

Scalloway JH School



School Improvement Plan

2010/2011

SECTION 1

SCHOOL AIMS

In Scalloway J H School we aim to:

- provide a safe and friendly environment where everyone feels happy and valued and able to achieve his/her full potential;
- place high value on learning, attainment and achievement;
- support learners to develop the four capacities as set out in Curriculum for Excellence: responsible citizens, successful learners, confident individuals and effective contributors;
- offer a broad curriculum that extends beyond the school.

We work to achieve these aims in partnership with parents/carers and with the wider community.

SECTION 2

Development Plan Review 2009-2010

Development Priority 1 : To further develop Curriculum for Excellence (CFE): Assessment 1

During 2009-10 senior managers kept abreast of all national and local guidance on assessment and began to formulate outline plans for the Senior Phase through discussion at senior management meetings, head teacher meetings and authority level.

The school began to consider and plan for new assessment mechanisms to replace 5-14 assessment.

The National Assessment Resource (NAR) will offer accredited assessment examples early in 2010-11, which will assist the school develop procedures for assessing, recording and reporting.

Senior managers met with Gina Scanlon, a teacher seconded to the School Service, whose remit was to advise schools on how NAR will support assessment practice. Information from this meeting will be used to inform teachers' planning in 2010-11.

Assessment 2

As directed by the local authority, the school focused on S1 and S2 with departments continuing to review courses, and adapting these to incorporate the experiences and outcomes. By the end of the session the core S1 curriculum had been revised across the school. The next steps are for departments to review S2 courses during 2010-11.

In primary, preparation was made to move away from 5-14 assessment and to develop assessment evidence in line with national guidance. Topics, at each stage, continued to be evaluated against the experiences and outcomes and adapted where appropriate. New materials have been created where gaps were identified.

The introduction of personal learning planning by the Primary Principal Teachers (PTs) has been successful and will be reviewed in 2010-11. Both PTs were part of an authority working group which has developed resources for Shetland schools on planning. The primary staff will incorporate the best practice from these resources into the school's personal learning planning programme in 2010-11.

Assessment 3

Literacy and numeracy across learning have been developed in the following ways during 2009-10:

NUMERACY

- A local authority Numeracy working group, led by one of the school's Principal Teachers, continued its work. The school benefited from the advice and materials developed by the group.
- An audit tool was developed and used across the school. Feedback from staff showed that this exercise had been useful in identifying the next steps for development.
- A Numeracy working group has been set up and will work closely with the Mathematics department on implementing Numeracy across learning in line with NAR and further national advice.
- A draft development plan is in place.

LITERACY

- A Literacy Co-ordinator was appointed and she attended a national conference on Literacy in June 2010.
- In partnership with the English department, a Literacy working group has been set up to develop the cross curriculum aspects of literacy.
- A draft development plan is in place.

Development Priority 2 : To further develop Curriculum for Excellence (CFE): Achievement

A working group was established to look at specific aspects of promoting achievement. It met regularly and the main areas of development included:

- Investigating the school's capacity to introduce award schemes such as the Duke of Edinburgh Awards and ASDAN. It was clear that both these schemes would require significant staff time and training. Therefore any implementation of award schemes will be delayed until staff had time to implement them. The school views such schemes as important in developing the four capacities.
- Exploring achievement as a motivator. An audit of achievement opportunities across the school showed that pupils have a broad range of experiences, with formal and informal evaluation indicating that these had a positive impact on motivation.
- The introduction by Pupil Support of a successful Positive Referral system which will be further enhanced by an Achievement Postcard system that communicates pupils' successes to parents by post.

- Personal Learning Planning is in place from P1-P7. It will be reviewed in 2010-11.
- A number of commercially produced ICT programs were reviewed, but none were found suitable as a means of recording personal achievement and setting targets. During the latter half of 2009-10 an authority working group on Achievement was set up and one of its aims is to identify such a program. The school is linked to this group.

The Achievement working group will continue to implement its two year plan in 2010-11.

Development Priority 3: To further develop Curriculum for Excellence (CFE): Learning and Teaching

A high percentage of staff have signed up for Co-operative Learning training and the aim is to train all teaching staff and Additional Support Needs auxiliary staff by the end of 2012.

Classroom observations and an evaluation of learning and teaching in term 4 of 2009-10, point to all trained staff using techniques learnt, but with Co-operative Learning still at an early stage of being embedded into learning and teaching for many staff. Feedback from staff included a request for a CPD session to share good practice and this has been arranged for November 2010.

Two Teacher Learning Communities for Tapestry have met during 2009-10 and a number of staff have expressed an interest in joining the groups next session. Sustainability of these groups is important and some discussion has already been held on how best to engage primary staff.

Self-evaluation on the progress being made on embedding AifL across learning and teaching showed a much higher degree of knowledge and confidence. The sharing of practice, through the group's programme, is valued by its members.

The next steps are to work on the action points identified from the evaluation of AifL next session.

Development Priority 4 : To further develop Curriculum for Excellence (CFE): Curriculum Design

The school curriculum has seen further revision of its design as Curriculum for Excellence continues to be implemented. A working group met regularly to plan and implement changes to the content, structure and organisation of the curriculum. Strong partnerships with other groups and departments led to the development of successful experiences for pupils. Examples of these are:

- Revised short courses for S3/S4 pupils offered two afternoons a week.
- The introduction of electives for S1 as well as S2. Pupils have a free choice of three electives over a session.

- The implementation of a new approach to delivery the Social Education programme for S1 and S2. this innovative approach allows staff's expertise to be utilised to the full in both planning of the programme content and the delivery.
- A planned programme of interdisciplinary learning, which included activity days, for example Modern European Language Day; themed work during a timetable suspension for the whole secondary school; interdisciplinary approaches developed by subject departments; a Financial Education Week across all primary stages.
- International Education embedded into subject courses in Modern Languages and in Business management. Two successful visits took place this year: a school group from Norway spent part of a week in secondary; pupils from S1-S3 visited and worked with pupils from a school in France.

Formal and informal evaluations of the changes to the design of the curriculum have been very positive from pupils, parents and staff. Motivation and engagement of pupils have been high during interdisciplinary learning and the challenge now is to sustain this.

**Development Priority 5: To further develop Curriculum for Excellence (CFE):
Familiarisation with Glow leading to early work on using it with pupils.**

Staff in a small number of departments have carried out very good work on Glow. This has included pupils using Glow as a tool to access and deliver homework; to further communications within an International Education programme; to showcase work produced in class. Pupils are becoming familiar with Glow embedded into the teaching in a few classes, but as yet many staff are finding that Glow is challenging and complex and is as yet not trouble free.

Training sessions on Glow have been held in the school throughout the session, which promoted the facilities available on this system and offered advice to staff on how to use a number of the functions. These sessions have been beneficial and more will be provided in 2010-11. These raised awareness of the possibilities offered by Glow, but as yet only a small number of staff are using Glow regularly.

The school's Business Studies teacher has been at the forefront of promoting Glow as a learning and teaching tool and her work was recognised nationally when she presented at the SETT Festival in Glasgow in September 2009.

Generally there is a lack of confidence among staff both in their own abilities to use Glow and in Glow itself. To address this, the school will offer more tailored training to smaller groups of staff next session.

Development Priority 6: To further develop Curriculum for Excellence (CFE): to introduce planned ways of improving partnerships with parents to focus more closely on learning

1. The school website is an important tool in communicating with parents. Key developments in improving the website include:
 - Administration staff updating the site and posting school correspondence on the web.
 - Encouraging department to regularly update their section, although staff's strong focus on Curriculum for Excellence (CFE) development work has left little time to produce materials for the website.
 - Planning an Achievement Section, which regularly celebrates success across the school for 2010-11.
 - Reviewing the workload relating to the production of a termly newsletter for the whole school. From August 2010 the school will pilot two shorter newsletters posted twice a term on the website.

2. Awareness raising on CFE and the changes taking place to the curriculum was carried out in a number of ways in 2009-10. These were:
 - The production of a CFE brochure giving details of some of the changes in school. A second brochure will be ready for distribution in September 2010.
 - Displaying CFE literature at Parents' Evenings and engaging parents in discussion on aspects of the changes during appointments with class teachers. The latter has proved to be a useful way to open dialogue on CFE.
 - Distributing national guidance for parents on CFE through school bag mail and the Parent Council.
 - Revising the P1 booklet on 'Starting School. Parents have responded very positively to the revised version.
 - The introduction of Personal Learning Planning in primary.
 - The highly successful Achievement Day at the end of the session, revised to promote the success of the school in promoting the four capacities for pupils.

Development Priority 7: To further develop Curriculum for Excellence (CFE): Self Evaluation

The school already had in place well-established processes for self-evaluation at the start of session 2009-10, but senior managers wanted to update and strengthen these in line with the implementation of Curriculum for Excellence.

The management team reviewed existing practices and planned a number of changes including pupil focus groups; a revised format for classroom observations; more in-depth departmental analysis of STAC; a review of the Quality Improvement policy.

These changes have impacted positively on the quality of information the school gathers to inform next steps for improvement.

A five month period without a depute head prevented an audit of Community Learning and Development. It is still an action point and a timescale has yet to be identified.

SECTION 3

AUDIT AND EVALUATION

HOW GOOD IS OUR SCHOOL?

The document “How good is our school” is recognised as one means of evaluating the quality of education in school. It is based around a set of quality indicators, which are used in this section to support a broad view audit of the school.

NATIONAL PRIORITIES IN SCHOOL EDUCATION

The national priorities in school education, as approved by the Scottish Parliament in December 2000, are reflected throughout our school’s work, and are defined under the following headings:

- Achievement and Attainment
- Framework for Learning
- Inclusion and Equality
- Values and Citizenship
- Learning for Life

These headings have been defined in the following terms:

- To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results;
- To support and develop the skills of teachers, the self discipline of learners and to enhance school environments so that they are conducive to teaching and learning;
- To promote equality and help every pupil benefit from education, with particular regard paid to learners with disabilities and special educational needs, and to Gaelic and other lesser used languages;
- To work with parents to teach learners respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society;
- To equip learners with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.

[The Education \(National Priorities\) \(Scotland\) Order 2000](#)

SCHOOL AUDIT AND DEVELOPMENT PLANNING PROCESS

The School Audit and Development Planning Process for this development plan were as follows:

1. **School Development Plan 2009-2010:** A review of the plan identified priorities which needed to be carried forward.
2. **Education Service Improvement Plan Review:** The senior management team reviewed the Service Improvement Plan and considered any action points raised in that document for inclusion in the development plan.
3. **Quality Assurance Visits:** quality assurance visits each term from our Quality Improvement Officer.
4. **Departmental Reviews:** Departmental review meetings were held in the course of the year. Departmental and whole school issues were addressed and where necessary carried forward into this year's departmental and school development plans
5. **National Priorities Review:** The development plan takes account of the National Priorities.
6. **Curriculum for Excellence (CFE)** continues to be the main driver of development in Scottish Education and the school development plan's action points reflect the Scottish Government provisional programme framework.
7. **How Good is Our School? Audit:** All members of staff took part in a series of self-evaluation meetings throughout the session using HGIOS Quality Indicators as a framework. Feedback from these meetings informed areas in the new development plan.
8. **Staff Interviews and Discussion:** Views of teaching and support staff fed into the development plan.
9. **Pupil Survey:** Views of learners were sought through the Pupil Council and informally. Learners also contribute to self-evaluation through questionnaires and focus group discussion.
10. **Parents' Views:** Parents' views have been sought informally for example at Parents' Evenings; through Pupil Reports; on visits to the school; through the Parent Council.
11. **Parent Council Reviews:** The Head Teacher made regular reports to the Council regarding progress. Discussion took place during the year regarding areas of strengths and development and these were used to inform the development plan.
12. **Senior Management Team Meetings:** This team, which includes the Principal Teachers, has developed a structured approach to audit and review. It has met regularly and identified areas for improvement from a range of sources.

13. Departmental Development Plans: Departments were requested to identify action points for their development plans arising from their Standards and Quality Report, the whole school priorities, the Schools' Service Improvement Plan and national guidance on Curriculum for Excellence.

14. Other sources of information: The process of audit and evaluation encompassed the key areas of HGIOS and was based on a variety of information techniques and sources of information as outlined in Appendix 2 of the Quality Assurance Folder, A Manual for Head Teachers (SIC).

1.0 Key performance outcomes

5-14 Attainment in Primary and S1 and S2

The percentage of learners on the Primary Department roll achieving or exceeding the expected 5-14 levels were:

	2006/07	2007/08	2008/9
Reading	92%	86%	86%
Writing	88%	88%	94%
Mathematics	95%	91%	89%

The percentage of learners on the Secondary Department roll achieving or exceeding the expected 5-14 levels were:

	2006/07	2007/08	2008/9
Reading	52%	74%	79%
Writing	52%	71%	64%
Mathematics	70%	77%	75%

S4 Standard Grade Results

Percentage of the S4 year group achieving five or more awards at SCQF Level 3 (Standard Grade or equivalent) or better.

	% of S4 Roll		
	06/07	07/08	08/09
By end of S4			
Scalloway Junior High School	100%	95%	100%
Shetland Islands	95%	95%	97%
Scotland	91%	91%	91%

Percentage of the S4 year group achieving five or more awards at SCQF Level 4 (Standard Grade or equivalent) or better.

By end of S4	% of S4 Roll		
	06/07	07/08	08/09
Scalloway Junior High School	96%	92%	96%
Shetland Islands	88%	90%	90%
Scotland	76%	76%	78%

Percentage of the S4 year group achieving five or more awards at SCQF Level 5 (Standard Grade or equivalent) or better.

By end of S4	% of S4 Roll		
	06/07	07/08	08/09
Scalloway Junior High School	30%	58%	56%
Shetland Islands	42%	49%	46%
Scotland	33%	34%	35%

The school's financial performance takes account of local and national standards and priorities. There is a clear, accountable system of budgeting, including monitoring and financial decisions are made to support improvements across the school.

2.0 Impact on Learners

The school has made very good progress in actively involving learners in their own learning by widening the experiences offered to learners. There has been clear impact on motivation and engagement as the result of introducing interdisciplinary learning. A good example was the highly successful Food Challenge for secondary pupils S1-3. All subject specialists, along with external partners, supported groups of pupils work towards completing a set challenge over a period of two days. Another success was the primary school's Financial Education Week when all learners took part in a variety of activities with professionals from outside bodies. Personal Learning Planning has enhanced the partnership between home and school as well as involving pupils more in their own learning. Further training for staff on Assessment is for Learning and Cooperative Learning, supported by reflection time, has resulted in learners engaging more with their learning.

Partnerships with parents, carers and families are important to the school and the school produces leaflets and brochure to explain aspects of life in the school, in particular Curriculum for Excellence. Parents are encouraged to contact the school as part of early intervention and support for their children. Attendance at Parents' Evenings is always very high (90+%), as is attendance at meetings and informal events (for example a recent book sale in the library). The school works in partnership with the Parent Council, which has been a strong support during the Blueprint for Education consultation periods.

This session the school sought the views of primary parents at Parents' Evenings on how information on the school curriculum could be better communicated and on what areas across the whole school parents would like improved and how. The majority of parents were very satisfied with the information that they already received and how the school was run. Very few improvements asked for.

The development plan will continue to include engaging with parents with Curriculum for Excellence as a priority.

3.0 Impact on Staff

The majority of the staff are actively engaged in improving the school and readily take part in self-evaluation exercises and consultation. A large number of staff take part in continued professional development and this in turn is having an impact of improving learning and teaching. 17% of secondary staff are involved in the Charter Teacher programme. The school has two Tapestry Learning Communities and over 90% of staff are part of the Cooperative Learning Training programme.

Staff are positive about the school and their role within it and work very well together. Across the school there are very good examples of leadership at all levels. ASN auxiliary staff take lead roles in the development of programmes for learners with support needs. Subject specialists and primary teaching staff lead curriculum developments and improvements related to Curriculum for Excellence. There are examples of quality leadership among individual staff, who have gained credibility and the confidence of other staff. Their work has a positive impact on learning and teaching.

4.0 Impact on the Community

The school has very good links with the local community and works with a wide range of organisations to broaden the experience and horizons of learners from nursery to S4.

Links with the community provide experiences which enhances the learning of children and young people. The community values its link with the school and actively provides a variety of resources and support. Staff and pupils contribute to local projects such as the Redd Up, Shetland Bus ceremonies, local fund raising etc.. Learners make their own contributions to the wider community by raising money for national disasters, providing entertainment at care homes, taking part in Up Helly Aa Festivals and generally supporting the life of their community.

The school's development of international links has provided a real context for what is learnt in school and by hosting visits from other nationalities and travelling to other countries, pupils have first hand experience of the world beyond their own community. This year the secondary school has strengthened links with schools in Norway and France and primary children have been involved in a Global School Programme on identity with schools in Scotland and other countries. Pupils have taken lead roles in planning and developing these link programmes.

Curriculum for Excellence gives school the freedom to form an appropriate model of education. Adaptations to curricular design have enhanced what is on offer to learners. The introduction of electives for S1/2 and a revised short course block for S3/4, not only promotes personalisation and choice, but also relevance and context as courses involve individuals and organisations from the wider community.

Statutory organisations and partner agencies work closely with the school for the benefit of all learners. Pupils with support needs have individualised packages which are well supported by professionals and other organisations.

Pupils in secondary participate in vocational courses at college and at times flexible arrangements are made to meet the needs of individual young people.

5.0 Delivery of Education

As per last session work has continued on implementing Curriculum for Excellence across the school to provide more challenge and active learning for learners. Evaluation shows that these improvements are impacting positively on learners' attainment and overall progress. For more detailed evaluation of progress on the Development Plan of 2009-10 please see section 2 and for information on the action points for 2010-11 refer to section 4.

The school promotes the Equality 2006 Act across all areas.

The school works hard to ensure that the needs of all learners are met. Very good practice is evident in the primary and nursery schools, where strong partnerships support the provision of an appropriate curriculum for pupils with additional support needs. Feedback from parents points to a high level of satisfaction with the work of the school in this area. In secondary the needs of pupils are carefully identified and planned for. All young people with additional support needs are presented for standard grade exams and analysis of the results show that their level of attainment is very good. This a tribute to the ASN staff who have been working under difficult staffing circumstances this session.

6.0 Policy development and planning

As the school implements Curriculum for Excellence it puts children and young people first. The planning of changes to curriculum design and to programmes of work has been done within a clear rationale and is informed by local and national advice.

There are very good systems in place for actively involving staff, learners, parents and other stakeholders in reviewing and developing our policies and plans. The newly formed Parent Council is active in the consultative process.

The school has a well-embedded cycle of developing, implementing and evaluating improvement plans and staff are actively engaged in the process. HMIE randomly selected the school for a visit in October 2009. This external evaluation was very helpful in that it confirmed for senior managers that the five main indicators looked at (5.9, 5.3, 5.1 2.1, 1.1 and 9.2) were very good in four areas and good with aspects of very good in a fifth (5.3).

Departments and working groups actively consider the most appropriate approaches for the priorities they have identified. They review programmes with staff and pupils once implemented and make changes based on clear evidence. The success of the new Religious and Moral Education programme gives evidence of the impact of this approach.

Staff welcome challenges and take strong leads, believing in their ability to make positive changes and improvements to learning. The working groups leading developments across this small secondary school have delivered worthwhile changes to the curriculum, which have impacted positively on the experiences of learners.

Revisions to the process of planning for improvement have taken place in 2009-10 and as Curriculum for Excellence is further progressed, self-evaluation, professional review and development will be revised to meet the changing priorities.

7.0 Management and support of staff

The school has a stable, well- trained and committed staff. A number of staff are in the process of gaining additional qualifications, mainly through the Chartered Teacher route. All staff work well together and take on different roles across the school. There is productive working across primary and secondary and this is an area to be further developed. The Head Teacher was involved in the early work of setting up a conference on All Through Schools and feels strongly that there is capacity to develop her own school in line with the recent HMIE publication. .

Leadership at all levels is promoted by senior managers and and is having an identifiable impact on the development of the curriculum in respect of Curriculum for Excellence. This is a major area of strength in the school and has played an important part in the retention of high quality staff.

School teams play an important part in school improvement. Evident within the school is an ethos of successful team working. Significant numbers of staff are involved in more than one team and there is clear evidence of the impact of these teams. Nearly all secondary and primary teaching staff are involved in some type of whole school development work.

All staff are reviewed in line with local policy and there is a well supported range of CPD offered throughout the session. Individual staff are supported to undertake specific professional development which is linked to school improvement. Self-evaluation pointed to a need for additional CPD in Cooperative Learning, Glow and Assessment and a number of sessions have been arranged for 2010-11.

8.0 Partnerships and resources

There are effective partnerships between the school and outside bodies, which improve the quality of learning for learners. As well as taking part in community events, learners participate in Skills for Work courses, a work experience programme and other career related curriculum activities such as the careers in a rural community fair for P7 and S1. The introduction of International Education has brought new partners to the school from other countries.

The expressive arts curriculum is enhanced through opportunities provided by the Creative Links team and the Active Schools team provides a range of extra-curricular sporting activities at the school.

Local environmental agencies/businesses also support the delivery of cross cutting curricular themes such as sustainability and enterprise.

Very good inter-disciplinary working is in place and learners with additional support needs have carefully targeted support and intervention to ensure that they make progress in school and are suitably placed post 16. The school begins transition as early as possible so that enough time is made available to plan for the next stage.

School budgets are administered within systematic procedures. The Devolved School Management Officer plays a crucial role in the administration of the school's finances and receives on-going training. Budgets are used to finance a high level of resources. The present need for a secure archive store is under review. Financial cuts are having a significant impact on budgets. The school has to plan this next session on how it will deal with further cuts.

Accommodation is of a high standard and there is a yearly programme of planned maintenance

9.0 Leadership

The school has moved successfully to leadership at all levels, particularly in secondary and Additional Support Needs. The main focus for all leaders is improving learning and teaching. The development work of the school supports this focus.

The school is increasing the opportunities for children and young people to be involved in school improvements. Good examples of this in 2001-10 have been: the quality work led by S2 pupils on the General Election; nursery children involved in planning their curriculum; S1-2 focus groups on learning and teaching; personal learning planning in primary.

Learning is at the centre of improvement with all staff actively engaged in this. Senior staff play an important role in setting out the strategic direction of the curriculum and in promoting the importance of leadership across the school as one of the key tools in securing improvement in all areas of the curriculum. Staff are encouraged to initiate change and promoted staff support staff as they lead and evaluate change. There is a review of the line management structure planned for 2010-1, along with a review of how principal teachers can be more proactive in providing challenge and support..

There are very good supportive relationships among staff across the school, with teams working well with outside agencies and public bodies.

Parents and outside agencies support the leadership of the school and feedback on how the school is led is positive.

SECTION 4

Scalloway Junior High School

Development Plan

Session: 2010-2011

The main points for action in the school development plan are related to the Schools Service Action Plan and the Scottish Government Provisional Programme Framework (29 January 2009), Building the Curriculum 3 and other current guidance on CFE.

<p>Main Point for Action related to Schools Service Action Plan: To further develop Curriculum for Excellence (CFE): assessment</p>	<p>Lead Personnel:P Robertson:numeracy A McKee: literacy M McNicol:Health & Wellbeing</p>
<p>Quality Indicators 5.1, 5.2</p>	

Specific Action Point	Implementation Strategies/Outcomes	Target Outcomes and Impact for Learners	Timescale	Resources/Lead person	How you will assess progress
<p>1. To continue to work on a planned programme of implementation of all sets of experiences and outcomes (Es and Os) and related assessment.</p>	<p>SMT will continue to plan programmes of implementation in line with emerging national and local guidance on experiences and outcomes and related assessment for 2009-12.</p> <p>Primary & Secondary departments will review and develop primary topics and projects and S2 programmes to allow learners to achieve the outcomes and experiences, including numeracy, literacy and health and wellbeing.</p>	<p>A planned programme informs the progressive implementation of experiences and outcomes.</p> <p>Learners in S1/2 will experience learning and teaching based on Es and Os.</p>	<p>March 2010 review of advice.</p> <p>In-service October 2011</p>	<p>SMT members led by Ht/DHT</p> <p>All teaching staff</p> <p>Department meeting</p>	<p>SMT meetings. Review against local and national guidance.</p> <p>Audit progress in January 2011. Teachers' planning. Line managers' meetings with departments to review progress.</p>
<p>2.To develop assessment mechanisms and evidence in line with National Assessment Resource(NAR)</p>	<p>CPD time allocated for familiarisation with NAR.</p> <p>Departments will review and amend their recording systems.</p> <p>In-service time will be set aside for staff to work together on assessment for primary and S1/2.</p>	<p>Learners will have their progress assessed in a variety of ways and be active in assessing their own progress.</p> <p>Reporting to learners and parents on attainment and achievement is based on systematically gathered and robust evidence.</p>	<p>In-service October 2011</p>	<p>PTs will support departments .</p> <p>HT attend conference on Assessment Sept 2010.</p>	<p>QIO focus visits.</p> <p>Assessment information/STACs.</p>

Specific Action Point	Implementation Strategies/Outcomes	Target Outcomes and Impact for Learners	Timescale	Resources/Lead person	How you will assess progress
<p>3. To continue to develop literacy, numeracy and health and wellbeing across the curriculum at all stages and third and fourth levels.</p>	<p>Departments will plan for implementation in line with national and local guidance.</p> <p>The literacy coordinator will set up a working group to implement the plan set out last session: This will include:</p> <ul style="list-style-type: none"> • an audit • Production of written guidance for all staff • further development of literacy in line with emerging guidance. <p>The principal teacher leading numeracy will continue , with a working group, to:</p> <ul style="list-style-type: none"> • develop and implement numeracy across the curriculum, building on the work done last session. • produce written guidance for all staff <p>The health and wellbeing working group will continue to implement the development plan set out last session. This will include:</p> <ul style="list-style-type: none"> • involvement of learners • planning/implementation of action points towards the 2nd Health Promoting Schools accreditation 	<p>Careful planning will ensure progression of Es and Os for all learners in these three areas.</p> <p>Learners will experience the required broad range of literacy and numeracy experiences and outcomes across all curricular areas.</p> <p>Consistency of approach by staff will improve learners' learning experiences.</p> <p>Learners will have input into how aspects of health and well being are delivered in the school.</p> <p>Accreditation will ensure that the learners are experiencing a broad curriculum which has a positive impact on their health and wellbeing.</p>	<p>Ongoing until 2011</p> <p>Audit completed by Oct 10.</p> <p>Written guidance by Nov 10</p> <p>May 2011</p>	<p>A McKee</p> <p>P Robertson</p> <p>M McNicol</p>	<p>S & Q Reports.</p> <p>Classroom observations.</p> <p>Teachers' planning.</p> <p>Working group minutes.</p> <p>Departments' self-evaluation against national guidance.</p> <p>Local authority accreditation evaluation: application ready by April 2011</p>

<p>Main Point for Action related to Schools Service Action Plan: To further develop Curriculum for Excellence (CFE): achievement</p>	<p>Lead Personnel: P Robertson and working group</p>
<p>Quality Indicators: 1.1, 2.1, 5.5, 5.7</p>	

Specific Action Point	Implementation Strategies/Outcomes	Target Outcomes and Impact for Learners	Timescale	Resources/Lead person	How you will assess progress
<p>1. To further develop a framework for promoting achievement for implementation in 2010-11</p>	<p>The working group will continue to work through the two year plan set out in 2009. This will include:</p> <ul style="list-style-type: none"> • A framework for achievement • Involvement of learners • Use of partnerships, including parents • Award schemes • Achievement as a motivator • Personal learning planning • Investigating an ICT programme which will record personal achievement and set targets. Progression-nursery to secondary will be a feature. <p>Evaluate work done to date with pupils by focus groups /questionnaire.</p>	<p>There are clearly defined and planned opportunities for achievement for all learners.</p> <p>Learners will have opportunities outside the school to achieve.</p> <p>Learners will have ready access to records of achievement and be able to share these with parents and others.</p> <p>By starting in nursery, learners will build on their skills in recognising and recording a wide range of achievement.</p> <p>Pupils' views and evaluations of achievement inform next steps .</p>	<p>Implementation as per plan.</p> <p>September 2010</p>	<p>PR lead on working group</p>	<p>Review of impact of plan in March 2011.</p> <p>End of session awards.</p> <p>Informal and formal consultation with learners.</p> <p>QIO focus visits.</p> <p>Collation of responses show positive impact of work already done.</p>

<p>Main Point for Action related to Schools Service Action Plan: To further develop Curriculum for Excellence (CFE): learning and teaching</p>	<p>Lead Personnel: Head Teacher/Depute Head/Tapestry Leaders</p>
<p>Quality Indicators: 2.1, 5.1, 5.2, 5.3,5.4</p>	

Specific Action Point	Implementation Strategies/Outcomes	Target Outcomes and Impact for Learners	Timescale	Resources/Lead person	How you will assess progress
<p>1.To continue to promote the use of Co-operative Learning across the school.</p>	<p>The next cohort of teachers will participate in training/up-dates in 2010-11</p> <p>Teachers already trained will further embed Co-operative learning into their teaching and learning.</p> <p>Staff meeting to focus on sharing of practice and evaluation of impact.</p> <p>Classroom observations will include a focus on AIFL and Co-operative Learning.</p>	<p>There will be increased continuity of teaching and learning approaches across stages.</p> <p>Teachers will be able to make learning more active and enjoyable.</p> <p>Learners will experience a wider range of Cooperative Learning techniques.</p>	<p>By 2011</p> <p>2010-11</p> <p>Nov 2010</p> <p>By end of 2011</p>	<p>Head Teacher /Depute Head</p>	<p>Percentage of staff trained.</p> <p>Department reviews with line managers.</p> <p>Formal feedback from teachers</p> <p>Feedback from pupil focus group Classroom observations.</p>
<p>2.To develop Assessment is for Learning (AIFL) so that it is a core part of the teaching approach in all classrooms.</p>	<p>Support Tapestry Groups to sustain pace and membership by meeting with leaders to discuss sustainability.</p> <p>Review peer visits to other classrooms.</p> <p>Move AIFL resource base in staffroom.</p>	<p>Across the school learners experience AIFL in all areas.</p> <p>Learning and teaching is motivating and engages learners. Learners are partners in their learning through AIFL strategies.</p>	<p>August 2010</p> <p>Throughout 2010-11</p> <p>Aug 2010</p>	<p>Team leaders /DHT</p> <p>PTs to discuss progress with departments at planned reviews.</p> <p>Library assistant</p>	<p>Feedback at termly meetings of Communities.</p> <p>Classroom observations Feedback from pupil focus group</p>

<p>Main Point for Action related to Schools Service Action Plan: To further develop Curriculum for Excellence (CFE): 16 + Learning Choices</p>	<p>Lead Personnel: HT, P Robertson</p>
<p>Quality Indicators: 5.1,5.2</p>	

<p>Specific Action Point</p>	<p>Implementation Strategies/Outcomes</p>	<p>Target Outcomes and Impact for Learners</p>	<p>Timescale</p>	<p>Resources/Lead person</p>	<p>How you will assess progress</p>
<p>1. To develop 16+ choices in line with national and local guidance.</p>	<p>Patrick Robertson as coordinator to attend meetings and to set out plan of action as in terms of guidance.</p> <p>Attendance at 16+ Learning Choices meetings.</p>	<p>Opportunities for young people are supported by implementation of guidance and local plan.</p>	<p>On-going</p>	<p>P Robertson</p>	<p>Evaluate against guidance from notational and local sources.</p>

Main Point for Action related to Schools Service Action Plan: To further develop Curriculum for Excellence (CFE): curriculum design	Lead Personnel: SMT members/Curriculum Working Group led by T Regan
	Quality Indicators: 5.1,6.3

Specific Action Point	Implementation Strategies/Outcomes	Target Outcomes and Impact for Learners	Timescale	Resources/Lead person	How you will assess progress
1. To further develop interdisciplinary learning between subjects.	<p>Map what is already in place across the secondary school.</p> <p>Develop plan for further changes to curriculum design.</p> <p>Revise timetable/staffing requirements for 2010-11.</p>	<p>The school has a clear map of where the entitlements of learners are being met and which areas are still to be developed.</p> <p>Pupils' experience a curriculum which has clear links across subjects and which promotes relevance and learning in context.</p>	<p>October 2010</p> <p>Dec 2010</p>	<p>HT/TRegan</p> <p>T Regan and Curriculum Working group</p>	<p>Evaluation of progress using local/national guidance.</p> <p>HMle guidance to schools.</p>
2. HT/DHT to plan response to Blueprint for Education, CFE and any local decisions on transition points in partnership with Schools Service and Anderson High School.	<p>Blueprint for Education school closure proposal will follow statutory timescales.</p> <p>HT will work closely with School Service and Anderson High School on planning for any changes in transition points and course structures.</p>	<p>The needs of learners are a main focus of any major changes.</p> <p>Advance planning on transitions ensures progression and coherence for learners</p>	<p>Statutory timescale</p> <p>Throughout 2010-11</p>	<p>HT/DHT</p>	<p>Meetings with School Service and AHS staff.</p> <p>Head Teacher meetings on Senior Phase.</p> <p>Pupil/parent feedback.</p>

<p>Main Point for Action related to Schools Service Action Plan: To further develop Curriculum for Excellence (CFE): ICT including Glow</p>	<p>Lead Personnel: Eric Muir</p>
<p>Quality Indicators: 2.1, 5.2, 6, 8</p>	

Specific Action Point	Implementation Strategies/Outcomes	Target Outcomes and Impact for Learners	Timescale	Resources/Lead person	How you will assess progress
<p>1. To further promote Glow into teaching and learning approaches across nursery, primary & secondary.</p>	<p>ICT working group to survey staff's requirements for additional training and thereafter set up a programme of small group training using in-house expertise.</p>	<p>Learners have more opportunities to use Glow.</p> <p>Learners will be offered a wider range of Glow facilities.</p> <p>Teaching and learning approaches will be enhanced by use of Glow.</p>	<p>August 2010</p> <p>Training set over 2010-11</p>	<p>EM and ICT working group</p>	<p>ICT working group minutes.</p> <p>Attendance at CPD sessions.</p> <p>Classroom observations</p> <p>Feedback from promoted staff at SMT.</p>
<p>2. Develop use of SEEMIS by key staff.</p>	<p>Review requirements of record keeping, reporting and evidence gathering, with particular regard to Pupil Support.</p> <p>Plan and develop new system.</p> <p>Series of training to small groups on request.</p>	<p>There is a more effective monitoring system available to an increased number of staff.</p> <p>Pupil records will be more accessible to staff.</p> <p>There will be more sharing of information on learners.</p>	<p>January 2010</p> <p>By June 2010</p>	<p>EM assisted by DSMO and Pupil Support staff</p>	<p>PT with responsibility for ICT will report to SMT.</p> <p>Pupil Support weekly meeting</p>

<p>Main Point for Action related to Schools Service Action Plan: To further develop Curriculum for Excellence (CFE): to support and further partnerships with parents</p>	<p>Lead Personnel: Head Teacher and A McKee</p>
<p>Quality Indicators: 2.2, 3.1, 5.5, 5.7</p>	

Specific Action Point	Implementation Strategies/Outcomes	Target Outcomes and Impact for Learners	Timescale	Resources/Lead person	How you will assess progress
<p>1.To ensure that parents continue to be made aware of the changes introduced by Curriculum for Excellence(CFE).</p>	<p>Distribute packs of national guidance on CFE at the start of the session.</p> <p>Produce a second school brochure which gives details of what is happening in school relating to CFE.</p>	<p>Learners and parents will have up-to –date national information on CFE.</p> <p>Learners can share with their parents some of the changes resulting from CFE.</p>	<p>August 2010</p> <p>September 2010</p>	<p>HT</p> <p>A McKee/Primary PT</p>	<p>Formal feedback from parents requested at the end of the school brochure.</p>
<p>2.To support parents throughout the period of the Blueprint for Education school closure proposal.</p>	<p>HT to work with the Parent Council providing information and advice as required.</p> <p>HT to implement advice from authority on supporting and advising parents during consultation period.</p>	<p>Parent Council will represent parents’ views throughout proposal for closure.</p> <p>HT will ensure parents and their children are supported by the school during this period.</p>	<p>2010-11</p>	<p>Head Teacher and SMT</p>	<p>Feedback from parents and officers of School Service.</p> <p>Minutes of Parent Council meetings.</p>

Main Point for Action related to Schools Service Action Plan: To further develop Curriculum for Excellence (CFE):self-evaluation	Lead Personnel: Head Teacher/Depute Head
Quality Indicators: 3.1, 5.9, 6.3,9.4	

Specific Action Point	Implementation Strategies/Outcomes	Target Outcomes and Impact for Learners	Timescale	Resources/Lead person	How you will assess progress
To continue to update and strengthen approaches to self-evaluation in line with implementation of CFE	Finalise revised policy and discuss with staff at staff meeting Implement identified changes during 2010-11: <ul style="list-style-type: none"> • Revised cycle of self-evaluation • New line management structure • Expand role of PTs in self-evaluation • Increase pupil voice 	School improvement is clearly linked to self-evaluation to ensure high quality learning and teaching for learners. A clear structure of self-evaluation ensures that the implementation of CFE is supported by robust quality assurance . Learners are involved, along with other stakeholders, in the self-evaluation process and can see where their input has initiated improvements.	October 2010 On-going 2010-11	HT/DHT	SMT minutes Self-evaluation meeting feedback S & Q reports have clear focus on success in school improvement. QIO focus visit on self-evaluation Benchmark against HMle Self-evaluation documentation.

THREE YEAR OVERVIEW

The priorities areas identified in the School Development Plan will be taken forward in 2010-11. Curriculum for Excellence will continue to be the main driver of changes to the 3-18 curriculum and curriculum design over the next three years.

Development Priority	2009-2010	2010-2011	2011-12
<p>Curriculum for Excellence(CFE)</p> <p>The priorities for developing CFE are set out at national and local level and the school implements developments according to this guidance.</p>	X	X	X
<p>Blueprint for Education</p> <p>The review of education provision across Shetland will continue to impact on the school, particularly the proposal to close the secondary school. At this point in time it is not possible to plan priorities over a three year period until decisions are made on the shape of the school estate.</p>	X	X	X

