

Cedars School of Excellence

Persequor ad bravium



School Improvement Plan

2013 - 2016

Cedars School of Excellence

School Improvement Plan: 2013 - 2016

Further to a review of the 2010 - 2013 Improvement Plan and taking full cognisance of the advice given to us during our recent QUIPE inspection by HMIE in May 2012, and the guidance published in *How Good is our School? The Journey to Excellence, Part 3* (2007), we have identified the following key areas as a focus for the 2013 - 2016 School Improvement Plan.

Targets have been drawn up for each key area after a consultation and discussion process involving all staff. Parents, pupils and the wider school community have also been consulted through informal head teacher interviews, discussion groups and general feedback on the ongoing life and work of the school through blogs, email and parents' evenings.

Targets have then been linked into both the quality indicators as set out in *How Good is our School? The Journey to Excellence, Part 3* (2007) and the school aims. Both of these documents have been included as appendices to this School Improvement plan. Due cognisance has also been taken of the national priorities in education and the Curriculum for Excellence guidelines.

An Action plan has then been created detailing specific tasks, individuals responsible, resources, timescale, success criteria and monitoring. This action plan will be audited and reviewed on a yearly basis or as is appropriate.

Please note that throughout this document the term 'Parents' also refers to families, carers and guardians.

OVERVIEW OF ACTION PLAN SHOWING KEY AREAS:

SUCCESSSES AND ACHIEVEMENTS				
	Targets	School Aims	Quality Ind.	Notes/ comments
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.	1, 4	1.2	
KEY AREA:	IMPACT ON LEARNERS			
Target 1	To develop further individual pupil profiles to include personality indicators and learning styles at the beginning of S1 or when joining the school.	1, 3	2.1	
Target 2	To create an eco school committee that involves learners as effective contributors working in small groups to instigate school improvements.	1, 3	2.1	
Target 3	To develop further and encourage participation in the Duke of Edinburgh programme in secondary.	1, 3	2.1	
Target 4	To involve further parents in the ongoing life of the school by including parent representatives on the eco school committee.	3, 4	2.2	
KEY AREA:	IMPACT ON THE COMMUNITY			
Target 1	To allow pupils to engage with the wider and global community and issues through the development of voluntary expeditions supporting charity work in developing countries.	3, 4	4.2	
Target 2	To allow pupils to engage with the wider and global community and issues through provision of innovative technology.	2, 3	4.2	
Target 3	To expand and strengthen links with the wider community by establishing a former pupils & staff association	3, 4	4.2	
Target 4:	To expand and strengthen links with the wider community by increasing extra curricular provision.	3, 4	4.2	

WORK AND LIFE OF THE SCHOOL				
	Targets	School Aims	Quality Ind.	Notes/ comments
KEY AREA:	DELIVERY OF EDUCATION			
Target 1	To enhance course provision to create successful learners and to promote challenge, enjoyment, breadth, depth, progression, relevance, coherence, personalisation and choice in learning for all pupils.	1, 2	5.1	
Target 2	To continue to develop the effective use of ICT during teaching and learning	1, 2	5.2	
Target 3	To enhance teaching and learning through the implementation of the New Zealand maths strategy.	1, 2	5.2	
Target 4	To enhance teaching and learning by trialling the implementation of the Journey Through the World of Knowledge programme and resources in the primary department.	1, 2	5.2	
Target 5	To ensure parents have all the information required to become active participants in the life of the school beyond the needs of their own child.	4	5.7	
Target 6	To ensure the school is committed to the highest level of self evaluation.	1, 4	5.9	
KEY AREA:	POLICY DEVELOPMENT 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.	1, 4	6.1, 1.1	
Target 2	To ensure that the views of all staff are used to inform the development, evaluation and review of all policies and plans.	4	6.2	
Target 3	To create a school improvement plan which allows for a well understood cycle of improvement and reflects our school's shared vision.	1, 4	6.3	

WORK AND LIFE OF THE SCHOOL				
KEY AREA:	PARTNERSHIPS AND RESOURCES			
Target 1	To ensure that staff work closely with SQA in the development of new qualifications.	1	8.1	
Target 2	To ensure our accommodation and playground provide a safe, pleasant and stimulating environment for learning, social and leisure activities.	1	8.3	
Target 3	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.	1	8.3	
Target 4	To manage systems of data collection and storage to improve learning and raise achievement across the school.	1, 4	8.4	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**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.

School Aims: 1, 4

HGIOS QIs: 1.2

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To take cognisance of information disseminated from SCIS related to legislation.	Head teacher	Time	Ongoing	Compliance with all current legislation	Review of improvement plan	
To liaise with members of the legal profession - Laura Wyllie and Stuart Easton - regarding new legislation which may affect education.	Head teacher	Time	Ongoing	Compliance with all current legislation	Review of improvement plan	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Impact on Learners**Target 1:** To develop further individual pupil profiles to include personality indicators and learning styles at the beginning of S1 or when joining the school.

School Aims: 1, 3

HGIOS QIs: 2.1

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To create successful learners and confident individuals by working with children to assess their learning styles and personality types and record these on individual profiles.	Alison Speirs Emma Rukin Guidance and PSD staff	Teacher time, assessment materials, basecamp and access to iPads.	2013 - 2014 Ongoing to include new pupils	Basecamp pupil profiles	Review of improvement plan	
To disseminate information on learning styles and personality types to all staff to ensure pupils become successful learners.	All staff	Basecamp, inservice and email.	Ongoing	Information disseminated and all staff aware. Records on basecamp pupil projects.	Review of improvement plan	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Impact on Learners**Target 2:** To create an eco school committee that involves learners as effective contributors working in small groups to instigate school improvements.

School Aims: 1, 3

HGIOS QIs: 2.1

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To establish an eco school committee which includes staff and parent representatives as well as pupils from different stages within the school.	Jennifer Offord	Time	2013 - 2014	Committee established. Minutes available from JMO.	JMO to review as appropriate	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Impact on Learners**Target 3:** To develop further and encourage participation in the Duke of Edinburgh programme in secondary.

School Aims: 1, 3

HGIOS QIs: 2.1

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To establish a regular programme of events and support activities that facilitate participation in the D of E programme for all pupils as required.	Kristeen Bell, Alison Speirs	Time	2013 - 2014, ongoing	Programme of events established, links formed with D of E representatives, pupils participating in programme.	KB and HT to review as appropriate	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Impact on Learners**Target 4:** To involve further parents in the ongoing life of the school by including parent representatives on the eco school committee.

School Aims: 3, 4

HGIOS QIs: 2.2

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To establish an eco school committee which includes parent representatives.	Jennifer Offord	Time	2013 - 2014	Committee established with parent representative. Minutes available from JMO.	JMO to review as appropriate	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Impact on the Community**Target 1:** To allow pupils to engage with the wider and global community and issues through the development of voluntary expeditions supporting charity work in developing countries.

School Aims: 3, 4

HGIOS QIs: 4.2

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To develop links with the charity Aid for Education / the Children Might Foundation	Jenny Oakley	Financial resources, time.	Ongoing	Links with charity staff formed. Trip to Rwanda to work with the charity planned and undertaken.	JO and HT to conduct regular review.	
To plan and implement voluntary expeditions for senior school pupils to work with Aid for Education and the Children Might Foundation in Rwanda.	Jenny Oakley	Financial resources, time.	Ongoing	Trip to Rwanda to work with the charity planned and undertaken.	JO and HT to conduct regular review.	
To work with pupil, staff, parents and the wider school community to undertake appropriate fund raising activities to resource such expeditions.	Jenny Oakley	Financial resources, time.	Ongoing	A range of fund raising activities undertaken, charity work funded.	JO and HT to conduct regular review.	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Impact on the Community**Target 2:** To allow pupils to engage with the wider and global community and issues through provision of innovative technology.

School Aims: 2, 3

HGIOS QIs: 4.2

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To refresh our 1:1 iPad program with iPad 4 devices throughout the school.	Fraser Speirs	Financial resources, storage space, inservice training for staff, time.	2013 - 2014	iPads deployed and in use.	Regular review through inservice and staff meetings.	
To implement a mobile device management server throughout the school.	Fraser Speirs	Financial resources, time.	2013 - 2014	Server deployed and in use.	Regular review through inservice and staff meetings.	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Impact on the Community**Target 3:** To expand and strengthen links with the wider community by establishing a former pupils & staff association.

School Aims: 3, 4

HGIOS QIs: 4.2

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To establish a former pupils and staff association.	Andrew Jewell	Financial resources, time.	2013 - 2014	Association set up successfully. Evidence recorded on website.	Regular review through staff meetings and association feedback.	
To plan, develop and implement an annual programme of events as part of the former pupils and staff association.	Andrew Jewell	Financial resources, time.	2013 - 2014	Programme of events successfully implemented. Evidence recorded on website.	Regular review through staff meetings and association feedback.	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Impact on the Community**Target 4:** To expand and strengthen links with the wider community by increasing extra curricular provision.

School Aims: 3, 4

HGIOS QIs: 4.2

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To establish an extra curricular netball club for pupils, former pupils and parent helpers.	Emma Rukin	Time, hire of appropriate facilities	2013 - 2014	Netball club regularly meets and is attended by pupils, former pupils and adults	ER to review as appropriate	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Delivery of Education**Target 1:** To enhance course provision to create successful learners and to promote challenge, enjoyment, breadth, depth, progression, relevance, coherence, personalisation and choice in learning for all pupils.

School Aims: 1, 2

HGIOS QIs: 5.1

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To resource and develop detailed National 4, National 5, new Higher and Advanced Higher courses in Art & Design.	Jenny Oakley	SQA National Course documentation for Art & Design. Range of appropriate texts, textbooks and practical resources.	2013 - 2016	Programmes drawn up, agreed and implemented at all levels. Pupils engaging with course work. Pupils achieving success at both internal and external level.	Regular reviews held. Continuous formative assessment of both pupils' progress and courses - modifications made as required. Progress through published resources is trackable.	

<p>To resource and develop detailed National 4, National 5, new Higher and Advanced Higher courses in Biology.</p>	<p>Jennifer Offord, Kristeen Bell</p>	<p>SQA National Course documentation for Biology.</p> <p>Range of appropriate texts, textbooks and practical resources.</p>	<p>2013 - 2016</p>	<p>Programmes drawn up, agreed and implemented at all levels.</p> <p>Pupils engaging with course work.</p> <p>Pupils achieving success at both internal and external level.</p>	<p>Regular reviews held.</p> <p>Continuous formative assessment of both pupils' progress and courses - modifications made as required.</p> <p>Progress through published resources is trackable.</p>	
<p>To resource and develop detailed National 4, National 5 and new Higher courses in Administration & I.T.</p>	<p>Fraser Speirs</p>	<p>SQA National Course documentation for Administration & I.T..</p> <p>Range of appropriate texts, textbooks and practical resources.</p>	<p>2013 - 2016</p>	<p>Programmes drawn up, agreed and implemented at all levels.</p> <p>Pupils engaging with course work.</p> <p>Pupils achieving success at both internal and external level.</p>	<p>Regular reviews held.</p> <p>Continuous formative assessment of both pupils' progress and courses - modifications made as required.</p> <p>Progress through published resources is trackable.</p>	

To resource and develop detailed National 4, National 5 and new Higher courses in Chemistry.	Kristeen Bell, Jennifer Offord	SQA National Course documentation for Chemistry. Range of appropriate texts, textbooks and practical resources.	2013 - 2016	Programmes drawn up, agreed and implemented at all levels. Pupils engaging with course work. Pupils achieving success at both internal and external level.	Regular reviews held. Continuous formative assessment of both pupils' progress and courses - modifications made as required. Progress through published resources is trackable.	
To resource and develop detailed National 4, National 5 and new Higher courses in Drama.	Jenny Oakley	SQA National Course documentation for Drama. Range of appropriate texts, textbooks and practical resources.	2013 - 2016	Programmes drawn up, agreed and implemented at all levels. Pupils engaging with course work. Pupils achieving success at both internal and external level.	Regular reviews held. Continuous formative assessment of both pupils' progress and courses - modifications made as required. Progress through published resources is trackable.	

To resource and develop detailed National 4, National 5 and new Higher courses in English.	Lesley Rankin, Rosalind Creighton	SQA National Course documentation for English. Range of appropriate texts, textbooks and practical resources.	2013 - 2016	Programmes drawn up, agreed and implemented at all levels. Pupils engaging with course work. Pupils achieving success at both internal and external level.	Regular reviews held. Continuous formative assessment of both pupils' progress and courses - modifications made as required. Progress through published resources is trackable.	
To resource and develop detailed National 4, National 5 and new Higher and Advanced Higher courses in French.	Lesley Rankin, Mandy Stinglehammer	SQA National Course documentation for French. Range of appropriate texts, textbooks and practical resources.	2013 - 2016	Programmes drawn up, agreed and implemented at all levels. Pupils engaging with course work. Pupils achieving success at both internal and external level.	Regular reviews held. Continuous formative assessment of both pupils' progress and courses - modifications made as required. Progress through published resources is trackable.	

<p>To resource and develop detailed National 4, National 5 and new Higher courses in History.</p> <p>To resource and develop the current Higher course in History.</p>	Emma Rukin	<p>SQA National Course documentation for History.</p> <p>Range of appropriate texts, textbooks and practical resources.</p>	2013 - 2016	<p>Programmes drawn up, agreed and implemented at all levels.</p> <p>Pupils engaging with course work.</p> <p>Pupils achieving success at both internal and external level.</p>	<p>Regular reviews held.</p> <p>Continuous formative assessment of both pupils' progress and courses - modifications made as required.</p> <p>Progress through published resources is trackable.</p>	
<p>To resource and develop detailed National 4, National 5, new Higher and Advanced Higher courses in Computing Studies.</p>	Fraser Speirs	<p>SQA National Course documentation for Computing Studies.</p> <p>Range of appropriate texts, textbooks and practical resources.</p>	2013 - 2016	<p>Programmes drawn up, agreed and implemented at all levels.</p> <p>Pupils engaging with course work.</p> <p>Pupils achieving success at both internal and external level.</p>	<p>Regular reviews held.</p> <p>Continuous formative assessment of both pupils' progress and courses - modifications made as required.</p> <p>Progress through published resources is trackable.</p>	

To resource and develop detailed National 4, National 5 and new Higher courses in Maths.	Andy Creighton	SQA National Course documentation for Maths. Range of appropriate texts, textbooks and practical resources.	2013 - 2016	Programmes drawn up, agreed and implemented at all levels. Pupils engaging with course work. Pupils achieving success at both internal and external level.	Regular reviews held. Continuous formative assessment of both pupils' progress and courses - modifications made as required. Progress through published resources is trackable.	
To resource and develop detailed National 4, National 5 and new Higher courses in Physics.	Leah Marks	SQA National Course documentation for Physics. Range of appropriate texts, textbooks and practical resources.	2013 - 2016	Programmes drawn up, agreed and implemented at all levels. Pupils engaging with course work. Pupils achieving success at both internal and external level.	Regular reviews held. Continuous formative assessment of both pupils' progress and courses - modifications made as required. Progress through published resources is trackable.	

To resource and develop detailed National 4 and National 5 courses in Modern Studies.	Emma Rukin	SQA National Course documentation for Modern Studies. Range of appropriate texts, textbooks and practical resources.	2013 - 2016	Programmes drawn up, agreed and implemented at all levels. Pupils engaging with course work. Pupils achieving success at both internal and external level.	Regular reviews held. Continuous formative assessment of both pupils' progress and courses - modifications made as required. Progress through published resources is trackable.	
To resource and develop a detailed National 5 course in Lab Skills.	Jennifer Offord, Kristeen Bell	SQA National Course documentation for Lab Skills. Range of appropriate texts, textbooks and practical resources.	2013 - 2016	Programmes drawn up, agreed and implemented at all levels. Pupils engaging with course work. Pupils achieving success at both internal and external level.	Regular reviews held. Continuous formative assessment of both pupils' progress and courses - modifications made as required. Progress through published resources is trackable.	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Delivery of Education**Target 2:** To continue to develop the effective use of ICT during teaching and learning.

School Aims: 1, 2

HGIOS QIs: 5.2

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To develop a range of resources and bank of applications for the iPad to support pupils' learning and engagement with the wider community.	Fraser Speirs All staff	Financial resources, in-service training for staff, time.	Ongoing	Resources and applications in use.	Regular review through in-service and staff meetings.	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Delivery of Education**Target 3:** To enhance teaching and learning through the implementation of the New Zealand maths strategy.

School Aims: 1, 2

HGIOS QIs: 5.2

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To implement aspects of the New Zealand maths strategy in the primary and middle school departments.	Andy Creighton, Owen Atkinson, primary staff	Financial resources, in-service training for staff, time.	2013 - 2014 Ongoing	Maths strategy implemented, resources in use.	Regular review through in-service and staff meetings.	
To develop a range of resources to supplement the New Zealand maths strategy.	Andy Creighton, Owen Atkinson, primary staff	Financial resources, in-service training for staff, time.	2013 - 2014 Ongoing	Maths strategy implemented, resources in use.	Regular review through in-service and staff meetings.	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Delivery of Education**Target 4:** To enhance teaching and learning by trialling the implementation of the Journey Through the World of Knowledge programme and resources in the primary department.

School Aims: 1, 2

HGIOS QIs: 5.2

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To implement aspects of the JTTWOK teaching programme in the primary department.	Andrew Jewell	Financial resources, inservice training for staff, time.	2013 - 2014 Ongoing	JTTWOK programme successfully implemented.	Regular review through inservice and staff meetings. Evaluation of trial in June 2014 (primary staff and HT)	
To use the JTTWOK learning resources to facilitate teaching and learning across the curriculum in the P5/6 class.	Andrew Jewell	Financial resources, inservice training for staff, time.	2013 - 2014 Ongoing	JTTWOK resources in use.	Regular review through inservice and staff meetings. Evaluation of trial in June 2014 (primary staff and HT)	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Delivery of Education**Target 5:** To ensure parents have all information required to become active participants in the life of the school beyond the needs of their own child.

School aims: 4

HGIOS QIs: 5.7

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To redesign the school website to make it more accessible and user friendly.	Fraser Speirs	Time, internet access	Ongoing	Website	Head teacher review as appropriate.	
To update and extend the range of information available on our website.	Fraser Speirs All staff	Time, internet access	Ongoing	Website	Head teacher review as appropriate.	
To review, develop and distribute the information contained in the school handbook online through the website.	Head teacher, Fraser Speirs, Jenny Oakley	Time, access to information	Ongoing	Handbook information available online. All parents informed.	Head teacher review as appropriate.	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Delivery of Education**Target 6:** To ensure the school is committed to the highest level of self evaluation.

School Aims: 1, 4

HGIOS QIs: 5.9

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To have review of learning and teaching and achievement as part of all staff meetings and inservice provision	Head teacher	Inservice time	Ongoing	Inservice agendas and minutes	Head teacher review as appropriate	
To review innovations to evaluate their success at inservice.	Head teacher	Inservice time	Ongoing	Inservice agendas and minutes	Head teacher review as appropriate	
To seek the views of staff, learners and parents about the quality of our work at times of developing our new improvement plan	Head teacher, all staff	Time	Ongoing	Basecamp	Head teacher review as appropriate	
To act on the results of self evaluation and to show evidence of improvement in our improvement plan and review of improvement plan.	Head teacher, Jenny Oakley	Time	2015 - 2016	School improvement plan and review of improvement plan	Head teacher review as appropriate	
To monitor and review classroom and whole school practice by peer evaluation and Head teacher visits.	Head teacher, all staff	Time	Ongoing	Minutes and teacher records	Head teacher review as appropriate	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Policy Development 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.

School aim: 1, 4

HGIOS QIs: 6.1, 1.1

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To review and update anti-bullying policy to ensure best practice.	Jennifer Offord	Time	2013 -2014	Document created and disseminated to all staff. Stored on basecamp Available to all staff, parents and pupils on school website.	Head teacher review as appropriate	
To review and update all curricular policies taking cognisance of recommendations in ACfE and guidelines on new National courses.	All staff	Teacher time	2015 - 2016	Basecamp projects, policy documents	Head teacher review as appropriate	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Policy Development and Planning**Target 2:** To ensure that the views of all staff are used to inform the development, evaluation and review of all policies and plans.

School Aims: 4

HGIOS QIs: 6.2

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To set up working groups to revise and update subject and whole school policies in all areas.	All staff	Time, basecamp	2015 - 2016	Basecamp projects, inservice agendas and minutes	Head teacher review as appropriate	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Policy Development and Planning**Target 3:** To create a school improvement plan which allows for a well understood cycle of improvement and reflects our school's shared vision.

School Aims: 1, 4

HGIOS QIs: 6.3

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To update our school improvement plan on a three year cycle	Head teacher, Jenny Oakley	Time	2015 - 2016	New improvement plan and review of previous improvement plan completed	Head teacher review as appropriate	
To use inservice to consult with staff and to allow staff to examine examples of good practice from HGIOS documents	Head teacher, All staff	Inservice time, HGIOS documents	2015 - 2016	Inservice minutes, basecamp records	Head teacher review as appropriate	
To consult widely with pupils and parents in the development of the school improvement plan	Head teacher	Assembly time, questionnaires and meetings	2015 - 2016	Blogs, basecamp, questionnaires	Head teacher review as appropriate	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Partnership and Resources**Target 1:** To ensure that staff work closely with SQA in the development of new qualifications.

School Aims: 1

HGIOS QIs: 8.1

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To provide opportunities for staff to take on the role as SQA appointees for the verification of new national qualifications.	Fraser Speirs, Lesley Rankin	Time	2013 - 2016	Staff members appointed to role. Information disseminated at staff meetings and inservice training.	Head teacher, FS and LR to review as appropriate	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Partnership and Resources**Target 2:** To ensure our accommodation and playground provide a safe, pleasant and stimulating environment for learning, social and leisure activities.

School Aims: 1

HGIOS QIs: 8.3

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To consult staff and pupils and redesign the playground as appropriate.	Jennifer Offord, eco-schools committee	Financial resources, time, space in playground	2013 -2014	Designs created.	All staff review and report on an ongoing basis	
To raise the required funds to enable the redesign of the playground.	Jennifer Offord, eco-schools committee	Financial resources, time, space in playground	2013 -2014	Funds raised and designs implemented	All staff review and report on an ongoing basis	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN

Key Area: Partnership and Resources

Target 3: 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.

School Aims: 1

HGIOS QIs: 8.3

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To review, update and augment health and safety policies as appropriate.	Jennifer Offord	Time	Ongoing	Policies updated and recorded on basecamp as required	Jennifer Offord to review as appropriate	
To review, update and augment risk assessments as required.	Jennifer Offord	Time	Ongoing	Risk assessments updated and recorded on basecamp as required	Jennifer Offord to review as appropriate	

Cedars School of Excellence - School Improvement Plan: 2013 - 2016

ACTION PLAN**Key Area:** Partnership and Resources**Target 4:** To manage systems of data collection and storage to improve learning and raise achievement across the school.

School Aims: 1, 4

HGIOS QIs: 8.4

Task	Persons Responsible	Resources	Timescale	Evidence	Monitoring	Comments
To create and manage individual assessment folders for all pupils in P1 - P6.	Elaine Black	Time, access to appropriate information	2013 - 2014	Folders created and stored in HT's office	Head Teacher and class teachers to review annually	
To use data collected to examine trends in achievement across the school.	Andy Creighton	Time, access to data	Ongoing	Data information presented at inservice and recorded in minutes	Andy Creighton to review as appropriate	

10/08/13