

School Improvement Plan

Key Improvement Area		Key Outcomes (Learners / School Community)	Key Tasks	Planned Management of Key Improvement Area Lead Person(s), Resources, Time Allocations (collegiate sessions, etc)
No.	Title/descriptor			
1.	CfE	<p>Continue to develop literacy taking account of Es and Os.</p> <p>Continue to develop numeracy taking account of Es and Os.</p> <p>Continue to review and implement agreed approaches to planning which help to raise the bar and bridge the gap by improving learning and teaching and meeting needs. This will include planning for N3/N4/N5 and Level 2/3/4.</p> <p>Plan for and make changes to curriculum structure which will ensure coverage of 7 Principles, 4 contexts for learning, the BGE, curriculum areas and 6 entitlements.</p> <p>Improvements in attainment and achievement.</p>	<p>Organise literacy group which will look at writing, reading, listening and talking.</p> <p>Develop literacy jotters to help sample literacy across the school.</p> <p>Develop literacy sharing standards event for the cluster.</p> <p>Organise numeracy group which will look at transitions .</p> <p>Maths teacher to be transition person.</p> <p>Develop numeracy sharing standards event for the cluster.</p> <p>All staff are planning for new courses using whole school planning grids.</p> <p>Organise working group which will plan for further changes.</p>	<p>INSET and working groups as required.</p> <p>Budget as required.</p> <p>Time and cover for teachers to do transition work.</p>
2.	Peer Observations	<p>Evaluate present peer observations structure.</p> <p>Discuss, agree and develop new structure for peer observations</p> <p>Improved learning and teaching</p>	<p>Evaluate structure and agree areas of improvement</p> <p>Agree changes and implement new structure</p> <p>Evaluate changes</p>	<p>INSET and working groups as required</p> <p>Budget as required</p> <p>Time and cover for teachers to do complete peer observation.</p>

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3.	Tracking & Target Setting	<p>Present tracking structures are evaluated</p> <p>Discuss, agree and develop new structure with agreed responsibilities for teachers, Learning Leaders and SMT.</p> <p>Evaluate new tracking system</p> <p>Staff can track and react to changes in attainment and achievement</p> <p>Learners get support and challenge when required</p>	<p>Evaluate structure and agree areas of improvement</p> <p>Agree changes and implement new structure</p> <p>Evaluate changes</p>	<p>INSET and working groups as required</p> <p>Budget as required</p> <p>Time to develop new tracking structure</p>
4.	Meeting Needs	<p>Further develop differentiation in all aspects of the school.</p> <p>Further develop behaviour support system for the school.</p> <p>Evaluate behaviour support system and agree next steps.</p> <p>Meeting the needs of more young people.</p>	<p>Further training for staff on differentiation.</p> <p>Implement next steps in line with the recommendations on behaviour support system.</p>	<p>Inset as required.</p> <p>Budget as required.</p> <p>Time as required.</p>
5.	Transition	<p>Present system to be evaluated and transition to be improved.</p> <p>Next steps in this process agreed.</p>	<p>Transition group convened including representation from primary, secondary, pupils and parents.</p> <p>Group will agree next steps.</p> <p>Group will visit other schools.</p>	<p>Time as required.</p> <p>Budget as required.</p>