

Elgin Academy Strategic Improvement Plan- Appendix 1
Action No 1

Action Title Improve self evaluation to impact on learning, teaching and achievement across the school.

Action	Responsible	When	Impact
<ul style="list-style-type: none"> Whole staff meeting on what constitutes effective teaching and learning 	Headteacher	Completed October 2009	Staff have shared understanding of effective teaching and learning
<ul style="list-style-type: none"> Groups of pupils consulted on their view of effective teaching and learning 	Headteacher	Completed November 2009	Student's views included in above
<ul style="list-style-type: none"> Principal teachers` meeting focussed on self evaluation in departments 	Headteacher	Completed November 2009	Agreed minimum specification to be implemented in all departments
<ul style="list-style-type: none"> All departments have agreed monitoring calendar in place to include: Analysis of exam results./STACs 5-14 levels of attainment Value added measures of performance Pupils progress in meeting targets Sampling students' views Classroom observations Sampling students work 	Principal Teachers	Implemented January/Feb2010	Rigorous self evaluation is implemented in all departments
<ul style="list-style-type: none"> Evidence generated is discussed at departmental meetings 	PTs/SLT links	Ongoing	Information gathered on impacts on teaching and learning
<ul style="list-style-type: none"> Self evaluation is analysed and used to inform departmental and whole school improvement plan 	PTs/SLT	February/March 2010	Quality of improvement plans improved to impact on teaching and learning
<ul style="list-style-type: none"> PRD amended to include evidence from self evaluation to inform CPD 	DHT	April 2010	CPD based on self evaluation and focussed on improving teaching and learning
<ul style="list-style-type: none"> Review of self- evaluation and impact across all departments 	SLT/PTs	June 2010	Ensure desired impact on teaching and learning Inform future improvements
<ul style="list-style-type: none"> Assess overall impact of actions taken 	SLT	June 2010	

Action No 2

Action Title Ensure needs of learners are met by improving team working

Action	Responsible	When	Impact
<ul style="list-style-type: none"> SLT remits revised to allow 1 DHT with overall responsibility for support for pupils 	Headteacher	Implemented January 2010	Coordinated approach to support for pupils
<ul style="list-style-type: none"> ASfL department vision statement issued to all staff 	PT ASfL	Completed November 2009	Staff have clear understanding of role of ASfL leading to more effective team work
<ul style="list-style-type: none"> Roles of SfL teaching and support staff clarified and guidance on collaborative working issued to all staff 	DHT/PT ASfL	Completed January 2010	
<ul style="list-style-type: none"> ASfL samples jotters of high and low achieving students 	ASfL/All class teachers	Initiated December 2009 Ongoing	Monitor appropriateness of differentiation across subjects
<ul style="list-style-type: none"> Presentation to all staff on inclusion by Richard Donald 	SLT/all staff	Completed January 2010	Improved understanding for all staff
<ul style="list-style-type: none"> Proforma for recording prior attainment and progression agreed and used in all classes 	SLT/All staff	Issued December 2009	All teachers have information on students readily available to support learners' progress
<ul style="list-style-type: none"> Classroom practice regularly observed by SLT through learning visits 	SLT	Start December 2009. Ongoing	Good practice and areas for development identified and shared
<ul style="list-style-type: none"> Increased opportunities for peer observation by class teachers 	Departments/all staff	Start January 2010. Ongoing	Spread good practice
<ul style="list-style-type: none"> Assess overall impact of actions taken 	SLT	June 2010	Inform future actions which may be required

Action No 3

Action Title Young people and staff take a greater role in school improvement

Action	Responsible	When	Impact
<ul style="list-style-type: none"> Students consulted on what constitutes "effective teaching and learning" 	Headteacher	Completed November 2009	Students views fed back to staff
<ul style="list-style-type: none"> Include teaching and learning items e.g. homework as regular item on student council agendas 	Year Heads	Start November 2009. Ongoing	Students councils increase focus on learning
<ul style="list-style-type: none"> Students included as members of whole school working groups 	Working group chairs	Started Dec 2009/ Jan 2010	Students given greater responsibility and influence in whole school matters.
<ul style="list-style-type: none"> All departments discuss improving curricular provision with relevant DHTs 	DHT	Completed November 2009	Resultant changes to curricular provision implemented in new timetable from June 2010
<ul style="list-style-type: none"> Students involved in trial to construct option columns for S3/4 and S5/6 curriculum 	DHTs	Completed December 2009	Information gathered used construct columns reflecting student's needs.
<ul style="list-style-type: none"> Staff consultative group formed. Each group member responsible for consulting with a group of staff. 	Headteacher	Started December 2009/ Jan 2010	Members of group act as mechanism for consulting with all staff easily
<ul style="list-style-type: none"> Meetings with support staff re - school priorities 	Headteacher	March 2010	Support staff views considered in production of new School Improvement plan
<ul style="list-style-type: none"> All working groups evaluate impact of their initiatives 	Working group chairs	Ongoing	Working groups have greater impact and staff ownership increased
<ul style="list-style-type: none"> Assessment of progress against this action 	SLT	June 2010	Inform future actions to further improve involvement

Action No 4

Action Title : Partnership working is developed to broaden learning experiences of young people

Action	Responsible	When	Impact
<ul style="list-style-type: none"> DHT remits include college links and links with business/community 	Headteacher	August 2009	DHTs responsible for developing these areas have more clearly defined responsibilities
<ul style="list-style-type: none"> Consultation with college to ensure progression 	DHT	December 2009	Improved communication. College student's progress more closely monitored
<ul style="list-style-type: none"> Consultation with CLD/Skill Force to promote wider achievement eg Asdan Youth awards 	DHT	Initiated December 2009 Ongoing	Improved opportunities for young people
<ul style="list-style-type: none"> All Principal Teachers participate in an "employer engagement" CPD session focussing on Determined to Succeed Phase 2 .Organised and delivered by Learning Unlimited as Pilot project for moray Council. 	DHT	February 2010	Establish and improve departmental partnerships with outside agencies
<ul style="list-style-type: none"> PTs to review and where necessary amend programmes of study to include employer engagement. 	DHT	From May 2010. Ongoing	Broaden learning experiences of young people
<ul style="list-style-type: none"> Employers work with departmental staff in the delivery of the curriculum to students 	DHT	From August 2010. Ongoing	Enhanced curriculum
<ul style="list-style-type: none"> Improved information and communication to enable parents to support learning including New Homework policy Information on assessments Curricular Information evenings 	SLT	Initiated January 2010 Ongoing	Parents are more able to support their young peoples learning
<ul style="list-style-type: none"> Assess overall impact of actions taken 	SLT	June 2010	Inform future actions which might be required