



GATEHOUSE PRIMARY SCHOOL

QUALITY ASSURANCE PROCEDURES

SCHOOL DEVELOPMENT PLAN

SESSION : 2009 - 2010

This document should be read in conjunction with the school's current Standards and Quality Report

September 2009

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1: The Context for our Development Plan

A: National Factors

This Development Plan is determined by links between *National Priorities*, the *purposes of Curriculum for Excellence* and *themes for Scotland's children*. These are:

National Priorities: *Achievement and Attainment; Framework for Learning; Inclusion and Equality; Values and Citizenship; Lifelong Learning*

Purposes of CfE: *Successful learners, Confident individuals, Responsible citizens, Effective contributors*

Themes for Scotland's children: *Achieving, Active, Healthy, Responsible, Respected, Safe, Included, Nurtured*

B: Council Factors

There are 5 themes in **Dumfries & Galloway Council's Corporate Plan** which reflect the Scottish Government's strategic objectives. These are:

Wealthier and Fairer, Healthier, Safer and Stronger, Smarter and Greener.

C: The Schools' Service Vision focuses on success. For all our young people the purpose is to raise levels of:

Achievement, Attainment, and Participation

- by encouraging in all of our staff: ***Innovation and creativity, Collaboration and A culture of sharing and learning***

Education Improvement Plan

The four key drivers in the Education Improvement Plan are:

Ambitious Excellent Schools, Leadership and Management, Learning and Teaching and Pupil Support.

D: The *Values* that are important to us in our school are: Consideration, Co-operation, Effort, Enjoyment, Friendship, Honesty, Kindness, Politeness, Respect, Responsibility, Self-belief, Self-confidence, Self-control, Teamwork and Trust.

E: To create our *vision* (the role of our stakeholders) - see CC 2, HGIOS 3 QIs 9.1, 9.2 and JTE Dimension 3 -

We have consulted with all stakeholders (staff, pupils, parents and community) to establish and agree priorities in terms of overall vision, values and aims for our school;

We have instituted effective planning and communication systems to ensure on-going sustainability of the above vision, values and aims – and to ensure all involved continue to see and appreciate the role they have in maintaining these.

2: Our School Aims:

Introduction

The Aims, which we have established for our school, are very important to us. Aims give all school users a shared sense of direction and purpose, and enable all school and school-related activities to have common goals. Our Aims are divided into 3 groups:

- Our Aims for *Ethos*;
- Our Aims for the *Curriculum*; and
- Our Aims to allow *fostering and development of relations with Parents and the Community*.

Our Aims are:

A: ETHOS:

At Gatehouse school we aim:

- To provide a rich and stimulating learning environment that is caring, secure and supportive, and which recognises the needs of the individual pupil;
- To encourage pupils to understand the meaning of self-discipline, responsibility towards each other and respect for their property and the environment in general;
- To encourage children to develop and maintain positive attitudes towards good work and behaviour;
- To create an environment for the pupils in which they can take pride;
- To provide a positive and supportive environment for staff in which opportunities for professional development exist and can take place.

B: THE CURRICULUM

We aim to provide for the pupils:

- knowledge, skills and understanding in literacy and communication, numeracy and mathematical thinking;

- understanding and appreciation of themselves and other people and of the world around them;
- the capacity to make creative and practical use of a variety of media to express feelings and ideas;
- knowledge and understanding of religion and its role in shaping society, and the development of personal and social values;
- the capacity for independent thought through enquiry, problem-solving, information handling and reasoning;
- appreciation of the benefits of healthy living and physical fitness;
- positive attitudes to learning and personal fulfilment through the achievement of personal objectives.

C: PARENTS AND THE COMMUNITY

We aim:

- to recognise and share the responsibility with parents for the education of their children;
- to be welcoming to parents and families at all times;
- to develop good communication with the home;
- to encourage parents to feel part of daily school life and to be involved in extra-curricular activities;
- to raise the profile of the school within the community;
- to use expertise and knowledge of members of the community to support curriculum work;
- to develop mutually supportive attitudes with the community.

3: SCHOOL DEVELOPMENT PLAN – AUDIT SUMMARY: REPORTING ON PROGRESS: SESSION: 2008 - 2009

Development / Maintenance Priorities		Outcomes
1: Key performance outcomes:	Continue data analysis. Monitor whole-school attainment. Prepare and implement tracking (monitoring) & target-setting policy and procedures.	Revised attainment forecasting and monitoring procedures implemented. In place for start of new session (09/10).
2: Impact on learners:	Prepare Pupil handbook Implement new ICT pupil 'computer licences' Review and update arrangements for homework Prepare Equal Opportunities policy guidance	Computer licences prepared and in place. Further work on implementing procedures for completion and on-going monitoring required. Revised homework policy completed and introduced. Available on staff and public websites. Equal Opportunities document completed and introduced. Available on staff and public websites.
3: Impact on staff:	Achieve renewal of Investors in People status	New three-year accreditation achieved (January 2009).
4: Impact on the community:	Prepare and implement School travel plan	Preparatory work completed in June 2009. Document ready for collation, consultation and issue (in September 09).
5: Delivery of Education:	Implement new Personal Learning Planning procedures into P4/5 & P6/7. Continue review & development of curricular planning procedures/docs Undertake full review of school Learning & Teaching policy/guidance document.	Agreed to to re-examine when new Curriculum for Excellence school structure established. As above. Main focus for development in 09/10. As above.
6: Policy development & planning:	Modern Foreign Language policy & programmes. Prepare ACfE Health & Wellbeing policy & programme.	Carried to 09/10. As above.
7: Management and support of staff:	Staff interactive whiteboard training to be undertaken. Continue preparation of non-teaching staff guidance Review/update staff development & review policy and procedures. Prepare staff mentoring policy/procedures Review monitoring procedures by HT.	Completed in staff CPD. Janitor details (documentation) completed. Completed (as part of renewal of Investors in People accreditation). Completed – new documentation available on staff website. On-going. New arrangements issued termly.
8: Partnerships & resources:	Prepare and issue parent curriculum leaflets. Review and update parent handbook – esp. curriculum document/section. Continue programme of ICT hardware, and associated software, acquisition. Prepare (school) Care & Welfare policy and guidance.	Carried forward to 10/11 development. Care and Welfare guidance completed and available on staff and public websites.
9: Leadership:	Continue development of school (parent) and staff websites. Implement full review of school (parent) handbooks Continue & expand staff self-evaluation procedures.	All on-going (i.e. under way).

4: STRATEGIC THREE YEAR OVERVIEW - Summary of School Development Priority Areas 2009 - 2012

	Session 2009 / 2010	Session 2010 / 2011	Session 2011 / 2012
1: Key performance outcomes:	Implement revised attainment forecasting, monitoring & target-setting documentation and procedures. (QI 1.1) .		
2: Impact on learners:	Prepare Pupil Handbook. Implement new ICT pupil 'computer licence' procedures.	Review/update policy to promote good behaviour. Prepare Equal Opportunities policy guidance.	
3: Impact on staff:			Achieve renewal of Investors in People accreditation.
4: Impact on the community:	Implement School travel plan		
5: Delivery of Education:	Prepare school CfE curriculum structure overview document (QI 5.1) . Continue review & development of curricular planning procedures/docs (QI 5.4) . Implement School travel plan (QI 5.8 / 4.1) . Update Child Protection training (QI 5.8) .	Review and extend PLP procedures Implement / review curricular planning arrangements	
6: Policy development & planning:	Update Modern Foreign Language policy & programmes. (QI 6.1) . (On-going) review of existing interim curricular policies in the light of latest/on-going ACfE guidance.	Review RME policy and programme. Prepare ACfE Health & Wellbeing policy & programme. Review existing interim curricular policies in the light of latest/on-going ACfE guidance.	Review existing interim curricular policies in the light of latest/on-going ACfE guidance.
7: Management and support of staff:	Continue preparation of non-teaching staff guidance.	Continue preparation of non-teaching staff guidance	Continue preparation of non-teaching staff guidance
8: Partnerships & resources:	Prepare Pupil Transition booklet (QI 8.1) . Continue programme of ICT hardware, and associated software, acquisition.	Prepare and issue parent curriculum leaflets. Review and update parent handbook – esp. curriculum document/section. Continue programme of ICT hardware acquisition and associated software.	
9: Leadership:	Continue development of school (parent) and staff websites. Implement full review of school (parent) handbooks Continue & expand staff self-evaluation procedures.	Continue development of school (parent) and staff websites.	Continue development of school (parent) and staff websites.

5: High Level Plan – one-year strategic overview: 2009 - 2010


No.	Key Improvement Area	Outcomes for learners	Lead Person(s)	Timescale	Measures of Success
1	1: Key performance outcomes	More specific task setting and matching of work to ability.	All staff	Aug 09 – Oct 10	Increased awareness of need for monitoring attainment in line with targets previously set.
	QI: 1.1 <i>Improvements in performance - Prepare 'Raising Attainment' focus guidance.</i>				
2	5: Delivery of education	Staff and pupils to have a clearer awareness of the school CfE structure, and its skills-focused basis.	All staff	Aug 09 – Jun 10	Pupil and staff indicate awareness of curriculum structure in accordance with CfE capacities. Improved attainment outcomes.
	QI: 5.1 <i>The Curriculum – Preparation of CfE school curriculum structure.</i>				
3	5: Delivery of education	Review of appropriate tasks, activities and resources to foster better understanding by learners.	All staff	Aug 09 – Jan 10	Increased focus on the needs of individual pupils evidenced through raised attainment.
	QI: 5.4 <i>Assessment for Learning – Review learning planning procedures (linked to 2 above).</i>				
4	5: Delivery of education	Safer routes to and from school established and clarified for all users	All staff	Sep 09	Awareness by pupils and parents of procedures for entry and exit to and from school each day.
	QI: 5.8 <i>Care, welfare & development - Complete School Travel Plan.</i>				
5	5: Delivery of Education	Enhanced awareness and knowledge of staff in respect to c Increased opportunities for awareness of value, knowledge and competence of, foreign languages.hild welfare issues and clearer awareness to identify problems.	All staff	Dec 09	Increased focus on the needs of individual pupils evidenced through raised awareness of matters concerning their welfare.
	QI: 5.8 <i>Care, welfare & development - Update Child Protection training.</i>				
6	6: Policy Policy development and planning	Clearer and more up-to-date guidance on policy and procedures for implementation of modern languages in school.	All staff	Aug 09 – Dec 09	Increased opportunities for awareness of value, knowledge and competence of, foreign languages.
	QI: 6.1 <i>The Curriculum - Revise Modern Languages Guidance.</i>				
7	8: Partnerships & resources	Increased awareness of factors experienced by pupils at P7/S1 transition, and improved transfer procedures and reassurances.	P6/7, transition and head teachers.	Aug 09 – Dec 09	Greater pupil confidence and awareness at time of transition to S1.
	QI: 8.1 <i>Partnerships with the community, educational establishments, agencies & employers.- Prepare Pupil Transition booklet</i>				

6: HGIOS 3: The Quality Indicators - overview				
Successes and achievements		Work and life of the school		Vision and leadership
What key outcomes have we achieved?	How well do we meet the needs of our stakeholders?	How good is our delivery of key processes?	How Good is our management?	How Good is Our leadership?
1: Key performance outcomes. 1.1: Improvements in performance. 1.2: Fulfilment of statutory duties.	2: Impact on learners, parents, carers & families. 2.1: learners' experiences. 2.2: the school's successes in involving parents, carers & families.	5: Delivery of Education. 5.1: The curriculum. 5.2: Teaching for effective learning. 5.3: Meeting learning needs. 5.4: Assessment for learning. 5.5: Expectations & promoting achievement. 5.6: Equality & fairness. 5.7: Partnerships with learners & parents. 5.8: Care, welfare & development. 5.9: Improvement through self-evaluation.	6: Policy development & planning. 6.1: Policy review & development 6.2: Participation in policy & planning. 6.3: Planning for improvement.	9: Leadership. 9.1: Vision, values & aims. 9.2: Leadership & direction. 9.3: Developing people & partnerships. 9.4: Leadership of improvement & change.
	3: Impact on staff 3.1: The engagement of staff in the life and work of the school.		7: Management & support of staff. 7.1: Staff sufficiency, recruitment and retention. 7.2: Staff deployment & teamwork. 7.3: Staff development & review.	
4: Impact on the community. 4.1: The school's success in working with and engaging with the local community. 4.2: The school's success in working with and engaging with the wider community.	8: Partnerships & resources 8.1: Partnership with the community, educational establishments, agencies and employers. 8.2 Management of finance for learning. 8.3 Management and use of resources and space for learning. 8.4 Managing information .			

Capacity for improvement



7: HGIOS 3: Key Improvement pathways in our 2009/10 school development



	What key outcomes have we achieved?	How well do we meet the needs of our stakeholders?	How good is our delivery of key processes?	How Good is our management?	How Good is Our leadership?
	1: Key performance outcomes.	2: Impact on learners, parents, carers & families. 3: Impact on staff 4: Impact on the community.	5: Delivery of Education.	6: Policy development & planning. 7: Management & support of staff. 8: Partnerships & resources	9: Leadership.
1: Prepare 'Raising Attainment' focus guidance.	1.1: Improvements in performance.	2.1: learners' experiences. 2.2: the school's successes in involving parents, carers & families. 3: Impact on staff: 3.1: The engagement of staff in the life and work of the school.	5.1: The curriculum. 5.2: Teaching for effective learning. 5.3: Meeting learning needs. 5.4: Assessment for learning. 5.5: Expectations & promoting achievement.		9.1: Vision, values & aims.
2: Preparation of CfE school curriculum structure.	1.1;	2.1; 2.2; 3.1;	5.1; 5.3; 5.4; 5.9: Improvement through self-evaluation.	6.1: Policy review & development 6.2: Participation in policy & planning. 6.3: Planning for improvement.	9.1; 9.2: Leadership & direction. 9.3: Developing people & partnerships. 9.4: Leadership of improvement & change.
3: Review learning planning procedures (linked to 2 above).	1.1;	3.1;	5.1; 5.2; 5.3; 5.4; 5.5; 5.7; 5.9;	7.2: Staff deployment & teamwork.	
4: Complete School Travel Plan.		4.1: The school's success in engaging with the local community.	5.6: Equality & fairness. 5.7: Partnerships with learners & parents.		9.4;
5: Update Child Protection training.	1.2: Fulfilment of statutory duties.	3.1;	5.8: Care, welfare & development.	7.3: Staff development & review.	9.4;
6: Revise Modern Languages Guidance.		3.1;	5.1; 5.2; 5.3; 5.4; 6.1;		9.2;
7: Prepare Pupil Transition booklet & Pupil Handbook.		4.2;		8.1: Partnership with the community etc.	

8: Task Overviews			
1: Prepare 'Raising Attainment' focus guidance.	<p><i>In all tasks:</i></p> <p>Examine CfE experiences & outcomes. Review and revise curricular framework to ensure content accords with capacities and principles.</p> <p>Review and revise planning procedures. Review progress regularly – and evaluate in June 10.</p> <p>Share evidence from monitoring with staff and pupils and evaluate next steps.</p> <p>Celebrate success in raised attainment and improved achievements.</p> <p>Evaluate with staff:</p> <ul style="list-style-type: none"> • their analysis of the processes. • their involvement and contributions towards final evaluation. <p>Evaluate with pupils / parents as appropriate.</p>		
2: Preparation of CfE school curriculum structure.			
3: Review learning planning procedures (linked to 2 above).			
4: Complete School Travel Plan.			
5: Update Child Protection training.			
6: Revise Modern Languages Guidance.			
7: Prepare Pupil Transition booklet & Pupil Handbook.			
	<p>Research by all staff of JTE Dimension 1 – materials including website and movie clips.</p> <p>Working groups undertake agreed tasks. Benefits of existing method to be retained and incorporated into new formats.</p> <p>Whole-staff discussion of likely impact on existing practice. Agree timetable for implementation and monitoring (including peer) from Aug 09-Apr 10.</p>	<p>Share development, findings and disseminate existing good content and practice with staff.</p> <p>Consider / discuss –</p> <p>CfE planning procedures in relation to our school / community.</p> <p>Staff strengths and class locations.</p>	

9: Tasks Action Sheet			
Priority	Tasks – who does what and when?	Outcome / Impact on pupils' learning	Evidence
1: Prepare 'Raising Attainment' focus guidance.	Prepare school guidance document including strategies for forecasting, monitoring, raising and documenting attainment. All staff involved – HT leading. Complete by end October 2009.	Preparation of written correlation of existing and new practice, and clarification of further strategies, to raise pupil attainment.	Increased awareness of need for monitoring attainment in line with targets previously set.
2: Preparation of CfE school curriculum structure.	Preparation of school curriculum guidance (structure / content) document to establish and oversee delivery of learning & teaching in accordance with the principles of CfE. All staff involved – HT leading. Complete by June 2010.	Written correlation of existing and new practice, and clarification of further strategies to raise pupil attainment.	Pupil and staff indicate awareness of curriculum structure in accordance with CfE capacities. Improved attainment outcomes.
3: Review learning planning procedures (linked to 2 above).	Preparation of school curriculum guidance document to establish and oversee planning for delivery of learning & teaching in accordance with the principles of CfE. All staff involved – HT leading. Complete by June 2010. Draft in place for trialling by end December 2009.	Written correlation of existing and new practice, and clarification of further strategies to raise pupil attainment.	Increased focus on the needs of individual pupils evidenced through raised attainment.
4: Complete School Travel Plan.	<i>Completion</i> of guidance document to be issued to all families & school users to advise of measures for safer travel to and from school. All staff and pupils involved – HT leading. Complete by end September 2009.	Safer and healthier travel to and from school to help focus on children's health and wellbeing.	Awareness by pupils and parents of procedures for travel to and from school and entry and exit to and from school each day.
5: Update Child Protection training.	Update of staff training in line with Authority procedures. <i>All</i> staff involved. Completed on Dec 1 2009 in-set.	Improved awareness and readiness to deal with child protection issues within the context of health and wellbeing.	Increased focus on the needs of individual pupils evidenced through raised awareness of matters concerning their welfare.
6: Revise Modern Languages Guidance.	Preparation of school curriculum guidance document to update delivery of foreign languages in accordance with the principles of CfE. All staff involved – HT leading. Complete by end December 2009.	Clarification of existing and new practice, incorporating further strategies, to raise pupil attainment.	Increased opportunities for awareness of value, knowledge and competence of, foreign languages.
7: Prepare Pupil Transition booklet and complete Pupil Handbook.	Preparation of pupil-focused guidance and support materials to aid transition procedures between P7 and S1. Involves Transition, P7 and head teachers. HT leading. Complete Pupil Handbook. Complete by end April 2010.	Clearer and more relevant information from existing P7 and S1 pupils in respect of the transition process is intended to produce a more meaningful support mechanism with a view to more effectively supporting learning at P7/S1 transition.	Greater pupil confidence and awareness at time of transition to S1.

10: Maintenance Areas (On-going Activities) QI Maintenance areas arising from recent developments or from previous Development plans		
No.		Maintenance Area
1	Key performance outcomes.	Continue data analysis. Monitor whole-school attainment and review any strategies as appropriate Review and implement any Care Commission report recommendations for nursery.
2	Impact on learners.	Monitor day-to-day pupil involvement in curricular delivery.
3	Impact on staff.	On-going review of staff, and staff development, activities
4	Impact on the community.	On-going review of the school's community-based strategies and activities.
5	Delivery of education.	On-going review of the school's curriculum, including planning and assessment procedures, and the extent to which the curriculum meets the learning needs of the pupils.
6	Policy development and planning.	Curricular policy and programme review.
7	Management and support of staff.	Review staff development needs. Ongoing review of class monitoring by HT - and staff self- and peer- evaluation - procedures.
8	Partnerships and resources.	Review of resources and measure impact on literacy and numeracy attainment levels. Review school/home link booklets School library and whole-school inventory databases – continue programme. On-going review of ICT resources. Improve methods of on-going communication – including school newsletters.
9	Leadership.	On-going update of school and staff handbooks and websites.

11: Staff Development Needs arising from school priorities

Priority Area (from HGIOS 3)	Development Targets	Personnel	In-service details & Resources	Cost
1: Key performance outcomes	Continue data analysis. Monitor whole-school attainment. Implement attainment forecasting, monitoring & target-setting policy and procedures.	HT lead / All-staff	HT management time Staff progress review meetings	Staff collegiate time
2: Impact on learners	Prepare Pupil handbook Implement new ICT pupil 'computer licences' Prepare Equal Opportunities policy guidance	HT lead / All-staff / pupils	HT management time Staff progress review meetings	Staff collegiate time
3: Impact on staff				
4: Impact on the community	Implement School travel plan	HT lead / All-staff / Schools' Travel Plan co-ordinator	HT management time Staff progress review meetings	Staff collegiate time
5: Delivery of education	Continue review & development of CfE curricular / planning procedures/docs.	HT lead / All-staff	HT management time Staff progress review meetings	Staff collegiate time
6: Policy development and planning	Undertake Modern Foreign Language policy & programmes. Review existing interim curricular policies in the light of latest/on-going CfE guidance.	HT lead / All-staff	HT management time Staff progress review meetings	Staff collegiate time
7: Management and support of staff	On-going staff interactive whiteboard training undertaken. Continue preparation of non-teaching staff guidance Review monitoring procedures by HT.	HT lead / All-staff	HT management time Staff progress review meetings	Staff CPD / collegiate time
8: Partnerships & resources	Prepare P7/S1 Transition document. Review and update parent handbook – esp. curriculum document/section. Continue programme of ICT hardware, and associated software, acquisition.	HT lead / P7 /Transitions teachers	HT management time Staff progress review meetings	Staff CPD / collegiate time
9: Leadership	Continue development of school (parent) and staff websites. Implement full review of school (parent) handbooks Continue & expand staff self-evaluation procedures.	HT lead / All-staff	HT management time Staff progress review meetings	Staff collegiate time