



# **HMIe ACTION PLAN**

## **FEBRUARY 2008**

Main Focus for Improvement	Improving Attainment	
Priorities	Actions:	Expected Outcomes and Evidence
<p>To improve attainment in Higher and Intermediate courses in S5/6</p>	<ul style="list-style-type: none"> <li>◆ Early SQA presentation of S3 pupils in English, Maths and French.</li> <li>◆ The introduction of a 2 year Higher course in English, Maths and French starting in S4.</li> <li>◆ Appropriate coursing to Higher and Intermediate courses with identification of appropriate level changes timeously.</li> <li>◆ The provision of courses for pupils of all abilities in S5/6 to ensure that they are challenged at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>◆ Maintenance or improvement of current S4 levels of performance as evidenced by SQA results</li> <li>◆ Improved success in these subjects at Higher level, compared with current baseline, evidenced by SQA results</li> <li>◆ Fewer fails at either level, compared with current baseline, as evidenced by SQA results</li> <li>◆ Identification and development of appropriate courses for all levels of ability. Evidenced by satisfaction of pupils with course choice as shown in Option Questionnaire</li> <li>◆ In all of the above areas pupils will be able to access courses which better meet their needs and experience greater success in SQA exams.</li> <li>◆ Improvement in SQA results compared with comparator schools</li> </ul>

Main Focus for Improvement	Improving Teaching and Learning	
Priorities	Actions:	Expected Outcomes and Evidence
<p>To improve the quality of Learning and Teaching through the implementation of Assessment is for Learning Strategies</p>	<ul style="list-style-type: none"> <li>◆ To further develop and implement new <b>teaching</b> approaches to improve pupils' learning experiences and their involvement and engagement in learning.</li>   <li>To include:                             <ol style="list-style-type: none"> <li>1. Review of "Good Lesson" strategies</li> <li>2. Learning Outcomes and Success Criteria</li> <li>3. Improved Questioning to develop thinking skills</li> <li>4. Comment Marking</li> <li>5. Staff Self Evaluation Techniques</li> <li>6. Participative Techniques</li> </ol> </li>   <li>◆ Staff development and sharing of good practice at departmental and whole school levels during the implementation phase to improve staff skills.</li>   <li>◆ Integration of successful practice into the Learning and Teaching and Assessment and Reporting Policies.</li> </ul>	<ul style="list-style-type: none"> <li>◆ New <b>teaching</b> approaches implemented in all subject areas and year groups as evidenced by inclusion in departmental improvement plan, by classroom observation, peer and self evaluation, through departmental minutes and policies and through quality assurance procedures.</li>   <li>◆ Staff knowledgeable and confident in the use of AifL techniques as evidenced by departmental minutes, staff evaluation and classroom observation.</li>   <li>◆ Revised policies in these areas.</li> </ul>

Main Focus for Improvement	Improving Teaching and Learning	
Priorities	Actions:	Expected Outcomes and Evidence
<p>To improve the quality of Learning and Teaching through the implementation of Assessment is for Learning Strategies</p>	<p>◆ To further develop and implement new <b>learning</b> approaches to improve pupils' learning experiences and their involvement and engagement in learning.</p> <p>To include:</p> <ol style="list-style-type: none"> <li>1. The further development of group activities and collaborative working opportunities.</li> <li>2. The further development of pupil target setting/next step procedures to increase pupil involvement in this process.</li> <li>3. Pupil Self Evaluation Techniques</li> <li>4. The development of pupils' skills as independent learners</li> </ol>	<p>◆ New <b>learning</b> approaches implemented in all subject areas and year groups as evidenced by inclusion in departmental improvement plan, by classroom observation of methodologies, peer and self evaluation, through departmental minutes and policies and through quality assurance procedures.</p> <p>◆ Pupils will be more engaged with their own learning, better able to identify their strengths and areas for improvement and show more capacity for independent learning. This will be evaluated by an AifL audit of staff and pupils' opinions compared with a baseline measure.</p> <p>◆ As a result of improvements in learning and teaching a maintenance or improvement of comparative levels of performance as evidenced by SQA results</p>



<b>Main Focus for Improvement</b>	<b>Meeting Pupils' Needs</b>	
Priorities	Actions:	Expected Outcomes and Evidence
<p>Development of strategies to better meet pupils' needs</p>	<p>To further develop and implement subject departmental structures and procedures relating to meeting pupils' needs.</p> <ul style="list-style-type: none"> <li>◆ Raising of staff awareness of pupils with ASN</li>   <li>◆ Continuation of advice from SfL on the development of new materials and teaching approaches</li>   <li>◆ Each Department to have a designated link person with SfL. SfL attendance at departmental meetings as required</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Student Support folder will continue to be regularly updated. Regular in-service will continue to be delivered to staff on specific pupils and their needs. The confidential pupil booklet will continue to be regularly updated to ensure all staff are familiar with all pupils and their needs.</li>   <li>◆ Departments will continue to use the bidding system for advice on the development of materials and teaching approaches to meet pupils' needs.</li>   <li>◆ Regular meetings will take place between SfL and the designated link person from each department. These meetings will be minuted and discussed at departmental meetings. SfL will continue to attend departmental meeting, as required.</li> </ul>

**To improve attainment in Higher and Intermediate courses in S5/6**

<b>Task</b>	<b>Target Date</b>	<b>Action By</b>
Early SQA presentation	May 2007	PTCs English/ML + Maths
2 year Higher course in English, Maths and French	August 2007	PTCs English/ML + Maths
Appropriate coursing to Higher and Intermediate courses	August 2007 – February 2008	All PTCs and PTs Subject/Student Support
S5/6 Course Enhancement	By August 2008	All PTCs and PTs Subject

**To improve the quality of Learning and Teaching through the implementation of Assessment is for Learning Strategies**

<b>Task</b>	<b>Target Date</b>	<b>Action By</b>
To further develop and implement new <b>teaching</b> approaches	By August 2009	AifL Group All Teaching Staff
To further develop and implement new <b>learning</b> approaches	By August 2009	AifL Group All Teaching Staff
Staff development and sharing of good practice	By December 2008	AifL Group All Teaching Staff
Integration of successful practice into the Learning and Teaching and Assessment and Reporting Policies.	By December 2008	EMT/Management Committee

**Development of strategies to better meet pupils' needs**

<b>Task</b>	<b>Target Date</b>	<b>Action By</b>
Effective differentiation of classroom materials	By August 2009	All PTCs and PTs Subject PTC Equality and Inclusion
Strategies for learning and teaching developed incorporating all learning styles	By August 2009	All PTCs and PTs Subject PTC Equality and Inclusion
Raising of staff awareness of pupils with ASN	By August 2008	PTC Equality and Inclusion
Continuation of advice from SfL on the development of new materials and teaching approaches	By August 2008	PTC Equality and Inclusion
Improved liaison with SfL.	By August 2008	All PTCs and PTs Subject PTC Equality and Inclusion

**Action Plan - Biology**

<b>Main Focus for Improvement</b>	<b>Departmental Improvements</b>	
Priorities	Actions:	Expected Outcomes and Evidence
<p><b>Inspected Departments</b> will incorporate whole school priorities into their Improvement Plans in addition to addressing specific departmental issues</p> <p>Further development of thinking and learning skills to actively challenge pupils to be independent learners with responsibility for their own learning,</p>	<ul style="list-style-type: none"> <li>◆ Continued CPD with respect to formative assessment and approaches to improving pupil independent learning.</li> <li>◆ Continue to share good practice at department meetings through peer observation.</li> <li>◆ Improvement of materials used for pupil self review.</li> <li>◆ Identification of methods/materials which can be used to support individual target setting amongst pupils.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Staff will be more aware of and will implement teaching strategies which will challenge pupils in their learning.</li> <li>◆ Pupils will be working on materials at all levels which will provide challenge.</li> <li>◆ Pupils will be aware of the areas within their learning, which if developed, will allow them to improve.</li> </ul>

**Biology Department Action Plan**

<b>Task</b>	<b>Target Date</b>	<b>Action By</b>
Development of materials which will allow challenge for pupils at all levels	In place by August 2009	PT Biology Biology Staff
Introduction of new peer observation programme, to encourage development of independent learning.	In place by August 2009	PT Biology Biology Staff
Continued improvement of pupil self evaluation techniques	Ongoing	PT Biology Biology Staff

**Action Plan – Home Economics**

Main Focus for Improvement	Departmental Improvements	
Priorities	Actions:	Expected Outcomes and Evidence
<p>Inspected Departments will incorporate whole school priorities into their Improvement Plans in addition to addressing specific departmental issues</p> <p>Pupils are to be actively involved in the lesson</p> <p>Questioning should be used to extend pupils' thinking</p> <p>The pace of learning should be appropriate</p>	<ul style="list-style-type: none"> <li>◆ Promote the use of varied teaching styles and resources within the classroom as suggested in AifL</li> <li>◆ Extend the use of 'Design and Make' lessons throughout S1 and S2</li>   <li>◆ Undertake CPD with a focus on questioning skills</li> <li>◆ Continue to focus on 'Asking Better Questions' booklet within classes and during the sharing of good practice at departmental meetings</li>   <li>◆ Extend the use of classroom observations with a focus on pace of learning</li> <li>◆ Analysis of pupil abilities prior to course choice</li> <li>◆ Improved Liaison with Student Support at Course Choice time</li> <li>◆ Make effective use of study leave to promote team teaching</li> <li>◆ Share good practice at departmental meetings</li> </ul>	<ul style="list-style-type: none"> <li>◆ AifL Techniques discussed during Departmental Meetings as reflected in minutes</li> <li>◆ Staff will be more confident in using new teaching techniques</li> <li>◆ Pupils will further develop ACE Capacities</li>   <li>◆ Staff will show increased questioning skills as evident in classroom observations</li> <li>◆ Improved use of questioning to challenge pupil thinking</li>   <li>◆ Pupils will experience a more consistent pace of learning</li> <li>◆ Sharing of good practice noted within Departmental Meeting minutes</li> <li>◆ Pupils placed in appropriate classes in S3</li> </ul>

**Home Economics Department Action Plan**

<b>Task</b>	<b>Target Date</b>	<b>Action By</b>
Promoting active involvement of pupils	In place by August 2009	PT Home Economics Home Economics Staff
Improved questioning	In place by August 2009	PT Home Economics Home Economics Staff
Improved pace of learning	March 2008 to August 2009	PT Home Economics Home Economics Staff

**Action Plan - Mathematics**

<b>Main Focus for Improvement</b>	<b>Departmental Improvements</b>	
Priorities	Actions:	Expected Outcomes and Evidence
<p><b>Inspected Departments</b> will incorporate whole school priorities into their Improvement Plans in addition to addressing specific departmental issues</p> <p>Department will ensure the effective use of questioning – questions presented to all pupils should challenge their thinking.</p> <p>The Department will embark on the introduction of a program of collaborative working.</p>	<ul style="list-style-type: none"> <li>◆ Continued CPD with respect to formative assessment.</li> <li>◆ Continue to share good practice at department meetings.</li> <li>◆ Examine the possibility / necessity of developing a question bank during ISIS.</li> <li>◆ Focus on questioning during self and peer observations.</li> <li>◆ Provide opportunities for all year groups to work collaboratively.</li> <li>◆ Prioritise the implementation of co-operative learning using both in-house and South Lanarkshire materials.</li> <li>◆ Continue to share good practice at departmental meetings.</li> <li>◆ Continued CPD, both ISIS and external courses.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Staff have increased questioning skills as witnessed during observations.</li> <li>◆ Pupils contribute effectively to class discussions.</li> <li>◆ Pupils will show increased ability to think for themselves.</li> <li>◆ Class work displayed on walls and updated regularly.</li> <li>◆ Collaborative work witnessed during classroom observations.</li> <li>◆ Sharing good practice noted in DM minutes.</li> <li>◆ Pupils will develop as confident individuals and effective contributors.</li> <li>◆ Staff will be confident taking account of learning styles in class.</li> </ul>

Main Focus for Improvement	Departmental Improvements	
Priorities	Actions:	Expected Outcomes and Evidence
<p><b>Inspected Departments</b> will incorporate whole school priorities into their Improvement Plans in addition to addressing specific departmental issues</p> <p>Problem Solving activities should be increased throughout all levels of study.</p> <p>The proportion attaining General level awards should be increased (in line with National average)</p>	<ul style="list-style-type: none"> <li>◆ Provide opportunities for all stages to take part in problem solving opportunities.</li> <li>◆ Problem solving to be an integral part of every lesson. This could either take the form of a starter, main section of lesson or within the plenary.</li> <li>◆ Problem solving policy to be written as an implement as part of the 08/09 DIP.</li>   <li>◆ Use statistical data to reconsider and implement curricular flexibility policy.</li> <li>◆ Move away from Intermediate 1 and re-introduce Standard Grade General for S2/3 and S3/4.</li> <li>◆ Careful consideration to be paid to tracking data, in particular prelim results, to adjust presentation levels.</li> <li>◆ This session the departmental have made changes to classes and implement an all girls/boys class to raise attainment.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Problem solving witnessed during classroom observations.</li> <li>◆ Problem solving development noted in DM minutes.</li> <li>◆ Evidence of use of Library for collaborative working through booking sheets. Etc.</li> <li>◆ Development tasks will be highlighted in DIP 2008/09.</li> <li>◆ Pupils will develop as in the four capacities of ACE.</li>   <li>◆ Departmental Tracking system is updated regularly by staff.</li> <li>◆ Staff are confident in identify under achievement.</li> <li>◆ Pupils will be presented at the correct level.</li> <li>◆ All pupils will have been presented for Standard Grade by the end of S4, at a suitable level.</li> <li>◆ Attainment levels increased to that of the National Average.</li> </ul>

**Mathematic Department Action Plan**

<b>Task</b>	<b>Target Date</b>	<b>Action By</b>
Development of questioning techniques	In place by August 2009	PTC Maths Maths Staff
Development of programme of collaborative working	In place by August 2009	PTC Maths Maths Staff
Development of problem solving activities	In place by August 2009	PTC Maths Maths Staff
Improved attainment at Standard Grade levels 1 - 4	Exam diet – 2009	PTC Maths Maths Staff

**To improve PE facilities as follows:**

<b>Task</b>	<b>Target Date</b>	<b>Action By</b>
<p>To arrange for a temporary unit to house fitness equipment to clear space within the main gym hall.</p> <p>The procurement of this temporary unit requires a tender document to be issued by Property Services.</p>	<p>April 2008 (depending on tender returns)</p>	<p>Property Services</p>