

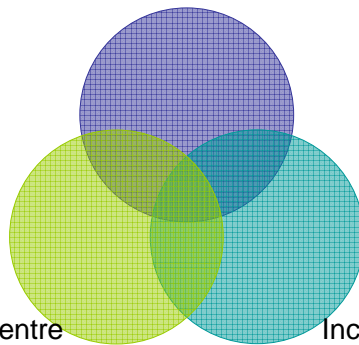
# Blairgowrie High School



## School of Ambition

### Project Management and Definition Document

Academic Centre



Vocational Centre

Inclusive Centre

## CONTENT

Section	Page
Contents	2
Document History	3
1&2. Introduction & Background	4
3. Project Definition	5/6
4. Project Strategy	7
5. Project Organisation	8
6. Project Plan	9/10/11/12/13
7. Timescale for Implementation	14/15
8. Initial Cost Estimates and Resource Plan	16
9. Sustainability	17

**DOCUMENT HISTORY**

<b>Version</b>	<b>Issue Date</b>	<b>Author</b>	<b>Revisions</b>
0.1	28/09/05	KS	First draft
0.2	29/09/05	JF/KS	Second Draft
0.3	7/11/05	JF/JD/RR	Third Draft
0.4	17/11/05	JF	Submitted Plan
0.5	25/1/06	JF/JD	Re-Submitted Plan

## **1. INTRODUCTION**

The objectives of this document are as follows:

- To establish a common understanding of the project objectives, scope, cost, timetable, and responsibilities between the project manager, sponsor, and the Steering Group
- To provide the project manager with a starting point for project planning.
- To gain agreement to the stakeholders of the initial view of project objectives, scope, cost, timetable, and responsibilities.
- To gain authority to spend the School of Ambition funding
- To assist co-ordination of projects within the overall school strategy
- To highlight and expand upon known areas of risk associated with the project

## **2. BACKGROUND TO THE PROJECT**

We envisage the creation of an extended learning community based around a campus that includes pupils working with local industry and businesses - geared towards the land-based and tourist service related industries that are currently the backbone of this community.

In essence this means

- Being a true community school - extending the infrastructure of the school into the heart of the community through a campus style development and creating a vibrant focus and physical signpost for the delivery our vision.
- Forging closer links with local businesses that promote collaborative relationships and create an environment of inclusion.
- Encouraging a community where training and learning opportunities extend beyond the school gates or nearest college, and working with local business to encourage involvement.
- Developing entrepreneurial skills in pupils and providing them with the notion that they can potentially engender business regeneration in the area
- Developing the use of ICT to include a Virtual Learning Environment across the campus and wider into other schools and colleges.

### **3. PROJECT DEFINITION**

#### **3.1 AIMS AND OBJECTIVES**

##### **“More choice more chance”**

- To closely link the curriculum with our local industry needs, thereby creating additional opportunities for pupils who may, in a variety of ways, choose to go on to contribute to the sustainability of the area after leaving secondary school.
- To expose pupils, S3-S6, to a wider variety of real-life learning and training opportunities in which they can develop and succeed either at a personal or career level.
- To enable the community to be involved in shaping its own skill needs and in preparing pupils who wish to pursue these.

#### **3.2 SCOPE AND IMPACT**

- Pupils at different stages are presented with the chance of being involved in locally relevant learning opportunities.
- Closer linkage between academic and vocational awards is forged where Vocational awards are integrated and valued alongside other qualifications.
- Improved opportunities for lifelong learning. Pupils are able to make best use of what is ‘on their doorstep’ in terms of their learning.
- The school plays an integral part in the regeneration proposals for Eastern Perthshire

#### **3.3 OUTCOMES AND BENEFITS**

- Improve the positive destination of all leavers not going on to higher education through increased employability skills.
- Improved business engagement and other partnership working within the school community.
- Improved achievement and attainment within the school through a broader curriculum which embraces the four capacities of Curriculum for Excellence.
- Improved sense of confidence among pupils and staff.

#### **3.4 ACTIONS**

- Consult with local industry and stakeholders to identify skill needs.
- Consult with, and bring on board, local businesses, community leaders, community partners, pupils, teachers and parents.
- Find ways to meet skill needs within the curriculum by developing appropriate courses in partnership with colleges and local business.
- Establish an ethos in the school which develops focussed leadership and ambition and confidence from S1 to S6
- Seek to align more closely, teaching and learning with local business where appropriate.
- Seek to integrate this into the existing curriculum and within existing SQA and Sector Skills Council awards frameworks.

### 3.5 ASSUMPTIONS

This project is part of a larger regeneration commitment to our local community and Eastern Perthshire as a whole. The campus development is dependent on suitable local premises being found and that these premises will allow for co-location of services to be centred then delivered.

That these premises are suitable for use by;

- learning and community partners,
- Perth College as part of a developing outreach programme,
- Community learning and Community capacity building workers.
- That a full time careers officer is appointed as part of this development.
- That this person is funded directly from DTS through Careers Scotland.
- That the Eastern Perthshire Economic Regeneration Partnership's bid in appointing a Enterprise Facilitation Co-ordinator is successful.
- That pre-existing funding promises by Perth & Kinross Council are honoured over and above the School of Ambition monies.

### 3.6 MONITORING AND EVALUATION

We intend to use a range of hard and soft measures ranging from qualitative data gained through action research and quantitative data gained through numerical baseline measurements and targets.

Details of monitoring in an operational sense are given in the High Level project plan.

We will produce performance reports at regular intervals.

The following are proposed as evaluative tools for the bullet points in Section 3.3.

- *Improve positive destinations—*  
Baseline measurements established through from Local Authority/SEED data.
- *Improve Business engagement-*  
Evidence of a portfolio of working, in-gathered in relation to changes in opportunities for pupils.
- *Improve achievement and attainment-*  
Combination of soft measurements based on criteria established in collaboration with partners, such as Centre for Confidence and Wellbeing, and hard measurements based on STACS data.
- *Improved confidence-*  
Use of action research partners, Hays group, Centre for Confidence and Wellbeing, Learning Game and targeted leadership opportunities through Columba 1400. Baseline and evidence of progress generated.

#### **4. PROJECT STRATEGY**

##### **Year 1- Vocational**

Develop the actions and create the framework for consultation and partnership working. In so doing widen leadership opportunities.

Continue to implement existing Rural Skills courses and widen stakeholder involvement through developing courses in Hospitality.

Develop Learning & Teaching approaches through a Virtual Classroom initiative. Develop the Offsite / On Campus agenda

##### **Year 2 - Vocational & Virtual**

Extend the range of curricular options to include the results of the consultation. This may include Fish farming, Forestry, Construction and Engineering at SVQ, Skills for Work and SPA levels and the involvement of a number of subject departments within the Virtual Classroom, Campus and Inclusion projects.

##### **Year 3 - Vocational, Virtual & Inclusive**

Run these courses as a fundamental part of the schools curriculum. These will fit in with developments under the Curriculum for Excellence banner. Manage the risks associated with the campus development.

**5. PROJECT ORGANISATION**

<b>Role</b>	<b>Who and What</b>
Steering Group	<p>SMT, Ed. Auth. School Improvement Officer, DTS Field Worker</p> <ul style="list-style-type: none"> <li>• Responsible for steering the project towards the achievement of the schools aims and objectives</li> <li>• Monitor project progress and project control mechanisms</li> <li>• Allocate and commit resources to the project</li> <li>• Resolve project conflicts and issues</li> <li>• Manage priorities within the school to ensure that change is properly co-ordinated and embedded</li> <li>• Ensure adherence to policies and procedures</li> <li>• Enable project to deliver - remove business and organisational roadblocks</li> <li>• Provide overall guidance and direction to the project</li> </ul>
Project Sponsor	<p>School Improvement Depute.</p> <ul style="list-style-type: none"> <li>• Provide direction for the project</li> <li>• Overall responsibility for the investment</li> <li>• Ensure the project is achieved and achievable <ul style="list-style-type: none"> <li>○ Sign-off of project objectives</li> <li>○ Review and monitor project progress</li> <li>○ Ensure adequate resources</li> </ul> </li> <li>• Resolve project issues</li> <li>• Approve changes to project scope</li> </ul>
Project Manager	<p>TBA.</p> <ul style="list-style-type: none"> <li>• Day to day ownership and responsibility for the project</li> <li>• Ensure that the project delivers a solution that meets the school requirements as defined in the Action plan.</li> <li>• Ensuring that the project progresses to time and budget</li> <li>• Preparation of project objectives</li> <li>• Report progress on a timely basis</li> <li>• Monitor expenditure against budgets</li> <li>• Resolve project issues</li> <li>• Manage change</li> </ul>

### High Level Project Plan

Year 1	Tasks	Implementation Strategies	Criteria for Success	Monitoring and Evaluation
Task 1	<p>Develop the actions and create the framework for consultation and partnership working.</p> <p>Widen leadership opportunities.</p>	<p>Form consultation groups to identify and discuss Curricular, Vocational, Enterprise, Inclusion and ICT opportunities</p> <p>Consult with local industry and stakeholders to establish skill needs.</p> <p>Consult with and bring on board, local businesses, community leaders, community partners, Perth College, pupils, teachers and parents.</p> <p>Take cognisance of community planning issues.</p> <p>Take cognisance of the Eastern Perthshire Regeneration plan.</p> <p>Take cognisance of the ‘Curriculum for Excellence’ development programme. Analyse the requirements and identify delivery options –            Skills for work courses,            Work based learning,            School/college collaboration            Amendments to existing curriculum</p>	<p>A project plan is created for the delivery of Vocational courses over the three year implementation envelope.</p> <p>This plan will include roles and responsibilities of Partners, Staff and Awards bodies.</p> <p>Strong partnerships are forged at local and where possible national levels.</p> <p>New courses are planned for delivery by school and college on an outreach basis.</p> <p>The use of ICT is developed as an inclusion tool.</p>	<p>Regular project status reports for consideration by the Project manager, Project Sponsor and Steering group.</p> <p>Discussion item at the Eastern Perthshire Regeneration Group.</p> <p>Regular feedback from consultation groups, community partners, parents and pupils.</p>

**High Level Project Plan**

<b>Year 1</b>	<b>Tasks</b>	<b>Implementation Strategies</b>	<b>Criteria for Success</b>	<b>Monitoring and Evaluation</b>
Task 2	Continue to implement existing rural skills courses and widen stakeholder involvement through the development of courses in Hospitality.	<p>Maintain partnership working with farmers, Golf Courses and Equine Centre.</p> <p>Continue to develop partnership working with Perth, Outridge and Elmwood Colleges.</p> <p>Develop the roll out of this programme to include S4/5/6 pupils for session 2006-07 and for S3 pupils in 2007-08.</p> <p>Continue to influence developments in Scottish Progression Awards generally and implement the SPA in Rural skills. Identify suitable Hotels.</p> <p>Commit resource to establishing a Training kitchen and restaurant in partnership with Local college.</p> <p>Develop and implement 'skills for work' type courses in Hospitality.</p> <p>Source campus location and working with regeneration partners – fit out appropriately.</p> <p>Engage with Local Community through;</p> <ul style="list-style-type: none"> <li>• School of Ambition community newsletter</li> <li>• Enhanced School Website</li> <li>• Community Forums</li> </ul>	<p>100% completion rate by current students on the programme.</p> <p>SPA in Rural skills produced and implemented.</p> <p>Number of partners doubled to accommodate expansion of programme for session 2006-8.</p> <p>Hospitality courses developed and first batch of pupils on programme.</p> <p>Use flexibility afforded through circular 3/2001 to amend course choice structure for S3-S6 to allow work based learning to progress.</p>	<p>Regular discussion at steering group, and appropriate sector skills groups.</p> <p>Feedback from Community Forums.</p> <p>Evaluation of communication strategies.</p>

**High Level Project Plan**

<b>Year 1</b>	<b>Tasks</b>	<b>Implementation Strategies</b>	<b>Criteria for Success</b>	<b>Monitoring and Evaluation</b>
Task 3	Develop Learning & Teaching approaches through a Virtual Classroom initiative. Develop the Offsite / On Campus agenda	<p>Develop partnerships with Games Based Learning company (TPLD) to implement Leadership, Teambuilding and Enterprise opportunities. Use TPLD software in Virtual classroom L&amp;T strategies.</p> <p>Schools ICT group to engage with TPLD in developing the Virtual Classroom agenda. Identify 3 departments and SFL to move the agenda forward. Use the Virtual environment as part of the schools strategy for 'Closing the opportunity gap' and for Inclusion. Engage staff in high quality ICT and L&amp;T training. Further develop links with partner schools in Canada, America and Partner schools in Europe. Collaborate with Community and College based partners to implement Virtual L&amp;T experiences. Role out to other departments through bending the mainstream spend in years 3&amp;4.</p>	<p>Increased use of ICT as a L&amp;T tool.</p> <p>Increased pupil motivation.</p> <p>Increase attainment at lower (closing the gap) end.</p> <p>Raised achievement in Subject areas.</p> <p>Global partnerships established.</p> <p>Use of ICT as an inclusion tool.</p>	<p>Feedback from development group.</p> <p>Feedback from pilot departments.</p> <p>Comparison of attainment data for lowest 20% and at appropriate levels above.</p>

**High Level Project Plan**

<b>Year 2</b>	<b>Tasks</b>	<b>Implementation Strategies</b>	<b>Criteria for Success</b>	<b>Monitoring and Evaluation</b>
Task 1	<p>Extend the range of the Curriculum to include the results of the consultation.</p> <p>Implement Campus developments.</p>	<p>Liaise with local fish farms, national body's and appropriate Sector Skills Councils. Build partnerships and develop courses.</p> <p>Liaise with Forestry commission. Build partnerships and develop courses.</p> <p>Develop our campus / outreach facility in partnership with local college. Create space for pre apprenticeship training, adult learning and community use.</p> <p>Offer courses in areas mentioned above. Implement skills for work courses in line with national developments.</p> <p>Source, Develop and implement Collaboration with Colleges and community partners to encapsulate the best use of ICT as part of the Virtual campus.</p> <p>Develop Leadership in learning for this area for 10 teaching staff.</p> <p>Develop detailed project plan, course specifications and organisational requirements to integrate these courses into our curriculum structure.</p>	<p>Partnerships forged within extended rural community.</p> <p>Courses developed and implemented.</p> <p>Increase in pupil and adult participation in courses.</p> <p>Outreach centre sourced and operational.</p> <p>Sustainability issues agreed with Local council, Colleges, Community groups and School.</p> <p>Partnership agreements created.</p>	<p>Regular budget meetings with sponsor, steering group and project managers.</p> <p>Document management scrutiny quarterly.</p>

**High Level Project Plan**

<b>Year 3</b>	<b>Tasks</b>	<b>Implementation Strategies</b>	<b>Criteria for Success</b>	<b>Monitoring and Evaluation</b>
Task 1	<p>Run these courses as a fundamental part of the schools curriculum. These will fit in with developments under the Curriculum for Excellence banner.</p> <p>Manage the risks associated with the campus development.</p>	<p>Work on ethos issues within the school and the extended school community.</p> <p>Working in partnership with Strathmore and the Glens Rural partnership and Community planning partnerships continue to develop Enterprise opportunities within the schools revised curriculum.</p> <p>Role out experiences to other Perth schools.</p> <p>Role out Virtual developments across school and include Cluster primaries.</p> <p>Embed Vocational courses as part of a revised curriculum and course choice structure.</p> <p>Source matched funding for continued developments in outreach (campus) centre.</p>	<p>School curriculum that incorporates a 'More Choice – More Chance' ethos.</p> <p>Raised achievement and attainment.</p> <p>Strong long lasting partnerships with Community Regeneration partners.</p> <p>Increased pupil attendance.</p> <p>Less curricular disaffection.</p>	<p>Scrutiny of all Management information.</p> <p>Feedback from partners.</p> <p>Feedback from parents.</p>



BLAIRGOWRIE HIGH SCHOOL

School of Ambition

<b>Implementation</b>													
Deliver Lecturer / Instructor Training													
Year 1 Enrol\Pupils													
Year 2 Enrol\Pupils													
Year 3 Enrol\Pupils													
Operation & Maintenance													

## 9. SUSTAINABILITY

At the end of the three year funding, transformational change will have occurred within our school community. One yardstick of success will be our ability to maintain and sustain what has been developed. The employment of the Project Manager is to provide additional capacity for existing members of the Senior management team and to drive the project specification forward. This post is designed for obsolescence.

We intend to work with partners during this project with a view to sourcing contributory funding. In the recently published document 'Lifelong Partners' the government is committed to long term stable funding arrangements for Vocational Courses, it goes on to say in Section 11.8 that where Vocational centres exist as a genuine partnership between school, college and local authority, funding may be available.

We also intend to work with our community planning partners in the council to effect long term change and with our Local College to source establish and maintain a Campus faculty (outreach).