

Dounby



Community School

School Improvement Plan

Implementing
Curriculum for Excellence

Raising standards

2013 to 2016

Thinking

Learning

Community

T L C

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1. Self-evaluation

a.) School initiated evaluations

The school has engaged in a range of self-evaluation activities over the last year, the school's reviewed programme of self-evaluation for 2012-13 may be found [here](#). The following are examples of specific self-evaluation activities:

- Review of the 2011-2012 School Improvement Plan.
- Development of the Standards and Quality Report for the school for 2011-12, the report is [here](#).
- Observations of teaching by the headteacher.
- Review of pupil data by the headteacher and in discussion with teachers.
- Consultation of parents and carers; bullying, outdoor education, Parent Group, Play Dounby.
- Consultation of pupils: bullying, School Council.
- Review of planning and evaluation processes and records by the headteacher.
- Staff review process.
- Staff discussions both formal and informal.
- Focus group interviews with nursery and pre-school parents.
- Review of support for learning.

The programme for school self-evaluation for 2013-14 is [here](#).

b.) Orkney Islands Council initiated evaluations

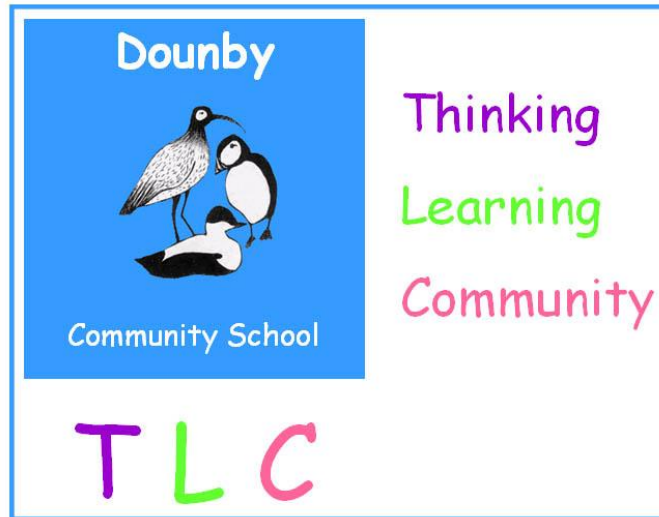
- Ethos survey of pupils.
- Ethos survey of parents and carers.
- Ethos survey of staff.
- Review of pupil entitlements (Scottish Government).

This was the last ethos survey initiated by the council. In the future the school will need to generate its own surveys. During early 2013 the school surveyed pupils, parents and carers and staff in respect of bullying.

c.) External inspection

The school's nursery and pre-school was formally inspected by The Care Inspectorate in January 2013. The Nursery and Pre-school was judged "Very good" across all the inspection criteria. The report may be found [here](#).

2. Vision, values and aims



We value happiness, health, justice, effort, questioning, creativity, equality and respect.

These values will be attained through our aims:

1. We aim to do the very best for our pupils and strive to understand how they learn and how we can challenge and support their thinking and learning.

2. We aspire to help our pupils to become:-

Successful learners
Confident individuals
Responsible citizens
Effective contributors

3. We aim to improve the achievement and attainment and the health and wellbeing for all pupils, staff and for the wider school community.

3. Development priorities 2013 to 2016

ScIP ref.	Improvement Priority 2013 - 2016	HMIe priorities from the report May 2010	Continued Development from 2012 / 2013	Orkney Islands Council Development 2013 / 2014
LT	Learning and teaching	Standards: English language and mathematics	Raising standards	Self-evaluation and school improvement
Ma	Mathematics	Standards: mathematics	Raising standards	Self-evaluation and school improvement
L&T	Listening and talking	Standards: English language	Raising standards	
ICT	ICT			
HWB	Health and well-being			

Introduction

The school is seeking to raise standards of achievement across the curriculum. The school actively recognises children's entitlement to a broad, general education. Research shows that the most likely means of realising this is to develop teachers' skills. The focus should be on the classroom and what happens there day to day. The school intends to improve the quality of learning through better teaching and a better experience for all our pupils. Teachers will understand the most effective methods of teaching and have a good knowledge of the curriculum that they teach.

Success criteria

We will know we will have succeeded when:

- The headteacher, the school staff, parents and the Orkney Islands Council know how good a school this is through evidenced self-evaluation.
- Individual members of staff know what they are doing well, what they can improve, and how to obtain the development opportunities and support in order to improve their practice.
- The school staff, as a team know what we do well and what we should improve and how we are going to improve it.
- 90% of pupils are making at least expected progress as measured by PIPS. At Primary 4, 95% of pupils are working within the expected Level. At Primary 7, 85% of pupils are working within the expected level.
- Children are happy learners.

Evaluation arrangements:

- LA officer or partner headteacher can readily see the evidence for judgements made in the Standards and Quality Report.
- The headteacher has an effective plan and calendar for self-evaluation events, the plan and calendar may be seen and the evaluation events monitored by LA officer or partner headteacher.
- LA officer or partner headteacher can find evidence for the development of learning and teaching within the school.

Improvement Project	OIC SIP	HMIe	School Aims	Q.I(s)
LT Learning and teaching	Self-evaluation & school improvement	Standards: English language and mathematics	1, 2, 3	1.1; 2.1; 5.3; 5.9

Area for Improvement: The quality of learning and teaching throughout the school.

OUTCOMES FOR ALL LEARNERS

Learners:

- consistently attain good standards because they are able to learn with the support of good teaching.
- are happy in school.
- are able to apply their learning across a range of contexts, learning is deep.

RESOURCES ALLOCATED

In the first year:

- Development meeting time / in-service days – 40 minutes in each of 6 meetings.
- Headteacher time – 60 hours
- Principal teacher time – 5 hours
- Teacher time – 30 hours
- Stationery - £150

The learning and teaching action plan is located here:

Budget reference at May 2013

Item	Finance in action plan	April 2013 budget	Subsequent budgets
Supply days	£200 p/a	CPD	CPD
CPD fees	0	0	0
Furniture and capital items	0	0	0
Finance for resources	£150 p/a	Photocopying / office supplies budget	Photocopying / office supplies budget
Other items	0	0	0

Introduction

The school is seeking to consolidate the work carried out over 2012 – 2013 and previously on the development of mathematics teaching and learning through the school.

Investment has been made in mathematics resources, particularly Unicom for Nursery, Pre-school and Primary 1-3. Other resources have been purchased to support teachers delivering a balanced mathematics curriculum that is better differentiated and more based within the broader curriculum for the older children in school. A key focus throughout the school is to give children a better understanding of number, rather than numerals, in all their learning.

Success criteria

We will know we have succeeded when:

- All children make at least expected progress with the learning of mathematics, a significant proportion, 30%, make good progress.
- More able children make at least expected progress with the learning of mathematics, year on year, as they progress through school.
- Mathematics standards in the school are at least as good as the Scottish average across the whole school.
- Mathematics teaching is 100% compatible with Curriculum for Excellence.
- 90% of children enjoy mathematics learning throughout the school.

Evaluation arrangements:

- Headteacher monitors children's progress with mathematics learning using PIPS and other statistical tools.
- Headteacher observes the teaching of mathematics throughout the school.
- Headteacher interviews pupils and uses questionnaires to obtain pupils' views of mathematics learning throughout the school.

Improvement Project Ma Mathematics	OIC SIP Performance improvement	HMle Raise levels of attainment	School Aims 1, 3	Q.I(s) 1.1, 2.1, 5.1
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Area for Improvement: Pupils' progress and overall standards of mathematics in the school.

OUTCOMES FOR ALL LEARNERS

Learners:

- enjoy learning mathematics.
- attain a better standard of mathematics learning; 95% are working within the expected Level at the end of Primary 4; 85% are working within the expected Level at the end of Primary 7.
- all make good progress with the learning of mathematics.
- are able to apply mathematical skills and knowledge to a wide variety of situations in their everyday lives.

RESOURCES ALLOCATED

In the first year:

- £600 to purchase resources.
- £400 to release staff for development purposes.
- Time in development meetings – at least 30 minutes in each of 8 meetings.
- In-service day time, half a day.
- Teacher CPD time to read and understand and then develop their planning – 20 hours
- Headteacher time to enable and to monitor – 15 hours

Budget reference at May 2013 on mathematics budget

Item	Finance in action plan	April 2013 budget	Subsequent budgets
Supply days	£400	CPD	CPD similar amounts each year
CPD fees	£0	£0	?
Furniture and capital items	£0	£0	£0
Finance for resources	£300	Mathematics budget	£300 for development each year from mathematics budget
Other items			

Introduction

Listening and talking are the starting points of all literacy. The skill of listening well is key to most learning. Talking enables children to model and experiment with ideas prior to writing. There are a significant proportion of children within our community who use quite limited vocabulary, have a limited understanding of more varied vocabulary and are not skilled at constructing good sentences within their day to day spoken language. Listening and talking also involves the asking of questions and links to Solo Taxonomy and to Philosophy for Children and guiding children towards deeper learning which they are able to apply across the curriculum.

Success criteria

We will know we will have succeeded when:

- We understand how we are able to assess listening and talking.
- 85% of children meet the expected standards for listening and talking for their age.
- When staff are confidently teaching listening and talking skills across the school.
- When most children are able to ask deeper questions, appropriate to their age, that apply across the whole curriculum.

Evaluation arrangements:

- Headteacher investigates the quality of listening and the quality of talking across the school.
- Headteacher investigates the planning for the teaching of listening and talking across the school.
- Headteacher confirms that assessment of listening and talking is secure.
- Headteacher requests and receives assessment data for children's listening and talking across the school.

Improvement Project	OIC SIP	HMIe	School Aims	Q.I(s)
L&T Listening and talking	Performance improvement	Standards of literacy	1, 3	1.1, 2.1, 5.1

Area for improvement: standards of listening and talking in the school, and the progress made by pupils with learning to listen and learning to talk.

OUTCOMES FOR ALL LEARNERS

Learners:

- listen attentively.
- process spoken language accurately and confidently.
- speak clearly, so that they make themselves understood.
- are able to discuss complex issues with their peers and with adults and bring learning from across the curriculum to those discussions.

RESOURCES ALLOCATED

- Time in development meetings – at least 40 minutes in each of 4 meetings.
- In-service day time, half a day.
- Headteacher time to prepare CPD meetings and to support and advise staff – 20 hours
- Headteacher time to enable and to monitor – 15 hours

Budget reference at June 2013 on literacy budget

Item	Finance in action plan	April 2013 budget	Subsequent budgets
Supply days	£300	£300	?
CPD fees	0	0	
Furniture and capital items	0	0	
Finance for resources	£200 – training event Shapinsay October 2013	£2013	?
Other items	Non-fiction books	£1,000	?

Introduction

ICT developments in our day to day lives has changed dramatically over the last five years. Mobile computing in all its forms, laptops, tablets, phones, iPods are now in frequent use and the desktop computer, whilst still having a place, is less the centre of ICT focus. The school has begun to respond to these changes by using its allocation to purchase laptop computers for classroom use, by purchasing a few tablet devices, by allowing older children to use tablet devices and iPods in their day to day learning. All teachers and some teaching support staff now have assigned laptops for their professional use.

The school will need to reassign desktop computers to classrooms and smaller “base areas” around the school and decommission its IT suite.

Teaching will still need to have a focus on IT skill development with the use of desktop and laptop PCs, these are the devices that are used in the professional and creative world. However, there will need to be a focus on developing children’s use of tablet and similar devices as tools, rather than just as toys. The school will need to ensure that pupils understand the benefits and risks within the online world.

Success criteria

We will know we will have succeeded when:

- PCs and laptops are distributed around the school so that there is equitable access for all age groups.
- Teaching and learning is focused on using IT devices as tools to accomplish tasks across the breadth of the curriculum.
- A progressive IT curriculum supports skill development alongside key IT knowledge.
- All children understand the benefits and risks of the online world and use it responsibly and securely.
- 85% of pupils from P4 to P7 are able to use IT effectively to enhance and support their learning across the breadth of the curriculum.

Evaluation arrangements:

- Headteacher monitors progress with the planned developments.
- Staff discuss ICT in development meetings.

Improvement Project	OIC SIP	HMIE	School Aims	Q.I(s)
ICT Information communication technology	Self-evaluation & school improvement	Standards: across the broad curriculum (particular focus on Health and Well-being)	1, 2, 3	1.1; 2.1; 5.3; 5.9

Area for Improvement: ICT

OUTCOMES FOR ALL LEARNERS

Learners:

- have access to ICT tools and know how and when to use them.
- enjoy using ICT tools and are confident and know they are safe to use them.
- are able to apply their learning across a range of contexts, learning is deep.

RESOURCES ALLOCATED

In the first year:

- Development meeting time, 40 minutes in four meetings.
- Headteacher time – 50 hours
- Principal teacher time – 10 hours
- Teacher team to develop ICT curriculum – 20 hours each (total 80 hours)
- Finance for hardware and software - £2,400

The learning and teaching action plan is located here:

Budget reference at June 2013

Item	Finance in action plan	April 2013 budget	Subsequent budgets
Supply days	£200 p/a	CPD	CPD
CPD fees	0	0	?
Furniture and capital items	Laptops – £362.63 +£33 x2 = £791.26 (teacher laptops with MS Office) Tablet devices – 160 x 2 Projectors – 351.49 x2 = £702.98	£1111.26 – budget £702.98 - maintenance	?
Finance for resources	Cameras - 49.95 x 5 = £249.75 Upgrade to PCs, mobile mouse purchase etc - £350	£599.75 - budget	?
Other items	0	0	0

Introduction

The school has been at the fore-front locally of developing Health and Well-being education within the broad general education. There have been successes in recent years, the development of a Health and Well-being curriculum, introduction and consolidation of cooking and food within the curriculum, a focus on the entitlement of pupils to two hours of PE a week, the continued development of sex and relationships education.

The school has been updating the Health and Well-being curriculum within its practice, although some sections of the document could benefit from being rewritten. An area which requires thought and development is the relationship between ICT and children's health and their safety.

There has been an attempt recently through the local authority to develop assessment of Health and Well-being. A member of school staff was involved in this work. The work identified problems with the National Assessment Resource (NAR) and its use. The work did develop staff understanding of the assessment of this curriculum area but the ideas could be developed further within school.

The school continues to develop play, in particular developing the community play park and the playground.

Success criteria

We will know we will have succeeded when:

- The Health and Well-being curriculum document has been updated to reflect current practice.
- Teachers confidently assess children's attainment of the Health and Well-being curriculum.
- Sex and relationship learning and teaching continues to be well taught across the school.
- The school further develops its understanding of the issues around ICT and Health and Well-being and further develops the curriculum and teaching in line with this development.

Evaluation arrangements:

- Staff discuss Health and Well-being at development meetings.
- Staff representation is maintained on local authority development groups.
- Headteacher continues to monitor Health and Well-being teaching.
- Headteacher monitors health and Well-being curriculum development and assessment.

Improvement Project	OIC SIP	HMIe (Learning) Activities meet the learning needs of each individual child	School Aims	Q.I(s)
HWB Health and Well-being	Performance improvement		1, 2, 3	5.1; 5.3

Area for Improvement: The further development of Health and Well-being learning, teaching and assessment throughout the school.

OUTCOMES FOR ALL LEARNERS

Learners:

- learn through a better curriculum plan.
- are safe, and know how to keep themselves safe and happy when using ICT.
- Have their progress tracked via moderated assessment of Health and Well-being.

RESOURCES ALLOCATED

- Development meeting time – 40 minutes in each of 6 development meetings / one half in-service day.
- Head teacher time – 20 hours
- Health and Well-being leading teacher, 28 hours (four days of supply)
- Health and Well-being development group of teachers and teaching staff – half a day in-service
- Resources, various - £150

Budget reference at June 2013

Item	Finance in action plan	April 2013 budget	Subsequent budgets
Supply days	£320 - four days	50% paid by OIC and %0% paid by school - £160	?
CPD fees	0	0	
Furniture and capital items	Community play park development - £40,000	There is finance reserved for play development - c£6,500 Other finance is expected to be obtained via grant applications.	Development of the tennis court into a MUGA, £29,000 at current prices
Finance for resources	£270 - scooters Other play developments, concreting of areas of the playground - £500	£270 £500 - Maintenance budget	?
Other items	0	0	

4. Other areas of development for the school

There are other areas of development that the school will continue from previous years or develop alongside the work of Orkney Islands Council.

Previous developments within school include children's play and support for learning. The school will work closely with the Education, leisure and Housing Service of Orkney Islands Council to support the development strategy of the whole service.

5. The consultation process

This School Improvement Plan has been developed from self-evaluation of the school's performance.

In formulating this plan the school staff have been consulted via development and staff meetings.

The parents and carers of the children of the school have been consulted via the school newsletter and through the Parent Group of Dounby Community School.

The children are yet to be consulted on this plan. Parts of this plan will be discussed in the School Council and this should lead to wider discussion in Class Council meetings.

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