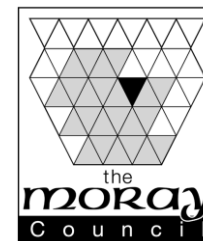


MILNE'S HIGH SCHOOL – STRATEGIC IMPROVEMENT PLAN 2017-18 (to inform School Improvement Action Plans)



Ambitious to Achieve Excellence *Together*

VISION, VALUES AND AIMS “A Community where the individual matters and expectations are high”.
 We expect that working in partnership will lead to each individual young person developing and demonstrating an ‘eagerness and zeal’ (school motto) for learning.
Our curriculum rationale is that we aim to give students a high quality experience to equip them with the knowledge and skills they need for learning, life and work in order to become successful learners, confident individuals, effective contributors and responsible citizens.

IMPROVEMENT PRIORITY	National Improvement Framework – Key Drivers	Area	Evaluations undertaken that led to this being a priority	What do we want this to look like for our young people?	Main Tasks	By
1. Learning and Teaching HGIOS?4 QI 2.3 Learning, Teaching and Assessment	<i>Assessing of Children's progress</i> <i>Performance Information</i>	<ul style="list-style-type: none"> ▪ Embedding the Learning and Teaching Strategy 	Learning Visits Focus groups of support staff Pupil surveys HMI	Differentiation evident in every classroom so that the needs of young people are met Greater pace and challenge Pupils to benefit from active learning opportunities as opposed to direct teaching	<ol style="list-style-type: none"> 1. Staff development time to be allocated and planned 2. Supports to be considered by the SIG including, peer observations, learning rounds, TLC models or videoing of volunteer teachers 3. SIG to establish a bank of exemplification for each strand of the ASG L & T policy 	TC
		<ul style="list-style-type: none"> ▪ Tracking and monitoring 	SLT monitoring HMI	Continue to work on Benchmarks /Organisers to produce robust data on a termly basis for S1-3 – this will inform progression through levels in CFE to the Senior phase Add comments, where needed, to monthly senior tracking Streamline all BGE tracking systems in line with MC systems	<ol style="list-style-type: none"> 1. Staff to be given more specific data e.g. top 20% in S1 2. All departments to input data on a monthly basis in the senior phase with at least one comment per student across the year 3. All to input data on a termly basis for the BGE 	SV
		<ul style="list-style-type: none"> ▪ Moderation and Achieving a level 	Ongoing priority HMI	Increase staff confidence to make sound judgements based on a range of reliable evidence Reliable data to inform achievement of a level data capture once per year to inform pupil progress	<ol style="list-style-type: none"> 1. Create a whole school assessment and moderation strategy in line with MC 2. All departments to be involved in a moderation exercise once per term 3. All key drivers to moderate three times across the session for literacy and 	SV

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		<ul style="list-style-type: none"> Learning conversations 	Sampling of conversations by SLT Pupil survey HMI	Learning conversations to be consistent by including pupils in devising learning targets Students to have planned opportunities to lead the planning and evaluating of their own learning	<p>numeracy</p> <ol style="list-style-type: none"> Regular reminders to staff and pupils with at least two 1-1 conversations in the session Learning Conversations scheduled in Wellbeing and Attainment programme SLT observations of learning conversations Focus groups to report on consistency Further support for staff to clarify expectations for conversations and Edict 	JS
		<ul style="list-style-type: none"> Profiling (and skills development) 	SLT sampling	Students to receive more detailed and effective feedback on how to improve their learning Consistent use of Edict	<ol style="list-style-type: none"> Regular reminders to staff and pupils Staff to ensure at least two 1 to 1 opportunities given to each pupil Time allocated in PSE and Wellbeing and Attainment to update Edict SLT observations Focus groups to quality assure process Assist ASG in developing Edict system 	JS
2. Curriculum Design HGIOS?4 QI 2.2 Curriculum		<ul style="list-style-type: none"> 33 period week 	Moray-wide consultation	A clear curriculum map with staff better understanding the implications of timetabling	<ol style="list-style-type: none"> Creation of a curriculum steering group MHS curricular structure to be designed and agreed 	JS
		<ul style="list-style-type: none"> Developing Scotland's Young Workforce 	Ongoing priority from last session SIP	A sustainable programme of DYW events in place for all year groups All pupils receiving their entitlement to experience of work prior to leaving school Business links established within the Food & Drink and Travel & Tourism sectors and across the 8 sectors	<ol style="list-style-type: none"> DYW SIG to create programme of events PTGs to track experience of work and ensure all pupils receive their entitlement Plan of business input for the year to be written Pathway planning event to be planned to take place prior to indication of choice Further ASG involvement 	SIG/JS PTGs JS/SIG JS/SIG
		<ul style="list-style-type: none"> Developing a curriculum rationale across the ASG 	Ongoing priority	Students to experience a curriculum which is seamless across the ASG	<ol style="list-style-type: none"> Creation of overall rationale statement Creation of interactive curriculum design slide Departments to provide updated information on their contribution to the curriculum 	TC
		<ul style="list-style-type: none"> Changes to national 5 	National changes	By end of 2017/18 departments will have implemented course changes	<ol style="list-style-type: none"> PTs to act on identifying developments associated with NQ changes Use of SQA webinars to inform better understanding of standards 	SV/PTs
		<ul style="list-style-type: none"> Preparation for standardised assessments 	National changes	Students are prepared to complete assessments	<ol style="list-style-type: none"> Relevant departments to create action plans for implementation 	SV/PTs
		<ul style="list-style-type: none"> Incorporating 	National changes	More rigour in the BGE and	<ol style="list-style-type: none"> All departments to plan for assessment at 	SV/PTs

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		benchmarks		moderation tied with assessment Incorporate benchmarks into planning, assessment and tracking process	planning stage with benchmarks incorporated throughout	
		<ul style="list-style-type: none"> Ensuring curricular pathways and entitlements 	HMI	Ensure there are clear curricular pathways and that students gain their entitlements	<ol style="list-style-type: none"> An RME mapping exercise in the senior phase to be co-ordinated Input to be scheduled in Wellbeing and Attainment or other possible areas 	<p>JS</p> <p>DL/SB</p>
3. Self-Evaluation HGIOS?4 QI 1.1 Self-evaluation for self-improvement	<i>School Improvement</i>	<ul style="list-style-type: none"> Pupil voice 	Pupil surveys and focus groups HMI	Students feel treated fairly and with respect Student report in higher percentages on survey returns on Q “I have a say”	<ol style="list-style-type: none"> Embed student voice ambassadors Create leadership programme for BGE 	DL
		<ul style="list-style-type: none"> Role of PT 	HMI	PTs understand their role in self-evaluation and driving attainment	<ol style="list-style-type: none"> Create separate whole school self-evaluation calendar and SLT version to ensure that tasks are clear for all stakeholders Time and support for PTs to clarify role 	TC
		<ul style="list-style-type: none"> Parental engagement 	Ongoing priority from last session's SIP	Incorporate more electronic forms of communication An improved engagement from parents, particularly in supporting their child's learning Parents report that they understand how their views made a difference	<ol style="list-style-type: none"> Continue to update website Investigate online parents' evening booking Facebook and twitter –further exploration Continue to implement parental engagement strategy – especially by parents for parents programme More opportunities for departments to involve parents Further push on Show my homework You said we did programme for parents 	TC
4. Leadership, Management and Building Capacity HGIOS?4 QI 1.3 Leadership of Change	<i>School Leadership Teacher Professionalism Parental Involvement</i>	<ul style="list-style-type: none"> Tackling Bureaucracy 	Ongoing priority	Communication is regular, timely and respectful Termly meeting of WTA committee	<ol style="list-style-type: none"> Implementation of Communication policy 	TC
		<ul style="list-style-type: none"> Student leadership 	HMI Student survey Student voice	More leadership opportunities for S1-5 students	<ol style="list-style-type: none"> Student voice ambassadors to lead and identify opportunities with for groups to lead Create a pupil leadership programme to be solely led by students 	DL
		<ul style="list-style-type: none"> Staff leadership 	HMI	All opportunities taken up to increase staff confidence and ownership of school improvement. All staff to have leadership opportunities.	<ol style="list-style-type: none"> Create a staff leadership programme and further support staff through professional learning 	JS
5. NIF – Raising Attainment	<i>Performance Information</i>	<ul style="list-style-type: none"> Universal Pupil Support 	Increased expectations, HGIOs?4 audit, Pupil surveys	Students have a key adult who knows them well.	<ol style="list-style-type: none"> Deliver UPS in Senior Phase classes with evaluations build into whole school calendar Develop further courses for BGE for 	DL SB

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QI 3.2 Raising Attainment QI 3.1 Ensuring wellbeing, equality and inclusion			negative about advice		implementation following session	
		<ul style="list-style-type: none"> Embedding the Behaviour Management Strategy 	January pupil focus group very negative	A clear and consistent merit system More consistency with behaviour management with focus on pre-empting poor behaviour	1. Evaluate and amend current behaviour policy as required	DL
			40% disagree that the school deals well with bullying	Clear anti-bullying policy applied by all	1. Increase staff awareness through staff development time 2. Review of PSE to include	DL
			Analysis of exclusions – higher than national average	Reduce exclusions and ensure that all young people feel respected and included	1. Use PEF and LMG nurture proposal to create an alternative to exclusion 2. Add comparison of exclusions to whole school calendar	DL
		<ul style="list-style-type: none"> Revise approaches to pastoral care 	HMI	Develop staff understanding that wellbeing is the responsibility of all	1. Implement Rights Respecting School Award 2. Review of PSE 3. Revisit Guidance roles and responsibilities	MM PTGs
		<ul style="list-style-type: none"> Raising Attainment strategy 	Ongoing priority from last SIP	Continue to embed culture of aspiration	1. Embed Raising Attainment strategy agreed last session	SV

Priorities identified by staff at staff meetings

Priorities identified by parent council

Priorities added by HMI