

HMle Recommendation	1. Staff should continue to raise attainment in English Language and mathematics across the primary classes by ensuring that learning activities are set at the right level for all children.
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Reasons for inclusion as a priority	<p>The school has begun to build on this(early attainment in P2) good start and children’s attainment from P3-7 is showing signs of improvement.</p> <p>Across the school the children’s progress in English language has some important weaknesses. The school’s recent focus on reading is beginning to help the children become confident and successful readers.</p> <p>In mathematics, children are making progress in classwork. A number of children could still learn at a faster pace</p>
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Key Actions	Staff Responsible	Timescale	Success Criteria (Intended Outcome/Impact)
Raise teacher and pupil expectations for levels of attainment <ul style="list-style-type: none"> • Set class targets based on accurate predictions and monitor progress towards them • Targets for individual pupils and groups to be discussed fortnightly at planning meetings 	HT Supported by DHT and PTs CTs	September 09 Target sheets showing individual pupils and groups to be updated fortnightly at planning meetings	Levels used in planning will challenge next steps for learning for all pupils. Clearly differentiated planning will be in place. Identified groups are given appropriate additional support
Revised planning and assessment procedures are standardised across the school <ul style="list-style-type: none"> • Planning formats will address the New Curriculum • Yearly Overviews will highlight cross-curricular links 	HT DHT/PTs	Planning agreed and in place. Aug 09. Ongoing monitoring will take place by MT at weekly planning meetings. This will be backed up by observations and work sampling at least once a term.	Teachers are confident in the use of the planning formats Teachers and pupils are clear about learning intentions and targets which demonstrate appropriate higher expectations.
All teachers will: <ul style="list-style-type: none"> • begin each lesson by sharing learning intentions • Plan active differentiated learning experiences • End each lesson with a plenary session. • Staff from Pre-school to P4 to attend Spaces to Play and Learn CPD course • HMle Active Learning CPD resource to be used. 	CT HT CTs	August 09 Monitored through daily planning and through classroom visits i.e. termly observations and through learning visits by peers. PRD discussions and CPD will track attendance of courses. SPL course to be completed by March10. Active Learning CPD ongoing throughout the year with evaluation of progress in May10.	There is a consistency of approach to Learning and Teaching across the school. Teachers reflect on their practice. Teachers will receive oral and written feedback following classroom visits. All staff will be confident in their understanding of the term “Active Learning” and the implications for pupils’ learning experiences.

<p>Continue to develop a more focussed programme of study for reading</p> <ul style="list-style-type: none"> Revise the pace of Jolly Phonics Introduce "real books" at the start of P1 Book bags to be launched for Pre-school and P1 pupils "Keys to Literacy" will be used from Pre-school to P7(Link 1.5) 	HT	<p>Book bags ready for use week beginning 4 September 09</p> <p>Feedback meeting for P1 parents in October.</p> <p>Keys to Literacy to be the focus of classroom observations in September 09.</p>	<p>Early Years pupils to :</p> <ul style="list-style-type: none"> Make accelerated progress with their knowledge of phonics. Establish a culture of reading for enjoyment both at home and within the school. Pupils will be able to discuss texts and explain what makes a quality discussion and a quality audience (listening and talking skills)
<ul style="list-style-type: none"> Opportunities for extended pieces of writing will be planned for throughout the year Key writing projects will be identified in yearly overviews Writing folios to continue and be regularly updated by <p>Whole school moderation of pieces of writing</p> <p>SMT will work alongside class teachers to ensure that moderation is validated</p>	HT PT1	<p>Projects identified and linked across the curriculum 8/09</p> <p>Folios to be sampled Week beg 21/9/09 and January 09</p>	<p>Effective implementation of the whole school planning system from overviews to daily planners.</p> <p>Moderation exercises will effectively share the standard of attainment</p>
<p>Develop pupils writing skills through team-teaching situations with ASN staff and stage colleagues</p>	ASN CTs PTs HT to offer in class support in P6/7a and P5/6 in Term	<p>Team teaching to be initiated in middle school within term 1 and in October for P5-7.</p>	<p>There will be consistency in approach to teaching across each class and stage.</p>
<p>Plan to promote numeracy and maths across the curriculum</p> <p>Devise and implement yearly overviews highlighting opportunities for applying mathematical learning in context.</p>	PT2 HT	<p>Programme to be complete for June 10.</p>	<p>There will be consistency in approach to teaching numeracy across the school and attainment will rise</p>
<ul style="list-style-type: none"> "Go Maths" to be carried into P2 as part of the ongoing introduction of the new scheme of work Daily interactive mental maths to be planned and delivered in each class. "Lets Talk Maths" and "Let's Think through Maths" to be rolled out across the school P1-P7? 	DHT Staff Tutor support CTs PT2 PT2 CTs NCT Teacher	<p>Ongoing implementation of "Go Maths"</p> <p>Planning for interactive maths to begin in September 09. Monitoring will be a focus in November.</p>	<p>Go Maths strategies for learning are fully implemented in P1 and P2 and attainment accelerated.</p> <p>Pupils can answer maths problems correctly, quickly and with confidence</p> <p>Pupils can discuss a range of strategies within a group situation and decide on the most appropriate strategy for the given task</p>
<p>Pupils will be supported in developing their mathematical knowledge through a range of maths games</p> <ul style="list-style-type: none"> P3 pupils will continue to attend the newly established lunchtime Maths Club P5 pupils will take home Maths Bags as part of the ongoing maths homework <p>EQ Accountancy will continue to work with P4 pupils as part of the Number Partners initiative.</p>	PT2 CTs	<p>Maths games lunch club to be re-established once resources have been identified. By Sept 09 Maths bags to be given out in Sept 09.</p> <p>Parental views to be sought in November.</p> <p>EQ Accountancy to begin working with P4 pupils in September 09.</p>	<p>Pupils will gain confidence in their ability to apply mathematical concepts in a range of fun situations.</p> <p>Homework activities will be completed</p> <p>Pupils will be able to discuss how maths might be used in the world of work.</p>

<p>Training/Resource Needs (Indicate estimated costs and staff time)</p>	<p>HT to fully develop CPD activities based around HMIe documentation on Active Learning. INSET on Further development of Higher Order Reading Skills. Staff to be given time for departmental planning. New problem solving materials to be trialled.</p>
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<p>Evaluation of Progress</p>	<p>Next Steps</p>
<p>Aug 09: All aspects highlighted have been put in place. Book bags are ready to be used in P1. Dates for classroom observations of "Keys to Literacy" lessons have been agreed for September. Writing folios are also timetabled for monitoring in September. Ongoing monitoring will take place by MT at weekly planning meetings. This will be backed up by observations and work sampling at least once a term.</p>	

HMIe Recommendation	2. The school should continue to improve its approaches to promoting positive behaviour
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Reasons for inclusion as a priority	Those children with behavioural difficulties need a greater measure of support. Occasionally, the behaviour of a few children interrupts the flow of learning.
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Key Actions	Staff Responsible	Timescale	Success Criteria (Intended Outcome/Impact)
<p>Behaviour management strategies are agreed and implemented consistently across the school.</p> <ul style="list-style-type: none"> • Positive feedback on good behaviour is recognised and implemented effectively e.g.: <ul style="list-style-type: none"> ○ Golden Goals to establish expected behaviours introduced at the beginning of term ○ King/Queen/Star of the week to be celebrated at target setting assemblies on a Monday morning ○ Staff are using 3 positives before a negative. ○ Rules and consequences are displayed and used appropriately • Class reward system is in place (marbles in the jar) • Pupils are introduced to "making the right choices" • Cool in School programme of study continues to be implemented by all staff with themes discussed at assemblies • Teachers, PSA and ancillary staff are using agreed systems for behaviour • All staff adhering to positive behaviour strategies <p>All staff to act responsibly and speak to the children in a moderated way using appropriate scripts.</p>	<p>HT PT2</p>	<p>Established August 09</p> <p>Marbles to start September 09</p> <p>Monitoring ongoing observations by all members of the management team.</p> <p>Discussions as part of PRD. September 09.</p>	<p>Behaviour improves across the school</p> <p>Staff are consistently using agreed rewards and sanctions across the school</p> <p>Pupils are responding to whole school expectations</p> <p>Pupils are proud to receive weekly award for good behaviour and are adhering to school rules</p> <p>Staff consistently apply positive rewards for pupils and sanctions are being used effectively.</p> <p>Pupils are aware of the right choices in relation to both school rules and "Cool in School"</p> <p>Teachers, PSAs and Office staff respond in a calm and respectful manner to all pupils, modelling good behaviour and responses.</p> <p>All adults behave appropriately at all</p>

			times.
<p>The Sun Room, Nurture Room to be established to support Early Years pupils</p> <ul style="list-style-type: none"> • Pupils identified by class teachers and Boxhall profiling completed • Pupils in Pre-school to be identified and supported through transition. • Pre-school pupils' parents to be invited in to discuss the next steps for induction into P1 	<p>HT Responsibility passed to DHT as of August 09 Supported until 25/9/09 by Kath McKenzie, Behavioural Support.</p>	September 09	Vulnerable pupils in P1 and P2 are well supported in accessing a full curriculum.
<p>Training/Resource Needs (Indicate estimated costs and staff time)</p>	Boxhall Profiling takes a great deal of time and has implications for class cover.		

Evaluation of Progress	Next Steps
<p>Aug 09 Staffing of the Sun Room continues to come from the PSAs and Early Intervention Staff. Planning for the Sun Room is taking place weekly with the Acting DHT.</p>	

HMle Recommendation	3. Senior staff should make better use of information about children’s progress to improve the quality of children’s learning
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Reasons for inclusion as a priority	She (headteacher) has successfully supported staff teamwork and is beginning to enable staff to improve children’s learning. The headteacher now needs to monitor children’s progress more rigorously to secure further improvement.
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Key Actions	Staff Responsible	Timescale	Success Criteria (Intended Outcome/Impact)
<p>Class, group targets and individual targets are to be set according to accurate predictions</p> <ul style="list-style-type: none"> • Use of standardised test data for Performance Indicators in Primary Schools (PIPS) assessments contribute to setting targets for individual pupils and groups • Challenging but realistic targets are set for pupils attainment. • Discussions on pupil progress/ targets will take place during planning meetings • Continue to develop formative assessment with pupils to clarify ongoing progress within a level. • Where appropriate use summative assessments to benchmark attainment • Use SEEmis to track pupil progress termly <p>Update Pupil monitoring and Tracking folders termly</p>	<p>HT DHT /PTs</p> <p>CTs</p> <p>CTs</p>	<p>Initial assessments completed by 14 September 09.</p> <p>September 09 ongoing</p> <p>Monitoring through Pupil Tracking and Reporting sheets. Seemis tracking updated monthly and reviewed termly.</p>	<p>PIPS data is used to identify pupils likely to need support or have a particular aptitude</p> <p>Higher target setting is in place throughout the school</p> <p>Accurate attainment information informs groupings and planning.</p> <p>HT , DHT, and all teachers can track pupils’ attainment and evaluate their progress towards targets. And is used to inform learning and teaching.</p> <p>Teachers are confident in levelling pupils accurately</p> <p>Pupil monitoring and Tracking folders contain up-to-date information about pupil levels and this information is used effectively to lead planning discussions.</p>
<ul style="list-style-type: none"> • Individual pupil targets are set based on accurate predictions • Use current information to set more challenging short-term targets for individual pupils and groups 	<p>HT</p> <p>CTs supported by DHT and PTs</p>	<p>September 09 Monitored through Seemis Tracking and through planning meetings.</p>	<p>Challenging next steps for pupils are identified in differentiated planning</p> <p>Targets set for language and maths are shared with pupils.</p>

<p>Training/Resource Needs (Indicate estimated costs and staff time)</p>	<p>Time is needed for all staff to become confident in the use of SEEmis to monitor tracking and to make accurate predictions for each child</p>
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<p>Evaluation of Progress</p>	<p>Next Steps</p>
<p>Aug 09: Staff are aware of the benchmarks set for each stage and level of 5-14. Planning has become much more focussed and the dialogue being generated through planning discussions is allowing teachers to reflect on pace and challenge for all pupils.</p>	

HMIe Recommendation	4. The school should improve leadership at all levels, support the nursery better and provide more opportunities for children to exercise responsibility
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Reasons for inclusion as a priority	Staff are enthusiastic and fully committed to improving the school. Many are beginning to take on leadership roles. A small proportion of children benefit from their involvement in school committees and are beginning to develop effective presentation skills.
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Key Actions	Staff Responsible	Timescale	Success Criteria (Intended Outcome/Impact)
The HT will ensure that the focus of the School Improvement Plan will continue to be Effective Learning and Teaching	HT	May 10 QIs, Evaluation of SIP, Parental Views sought through meetings due to lack of response to written materials.	The focus of learning and teaching will be clearly identified as the centre of all planning and staff developments
The school CPD calendar will focus on the needs of the school, (SIP) teachers and pupils. <ul style="list-style-type: none"> • CPD will have a central focus on effective learning and teaching. • Self-evaluation will be a key component of CPD using HMIe Learning Together; Opening up Learning document • Staff will address Active Learning through HMIe Active Learning documents (2010-2011 HMIe Leading Learning) Staff will make learning visits (Learning Mirrors) to colleagues classes to observe how the children learn.	HT All teachers All teachers All teachers	May 10 CDP calendar for staff to be established by September 09. Self-evaluation to be a focus in November INSET Learning visits to be established by September 09	CPD provided will impact on teachers' practice. Staff learning is seen as collegiate and useful and is led by valued practitioners Staff will have a clear understanding of their own leadership role within the school.
The HT will ensure that the nursery is supported to focus on learning and teaching and Extended Care <ul style="list-style-type: none"> • Weekly meetings with DHT to be re-established and a Management team member to spend 2 hours per week within the pre-school to support ongoing developments • Pre-school Quality assurance calendar to be re-established and adhered to • SMT to support the development of planning for active learning • Nursery Teacher to attend Spaces to Play and Learn course as part of CPD Pre-school staff to visit a range of pre-school settings and Early Years classrooms	DHT All nursery staff DHT and all nursery staff	Meetings to be established by September 09 QA calendar to be established by September 09 CPD monitored by DHT DHT to report back weekly to HT	The nursery curriculum will continue to develop and staff will feel supported Quality Assurance measure will evidence progress made Staff are committed to furthering their own learning Staff can apply a range of strategies and ideas gathered from visits to other settings

<p>Pupils will take responsibility for their school and their actions</p> <ul style="list-style-type: none"> • Senior Pupils will take on the role of monitors in corridors and playgrounds • A buddying system will be put in place as part of the transition process • The role of the Pupil Council and Eco Council will be celebrated at assemblies • A Health Promotion Council to be established • Playground Buddies to be introduced using P7 pupils • Good examples built on e.g. King/Queen/star of the week to lead lines . • All classes to lead one assembly per year and one Christian celebration in Eastern Old Church. • P5 pupils to establish links with a school in Uganda • P6 pupils to develop Kiva project • P7 pupils to lead fundraising event for an elected charity • P3 & P4 to organise Christmas Community Concert with help from the Parent Council • P1 & P2 pupils to plant bulbs for Marie Currie Fund 	<p>PT2</p> <p>PT1</p> <p>PT2 Class Teachers</p>	<p>Ready for September 09</p> <p>September 09 Monitored through minutes and feedback to assemblies</p> <p>Monitored through class evaluations</p>	<p>Behaviour in playground improves</p> <p>Pupils recognise their role within the transition process and can describe it to others</p> <p>Pupils recognise the roles and remits of the Pupil Council, Health Promotion Council and Eco-Council</p> <p>Pupils will recognise their role in leading the school in a celebration. Pupils will recognise the role they can play in making life better for others.</p>
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<p>Training/Resource Needs (Indicate estimated costs and staff time)</p>	<p>Pupils to be given training in playground games. Resources for rewards to be made or purchased. Time to organise events and research charities will be needed.</p>
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<p>Evaluation of Progress</p>	<p>Next Steps</p>
<p>Aug 09: Have already had positive feedback from parents regarding Golden Goals and Star of the Week Award. Some teachers still need support with dealing with challenging behaviour and this will be ongoing.</p>	

Strathmore Primary School HMle Report Action Plan

May 2009