

**Cedars School of Excellence**  
**Review of Improvement Plan 2010 - 2013**

**Key Area: Key Performance Outcomes**

**Target 1: To work with external agencies to ensure that cognisance is taken of all current and developing legislation that relates to education.**

- SCIS material is now effectively disseminated electronically to all staff.
- Links have been formed with Eastons legal firm and are maintained through regular contact. Information pertaining to this is stored in a basecamp project.
- A fee contract was drawn up in conjunction with Eastons and put in place in August 2012.
- All staff undertake training on key areas such as child protection, race relations and health and safety on an annual basis. Changes in legislation are incorporated into this training.

**Key Area: Impact on learners**

**Target 1: To develop and extend the Broader Curriculum programme in secondary.**

- The Broader Curriculum programme was expanded to include S3 and P7 in August 2011.
- Activities within the programme have also been expanded to include ukelele, samba, digital music making, swimming, horse riding, etc. These activities are continually added to depending on the pupils' interests and available resources.
- Emma Rukin collates and maintains self assessment information from each child relating to each BC block undertaken. An annual report of the programme is also written and included in the standards and quality report.

**Target 2: To further develop individual pupil profiles to include personality indicators and learning styles at the beginning of S1 or when joining the school.**

- Emma Rukin has worked with pupils in secondary during designated periods to assess their learning styles and personality indicators. This information was discussed with pupils.
- Information has been disseminated to staff on an informal basis as required.
- We implemented an updated PSD programme in August 2012 which incorporated lessons on learning styles and personality indicators.

**Target 3: To create successful learners by developing target setting across the school.**

- In the primary department, teachers use target boards to set goals for individuals, groups or classes. Pupils are also set individual goals in CSPs as required. These targets are incorporated into primary planning where appropriate.
- Pupils in middle school have effectively set and reviewed individual targets from 2011 onwards. These have been recorded on pupil report cards.

## **Key Area: Impact on learners / Impact on the community**

**Target 1: To recognise the importance of the contribution of parents and the wider school community to the ongoing life of the school.**

- Parents have become increasingly involved in the ongoing life and work of the school. For example:
- Elaine McKenzie-Smith, finance and administration support
- Fiona Neilson, administration support.
- Jacqueline Parkinson, catering.
- Caroline Airth and Kay Burgess, school bank.
- Graham McKenzie Smith, photography and trips.
- Rhian Jewell, school board.
- Parents involved in costume making, catering and choirs for school theatrical events.
- Parents involved in out of school activities.
- Parents involved in Craft Fayre.
- Pupils have made use of many local resources to widen the scope of their education, for example, visiting local churches, care homes, leisure facilities and industrial developments. They also make use of parks and sports centres.
- The school liaises with and supports local charities for example, Aid for Education and the Rotary shoe box appeal.
- We have many visitors to the school bringing their experience from the wider community. For example, road safety officers, the fire brigade, the police, medical experts, etc.

## **Key Area: Impact on Staff**

**Target 1: To continue to value and develop staff contribution to the ongoing life of the school.**

- A successful programme of CPD was organised and run by staff during session 2010 - 2011. Further events have been arranged as required.
- 3 members of staff have been recognised as Apple Distinguished Educators.
- Teachers have taken part in many training events both as participants and as deliverers.
- Jenny Oakley has achieved a M.Ed. (Artist Teacher) qualification.

**Target 2: To maintain staff professional practice by reading relevant publications and literature.**

- An excellent system of a weekly review of the TES was instigated, where a staff member disseminated information to the whole staff to give an overview of content and allow staff to focus in as appropriate.
- Various teachers presented reviews of recently published education materials at inservice days.
- An efficient system of disseminating educational web links was widely used throughout the staff.
- Reports from training courses were also used as a source of information on recent publications.

## **Key Area: Impact on the Community**

**Target 1: To further develop our engagement with the local community.**

- See target 1: to recognise the importance of the contribution of parents and the wider school community to the ongoing life of the school.

**Target 2: To allow pupils to engage with the wider and global community and issues through provision of innovative technology.**

- The use of our new iPad provision allowed our pupils to communicate with other schools and individuals on a local and global scale.

## **Key Area: Delivery of Education**

**Target 1: To resource and develop detailed Intermediate 1, Intermediate 2 and Higher course programmes in all secondary subject areas being taught at these levels.**

- Courses in Maths, English, French, History, Modern Studies, Chemistry, Biology, Computing, Art and Physics have been successfully developed and implemented at Intermediate and Higher levels.
- Courses in Drama, Lab Skills and Financial Management have been successfully developed and implemented at Intermediate level.
- A Standard Grade P.E. course has been successfully developed and implemented in 2010 - 2012.
- Courses are continuously evaluated and modified to meet pupil needs.
- All courses have been appropriately resourced and staffing increased as appropriate.
- Development of SCQF 6 awards in Drama and Intermediate awards in Administration have been delayed in view of the new CfE qualifications.

**Target 2: To develop learners' literacy and numeracy skills and awareness of health and well-being in all curricular areas in order that learners grow as responsible citizens.**

- Working groups were successfully created in each area and evidence is recorded on relevant basecamp projects. Changes were made to working practices to ensure compliance with CfE experiences and outcomes. This work is ongoing and developing in the light of experience.
- 3 display boards (one for each area) in the school entrance hall are regularly updated with examples of good practice.

**Target 3: To create a stimulating learning climate using a variety of teaching and learning approaches**

- The methodologies that were outlined in the development plan have all been implemented throughout the school and have proved successful in stimulating learning.

**Target 4: To continue to develop the effective use of ICT during teaching and learning**

- We have achieved a very successful implementation of the first ever 1:1 iPad programme. The success of this has brought visitors from all over the world and has brought invitations for our staff to deliver training on a global level. We also been recognised as an Apple Distinguished School for our innovative use of technology.

**Target 5: To create a programme of appropriate home learning activities that involve learners as effective contributors working independently in problem solving.**

- The targets set in the development plan have been achieved and in some cases overtaken by new innovations, e.g. iTunes U in place of email.

**Target 6: To allow all pupils to become successful learners by creating a system that reviews and evaluates learners' needs.**

- Documentation is available within the school to support the implementation of the MIST and CAT tests at appropriate stages.
- Minutes support the involvement of parents in the review of CSPs.

**Target 7: To develop individual pupil profiles to support record keeping and to track and report on learners' progress**

- Individual Basecamp projects were created and maintained for all pupils

**Target 8: To review and develop reporting procedures and formats for all pupils in both primary and secondary departments in light of CfE guidelines**

- New report formats have been successfully set in primary and in middle school to reflect CfE guidelines.

**Target 9: To create new awards that recognise pupils as responsible citizens, effective contributors, confident individuals and successful learners in areas such as Broader Curriculum, homework, etc.**

- A range of new trophies have been purchased for a variety of areas of achievement, effort and attitude. These continue to be added to as required.

**Target 10: To create an ethos of achievement by continuing to develop innovative ways of promoting the house championship.**

- Weekly reference is made to the house championship at both primary and secondary assemblies.
- The house championship remains a very popular and highly contested competition within the school.

**Target 11: To create responsible citizens by welcoming and celebrating diversity and treating learners, parents, staff and the wider community in a fair and just manner.**

- An area of equality was addressed on a termly basis in our weekly assemblies, e.g. Disability, race, etc. We looked at people who had succeeded against grave difficulties and helped make the world a more equal place.
- We regularly recognise the achievements of all members of the school community in our house championship, pupil of the week awards, displays and blogs.

**Target 12: To alter reporting formats to accommodate CfE and ensure regular and up-to-date information is given to parents.**

- We have developed a new website to make information more accessible to parents. Archived blogs demonstrate the success of this venture.
- Termly newsletters are emailed to all parents.
- Most school communication is done electronically.

**Target 13: To ensure parents have all information required to become active participants in the life of the school beyond the needs of their own child.**

- All this work has been completed and is available on our second web edition.

**Target 14: To pay close attention to the emotional, physical, social and spiritual needs of learners at times of transition.**

- Time is annually set aside at inservice to communicate information regarding pupils to ensure smooth transition.
- We have also implemented a system of visit days for new pupils.
- Information from nursery establishments is received and disseminated both electronically and in paper form.

**Target 15: To develop responsible citizenship by allowing children to be pro-active in developing ideas about their future and about wider issues.**

- We have developed and implemented PSD and RME programmes throughout secondary.
- Emma Rukin overseas a successful work experience programme for senior pupils.

**Target 16: To ensure the school is committed to the highest level of self evaluation.**

- Cognisance was taken of views of all concerned before this plan was written and will be sought before the next.
- Headteacher interviewed all staff June 2011. Classroom visits spring 2012. Records available from HT.

- Modifications have been made to course provision, outlines and option choices in light of reviewing pupil results and needs.
- Changes are ongoing and will be reflected in the next development plan.

### **Key Area: Policy Liaison and Planning**

**Target 1: To keep updated within the school a series of policies that are concise and reflect local and national priorities. These policies should put children first and ensure the care, welfare and protection of children.**

- All policies have been updated and are available online.

**Target 2: To ensure that the views of all staff are used to inform the development, evaluation and review of all policies and plans.**

- Working groups were set up and all policies were updated and revised.

**Target 3: To ensure that we communicate our policies and plans with staff, learners, parents and the wider school community.**

- All policies are available on our website.
- Key policies are incorporated into the school handbook.

**Target 4: To create a school improvement plan which allows for a well understood cycle of improvement and reflects our school's shared vision.**

- The recommendations in HGIOS have been used to inform our practice in consultation.
- The improvement plan is regularly reviewed by staff and is updated on a 3 year basis.

**Target 5: To take account of continuity and sustainability in our Improvement plan.**

- We have worked actively to achieve this target during this improvement plan and have virtually eliminated the used of paper to disseminate information between staff and to parents.

**Target 6: To alter reporting formats to better inform and comply with CfE.**

- We have taken cognisance of CfE and updated our Standards and Quality reporting format accordingly. This is available on our website.

## **Key Area: Management and support of staff**

**Target 1: To enhance provision and training of staff to create successful learners including those who have additional support needs.**

- An effective timetable of additional support has been put in place for pupils as appropriate.
- Additional staff time has been brought in to allow for this.

**Target 2: To establish a collaborative and collegiate approach to the work of the school which encourages teamwork and allows leadership skills to be developed.**

- The pattern of working outlined is in place throughout the school.
- Two faculties in secondary and two departments in primary have been established.
- Various aspects of school management have been devolved as appropriate, e.g. guidance, finance, SQA, allowing staff to develop further leadership skills.

**Target 3: To continue to develop the process of staff review by identifying the strengths and skills of staff and meeting their development needs.**

- In interview, staff needs and requests have been recognised and provision of courses and skill development allowed for in timetabling.
- In addition, in house dissemination of areas of expertise has greatly enhanced staff development.

**Target 4: To allow staff time to attend external courses and to provide a rigorous system of inservice training to meet the needs of staff.**

- Staff have been released as required.
- In addition, staff have provided training in school and on a global level.

## **Key Area: Partnership and resources**

**Target 1: To develop links with educational establishments and community agencies to enrich the learning opportunities and achievements of pupils and target support for individual pupils.**

- Links were developed with James Watt College in the first year of this improvement plan. However, this did not prove beneficial to pupils in either the Skills for Work or the Physics course.
- In house Intermediate and Higher physics courses have been successfully developed.
- Links with SLT department have been developed and effectively used in training and pupil support.

**Target 2: To ensure that the financial management of the school supports best value in improving the quality of learning and supports specific developments.**

- The school has an effective finance management committee which meets weekly. This involves staff, the board of governors and ancillary staff.

**Target 3: To ensure our accommodation and playground provide a safe, pleasant and stimulating environment for learning, social and leisure activities.**

- Much of this work has been developed through the eco committee. This is ongoing.
- Both a quiet area with benches and a garden area have been successfully developed.
- New outdoor toys and sports equipment are purchased annually for the playground.
- Display boards for health and wellbeing, numeracy, literacy, BC and out of school achievements are regularly updated.
- Architects have been employed and plans drawn up to extend the school. However, these have not been taken further than the planning stage at this point.
- The hall in Jamaica Street is regularly used for drama, art exhibitions, displays of work and BC.

**Target 4: To keep under constant review all health and safety and security arrangements to ensure the safety and well-being of staff and children within the school and during out of school activities.**

- Each month staff conduct a review of health and safety, and security within the school. These reports with are collated and work administered accordingly to ensure compliance.
- In addition we have employed external health and safety experts to ensure compliance.
- Our health and safety arrangements are reviewed annually.
- A comprehensive risk assessment procedure is in place and stored online.
- Regular health and safety training takes place at inservice.

**Target 5: To manage systems of data collection and storage to improve learning and raise achievement across the school.**

- Individual Basecamp projects established all pupil as well as development areas. All staff have been trained and are regular users.
- Resources required for CAT testing have been purchased and are used annually.
- Andy Creighton managed the data analysis of all SQA results.
- CAT and MIST test results are shared with staff and used to inform practice
- In primary staff complete annual assessments across the curriculum which are used to ensure progress and advise receiving staff.

## **Key Area: Leadership**

**Target 1: To share the vision and work of the school with children, parents and the wider community.**

- See relevant targets above.

**Target 2: To ensure the school vision and values and local and national priorities continue to be expressed effectively through our school aims.**

- School aims were reviewed and considered extremely appropriate for CfE developments.

**Target 3: To use the school Improvement Plan to communicate our vision for staff and learners to ensure this improves the learning and success of all pupils.**

- The school improvement plan has been reviewed and updated annually. It has also been discussed at inservice biannually. The notes have been recorded on the improvement plan and were available for parents, pupils and educationalists on our website.

**Target 4: To embed within the school Improvement Plan opportunities for and recognition of staff roles within and beyond the classroom.**

- Changes in this target have been noted in the improvement plan comments box.
- Maureen McKenzie has successfully taken over responsibility for learning support.
- Jenny Oakley has successfully taken responsibility for FE, careers and PSD.
- Emma Rukin has successfully taken responsibility for work experience.
- Appropriate support has been provided and new roles successfully undertaken.

**Target 5: To implement plans and strategies across the school to meet the challenges and changes required to comply with CfE.**

- A regular programme of minuted CPD has been supplied over the life of this improvement plan and is ongoing.
- Teachers regularly visit other classes and stages across the school. In addition many teachers have visited other schools. We have also learned from the visits of many practitioners who have visited our school from many areas.
- Blogs are widely used in all areas and archived.
- Displays, awards and blogs are successfully used to recognise and celebrate the implementation of CfE.
- Changes have been made to both the primary and secondary timetable to ensure compliance with CfE guidelines.

## **ADDITIONAL AREAS DEVELOPED**

Technology has outpaced the duration of our improvement plan and some major developments have taken place during the course of this plan. For example, a major feature of our secondary school curriculum delivery is the use of iTunes U.