

# Progress with Improvement Plan

Action Plan Evaluation 2008/09

School: Galashiels Academy

**Priority Outcome 1: Improve the monitoring/effectiveness of the school registration system and improve pupil attendance**

**Objective: Introduction of electronic registration (as part of the development of SEEMIS)**

QIs: 8.4		Evaluation (1-6):	
How are we doing?	How do we know? Evaluative comments using HGIOS 3 illustrations		What are we going to do now?
Actions <i>What did you do?</i>	Impact for learners <i>What difference did it make?</i>	Evidence of impact <i>How do you know?</i>	Next steps <i>What will you do now?</i>
Raise awareness/train all staff re SEEMIS registration system.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting held to discuss/demonstrate system. (minutes/paperwork)</li> <li>Discussed at Guidance and Admin meetings. (minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Continue staff training for teachers and admin staff once on return of BSO.</li> </ul>
Plan change to school day in order to remove registration period.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>No longer applicable. Registration period to be kept as pastoral/tutor group time.</li> </ul>
Ensure computers are in all teaching areas and operate correctly.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>Computers are now in all teaching areas.</li> </ul>	<ul style="list-style-type: none"> <li>Complete.</li> </ul>
Pilot/evaluate system with three departments.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>No pilot required.</li> <li>Full school rollout to take place.</li> </ul>
Roll out system to all departments in light of evaluation.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>Implement roll out.</li> <li>Evaluate success of system through guidance staff.</li> </ul>

# Progress with Improvement Plan

Action Plan Evaluation 2008/09

School: Galashiels Academy

Priority Outcome 2: Improve pupil attainment through the regular recording and monitoring of their subject achievements

Objective: Introduction of a tracking system (as part of the development of SEEMIS)

QIs: 5.4 & 8.4		Evaluation (1-6):	
How are we doing ?	How do we know? Evaluative comments using HGIOS 3 illustrations		What are we going to do now?
Actions <i>What did you do?</i>	Impact for learners <i>What difference did it make?</i>	Evidence of impact <i>How do you know?</i>	Next steps <i>What will you do now?</i>
Raise awareness/train staff re SEEMIS tracking system.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>Some elements of the tracking system were used successfully by staff to complete S1 Settling In reports and S5/6 Interim reports.</li> <li>This will be further developed into a pilot scheme to track attainment of pupils in S5/6 next session.</li> </ul>
Set up initial system including consultation with departments re their requirements.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>na</li> </ul>	
Evaluate initial system operation.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>na</li> </ul>	
Roll out system to all departments in light of evaluation.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>na</li> </ul>	

# Progress with Improvement Plan

Action Plan Evaluation 2008/09

School: Galashiels Academy

Priority Outcome 3: Improve attainment of girls

Objective: Trial of single sex classes in S3

QIs: 1.1, 2.1, 5.2 & 5.3		Evaluation (1-6):	
How are we doing ?	How do we know? Evaluative comments using HGIOS 3 illustrations	What are we going to do now?	
Actions <i>What did you do?</i>	Impact for learners <i>What difference did it make?</i>	Evidence of impact <i>How do you know?</i>	Next steps <i>What will you do now?</i>
Identify departments to offer single sex classes.	<ul style="list-style-type: none"> <li>No consensus of opinion: some departments felt that there were benefits to single sex classes eg less distracted, more focused, more comfortable. Others, however, felt that it depended on the make-up of the class. Some departments will never the less continue to separate.</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry, German, Music, Art and Technological Studies (boys class) were identified as single sex classes.</li> </ul>	<ul style="list-style-type: none"> <li>Further development of the RAIG group.</li> </ul>
Monitor progress through department meetings.		<ul style="list-style-type: none"> <li>Reports were written and submitted to the HT towards the end of the session. These were inconclusive.</li> </ul>	
Hold meetings with pupils involved.		<ul style="list-style-type: none"> <li>Did not happen.</li> </ul>	
Report back to staff through department meetings.		<ul style="list-style-type: none"> <li>Discussions took place between PTs and HT.</li> </ul>	
Identify departments to offer single sex classes.		<ul style="list-style-type: none"> <li>Development of the RAIG group.</li> </ul>	

# Progress with Improvement Plan

Action Plan Evaluation 2008/09

School: Galashiels Academy

Priority Outcome 4: Changes made to the school curriculum which allow us to take forward the principles and capacities of CfE

Objective: Development of the ACE curriculum (eg School Plus)

QIs: 2.1, 5.1, 5.2, 5.3, 9.1, 9.4		Evaluation (1-6):	
How are we doing?	How do we know? Evaluative comments using HGIOS 3 illustrations	What are we going to do now?	
Actions <i>What did you do?</i>	Impact for learners <i>What difference did it make?</i>	Evidence of impact <i>How do you know?</i>	Next steps <i>What will you do now?</i>
Use CfE Group and sub-groups to develop the school curriculum.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Complete and continuing.</li> </ul>
Prepare a system for S1 to choose subjects in S2.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>Draft proposals, Five Year Plan and CfE group minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Extended to S1-3 and S4-6 curriculum structure.</li> </ul>
Work closely with Primary colleagues.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes.</li> <li>Numeracy Group with most associated Primaries.</li> <li>Literacy with Tweedbank.</li> <li>LS recovery program with four Primaries.</li> <li>H&amp;W – Primaries focusing on staff H&amp;W.</li> <li>L&amp;T group covering Active Learning</li> <li>Other departments(PE, Science) forging links with Primaries.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to encourage and support links.</li> <li>Perceived problem has led to meeting with K Huston and HT.</li> <li>Four Year Plan for Active Learning.</li> </ul>
Examine how praise can be used to best effect in Learning & Teaching.	<ul style="list-style-type: none"> <li>Anecdotal evidence that pupils are very motivated by receiving praise cards and merits.</li> </ul>	<ul style="list-style-type: none"> <li>Now in place across the school.</li> <li>Audit results due from departments.</li> </ul>	<ul style="list-style-type: none"> <li>Development of Recognising Achievement Calendar.</li> </ul>
Disseminate further the experiences and outcomes to departments.	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>E&amp;Os issued to all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Complete.</li> </ul>

# Progress with Improvement Plan

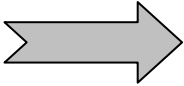
Action Plan Evaluation 2008/09

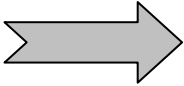
School: Galashiels Academy


Priority Outcome 5 : Improvement in pupil behaviour.(Better Behaviour Better Learning Policy)

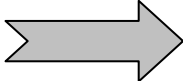
Objective: Development of whole school scheme for managing behaviour

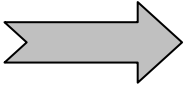
QIs: 5.6 & 5.8		Evaluation (1-6):	
How are we doing?	How do we know? Evaluative comments using HGIOS 3 illustrations	What are we going to do now?	
Actions <i>What did you do?</i>	Impact for learners <i>What difference did it make?</i>	Evidence of impact <i>How do you know?</i>	Next steps <i>What will you do now?</i>
Better Behaviour, Better Learning Group meet to write policy.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>Policy document.</li> </ul>	<ul style="list-style-type: none"> <li>Accepted by Pupil Council.</li> </ul>
Draft policy taken to all staff at Staff Meeting on 26 <sup>th</sup> May 2008.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>Policy document.</li> </ul>	<ul style="list-style-type: none"> <li>Complete.</li> </ul>
Policy launched August 18 <sup>th</sup> 2008.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>Policy document.</li> </ul>	<ul style="list-style-type: none"> <li>Complete.</li> </ul>
Review meetings in session 2008/09.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>Complete.</li> </ul>
Consultation with parents and pupils in session 2008/09	<ul style="list-style-type: none"> <li>Awaiting results of consultation with pupils- due end of term.</li> <li>Full audit results to go to staff.</li> </ul>	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>Awaiting results of consultation with pupils- due end of term.</li> <li>Full audit results to go to staff.</li> </ul>
Better Behaviour, Better Learning Group meet to write policy.	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>na</li> </ul>	<ul style="list-style-type: none"> <li>Complete.</li> <li>CPD on Managing Behaviour to be offered to staff.</li> </ul>

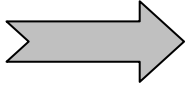
PRIORITY 1		Action 1	Quality Indicators: 8.4		Start: 05/09	Finish: 06/10
<b>OBJECTIVE: Introduction of electronic registration (as part of the development of SEEMIS).</b>					<b>OUTCOME: Improve the monitoring/effectiveness of the school registration system and improve pupil attendance.</b>	
<b>PRINCIPLES (Check)</b> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 45%;"> <input type="checkbox"/> Breadth  <input type="checkbox"/> Coherence  <input type="checkbox"/> Challenge and Enjoyment  <input type="checkbox"/> Progression                 </div> <div style="width: 45%;"> <input type="checkbox"/> Depth  <input type="checkbox"/> Relevance  <input checked="" type="checkbox"/> Personalisation and Choice                 </div> </div> 					<b>CAPACITIES (Check)</b> <input type="checkbox"/> Successful learners <input type="checkbox"/> Confident individuals <input checked="" type="checkbox"/> Responsible citizens <input type="checkbox"/> Effective contributors	
<b>Tasks</b> <i>Action to be taken:</i>		<b>Responsibility</b> By whom?	<b>Timescale</b> By when?	<b>Resources and staff requirements</b>	<b>Monitoring and evaluation to generate evidence</b> <i>(How will we know this has made a difference?)</i>	
Train all staff re SEEMIS registration system.		RA/BD	Oct '09	Photocopying Training time	<ul style="list-style-type: none"> <li>• Evaluation of system through discussion at DMs.</li> <li>• Evaluation/audit of system output through questionnaire and discussion with Guidance</li> </ul>	
Roll out system to all departments.		RA/BD	Dec '09	Time Photocopying Training time		
Carry out Guidance evaluation of system.		RA/BD	April '09			

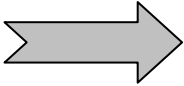
PRIORITY 2		Action 1	Quality Indicators: 5.4 & 8.4		Start: 08/09	Finish: 05/10
<b>OBJECTIVE:</b> Introduction of a tracking system (as part of the development of SEEMIS).				<b>OUTCOME:</b> Improve pupil attainment through the regular recording and monitoring of their subject achievements.		
<b>PRINCIPLES</b> (Check)  <input checked="" type="checkbox"/> Breadth <input checked="" type="checkbox"/> Depth <input checked="" type="checkbox"/> Coherence <input type="checkbox"/> Relevance <input type="checkbox"/> Challenge and Enjoyment <input type="checkbox"/> Personalisation and Choice <input checked="" type="checkbox"/> Progression				<b>CAPACITIES</b> (Check) <input checked="" type="checkbox"/> Successful learners <input type="checkbox"/> Confident individuals <input type="checkbox"/> Responsible citizens <input checked="" type="checkbox"/> Effective contributors		
<b>Tasks</b> <i>Action to be taken:</i>	<b>Responsibility</b> By whom?	<b>Timescale</b> By when?	<b>Resources and staff requirements</b>	<b>Monitoring and evaluation to generate evidence</b> <i>(How will we know this has made a difference?)</i>		
Train staff re SEEMIS tracking system.	RA/BD	Aug '09	Photocopying Training time	<ul style="list-style-type: none"> <li>Evaluation of initial system through questionnaire and discussion at DMs.</li> </ul>		
Develop/extend current S5/6 Interim Report system to be used for 'monthly' tracking and target setting.	RA/BD	Sept '09	Photocopying			
Integrate tracking with current praise postcard and merit system.	RA/BD	Sept '09				
Evaluate initial system operation.	RA	Feb' 10				
Refine as required.	RA/BD	May '10				

PRIORITY 3		Action 1	Quality Indicators: 1.1, 2.1, 5.2 & 5.3		Start: 06/09	Finish: 05/10
<b>OBJECTIVE: Develop RAIG Group.</b>					<b>OUTCOME: Improve attainment and expectations of girls.</b>	
<b>PRINCIPLES</b> (Check) <input type="checkbox"/> Breadth <input type="checkbox"/> Coherence <input checked="" type="checkbox"/> Challenge and Enjoyment <input checked="" type="checkbox"/> Progression			 <input type="checkbox"/> Depth <input checked="" type="checkbox"/> Relevance <input checked="" type="checkbox"/> Personalisation and Choice		<b>CAPACITIES</b> (Check) <input checked="" type="checkbox"/> Successful learners <input checked="" type="checkbox"/> Confident individuals <input type="checkbox"/> Responsible citizens <input type="checkbox"/> Effective contributors	
<b>Tasks</b> <i>Action to be taken:</i>		<b>Responsibility</b> By whom?	<b>Timescale</b> By when?	<b>Resources and staff requirements</b>	<b>Monitoring and evaluation to generate evidence</b> <i>(How will we know this has made a difference?)</i>	
Hold parents evening to discuss issues.		IA & Group members	Oct 2009	Meeting time	<ul style="list-style-type: none"> <li>• Feedback from meetings with pupils.</li> <li>• SMT meetings.</li> <li>• Parent evaluations from parent evening.</li> </ul>	
Work with P7 pupils on raising awareness of related issues.		IA & Group members	March 2010	Meeting time		
Use group to discuss issues at SE with S2/3/4.		IA & Group members	March 2010	Meeting time		

PRIORITY 4		Action 1	Quality Indicators: 2.1, 5.1, 5.2, 5.3, 9.1, 9.4		Start: 05/09	Finish: 05/10
<b>OBJECTIVE: Development of the CfE curriculum</b>					<b>OUTCOME: Changes made to the school curriculum which allow us to take forward the principles and capacities of CfE.</b>	
<b>PRINCIPLES</b> (Check) <input type="checkbox"/> Breadth <input type="checkbox"/> Coherence <input checked="" type="checkbox"/> Challenge and Enjoyment <input checked="" type="checkbox"/> Progression					<b>CAPACITIES</b> (Check) <input checked="" type="checkbox"/> Successful learners <input checked="" type="checkbox"/> Confident individuals <input checked="" type="checkbox"/> Responsible citizens <input checked="" type="checkbox"/> Effective contributors	
<b>Tasks</b> <i>Action to be taken:</i>		<b>Responsibility</b> By whom?	<b>Timescale</b> By when?	<b>Resources and staff requirements</b>	<b>Monitoring and evaluation to generate evidence</b> <i>(How will we know this has made a difference?)</i>	
Continue to develop Active Learning with Primary and Secondary staff.		RA / KR / CfE	May 2010	Time for meetings Photocopying	<ul style="list-style-type: none"> <li>• Minutes of meetings.</li> <li>• Draft curriculum structure.</li> <li>• SMT/DM minutes.</li> </ul>	
Continue to develop structure for S1-3 and S4-6 curriculum.		RA/CfE	May 2010	Time for meetings Photocopying		
Develop a Faculty structure.		SMT	May 2010	Time for meetings Photocopying		
Continue to develop the use of homework - whole school and subject.		RA / KR / CfE	May 2010	Time for meetings Photocopying		

PRIORITY 5		Action 1	Quality Indicators: 5.6 & 5.8		Start: 05/09	Finish: 04/10
<b>OBJECTIVE: Development of whole school scheme for managing behaviour</b>				<b>OUTCOME: Improvement in pupil behaviour.(Better Behaviour Better Learning Policy)</b>		
<b>PRINCIPLES</b> (Check)  <input type="checkbox"/> Breadth <input type="checkbox"/> Depth <input type="checkbox"/> Coherence <input checked="" type="checkbox"/> Relevance <input checked="" type="checkbox"/> Challenge and Enjoyment <input type="checkbox"/> Personalisation and Choice <input type="checkbox"/> Progression				<b>CAPACITIES</b> (Check) <input checked="" type="checkbox"/> Successful learners <input type="checkbox"/> Confident individuals <input checked="" type="checkbox"/> Responsible citizens <input type="checkbox"/> Effective contributors		
<b>Tasks</b> <i>Action to be taken:</i>		<b>Responsibility</b> By whom?	<b>Timescale</b> By when?	<b>Resources and staff requirements</b>	<b>Monitoring and evaluation to generate evidence</b> <i>(How will we know this has made a difference?)</i>	
Offer CPD to staff (eg Managing Pupil Behaviour).		KR	May 2010	Time	<ul style="list-style-type: none"> <li>• CPD evaluations</li> <li>• SMT/DM minutes.</li> <li>• Audit materials/results</li> </ul>	
Audit pupils on BBBL policy and discuss results with staff.		KR	Dec 2009	Photocopying		
Implement new Dress Code.		KR	Aug 2009	Time		

<b>PRIORITY 6</b>			<b>Action 1</b>	<b>Quality Indicators:</b>	<b>Start: 05/09</b>	<b>Finish: 04/10</b>
<b>OBJECTIVE: Quality Assurance</b>					<b>OUTCOME: To improve self-evaluation among staff</b>	
<b>PRINCIPLES</b> (Check) <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 45%;"> <input type="checkbox"/> Breadth  <input type="checkbox"/> Coherence  <input checked="" type="checkbox"/> Challenge and Enjoyment  <input checked="" type="checkbox"/> Progression                 </div> <div style="width: 45%;"> <input type="checkbox"/> Depth  <input checked="" type="checkbox"/> Relevance  <input checked="" type="checkbox"/> Personalisation and Choice                 </div> </div> <div style="text-align: center; margin-top: 10px;">  </div>				<b>CAPACITIES</b> (Check) <input checked="" type="checkbox"/> Successful learners <input type="checkbox"/> Confident individuals <input type="checkbox"/> Responsible citizens <input type="checkbox"/> Effective contributors		
<b>Tasks</b> <i>Action to be taken:</i>		<b>Responsibility</b> By whom?	<b>Timescale</b> By when?	<b>Resources and staff requirements</b>	<b>Monitoring and evaluation to generate evidence</b> <i>(How will we know this has made a difference?)</i>	
Identify leaders of learning (Group established)		KR	Sept 2009	Time	<ul style="list-style-type: none"> <li>• Group minutes</li> <li>• Checklist</li> <li>• Electronic records of observations and self-evaluation</li> </ul>	
Produce checklist for classroom observation.		KR and Group	Oct 2009	Time		
All teachers use checklist for self-evaluation.		All	March 2010	Time		
Checklist to be used as basis of school review of meeting pupils' needs and learning experiences.		All	May 2010	Time		

PRIORITY 7			Action 1	Quality Indicators: 5.6 & 5.8	Start: 05/09	Finish: 04/10
<b>OBJECTIVE:</b> Introduce GLOW as part of whole school resource for the development of CfE				<b>OUTCOME:</b> Improvement in the use of ICT by teachers, pupils and parents to aid pupil learning		
<b>PRINCIPLES</b> (Check) <div style="float: right; text-align: center;">  </div> <input checked="" type="checkbox"/> Breadth <input type="checkbox"/> Depth <input type="checkbox"/> Coherence <input checked="" type="checkbox"/> Relevance <input checked="" type="checkbox"/> Challenge and Enjoyment <input checked="" type="checkbox"/> Personalisation and Choice <input type="checkbox"/> Progression				<b>CAPACITIES</b> (Check) <input checked="" type="checkbox"/> Successful learners <input checked="" type="checkbox"/> Confident individuals <input type="checkbox"/> Responsible citizens <input type="checkbox"/> Effective contributors		
<b>Tasks</b> <i>Action to be taken:</i>		Responsibility By whom?	Timescale By when?	Resources and staff requirements	<b>Monitoring and evaluation to generate evidence</b> <i>(How will we know this has made a difference?)</i>	
Train school staff 'trainers'.		BA	Oct 2009	Time	<ul style="list-style-type: none"> <li>• Audit of pupils/staff</li> <li>• Feedback from parents</li> <li>• DM minutes</li> <li>• School GLOW site</li> </ul>	
Train staff.		BA & Trainers	Dec 2009	Time and photocopying		
Set up school GLOW site.		RA/BA	Sept 2009	Time		
Introduce GLOW to pupils.		BA/RA/Staff	Feb 2009	Time and photocopying		
Introduce GLOW to parents.		BA/RA	March 2009	Photocopying		