



# MILNE'S HIGH SCHOOL – STRATEGIC IMPROVEMENT PLAN 2018-2019



**Current mission: "A Community where the individual matters and expectations are high".**  
**Current vision: Raising attainment for all by being the best we can in key areas**  
**We expect that working in partnership will lead to each individual young person developing and demonstrating an 'eagerness and zeal' (school motto) for learning.**  
**Curriculum Rationale under review**

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
<b>1 Learning and Teaching (Moray Council)</b>  <b>HGIOS?4 QI</b>  <b>2.3 Learning, Teaching and Assessment</b>	<i>Assessing of Children's progress</i>  <i>Performance Information</i>	Pace and challenge	Student feedback Attainment analysis in the senior phase (Insight & local authority data)	Engaging lessons Reduce passive learners Preparing the top 20% of learners for the senior phase in the BGE Increase pupil enjoyment of their learning Demonstration of pupil ownership and leading learning	<ol style="list-style-type: none"> <li>1 Whole school focus on questioning and pace &amp; challenge</li> <li>2 Creation of a differentiation strategy – special focus on more able learners</li> <li>3 Whole ASG inservice focus on feedback(Nov)</li> <li>4 All staff to be involved in joint observations –staff rota needs to be devised by L &amp; T group</li> <li>5 Assess impact of extra period in National courses</li> </ol>	TC/SIG SIG/SB  SIG  SV
		Profiling	Current product no longer available	New online profiling system in place with pupils using mywow on termly basis to build their profile	<ol style="list-style-type: none"> <li>1 Source new system eg mywow</li> <li>2 Secure training for staff</li> <li>3 Transfer data from Edict</li> <li>4 Establish and embed profiling system</li> </ol>	IC  DL
		Moderation	An ongoing national priority. Achievement of a level data in BGE requires greater accuracy	Populate GLOW group Quality forums across the ASG Increased confidence of staff on reporting on BGE levels More accurate tracking in the senior phase	<ol style="list-style-type: none"> <li>1 Concentrating on Literacy and Numeracy</li> <li>2 Termly moderation meetings across the ASG</li> <li>3 Create ASG literacy group and link to overall moderation SIG</li> <li>4 Building on ASG Numeracy group and linking to overall Moderation SIG</li> </ol>	AM/SIG AM/LMcD RJ
<b>2 Curriculum (Moray Council)</b>  <b>HGIOS?4 QI</b>  <b>2.2 Curriculum</b>		Rationale	Pupil and parent feedback	Pupil and parent friendly version of the rationale available The BGE prepares learners for the senior phase	<ol style="list-style-type: none"> <li>1 Create version for pupils and parents</li> <li>2 Ongoing review of curriculum to ensure it meets needs</li> </ol>	SV/SIG
		Pathways	Insight analysis Professional learning (HT)	A curriculum with pathways for all learners including bespoke pathways, Increased progression routes Increased partnership working – outside providers when available Broaden range of award using NQ frameworks including group and progression awards	<ol style="list-style-type: none"> <li>1 Departments investigating alternative awards (ref Wellbeing Award in ASN and Guidance as well as Personal Development Award in Guidance) JM Award in Geography and national progression awards</li> <li>2 PTGs review coursing to ensure pathways meet learner needs and drive attainment</li> <li>3 All staff supporting subject choice through learning conversations</li> <li>4 Appoint Inclusion worker and embed role in relational policy</li> </ol>	SV/PTGs  PTGs  DL
		DYW	Ongoing priority	All students receiving entitlement to experience of work prior to leaving school sector and ASG link strengthened creating opportunities for all Department engagement with DYW embedded	<ol style="list-style-type: none"> <li>1 PTGs use in-house system to track experience of work and ensure entitlement</li> <li>2 Tracking of DYW experiences across the ASG</li> <li>3 Departments utilise Moray Skills Framework and establish business links</li> <li>4 DYW noticeboard updated monthly</li> </ol>	PTG  PTGs PTs  SIG
		Increased attainment in Numeracy across the school	Insight Dept review	Learners are prepared for increased attainment in the senior phase Staff understanding of numeracy at all levels (ROA)	<ol style="list-style-type: none"> <li>1 Create an overview of pupils levels for numeracy in SP and target pupils whose levels are not on track for stage</li> <li>2 Work with other departments in order to secure level 5 numeracy for those not likely to achieve this in Maths eg T &amp; T and Personal Finance unit</li> <li>3 Department investigate other awards which will give/support numeracy at level 6</li> <li>4 Department investigate potential of pupils to achieve level 5 earlier</li> <li>5 Investigate use of study to achieve level 3-6 numeracy</li> </ol>	SV/RJ/ Maths depart    RJ/SV
		Course development for SQA changes	National change	Students to experience courses which prepare them with the knowledge and skills to be successful	<ol style="list-style-type: none"> <li>1 Departments to review courses in line with SQA changes</li> </ol>	PTs
<b>3 Self- Evaluation for Self-Improvement (Moray Council)</b>  <b>HGIOS?4 QI</b> <b>1.1 Self-evaluation for self-improvement</b>	<i>School Improvement</i>	Parental engagement	Parental survey	Increased percentages of parents reporting that their views being taken into account Greater numbers of parents outside of the parent council involved in school improvement The school organises activities for parents and young people to learn together	<ol style="list-style-type: none"> <li>1 Parent Council to create a "you said - we did" format and plan PC newsletter to feedback views</li> <li>2 Continue to develop Numeracy materials bespoke to parental involvement with PC</li> <li>3 Increased use of social media</li> <li>4 Proactively support development of school policy eg promoting positive relationships</li> <li>5 Continue to rotate venues to promote inclusion across catchment area</li> </ol>	Chair PC  RJ/Chair PC  Chair PC
		Calendar	All feedback	A whole school calendar for all the community including SVA, parent council, departments and whole school activities all leading to school improvement	<ol style="list-style-type: none"> <li>1 Review of Policy by PTs (PT meeting time)</li> <li>2 Review and update current calendar to include work of SIG</li> <li>3 Review of policy and impact of 2017-18 review task to be completed by PTs</li> </ol>	TC - SLT-PTs
<b>4 Leadership at all levels (Moray Council)</b>  <b>HGIOS?4 QI</b> <b>QI 1.3 Leadership of Change</b>	<i>School Leadership Teacher Professionalism Parental Involvement</i>	Student leadership in the BGE	Student survey Staff survey	More confident students reporting in the survey and undertaking roles BGE student participating in Student Voice opportunities	<ol style="list-style-type: none"> <li>1 Reconsider format of Student Voice, scheduling briefing and tasks into W&amp;A</li> <li>2 "You said – we did" board updated termly</li> <li>3 Feedback to students at SLT/House Assemblies so impact is made explicit</li> <li>4 Learner Toolkit HGIOS?4 – explore how best to use within the school community</li> <li>5 Creation of a BGE Leadership Programme</li> </ol>	AM/MG  MG  MG/SLT/PTG AM/MG AM
	<i>School Improvement</i>	Whole School	HMI, Local authority visit	A shared vision understood across the school community which makes the link between equity and quality	<ol style="list-style-type: none"> <li>1 Implement shared vision, mission and values and promote to school community at all opportunities such as assemblies and meetings</li> <li>2 Shared vision to permeate all aspects of school life including new policy development</li> </ol>	TC
<b>5 Supporting Learners (Moray Council)</b>	<i>Parental Involvement</i>	School response to bullying	Student survey Staff survey Parent survey Focus groups	Clear anti-bullying policy that is understood and applied consistently by all Perceptions change due to proactive approaches by whole community	<ol style="list-style-type: none"> <li>1 Nurture SIG across the ASG</li> <li>2 Whole school focus on anti-bullying 22 June 2018</li> <li>3 Transition awareness of anti-bullying policy</li> <li>4 Anti-bullying week activities</li> <li>5 Information on House Boards</li> <li>6 Review and implement process for documenting bullying[bullying log] and reporting incidents according to Moray Council procedures</li> </ol>	PTGs  PTGs PTGs PTGs  DL/PTGs

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
<b>5 Supporting Learners (Moray Council) - contd</b>		Advice to support learning at home	Parent survey	Improved attendance and contact with parents which should improve motivation and achievement, particularly in the senior phase	<ol style="list-style-type: none"> <li>1 Awareness of SEEMiS attendance module and period by period processes</li> <li>2 Attendance data monitored and discussed termly</li> <li>3 At risk individuals tracked and monitored, as necessary in preparation for termly analysis</li> <li>4 Support and challenge embedded into routines</li> </ol>	DL PTGs/SLT PTGs PTG
		Support for choices	Parent survey Pupil survey QIO visit	Pupils pre-choice interviews with PTGs established and reporting improvements in support for choices	<ol style="list-style-type: none"> <li>1 PTGs to schedule appointments - 10 minute parental appointments for S4 and 5</li> <li>2 PTGs to lead review of coursing procedure</li> </ol>	PTGs
		Support for departments in meeting needs	Staff focus group	Departments and ASN team work collaboratively to meet the needs of all young people	<ol style="list-style-type: none"> <li>1 PSAs producing streamlined Pupil Support Plans for departments</li> <li>2 PSAs to lead staff discussions during staff meetings and inservice to share good practice and increase partnership working</li> </ol>	ASN depart. – all PSAs
	<i>School Leadership Teacher Professionalism</i>	Rights Respecting School	Ongoing priority	We want Milne's to be a happy, safe and nurturing environment for all. We will see a clear understanding across the school community in knowledge of children's rights and the appropriate application of these in action	<ol style="list-style-type: none"> <li>1 A curriculum map of coverage to be undertaken during a staff meeting</li> <li>2 SIG to include joint meeting with ASG RRA co-ordinators for joint planning and action</li> <li>3 Engagement of parents</li> <li>4 Assembly inserts led by pupils</li> <li>5 Communication slot with parents on newsletter</li> <li>6 Review of policies – one identified per session to include section on RRA</li> <li>7 Ensure rights are explicit in new Vision</li> <li>8 Session with SVA to capture student feedback</li> <li>9 Noticeboard space to be utilised near entrance</li> <li>10 Group to deliver at parent evenings</li> </ol>	MM
	<i>School Improvement</i>	Fabric of the building	Audit Pupil survey Parent survey Focus group	To ensure the school building and surrounds provide a safe and nurturing environment where pupils are supported to make healthy choices	<ol style="list-style-type: none"> <li>1 To create a strategy to promote awareness of mental health</li> <li>2 Continue rolling programme of works with door security, roofs and window replacement to be a priority</li> <li>3 To seek solutions to wildlife deterrent to ensure that all aspects of grounds are accessible to staff and students</li> <li>4 Implementation of updated Scottish Government guidance for healthy eating in the canteen and provision of eco-friendly packaging for school meals and snacks</li> <li>5 Visit the SVA to further discuss healthy choices</li> <li>6 Streamline technician services to accommodate Moray Council changes including an updated request for assistance programme</li> <li>7 Continue to develop efficient admin services to facilitate pupil payments</li> <li>8 Develop prospectus</li> </ol>	KM, MP, GM (Head Prefect Team) RY RY/MVH ES (canteen) ES SP MVH MVH
<b>6 Attainment &amp; achievement (Moray Council)</b>  <b>NIF – Raising Attainment</b>  <b>QI 3.2 Raising Attainment</b>	<i>Performance Information</i>	Motivation and aspiration of senior students	Insight Staff survey Pupil focus group	Ambitious choices which leads to raised attainment. Regular reviews of monthly tracking highlight an improvement in the commitment and motivation of students in the senior phase	<ol style="list-style-type: none"> <li>1 Rigorous coursing using Insight at attainment review</li> <li>2 Continued implementation of Growth Mindset strategies</li> <li>3 Bespoke pathway and destination planning scheduled in Wellbeing &amp; Attainment curriculum</li> <li>4 Joint learning conversations with pupil and parent[s]</li> <li>5 Data comparison on % of withdrawals as a % of overall pass rates</li> </ol>	PTGs SIG PTGs
		Wellbeing and attainment	PEF - Ongoing priority	There is a continued focus on developing strong relationships, nurture, and solution oriented approaches for the emotional wellbeing and improved learning of all in the school community.	<ol style="list-style-type: none"> <li>1 Continue utilising PEF to improve Relationships &amp; Nurture <ol style="list-style-type: none"> <li>a Collaboration with ASG colleagues on action and implementation plans for Building Positive Relationships authority approach, sharing positive language for policy documentation</li> <li>b Create ASG overview document</li> </ol> </li> <li>2 Wellbeing &amp; Attainment <ol style="list-style-type: none"> <li>a Populate BGE programme</li> <li>b Continue to support key adult in their mentor roles</li> <li>c Staff meetings in Sept/Dec/Jan input for sharing the curricular pathway for the term ahead</li> </ol> </li> <li>3 Positive Mindset <ol style="list-style-type: none"> <li>a Feedback shared on data and impact from Mindset UK sessions</li> <li>b Continue development of flexible pathways action plan</li> <li>c Formulate plan to ensure growth mindset is evidenced throughout our school community</li> </ol> </li> <li>4 Flexible Pathways <ol style="list-style-type: none"> <li>a Model created continues to evolve to meet individual and/or small group needs</li> </ol> </li> <li>5 Rights Respecting School <ol style="list-style-type: none"> <li>a Awareness raising and audit information completed and shared</li> <li>b Whole school approach actioned to develop RRS status</li> </ol> </li> <li>6 Continue to facilitate nurture group of "at risk" pupils and facilitate interventions</li> <li>7 Joint working on items 1-6 with ASG</li> </ol>	DL
		Attainment of top 20%	Insight Attainment reviews		<ol style="list-style-type: none"> <li>1 BGE tracking as part of Attainment review</li> <li>2 Continue tracking of top 20%</li> </ol>	SLT PTs

## SIGs:

Curriculum

Learning and Teaching

Moderation with links to numeracy group and literacy group.

Wellbeing & Attainment with subgroups:

- Relationships & Nurture
- BGE W&A
- Flexible Pathways
- Rights Respecting School Award
- Positive Mindset