Literacy and Numeracy (SSLN) Programme and this year children in P4 and P7 undertook maths assessments.

Achievement

It is important to remember that while we are striving for 'high achievement for all, achievement comes in many forms other than test results. Throughout the year many pupils have gained recognition for achievements in sport, music, art, dance, charity and community work. These have been celebrated at school assemblies and in the local press.



Four Dunoon Primary School pupils went into the Cowal Schools Speech Competition and one was a successful runner-up.



Our wonderful choir led the Daffodil Tea in our School Dining Room to the delight of a packed audience of Senior Citizens. After receiving an invitation from The Guild they also participated in a superb medley of tunes at Hanover Street Hall.



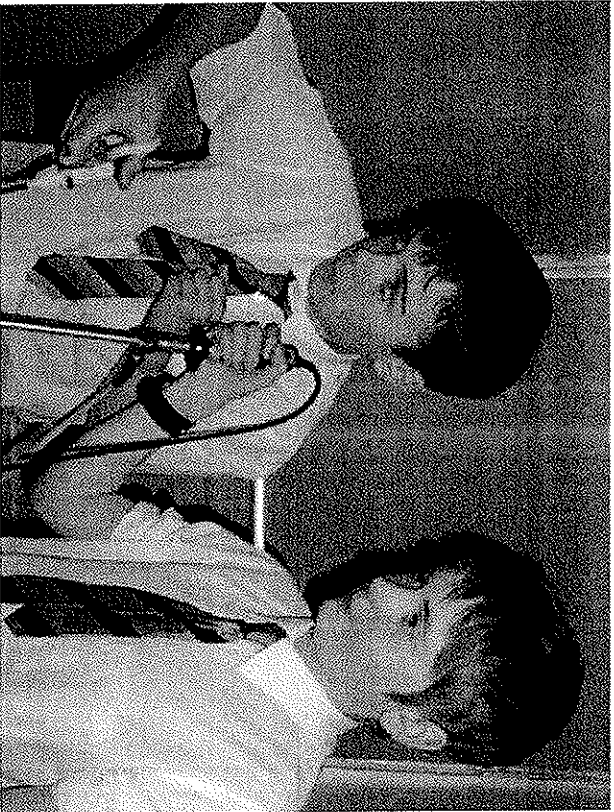
We competed in inter-school Sports, volleyball, and orienteering. We played well and behaved well, real ambassadors for Dunoon Primary.



On Walk to School Weeks, every child and many parents and staff get opportunities to take part in a range of physical activities.



One P7 Class participated in a Curriculum for Excellence Project, 'A Very Important Bear'. These children were voted the best movie makers from a packed audience of parents and friends on the night and were awarded Oscars for their efforts.



Primary Seven were invited to The Royal College of Physicians and Surgeons for 'Hands On' workshops.

Opportunities for Learning Outwith the Classroom



Our Eco-School Committee with the help of our friend Rowan Fraser, Forest Commission Park Ranger designed and created a pond to encourage bio diversity in our school fairy garden.



Dunoon Primary participates in fun days to raise funds for charities. A Yellow Day for Marie Curie Cancer Care, which raised £528-94. Our Red Nose Day was amazing and raised £607-20.



Maintenance Agenda

Aspect	Named Person(s)
<ul style="list-style-type: none"> < Additional Support for Learning 	<p>Sylvia McQuarrie, HT Steve Rotton, HT Pam Fisher, PT Alison Currie, Area Principal Pupil Support</p>
<ul style="list-style-type: none"> < Eco Schools Development 	<p>Senga Wakefield, PT</p>
<ul style="list-style-type: none"> < Pupil Council 	<p>Senga Wakefield, PT</p>
<ul style="list-style-type: none"> < Health Promotion 	<p>Senga Wakefield, PT</p>
<ul style="list-style-type: none"> < Pre-5 Developments 	<p>Morag MacDonald, PT</p>
<ul style="list-style-type: none"> < Development of New Pre-5 and Primary Campus 	<p>Sylvia McQuarrie HT with Champions Group</p>

Cowal Co-operatives Strategic 3 Year Plan

HGIOS	Priorities three years	2010/11	2011/2012	2012/2013
1.1	<p>1. <u>Raising Attainment</u></p> <p><u>Maths</u> Continue piloting range of new planners and consider revision of resource base for CfEx Maths</p> <p><u>Literacy</u> Develop area/school planning system for Literacy to encompass active learning and new outcomes</p> <p><u>Health and Wellbeing</u> Raise staff awareness of Health and Wellbeing Strategy Customise Health and Wellbeing Strategy Policy Pilot area/school planning system for Health and Wellbeing to encompass active learning and new outcomes</p> <p><u>Development of curricular planners</u> Continue to develop and pilot a range of available planners across all curricular areas Refine and determine most successful planning formats</p>	<p>1. <u>Raising Attainment</u></p> <p><u>Maths</u> Evaluate new resources and continue to develop a planning system.</p> <p><u>Literacy</u> Raise staff awareness of Literacy Strategy (Ann Neil) Develop and pilot area/school planning system for Literacy to encompass active learning and new outcomes</p> <p><u>Development of curricular planners</u> Development of curriculum planner exemplars Experiment with range of available planners Refine and determine most successful planning formats</p>	<p>1. <u>Raising Attainment</u></p> <p><u>Maths</u> Develop new resources and continue to develop a planning system.</p> <p><u>Literacy</u> Raise staff awareness of Literacy Strategy (Ann Neil) Develop and pilot area/school planning system for Literacy to encompass active learning and new outcomes</p> <p><u>Health and Wellbeing</u> Raise staff awareness of Health and Wellbeing Strategy Customise Health and Wellbeing Strategy Policy Develop area/school planning system for Health and Wellbeing to encompass active learning and new outcomes</p> <p><u>Development of curricular planners</u> Development of curriculum planner exemplars Experiment with range of available planners Refine and determine most successful planning formats</p>	<p>1. <u>Raising Attainment</u></p> <p><u>Maths</u> Evaluate new resources and continue to develop a planning system.</p> <p><u>Literacy</u> Raise staff awareness of Literacy Strategy (Ann Neil) Develop and pilot area/school planning system for Literacy to encompass active learning and new outcomes</p> <p><u>Health and Wellbeing</u> Raise staff awareness of Health and Wellbeing Strategy Customise Health and Wellbeing Strategy Policy Develop area/school planning system for Health and Wellbeing to encompass active learning and new outcomes</p> <p><u>Development of curricular planners</u> Development of curriculum planner exemplars Experiment with range of available planners Refine and determine most successful planning formats</p>
1.2	<p>2. <u>Fulfillment of statutory requirements</u></p> <p><u>Child protection</u> Ensure child protection training is updated for all staff (level 2)</p> <p><u>Health and Safety</u> Update risk assessments Pre-5 outdoor</p> <p><u>Fire safety</u> Ensure fire safety regulations are met</p>	<p><u>Child protection</u> Staff attend child protection training Aug 2010.</p> <p><u>Health and Safety</u> Update risk assessments Pre-5 outdoor</p> <p><u>Fire safety</u> Revise fire safety advice from Kim</p> <p>19</p>	<p><u>Child protection</u> Staff revisit child protection guidance</p> <p><u>Health and Safety</u> Update risk assessments</p> <p><u>Fire safety</u> Revise fire safety advice</p>	<p><u>Child protection</u> Staff revisit child protection guidance</p> <p><u>Health and Safety</u> Update risk assessments</p> <p><u>Fire safety</u> Revise fire safety advice</p>

2.1	<p><u>3. Personal Support</u> To further develop pupil support processes</p> <p>Personal mentoring : Relating to PLP's and pupil support. Possible reflective practices (TLC)</p> <p><u>Skills Development</u> Use PLP's to identify skills development and wider achievement.</p>	<p>inspection</p> <p><u>3. Personal Support</u> Offer twilight session for staff to develop mentoring skills Continue with TLC Year 2</p>	<p><u>3. Personal Support</u></p> <p><u>Skills Development</u> Discuss with staff possibilities for developing PLP's that reflect skills development and wider achievement to link with BIC4</p>	<p><u>3. Personal Support</u> Individual schools (Personal Mentoring) Possible reflective practices</p>
2.2	<p><u>4. Parental Involvement</u> Continue to develop strategies to encourage parental involvement in the development of Curriculum for Excellence and in the life and work of the school.</p>	<p><u>4. Parental Involvement</u> Use Curriculum for Excellence Parental toolkit. Encourage parents into school to share Curriculum for Excellence outcomes. Involve parents in the development of the new reporting arrangements.</p>	<p><u>4. Parental Involvement</u> Continued development of parental involvement</p>	<p><u>4. Parental Involvement</u></p>
5.1.1	<p><u>5. Curriculum</u> Ensuring the Principles of Curriculum for Excellence are embodied in our developing curriculum designs.</p>	<p><u>5. Curriculum</u> Ensure that children experience 3 interdisciplinary studies per session. (Learning entitlements agreed) Trial Interdisciplinary frameworks and discrete subject planners Collect samples of work for sharing</p>	<p><u>5. Curriculum</u> Continue to share evolving interdisciplinary Good Practice and expand Management Frames accordingly Continue to adjust discrete subject planners.</p>	<p><u>5. Curriculum</u> Adjust curriculum to reflect good practice and new resources.</p>
5.1.4	<p><u>6. Transitions</u> Continue P7- S1 Transition development Joint Planning/moderation Position statement update Evaluation Early years – joint planning Evaluation of evolving programme</p>	<p><u>6. Transitions</u> P7- S1 Transition development Joint Planning Policy Development 'Cluster' Implementation Evaluate 'On the move' and modify and plan for following year Pre-5 – P1 Review of continuity & progression</p>	<p><u>6. Transitions</u> Pre-5 – P1 Joint Planning Interdisciplinary Policy Development/ Evaluation</p>	<p><u>6. Transitions</u> Continued co-ordination and refinement of transition projects</p>

5.2	<p>7. Active Learning Co-operative Learning/ Learning Through Play Ann Neil - Literacy in Action 3 days Co-operative Learning 25-7.08.1 Implement improvement through AifL TLC/Chill Glow training Implementation with pupils and staff</p>	<p>7. Active Learning Co-operative Learning/ Learning Through Play Ann Neil - Literacy in Action 27.8.10 3 days Co-operative Learning Implement improvement through AifL TLC/Chill Glow training Implementation with pupils and staff</p>	<p>7. Active Learning Co-operative Learning/ Learning Through Play Implement improvement through AifL TLC/Chill Glow training Implementation with pupils and staff</p>	<p>7. Active Learning</p>
5.3	<p>8. Meeting Learning Needs Respond to the Authority review of ANST Review support plan management</p>	<p>8. Meeting Learning Needs Training to meet requirements of legislation. Maintain a rigorous overview of ASN. Adjust to staffing change requirements.</p>	<p>8. Meeting Learning Needs Continue to implement legal requirements of ASN</p>	<p>8. Meeting Learning Needs Continue to implement legal requirements of ASN</p>
5.4	<p>9. Assessment Raise awareness of BtC5. Audit current practice against authority framework for assessment. Develop manageable tracking systems that incorporate moderation strategies. Provide staff training for the use of NAR. Develop and implement new reporting arrangements. Customise authority assessment policy.</p>	<p>9. Assessment Raise awareness of BtC5. Audit current practice against authority framework for assessment. Develop manageable tracking systems that incorporate moderation strategies. Provide staff training for the use of NAR. Develop and implement new reporting arrangements. Customise authority assessment policy.</p>	<p>9. Assessment Continue to implement, evaluate and improve moderation arrangements, tracking and reporting. Use NAR to support assessment. TEOS</p>	<p>9. Assessment Continue to implement, evaluate and improve moderation arrangements, tracking and reporting.</p>
9.2	<p>10. Leadership and Direction Curriculum for Excellence Updates Handbooks (assessment statements) Induction Booklet Standards and Quality/ Improvement Plans Self Evaluation Process Re-evaluate role of Head Teacher with regard to time, leadership, and staff management</p>	<p>10. Leadership and Direction Curriculum for Excellence Updates Handbooks Induction Booklet Standards and Quality/ Improvement Plans Self Evaluation Process Pyramid</p>	<p>10. Leadership and Direction Self Evaluation Process (Pyramid)</p>	<p>10. Leadership and Direction Self Evaluation Process (Pyramid)</p>

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School Focus

Cluster Focus

Details of School Focus 2011 - 2012

Priority : Raising Attainment in Mathematics and Language In the context of CFE	Why : We need to review programmes of study in maths and language and methodology in context of Curriculum for Excellence experiences and outcomes and promote Active Learning methodology
HGIOS Area : 1.1 Improvement in Performance	

HGIOS	Tasks	Persons Responsible	Time	Resources	Record of Impact on Teaching and Learning
1.1	<p><u>Raising Attainment in Mathematics</u></p> <ul style="list-style-type: none"> < Review new CFE maths resources as published, spend collegiate time with teacher rep towards whole school purchase and implementation < Implement on-line planning formats with new resource <p><u>Raising Attainment in Language</u></p> <ul style="list-style-type: none"> < Attend Course on Critical Literacy Skills < Attend Cowal Inset on Write to the Top – Big Writing for CFE < Develop CFE Language Programme/ Planners which ensure skills development within levels is transparent and supportive of both planning and assessment < Pilot and evaluate planners adopted < Place all planning formats on Glow to help develop use of Glow 	<p>PT early Years HT/All Staff</p> <p>PTs/All Staff</p> <p>PT and Support Teacher Cowal Cluster</p> <p>All Staff</p> <p>Glow Mentors</p>	<p>Ongoing</p> <p>By December 2011</p> <p>Sep 2011</p> <p>Nov 2011</p> <p>Jan 2012</p> <p>Jan – June 2012 ongoing</p>	<p>McCrone / Collegiate time</p> <p>McCrone / Collegiate time</p> <p>Supply Budget</p> <p>Inset day</p> <p>McCrone / Collegiate Time</p> <p>Ongoing Admin/ Management Time</p>	

Priority: Assessment		Why: We have curriculum and planning processes in place and under development. We now need to consider assessment practices to accord with CfE experiences & outcomes			
HGIOS Area: 5.4 Assessment for Learning					
HGIOS	Tasks	Persons Responsible	Time	Resources	Record of Impact on Teaching and Learning
5.4	<ul style="list-style-type: none"> < Raise staff awareness of BIC4, Skills for Learning Life and Work with pre-5 staff and secondary colleagues < Consult with staff on implementing skills for learning life and work within school assessment policy < Engage with Secondary colleagues in process of writing moderation < Pilot use of NARS Materials and working group materials < Discuss a whole school approach to collection of evidence to support summative assessment < Agree and pilot a whole school pupil tracking process incorporating authority standardised assessment guidance < Attend training in use of revised reporting formats < Revisit skills development in context of PLPs and wider achievement. < Contact Edict team to join pilot 	<p>HT Cowal cluster working group</p> <p>All teachers</p> <p>Teachers working at second level literacy</p> <p>All staff</p>	<p>August 2011</p> <p>September 2011</p> <p>Oct 2011</p> <p>February 2012</p> <p>February 2012</p> <p>February 2012</p> <p>February 2012</p> <p>March 2012</p> <p>September 2011</p> <p>Sept 2011</p>	<p>Inset Day</p> <p>Collegiate time</p> <p>Collegiate time</p> <p>Inset day</p> <p>Inset Day and Collegiate Time</p> <p>Collegiate Time</p> <p>Collegiate Time</p> <p>Collegiate Time</p> <p>Collegiate Time</p>	