

ACTION SECTION – STRATEGIC ONE YEAR OVERVIEW

Phase 2

Form 6

Summary of School Priority Areas and Targets for Development Plan for Session

No.	Priority Area	Development Targets	Source	National Priorities	Local Improvement Objective (From AIP)
1	Develop the 'Capacities of the Child'. (Previously curric provision & Learning & Teaching)	a) Provide quality curriculum provision incorporating 'A Curriculum for Excellence' and including RME (Structure) b) Provide quality Learning & Teaching for All (Process) c) Focus the 'structure' and 'process' to enhance outcomes evidenced by improved data analysis	HMle SA NI AIP		S.O. 1, 2, 3, 4, 5
2.	Develop student management and student support	a) Provide a strategic plan for student management/support including role of the Register teacher, praise, Religious Observance etc. b) Continue to develop behaviour support & learning support and broaden understanding of their roles for all.	HMle SA		S.O. 2, 3, 4 Supporting 1, 5
3.	Quality Assurance to be evidenced for all aspects of SDP	a) Clear focus on raising attainment b) Incorporating HIGIOS and the 'Journey to Excellence' documents	HMle SA NI AIP		S.O. 1 supporting 2, 3, 4, 5
4.	Leadership & Management	a) Continue to empower SMT and MM b) Develop a sustainable structure for promoted posts	HMle SA		S.O. 1, 2, 3, 4, 5
5.	Communication & Consultation	a) Continue to develop all new systems of communication and consultation	HMle SA		S.O. 1, 2, 3, 4, 5

Source Key:

AIP – Authority Improvement Plan

SA – School audit of quality indicators

HMle – HMle report / indications

SI – Arising from specific incident or event

NI – National Initiative

1. 'Develop the Capacities of the Child'

a. Provide quality curriculum, provision... including use of data analysis

FEBRUARY 2007

Form 6

No.	Task	Personnel	Timescale	Resources	Monitoring & Evaluation (Inc QI)
1.	Review current Courses S3/4 Rationale for Current courses Entry from and progression to courses Primary Liaison	DHT	Dec 06	Meeting time 1 Hour per week	Rationale produced
2.	Re-develop Options: Set up working group of PTs &GS Review current options Issue Guidelines Produce draft option form Trial with pupils Liaise with School Board Produce new option booklet Faculty recommendations Liaise with Pupil Support: - On S2 PSE programme - Interviews - Parent Evening Liaise with timetabler	DHT / Working Group/ timetabler	Jan 07 Feb 07	Secretarial and reprographics Meeting time 4 hours	WG in place Options reviewed and new form produced Pupils consulted during trial Board consulted Recommendations obtained Parents' evening evaluations
3.	Review Faculty Development Plans: Meet with PTs to review Improvement Plans November Audit- gather evidence Set new targets as required Place plans into teachers community folders Repeat in March	DHT PTs	Dec 06 – Jan 07 April 07	Meeting with each PT 1 Period	IP reviewed and new targets in place

1. 'Develop the Capacities of the Child'

a. provide quality curriculum, provision... including use of data analysis

FEBRUARY 2007

Form 6

No.	Priority Area	Personnel	Timescale	Resources	Monitoring & Evaluation (Inc QI)
4.	<p>Map Capacities Review Curriculum in line with CfE -Consider current courses/new courses and where capacities and capabilities are met (for all pupils)</p> <p>Information newsletters for School Board, parents</p>	<p>DHT - Set up Working Group</p> <p>DHT WG M Warren</p>	<p>April 07</p> <p>On going</p>	<p>Meeting time visits CPD</p>	<p>Review in place</p> <p>Audit taken place</p> <p>Staff, parents, pupils informed/consulted</p>
5.	<p>Re-develop Options Senior school: Set up working group of interested staff & timetabler Review current options Issue Guidelines Produce draft option form Trial with pupils Liaise with School Board Produce new option booklet Faculty recommendations Liaise with Pupil Support: - On S4 PSE programme - Interviews - Parent Evening Liaise with timetabler</p>	<p>DHT / PTs/ timetabler</p>	<p>Jan07- April 07</p> <p>Feb 07</p>	<p>Secretarial and reprographics</p> <p>Meeting time 10 hours</p>	<p>WG in place</p> <p>Options reviewed and new form produced Pupils consulted during trial Board consulted</p> <p>Recommendations obtained</p> <p>Parents' evening evaluations</p>

1. Develop the “Capacities of the child”

b. Provide quality Learning & Teaching for all

FEBRUARY 2007

Form 6

	TASK	PERSONNEL	TIMESCALE	RESOURCES	MONITORING AND EVALUATION (INC QI)
	Continue to develop L + T strategies including diversity in learning, pace and challenge etc	AL – with working groups, PT Curriculum, staff.	November 06 – ongoing	CDs, copies of learning set for all staff (90) photocopying – Learning styles group profiles for all staff (90), Admin time	Through classroom observations across whole school – PT’s to provide evidence of. Improved attainment, pupil engagement Q.I.: 3.2, 3.3, 3.4
	Develop monitoring systems e.g. peer observation, self assessment, peer assessment, target setting	AL – with working groups, PT Curriculum, staff.	November 06 – ongoing. Peer observation set up April 07. L & T group continue	Use of schools network	Peer observation system in place in school and staff sharing good practice. Q.I: 3.2, 3.3, 6.5, 6.6
	Provide teaching staff with background information on teaching groups including current levels of attainment and potential, CAT scores, 5-14 levels, preferred Learning Styles.	AL – with PT Support for S1 and MW	December 06 - ongoing	Admin time, photocopying – meeting time for each faculty area 7x 1hr meetings	Improved attainment through increased knowledge of pupil groups and prior learning Q.I: 2.1, 3.1-3.6
	Produce next set of Curriculum Guides for parents	AL – with PT Curriculum and staff	December 06 – March 07	Photocopying, postage costs (as previous curriculum guides)	Sustained contact with parents leading to better partnership and communication Q.I: 5.4
	Plan February training in partnership with cluster Primaries	AL – staff and Primary AiFL group	January 07	Meeting time	Evaluate training days to gain feedback from all staff. Q.I: L&T 3.1 – 3.6

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FEBRUARY 2007

Form 6

	TASK	PERSONNEL	TIMESCALE	RESOURCES	MONITORING AND EVALUATION (INC QI)
	Differentiation – whole school initiative in collaboration with Learning Support	AL/AH	February 2007 training day – ongoing from then	Photocopying – 10 pages x 90 staff printing material	More and better pupil engagement, less classroom referrals Q.I: 3.4
	Planners – look at new style planner to include target setting sheets, possible recording of rewards etc,	AL/MW/PT's/Staff/Pupils/Parents	Jan - ongoing	New planners for 2007 - 2008	More rigorous use of planners, more effective and sustained communication Q.I: 5.2, 5.4
	Celebration of Achievement Evenings – S1 and S2, S3 and S4, S5 and S6	AL/MW/LJ	January - ongoing	Time for consultation, evenings set up in summer term, refreshments	Staff questionnaires, pupil evaluations, parent evaluations Q.I: 4.2, 5.2, 5.4
	S1 parents information evening – CAT scores, Learning Styles	SMT, PT,s	January 07 – March 07	Photocopying information for parents Time for staff development re interviewing parents	Evaluation of evening, more informed options, raised attainment Q.I: 3.6, 5.4

2) Develop Student Management and Student Support

a) Provide Strategic Plan for Student Management and Support

FEBRUARY 2007

Form 6

	Task	Personnel	Timescale	Resources	Monitoring & Evaluation (INC QI)
	Develop role of Register role – widen this role (first line Guidance). Make sure time is available for PT Pupil Support teachers to meet with Register teachers (monthly – 6 weeks). Have introduced (Nov) Register teachers to deal with unexplained absences (fortnightly). Start building in suggestions to ensure they engage with students.	SMT to take assemblies to allow for meetings.	Introduced in October/November – ongoing.	Time 1 x 30 min slot on 2 In-Service days and 4 x 10 mins meetings during Registration throughout year	Discussions with PT Supports collation of issues and ideas for future to ensure widening of this role. Q.I: 4.1
	Investigate and install systems of praise. At meetings with Pupil Support discuss various methods being used. S1 postcards already in place. Discuss ‘Pupil Monitoring’ praise policy – acquired from Max. High.	PT Pupil Support. (A Irvine and L Johnston to review postcard system) S1 postcards already in place.	Late December Widen system to S2 and S3 if review is good in January (has also been done for S4 and S5) August 2007 - 2008	Time Postcards Database	Monitor the use of this as we go along. Evaluate on Phoenix end of year. Q.I: 5.2
	Introduce Religious Observance via assemblies arrange RO at assemblies. Record moral deliveries.	PT Pupil Support and L Johnston	Ongoing from November 2006.	Religious Experts 1 period 50 mins per term for planning	Record all visits and Moral deliveries. Q.I: 1.2
	Transition from Primary to Secondary – send out new transition Pupil Profile form and letters to all Primary Heads with strategies for transition. Organise 2 day visit, help to organise 3 rd .	L Johnston to organise to all Primary Heads and co-ordinate for ICS. D Hyslop to help organise 3 rd day.	Start in January 2007 – August 2007.	Time Evaluation Form Time: 14 x 1½ hr visits for 2 staff	Evaluate with Primary Head Teachers/Pupils/ Parents in August 2007 how they felt transition had gone. Q.I: 5.4

2a) Develop Student Management and Student Support (continued)

	Task	Personnel	Timescale	Resources	Monitoring & Evaluation (INC QI)
	Discuss with P.T. Pupil Support how a sustainable structure for Pupil Support can be achieved via Tuesday meetings with year teams (this has to be related to 'Widen the role of Registration Teacher).	L Johnston, J Pallett, P.T. Pupil Support and All staff especially Register Teacher.	By February 2007 (Decision of personnel will have to made).	1 hr every week	Evaluate system with Pupils, Parents, P.T. Pupil Support and Registration Teacher. Q.I: 6.4, 6.5

2. Develop Student Management & Student Support
b. Continue to develop Behaviour Support & Learning Support

FEBRUARY 2007

Form 6

TASK	PERSONNEL	TIMESCALE	RESOURCES	MONITORING & EVALUATION (INC QI)
Produce paper clarifying role of key person for pupils with level 3 & 4 needs	A Hughes in consultation with LS Department	Completed by June 2006	Consultation and writing time	Roles are clearly defined and understood thereby contributing to raising attainment of Level 3 and 4 pupils QI: 6.5
Preview and produce policy documents for Learning Centre and Aird	A Hughes in consultation with LS Department	Completed by June 2006	Consultation and writing time	Policy documents clearly state aims, core purposes, values and how these are to progress. QI: 7.1
Produce policy and procedures documents on IEPs	A Hughes in consultation with LS Department	Completed by June 2006	Consultation and writing time	Targets, tasks and activities take account of pupils' individual needs thereby contributing to raising attainment QI: 4.5
Post pupil profiles on Teachers' Community and update as required	L S Staff	Ongoing procedure	Part of administrative time	Key staff make effective use of information thereby contributing to raising attainment Survey staff QI: 4.4
Liaise more closely with subject departments	A Hughes	Ongoing programme starting 2006-07	Two hours per week	Support is provided for the implementation of policies on meeting pupils' needs thereby contributing to raising attainment QI: 4.5 & 6.5
Implement weekly case conferences for Aird pupils	A Hughes and all Aird staff M Thomson	Started September 2006 Ongoing procedure	One hour per week per pupil on a rotational basis	Staff are engaged in reflective and systematic evaluation which identifies areas of priority for raising attainment of Aird pupils QI: 7.2

2. Develop Student Management & Student Support
b. Continue to develop Behaviour Support & Learning Support

FEBRUARY 2007

Form 6

TASK	PERSONNEL	TIMESCALE	RESOURCES	MONITORING & EVALUATION (INC QI)
Implement appropriate programmes of study for Aird pupils	A Hughes Aird staff	Start January 2007 thereafter ongoing procedure	Access to good practice in other schools Development time	Case conferences on 6-weekly basis monitoring progress of pupils QI: 3.1 & 4.5
Develop and implement quality improvement procedures in Aird	A Hughes C Galloway	Procedures to be implemented by Oct 2006	Allocation of time on a weekly basis	Record keeping sheet for tracking progress IEP targets QI: 4.4
Ensure that copies of SRG minutes go to all SMT and referrers	B Bryant	As from 1 st SRG meeting of 2006-07	Administrative time	Key staff make effective use of information in assessing pupil progress QI: 4.4
Raise awareness within middle and senior management of new LAC procedures	R McCulloch R MacKay	In place 2006-07 then ongoing	Administrative time Inset session	Staff have a clear understanding of their roles and responsibilities with reference to LAC QI: 4.1
Develop new model for Learning Centres	A Hughes B Bryant A Brown J Proudfoot	2007 – 08	Consultation and writing time Access to good practice in other schools	SEN pupils make good progress towards achieving targets thereby raising pupils' wider achievement QI: 4.5
Relaunch of subject teacher identification of A.S.N	A Hughes	Re-launch during February 2007 Inset then ongoing	Writing time for information sheet Lesson preparation time	Differentiated course work is evident across curriculum thereby contributing to raising pupil attainment QI: 3.4 & 4.5
Conduct an internal moderation of level 2 need pupils	LS Department	Start December 2006	Administrative department time	Results are used to identify priority areas for action in raising pupil attainment QI: 7.2

2. Develop Student Management & Student Support
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FEBRUARY 2007

Form 6

TASK	PERSONNEL	TIMESCALE	RESOURCES	MONITORING & EVALUATION (INC QI)
Review of admission procedures to Behaviour Support Unit for Behaviour Support	A Moffat B Bryant	To be completed by end of September 2006	Consultation and writing time	Survey of staff Pupils' needs are more effectively met QI: 3.4
Early intervention identification procedures developed and implemented	A Moffat	To be completed by end of September 2006	Administrative time Consultation and development time	Annual review in consultation with staff QI: 4.1
Intervention Behaviour Support strategies developed	B Bryant P Livingstone A Moffat R MacKay	Some support programmes to be completed by Sept 2006. Development of other programmes ongoing throughout 2006-07	Appropriate reading materials Appropriate websites	Impact monitored through Incident Manager and Time Out Consultation with Pupil Support Year Teams QI: 4.1
Certificated curricular coursework developed	B Bryant A Moffat P Livingstone	Certificated courses to be in place for uptake 2007-08	Asdan materials X-cel club (Prince's Trust)	Attainment of more purposeful educational targets in conjunction with IBPs QI: 3.4
Creation of directory of local support services	B Bryant	To be completed by Oct 2006	Authority's Pupil Support Department Pupil Support Officer Time	Support Services are more easily accessed by Pupil Support staff QI: 4.8
Review of school's exclusion procedures	B Bryant	To be completed by end of September 2006	Administrative time	Clearer understanding of procedures by all stakeholders QI: 4.1

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FEBRUARY 2007

Form 6

TASK	PERSONNEL	TIMESCALE	RESOURCES	MONITORING & EVALUATION (INC QI)
Develop improved communication systems with parents	B Bryant A Moffat	Ongoing with new communication systems being fully implemented by 2007-08	Consultation and writing time	General survey of parents who have received communication from LS and BS QI: 5.1 & 5.4
Contribute to whole staff CPD programme i.e. classroom management	A Moffat	Post October 2006	Development time Bill Rogers DVD Course time: 1 - 1½ hrs per week for 6 weeks	Individual Evaluation by participants: once on receipt of training and again when training has been implemented QI: 6.6
Profiles of core Support Unit pupils posted on Teachers' Community	A Moffat	Ongoing with priority being given to those requiring level 4 intervention. Procedure fully implemented in course of 2006-07	Administrative time	Key staff make effective use of information on pupils with EBS difficulties thereby contributing to raising attainment QI: 4.1
Read 'Safe and Well' handbook and raise awareness of staff to main issues	B Bryant R McCulloch	Within school year 2006-07	Consultation and writing time	Staff have clearer understanding of their roles & responsibilities in terms of pupils' safety and well-being QI: 4.1
Clarify roles of LS teacher and LS classroom asst; policy statement on role of CA reviewed and amended. Undertake consultation exercise.	A Hughes	Completed by May 2006	Consultation and writing time	Clearer understanding of all staff of roles of LS teacher and CA. Pupils' needs are met more effectively. QI: 3.4

3. Quality Assurance

TASK	PERSONNEL	TIMESCALE	RESOURCES	MONITORING & EVALUATION (INC QI)
This will be evidenced through all other areas therefore there is no separate section				

4. Leadership and Management

FEBRUARY 2007

FORM 6

a) Continue to empower SMT & MM

b) Develop a sustainable structure for promoted posts

	TASK	PERSONNEL	TIMESCALE	RESOURCES	MONITORING & EVALUATION (INC QI)
a.	Continue to empower SMT and MM	Head Teacher, SMT and D&G staff	Continuous	CPD for staff on aspects of leadership & management	Weekly meetings with JMP Termly review of action plans / outcomes Monitoring of L&T developments to evidence MM role
	Continue to create a clear structure of roles & responsibilities	Head Teacher / SMT / PTs	Continuous	CPD for staff. Support from D&G staff	Structure in place and all stakeholders aware
	Continue to improve communication to support the structure of the school	SMT / PTs (M Warren to lead)	Continuous	CPD training on IT if required	Evidence of improved communication and increased use by all of range of communication tools
b.	Develop a sustainable structure for promoted posts	JMP / D&G staff	Prepare February 2007 for implementation August 2007	Discussion and meeting time with senior personnel	Plan submitted and agreed by Easter for August introduction (or earlier by agreement)

5. Communication & Consultation

FEBRUARY 2007

FORM 6

TASK	PERSONNEL	TIMESCALE	RESOURCES	MONITORING & EVALUATION (INC QI) <i>The Ten Dimensions of Excellence</i>
Continue to develop internal communication systems. Implement recommendations of Communications WP. Start working towards IIP standard.	Headteacher / SMT School Support Manager Staff – students Communications Working Party	From March 07 →	Cost of IIP support and assessment – to be confirmed.	Weekly monitoring of info input/output by line managers Reduction in duplicate info identified by Admin staff reviewed ½ termly Depute (communication) ½ termly review QI 5.1 Values and empowers its staff and young people.
Continue to develop external communications systems: Partnership with parents; Parents' Forum; School website; The media.	JMP/SMT/Board School Support Manager Communications WP	From March 07 →	Finance as required for postal info Time to develop & eval (MW – 10% of management time) Prioritise admin time to increase current communications. D&G Support staff (J.Riddet) D&G Support Staff (Web design) –2 x half day	Monthly Board meeting to review progress See M&E parental satisfaction QI 5.1, 5.4 <i>Works together with parents to improve learning.</i>
Start to investigate potential of GLOW for teacher networking and support of learning and teaching.	SMT School Support Manager Communications WP PTs (Curriculum)	From June 07 →	CPD for staff on GLOW. (Access Regional training provision when known.) D&G Support staff	Standing item on agenda for PT meetings with DHT – ongoing monitoring of impact of GLOW. QI 6.2, 6.6 <i>Develops a culture of ambition and achievement.</i>
Continue to develop communication on data re. students, target setting, primary info. & sharing such info across the school	SMT/ School Support Manager PTs' Assessments/Targets PTs and all staff	ongoing →	CPD on data & analysis – input from D&G Support Staff at Feb INSET and planned follow-ups. Primary info sharing arranged through meetings with primary HTs.	Annual review with Primary staff T&L evidence use of data in class PT regular mon. of their area Depute T&L ongoing mon. of practice QI 4.4, 4.8

				Develops a culture of ambition and achievement. <i>Works in partnership with other agencies.</i>
Full review of reporting procedures and implementation of Phoenix Assessment Manager	DHT (Comm) School Support Manager PTs (Curr and PS)	Review completed by June 2007 for implementation August 2007	Up to 3 staff days to contact/visit schools with identified good practice. (MW, GC)	Survey parental and teacher views. QI 3.6 <i>Works together with parents to improve learning.</i>
Continue to develop formal/agreed consultation procedures both within & outwith the school	Headteacher/SMT Board/School Council	April '07→	Discussion time at Comms WP meetings, SMT meetings, School Board/Parent Council as required.	Protocol of consultation in place Monthly monitoring by School Board & Chair All stakeholders participating as part of annual cycle of SI QI 5.1, 5.3, 5.4 <i>Values and empowers its staff and young people.</i> <i>Works together with parents to improve learning.</i> <i>Reflects on its own work and thrives on challenge.</i>

National Priorities This unit supports the development of all five national but

Priorities but in particular: Framework for Learning
Values & Citizenship

Service Objectives: This unit supports all service objectives

particularly 2 & 4

Evidence of Success: All stakeholders fully participate in the Journey towards school improvement. All stakeholders are valued in positive relationships, positive atmosphere of mutual respect & support.

TASK	Personnel		Resources	Monitoring & Evaluation
Develop & manage administration and non-teaching support services.	Admin staff	Training	Admin Asst/Supp Manager	Annual EDIs Review with Admin Asst.
	School technicians	Clarify job roles/descriptions	PTs Science & CDT	
	Auxiliaries	Clarify job roles/descriptions	PTs Science & English	
Administer Personnel policy and practice	Teaching staff	Absence management / Occ Health Referrals	Council Policy & Procedure	
	Non teaching staff			
Budget Monitoring & Control	PT/dept budgets	Calculate & issue as early as possible	Temp figs issued by end June	Regular meetings of Finance Committee
	Ring fenced budgets	Bring to committee when allocation received		
	Special 'one-off'	Bring to committee when allocation received		
	School Fund	Ensure accurate records		
Physical Resource management	Buildings	New office/staff area	Fit for purpose/on time?	Regular walkabout with Head Janitor Monitoring of repairs
	ICT Equipment	Maintenance/renewal	Form new committee	
	Furnishings	Maintenance/renewal	Finance committee – replacement fund/top slicing?	
SQA	Administration of entries etc.	Exam timetable/accommodation	Liaise with Chief Invigilator	Meetings with M Warren
		Returns to SQA	Helen Byers	
Reporting	Phoenix set-up	Teaching staff training		Review of procedures with M Warren SQA Coordinator
		Office staff training		