

Standards, Quality and Improvement Plan for Leith Academy



VALUES

Success in learning for all
Mutual respect and caring for others
Individual needs and development
Honesty and fairness in our actions

Standards and Quality Report for session: 2009-10
Improvement Plan for session: 2010-11

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Standards and Quality Report

1. Purpose of the report

“How good is our school?” is a question schools ask themselves on a regular basis. It is also the title of the document produced by Her Majesty’s Inspectorate of Education (HMIe) to assist schools in evaluating their own performance. This standards and quality report is a summary of the performance of Leith Academy for session 2009-2010. It has three main purposes:

- to report on the progress made by the school;
- to highlight achievements with pupils, staff, parents and others;
- to share areas for improvement in session 2010-11

2. School aims

- To ensure a broad and balanced curriculum that provides learners with the best possible learning opportunities and experiences
- To ensure that all learners are able to realise their potential through the promotion and recognition of achievement
- To provide high quality learning and teaching experiences that challenge and motivate learners, developing positive attitudes towards and responsibility for learning
- To provide effective support systems for all learners which promote good behaviour, self-discipline and respect for others
- To provide a high-quality, welcoming, safe and caring environment in which all are valued and supported, and for which all share responsibility
- To improve the quality of learning and teaching through effective leadership, organisation and management of the school’s staff and resources
- To develop strategies which promote good health, physical and mental well-being and self-esteem for all
- To encourage personal responsibility for meaningful continuing professional development in all staff, in order to improve the quality of experiences for learners
- To further develop effective partnerships between the school, its associated primaries, the parents, external support agencies and its wider community
- To foster in learners a desire for knowledge and understanding, while equipping them with skills and positive attitudes for life as a foundation for lifelong learning
- To promote responsible citizenship by developing values, beliefs and attitudes compatible with living in a modern, democratic and multicultural society
- To ensure that every learner enjoys equality of access to educational opportunities, appropriate to identified needs

3. The school in context

Leith Academy was built in May 1991 at a cost of £11 million. It is a community high school and a 6-year comprehensive, with pupils drawn mainly from 4 associated primary schools: Craigentenny Primary School, Lorne Primary School, Hermitage Park Primary School, Leith Primary School.

We have effective links with these schools, but we also take pupils who live in the catchment from other schools. Year groups are normally ‘capped’ at 180, although the roll is beyond its notional capacity of 900. Two temporary units have been added to cope with demand.

In line with the Authority’s integration policies, the school caters for a wide variety of physical, sensory and learning needs. The most obvious example of this is our Enhanced Provision for pupils with Aspergers Syndrome. Our alternative education programme

provides support mainly for pupils at risk of exclusion. This has been highly successful and forms a key element of our social inclusion strategy.

The current staffing complement is 109.6 FTE, of whom 73.7 FTE are teaching staff from 9 faculties, with 35.9 FTE support staff. The latter group include 10 learning assistants who support the integration of pupils. Support staff also include the office, janitors, technicians, auxiliaries, language assistants, nursery staff and music instrumentalists. In addition, a Business Manager and four classroom assistants provide support of an administrative nature.

The school's facilities are excellent and contribute hugely to the school's very positive, friendly and welcoming atmosphere. ICT (Information Communication Technology) resources are impressive, with a network offering access to the Internet and e-mail systems through the day and across the school. As a community school, we are aware of the importance of 'lifelong learning' and there were 2722 adult enrolments last session. A mixture of recreational, educational and vocational adult education classes were run, the largest programme in the city.

The school has positive links with parents and the local community, a good example of which is the LA [Parent] Council. Meetings are well-attended and discussions are always lively and informative. There is an excellent extra-curricular programme, with staff and partner sports clubs offering a variety of opportunities for youngsters to participate in.

Teachers met formally with parents to discuss pupil progress on five occasions through the year. Many additional opportunities exist for dialogue to take place and parents are encouraged to contact the school directly with concerns or queries. Special parents' evenings included our S1 Benmore Information Evening, P7 Parents' Night, S4 JET Programme and Course Choice Evenings for S1 and S3/4/5. The turnout for these was encouraging and the evaluation generally very positive.

The Senior Management Team (SMT) comprises the Headteacher, Senior Depute Headteacher, two Depute Headteachers, a Business Manager and a Community Programme Manager. There is an integrated Pupil Support Service (combining the former Guidance and Support for Learning teams), with four Year Heads, to offer a single point of contact for parents and staff, and an ASL Manager who oversees the school's provision for pupils with additional support needs.

The devolved budget for 2009-10 amounted to £4,343,848 (90.9% of the total), with a cost per pupil of £4664. Within this, the budget for educational supplies was £62,308. The LA Council approved the initial spending plan and were offered an insight into the wider financial arrangements made by the school. The DSM (Devolved School Management) Scheme continues to provide flexibility for local decision-making, being enhanced by some 'ring-fenced' funding from the Scottish Government. (It should be borne in mind that the school was required, in the financial year 2009-10, to carry an embedded 1.5% "efficiency saving" which amounted to £62,000 as well as funding new budgets devolved from the Authority which did not come with adequate financial provision.)

4. Improvement plan priorities 2009-2010

- Vision, values and aims
- Learning & Teaching (incorporating *Curriculum for Excellence*: literacy, numeracy, health & wellbeing; GLOW)
- Developing people and partnerships
- Expectations and promoting achievement

5. Successes and achievements

How are we doing? / How do we know?

Pupils' attainment in S4 showed a dip from the previous year at Credit and General levels, although there was a slight increase in the percentage of pupils achieving five or more Foundation awards and above, with the number achieving both English and Maths at this level registering the highest since 1999. S5 results continued to show an improvement with results at three and five Higher awards again being the best since 1999. Results at Advanced Higher in S6 improved from 2% of the cohort in 2008 to 8% of the cohort in 2009, the best result since 2005. While percentage results in school have risen there is still a discrepancy at a number of levels against comparator schools' performance and this remains a priority in the current year. Results in S3, the first cohort to undergo early presentation showed a greater percentage achievement at five or more Foundation awards (compared to S4), a broadly similar performance at five or more General awards but a distinct reduction in terms of five or more Credit awards. This pattern of result could be explained by the nature of early presentation and more comparable figures should be available when these particular pupils reach the end of their schooling. Nonetheless, action was taken to address issues in the current S3 with a pilot mentoring project to work with identified pupils involving some 30-odd staff and the provision of additional revision classes during SQA exam leave. Faculties/departments have continued to work on common approaches in learning & teaching which are contributing to increased pupil progress and success in a growing number of areas. This was acknowledged by HMIE in their second follow-through inspection report (published 2010) when they identified as a particular strength of the school an improving ethos and increased aspirations.

In terms of 5-14 results there has been a relatively sustained performance in English Reading and Writing and Mathematics although no improvement on percentage terms as compared to the 2009 results. While there has not been a continued increase in the percentage of pupils achieving Level E by the end of S2, there has been an increase in numbers achieving Level F in both subject areas, which provides one means of addressing gifted & talented pupils.

The consolidation of Monitoring & Tracking for all pupils in S1-S6 has had a positive impact on how pupils view their progress and their targets and has also increased the school-home link in keeping parents aware of their child's performance. Bi-monthly M&T reports have been sent out, generally within seven days of the close of a M&T period, which has allowed pupils and parents to have had contemporaneous information which can be used either to encourage or to generate supportive strategies. On the basis of pupil and parent evaluations, we are now looking to build an Action Plan, containing 'next steps in learning', into one M&T report in the session for each year group. Home Learning policy has been refined yet again and parents can find details of the expectations of faculties/departments on the school's website to enable them to be more practically supportive in this area. HMIE, in their second follow-through inspection report (published March 2010) identified as a particular strength of the school the arrangements to monitor and track the progress of young people.

Increased attention to pupils' attendance and punctuality has resulted in improvements here and our expansion in recognising pupil achievement in this regard, within our 100% Club, has resulted in the issuing of 327 bronze, 65 silver and 20 gold certificates during the session. Praise letters continue to be issued to pupils from S1-S4 based on their achieving twenty praise stamps from class teachers. Merit certificate issue has been refined again to recognise and reward pupil diligence and this resulted in the Spring Term record showing 294 pupils across all year groups with significant multiple mentions. These aspects of reward and recognition now fit in to a House points system which is one way of attempting to instill a House ethos in this, the first year of our vertical pastoral structure.

The school continues to operate a wide variety of extra-curricular activities. In sport: rugby, basketball, football, tennis, golf, hockey, badminton, volleyball, fitness, swimming, dodgeball, 'Fit for Girls' and pupils achieved success in a variety of areas. The senior boys'

basketball team made it to the semi-final of the Scottish Open Plate. While not able to hold on to the team shield in the Edinburgh Cross-Country Championships, we still had the individual winner in Kyle Hogg (S2), out of a field of 43 finishers. Our gymnastics team was 3rd in the BAA Games, with both boys and girls hockey teams finishing 4th. Twenty five staff, parents and adult helper, together with eleven senior pupils have been involved in a coaching capacity and their positive contribution to the promotion of fitness, health and wellbeing is recognised.

In the area of creative arts there has also been a continuing number of opportunities for pupils to experience success in working on designs for new House badges/logos, a redesign of the school's World War II memorial, the inspiration for which came from S2 pupil, Glynn Mullen. S3 pupils took part in an art and poetry event at the Edinburgh Sculpture Workshop, making it onto STV. Pupils had the opportunity to attend workshops and theatre performances in the city and individuals took part in a stage productions beyond school (Lewis Murray (S3) in *Billy Elliott* at the King's Theatre; Courtney Hazlett (S3) in *Kes*, also at the King's; Hannah-Jo Mackinlay (S3) in *Peter Pan* at the Lyceum; Kirsty Shaw (S4) recorded an episode of *Taggart* for STV for future transmission and Ryan Duthie (S3) appeared in a film which was short-listed for the Scottish Short Films Awards. Ryan Buchanan (S4) has himself made innovative films, one of which qualified for the Dewar Film Festival last September. In an open field, Ryan came 3rd with his documentary *Tramatising Edinburgh*. Students of Advanced Higher Drama and Music went on a trip to London. Social Subjects students benefited from field trips to London (Modern Studies) and the Trenches (History). S3 French students went to the Loire Valley and senior pupils continued to make Herculean efforts in fundraising associated with the Operation Wallacea Expedition to Honduras. S1 pupils experienced the annual residential week at Benmore while S6 pupils spent a weekend there in team-building exercises.

The usual Maths Enterprise and Maths Magic mornings for P7 pupils ran as part of our transition programme.

S6 pupils through school service opportunities have been able to 'buddy' S1 pupils, take part in our paired reading programme and act as classroom assistants, helping teachers with junior classes and helping out in our alternative education base, The Centre. Sonny Smith's (S6) work there was recognised beyond school by his achieving third place in the Rotary Clubs of Edinburgh Young Citizen of the Year Award 2010. The Pupil Council has had a mixed year and it has become obvious from feedback from pupils that they are not in general clear enough about the role of the Pupil Council and there are plans to increase its role in decision-making and improving the school community. Leith Academy senior pupils have maintained a commitment to Circle, a community group which works with and mentors disadvantaged children, although sadly its operations will cease in July, as a result of an end to its funding. A number of junior pupils have continued to work successfully with associated primaries in the PowerPod initiative, developing eco responses to particular problems.

Staff worked across the year in reviewing the impact of the Improvement Plan and monitored progress, taking cognisance also of the recommendations of HMIE in their follow-through inspection in March 2009. The progress made by the school was once again commented upon favourably by HMIE during their second follow-through inspection in January 2010. They commented upon the increasingly effective processes to evaluate and improve school performance which include more rigorous reviews of faculties as well as audits undertaken across the session (October 2009) by Pupil Support staff looking at how we were meeting learning needs and (November 2009) by SMT, together with the Council's Quality Improvement Officer, undertaking an intensive period of sharing classroom experience.

National 5-14 Attainment data

2008

2009

2010

Reading :	58%	66%	64%
Writing :	37%	40%	35%
Mathematics :	31%	47%	45%

What are we going to do next?

- We will continue to focus on developing approaches to raising the levels of pupil performance at all stages, including the use of mentoring opportunities
- We will seek out pupil views on the quality of their learning experiences and use the feedback to inform further developments
- We will embed the principles and practices of Curriculum for Excellence into our S1 provision
- We will extend the range of subject choice available in S4-S6 in order to cater for increased pupil needs, with particular reference to vocational opportunities

6. Work and life of the school

How are we doing? / How do we know?

As a school we have continued to work hard in implementing formative assessment strategies in classes with a view to having a positive impact on learning and teaching. Staff have refined their approaches with increased and more consistent use of learning intentions and success criteria; self- and peer-assessment; and active learning. The issue of increasing consistency yet further is an area highlighted by HMIE in their second follow-through report (published March 2010).

Home Learning information has been more widely shared with parents via the school website, in response to parental requests for more guidance on what their role might be. Use has also been made this year of Survey Monkey by the LA [Parent] Council in order to solicit evaluations from parents about the work of the school. Pupils have also been surveyed in evaluating the new behaviour management policies and procedures.

The introduction and refinement of an electronic support bulletin with regular updates has allowed staff to access the required information on meeting the learning needs of individuals. HMIE, in their second follow-through inspection report (published March 2010) recognised that arrangements for this were improving with most teachers planning appropriate tasks and approaches to enable pupils to achieve well. The appointment of an ASL Manager to co-ordinate these approaches, within the re-structured Pupil Support team, will also contribute to improved developments. Staff continue to identify strategies to target more able pupils, with suitably challenging activities both within and outwith the classroom. (Early presentation of pupils at S4 for Higher in Music has been adversely affected by the universities' somewhat inflexible approach to recognising school qualifications within a specific timeframe.)

Staff have had to keep themselves abreast of the new national Curriculum for Excellence. They have familiarised themselves with the wealth of documentation and have worked, most recently at the in-service opportunities in May 2010, to consolidate the new experiences and outcomes within their S1 provision in 2010-11, taking skills development into account, and also to investigate the emerging patterns of assessment that will accompany CfE. Next session's S1 will experience interdisciplinary activities as an integral part of their curriculum, focusing on literacy, health & wellbeing, and diversity & equality. Work done in recent years

concentrating on methodology in the classroom should mean staff have a confidence in that respect even if there is ongoing concern about the structure of future assessments.

In wider respects, the school's 'Embrace Diversity' initiative during the session highlighted and recognised this important aspect of the school community and tapped into work on improving ethos and aspirations. The Photographic Competition in October garnered 250 entries from across the community with the 'Images of Leith' prize being won by Dale Neish (S5) and the 'Images from Across the World' prize being won by FP, Liam Anderson. The Diversity Shows and Market Place in February again allowed for a coming together of the school and the wider community. The Diversity Workshops in June gave the opportunity for pupils to have a hands-on experience in a wide range of activities. In moving our diversity work on from 2008, when HMle commended our approaches and incorporated them into a national database of good practice, we have attempted to reflect it not just as a one-off celebration but an integral part of the life and work of the school.

What are we going to do next?

- We will focus on embedding further Assessment is for Learning approaches into our teaching
- We will, within our revised Pupil Support structure, offer further scope for pupils to be involved in leadership opportunities, including mentoring, and thus contribute more to the life and work of the school

7. Vision and leadership

How are we doing? / How do we know?

HMle in their second follow-through inspection report (published March 2010) reported that the headteacher has gained the respect of pupils, staff and parents and that he is setting a clear direction for the school, well supported by a now established senior management team (SMT). HMle also identified as a particular strength of the school, our increasingly effective processes to evaluate and improve school performance. These, combined with our closer working with parents and partners, for the benefit of pupils, help shape a common vision for the school.

Pupil views on school policies were canvassed during the session and their feedback helped shape developments in behaviour management procedures. Work is ongoing to refine the role of the Pupil Council in evaluating aspects of school life and, under the new House System, it is intended to offer prefects better and more structured opportunities to take on leadership roles. It should be stated, however, that many of the charity initiatives during the session were co-ordinated by pupils and, at the time of writing, had raised over £6200 for fourteen different good causes.

Staff at all levels have participated in a large number of working groups, in numbers and at times, that underline the commitment that they have to the school and to participating in its success: Learning & Teaching, Eco/Health, Citizenship/ Enterprise/Diversity, Multi-media, Literacy across the Curriculum, Behaviour Management, Interdisciplinary Activities. Principal Teachers/Faculty Heads have demonstrated their commitment to learning by their increased role in quality assurance: visiting classes, highlighting good practice and encouraging colleagues to contribute suggestions that will further enhance the quality of learning & teaching.

We have built on our partnership arrangements with a variety of agencies and organisations which provide valuable support for our pupils (eg JET, Telford College, LEAPS, Circle, the chaplaincy team, sporting clubs and associations, Activate) and whose feedback has been very encouraging.

Staff training and development are identified at faculty/departmental level and fed through the Professional Review & Development process in which 100% of teaching staff have participated annually over many years. Needs are often addressed within school, for example within the timetable design, mentoring opportunities with probationers, as well as through conventional in-house and external opportunities. The impact of training on staff is evaluated at the annual PR&D meeting and collated/co-ordinated by the CPD Co-ordinator with specifically identified strengths contributing to a database of good practice.

The school improvement plan now focuses more clearly on achieving better experiences and outcomes for pupils. HMle in their second follow-through inspection report (published March 2010) concluded that there is clear evidence of improvement in aspects of the school's work since the original inspection (January/February 2008); that the school now performs better and is well placed to continue to improve.

This recognised that our systems of quality assurance, shared peer experience, CPD provision and PR&D combine to offer multiple opportunities to review the performance of staff as well as to give scope for self-evaluation. The ethos of teamwork that exists within school allows us to conduct that review and to encourage self-reflection in a supportive context but where the notion of challenge is also acknowledged so that we can enhance the experiences of learners.

What are we going to do next?

- We will further enhance our approaches to quality assurance in the refinement of faculty reviews and in encouraging the use of opportunities for staff to share good practice
- We will look at the developing assessment procedures for a Curriculum for Excellence with a view to ultimately incorporating them, alongside skills development, into our practice

8. Conclusion

Having successfully tackled the rigour and challenges that underpinned the HMle recommendations which formed the backbone of the Improvement Plan for 2008-9, the school is well-placed to rise to the demands of continuous improvement and of the major changes that Curriculum for Excellence will bring at a national level.

The recognised ethos of teamwork and professional development will allow us to evaluate our performance. That approach should allow us to build on the capacity that is currently being evidenced, and, as a result, consolidate our work and better plan the next steps in improving outcomes for our pupils.

Improvement Plan

Key Areas for school improvement

August 2010 - June 2013

Key Priority	2010-2011	2011-2012	2012-2013
<i>Vision, values and aims</i>	✓	✓	
<i>Learning experiences; learners' needs (incl CfE)</i>	✓	✓	✓
<i>Expectations of staff, pupils and parents</i>	✓		
<i>Developing people and partnerships</i>	✓	✓	
<i>Skills development within a broad general education (S1-S3)</i>		✓	✓
<i>Addressing assessment issues within CfE (S4-S6)</i>		✓	✓

Action Page 1

Priority <i>Vision, values and aims</i>	
Key area <i>Delivery of Education Leadership</i>	Quality indicator(s) 5.6 9.1, 9.2
Outcomes and impact on learners <ul style="list-style-type: none"> • <i>Climate and relationships will continue to improve</i> • <i>Pupils will demonstrate higher levels of self-esteem</i> • <i>Pupils will continue to demonstrate positive behaviour and respond positively to recognition and rewards systems</i> • <i>Pupils will identify more strongly with the school and be proud to be associated with it</i> • <i>Pupils will relate effectively to others and manage their own behaviour</i> • <i>Pupils will demonstrate a clear appreciation of different beliefs and cultures</i> • <i>Pupils will feel confident in recognising and addressing discrimination</i> • <i>Pupils will consider themselves appropriately consulted and their opinions valued by school staff</i> • <i>Pupils will be actively influencing the work of the school</i> 	
Resources (including CPD) <ul style="list-style-type: none"> • <i>Survey Monkey and SMT Assistant's time to survey staff, pupils' and parents' views</i> • <i>CPD/CAT sessions across the year</i> • <i>Pupil Council and prefect meetings</i> 	
Monitoring and evaluation of impact <ul style="list-style-type: none"> • <i>Analysis of staff, pupil and parent questionnaires</i> • <i>In-service time</i> • <i>Ongoing meetings – Pupil Council, prefects, etc</i> • <i>EAL time</i> 	
Overall responsibility <i>Doreen MacKinnon, SDHT</i>	
Priority timescale <i>April 2010 – June 2011 (milestone check dates: November 2010; May 2010)</i>	

Priority <i>Vision, values and aims</i>		
Tasks	By whom	Timescale
<ul style="list-style-type: none"> To survey staff, pupils and parents and community views on behaviour management and incorporate outcomes into policies and procedures 	SDHT	August 2010
<ul style="list-style-type: none"> To deliver in-service to staff on behaviour management and the incorporation of SEEMIS merit/demerit systems into this 	SDHT/DHT (PS)/GH	August 2010
<ul style="list-style-type: none"> To engage in a whole school/community/stakeholders' consultation on school aims, visions and values 	SDHT	December 2010
<ul style="list-style-type: none"> To survey staff on the effectiveness of SMT 	SMT/SDHT	August 2010
<ul style="list-style-type: none"> To celebrate the 450th anniversary of the school through a programme of high quality events 	SMT/BoS reps/pupils/parents	Aug-Dec 2010
<ul style="list-style-type: none"> To empower pupils through enhancing the role of prefects 	SMT/House Heads	Ongoing (Aug 2010 – Jun 2011)
<ul style="list-style-type: none"> To increase pupil voice through re-launching the Pupil Council and enhancing its role 	SMT/House Heads/prefects	Ongoing (Aug 2010 – Jun 2011)
<ul style="list-style-type: none"> To train senior pupils to deliver Equality training to S1 pupils and staff 	SDHT/EAL/senior pupils	May 2011
<ul style="list-style-type: none"> To develop a course to train senior pupils to "buddy" junior pupils 	SDHT	June 2011
<ul style="list-style-type: none"> To deliver high quality CPD programmes to staff working with a range of external agencies 	SDHT/DHT (PS)	April 2011

Action Page 2

Priority Learning and Teaching (incorporating CfE: literacy, numeracy, health and wellbeing; GLOW)	
Key area	Quality indicator(s)
<i>Impact on learners Delivery of Education</i>	2.1 5.1, 5.2, 5.3, 5.4
Outcomes and impact on learners	
<ul style="list-style-type: none"> • <i>Pupils will be actively involved in the learning process</i> • <i>Staff will be appropriately meeting pupils' needs</i> • <i>Pupils will benefit from a more cohesive learning experience</i> • <i>Common approaches in learning & teaching will be evident across all stages of the school</i> • <i>Continuity and progression will be improved for all pupils particularly at key transition stages</i> • <i>Pupils and parents will be more actively involved in making healthy eating choices</i> • <i>Pupils will use their literacy skills effectively across the curriculum</i> • <i>Pupils will demonstrate improved numeracy skills</i> • <i>Pupils will experience personalisation and choice in their learning</i> • <i>Pupils will find the learning experiences stimulating, challenging, relevant and enjoyable</i> 	
Resources (including CPD)	
<ul style="list-style-type: none"> • <i>Cluster in-service (25 October)</i> • <i>In-service (24 May) on sharing good practice</i> • <i>Faculty/Departmental Meetings</i> • <i>CAT sessions (DT time)</i> • <i>SCE/SPE</i> 	
Monitoring and evaluation of impact	
<ul style="list-style-type: none"> • <i>Faculty/departmental reviews led by SMT/PTs</i> • <i>Teaching staff in SCE/SPE</i> • <i>Faculty/Departmental minutes</i> • <i>Pupil evaluations</i> • <i>Parents' Evening/Questionnaire</i> 	
Overall responsibility	
<i>D Peat DHT</i>	
Priority timescale	
<i>April 2010 – June 2011 (milestone check dates: November 2010; May 2010)</i>	

Priority Learning and Teaching (incorporating CfE: literacy, numeracy, health and wellbeing; GLOW)		
Tasks	By whom	Timescale
<ul style="list-style-type: none"> To continue to develop the four-phase lesson with a view to such being common shared practice by the end of session 	All teaching staff	May 2010 >
<ul style="list-style-type: none"> To discuss methodology and pupil needs as standing items on all departmental meeting agenda 	PTs	November 2010
<ul style="list-style-type: none"> To develop collaborative and active learning in teaching which will become evident across the school 	PTs/all teaching staff	May 2011
<ul style="list-style-type: none"> To meet literacy, numeracy and HWB outcomes in lessons and to make pupils aware of this 	All teaching staff	May 2011
<ul style="list-style-type: none"> To have progress in CfE as a standing item on all departmental agenda 	PTs	November 2010
<ul style="list-style-type: none"> To work with primary heads to ensure that common approaches to CfE are established, joint in-service is arranged and that secondary staff have opportunities to share experience with primary colleagues 	SMT (D Peat)	November 2010
<ul style="list-style-type: none"> To focus faculty/departmental reviews SCE (and SPE) on key features, active learning, collaborative learning as well as literacy, numeracy and HWB 	SMT/PTs/All teaching staff	November 2010
<ul style="list-style-type: none"> To develop, deliver, monitor and evaluate the first cycle of interdisciplinary activities in S1 	SDHT and staff group	Ongoing
<ul style="list-style-type: none"> To provide an in-service opportunity for staff in sharing good practice in GLOW 	GDa/CBo/SGi/Ach	17 August 2010
<ul style="list-style-type: none"> To incorporate GLOW as an integral part of interdisciplinary activities 	DP/GDa	September 2010
<ul style="list-style-type: none"> To develop a curriculum for S2-S3 for 2011-13 with careful consideration of pupil choice 	SMT/BoS	November 2010
<ul style="list-style-type: none"> To further involve parents in home learning provision (via SEEMIS text messaging) 	English Faculty/SC	Aug-Dec 2010
<ul style="list-style-type: none"> To monitor the introduction of new [vocational] courses in S4-S6 	DP and relevant staff	Aug-Dec 2010
<ul style="list-style-type: none"> To investigate school meals across the City and engage with Edinburgh Catering and Pupils (via Pupil Council) with a view to improving and increasing uptake of school meals 	SMT (D Peat)	May 2011
<ul style="list-style-type: none"> To canvass pupils to establish their awareness and evaluation of their learning experiences 	D Peat	March 2011

Action Page 3

Priority <i>Developing people and partnerships</i>	
Key area	Quality indicator(s)
<i>Impact in the community</i> <i>Partnerships and resources</i> <i>Leadership</i>	4.1, 4.2 8.1 9.3
Outcomes and impact on learners	
<ul style="list-style-type: none"> • <i>Pupils will have increased opportunities for interdisciplinary working</i> • <i>Materials and resources will be being used effectively to support interdisciplinary activities</i> • <i>Pupils will effectively apply their knowledge, understanding and learning to new situations</i> • <i>Pupils will be responsible citizens with respect for others and a commitment to participating responsibly in the school and in the community</i> • <i>Staff will be offered increased opportunities to take on leadership roles and responsibilities</i> • <i>Staff and pupils will become more involved in community-based events and activities</i> • <i>Pupils will benefit from increased mentoring opportunities</i> 	
Resources (including CPD)	
<ul style="list-style-type: none"> • <i>Survey Monkey – to survey parent views</i> • <i>CAT/CPD sessions across the year (mentoring, equality & diversity, ‘learning rounds’)</i> • <i>SLWG meetings – 8 hours</i> • <i>Cluster Engagement session for parents</i> • <i>S1 Parents’ Information Evening – ‘settling in’</i> • <i>Department Time/Team Time</i> 	
Monitoring and evaluation of impact	
<ul style="list-style-type: none"> • <i>Multi-agency contacts – SDHT/DHT Pupil Support</i> • <i>Interdisciplinary approaches – SDHT/SLWG</i> • <i>Mentoring programme – DHT Pupil Support/SDHT</i> • <i>Cluster initiatives – HT/DHT (DP)/Cluster Management Group</i> • <i>Parental contacts (including liaison with Parent Council) – HT/SMT/Pupil Support staff</i> • <i>Shared Classroom/Peer Experience – SMT/PTs</i> 	
Overall responsibility	
<i>Headteacher</i>	
Priority timescale	
<i>April 2010 – June 2011</i> <i>(milestone check dates: November 2010; May 2010)</i>	

Priority <i>Developing people and partnerships</i>		
Tasks	By whom	Timescale
<ul style="list-style-type: none"> To increase number of multi-agency contacts aimed at improving outcomes for pupils (eg improved attendance, reduction in exclusions, GIRFEC); allowing for greater joint planning and increased working together 	DHT (Pupil Support)/SDHT (with PSG input)	Ongoing
<ul style="list-style-type: none"> To consolidate interdisciplinary approaches in S1 (Literacy, HWB, Citizenship) with a view to building on these in S2/S3 	SDHT/SLWG	Aug-Dec 2010
<ul style="list-style-type: none"> To further establish mentoring programmes for identified cohorts of pupils (eg in S3 prior to SQA examinations) 	DHT (Pupil Support)	Jan-Apr 2011
<ul style="list-style-type: none"> To set up opportunities for senior pupils to mentor younger pupils (eg Equality & Diversity training) 	SDHT	Term 1
<ul style="list-style-type: none"> To work as a cluster in engaging further with parents (see Cluster Improvement Plan, pages 23-24) 	HT/DHT (DP)/CMG	August 2010 onwards
<ul style="list-style-type: none"> To improve early contact with S1 parents through a 'settling in' information evening with SMT and Pupil Support staff 	SMT/House Heads/Pupil Support staff	6 September 2010
<ul style="list-style-type: none"> To agree a consistent approach to the structure of quality improvement aspects of shared classroom experience (eg number of observations required) 	Board of Studies	August 2010
<ul style="list-style-type: none"> To investigate the possible introduction of 'learning rounds' as part of the school's approach to shared peer experience 	Board of Studies	Aug-Sept 2010
<ul style="list-style-type: none"> To work more closely with the Parent Council in developing strategies to engage parents more actively in the life of the school 	Headteacher/ staff reps on PC	August 2010 onwards
<ul style="list-style-type: none"> To develop staff expertise in examination standards through feedback on SQA appeals/CPD opportunities with SQA 	PTs/Teaching staff	Post-SQA results/ ongoing
<ul style="list-style-type: none"> To investigate the establishment of an 'Excellence Week' (to incorporate masterclasses) as an extension to the Diversity workshops 	Board of Studies	May 2011

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Priority <i>Expectations and promoting achievement</i>	
Key area	Quality indicator(s)
<i>Improvements in performance</i>	1.1
<i>Impact on learners</i>	2.2
<i>Impact on staff</i>	3.1
<i>Delivery of Education</i>	5.5, 5.7, 5.8
Outcomes and impact on learners	
<ul style="list-style-type: none"> • <i>Agreed formative assessment procedures will be used consistently by all teaching staff and will have a positive impact on learning & teaching</i> • <i>Pupils' attainment will improve</i> • <i>Pupils will demonstrate positive attitudes and an increase in personal and social skills</i> • <i>Effective monitoring procedures will be informing next steps in learning for all pupils</i> • <i>Common practice in the use of prediction and tracking will be of direct benefit to pupils</i> • <i>Pupils will have clearer understanding of how their work is to be assessed</i> • <i>Pupils will respond positively to recognition and reward systems</i> • <i>Parents will be more actively involved in their child's educational progress</i> • <i>Parents will consider all communication with the school to be highly effective</i> • <i>Assessment information will be used to evaluate learning & teaching and improve practice to benefit pupils' learning experiences</i> • <i>Pupils will have high expectations of themselves and experience achievement</i> • <i>Staff will have high expectations of pupils and offer increased opportunities for achievement and its recognition</i> 	
Resources (including CPD)	
<ul style="list-style-type: none"> • <i>CPD time for SEEMIS training – M&T – new system and also Merit/De-merit</i> • <i>In-service time for L&T strategies and also parents' consultations</i> • <i>In-service for target-setting</i> 	
Monitoring and evaluation of impact	
<ul style="list-style-type: none"> • <i>SCE – SMT and PTs</i> • <i>QA of M&T 'next steps' – DHT/PT/HH</i> • <i>Monitoring of praise/merit and attendance certificates - HT/DHT/House Heads</i> • <i>Merit/de-merit –DHT and House Heads</i> • <i>Target setting in planners –/PTs/House Heads/Tutors/SMT</i> • <i>Attendance at parents' consultations and information evenings - HT</i> 	
Overall responsibility	
<i>Sue Cook - DHT</i>	
Priority timescale	
<p><i>April 2010 – June 2011</i> <i>(milestone check dates: November 2010; May 2010)</i></p>	

Priority Expectations and promoting achievement		
Tasks	By whom	Timescale
<ul style="list-style-type: none"> To continue to have in-service courses on learning and teaching strategies and the use of formative assessment 	SMT/SR/CB et al	August 2010/ June 2011
<ul style="list-style-type: none"> Shared classroom experience (including Faculty reviews) to ensure quality assurance of learning and teaching and the impact on pupils' learning 	PTs/SMT	Termly for PTs/Oct 2010 and Feb 2011 (SMT)
<ul style="list-style-type: none"> To continuously monitor, and respond appropriately to, pupils' readiness to be included in more challenging tasks. Staff will use flexible approaches to the curriculum and teaching to meet the needs and learning styles of all learners (raising attainment) 	PTs/Pupil Support Team (MLN audit)	PTs – termly/ PS Team – Oct 2010 and Jan 2011
<ul style="list-style-type: none"> To reward pupils for achieving attainable but demanding targets. These targets will relate to the outcomes of the four capacities within CfE (praise/merit; attendance; Evening of Celebration; House points) 	All teaching staff	Termly (2010-2011)
<ul style="list-style-type: none"> To train in merit/demerit systems on SEEMIS to further develop a House ethos. This will target the personal achievements and attainment of individual pupils and groups of pupils. 	SC/GH/House Heads/All staff	By November 2010 at latest
<ul style="list-style-type: none"> To continue to develop skills of interpretation of attainment data and use of Mini-STACs/predictions to help pupils set targets and raise attainment 	SMT Faculty Links with PTs/PTs with faculties/depts	Sept 2010, Dec 2010, Feb 2011
<ul style="list-style-type: none"> To train in the use of the new M&T system on SEEMIS (LA pilot). This will incorporate 'next steps' in learning section (target) to be communicated to both pupils and parents, allowing progress to be measured against this throughout the tracking periods 	SC/GD All teaching staff/House Heads/parents	August 2010 (training) and then through to June 2011
<ul style="list-style-type: none"> To offer CPD on parents' consultations (with a view to a possible longer-term structural change) 	SMT/All teaching staff	Sept/Oct 2010
<ul style="list-style-type: none"> To raise attendance above 91% target with the use of SEEMIS text messaging 	DHT (PS)	Term 1

Leith Cluster Improvement Plan 2010-2011

Curriculum for Excellence

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Priority <i>Curriculum for Excellence (literacy across learning)</i>	
Key area(s) <i>Impact on learners Delivery of education Leadership</i>	Quality indicator(s) <i>2.1 5.1 – 5.2 – 5.3 – 5.4 – 5.5 – 5.7 – 5.9 9.1 – 9.2 – 9.3 – 9.4</i>
Outcomes and impact on learners <ul style="list-style-type: none"> • <i>Pupils will be motivated by the teaching approaches applied in the classroom</i> • <i>Pupils' communication skills will be enhanced</i> • <i>Pupils will be actively involved in the learning process</i> • <i>The learning experiences of pupils will be enhanced through the use of quality feedback and a clear understanding of next steps in learning</i> • <i>Pupils will use their literacy skills effectively</i> • <i>Pupils will find the learning experiences stimulating, challenging, relevant and enjoyable</i> 	
Resources (including CPD) <ul style="list-style-type: none"> • <i>CPD budget (use of external providers; eg David Cameron, Bart McGettrick)</i> • <i>HGIOS 3</i> • <i>The Journey to Excellence</i> • <i>CPD courses identified through the CPD Directory</i> • <i>DO, Curriculum for Excellence</i> • <i>Cluster in-service day (October 2010)</i> • <i>CAT programme 2010-11 (primary link time)</i> • <i>Time for meeting of double-cluster/single-cluster working group(s)</i> 	
Monitoring and evaluation of impact <ul style="list-style-type: none"> • <i>Cluster HTs</i> • <i>QIO will monitor progress from local authority perspective</i> 	
Overall responsibility <i>Cluster Management Group</i>	
Priority timescale <i>August 2010-June 2011</i>	

Priority Curriculum for Excellence (literacy across learning)

Tasks	By whom	Timescale
<ul style="list-style-type: none"> plan use of October in-service and CAT programme for session 2010-11 	Cluster HTs Cluster working group	May/June 2010
<ul style="list-style-type: none"> further develop opportunities to engage with parents re CfE (cf event on 26 January 2009) 	Cluster HTs	August 2010 onwards
<ul style="list-style-type: none"> organise two partnership learning opportunities using a world of work context: <ul style="list-style-type: none"> (i) to increase oral literacy with Scottish Parliament input and involving senior secondary pupils 	AF (lead)	Aug-Dec 2010
<ul style="list-style-type: none"> <ul style="list-style-type: none"> (ii) a business engagement event 	DP (lead)	Jan-Mar 2011
<ul style="list-style-type: none"> focus on planning for literacy opportunities within the transition experience 	Relevant staff (nursery/primary/secondary)	19 Nov 2010 28 Jan 2011 6 May 2011