# Department of Education and Recreation Services
## HMIe Action Plan for Glaitness School

**Successful Learners**

**Confident Individuals**

**Responsible Citizens**

**Effective Contributors**

Glaitness School

Jan 2009

## Introduction

In response to our recent HMIe inspection, a five point Action Plan has been produced in consultation with staff, children, parents and the Education Department.

In drawing up our Action Plan, we have considered closely the recommendations arising from our inspection in May 2008. We have also reflected on what has been and continues to be successful at Glaitness School. To build on our strengths we have created an ambitious and compelling vision of what we want for our school in the future.

At the heart of this vision will always be the provision of the highest quality learning and teaching experiences and the need to ensure that all children achieve their fullest potential.

The HMIe inspection team identified the following priorities for action which are detailed within this document –

- Ensure that tasks and activities provide sufficient challenge and support to meet the needs of all learners
- Further involve pupils in setting learning targets
- Continue to develop assessment gathering processes in the nursery to ensure children's prior learning is built upon
- Improve approaches to quality assurance to ensure that all pupils consistently achieve in line with their capabilities
- Improve leadership and develop effective relationships amongst staff to strengthen teamwork

These priorities form the basis for continuous improvement at Glaitness during the session 2008 – 2010 and beyond. They are linked to key local and national priorities and focus on our Journey to Excellence.

The final draft of the Glaitness Action Plan has been delayed due to the illness of the Head Teacher, Mrs Valerie Bleakley and subsequent changes in the management structure.

**In order to reach the widest possible audience the action plan is also published on our website.**

| Main Point for Action 1. | Ensure that tasks and activities provide sufficient challenge and support to meet the needs of all learners. | | | | |
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| Outcome | Implementation strategies | Staff responsible | Date | Evidence on which assessment of progress is based | QI |
| Children will experience a wider range of planned activities and tasks which provide sufficient pace and challenge to meet their needs. | • Further development of active learning throughout the school including – <br> Ø Utilising the Journey to Excellence staff development materials on active learning <br> Ø Familiarisation with and reflection on Building the Curriculum 2 <br> Ø Planning and implementing a whole school "active learning" week <br> Ø Teaching staff writing a reflective log focussed on the active learning week and based on key aspects of shared identified PI'.s <br> Ø Sharing of reflective logs in small groups at staff meeting and with SMT to assess impact of the week <br> Ø SFLA's having opportunity to contribute and reflect on active learning week <br> Ø Children's evaluations of active learning week and parental comments and feedback <br> Ø Sharing developing practice throughout the school <br> Ø Sharing critical skills approaches and extending this practice <br> Ø Extended creative use of the outdoor environment as a stimulus for learning <br> • Planned SFLT and class teacher time to discuss learners' needs and progress <br> • Pupil support evident in planning files and classroom practice <br> • Pupil progress monitored termly, evaluated and recorded | Class Teachers <br><br> SFLA's <br><br> HT/DHT | Feb.2009 (inset day) <br><br> Feb – Mar 2009 <br><br> May 2009 <br><br><br><br><br><br><br><br> Ongoing from - Feb. 2009 April 2009 <br><br> ongoing | • Classroom observations by SMT with criteria agreed and selected by staff(from term 3) <br> • Peer observations (from term 4) <br> • Teachers planning and evaluations <br> • Reflective logs shared in small groups and with SMT <br> • SFLA's responses to active learning week <br> • Children's evaluations of active learning week <br> • Parental feedback <br> • Increased use of the wider environment for learning <br> • Planning for effective learning sheets <br> • SFLT monitoring file <br> • Record of meetings between SFLT and class teachers | 5.2 <br> 5.3 <br> 5.5 <br> 5.9 |

| Any resources required | The Journey to Excellence Professional development materials<br>Building the Curriculum 2 and 3 and ACfE website<br>HGIOS 3     Staff development meeting time – 6x 1hr sessions    INSET session – 1 day |
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| Links to the Journey to Excellence | Dimension 1 – Engages young people in the highest quality learning activities<br>• Promotion of active learning – the use of a wide range of learning and teaching approaches, learners' willingness and confidence as seekers of new knowledge, understanding and skills; the development of the ability to think, linking new knowledge to what learners already know and can do; many opportunities to respond to open questions; collaborative learning<br>• Meeting children's learning needs – pace; challenging tasks; support and feedback based on teachers having knowledge of the understanding and learning needs of individual learners; learners discussing their own ways of learning and their success and progress. |
| Quality indicators | 5.2  Teaching for effective learning<br>• the learning climate and teaching approaches<br>• teacher-pupil interaction including learners' engagement<br>• clarity and purposefulness of dialogue<br>• judgements made in the course of teaching<br>5.3 Meeting learners needs<br>• tasks, activities and resources<br>• identification of learning needs<br>• the roles of teachers and specialist support staff<br>5.5 Expectations and promoting achievement<br>• staff expectations and use of praise<br>5.9 Improvement through self-evaluation<br>• commitment to self-evaluation<br>• management of self- evaluation |

| Main Point for Action 2 | Further involve pupils in setting learning targets | | | | |
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| Outcome | Implementation strategies | Staff responsible | Date | Evidence on which assessment of progress is based | QI |
| Children are engaged in high quality interactions related to learning outcomes and based on thoughtful, probing questions.<br><br>Through the use of a wide range of approaches children will be able to participate in meaningful discussions about their progress.<br><br>Children experience high quality feedback to help them understand and plan for next steps in their learning. | • Further building on involving children in identifying targets for learning throughout the school including –<br>Ø Audit/review of whole school practice in setting learning targets and sharing of findings<br>Ø Staff to visit other schools to evaluate target setting approaches and materials and share good practice<br>Ø Children contribute to the IEP and Annual Review process<br>Ø Further involve parents in their child's target setting<br>Ø Staff read and reflect on formative assessment strategies, particularly effective questioning techniques and sharing quality feedback<br>Ø Staff implement, via action research, an increasing variety of AiFL strategies and evaluate these<br>Ø Collegiate sharing of developing practice in implementing strategies and giving feedback to children<br>Ø Review and evaluate progress identifying impact on children and areas for further improvement at regular intervals | HT/DHT<br><br>Class Teachers<br><br>HT/PT<br><br>Class Teachers<br><br>Class Teachers<br><br>HT/DHT/PT's/Class Teachers<br><br>HT/DHT | Sept. 2009<br><br>Sept. 2009<br><br>Ongoing from Aug. 2008<br><br>Oct. 2009<br><br>Ongoing from Oct. 2009<br><br>Nov. 2009<br><br>Feb.2010 | • Children's Learning Logs<br>• Children's Learning Stories<br>• Stickies<br>• Minutes of Annual Reviews<br>• IEP's<br>• Classroom Observations by SMT and peer observations<br>• Staff evaluations of practice<br>• Children's verbal responses<br>• Views of parents, children, staff and partners | 5.4<br>2.1<br>5.9 |

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| Any resources required | Learning Log folders, Stickies profiles, Learning Stories<br>AiFL website and audit materials<br>Learning Unlimited materials including Making Feedback Count, Asking Better Questions<br>Shirley Clarke books<br>HGIOS 3,<br>Staff Development time<br>Journey to Excellence Professional Development materials<br>A Curriculum for Excellence materials |
| Links to the Journey to Excellence | Dimension 2 – Focuses on outcomes and maximises success for all learners<br><ul><li>Planning the outcomes of learning – selecting achievable outcomes; building on previous successes; taking a learners' perspective; agreeing and using targets for learning</li><li>Assessing the outcomes of learning – interactive questioning focussed on outcomes; sharing of both outcomes and the basis of teachers' judgements with learners; use of a wide range of evidence in deciding next steps in learning</li><li>Reflecting on and recording success based on outcomes – tracking and recording progress; learners' ongoing records; children's awareness of their progress in learning</li><li>Reporting on success in achieving outcomes – information to parents about their children's progress and how to support their future learning</li></ul> |
| Quality indicators | 5.4 Assessment for learning<br><ul><li>Assessment approaches</li><li>Planning learning experiences and activities</li><li>Use of assessment information to identify and plan future learning</li><li>Arrangements for recording and reporting</li></ul>2.1 Learners' Experiences<br><ul><li>The extent to which learners are motivated and actively involved in their own learning and development</li></ul>5.9 Improvement through self-evaluation<br><ul><li>Commitment to self- evaluation</li><li>Management of self- evaluation</li><li>School improvement</li></ul> |

| Main Point for Action 3 | Continue to develop assessment gathering processes in the pre-school to ensure children's prior learning is built upon | | | | |
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| Outcome | Implementation strategies | Staff responsible | Date | Evidence on which assessment of progress is based | QI |
| Information gained from the assessment of each child will be used effectively to identify and plan for next steps in learning | • 'Learning story' logs will be created for each child which will contain information on each of the five key areas, staff evaluations and next steps.<br>• The 'learning story' folders are regularly shared and discussed with parents and children. Parent's comment and children's comments feed into next steps planning<br>• The 'Stickie' system will continue with a more targeted focus for evaluations. This folder is also shared with parents and children and forms an important part of next steps planning.<br>• Information from a range of day to day activities such as observations, high quality questioning and feedback, digital recordings and parental meetings/discussions will be used to monitor children's learning and help plan for future learning<br>• Staff to have the opportunity to attend local cluster group meetings | Pre- school staff<br><br>HT/ DHT<br><br>Pre-school staff<br><br><br>Pre-school staff DHT | Ongoing from August 2008 Reviewed termly<br><br>1x week<br><br>1x week<br><br><br>5 minute planned drop in parent meeting 2x termly | • Termly minuted professional dialogue meetings with planning folder and assessment documentation - planning for effective learning<br>• DHT to attend regular Pre-School planning meetings<br>• Regular observation of planned high quality assessment activities<br>• Learning Stories and Stickies<br>• Termly and weekly planning for learning and evaluations<br>• Increased effectiveness of the staff team through sharing expertise and good practice<br>• Feedback from parents/ carers | 5.4<br>5.9 |
| Any resources required | Visiting other pre school settings, High Scope materials, opportunity of sharing of good practice with colleagues<br>AIFL staff development materials | | | | |

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| Links to the Journey to Excellence | Dimension 2 – Focuses on outcomes and maximises success for all learners<br>• Planning the outcomes of learning – selecting achievable outcomes; building on previous successes; taking a learners' perspective; agreeing and using targets for learning<br>• Assessing the outcomes of learning – interactive questioning focussed on outcomes; sharing of both outcomes and the basis of teachers' judgements with learners; use of a wide range of evidence in deciding next steps in learning<br>• Reflecting on and recording success based on outcomes – tracking and recording progress; learners' ongoing records; children's awareness of their progress in learning<br>• Reporting on success in achieving outcomes – information to parents about their children's progress and how to support their future learning |
| Quality indicators | 5.4 Assessment for learning<br>• Assessment approaches<br>• Planning learning experiences and activities<br>• Use of assessment information to identify and plan future learning<br>• Arrangements for recording and reporting<br>5.9 Improvement through self-evaluation<br>• Commitment to self- evaluation<br>• Management of self- evaluation |

| Main Point for Action 4 | Improve approaches to quality assurance and to ensure that all pupils consistently achieve in line with their capabilities | | | | |
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| Outcome | Implementation strategies | Staff responsible | Date | Evidence on which assessment of progress is based | QI |
| The school demonstrates a rigorous approach to self evaluation ensuring consistently high quality learning experiences for children. | Quality assurance is improved through strategies including –<br>• Creation and implementation of a new monitoring and evaluation calendar<br>• Involvement of SIO's in monitoring the schools approaches to self evaluation<br>• Updating and reorganisation of the SMT filing system(paper and electronic) in line with HGIOS 3 to support quality assurance procedures<br>• In consultation with staff, pupils, parents and partner agencies and utilising evidence gathered, identify agreed priorities for the ScIP<br>• Further develop and implement procedures for monitoring and tracking pupil attainment<br>• Review end of year transfer of information used between teaching staff<br>• Termly formal classroom observations<br>• Peer classroom observations based on criteria agreed/shared by staff<br>• Professional dialogue between HT/DHT and teaching staff about planning for effective learning – quality written feedback provided<br>• Rigorous feedback from the review process informs staff, builds on skills, identifies development needs and supports continuous improvement | HT<br><br>SIO's<br><br><br>HT/DHT/BM<br><br><br><br>All stakeholders<br><br><br><br><br>HT/DHT<br><br><br>HT<br><br><br>HT/DHT<br>Teaching staff<br>HT/DHT/<br>Teaching staff<br><br><br><br>HT/DHT/BM | Aug. 2008<br><br>Ongoing from Aug. 2008<br><br>Jan. 2009<br><br><br><br>May 2009<br><br><br><br><br>Sept. 2008<br><br><br>Aug. 2008<br><br>Ongoing from Aug. 2008<br>April 2009<br>Aug. 2008<br><br><br><br>Feb/ March. 2009 | • Self evaluation calendar<br>• HGIOS 3 electronic and paper filing system<br>• Monitoring and tracking formats/ data<br>• National Assessment data<br>• PIPS data<br>• Minutes of staff/SMT meetings and INSET session<br>• School Improvement plan<br>• Standards and Quality report<br>• School Performance profile<br>• Classroom observations<br>• Staff reviews<br>• Staff feedback/ evaluations | 5.9<br>7.3<br>9.3<br>9.4<br>1.1 |

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| | • Further development of awareness and implementation of self-evaluation practice across the school | HT/DHT/BM/ Teaching staff | Feb 2009. INSET day and staff dev. sessions | |

| Any resources required | HGIOS 3<br>The Journey to Excellence professional development materials<br>Staff Development time – 1 INSET session and 8x staff dev. Sessions<br>Improving our curriculum through self- evaluation |
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| Links to the Journey to Excellence | Dimension 7 – Reflects on its own work and thrives on challenge<br>• Continuing and critical enquiry -Reflecting on the impact of classroom practice and response to external critique; a strategic overview of best practice within and beyond the school<br>• A collective commitment to improvement – a joined-up approach to improvement; shared knowledge of learning and teaching; a commitment to identifying improvements and challenges<br>• Continuous professional development – staff involvement; sharing of outcomes of professional development activities; evaluation of impact; a collaborative, collegiate approach<br>• Being data rich – use a wide range of sources of data; improvement based on reliable and valid evidence |
| Quality indicators | 5.9 Improvement through self-evaluation<br>  • Commitment to self-evaluation<br>  • Management of self-evaluation<br>  • School improvement<br>7.3 Staff development and review<br>  • Processes for staff review and support<br>9.3 Developing people and partnerships<br>  • Development of leadership capacity<br>9.4 Leadership of improvement and change<br>  • Support and challenge<br>  • Creativity, innovation and step change<br>  • Continuous improvement<br>1.1 Improvements in performance<br>  • impact of the school improvement plan |

| Main Point for Action 5 | Improve leadership and develop effective relationships amongst staff to strengthen teamwork | | | | |
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| Outcome | Implementation strategies | Staff responsible | Date | Evidence on which assessment of progress is based | QI |
| Through consultation and collegiate working, a shared commitment is evident throughout the school.<br><br>By fully utilising key strengths within the SMT, we reinforce a culture where staff feel able to exercise initiative and take lead roles within and beyond the classroom.<br><br>The ethos and culture within the school listens to, supports, motivates and values others. | • Leadership, positive relationships and effective teamwork will be developed through a variety of means including these strategies-<br>Ø A planned calendar of SMT and extended SMT meetings will be scheduled with a shared agenda directly linked to the ScIP<br>Ø Sharing of agreed targets for improvement within the SMT and extended SMT and delegation of responsibilities linked to key strengths within the team<br>Ø Roles and responsibilities of the SMT are clarified and meet the needs of the school community<br>Ø Further development of staff social team to organise a calendar of events for staff and evaluate success<br>Ø Create further opportunities for collegiate working across the school, for example activity afternoons, the school fair and eco schools initiatives<br>Ø Further extend approaches to HPS to include staff wellbeing at whole school level<br>Ø Ensure facilitation of staff initiated opportunities to extend collegiate working and professional development, for example, team teaching, sharing of practice and leading staff meetings<br>Ø SMT create a supportive and proactive environment where staff are encouraged to communicate their concerns/ideas and find solutions<br>Ø Vision and values statements are consulted on, evaluated and reviewed in line with local and national priorities | SMT/PT's<br><br>SMT/PT's<br><br>SMT/PT's<br><br>Social Team reps.<br><br>Ht/DHT Class teachers<br><br>DHT/PT<br><br>HT/DHT<br><br>HT/DHT/BM<br><br>All staff | Jan. 2009<br><br>Feb. 2009<br><br>Aug. 2008<br><br>Aug. 2008<br><br>Ongoing from April 2009<br><br>August 2009<br><br>Ongoing from Aug. 2008<br><br>Ongoing<br><br>February 2009 | • SMT meeting agendas and minutes<br>• Written evaluations of targets set by SMT and next steps planned<br>• Responsibilities flowchart<br>• Social events questionnaire/ calendar<br>• Staff review process<br>• HPS portfolio<br>• Oral feedback from staff<br>• Written feedback from staff<br>• Evaluations of staff development meetings<br>• Parent and staff response sheet feedback (VVA)<br>• Pupil Council and whole school assembly feedback (VVA) | 9.3<br>9.4<br>7.3<br>5.9<br>9.1 |

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| **Any resources required** | Solution Oriented Schools training materials     Being Well Doing Well  document     Leadership for Learning document (section 5)<br>Staff development time 6x hr sessions<br>The Journey to Excellence professional development materials |
| **Links to the Journey to excellence** | Dimension 3 – Develops a common vision across children and young people parents and staff<br>• Creating the shared vision -Setting a strategic direction which is ambitious and challenging<br>• Sustaining the shared vision – motivating and inspiring others to sustain a collective commitment; planning new developments and identifying future improvements<br>Dimension 4 – Fosters high quality leadership at all levels<br>• Leading learning – placing learning and teaching at the centre of planning and staff development; modelling as a lead learner<br>• Building leadership at all  levels – reinforcing collegiate and collaborative working practices; reinforcing a culture which effectively models leadership while training leaders; creating conditions where people feel empowered and are confident they can make a positive impact in the life of the school<br>• Leading the school community – displaying a range of appropriate leadership styles; adopting a high profile exemplar role, engaging with people; sustaining high levels of credibility and trust<br>• Guiding change – creating conditions where staff feel confident to initiate change and are committed to change<br>Dimension 9 –Promotes wellbeing and respect<br>• Promotes positive relationships within a learning, caring and inclusive school community - Creating an ethos of care, respect and fairness for all in school; enabling effective communication; modelling care, cooperation and collaboration<br>• Providing the whole school community with positive experiences that promote and protect their health – ensuring the health and well-being of all children and staff; planning programmes and activities targeted to improve the health and well-being of children and staff |
| **Quality Indicators** | 7.3 Staff development and review<br>• Processes for staff review and support<br>• Training and development<br> 5.9 Improvement through self-evaluation<br>• School improvement<br>9.3 Developing people and partnerships<br>• Development of leadership capacity<br>• Building and sustaining relationships<br>• Teamwork and partnerships<br>9.4 Leadership of improvement and change<br>• Creativity, innovation and step change<br>• Continuous improvement<br>9.1 Vision, Values and Aims<br>• Appropriateness and coherence with corporate and community vision, values and aims<br>• Sharing and sustaining the vision<br>• Promotion of positive attitudes to social and cultural diversity |