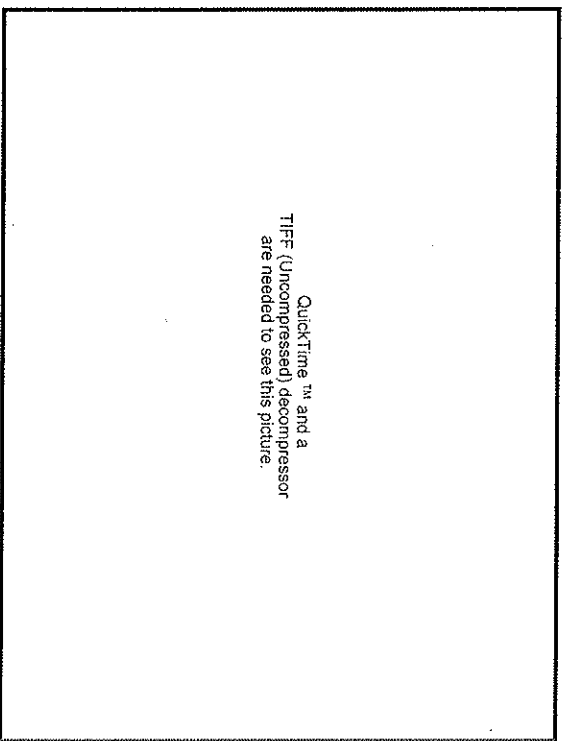
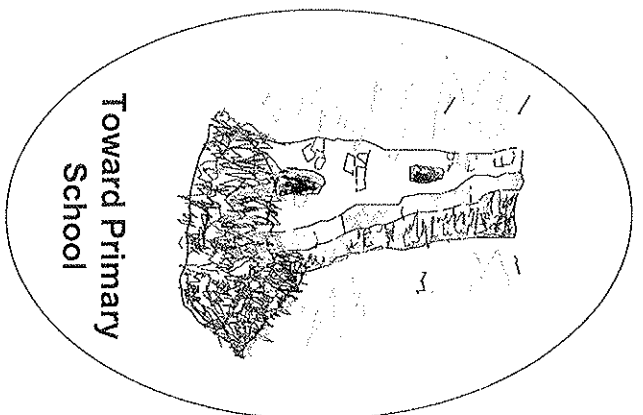


Argyll and Bute
Community Services: Education
Toward Primary School



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TIFF (Uncompressed) decompressor
are needed to see this picture.



Standards and Quality Report 2010-2011

Improvement Plan 2009-2012

Toward Primary School is situated on the Cowal Peninsula, seven miles south west of Dunoon. The school is situated by the shore and is surrounded by farmland and commands superb views over the Firth of Clyde towards Bute and the hills of Arran beyond.

The school's catchment area stretches from the village of Toward right up the east side of Loch Striven. A significant proportion of the school population is as a result of placing requests, some from a wide area.

The building dates from 1875 with extensions added in 1977 and 1979. The original structure has been converted into a kitchen and dining area with the extensions providing two modern classrooms, which can be joined by opening partitions. There is a tarred playground and we have developed a small garden. There is a grass playing field next to the school that we can access.

School Roll and Staffing

The teaching compliment for the session 2010/11 Mrs. Russell, Mrs. Gerrish and Mr. Wakefield with Mrs. Maclean taking the pupils half a day a week for PE. Ms Gwen McCrossan covered Head Teacher management time.

Midway through the year Mrs. Russell moved to take Acting Head at Sandbank Primary School and Mrs. Brown was appointed Acting Head at Toward.

Mrs. Mayberry, Mrs. Bremner and Mrs. Lauffer in their various roles support the teachers.

The school roll of 21 allows for a teaching staff of 2.55 FTE (Full Time Equivalent), which is allocated as follows.

Teaching Staff

Head Teacher - Cathleen Russell/Helen Brown	1.0 FTE
Class Teacher - Jaime Gerrish	0.6 FTE
Class Teacher – Mark Wakefield	0.5 FTE
Class Teacher – Gwen McCrossan	0.3 FTE
Visiting PE Teacher - Fiona Maclean	0.07 FTE

Ancillary Staff

Clerical Assistant – Laura Lauffer	21 hours
Classroom Assistant – Laura Bremner	9 hours

Helen Brown

Toward Primary School
SEN Assistant - Beryl Mayberry

15 hours

Catering Assistant – Katie Stewart

10 hours

Janitor/ Cleaner - Flora Lamont

10 hours

There is an Area Network Support Team (ANST), which is situated in Dunoon Learning Centre that we are able to access for advice and support as required for pupils.

Educational Co-operative

In Argyll and Bute, schools within each area are formed into co-operative groups. This is to help overcome any feelings of isolation, which can develop in such a rural authority and encourage the development of close links between primary schools as well as Dunoon Grammar School. Pupils leaving at the end of primary 7 normally attend Dunoon Grammar School and throughout primary 7 a wide variety of events are organised to facilitate a smooth transition from primary to secondary school.

Toward Primary is part of the Cowal Shore Co-operative that also includes the primary schools of Innellan, Kilmodan, Lochgoilhead, Sandbank, St Mun's, Strachur, Strone and Tighnabrauaich.

These schools along with Dunoon and Kim participate in joint activities throughout the year and work together in taking forward common curriculum development ideas.

Community Links

The School Chaplain visits the school each term. This year we held our end of term service in Toward Church and invited parents and the local community to come along and see it. Our annual Nativity play this year was also held in Toward Church, which is about half a mile away from the school. The Community Policeman, Road Safety Officers, National Park Rangers, and many others visit the school on a regular basis.

The school has excellent relationships with and support from parents, the Parent Council and the community in general.

Our Expectations and Aspirations

We want to provide the best education opportunities possible for our pupils, parents and staff. As part of our 'Journey to Excellence' we are striving to provide as broad a range of learning opportunities as possible. We aim for everyone to be successful learners, confident individuals, effective contributors and responsible citizens.

School Vision, Values and Aims

In consultation with pupils, parents and staff we have produced our vision, values and aims. We will review and update them every few years.

Our vision is to provide an education which will help all pupils to achieve their full potential academically, physically, aesthetically, spiritually and morally; enabling pupils to acquire the knowledge and skills relevant to a fast changing world which requires flexibility and adaptation; allowing pupils to take their place and play a useful part in their society.

Our values are to instill honesty, consideration, respect and politeness into the whole school community.

Our aims are:

- to create a school which is fun and stimulating, challenging, creative and flexible, where everyone can learn to the best of their ability.
- to create a safe, happy, caring school that encourages active learning.
- to appreciate and look after the environment.
- to create a healthy school and foster a sense of well-being by being committed to making informed choices about what we eat and do.
- to foster an ethos of achievement that values effort and celebrates success.
- to encourage the children to respect themselves and others.
- to ensure that everyone has the opportunity to be the best they can be.

What we are learning?

As part of our 'Journey to Excellence' Toward Primary is implementing a Curriculum for Excellence in accordance with national and local authority advice.

The curriculum is the totality of experiences that are planned for children to 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 a staff at Toward are working towards developing a curriculum which contains the following elements

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

As part of the Authority's Reading Initiative, Toward Primary School will complete the program of standardised assessments to ensure all pupils' needs are being met.

Curriculum For Excellence

Curriculum for Excellence is now being introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for the future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary, and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of **knowledge and skills**.

Every child is entitled to a **broad and deep** general education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping children understanding the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of **assessing progress** and ensuring children achieve their potential. There will be new **qualifications** for literacy and numeracy and from 2012/13, new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There's personal **support** to help young people fulfill their potential and make the most of their opportunities with **additional support** whenever that's needed. There will be a new emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims is to improve our children's life chances, to nurture **successful learners, confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

Attainment

CURRICULUM FOR EXCELLENCE LEVELS

Curriculum for Excellence is arranged within 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.

Progress through a level is reported using the terminology:

Developing, Consolidating or Secure within that level. The following gives you some guidance of what these terms mean.

Developing

Children have started to engage in the work of the new level and are beginning to make progress in an increasing number of outcomes across the breadth of learning described in the experiences and outcomes for the level.

Consolidating

Children have achieved a breadth of learning across many of the experiences and outcomes for the level and can apply what they have learned in familiar situations. They are beginning to undertake more challenging learning and to apply learning in unfamiliar contexts.

Secure

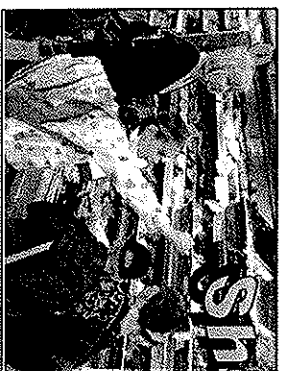
Children have achieved a breadth of learning across almost all of the experiences and outcomes for the level, including any significant aspects of the curriculum area and have responded consistently well to the level of challenge set out in these experiences and outcomes. They have moved forward to more challenging learning in some aspects and have applied what they have learned in new and unfamiliar situations.

In Toward Primary School we are working to raise attainment in all areas through the development of new initiatives, which aim to enthuse children in their learning and equip them with skills and knowledge, which they can then apply in different contexts.

Numeracy

In numeracy we have introduced new ICT initiatives which are developing the children's skills in number work. The children use Nintendo D.S's for daily maths drills, and the Wii to improve thinking skills. We use the "Maths Training" and "Brain Training" programs. Progress is monitored by teaching staff who use the consoles to track scores and improvements in children's skills.

We have also invested in membership of the "Mathletics" website. We trialed the site first, asking for feedback from children, staff and parents, before purchasing membership for all pupils. This membership entitles them to use the site at home as well as school. Staff can monitor progress and children can earn certificates for completion of tasks. From data collected, attainment has improved and children are motivated to continue their learning at home. As a school we organized a maths challenge day, as part of World Maths Day. Children worked together to undertake maths challenges which used the skills that they had been learning in a variety of different contexts.



As part of their financial education, the children worked cooperatively to research and organize a healthy eating tuckshop for the school. They organized transport by emailing the bus company about fares and checking timetables. They arranged to visit Dunoon Primary School and designed questionnaires for the children who ran it. They visited the local supermarket to research products and prices before buying their stock and running their own tuckshop. They ran this for three weeks at the end of the term, designing spreadsheets to record their profit, and check their stock. They have worked together as a whole school and all staff involved have noticed the impact of the project upon their learning. Children are more confident in handling money and giving change. They can record their 'takings' using ICT and can discuss profit and loss and calculated risk. Feedback from parents has been very positive and the children intend to continue to run the tuckshop next year.

Literacy

This year we have been working to find new and innovative ways of encouraging children to write. We have focused on real writing and looked at different genres, inviting local authors to come and work with the children to develop their skills. The children explored poetry and imaginative writing, with local writers Tariq Latif and Alastair MacDonald. The writing that the children produced was of a high standard. They worked independently as well as cooperatively to produce pieces of work which reflected their developing skills. As part of our commitment to the development of ICT use in the classroom, we purchased Nintendo D.S.'s and "Professor Layton's Curious Village" which we intend to use as part of a literacy project next term.



Imaginative Writing



POETRY

This past term we have introduced an innovative new approach to teaching French throughout Toward Primary School. Our specialist French teacher has been working with the P1-3 class in the afternoon and the P4-6 class in the morning, to deliver French through an immersion approach. She has planned her delivery through an approach that reflects the principles of Curriculum for Excellence. The children have been hugely enthusiastic and have created their own play, which they performed in French at the End of Term Service. They have also created their own speaking 'Voki's' on the school website, which now has it's own dedicated French page.

Amette la Chouette



le petit chaperon rouge



Pupils with additional educational needs have made good progress and performed well towards the targets set by their teachers in their Co-ordinated Support Plans. 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 and charity and community work. These have been celebrated at school assemblies and in the local press.

Other Achievements

At Toward we try to ensure that our pupils become successful learners, confident individuals, responsible citizens and effective contributors through ensuring the pupils have the opportunities to participate in a wide variety of events.

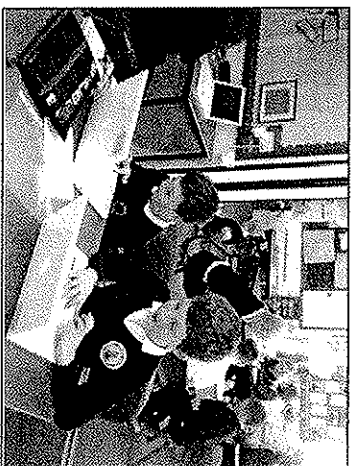
Throughout the year they have participated enthusiastically in a wide variety of differing events and have been a credit to themselves, the school and their families.

Raising the Standards

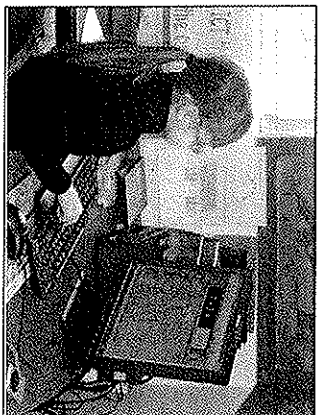
ICT



This year we have worked hard to improve ICT in Toward. We are constantly updating and improving our website and have invested in resources which will enhance learning experiences for all our pupils. We have four new laptops and 4 Nintendo D.S.'s which are being used creatively in the classroom. We have also been gifted a Wii by our parent council which the children use for a range of educational, fun, as well as health promoting activities. As well as these resources, we have invested in membership of two new websites. One is "Grow Story Grow" and is used for literacy. The other is "Mathletics" which is used for numeracy. Both are used within class and can be accessed by the children at home.



Nintendo DS

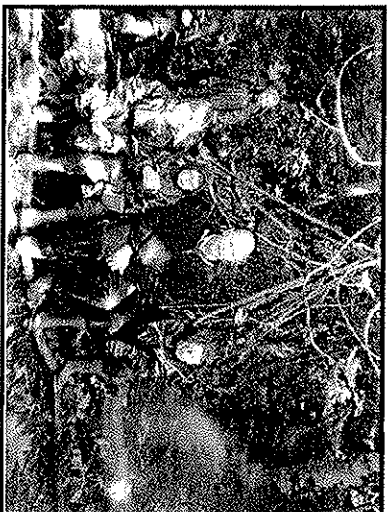


Mathletics

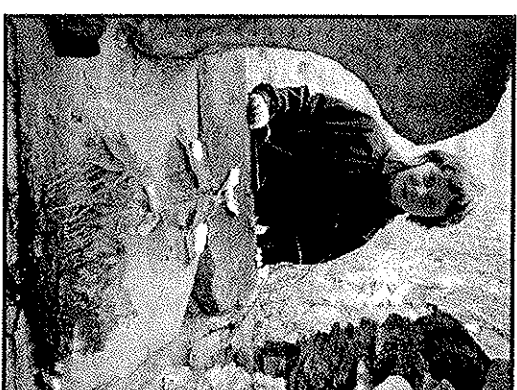
Forest Schools

The school is very active and we encourage the pupils to participate in many different activities. This year we have been especially concentrating on developing our learning through use of our outdoor environment. Forest Schools is an initiative which gives our children an opportunity to learn about their natural environment, how to handle risks and use their own initiative to solve problems and cooperate with others. It has developed within our children, a love of the outdoors and a greater skills set with which to approach new and unfamiliar situations. They are more responsible and aware of risks, and are able to work cooperatively to achieve success. Over the past year they have worked in partnership with Castle Toward and built a base camp in the grounds where they regularly go to work.

- We have one member of staff trained to Level 3, one member of staff and one parent trained to Level 2, and two parents and our clerical assistant trained to Level 1. They have all taken part and run activities at our base camp concentrating on different aspects of the curriculum.



cooking



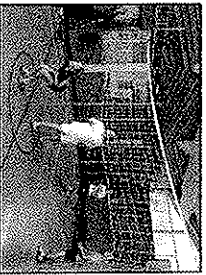
base camp

environmental art

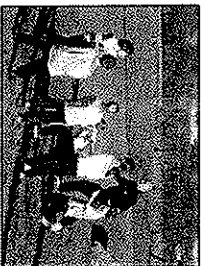
Health Promoting

The health of everyone in the school is very important to us and we are constantly trying to encourage everyone to live as healthy a lifestyle as possible.

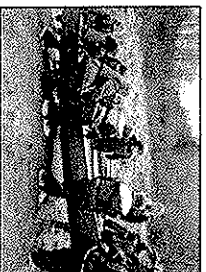
- We have participated in Police Sports this session. The children all took part enthusiastically and we won medals for the races.
- We had a local volleyball competition with Innellan School as a way of celebrating the end of the volleyball block of PE. This is becoming an annual event that the children enjoy.
- Active Schools organised football sessions for the P1-3 class and rugby sessions for the P4-6 class.
- The whole school has a 6-week swimming block every year and the confidence that the pupils develop over that 6-week block is fantastic. Pupils quickly move on from being afraid to put their face into the water to become very confident able swimmers, many of whom go on to join the local swimming club.
- As part of our commitment to ensuring children have their entitlement of two hours of physical exercise per week we have invested in outdoor activity days to promote health and well being, as well as problem solving and outdoor skills work. The children spent a day at Benmore Outdoor Centre and a day at Castle Toward undertaking activities such as canoeing, gorge walking, ropes, climbing walls, and archery.



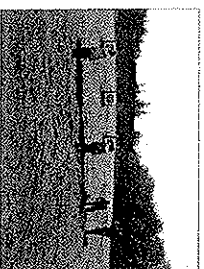
Volleyball



Rugby



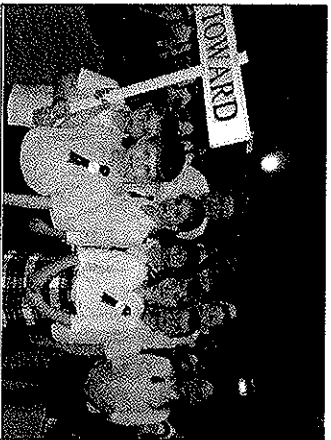
Benmore



Castle Toward



- We have introduced a "Fancy Friday" initiative to improve eating habits and manners in the dining room. Children earn points through the week for eating all their lunch, clearing away after themselves and using good manners. At the end of the week high point earners sit at a "Fancy" table which has a tablecloth, flowers, serviettes etc and are served by staff. We play classical music for all. The response has been very positive and the improvement has been commented on by staff and parents alike.
- Primary 5 and 6 pupils went to the Royal College of Physicians and Surgeons to find out if any of them wished to be doctors or dentists in the future. It was a very hands on experience and they tried some keyhole surgery.
- Toward Primary School took part in the Scottish Country Dance Festival. Miss Lee came to the school and all the pupils received dance lessons in preparation for the event.
- Two pupils took part in Cycling Proficiency Training this year and passed their test in June. Their instructors commented on their enthusiasm and commitment and exemplary behaviour throughout.
- Whole school Assemblies take place each week to celebrate achievement. Out of school achievements are recognised, as is good work undertaken in school, and displayed on our Wall of Achievement. Rev Swift has come in regularly throughout the year to speak to the children and worked with them to organise the End of Term Service for the school.



Country Dancing

Fancy Friday



Assemblies

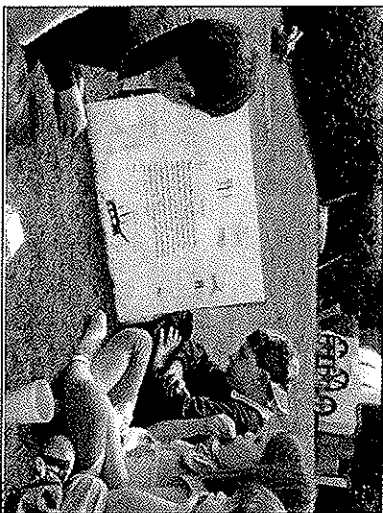
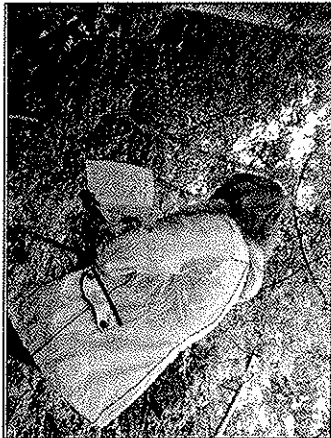
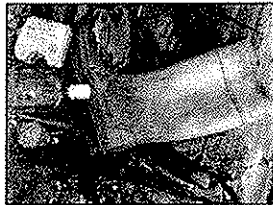
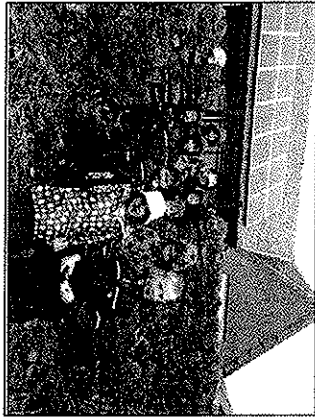
Cycling Success



Transition

The moving on from one educational establishment to another is a very stressful time for many pupils and over the years we have devised programmes and events to try and make this transition as stress free as possible.

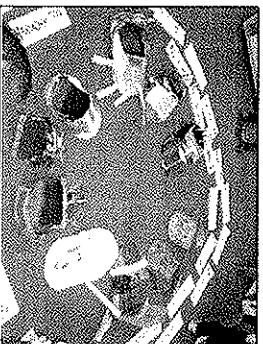
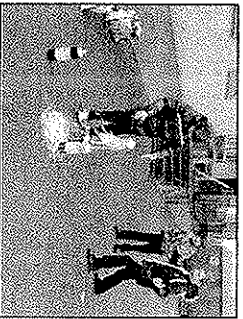
We have worked hard over the past term to develop our links with our local nursery, Innellan and Toward Family Centre. We have worked together to plan a series of induction days which have followed the theme of the Great Outdoors. We worked to plan activities which offered the opportunity for the children to work together in a meaningful context. The nursery came to visit us at the school, and at our base camp in Castle Toward grounds. On the third visit our P1-3 class went up to the nursery for a treasure hunt and story sharing session, following on from the work done in the first two sessions. The feedback from parents, children and staff was very positive and it is something that we will be looking to develop further next year.



Educational visits and visitors

Throughout the year the pupils visit a variety of places and people and groups are also invited to the school to speak to the pupils.

- The annual school trip this year was to Edinburgh. The Senior Class went to the Scottish Parliament whilst the Junior Class went to Dynamic Earth. It was an informative, fun filled day enjoyed by all pupils.
- CAST organised a series of workshops for the P4-6 class which aimed to explore feelings around the theme of "My Shoes, Your Shoes". The children used drama, art and music to express their feelings and ideas.
- Local actress Diane Thornton delivered a series of workshops to the P1-3 class aimed at understanding the importance of forests in our community. She worked with the children through drama to develop ideas which she could then use in a production to be showcased as part of the Cowalfest.
- As part of our Golden Time activities on a Friday, we had a visiting science specialist who worked with the children to deliver a series of experimental workshops aimed at introducing and enthusing the children in the area of science. They were very 'hands on', fun sessions which gave the children a taste of how exciting science can be.
- Our end of term trip was a mixture of fun and information. We took the children to Fun World and Laser Quest before visiting the Coastguard Headquarters in Gourrock. It was a very informative and enlightening experience.
- The whole school went to the Royal Concert Hall in Glasgow to see a concert as part of the Celtic Connections Festival.
- Sandi Kiehlmann, a local artist delivered a two day workshop on recycled beach art. The children thoroughly enjoyed collecting beach waste and recycling it into art which was then installed on our patio area at the back of school.



Helen Brown

Community and Environment

As a school we try to encourage the pupils to take a keen interest in the environment and to develop a greater understanding of the world in which we live. This year we have worked hard to ensure that our community is key to all we do. We are working towards greater community partnership with the local outdoors centre, Castle Toward, as well as our local nursery, Innellan and Toward Family Centre. We are also working closely with our parents to improve our school environment.

- This year our Christmas Play was 'Babushka', and open to the whole community. We performed the play in our local church and invited the community to join us for teas and mince pies afterwards.



- We took part in the National Walk to School Week initiative. This was well supported by our parents and all children and staff took part. Following on from this, the children are keen to take part in a weekly Walk to School event next term.

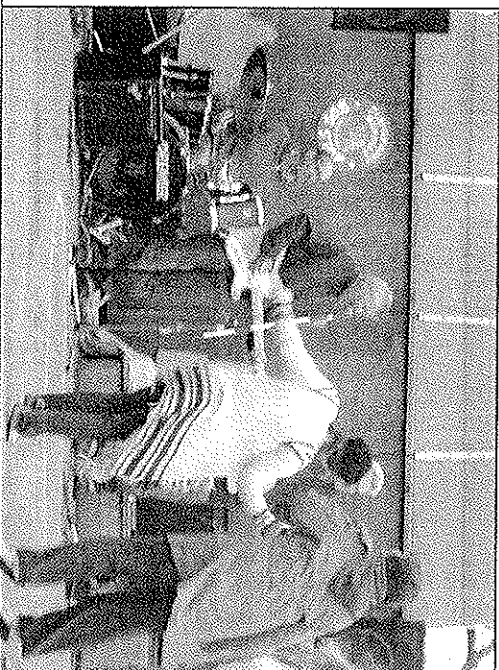
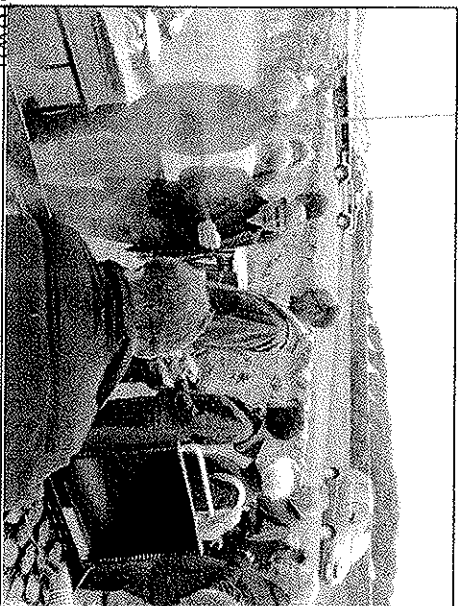


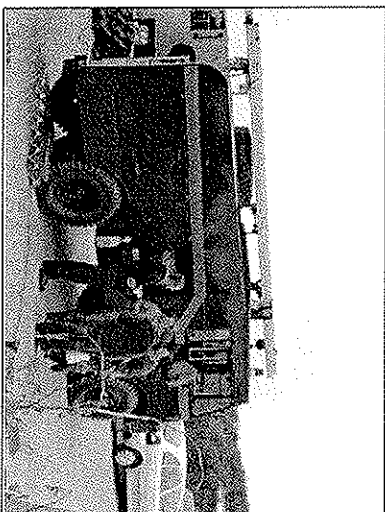
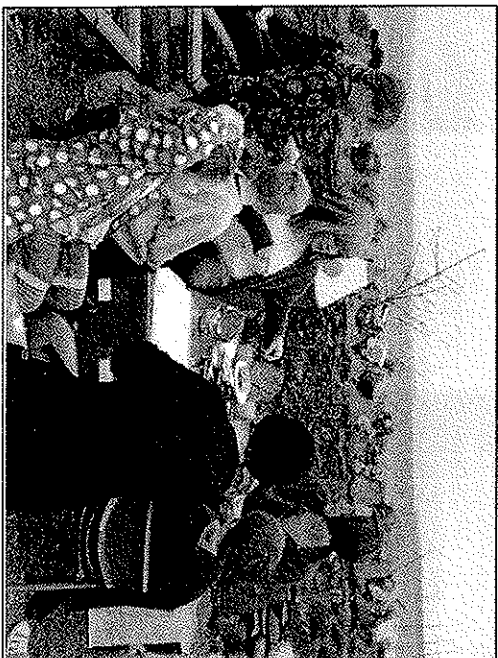
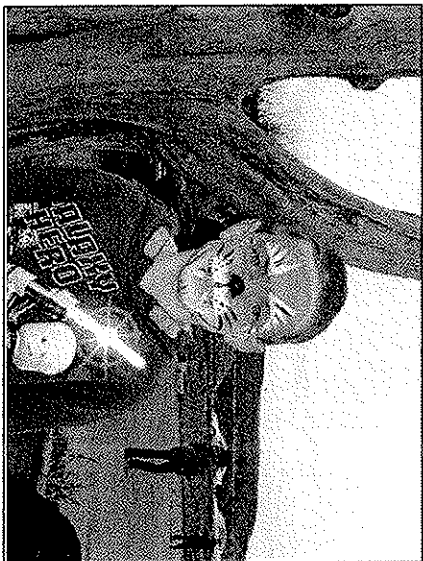
- The school again took part in Rag Bag where people in the community are able to send clothes etc into the school. These clothes are collected and recycled and the pupils get so much money calculated on the weight of the clothing. This year they made £150.

- The pupils organised a Daffodil Tea for the elderly in the community and as always this was a very well attended event. The children played musical instruments and performed songs they had learned as part of their interdisciplinary studies.

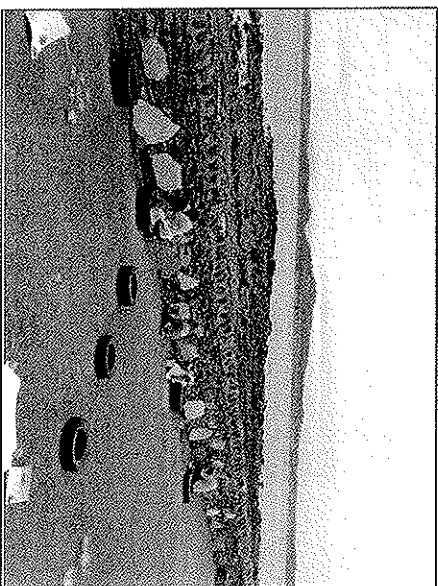
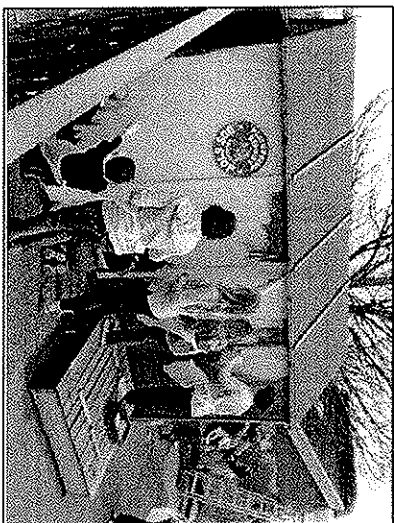
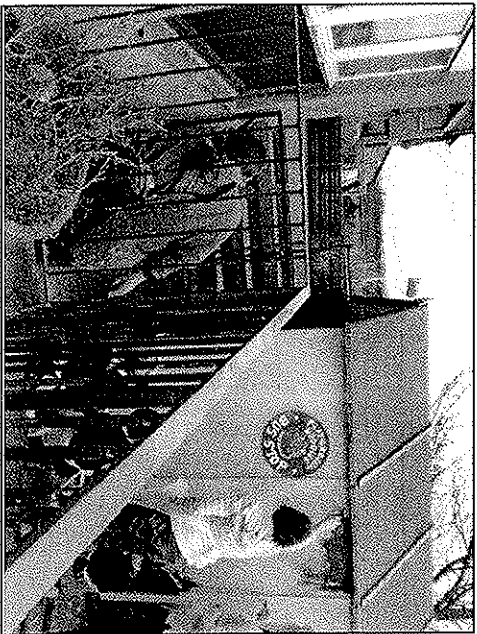


- Parents and Staff worked together to organise our annual fundraising BBQ. It was a very successful event and raised over £600 for school funds.

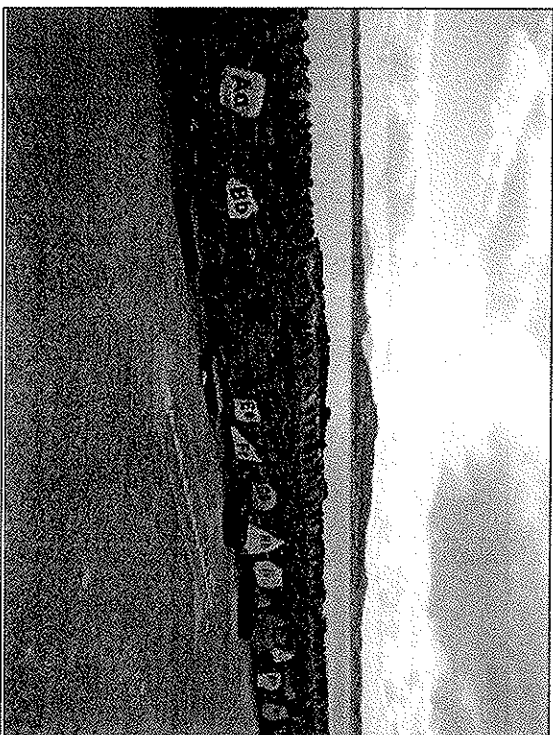
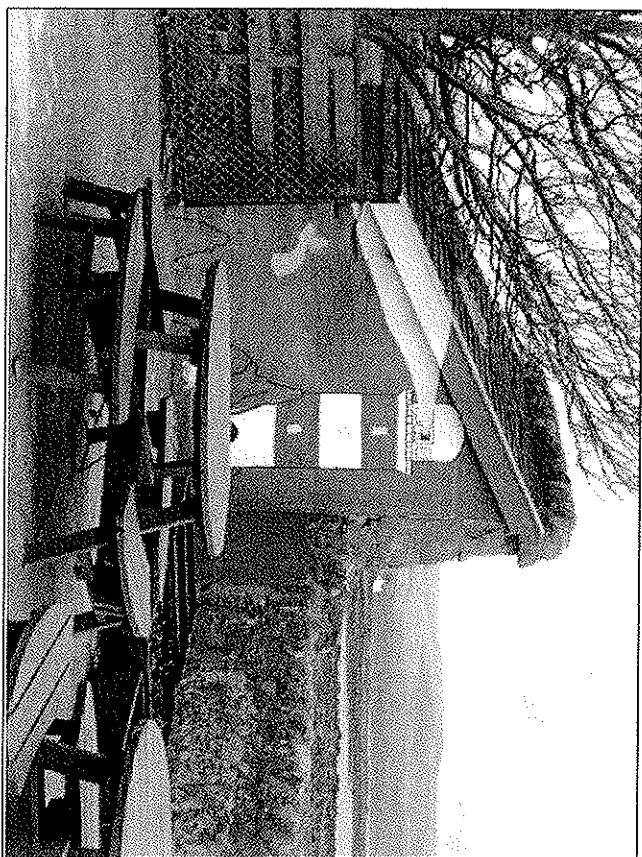
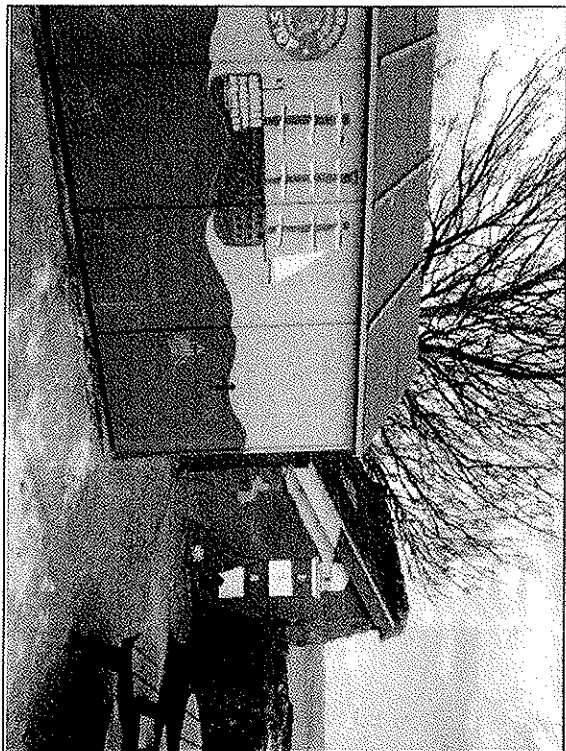




- We worked hard to plan playground improvements with our parent council and organised a series of open days, inviting families to come along and lend a hand to brighten up the playground. Local businesses and families made donations of paint, and a wonderful two days were had by all, working together to make our playground look fantastic.



A playground to be proud of!



Priorities

Session 2009 -2013

Priorities

1. Developing the Curriculum Framework – Building the Curriculum/Skills Development, Interdisciplinary Planning, Parent Partnerships
2. Improving and Continuity 3 – 18 – Health Promoting Schools, Eco Schools, Outdoor Classroom, Soft Start, Shared Start, Primary/Secondary Transition, Pre 5 links
3. Supporting all Learners – Personal Learning Plans, Mentoring and Coaching, Assessment and Reporting, Moderation.
4. Pedagogy – Improving Literacy, Active Maths, Tapestry, Co-operative Learning, GLOW.

New priorities and extensions to priorities – blue
Maintenance Agenda - green

How far did we get in
Implementing our Improvement Priorities last year?

What we planned to do	What we did	What impact we saw
<p>Priority 1 Developing the Curriculum Framework</p> <p>Parent Partnerships</p> <p>Encourage the parents to take a more active role and become partners with the school in planning their children's learning.</p>	<ul style="list-style-type: none"> • Shared information with parents via the school website • Ran parent information meetings on interdisciplinary topics and reporting to inform and engage key stakeholders • Involved parents in new initiatives such as ICT/maths websites • Through our Forest Schools initiative parents were involved in planning and running activities in outdoor sessions, linked to their own strengths 	<ul style="list-style-type: none"> • Improved communication, resulting in parents offering resources and time to help out with events/initiatives • Parents involved in decisions regarding reporting/planning topics • Parents able to encourage and support children at home, which has improved our children's performance in maths • Enhanced learning experiences offered to all pupils. Development of skills and risk taking in a controlled environment. Parents became more confident in own skills.
<p>Status: Maintenance Agenda</p>		

What we planned to do	What we did	What impact we saw
<p>Priority 2 Improving and Continuity 3-18</p>		
<p>Transition</p>	<ul style="list-style-type: none"> • Met with nursery staff to plan transition activities and arrangements • Worked in partnership to plan and implement a series of 3 day induction events linked to the curriculum 	<ul style="list-style-type: none"> • Improvement in communication and links with the local nursery • Nursery children more confident coming into school • Relationships developed between school and nursery staff • Joint working practices have been improved which has resulted in provision of quality experiences for children which provide continuity and link with Curriculum for Excellence <p>Status: Complete but part of a maintenance agenda</p>

What we planned to do	What we did	What impact we saw
<p>Priority 3 Supporting all Learners</p>	<ul style="list-style-type: none"> Staff visited other schools to see how assessment was being approached in order to develop moderation strategies TLC meetings engaged in professional dialogue re. AiFL HT engaged in development meetings with HT at Strone to look at issues of planning and assessment Staff training on the use of NARS Staff training in reporting provided by the Authority 	<ul style="list-style-type: none"> A clearer understanding by staff of levels of achievement in other schools, which enables a more consistent approach to assessment within Toward TLC has been valuable in supporting professional dialogue and has improved teaching within the classroom. In particular it has focused on success criteria and supporting learners in understanding their learning needs Greater understanding of development needs and the need for consistency across local schools Improved links and communication with local schools Staff have developed creative ways of assessing i.e. shape challenge day, which assessed the whole school's understanding of shape at the end of their topic. Activities included application of skills learned and higher order skills
<p>Assessment and Reporting</p>		<p>Status: Skills Development will be a priority next session</p>

What we planned to do	What we did	What impact we saw
<p>Priority 4 Pedagogy</p> <p>Improving literacy – Functional Writing</p>	<ul style="list-style-type: none"> Staff attended Ann Neil literacy course Encouraged functional writing through interdisciplinary work 	<ul style="list-style-type: none"> Greater awareness and use of strategies to improve children's literacy being applied in class Evidence of planning for writing through interdisciplinary work. Children are more confident in tackling writing and are motivated to write through the variety of activities undertaken, i.e. science
<p>Active Maths</p>	<ul style="list-style-type: none"> Invited in local writers to motivate and develop children's writing skills Purchased DS's and Maths training software to improve basic skills Purchased subscription to Mathletics to encourage children to work at home and involve parents in learning learn 	<p>Status: Maintenance Agenda</p> <ul style="list-style-type: none"> Improvement in children's motivation and skills which can be monitored through tracking included in the software Positive feedback from home

Priority 1 – Developing the Curriculum Framework

Where we are now? There have been many changes in Scottish Education and the emphasis is now very much on active learning and the pupils knowing what and why they are learning something. The purpose of a Curriculum for Excellence is to enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors. As a school we have very high expectations of our pupils and we celebrate all their successes, successes they have achieved both in school and in the many extra curricular activities they are involved in.

What do we want to do? We need to engage with the experiences and outcomes and use them to develop a coherent curriculum that enables each learner to achieve and be the best they can be. We want to build Skills Development into our Planning and Assessment, linked to BtC5.

Developments	How we are going to do it	Impact on Teaching and Learning	How we are getting on
<p>1. Building the Curriculum</p> <p>Skills Development</p>	<ul style="list-style-type: none"> • We have developed a document setting out our aspirations and expectations and we are now beginning to put it into practice. • We have developed a curriculum planning template for P5-S3, which will be implemented this session. • Teaching staff will work across all sectors to share, develop and implement Curriculum for Excellence. • Use Glow staff to begin help explore experiences and outcomes • In-service training for staff (All Staff) • Development of planning and assessment formats which include and support skills development (HT with all Staff) 	<ul style="list-style-type: none"> • Pupils from across all the schools will move onto DGS having had opportunity to develop similar skills through interdisciplinary topics. • Teachers will be able to plan secure in the knowledge that certain subjects can be taught either in continuous curriculum areas and others as interdisciplinary, non-continuous short. • Glow will support teachers in the planning process. • Greater awareness of higher order thinking skills and how they should be incorporated into planning to enable all children to achieve their potential 	<ul style="list-style-type: none"> • From our expectations and aspirations document we have produced a pupil entitlement paper, which lists the various activities and opportunities that pupils are entitled to participate in if they wish. • The curriculum planning template is used to support teachers in their long term planning. • We have begun to make some limited use of Glow but feel that it needs to be developed further as at present it is slow and cumbersome to use. • HT met with Maggie Irving to look at using Glow as a planning tool. This will be explored more fully next session. <p>Status: Developing</p>

<p>2. Interdisciplinary Planning involving parents, pupils and staff.</p>	<ul style="list-style-type: none"> • New staff will be introduced to process of interdisciplinary planning. • Interdisciplinary topic grids covering the whole school will be developed. • The teaching staff working together will develop interdisciplinary topics. • Staff, in consultation, will select an interdisciplinary topic that they wish to involve pupils and parents in planning and developing. • Pupils and parents will be invited to help plan a topic by deciding what the final outcome will be and how we can achieve it. 	<ul style="list-style-type: none"> • Pupils are able to link their learning to the outside world. • The school and school community are able to support each other in a positive way and the school is able to utilise the skills and knowledge of the pupils, staff and parents to evolve and create greater understanding of this rapidly changing world. • Parents will have the opportunity to have a more active part and greater say in what their children are learning. • It will develop closer, more productive, relations between the school and the parents. 	<ul style="list-style-type: none"> • As an area we have developed an interdisciplinary topic grid that ensures that pupils will be able to access a broad and balanced curriculum. The grid takes into account the 4 capacities, has some cross cutting themes as well as specific curricular areas. Staff will use this grid from August 2010 in planning their topics for the session. • Teachers are continuing to build their skills in developing interdisciplinary topics and this session have developed some very successful topics, especially Fairyland and the Magic Castle. • As part of the development of an interdisciplinary topic parents next session will be invited to participate in the development of a topic. By involving parents pupils will begin to see that education is not an isolated from the rest of their lives but an integral part. <p>Status: Completed June 2011 / Maintenance Agenda</p>
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Priority 2 – Improving and Continuity 3 -18

Where we are now? We have achieved our level 3 Health Promoting School Accreditation and our Silver Eco Schools Award. We are continuing to develop our playground area and the area around the school. We are working very closely with our parents to improve our environment and have had two successful open days whereby families have been able to come along and help paint the playground. Unfortunately we had no P7 pupils last year and were unable to develop our transition work with the Grammar School. We did however concentrate on improving links with our local nursery and completed 3 very successful link days to ensure our ease of transition for our new pupil and to promote partnership working.

What do we want to do? We want to achieve our first Eco Schools Green Flag. We also want to continue to develop the school grounds and in partnership with the local community develop a nature trail using ICT. We want to implement the transition programme that was developed for primary to secondary and further develop our links with the nursery.

Developments	How we are going to do it	Impact on Teaching and Learning	How we are getting on
<p>1. Health Promoting School</p>	<ul style="list-style-type: none"> • School will audit all the health promoting initiatives we have been involved in over the past couple of years. • Pupils will use a variety of methods to record what we have done and create a presentation for the different aspects. • Pupils and staff will be involved in deciding the next steps the schools needs to take and begin to implement initiatives. • Authority personnel will be invited to audit schools progress • Improvement of Dining Room "Fancy Friday" reward scheme introduced (Jan 2011) 	<ul style="list-style-type: none"> • Pupils will be aware of the health initiatives they have been involved in over the past couple of years. • They will be aware of what they need to do to improve their own health. • Pupils will be able to create and present to a third party initiatives they have been involved in using mixed medium. 	<ul style="list-style-type: none"> • Pupils carried out an audit of our health initiatives and these were used to create a large health promoting school display which was used to support our bid for level 3 Health Promoting School Accreditation. • Level 3 achieved. <p>• Motivation of staff. Mrs Stewart in the kitchen now runs the scheme and has a sense of pride in organising the awards each week</p> <p>Status: Completed June 2010</p>

<p>2. Eco School Green Flag.</p>	<ul style="list-style-type: none"> • Pupils, with support, will produce an action plan of what they require to do to achieve their Green Flag. • Pupils will work with members of the local community to achieve desired outcomes. • Senior pupils will work with teachers and community to produce all the evidence required to achieve Eco School Green Flag. • Complete an Eco Schools Audit (M.W/HB/ Eco Committee) • Ensure application is completed and sent (H.B) 	<ul style="list-style-type: none"> • Pupils will be more aware of their local environment and their impact upon it. • Pupils will be able to work with people from the local community to improve the environment around the school. • Sense of pride in achievements • Greater awareness of environmental issues and their impact on the world 	<ul style="list-style-type: none"> • GRAB has visited the school on a couple of occasions and the school has new paper recycling bins and a wormery. • School has now got a permanent clothes recycling bin, which is emptied regularly and generates a small amount of money for school funds. • We need to encourage more people from the local community to help us develop our plans. Status: Partially completed
<p>3. Developing the Outdoor Classroom</p>	<ul style="list-style-type: none"> • Pupils will draw up plans of what they would like to see developed in the field next to the school. • Organise a public meeting for the local community and discuss proposals. • Apply for grants. • Work in partnership with various organisations to develop the field and create a nature trail. • Work to complete the outdoor painting early next session including playground games in different areas of the curriculum 	<ul style="list-style-type: none"> • Increased motivation and engagement in learning. • Staff more confident in delivering outdoor learning. • Pride in school and community at a high level. • Whole school activities and encouragement of co-operative learning skills. • More pupil involvement in decision making regarding learning • Improved motivation of pupils • Encouraging staff to take learning outdoors • Involving parents in their children's learning 	<ul style="list-style-type: none"> • Concerns were raised about the sustainability and insurance of such a venture and we decided to adapt our plans. As a result we have created a nature trail by obtaining a notice board, producing maps and writing leaflets about the different wildlife found in the area. • Small saplings have been planted in pots and these will be transferred to a suitable site when they have grown. • Jim Downie, National Park Ranger, has visited on several occasions and through exploration has talked to the

			<ul style="list-style-type: none"> • Pupils about the local wildlife. • Cameras were purchased, including those suitable for underwater photography, to support the pupils in the creation of their various leaflets. • Small saplings have been planted in pots and these will be transferred to a suitable site when they have grown. • Pupils are more knowledgeable and have more interest in their local area. <p>Status: Almost completed.</p>
<p>4. Soft start</p>	<ul style="list-style-type: none"> • Staff to observe soft start/shared start in other schools. • The teacher and pupils will select several activities and will set up the classroom for the next day along with the learning intentions. • The pupils the next day will select the activity they wish to do. • After 30 – 40 minutes a tidying up signal will be given and the pupils will tidy all materials away. • This will be done for 1 day a week and then gradually extended to every day. 	<ul style="list-style-type: none"> • Pupils will be more motivated and involved in their own learning. • Pupils will have a more settled start to the day and be better prepared to learn. • Learning is purposeful and appropriate. 	<ul style="list-style-type: none"> • Staff have been to observe soft start. • As part of class plenary activities for each day are selected. • Pupils self register and begin activities as soon as they come into the class at the beginning of each day. • Pupils are able to revise and revisit, consolidating their learning through the various activities. • School day is more productive and pupils are meaningfully occupied from the beginning. • Pupils are taking more responsibility for their own learning. <p>Status: Completed – fully integrated</p>

<p>5. Shared Start – This will develop from the soft start.</p>	<ul style="list-style-type: none"> • This will evolve from soft start and will provide the opportunity for parents to become more involved in their child's learning one morning a week. • The shared start will last for 30 - 40 minutes. • The format will be the same as for soft start. 	<ul style="list-style-type: none"> • Parents will have a greater understanding of what goes on in school and be more able to support their own children. 	<p>Due to changes in staffing and potential timetabling issues this has not been completed and may have to be reassessed at the beginning of next session</p> <p>Status: Under Review June 2011</p>
<p>6. Transition</p>	<ul style="list-style-type: none"> • Staff will meet to discuss developments. • Make necessary adjustments. • Meet with secondary colleagues. • Participate in a weeks programme at DGS 	<ul style="list-style-type: none"> • Transition from primary to secondary will be more meaningful. • Pupils will be able to adjust to the move more easily. • Primary and secondary colleagues will build good working relationships and support one another. • Development of transition from Pre 5 to primary to be developed further to link with the transition period for primary-secondary. 	<ul style="list-style-type: none"> • Staff successfully met with secondary teachers to plan full programme of work and discuss any transitional issues that may arise. • Necessary support and materials put in place. • Programme of work developed and implemented. • Programme will continue to be developed for future years. • Transition from Pre 5 to primary has been increased and developed. • Pupils took part in a very successful transition programme. • Position Statement updated. <p>Status: Completed June 2010 but being refined and extended for future years</p>

Priority 3 – Supporting all Learners

Where we are now? The parents and whole community are very supportive of the school and all functions at the school are well attended. Forest Schools has been a very successful initiative that has engaged parents, staff and pupils alike. We have made positive partnerships with Castle Toward and regularly visit our 'base camp' in their grounds to do our work. We have made positive steps in discussing our reporting to parents and have run workshops to explain Curriculum for Excellence and new assessment arrangements. We have made links with other local schools to support our planning and assessment work and to develop moderation strategies.

What do we want to do? We are keen to encourage parents to take a more active role in what their children are learning and how they learn. Using Building the Curriculum 5 we want to develop a method of reporting to parents that is clear, positive and has constructive feedback of the pupils' learning and progress. We want to ensure that we have sound assessment procedures that incorporate skills development and higher order skills. Over the next 3 years we want to develop and introduce the following:

Developments	How we are going to do it	Impact on Teaching and Learning	How are we getting on
<ul style="list-style-type: none"> Personal Learning Planning – linking PLP's with reporting. 	<ul style="list-style-type: none"> Staff will continue to develop PLP's in accordance with the revised authority guidelines. PLP's will link in and become part of an integrated reporting/ PLP document which will be issued to parents at regular intervals. Further development of PLP's to reflect skills development and wider achievement 	<ul style="list-style-type: none"> Teachers and pupils will have a better understanding of what is being taught and how it is being taught. Parents, pupils and teachers will clearly see the progress each individual pupil is making. Increased understanding of the various skills we require to develop in a modern society. All pupils' achievements, both in and out of school, will be recognised. To ensure a more consistent approach to learning and recognition of attainment 	<ul style="list-style-type: none"> A lot of work on reflecting about what has been learnt and how to progress has been undertaken. The work being produced will become an integral part of future reporting to parents. We need to continue to develop further setting of next steps to include skills. A clearly defined time is now established for pupil/staff discussions and development of PLP's <p>Status: Developing</p>

<ul style="list-style-type: none"> Mentoring and Coaching 	<ul style="list-style-type: none"> Staff will participate in coaching and mentoring training. Staff will begin to implement the use of coaching and mentoring with learners. CPD course being offered for staff to further develop skills 	<ul style="list-style-type: none"> There will be greater understanding of what learners' expectations are and how they can be supported. Questioning techniques used by teachers will be more supportive and searching. 	<ul style="list-style-type: none"> All teaching staff attended an awareness-raising day on mentoring and coaching. All have begun to implement some aspects. All teachers have signed up for further training as part of their own CPD <p>Status: Completed June (2010)</p>
<ul style="list-style-type: none"> Assessment and reporting 	<ul style="list-style-type: none"> Development of moderation strategies. Staff training on the use of NARS. Develop and implement new reporting methods. Raise awareness of all teaching staff of BtC 5. Review assessment policy Implement the new standardised assessments as part of the new Reading Initiative 	<ul style="list-style-type: none"> Staff meetings will include discussions and debates on BtC 5, which will include NARS. Staff will begin to write interim statements based on interdisciplinary topics linked to the curriculum outcome being taught which will be used to inform the end of year report. Assessment policy will be updated to reflect new reporting methods Staff will feel more confident in creating their own assessments and administering authority assessments Staff will have a clear benchmark of progress in order to plan more efficiently for pupils future learning needs 	<ul style="list-style-type: none"> Due to staffing changes this area will continue to be developed in the next session, as many areas need more work. Training has been provided at authority level for some areas but this will be supported by training in 2011/12 session which will embrace the work being done on skills Staff have been involved in visiting other schools for moderation purposes and HT has worked closely with other HT's to develop assessment and planning work <p>Status: Developing</p>
<p>3. Moderation of pupils work</p>	<ul style="list-style-type: none"> Building on the success of Tapestry staff wish to develop a method of working together, across the group, to enable us to support each other in the moderation of pupils work. 	<ul style="list-style-type: none"> Marking of pupils work will be more consistent. Staff will have a support network where they will be able to exchange ideas, moderate work and seek advice. 	<ul style="list-style-type: none"> Visits to other schools have improved confidence in assessment and moderation TLC meetings have proved to be a great support and offer new ideas for all staff

Priority 4 - Pedagogy

Where we are now? Over the past few years as a staff we have been developing our skills in many areas. We have organised our staff meetings to enable us to be more reflective and engage in more meaningful professional dialogue. We have invested in many new resources for ICT and are continuing to monitor and reflect upon the children's learning in these areas. We implemented a new approach to the teaching of French in the last term, which was very successful but unfortunately due to staffing changes this has had to be put on hold for next session. It is something that we would very much like to prioritise if the opportunity became available.

What do we want to do? We want to now reflect on what we have done, further develop and embedded the skills we have acquired in supporting pupils in their learning, using the experiences and outcomes as set out in Curriculum for Excellence. We want to further our innovative approaches to implementing a progressive curriculum by developing outdoor learning and the use of ICT in the classroom to motivate and enhance learning for all pupils. We want to further develop our skills in Glow and roll it out to parents in the next session.

Developments	How we are going to do it	Impact on Teaching and Learning	How we are getting on
<p>1. Improving Literacy – Build on the literacy circles and linking it to writer's craft.</p>	<ul style="list-style-type: none"> The pupils will continue to select the books they wish to read and using the methods previously learnt to read and discuss books. Using Co-operative Learning methods pupils will study methods used by writers in developing story lines. Pupils will begin to try and use these methods more in their own creative writing. 	<ul style="list-style-type: none"> More pupils are reading for pleasure. Fluency and understanding is increased. Pupils have greater understanding of the methods writers use when writing. Pupils' creative writing will improve. 	<ul style="list-style-type: none"> Pupils are reading a wider range of books. Pupils have had the opportunity to watch online interviews with famous authors and this has encouraged them to select and read their books. Senior classes creative writing has more depth and they are beginning to transfer skills learnt to their own writing. <p>Status: Completed</p>
<p>2. Improving Literacy – Functional Writing</p>	<ul style="list-style-type: none"> All teaching staff will attend a Literacy course by Ann Neil. Pupils will be given the opportunity to read and develop their functional writing skills through the various interdisciplinary topics they undertake. 	<ul style="list-style-type: none"> Teachers will have clear strategies on how to improve literacy, which will include active learning. Pupils will be able to produce good pieces of functional writing, which relate to the topics they are doing. 	<ul style="list-style-type: none"> Our writers workshops were a huge success this year. Our children were well motivated and produced excellent work. The support of a science specialist every Friday afternoon ensured that children were motivated to produce functional pieces which were relevant and reflected the learning that the

<p>3. Active Maths</p>	<ul style="list-style-type: none"> We will devise a programme that develops the experiences and outcomes so they are as active as possible. We will purchase/make resources to enable pupils to be actively involved in measuring, weighting, estimating etc in a way that links the activities to real life situations. More use will be made of interactive computer materials to reinforce the learning. Pupils will know why they are learning certain mathematical concepts. 	<ul style="list-style-type: none"> Pupils will be able to relate maths to the world they live in. Pupils will be able to use the maths they learn in school to solve problems in their own lives. Pupils understanding of mathematical concepts will improve. 	<ul style="list-style-type: none"> We created an annual long-term plan which stated clearly when each aspect of maths was going to be taught throughout year so that where possible it was integrated with other topics. This will need to be done annually depending on topics being taught. Most of the maths was done through active learning and pupils are showing a greater understanding of concepts being taught. We are continuing to purchase relevant materials to support active maths. <p>Status: Completed/Maintenance Plan</p>
<p>4. Tapestry</p>	<ul style="list-style-type: none"> All teaching staff, at Toward, have elected to become members of a Tapestry Group along with some staff from Innellan and Strone. This will be a support/discussion group. Each teacher will draw up their own action plan depending on what aspects of AiFL they wish to review and develop. Teachers will meet regularly to discuss and further develop their action plan. 	<ul style="list-style-type: none"> Teachers will be more focussed on aspects of AiFL Teachers will continue to become more reflective practitioners. Pupils will benefit from teachers being more consistent and concise in their teaching. 	<ul style="list-style-type: none"> Due to staffing changes the make up of the group changed on several occasions throughout the year. Teachers have found the group very useful and it has helped to support them in using AiFL. Pupils are very keen on the introduction of certain AiFL techniques and respond positively to them. <p>Status: Completed June 2011</p>
<p>5. Co-operative Learning</p>	<ul style="list-style-type: none"> We are going to look carefully at the methods we are presently using to encourage Co-operative learning. 	<ul style="list-style-type: none"> Teachers will become more reflective. Pupils will be provided with opportunities to achieve their full 	<ul style="list-style-type: none"> Any teaching staff not yet trained in Co-operative Teaching will attend a 3-day in-service course in August; all teaching staff will then

	<ul style="list-style-type: none"> • Staff will then create an action plan of how to further develop Co-operative Learning. • Staff will meet regularly to discuss and further develop action plan. 	<ul style="list-style-type: none"> • Pupils will be encouraged to think and talk about social skills and develop a sense of belonging. • Pupils will benefit from developing the 5 basic elements of Co-operative Learning – positive interdependence, face-to-face interaction, individual accountability, social skills and group processing. 	<ul style="list-style-type: none"> • Course not attended due to other priorities taking over <p>Status: Developing</p>
<p>6. Implementing Glow</p> <p>a) Planning and assessment</p> <p>b) Blogs</p> <p>c) Homework tasks</p>	<ul style="list-style-type: none"> • HT will liaise with Maggie Irving to arrange training sessions for staff • Teachers will be trained how to access GLOW and use it to support their learning and teaching • Use GLOW to access outcomes and experiences as an aid to planning and assessment • Begin to create pupil accounts for GLOW and start training • Organise workshops for parents to enable them to use GLOW at home with their children 	<ul style="list-style-type: none"> • HT will be able to organise a program of training which will improve staff confidence • Teachers will have access to a wide range of resources. • Teachers will be able to use the system to help and support each other • Teachers will be able to use GLOW to plan efficiently for children's differing learning needs • Pupils will be able to use a safe Internet environment to support their learning • Parents will feel confident in using GLOW with their children and feel more connected to their children's learning • Glow will support activities undertaken in class 	<p>Status: Beginning</p>

Summary of Improvements 2011- 2012

Development		Maintenance	
<p>Skills – planning and development</p>	<ul style="list-style-type: none"> • In-service Training • Staff meetings • Liaising with other schools • Link with SC – planning and assessment tools • Planning Meetings 	<p>Eco Green Flag</p>	<ul style="list-style-type: none"> • Schools audit (pupils/MM) • Action Plan • Apply
<p>Glow</p>	<ul style="list-style-type: none"> • Meetings with HB and MI • Staff Training • Parent Workshops • Use in class- blogs, homework tasks 	<p>Forest Schools</p>	<ul style="list-style-type: none"> • Planning/Assessment • P/VG applications • Links with Castle Toward – Activity Clubs
<p>Assessment and reporting PLP's</p>	<ul style="list-style-type: none"> • Look at structure of PLP's • Incorporate skills into planning • Seemis training for reporting (HB) • Developing school assessments 	<p>Active maths/Literacy</p>	<ul style="list-style-type: none"> • Monitor and reflect upon new ICT resources • Prof Layton – Don McAllister • Incorporate Wii Fit
		<p>Parent Partnerships</p>	<ul style="list-style-type: none"> • Information workshops • Playground improvements • After School Clubs