



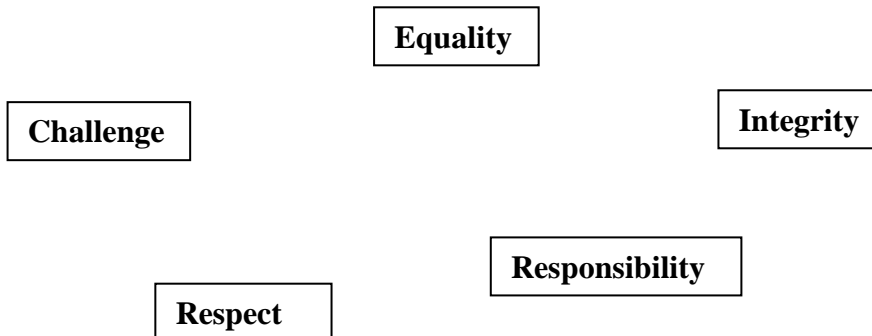
Pre 5 children on the beach

**Tiree High School
Aiming for Excellence**

In the context of 'Curriculum for Excellence'¹ and supported by our values of Respect, Integrity, Responsibility, Equality and Challenge, our aims are:

1. To continue the development of courses using teaching and learning methods which enable all pupils to achieve to the best of their ability
2. To continue to provide varied and enriching opportunities for pupils to develop and practise skills outwith the classroom
3. To place a high value on developing positive, responsible and caring attitudes which allow pupils to leave school confident of finding a meaningful place in society

The values we hold in Tiree



¹ Visit www.hmie.gov.uk/documents/publication/hgiosjte

Progress of School Improvement Plan

Session 2012/2013 showed continued progress and improvement across the school and considerable development towards Tiree High School's Curriculum for Excellence.

Curriculum for Excellence (CfE): Broad General Education (BGE) S1-S3

- The early years' experience continues to develop with a broader range of activities on offer, more choice for children and learning being clearly focussed on CfE Outcomes and Experiences. With greater experience, Early Years' staff are linking their observations to children's learning and effectively planning activities to facilitate next steps in learning. Learning is saved in a simple tracking record which is shared with parents regularly.
- Formative assessment strategies are in regular use at all stages in the school e.g. verbal and written feedback, which clearly identifies what is needed to improve, is provided routinely as part of the teaching/learning process.
- Significant progress has been made in increasing the attention to skill development through curriculum delivery. In the Primary department, the skills being developed in any activity are clearly defined and posted on the skills wall. Children are aware of the skills they use and the process to develop their skills to a higher order. Teachers identify skills which will be developed at the earliest planning stage of any activity, particularly in interdisciplinary learning (IDL). Children can relate skill development to a range of activities and to their value as whole life attributes.
- All pupils in the Secondary department undertake a series of ASDAN challenges where they demonstrate a wide range of skills for life and work, progressing from a Key Steps award in early Secondary to Bronze and Silver Awards in middle years. The current S3 are now working towards a Silver Award and will be ready to progress to Gold in S5.
- Big Writing is now firmly established as a key part of literacy with pupils in Primary and Secondary departments routinely using this methodology. There is good evidence that children are more engaged with the writing process and the practice of preparing verbally for writing shows increasing verbal fluency. This has been clearly demonstrated by primary children during their fortnightly class assemblies.
- Extensive use is made of technology in regular class learning and teaching. Good use is made of podcasts, visualisers, Dictaphones, video-cameras and digital stills cameras to capture learning and achievement. Pre-5 children actively engage with their interactive screen and enjoy singing and dancing along with presenters.
- There is continuous development of IDL at all stages with a wide range from simple to very complex interdisciplinary tasks (I-Tasks). In February, all pupils in the Broad General Education (BGE) phase in the Secondary department were involved in an extensive and wide-ranging interdisciplinary task 'Scotland's Industry: Past, Present and Future'. The stimulus for most of the work, which included all subjects, was a week-long trip taking in various locations in the central belt. They visited New Lanark, Hunterston Power Station, Blue Productions Sound Studio, Cruachan Power Station, Sir Chris Hoy Velodrome,

Scottish Mining Museum, Glengoyne Distillery and the Tall Ship and Maritime Museum as well as snowboarding, swimming, circus skills, theatre, cinema and a multicultural dining experience. All of the experiences were linked to follow up work in school where pupils engaged much more effectively having had a real live experience on the trip.

Most I-Tasks are simpler and more flexible with two or three teachers working together to support the task. Our Tiree Tour has been one of the most successful and while it develops in a different way with each group of pupils who undertake the task, we always get positive feedback from our 'tourists'.

Curriculum for Excellence: Senior Phase

- Teachers are well-prepared for the introduction of the Senior Phase with course planners completed, lesson plans developed for various topics/sub-topics and work continuing on further topics. Staff are making good use of on-line resources, taking advantage of our IT- rich environment. Following the start of our new timetable in June, pupils have commenced National 4/5 courses.

Curriculum Delivery

- The Primary curriculum is delivered by primary class teachers and secondary subject specialists working collaboratively. All teachers prepare forward plans to compliment and support the theme with identified outcomes and experiences in plans. Planning templates have been prepared for curricular areas delivered by primary class teachers and planning is done collaboratively with all primary staff to ensure equality and consistency.
- An outline plan for the year is prepared to deliver the Pre-5 curriculum with weekly plans showing detail displayed in the playroom for parents to see. Staff finalise their plans during discussion with the children and ensure sufficient flexibility to incorporate children's ideas and interests.

Pupils with Additional Support Needs (ASN)

- Pupils are well supported across all three sectors in the school i.e. Pre-5, Primary and Secondary. A Learner Profile is prepared for each child with an identified need and progress is monitored through regular entries into a 'round robin' database.
- A 'Peaceful Place' has been set up in the primary department as a nurture area where children can take time out to calm down or compose themselves as required.

Monitoring and Evaluation

- Early Years (3 – 6 yrs) tracking system created to monitor progress in Literacy and Numeracy.
- Staff utilise SEEMIS Tracking & Monitoring module for all school pupils.
- Coverage of all experiences and outcomes being tracked by teachers at all stages.

Attainment

S4 pupils achieved well in 2012, although a number of courses followed were skills for work courses presented by Argyll College and not included in our

statistics. The year group had only seven pupils resulting in one pupil equalling 14%. This makes interpretation of data difficult.

S4

	2010	2011	2012	A&B 2012	National 2012
5+ at level 3	93	100	100	95	94
5+ at level 4	80	90	57	81	80
5+ at level 5	33	50	14	41	37

S5

	2010	2011	2012	A&B 2012	National 2012
1+ at level 6	88	47	50	45	46
3+ at level 6	75	13	50	24	27
5+ at level 6	25	7	30	10	13

S6

	2010	2011	2012	A&B 2012	National 2012
3+ at level 6	44	75	33	38	36
5+ at level 6	11	35	20	27	25
1+ at level 7	11	25	37	21	16

All school leavers were placed in positive destinations.

Enrichment

Youth Cafe

Youth Cafe visit Lunch club



Senior pupils attend a Youth Cafe at lunchbreak on a Wednesday. This is supported by the local youth worker and the school chaplain. The pupils chose to visit the local Lunch Club to talk to older members of the community.

Pre 5 Welly Walk

Pre 5 Children raised funds for charity by taking part in a 'welly walk'. Good fun was had by all in spite of the weather!

CfE

'I am enjoying daily opportunities to participate in different kinds of energetic play, both indoors and outdoors' and
'I know that being active is a healthy way to be'



Halloween



Primary Halloween Party

Sept 2012

S3 as part of ASDAN Bronze award environmental challenge visited Gott Bay to evaluate impact of people and plan improvements.



S2 Identity Exhibition ASDAN Challenge



Sat 16th March
Community Concert to raise funds for piping tuition was great success with large audience to appreciate the piping, accordion musicians, singers and general entertainment.

Visit from Luke Patience – Olympic Silver Medallist



Primary pupils were very impressed to meet a real live Olympic medallist

P4/5 in the Kitchen

P4/5 studying 'Food Miles' collected eggs at a local farm and spent an enjoyable afternoon cooking Frittata



S5/6 hosted a community Quiz Night in aid of *Cancer Research UK* Great fun and very satisfactory fundraising.

S2 ASDAN Home Management Challenge – prepare and serve a meal for two. Pupils invited a family guest and served a two course lunch. All received very good reviews.





Champions in Schools
Helen Thomson, leading Kitesurfer, worked with S2/3 pupils over a period of weeks. She was a great inspiration.

Tiree Pupils win Chief Executive's Art Awards



Sally Loudon presents the Chief Executive's Art Awards to Tiree pupils.

Pre-5 visit Tigh a Rudha
Tiree Pre 5 children visited the local care home for the elderly and sang their Christmas songs and carols to the residents.



People who help us
Pre-5 children enjoyed visits from the policeman, the firemen and the local minister.

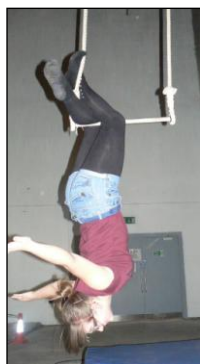


23 January 2013

Record number of Primary Children awarded with well done certificates



Secondary pupils show off their circus skills



S2 working together in learning about Paralympics

Bàbog, our Gaelic Speaking Teddy, gets a very warm welcome!



Pre 5 working with the Football Development Officer



What a Team!



Harvest Hampers

Primary pupils collected donations from parents, friends and staff to fill 18 harvest hampers which they delivered to older members of the community.



P6/7 organised a Beetle Drive to raise funds for their Trip to Stirling