

APPENDIX 1

Portessie Primary School

HMIE ACTION PLAN

Main Point for Action 1: Improve the quality of the curriculum

HGIOS3 Quality Indicators: 5.1

Targets

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| <ol style="list-style-type: none"> 1. To provide a curriculum with breadth, balance and progression 2. Take account of Curriculum for Excellence |
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Implementation Strategies (Tasks)

Timescale

Lead Person

<ol style="list-style-type: none"> 1. Put in place a structured programme for ICT 2. Provide staff with appropriate support and training in ICT 3. Audit and revise teachers' approaches to planning 4. Look at programmes and planning approaches in other schools 5. Monitor and evaluate balance of curriculum through regular planning meetings 6. Continue progress with a range of cross-cutting initiatives including Health Promotion, enterprise, citizenship 7. Incorporate the use of ICT into English language and mathematics 	<p>All in the period: Nov 07 – June 09</p>	<p>Headteacher/PT</p>
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Success Criteria

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| <ol style="list-style-type: none"> 1. Monitoring shows a consistency in planning; balance, breadth and progression in the curriculum being delivered 2. Pupils have structured progressive programmes in Listening and Talking; ICT with Curriculum for Excellence approaches 3. Monitoring shows that pupils are motivated, challenged and stimulated by their work 4. School achieve accreditation in cross-cutting initiatives as appropriate 5. that all pupils are receiving appropriate ICT experiences in English language and mathematics |
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Resources

<p>Per capita Staff development budget Collegiate time</p>
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Staff Development Implications

<p>ICT Training as required Curriculum for Excellence events</p>
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Monitoring and Evaluating Impact

<p>Headteacher; Principal Teacher; QIO</p>
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Resources

Per capita; Staff development budget; Collegiate time; Learning and Teaching Officer; Programmes of work and planning approaches from other schools

Staff Development Implications

ICT Training as required
Training in reciprocal teaching approaches as required

Monitoring and Evaluating Impact

Headteacher; Principal Teacher; LTO, QIO

Main Point for Action 3: Improve the quality of pupils' learning experiences and arrangements to meet pupils' needs

HGIOS3 Quality Indicators: 2.1, 5.3, 5.4

Targets

1. To meet the varying needs of learners
2. To improve the pace of learning to ensure all learners are motivated and challenged

Implementation Strategies (Tasks)	Timescale	Lead Person
<ol style="list-style-type: none"> 1. To implement AfL principles consistently across the school 2. Implement Critical Skills 3. To involve the pupils in taking an active part in their own learning 4. To improve the use of interactive whiteboards in learning and teaching 5. To introduce regular pupil focused attainment meetings 	All in the period: Nov 07 – June 09	Headteacher

Success Criteria

- Monitoring shows:
1. all pupils are motivated and actively involved in their learning and development
 2. tasks and activities are appropriate for all pupils
 3. assessment approaches are integral to pupils' learning
 4. classroom observation show appropriate pace and challenge in all lessons

Resources

Per capita
 Staff development budget
 Collegiate time

Staff Development Implications

Training in AfL approaches as required
 Training in critical skills
 Training in the use of Interactive Whiteboards
 Peer observation

Monitoring and Evaluating Impact

Headteacher; Principal Teacher; QIO

Main Point for Action 4: Improve traffic management to ensure pupils' safety

HGIOS3 Quality Indicators: 8.3

Targets

1. To address health and safety issues related to traffic in the school playground

Implementation Strategies (Tasks)

Timescale

Lead Person

1. Erect a 'speed bump' at the entrance to the school car park
2. To improve signage at the entrance to the school car park
3. To erect a gate in the opening from the pupil walkway to the car park

All by:
Dec 07

Resources Officer

Success Criteria

1. Pupil safety has been improved

Resources

Maintenance budget

Staff Development Implications

None

Monitoring and Evaluating Impact

Headteacher; QIO

Main Point for Action 5: Improve leadership in the school

HGIOS3 Quality Indicators: 9.1, 9.2, 9.3, 9.4

Targets

1. To develop a common vision for the school
2. To develop a consultative, collegiate approach in the school
3. To plan and implement strategies for continuous improvement

Implementation Strategies (Tasks)

Timescale

Lead Person

<ol style="list-style-type: none"> 1. Engage with stakeholders in developing a vision for the school 2. Engage with stakeholders in developing consultative and collegiate approaches in the school 3. Identify and implement strategies to develop leadership at all levels in the school 4. Develop partnership working with parents through the Parent Forum and Parent Council 	<p>All in the period: Jan 08 – June 09</p>	<p>Headteacher</p>
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Success Criteria

1. Common vision agreed, shared and adopted
2. Culture of collective responsibility evident from staff
3. Improvement in school performance across a range of indicators
4. Positive change in learners' experiences

Resources

Coach and mentor support for headteacher
 Authority CPD events
 Authority Leadership Project in Coaching
 Authority lead on collegiality
 Authority lead on Partnership with Parents

Staff Development Implications

Training and support in: Vision and Values development, Coaching, Collegiality, Partnership with Parents

Monitoring and Evaluating Impact

Headteacher; QIO

Main Point for Action 6: Improve arrangements to monitor and evaluate the work of the school

HGIOS3 Quality Indicators: 1.1, 6.3, 9.2

Targets

1. To improve the evaluation process and involve staff, pupils and parents

Implementation Strategies (Tasks)

Timescale

Lead Person

1. Build routine monitoring and evaluation into an annual calendar (Appendix 6 in HGIOS 3)	Dec 07	Headteacher
2. Engage fully with the analysis of performance data	Nov 07 onwards	
3. Headteacher and PT will engage with groups of pupils regularly to monitor progress	Ongoing	
4. Evidenced evaluations of the schools' overall performance are reported in the annual Standards and Quality Report	Sep 08	

Success Criteria

1. that all learners make very good progress from their prior levels
2. all staff engage with performance information
3. all stakeholders are involved in improvement planning
4. all staff are involved in routine monitoring and evaluation which includes feedback and record keeping

Resources

Education Officers
Performance data – baseline and 'flightpath' spreadsheets
School budget

Staff Development Implications

Training in self-evaluation procedures as required
Training in data analysis as required
Training in improvement planning as required

Monitoring and Evaluating Impact

Headteacher; QIO