

ARGYLL AND BUTE COUNCIL  
COMMUNITY SERVICES  
EDUCATION

INNELLAN PRIMARY SCHOOL  
IMPROVEMENT PLAN 2011 – 2012  
STANDARDS AND QUALITY REPORT 2010 – 2011

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## Community Services – Education

### The aims of Argyll and Bute Council Education Service are:

- To strive continuously to improve the quality of education for all in Argyll and Bute.
- To become a learning organisation that is outward looking and values creativity and shared reflection.
- To promote actively partnership working and equality of opportunity.
- To ensure that resources are managed effectively and that best value is secured.
- To equip our children and young people with the skills and knowledge they require in order to become:

#### Successful Learners with:

- Enthusiasm and motivation for learning.
- Determination to reach high standards of achievement.
- Openness to new thinking and ideas.

#### Confident Individuals with:

- Self respect.
- A sense of physical, mental and emotional wellbeing.
- Secure values and beliefs.
- Ambitions.

#### Responsible Citizens with:

- Respect for others
- Commitment to participate responsibly in political, economic, social and cultural life.

#### Effective Contributors with:

- An enterprising attitude.
- Resilience.
- Self reliable.
- The ability to meet the demands of our changing world.

## **Community Services – Education**

### **The aims of Innellan Primary School are:**

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

#### **Successes and Achievements**

##### **Key performance outcomes**

- Provide an environment within which children can be successful learners and achieve their fullest potential in every aspect of personal growth. (National Priority 1 HGIOS1, Curriculum for Excellence: Successful Learners)

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

- Engage learners, staff, parents, carers, and families in the life of the school and with the local and wider community. (National Priority 4, HGIOS 2,3,4, Curriculum for Excellence: Effective Contributors: Responsible Citizens)

#### **Work and Life of the School**

##### **Delivery of education**

- Provide a wide range of planned experiences and constructive relationships within a caring and reflective learning culture, which promotes from the early stages equal opportunities based on secure values and beliefs. (National Priorities 2,3, HGIOS 5, Curriculum for Excellence: Successful Learners, Confident Individuals)

##### **Management**

- To monitor whole school effectiveness on the basis of open management which supports the implementation of the improvement plan, efficient and effective budgeting and administration procedures, policy review, evaluation and development, induction of teachers and development of relevant teamwork and partnerships. (National Priority 2, HGIOS 6,7,8, Curriculum for Excellence : Successful Learners, Effective Contributors)

#### **Vision and Leadership**

##### **Leadership**

- To share and sustain a vision of a creative, innovative ethos within which learners and partners have respect for others, are aware of their rights and responsibilities, understand different beliefs and cultures and are developing a commitment to participate responsibly in society. (National Priority 4,5, HGIOS 9, Curriculum for Excellence : Responsible Citizens, Effective Contributors)

## Innellan Primary School

### Visions, Values and Aims

We aspire to create an 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 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.

<b>Responsible Citizens</b>	<b>Effective Contributors</b>	<b>Confident Individuals</b>	<b>Successful Learners</b>
Able to make good choices	Encouraging others	Happiness	Trying hard
Respecting others	Helpfulness	Willingness to listen	Achieving
Caring for others	Sharing and playing happily	Friendliness	
Excellent behaviour	Never giving up	Staying healthy	
Trust			
Integrity			

## A Curriculum for Excellence

The school is working towards the implementation of a Curriculum for Excellence.

The curriculum is the totality of experiences which are planned for children which help them become successful learners, confident individuals, responsible citizens and effective contributors (the four capacities).

The government has set out learning experiences and outcomes in the following curriculum areas

- Expressive Arts
- Languages and Literacy
- Health and well being
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social Studies
- Technologies

There are clear expectations for learning and progression in all areas of the curriculum and we as staff at Innellan are working towards developing a curriculum which contains the following elements

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Relevance
- Coherence

Assessment of the broad range of planned learning is required across the full range of contexts and settings in which the curriculum is experienced. These contexts include the ethos and life of the school as a community, curriculum areas, subjects, interdisciplinary learning and opportunities for personal achievement. They cover learning both within and outwith education establishments and classrooms.

Assessment will focus on the application of standards and expectations of each learner's progress and achievement in:

- Knowledge and understanding
- Skills
- Attributes and capabilities

## Argyll and Bute Curriculum for Excellence Action Plan 2009-2012

Argyll and Bute Council have produced a Curriculum for Excellence Action Plan 2009-2012.

Area 1 Developing the curriculum framework.

- ❖ Engaging with some experiences and outcomes
- ❖ Developing Interdisciplinary learning
- ❖ Applying Expectations and aspirations

Area 2 Improving Continuity 3-18

- ❖ Developing effective local partnerships
- ❖ Redesigning the P5-S3 Curriculum
- ❖ Implementing Permeating themes: literacy, numeracy, health and wellbeing
- ❖ Implementing cross cutting themes: ICT, creativity, enterprise and sustainability

Area 3 Supporting all learners

- ❖ Personal learning planning
- ❖ Coaching and mentoring
- ❖ Recognising wider achievement

Area 4 Pedagogy (methods of teaching)

- ❖ Assessment
- ❖ AfL (Assessment is for Learning)
- ❖ Cooperative learning
- ❖ Active learning
- ❖ GLOW



**Summary of progress with previous  
Improvement Plan Priorities  
Session 2010 / 2011**

<b>Priority</b>	<b>Progress to Date</b>	<b>Impact/Benefits</b>
<p>To continue to raise pupil attainment in Maths</p>	<p>The new Heinemann Maths resources for first level have been purchased. Staff have familiarised themselves with new planners for full implementation next session. Maths projects have been implemented using Linda Keith materials. Staff have used NAR materials to assess progress.</p>	<p>We maintain high standards of attainment for our learners.</p>
<p>Raising attainment in Language</p>	<p>Staff attended course on CFE language focussing on progression, planning, assessment and pedagogy. Staff attended the Cooperative Academy and used cooperative teaching strategies to develop language activities. Interdisciplinary studies ensured language in context for all stages. Pupils participated in the programme for Standardised Assessment and the Reading Initiative.</p>	<p>Interdisciplinary projects developed language skills across a range of themes and contexts. Cooperative teaching strategies have promoted challenge, enjoyment, breadth, depth, personalisation and choice. Results of standardised assessments have informed planning and provided accurate information for transfer and intervention.</p>

Priority	Progress to Date	Impact/Benefits
<p>Assessment</p>	<p>Staff attended Inset on BtC5 and Sharing the Standard.  Staff liaised with DGS on the process of moderation.  Staff used NARs materials to track progress and inform planning.  Staff agreed to a process of Literacy Assessment which was based on samples of pupils work.  Staff attended training in the use of revised reporting formats.</p>	<p>We maintain high standards of attainment for pupils.  NARs materials inform planning and next steps.  Folios of pupils work have been assessed using CfE criteria.  New report forms have been used to convey information about pupil progress and areas of development.</p>
<p>Transition</p>	<p>Sunbeams Nursery and P1 staff planned an interdisciplinary topic for Pre 5 and P1 pupils.  The induction programme introduced Pre 5 pupils to staff and pupils at Inmellan PS.  Pre 5 pupils attended Sports Day.  P7 pupils took part in On the Move and the DGS induction programme.</p>	<p>Pre school children were given a positive induction experience.  The continuity of provision of active play across sectors was supported.  A successful transition programme supported P7 pupils in their move to DGS.</p>

**IMPROVEMENT PLAN 2011 - 2012**

Priority:	Raising attainment in mathematics and language in the context of C.E.		Why:	<ul style="list-style-type: none"> <li>• Systematic approach to review of courses and programmes in the context of Curriculum for Excellence and the promotion of Active Learning</li> <li>• Need to sustain/improve current level of attainment within the school</li> </ul>		
How Good Is Our School Area:	1.1 Improvement in Performance					
HGIOS	Tasks	Persons Responsible	Time	Resources	Desired Outcome	
1.1	<p><b>1. Raising Attainment in: Mathematics</b></p> <ul style="list-style-type: none"> <li>• Continue development of Assessment of Numeracy.</li> <li>• Staff continue to review maths planning to ensure skills development.</li> <li>• Introduce new Heinemann resources for level one and level two.</li> <li>• Continue to develop and expand maths in context through interdisciplinary topics.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Staff to attend Inset on Big Writing.</li> <li>• Staff implement strategies to develop literacy through the Big Writing initiative.</li> <li>• Consolidate Assessment of Literacy using folios of pupils work.</li> </ul>	Head Teacher/ All Staff	Ongoing	McCrone/ Collegiate Time	<p>To maintain consistently high standards of Attainment.</p> <p>To effectively adopt new resources and strategies.</p> <p>To link assessment of numeracy to reporting and PLPs. QI 1.1</p>	
5.2		Head Teacher/Cluster Schools	Nov 2011	Inset 1 day	<p>To develop and refresh the curriculum.</p> <p>To link Assessment of literacy to reporting and PLPs.</p> <p>To develop assessment in line with NARs guidelines. QI 5.3</p>	

**Priority: ASSESSMENT**

**How Good Is Our School Area: 5.4.1 Assessment approaches**

**Why:**  
 • To consider assessment practices to accord with the revised curriculum

HGIOS	Tasks	Persons Responsible	Time	Resources	Desired outcomes
5.4	<ul style="list-style-type: none"> <li>• Staff attend Inset on skills.</li> <li>• Identify skills in the Experiences and Outcomes.</li> <li>• Ensure skills are revisited and developed throughout pupils school career.</li> </ul>	Head Teacher and staff	Aug 2011	Inset Collegiate Time	Skills of pupils are identified and recorded.

<b>Priority: Transition Pre-5 to Primary 1/Primary 7 to Secondary 1</b>		<b>Why:</b>			
<b>How Good is Our School Area: 5.1.4 Transitions</b>		<ul style="list-style-type: none"> <li>To improve the educational continuum Pre-5 – Primary 1 through further development of active play, courses and programmes, and cross sector planning.</li> </ul>			
HGIOS	Tasks	Persons Responsible	Time	Resources	Desired Outcome
5.1.4	<ul style="list-style-type: none"> <li>Sunbeams Nursery and P1 staff to work together to plan and implement a transition/interdisciplinary topic in which pupils Pre-5 to P1 can engage in within the first term of school attendance for the P1 pupils</li> <li>Plan logistics of cross sectoral working</li> <li>Monitor implementation</li> <li>Evaluate with pupils, staff and parents the success/impact of the pilot</li> <li>Share findings with other members of staff and refine the programme in the light of the pilot</li> <li>Share outcomes with parents</li> <li>Participate in the P7-S1 transition pilot inclusive of staff training, planning, cross sector working, evaluation and analysis of sustainability</li> </ul>	Ann Braham/ Ann Cairns	April-June 2010-11	Management Time Inset Day	Our learners will be motivated and eager participants in their learning. QI 2.1.1
			As requested	As requested	
			Aug 2009	H.T. Time	
			Oct 2009	McCrone or Curriculum for Excellence Day	
			Jan 2010	McCrone Time	
			March 2010	Paper costs Discussion Time	

Maintenance Agenda

The following aspects have been included on the school's Maintenance Agenda:

Aspect	Reason for inclusion
<p><b>Successes and Achievements</b></p> <ul style="list-style-type: none"> <li>• Monitor and analyse achievement in relation to Curriculum for Excellence results. Identify areas for development.</li> <li>• Continue production of Standards and Quality Report.</li> <li>• Health Promoting School Accreditation</li> <li>• Eco Schools</li> <li>• Enterprise</li> </ul> <p><b>Work and Life of the School</b></p> <ul style="list-style-type: none"> <li>• Continue to improve and update resources as appropriate.</li> <li>• Continue to develop Professional Review and Development and Performance Development Review.</li> <li>• Continue to implement authority Monitoring and Evaluation process.</li> <li>• Continued implementation of Quality Circle, inclusive of handbooks, audits, induction booklets</li> <li>• Produce annual school Management Plan.</li> <li>• Assessment is for Learning</li> <li>• Implement Vanguard and Alternatives to Exclusion project</li> <li>• Continue to implement Primary/Secondary Liaison Agreements.</li> <li>• Continue to implement Pre-5/P1 induction.</li> <li>• Continued Additional Support Need processes, overview, resources etc.</li> <li>• Continue implementation of Authority Policy on Supporting Children: Supporting Effective Learning.</li> <li>• Continue to promote after hours learning</li> <li>• Health and Safety Risk Assessment</li> </ul> <p><b>Vision and Leadership</b></p> <ul style="list-style-type: none"> <li>• Citizenship: Continue working in partnership with FUSIONS, Active Schools Co-ordinator, Police and other outside agencies.</li> </ul>	<p>All of these items represent ongoing operational activities which contain elements of change. They are important in sustaining Improvement.</p>

## ATTAINMENT

Teachers use a variety of assessment strategies to gather evidence of pupil's attainment.

National Assessments in maths, reading and writing are used when pupils have completed a particular level of work and the results are used to confirm the class teacher's assessment of pupil attainment.

Evidence of attainment and National Assessments results are placed in pupil's Individual Profiles.

Level A should be attainable in the course of P1-3

Level B should be attainable by some pupils in P3 or even earlier, but certainly by most in P4.

Level C should be attainable in the course of P4-6 by most pupils

Level D should be attainable by some P5-6 or even earlier, but certainly by most in P7

Level E should be attainable by some pupils in P7/S1, but certainly by most in S2

Level F should be attainable in part by some pupils, in the course of P7-S2

### **School results session 2009 - 2010**

Maths	92.3%
Writing	92.3%
Reading	92.3%

## Other Achievements

### Health Promotion

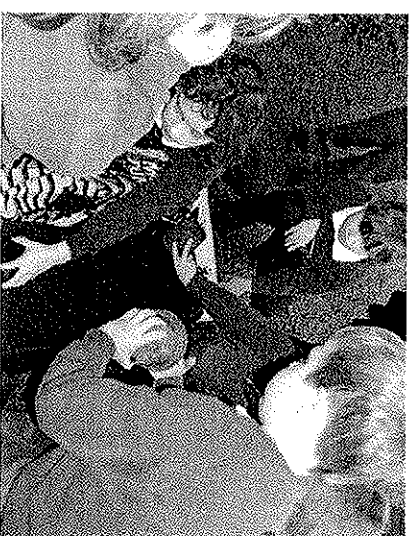
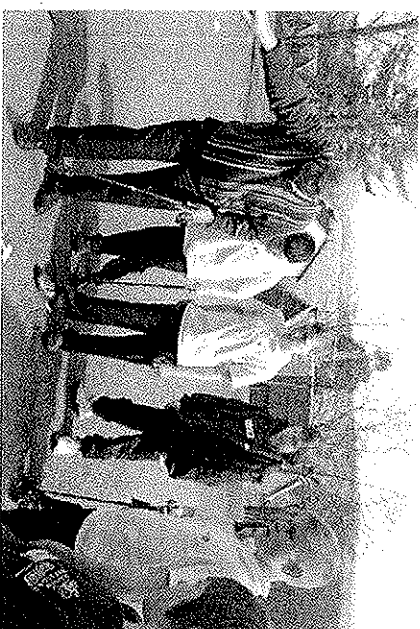
We were recognised as a Health Promoting school level 3 (Excellent). This session we have participated in:

- Shinty Taster Session
- Rugby Taster Session
- First Golf
- Homecoming Games
- Interschool Badminton Competition
- After School Football training
- After school Games Skills Club
- 'Smoke Free Me' Music & Drama initiative
- Choices for Life
- Health Roadshows
- Interschool Volleyball competition
- Road Safety awareness raising
- Issue of reflector badges to all pupils
- Cycling Proficiency training for P7
- Interschool orienteering competition
- P1/2/3 Innellan Invitational Football Festival
- Benmore residential weekend for P7

### Eco Schools Programme

We have gained an ECO school Silver award and are working towards a Green Flag. Pupils have participated in:

- Recycling fabric in the Rag Bag Collection
- RSPB schools bird watch
- Beach cleaning and litter pick with GRAB
- Recycling paper, cans and card board
- Observing life cycles of tadpoles and dragon fly larvae
- Planting bulbs and seeds
- Potato growing competition
- Installing a litter bin at the football pitch
- The Water's edge Marine workshop
- ABREEF environmental Fair





- Environmental Photographic Competition
- Tree O'Clock tree planting event
- Barn Owl and Tawny Owl projects

### **Artistic and Cultural**

We have been involved in a variety of musical and cultural activities:

- Cowal Highland Gathering
- The Big Draw
- Creation of Christmas Frieze for Innellan Church
- Christmas Play
- Celtic Connections Concert
- Argyll and Bute Schools Concert Band Concert
- World Book Day
- Mosaic Project
- Magic Castle Banquet
- Village Hall Project
- Rag Art project
- Drama Workshop
- Dance Workshop
- Visit to Maersk Raft, Loch Striven
- Cruise on the Waverley

### **Supporting Charities and Fundraising**

Supporting charities and fundraising continue to be an important part of the school life. Our busy year included the following events:

- Macmillan Coffee Morning
- School Beetle Drive
- Doodle Day for Epilepsy
- School Sponsored Bounce
- Poppy Day Collection
- Children in Need
- Sports Relief Fun Run
- Easter Fayre



## Parent Partnership

Support from parents has greatly assisted the school in many instances:

- Regular and purposeful Parent Council meetings
- Support for after school Football training
- Accompanying school trips
- Support for ECO group
- Fundraising

