

Charleston Academy

School of Ambition

Transformational Plan

2007 – 2010

‘It has been argued that one of the shortcomings of a century of state schooling has been the segregation of formal education for the young from the community at large. The next decade should see that trend begin to reverse.’

Learning to Change Scottish Education in the 21st Century
Scottish Council Foundation

August 20th 2007

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Introduction

Many different people have contributed to the creation of this Transformational Plan. In some cases, they responded to consultation opportunities; in other cases, their passing comments or observations have added a dimension not previously considered.

No matter how diverse the origins, we trust that we have successfully woven the disparate threads into a recognisable whole and that the result is a coherent, achievable Plan. It is solidly based on the School Improvement Plan and the Highland Council Education, Culture and Sport Service Plan. But in its desire to improve health and wellbeing and community use of the facilities it is more ambitious and aspirational.

The Plan makes clear that we cannot realise our aspirations and ambitions in isolation. Therefore, much of the initial work will involve establishing links with partners (summarised in Appendix 4) which will provide a foundation on which to build in years two and three.

It is also true, to paraphrase Kierkegaard, that we will have to live the Plan forwards but understand it backwards. In that sense, the Plan outlines a direction of travel rather than a detailed road map. At the end of each year, we will issue progress reports and map out our priorities for the following year under each of the following headings: Improving Health and Wellbeing, Increasing Community Use of the Charleston Campus, Developing School Ethos and Promoting Achievement, Promoting Effective Learning and Teaching, and Developing a Curriculum for Excellence.

Anyone with an interest in the Plan is invited to contribute to its future development and, more importantly, to its implementation for the benefit of pupils, staff and community in the Charleston catchment area as we build a school of ambition within a community of ambition.

I look forward to hearing from you.

Calum MacSween
Rector.

Background

Charleston Academy opened in 1978. Our catchment area serves the City of Inverness to the west of the Caledonian Canal and along the shores of the Beaully Firth to Beaully itself. The landward area covers the Aird as far as Struy and Glen Strathfarrar and from there to Abriachan and Lochend on the shores of Loch Ness.

The school sits in an area of high density housing – mixed local authority and private – but very few facilities in the immediate area. A further 700 houses are planned in the next decade.

However, the school also sits at the apex of a ‘sports triangle’ incorporating an 18 hole golf course, a canal (for rowing), a sports centre, outdoor running track with spectator stand, rugby pitches, an ice rink, shinty and football pitches and an aquadome. There are considerable opportunities for links with the many clubs and organisations using the above facilities. But there are also considerable challenges in ensuring that young people from the rural hinterland can access the facilities and that all young people are aware of pathways to sports participation in adult life.

The school is also well positioned to encourage other opportunities with organisations such as the Sea Scouts based at the Muirtown Basin at the end of the Caledonian Canal, the newly refurbished Eden Court Theatre and Cinema less than a mile from the school and the Dunain Community Woodland which has potential to offer an outdoor classroom adjacent to the school. Improving pupil health and well being is dependent on our ability to take advantage of the opportunities on our doorstep.

Most pupils transfer from our associated primary schools: Beaully, Dochgarroch, Kirkhill, Kinmylies, Muirtown, Teanassie, Tomnacross and, for those who live in the catchment area, Bishop Eden, St Joseph’s and Central Primary Gaelic Unit. Overall, a majority of our 820 pupils live in Inverness but in lower year groups it is closer to 50:50. It is, truly, a comprehensive catchment area with all the health and wellbeing challenges found across the country.

From the outset, Charleston Academy was designated as a community school. In practice, most community activity has been confined to a relatively small part of the whole facility.

The establishment of the Inverness end of Highland Football Academy (a new all weather pitch and two newly reseeded grass pitches) on the Charleston Campus in 2005 brought welcome additional facilities. However, it tends to operate as a ‘stand alone’ facility and is yet to be fully integrated into overall management of the campus.

Within the school building there has been significant investment in recent years. A language lab was converted into a 30 computer suite; new computers (60) were installed in Business Education and Computing classrooms. Home Economics rooms were improved and new sewing machines purchased. New forges were installed in Technical, new interactive boards were fitted in most classrooms and the Scottish Schools Digital Network (SSDN) will bring fast, enriched digital resources to the campus by 2008. The challenge is to ensure that the whole community has access to these improving facilities and resources.

As in all aspects of the Plan, people are the key to success. Over 100 adults currently work on the campus and it is their experience, expertise and commitment allied to the experience, expertise and commitment of other adults from the community and partner organisations which will ensure transformational change.

Research and Reflection

The past two years have been a time of detailed research and reflection. It involved:

- Consultation with staff, parents via School Board and Charleston Association, pupils from our associated primary schools, Highland Council Education, Culture and Sport officials, Charleston Academy Community Complex Management Committee, Highland Football Academy Trust, Inverness Clachnacuddin FC, Inverness Caledonian Thistle FC, Highland Rugby Club, Northern Constabulary and a wide range of local clubs and sports providers.
- Visiting community schools in Midlothian and Perth and Kinross and a sports comprehensive in North Lanarkshire.
- Attending North Lanarkshire Raising Achievement Conference 2005 which highlighted work going on in their enhanced comprehensives and schools of ambition.
- Reading about Glasgow School of Sport and similar initiatives in England; reading and discussing a wide variety of documents, including the National Physical Activity Strategy, National Strategy for Sport in Scotland, Active Schools and Hungry for Success.
- Researching evidence regarding ‘lads and dads’ schemes, effect of widening choice on PE participation levels, encouraging teenage girls to participate in PE and engaging disaffected young people via sport.
- Broadening the PE curriculum to include options for dance, golf and kick boxing
- Adding a new sport – dodgeball – to the curricular and extra-curricular programme.
- Using additional Scottish Executive money to support training in handball for leaders at a rural youth club, further training for Sea Scouts leaders locally, mountain bike leaders’ course in another part of the catchment area etc.
- Using our monthly Charleston News to highlight different sporting opportunities locally, karate, mountain boarding, synchronised swimming, figure skating, ice hockey etc.
- Using DSM funding to provide extra PE in five of our associated primary schools.
- Added scuba diving to our extra-curricular provision and introduced leader training – in Tenerife.
- Building links with Highland Football Academy and Inverness Caledonian Thistle.
- Basing the primary active schools’ co-ordinator in our PE department and providing a base for the SRU Development Officer in our set up.
- Liaising with Police in introduction of midnight football in early summer.
- Introducing staff fitness activities.

All this research and activity had immediate outcomes. Specifically,

- Significantly raised awareness of developments elsewhere in the country
- Increased participation in curricular PE
- Increased participation in extra-curricular sport e.g. internal dodgeball league
- Improved links with Inverness Caledonian Thistle and Highland Football Academy
- Improved liaison with primary PE programmes

It led to our original bid being based on increased sports participation.

However, in the interim between submitting the bid to receiving confirmation that we had been successful, there was an opportunity for reflection which concluded in us moving from ‘increased sports participation’ to ‘providing significantly increased opportunities for improved pupil/staff/community health and wellbeing’. Several important factors influenced this change:

- A growing understanding of the importance of providing opportunities for the young – and the not so young – to develop the four capacities promoted by A Curriculum for Excellence: successful learners, confident individuals, responsible citizens and effective contributors. While the ACfE capacities underpinned much of our original thinking, it was felt that to base our development on ‘increasing sports participation’ was too limited and not in the overall spirit of ACfE.
- A growing understanding that ACfE requires us to look at the young people’s life experience in a more holistic way. School ethos, the learning experience, curricular relevance, the acknowledgment of achievement both in school and beyond and the relationship between the school and the wider community are all interwoven. ‘Providing significantly increased opportunities for improved pupils health and well being’ does not preclude ‘increased sports participation’, indeed it is a key component, but better reflects our breadth of thinking.
- Comments from the Whole School Council representatives engaged in compiling the school’s programme for Highland 2007. The programme had breadth – arts, sports, heritage, language, science and environment – which, the students pointed out, was more inclusive than the basis on which our School of Ambition was developed.
- A growing awareness of the work of national groups such as Penumbra and Heads up Scotland on promoting an understanding of mental health issues in young people.
- A growing understanding of the significance of adult health and wellbeing in promoting positive health and well being in young people.
- A belief that ‘providing significantly increased opportunities for improved pupil/staff/community health and well being’ can be linked to our plan to develop a fully integrated community learning facility. There appear to be many points of crossover.

Vision

Our vision is to build a school of ambition within a community of ambition.

Our ambition is twofold:

1. to provide significantly increased opportunities for improved pupil/staff/community health and wellbeing.
2. to transform a 1970s built school and adjacent community rooms into a fully integrated community learning facility – see appendix 2

These ambitions will be addressed by five inter-linked development groups covering:

- Improving Health and Wellbeing
- Increasing Community Use of Charleston Campus
- Developing School Ethos and Promoting Achievement
- Promoting Effective Learning and Teaching
- Developing a Curriculum for Excellence

Management Structure

Having widened the scope of our ambition, we have established a broadly representative management structure. The Steering Group is the main driver and, as such, all participants will engage in leadership training in the first 18 months of the project.

As a minimum the Steering Group will consist of key principal teachers, PE and Sports Development, Expressive Arts and Art and Design, and representatives from each of the five development groups. Senior Management will be represented by the Rector. Representatives from the parent body, the pupil population and the wider community will have key roles.

The Strategic Management Group will set the general direction for the Steering Group and will be expected to meet and review progress every six months.

The five development groups will be pivotal to the success of the overall ambition. The Curriculum Review Group, the Learning and Teaching Group and the Ethos and Achievement Group will all have a significant role in improving pupil health and well being in the broadest sense. However, the Health and Wellbeing Group and Community Use of Facilities Group are the two key groups as far as vision for our School of Ambition is concerned. They are both likely to be populated by individuals from the Steering Group in addition to people with specific interest and /or expertise in each area. The specific roles of all five groups are developed further later in the plan.

All five groups will be responsible to the Steering Group for monitoring the implementation of the Transformational Plan.

MANAGEMENT STRUCTURE

STRATEGIC MANAGEMENT GROUP

Donnie MacDonald, ECS (Head of Service), Hector Robertson (Area Education Manager), Tony McCulloch (Quality Improvement Manager), Calum MacSween (Rector), Russell McFee (PT PE and Sports Development), Parent Council Rep and Community Rep.

STEERING GROUP

Rector, PT PE & Sports Development, PT Expressive Arts, PT Art & Design, Chair of SNAG, Chair of Curriculum Group, Chair of Learning and Teaching Group, Chair of Ethos and Achievement Group, SCLO, Parent Council Rep, Community Management Committee Rep, Pupils Reps (2)

IMPROVING HEALTH AND WELLBEING

Widen opportunities for participation in sports/music/other activities – at all ages.

Raise awareness of health issues.

INCREASE COMMUNITY USE OF CHARLESTON CAMPUS

Develop fully integrated community learning facility on campus

DEVELOPING SCHOOL ETHOS & PROMOTING ACHIEVEMENT

Develop policy for recognising achievement.

PROMOTING EFFECTIVE LEARNING & TEACHING

Embed AiFL and continue to evaluate learning and teaching policies.

DEVELOPING A CURRICULUM FOR EXCELLENCE

Review 3 – 18 curriculum.

Target P6 – S2 and vocational options S3 – S6.

Building Sustainability

In 2006 Charleston Academy moved from one year development plans to a three year improvement plan. The change was prompted, in part, by recognition that, as a school, we needed time to embed change and time to ensure sustainability.

Our 2006-2009 School Improvement Plan included a summary of our original School of Ambition Bid. One year on, our School of Ambition Transformational Plan incorporates three of the six key projects in our Improvement Plan.

Two of these projects – Curriculum Review and Promoting Effective Learning and Teaching – have been transferred directly from the School Improvement Plan to the School of Ambition Transformational Plan. The third – Parental Involvement and Community Use of the School – has been incorporated into the Community Use of Facilities section.

Sustainability will be ensured by:

- Fusing relevant priorities from the School Improvement Plan 2006-2009 and the School of Ambition Transformational Plan 2007-2010.
- Ensuring young people have opportunities to gain qualifications such as Sports Leaders Qualifications or opportunities to take on responsibility for leading groups of other pupils.
- Establishing pathways to all local sports providers, arts organisations and youth activities.
- Breaking down barriers between curricular and extra-curricular activities as part of the ACfE development.
- Ensuring training opportunities or funding for additional qualifications for club or youth leaders in rural areas.
- Ensuring opportunities available in the ‘hub’ are also available at the ‘outer rim’.
- Ensuring a quality experience for all who use our facilities leading to ‘word of mouth’ recommendations in the community.
- Using increased revenue to fund embedded change.
- Liaising with Abriachan Forest Trust and Dunain Community Woodland to ensure continued pupil awareness, and appreciation of, environmental issues.

Links to Highland Council ECS Service Plan 2005-2008

Sustainability is reinforced by linking the Transformational Plan to Highland Council Education, Culture and Sport Service Plan 2005-2008.

The Service Plan has six priorities:

1. Improve Standards of educational attainment for all including numeracy and literacy
2. Promoting the achievement of all pupils
3. Enriching learning and teaching
4. Continue to develop an Integrated Community School approach
5. Improve the health and wellbeing of our young people
6. Improve our self evaluation, management and leadership

Four of these priorities, 2-5, are explicitly connected to our Transformational Plan while priorities 1 and 6 are central to any secondary school’s day to day operation. For the full Service Plan summary, see Appendix 3.

Improving Health and Wellbeing

Targets:

- Improve pupil health and wellbeing
- Create opportunities to promote staff health and wellbeing
- Contribute to initiatives to improve community health and wellbeing

Expected Outcomes

- Young people, staff and the wider community have access to a wide range of activities, opportunities and learning experiences
- Young people, staff and the wider community are all aware of the activities, opportunities and learning experiences available to them
- Healthy living is built into the school's culture
- Health and wellbeing is recognised and accepted as a whole school responsibility
- A wide range of agencies are engaged in delivering aspects of the health curriculum and wider community awareness of health issues

Implementation Strategies and Timescales

- Audit current range of activities available to young people and wider community – 2007
- Consult young people and wider community on which new activities/opportunities they would welcome – 2007-2008
- Audit current health levels
- Review arrangements for three day activity programme in May looking in particular at range of activities on offer and affordability
- Create links with, and pathways to, to all local sports providers, arts groups and all who provide activity opportunities for young people locally
- Use website, Charleston News, local press, posters, fliers to publicise opportunities available – 2007 onwards
- Establish a staff Health and Wellbeing group to devise a programme of activities for staff, including an optional health check – 2007-2008
- The campus as a whole will work towards meeting the standards for Scotland's Health at Work (SHAW) – 2007-2010
- Cross-curricular links will be built eg HE and PE to promote pupils' abilities to make well-informed choices
- Ensure the campus as a whole complies with all Highland Council's Policies and promotes healthy living in all food outlets – 2008
- Refurbish the school canteen to make it a more attractive place to eat

Monitoring and Evaluation

- Audits and reviews as per Implementation Strategy
- Evaluation of programmes offered to young people, staff and wider community

Resources Needed

- Funds to advertise opportunities – from school/community resources
- Time to establish links and pathways with sports providers, arts providers etc – school budgets
- Improved facilities on campus - £130,000 contribution from SOA(see Appendix 5) to multi-use games area, storage and new sound/lights in assembly hall
- Funds to start up new activities, train coaches, instructors - £5000 per annum minimum. (£10,000 in year 1 for leadership training.) £5000 funding for additional equipment in years 2/3 (see Appendix 5)
- Funding to refurbish school canteen – Highland Council funding
- Specific funds to develop opportunities in rural hinterland - £21,000 (see Appendix 5)

Community Use of Charleston Campus

Targets:

- Extend to year round, 7 day access to facilities, including adequate staffing levels
- Extend range and quality of facilities available
- Extend range of community opportunities available on campus and in rural centres
- Develop integrated community school model
- Work towards a community library on campus

Expected Outcomes

- There are year on year improvements to facilities
- Charleston Campus is seen as a resource for the whole community
- Facility is used by the community for a whole diversity of learning and leisure opportunities

Implementation Strategies and Timescales

- Integrate school janitorial staffing and community complex steward staffing with two promoted posts of Facilities Officers (Operations and Property) to ensure caretaker coverage of facility is available 7 days per week. Build relief staff/holiday cover into staffing calculation.
- Request Quality Assurance visit to provide baseline from which to measure improvements 07-10.
- Secure Community Learning Officer and Youth Worker posts in 2007 restructure and ensure pivotal role for CLO and YW in School of Ambition development.
- Clarify role of new Parent Council in relation to Community Complex Management Committee.
- Integrate Highland Football Academy fully into Charleston Campus
- With Parent Council and Community Complex Management Committee agree priority list for facilities improvement.
- Carry out audit of community preferences for adult education/leisure classes.
- Build programme for Charleston Campus and other centres in rural part of catchment area.
- Begin process of integrating school curriculum/community curriculum; begin process of integrating school extra-curricular/community extra-curricular; begin process of integrating curricular/extra curricular programme in both school and community.
- Develop use of school facilities/resources for community benefit.
- Use funding to pilot new activities/courses recommended by Steering Group, Community Complex Management Committee, Parent Council and Community use of Facilities Group.
- Build community use of facilities and community programmes for wider catchment area into Integrated Learning Community Model illustrated in Appendix 1.

Monitoring and Evaluation Procedures

- Facilities Officer (Operations) to provide six monthly report on programme uptake, usage of facilities, and income for School of Ambition Management Group, Community Complex Management Group and Parent Council.
- Community use of Facilities Group to use information provided by Facilities Officer (Operations) to evaluate progress against baseline developed following QA Report 2007.

Resources Needed

- Funding from School of Ambition and Community Complex Management Committee to pilot tutor costs for programmes/activities - £30,000 (£20,000 from SOA – see Appendix 5). Further £20,000 from SOA for temp community staff – to be self funded from revenue post 2010
- Funding from School of Ambition, ECS, Community Complex Management Committee and other public funders for facilities improvement – total from all sources £250,000 (see Appendix 5 for SOA contribution of £130,000)
- Funding from School of Ambition, ECS and Community Complex Management Committee to provide training / qualifications to ensue sustainability - £40,000 (see Training Courses in Appendix 5 - £20,000 from SOA)

Developing School Ethos and Promoting Achievement

Targets:

- Promote an ethos of achievement for all
- Review current arrangements for recognising achievement

Expected Outcomes

- School community has confidence in its ability to achieve
- Learners have high expectations for themselves and others
- Young people have opportunities to exercise responsibility and leadership
- Relationships across the campus are positive and founded on a climate of mutual self-respect

Implementation Strategies and Timescales

- Audit ways in which individual/group achievements are recognised – 2007-2008
- Continue detailed audit of SQA exam results
- Audit extent to which pupils from S1-S6 are given opportunities to exercise responsibility and leadership – 2007-2008
- Create new pupil designed signage incorporating Charleston Academy, Community Complex and Highland Football Academy – 2007-2008
- Refurbish foyer area and use it to celebrate pupil successes – 2007-2008
- Continue to develop areas to display pupil work – 2007-2009
- Continue to review and evaluate Behaviour Policies 2007-2010

Monitoring and Evaluation Procedures

- Analyse audit results and develop appropriate strategies as a result
- Evaluate Behaviour Review Proposals

Resources Needed

- Time for consultation and review – from school resources
- Additional staff CPD as appropriate – from school resources
- Funding for new signage and entrance refurbishment - £10,000 - from school resources

Promoting Effective Learning and Teaching

Targets

- Embed AifL practices across the curriculum
- Extend links between AifL, ACE and thinking skills
- Manage transformational change in classroom practice

Expected Outcomes

- All staff use formative assessment routinely
- Summative assessment used at appropriate times but also used formatively
- Staff work collaboratively to share standards in, and across, schools
- Learning outcomes are clearly established for every lesson
- Pupil self-assessment is recognised as at the heart of formative assessment
- Pupils use self and peer assessment to improve learning
- Staff have time to reflect on the effectiveness of learning and teach pupils how to do so too
- Staff and pupils decide on the next stages in their learning and identify what will constitute success
- Success is recognised and regularly celebrated

Implementation and Timescale

- Identify and tackle barriers to the use of formative assessment 2007 – 2010
- Plan for regular cluster inset, starting April 2007, to share practice
- Audit most effective aspects of AifL and share results across cluster 2007 – 2010
- Develop reading/reflection materials for staff CPD 2007 – 2010
- Arrange inter-departmental, cross-sector and inter-school visits for staff to see and evaluate practice 2007 – 2010
- Explain AifL thinking to pupils and parents to ensure their involvement in process 2007 onwards
- Link to Highland/National developments
- Audit and evaluate progress annually

Monitoring and Evaluation Procedures

- Peer mentoring and monitoring
- SMT observation in line with LNCT Agreement 16, School Improvement
- Focus of observation to be from HGIOS 3
 - 5.2 for effective teaching learning
 - 5.3 meeting learning needs
 - 5.4 assessment for learning
- Pupil/teacher/parent audit of AifL 2008
- Annual department/progress report on AifL implementation

Resources Implications

- Time – amount available dependent on funding – CPD budget
- Use of inset time annually 2007 – 2010

Developing a Curriculum for Excellence

Targets:

- Develop coherent, relevant 3-18 curriculum
- Provide relevant, CPD opportunities for staff

Expected Outcomes

- Coherent, continuous curriculum from 3 – 18
- Curriculum flexible and responsive to needs of individuals
- Curriculum develops the four capacities in children and young people

Implementation Strategies and Timescale

- Promote “successful learning” – in its broadest sense – as the key capacity
- Respond to findings of national review groups as they report and link to ongoing work in cluster – 2007 onwards
- Identify the key skills we expect children to develop by the time they reach primary 4 and young people to develop by the time they leave school – 2008-2009
- Identify how each curriculum area contributes to key learning skills of literacy, numeracy, ICT and problem solving – 2008-2009
- Collate curriculum content at each stage and look for examples of repetition and overlaps; opportunities for interdisciplinary studies; permeating elements such as citizenship, creativity, enterprise, thinking skills etc. 2007 onwards.
- Use results to look at a) how best to declutter the curriculum and b) how best to allow more time for breadth, depth and continuity in learning and teaching. 2008 onwards.
- Build alternative curriculum and vocational education opportunities into secondary curriculum. 2008 onwards
- Develop How to Learn/Thinking Skills courses in P6 – S2 to encourage more independent learning. 2008 – 2009

Monitoring and Evaluation Procedures

- Use regular cluster meetings to monitor/evaluate progress in each sector
- Use school generated minutes to monitor/evaluate progress in each school
- Use funding to allow peer monitoring and assessment within, and between, schools
- Produce annual summary for progress (one side of A4) for school boards and QA

Resources Needed

- Time – from funds allocated to cluster for School of Ambition funding and Highland Council ACfE funding - £15,000
- Funding to release Hamish Maclean (Depute Rector) to look at vocational education and alternative curriculum opportunities - £30,000 (see Appendix 5)
- Contribution to ‘outdoor classroom’ in Dunain Community Woodland and development work with Abriachan Forest Trust - £24,000 (see Appendix 5)

Appendix 1

Charleston Academy Aims

At Charleston Academy we will encourage students to become successful learners, confident individuals, effective contributors and responsible citizens. To achieve this, we have embraced the five National Priorities which means that we will promote:

Achievement and Attainment by

- providing opportunities for all students to achieve;
- emphasising the importance of the key skills of literacy and numeracy;
- supporting all students to achieve their full potential in national exams.

A Framework for Learning by

- supporting staff to develop their skills;
- creating an environment conducive to effective learning and teaching;
- fostering self-discipline in students.

Inclusion and Equalities by

- ensuring equality of provision for all students;
- developing strategies to meet individual learning needs;
- providing learning opportunities for all members of the community.

Values and Citizenship by

- working with parents/carers on an individual basis and via Parent Forum and Parent Council;
- helping students develop self-respect and respect for others;
- encouraging students to acknowledge their inter-dependence on each other and on other members of their neighbourhood and society;
- teaching the duties and responsibilities of citizenship in a democratic society.

Learning for Life by

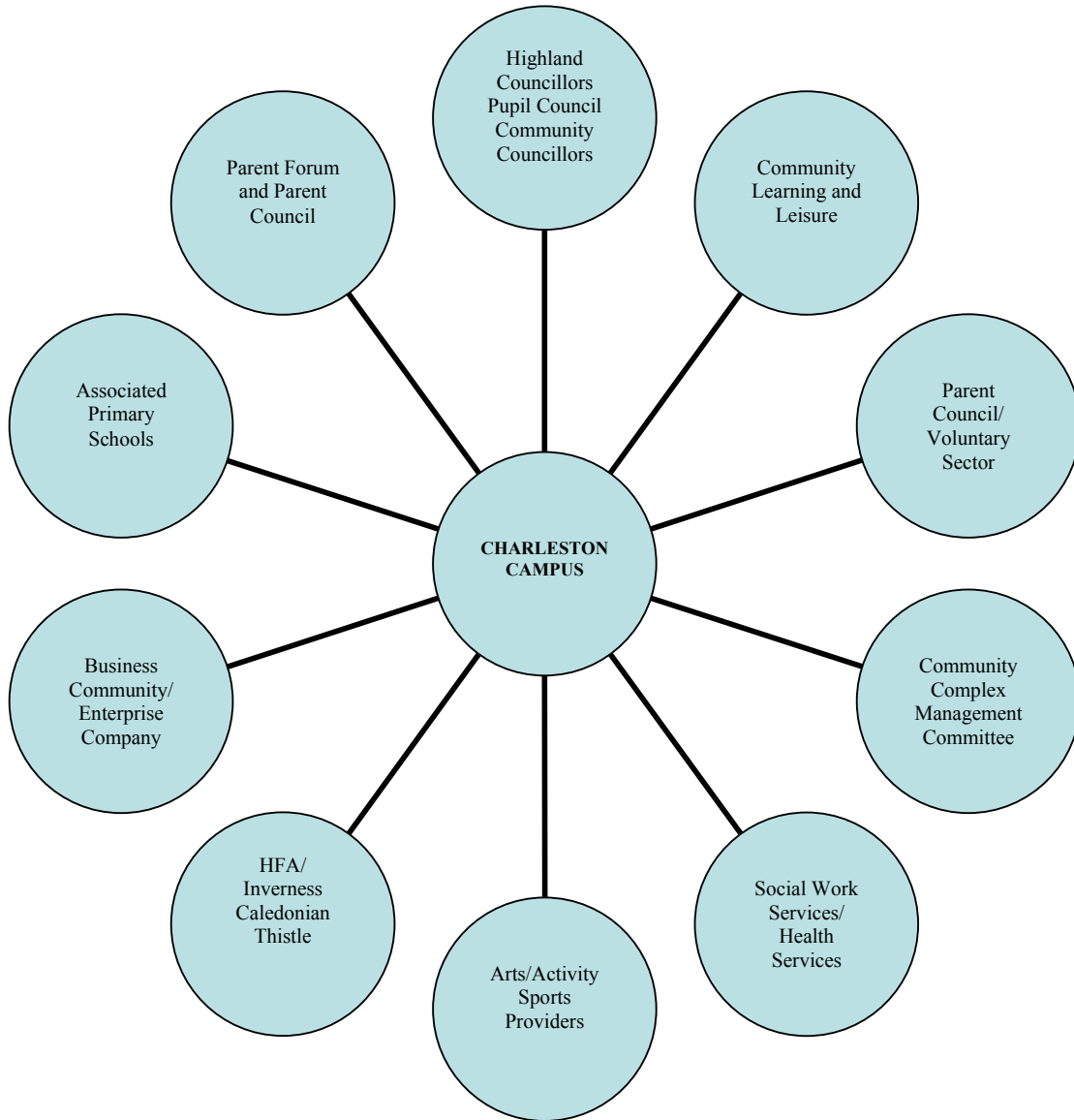
- equipping students with the basic skills and attitudes to succeed in a rapidly changing world;
- encouraging creativity and ambition;
- promoting a healthy lifestyle;
- ensuring the wider community has maximum access to all the facilities on campus.

In so doing, we believe we can all make an effective contribution to the community we serve and equip our students to be successful contributors to 21st century society.

Appendix 2

Develop Integrated Learning Community Model

When we develop a fully integrated community learning facility, collaborative and co-operative working with other learning providers and partner agencies will become the norm.



Some of this is already happening. However, there is considerable potential to develop further in line with developments elsewhere in Scotland.

Appendix 3

Key Objectives from 2005/2008 Service Plan to be delivered by schools

This last year of the service plan should be concerned with the completion or further development of projects in relation to the outcomes below and anticipating the developing priorities relating to a Curriculum for Excellence:

1. **Improve standards of educational attainment for all including numeracy and literacy through:**
 - Continue to improve school performance in 5-14 and SQA Attainment and other accredited courses with continuing focus on literacy and increased focus on numeracy.
2. **Promoting the achievement of all pupils including a commitment to:**
 - Recognise and celebrate achievement in all its forms to include the promotion of achievement for children from vulnerable groups.
 - Develop the key skills of creativity and ambition in young people and through the year of Highland Culture 2007.
3. **Enrich learning and teaching through:**
 - The Determined to Succeed, AiFL and ACE developments together with the sharing of good practice arising from school self-evaluation and classroom observation.
 - Improving secondary school partnerships with colleges and other providers to provide young people with the best possible learning environment and experiences.
4. **Continue to develop the Integrated Community School approach towards integrated learning communities, through a commitment to:**
 - Continue to develop an integrated service approach for children, young people, families.
 - Continue to improve provision to meet legislation and other requirements eg Additional Support for Learning Act, the Disability Discrimination Act and the Race Equality Policy.
 - Promote better behaviour to support a positive learning and teaching environment including the sharing of effective approaches to classroom discipline, such as staged intervention and restorative justice.
 - Develop Education for Sustainability towards accreditation of ECOSCHOOL status.
5. **Improve our self-evaluation, management and leadership**
 - Maintain and develop health promoting status including the improvement of school nutritional standards through the Hungry for Success initiative.
 - Implement national and local Child Protection Procedures.
6. **Improve our self-evaluation, management and leadership**
 - Further develop the Service's approach to quality assurance and performance management across the Service.
 - Develop the Highland Excellence in Leadership Project.

Appendix 4

Potential Partners

Curriculum Development

- Learning and Teaching Scotland
- Highland ACfE Steering Group
- Associated Primary Schools
- Local businesses, employers, voluntary organisations
- Inverness College/training providers

Learning and Teaching

- Learning and Teaching Scotland
- Associated Primary Schools
- Highland Council AifL Project
- Tain and Millburn Clusters

Ethos and Achievement

- Learning and Teaching Scotland
- Associated Primary Schools
- Local businesses, employers and voluntary organisations

Health and Wellbeing

- Associated Primary Schools
- NHS Highland/Health Promotion
- Highland Council Social Work Department
- Active Schools Manager and local co-ordinator
- Caley Thistle/Clach/HFA/Lovat/Beaully/Inverness/Aquadome/Sports Centre/Ice Rink/Torvean Golf Club/Rowing Club/Inverness Harriers/Highland Rugby Club/SRU/Inverness Skaters etc – basically all sports providers.
- Eden Court Outreach/Florians/Inverness Opera etc – all arts organisations
- Abriachen Forest Trust and Dunain Community Woodland
- All local youth organisations

Community Use of School

- Inverness College/UHI/local training providers
- Coaching Highland
- Highland Institute of Sport
- Voluntary Organisations
- Highland Council Community Learning and Leisure
- Charleston Academy and associated primary school parent councils
- Local businesses/organisations
- Local community councils/ward managers

Appendix 5

Three Year Projected Spending

	Year 1	Year 2	Year 3
Facilities Improvement			
• Contribution to outdoor multi-use Games area (muga) – total cost £180,000	£90,000		
• Contribution to improved sound/light for school/community performances	£30,000		
• Improved storage	£10,000		
• Equipment		£5,000	£5,000
Staff Costs			
• Depute Rector time for eight months	£30,000		
• Tutor for courses		£10,000	£10,000
• Temp community staff to be self-funded if continued beyond 2010	£5,000	£10,000	£5,000
• New activities and opportunities for young people and wider community (includes Columba 1400)	£15,000	£5,000	£5,000
Training Courses/Qualifications/CPD to ensure sustainability			
	£5,000	£7,500	£7,500
Developing Opportunities in Rural Hinterland			
• Equipment	£5,000	£5,000	£5,000
• Training	£2,000	£2,000	£2,000
Developing Dunain Community Woodland and Outdoor Classroom eg green gym			
	£4,000	£10,000	£10,000
Total:	£196,000	£54,500	£49,500