

St Margaret's Academy

HMle Action Plan

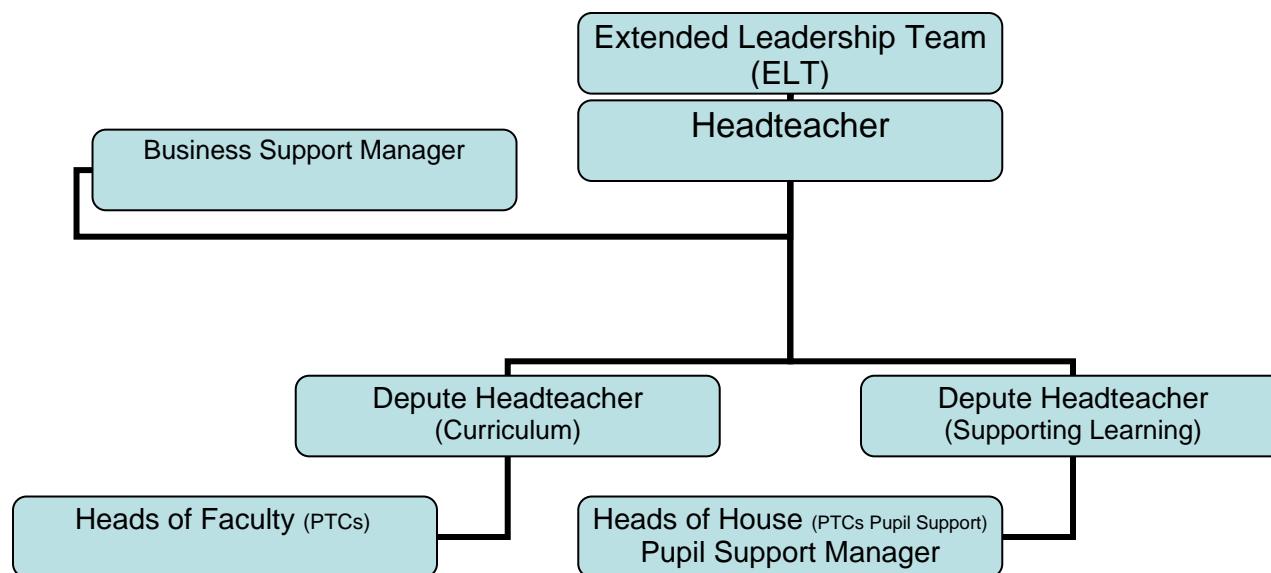
2008-2009

School Aims:

- To provide a Christian community based on Gospel values in which all members are equally respected, are treated fairly and are able to seek advice.
- To promote the highest standards of achievement and attainment for all our pupils.
- To provide learning and teaching environment and an effective curriculum that encourages each young person to develop his or her full potential academically, spiritually and socially.
- To encourage young people to develop as responsible citizens, successful learners, effective contributors and confident individuals.
- To promote effective communication and partnership between school, home, parish and the groups and agencies that support our school.
- To help young people to play a full and active part in the life of their community and to encourage participation by parents and the wider community in the life and work of the school.

School Leadership and Management Structure

Terms used to describe groups and individual staff referred to in this Action Plan.



[Senior Leadership Team (SLT) HT and DHTs].

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ESTABLISHMENT: St Margaret's Academy

DATE: 22 May 2008

Main Point for Action		1.0 To further develop the school's arrangements for quality assurance at all levels including the role of PTCs (Faculty Heads) to achieve a more consistently high quality of learning and teaching across the school		
Specific Action Point	Action to be Taken	By Whom	By When	Evidence on which evaluation of progress is based
	Outcomes Achieved			
1.1 Self evaluation to be rigorous, systematic and to effect consistent improvement that impacts on the quality of learning and teaching across the school	<ul style="list-style-type: none"> To further develop the skills of focused self evaluation of classroom practice 	All staff	May 09	Faculty Action Plans and S&Q Reports
	<ul style="list-style-type: none"> Ensuring that effective use is made both of the "Quality Framework" and the "Journey to Excellence" to ensure there is positive impact on pupils' achievement 	All staff	May 09	School achieved "Quality Scotland Accreditation"
	<ul style="list-style-type: none"> That the good practice in terms of self evaluation and quality assurance already identified within the HMIe report is more consistently applied throughout the faculties 	Faculty Heads SLT	May 09	School and Faculty S&Q Reports
	<ul style="list-style-type: none"> A more consistent application of the whole school and faculty calendars of quality assurance 	SLT Faculty Heads	June 08	SLT review records
	<ul style="list-style-type: none"> Great consistency in approach by senior managers in maintaining challenge and support to faculty heads 	SLT Faculty Heads	June 08	Records of follow up by senior leaders on Faculty Action Planning
	<ul style="list-style-type: none"> A more focused role for senior managers in leading thematic review of the quality of learning and teaching 	SLT	April 09	Thematic Review Reports on Business Education, Science and PE.
	<ul style="list-style-type: none"> To develop pupils' skills in self evaluation to inform more effective personal learning strategies 	All staff	May 08	Pupil evaluation of target setting and Parents' Consultative meetings

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Specific Action Point	Action to be Taken	By Whom	By When	Evidence on which evaluation of progress is based
	<i>Outcomes Achieved</i>			
1.2 Further develop the role of the PTCs (Faculty Heads) and leadership for learning across the school	<ul style="list-style-type: none"> • Implementation of the revised leadership structure within the school 	Headteacher	Aug 08	Senior Leadership Head of House and Faculty Heads Remits
	<ul style="list-style-type: none"> • A strengthening of collegiate working of the Senior Leaders and Faculty Heads 	DHT Curriculum Faculty Heads	June 08	Minutes of Team Meeting Reports to SLT
	<ul style="list-style-type: none"> • More effective dissemination of best practice in quality assurance and improving the quality of learning and teaching across the faculties 	Faculty Heads	May 09	S&Q Report
	<ul style="list-style-type: none"> • To continue and enhance the school based leadership and development programme 	DHT Supporting Learning	Aug 08	School CPD Leadership Development Programme
	<ul style="list-style-type: none"> • Improved professional autonomy as envisaged by TP21 	All staff	May 09	Faculty and Pupil Support Action Plans Faculty and School S&Q Reports Staff Self Evaluation Questionnaires

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Main Point for Action	2.0 To provide a continuing element of PE in S5/6			
Specific Action Point	Action to be Taken	By Whom	By When	Evidence on which evaluation of progress is based
	<i>Outcomes Achieved</i>			
<p>2.0 Timetabled provision of core PE for senior students</p>	<ul style="list-style-type: none"> Provision of core PE in the upper school timetable 	<p>DHT Curriculum</p>	<p>Aug 08</p>	<p>School Timetable</p>

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Main Point for Action	3.0 To more effectively monitor wider achievement and to extend the use of national achievement awards			
Specific Action Point	Action to be Taken	By Whom	By When	Evidence on which evaluation of progress is based
	<i>Outcomes Achieved</i>			
3.1 To more effectively monitor wider achievement	<ul style="list-style-type: none"> • A more systematic recording of pupil achievement which will be an integral part of the school's track, monitoring and reporting of achievement and attainment. This will include pupil achievement both within the school and within the community • Enhanced opportunities for the celebration of pupil achievement • Increased pupil participation and engagement in school community activities and events 	<p>DHT Curriculum Reporting Group Heads of House</p> <p>Heads of House</p> <p>Heads of House</p>	<p>Aug 08</p> <p>Aug 08</p> <p>Aug 08</p>	<p>Pupil Report MIS Data</p> <p>Assemblies, School Publications , school web site and Community Events</p> <p>Pupil Self Evaluation Questionnaire</p>
3.2 to extend the use of national achievement awards	<ul style="list-style-type: none"> • Introduction of ASDAN Awards which promote more inclusion participation • Duke of Edinburgh Awards Scheme participation • More pupils achieving scholarships to support their continuing education 	<p>DHT Supporting Learning</p> <p>Outdoor Education Coordinator</p> <p>Heads of House</p>	<p>May 09</p> <p>Aug 08</p> <p>March 09</p>	<p>Pupil Self Evaluation Questionnaire Increased in the numbers of ASDAN awards</p> <p>Duke of Edinburgh Awards</p> <p>Scholarship Awards</p>

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Main Point for Action	4. To continue to improve the quality of teaching and learning to meet learners' needs more effectively			
Specific Action Point	Action to be Taken	By Whom	By When	Evidence on which evaluation of progress is based
	<i>Outcomes Achieved</i>			
<p>4. 1 To continue to improve the quality of teaching and learning to meet learners' needs more effectively</p>	<p>Ensure consistently high standards by :</p> <ul style="list-style-type: none"> • Reviewing learning and teaching policies which will directly link to improved whole school self evaluation • Ensuring all teachers have improved skills in developing pupils' reasoning and ability to think for themselves. • Ensuring that all pupils' learning targets have been made clear and the progress which they have made in their learning has been recorded systematically. • Ensuring that all pupils are more involved in target setting and in self evaluation of their own work. • Improving feedback to pupils regarding their next steps in learning across the curriculum to stimulate pupil engagement in next step targets. • Continuing to improve the effectiveness and consistency of formative assessment practices • Enhancing teacher skills in formative assessment through professional development activities including peer observation opportunities 	<p>Extended Leadership Team (ELT)</p> <p>All staff</p> <p>ELT All staff</p> <p>ELT All staff</p> <p>ELT All staff</p>	<p>Oct 08</p> <p>May 09</p> <p>May 09</p> <p>Sept 08</p> <p>May 08</p>	<p>Revised school and faculty learning and teaching policies. S&Q Report Senior staff class observations</p> <p>Individual Pupil Planners Tracking and Monitoring Data School Reports</p> <p>Pupil self evaluation questionnaires</p> <p>SLT minutes and reports</p> <p>Classroom observations Report on the Programme of Professional Activities</p>

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Main Point for Action	4. To continue to improve the quality of teaching and learning to meet learners' needs more effectively			
Specific Action Point	Action to be Taken	By Whom	By When	Evidence on which evaluation of progress is based
	<i>Outcomes Achieved</i>			
4.2 To continue to improve the quality of learner's experiences	<ul style="list-style-type: none"> • More opportunities for pupils to engage in active, independent and collaborative learning. • Additional Support Plans have detailed learning targets identified by subject teachers and support for learning staff • Higher achieving pupils in S1 and S2 are sufficiently challenged in a consistent fashion throughout the school. • Progression in the development of pupil skills in S1 and S2 have been enhanced by improved teacher skills that takes account of prior learning. • Continuity in pupil learning from primary school has been improved through the creation of teaching groups in S1 and S2 that build more effectively on prior attainment. 	<p>All staff</p> <p>All staff Learning Support Staff Heads of House</p> <p>DHT Curriculum All staff</p> <p>DHT Curriculum All staff</p> <p>DHT Curriculum All staff</p>	<p>May 09</p> <p>Sept 08</p> <p>May 09</p> <p>Oct 08</p> <p>Oct 08</p>	<p>Class observation Pupil Self Evaluation S&Q reports</p> <p>Individual Support Plan DHT Supporting Learning report minutes of learning centre meeting</p> <p>Class Observation School Reports Pupil self evaluation</p> <p>Class Observation Record of Professional Development activities</p> <p>New Timetable arrangements School Reports S&Q reports Cluster Headteacher minutes</p>

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Main Point for Action	5. To continue to raise attainment at all levels			
Specific Action Point	Action to be Taken	By Whom	By When	Evidence on which evaluation of progress is based
	<i>Outcomes Achieved</i>			
5.0 To continue to raise attainment at all levels	<ul style="list-style-type: none"> • To continue with the introduction of new National Qualifications in subjects where learning and attainment gains can be identified. • To accredit all pupils at the appropriate level in the core skills by the end of S3 • To continue the improving trend of attainment at SCQF level 6 at S5 and S6. • To increase the provision of courses at SCQF level 7 to improve attainment at S6. • A consistent approach to the setting, marking and feedback on homework at all stages. • Embed the Mentoring support for pupils being presented for national examination S4 – S6. 	<p>SLT Faculty Heads</p> <p>SLT Faculty Heads</p> <p>SLT Faculty Heads</p> <p>DHT Curriculum ELT</p> <p>DHT Curriculum All Staff</p> <p>DHT Supporting Learning Mentoring staff</p>	<p>Aug 08</p> <p>May 09</p> <p>Aug 09</p> <p>Aug 08</p> <p>May 09</p> <p>Oct 08</p>	<p>New Course Provision SQA results</p> <p>SQA certification</p> <p>SQA results Fyfe Analysis of Examination Results STACs Analysis</p> <p>Course Provision SQA results Fyfe Analysis Exam Results STACs</p> <p>Parent and Pupil Survey Minutes of Faculty meetings</p> <p>Mentoring Report Staff and Pupil evaluations</p>