

# Our Vision at Milne's High School



March 2018

Inspection- one year on  
Update from Head Teacher

**We aim for every individual to:**

- Be ambitious to achieve excellence
- Feel safe, happy, respected and included
- Realise their full potential
- Develop a positive attitude to lifelong learning
- Contribute positively to the school community
- Benefit from effective partnership working

**We will strive to raise attainment for all by being  
the best we can in these key areas:**

- Curriculum design
- Learning and teaching
- Creating an ethos of ambition
- Self-evaluation for self-improvement
- Supporting learners to achieve success
- Leadership of learning at all levels

**HONESTY - ASPIRATION - RESPECT - DILIGENCE**  
**VALUES**



**Milne's High School**  
*A community where the individual matters and expectations are high*

# Overall

- This is an overall summary of the key points for improvement outlined by the inspectors and the main tasks undertaken in order to achieve our action plan following our visit from Her Majesty's Inspectorate in March 2017. This brief report is in note-form and has been streamlined to give a flavour of the key messages and action undertaken so far. I intend to provide more detailed information and explanation through open engagement "drop-ins" prior to parent council, during parent council or on request by any parent.

| Inspectors said   | We did  | Impact  | Still to do   |
|---|---|---|---|
| <p>Improve the consistency of high-quality learning and teaching across the school. Make more effective use of assessment to help plan next steps in young people's learning. Develop more robust monitoring and tracking of young people's progress and attainment from S1 to S3 to raise the attainment of all.</p> | <p>School improvement groups<br/> Joint PT-SLT learning visits<br/> Increased department record keeping of impact of their interventions<br/> Senior phase monthly tracking used to parents – data extracted by SLT on monthly basis<br/> Termly tracking in the BGE using Moray Council tracking system<br/> Parental engagement evening to explain tracking to parents<br/> All curricular areas involved in authority curricular group moderation activities<br/> Moderation at DMs and benchmarks built into planning<br/> SLT visits and sampling of moderation highlights improvement<br/> Draft Moderation strategy in progress<br/> Focus on learning conversations at staff meetings followed up by SLT visits<br/> Edict focus groups and sampling by SLT<br/> Staff meetings utilised Mindset UK to build capacity with use of language for learning conversations</p> | <p>August 2018 SQA data – best ever S4 and S5 performance</p> <p>Parent view on tracking: 20% disagreed that they received helpful information about how their child is doing in Feb 2017 this has fallen to 10% in Feb 2018</p> <p>Parent view overall on learning and teaching: 24% disagreed that they were satisfied with the quality of teaching in Feb 2017 and 11 % disagreed with the same statement in February 2018</p> <p>Pupil view on learning and teaching: 25% said they were not happy with the quality of teaching in the school and this has fallen to 17% in Feb 2018</p> <p>Extensive Learning visits main feature on feedback<br/> SLT rigorous analysis of tracking</p> | <p>January mid-term report highlights improvements in differentiation.</p> <p>Pace and challenge to feature highly on next School Improvement Plan</p> <p>Increasing confidence in staff judgements for BGE – still progress to be made in consistency – add to departmental attainment review agenda</p> |

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|---|---|--|--|
| <p>Review the system of pastoral care to ensure that the pastoral care team is more effective in supporting all young people.</p> | <p>Timetable completed early to facilitate Wellbeing and Attainment, study classes, nurture and bespoke curricular pathways for young people</p> <p>Successful pathway planning career event in November (this will be bi-annual)</p> <p>DYW noticeboard showcasing each sector</p> <p>Career path videos</p> <p>Increased department engagement with sector partners</p> <p>Greater partner and community links</p> <p>New coursing protocol with regular and rigorous review by Senior Leadership Team and Guidance</p> <p>Additional parents evenings with Guidance teacher</p> <p>Reorganisation of school to facilitate Wellbeing team in one corridor – the wellbeing corridor</p> <p>Ongoing review of Guidance - staff supported through 1-1, scheduled and planned team time</p> <p>Review of PSE underway with improvements made as a result of pupil voice</p> <p>RME mapping exercise</p> <p>Pupil Equity Fund used for DHT to lead provision of alternative pathways</p> <p>Staff meetings and both inservice devoted to staff training on wellbeing the responsibility of all</p> | <p>Exclusions have decreased significantly this session – 80% less than comparable period last session</p> <p>All surveys show improvement in this area although there is still further success to achieve.</p> <p>Focus group of pupils and parents have highlighted changes to coursing programme – timing of reports, length of PTG parents’ evening and tracking of course choice process in place and on SIP for next session</p> | <p>Further changes to course choice process on SIP</p> <p>Continue to support the development of the role of key staff</p> <p>Implement BGE Wellbeing and Attainment</p> |

| Inspectors said  | We did   | Impact   | Still to do   |
|--|--|--|---|
| <p>Involve young people more directly in planning, leading and evaluating their own learning and shaping school improvement. This will help to develop further a culture of responsibility among young people which will support them to develop more independent learning skills.</p> | <p>Flexible pathways implementation plan in progress based on pupil ownership and lead</p> <p>Student Voice Ambassadors – all students involved - leading to LMG event to further act on pupil voice</p> <p>Feedback on curricular areas and changes to school structures</p> <p>Rights Respecting Schools Award – initial implementation - February 2018</p> <p>Re-design of behaviour management policy</p> <p>Time from several staff meetings and inset devoted to staff development in planning, leading and evaluating learning</p> <p>Updated self-evaluation calendar including more regular focus groups and feedback at assemblies</p> | <p>Staff survey:</p> <p>31 % disagreed that children and young people are involved in talking about and planning their learning in February 2017 and this has fallen to 4% in 2018</p> <p>11% disagreed that children were involved in setting learning targets in 2017 and 0% disagreed in 2018</p> <p>41% disagreed that children and young people have the opportunity to lead their learning in Feb 2017 and this has fallen to 24% in February 2018</p> <p>A significant portion of SLT time spent sampling Edict profiles on several occasions followed up with focus groups for pupils and follow up support for staff highlights improvements in this area</p> | <p>Self-Motivation in the senior phase S5 and S6 needs focus</p> <p>Still 24% disagreeing that children and young people have the opportunity to lead their own learning highlights work to be done</p> |