



## Education Culture and Sport Service

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**Inverness High School**  
**School Development Plan**

**June 2005**

## School Aims

### Mission Statement

Inverness High School exists to serve its local community through the development of partnerships and opportunity. By valuing all partners in the education process – pupils, staff, parents & community, we aim to provide a caring and educationally challenging environment for all.

### School Aims

1. To help all pupils recognise and **achieve** their full potential and develop talents by:
  - providing a safe, disciplined and caring environment
  - providing a broad, balanced and challenging and equitable curriculum
  - promoting the raising of attainment and achievement
  - providing academic, vocational and social opportunities
  - the appropriate use of ICT in learning and teaching
  
2. To **involve** all pupils, parents and the community in education by:
  - encouraging active participation in a range of school activities
  - promoting lifelong learning
  - promoting a healthy lifestyle
  - developing partnerships outwith the school
  - promoting pupils self-discipline and sense of responsibility
  
3. To **motivate** pupils by:
  - raising aspirations and setting clear expectations
  - developing the confidence and self-esteem of pupils
  - offering learning opportunities which contribute to local development
  
4. To enable and support staff to develop their **skills** by:
  - providing appropriate staff development in order to meet pupil and staff needs
  - promoting a culture of self-reflection and continuous improvement
  - developing best practice in school management

<b>Audit</b>
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<b>Key Area 2: Attainment</b>	<b>Auditing annually</b>
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QI 2.1	Overall quality of attainment	Level	<b>3</b>
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Progress has been made towards further raising attainment. From their prior levels of attainment, pupils make good progress from P7 5-14 levels to S2 5-14 levels. Also pupils do progress from S1 5-14 levels to Standard Grade with many pupils working at A/B achieving a mix of Foundation and General level awards. (see analysis of 2004 exams)

By the end of S4, the proportion of pupils achieving five or more Standard Grades is still well below the national average but showing signs of significant and steady progress. The number of awards at Credit level is also well below the national average. In the 2004 results there are significant signs of improvement in the overall quality of awards by S4. There is now a four year trend of improvement in Standard Grade results. There is also an improvement in relation to a selection of comparator schools over the last four years.

The school is also giving attention to supporting the bottom 20% group by ensuring they can achieve in the core subjects of Maths and English. All Foundation pupils progress through Access 3 Maths before completing the Foundation course. Also pupils can choose from a range of more practical and Vocationally oriented courses e.g. Woodworking Skills, PC Passport, Access Home Economics.

By the end of S5, the proportion of pupils achieving three or more awards at Higher is well below the national average. The proportion achieving one or more awards at Higher is well below the national average.

By the end of S6, the proportion of pupils achieving one or more awards at Advanced Higher is well below the national average. Numbers taking AH vary greatly from year to year.

The majority of pupils presented for Intermediate 1 and 2 achieved awards at A-C.

The Audit Group recommendations thus far are :

Provide a study area with access to computers – (the school library needs upgrading to service pupils study needs)

Many S1 pupils felt that they had covered some S1 topics in primary – it is important to highlight that although topics may be similar the depth of study and level of attainment required is different. (a list of P6/7 topics annually updated would help)

Additional information on attainment from primaries outwith English and Maths would be useful to departments.

Target setting spreadsheet has improved access to information on pupils and PPMS will build on this.

Primary – Secondary liaison should be developed further, building on the success of the Building Bridges project. All subjects should work with primaries to promote and develop their subject.

Evidence

School Audit Group

Pupil and staff questionnaires

5-14 Target setting data 2003-05; SQA results and tracking of individual pupils.

<b>Key Area 3: Learning &amp; teaching</b>	<b>Auditing annually</b>	
QI 3.1 Teachers' planning	Level	<b>3</b>

Teachers generally plan and prepare lessons very well. Departments have clear guidance on courses and assessment, some would benefit from review and revision. A review of S3/4 course plans has led to clear advice being issued on what is required in course plan to maintain consistency of approach.

Monitoring and Tracking of pupils' progress in order to meet their needs more effectively has progressed in 04/05. Target setting as part of monitoring better uses current assessment information.

Course plans mostly take account, as appropriate, of national and local curriculum guidelines and school policies Homework policy and info. provided for pupils and parents.

QI 3.2 The teaching process	Level	<b>3</b>
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The quality of teaching is mostly good or very good.

Homework is used with varying degrees of effectiveness across the school. Some homework recording for next session will be incorporated into PPMS database.

Teachers successfully develop pupils' independent learning skills through project work, participation in competitions, fieldwork etc. e.g. enterprise group, dance show, problem solving challenge.

Most teachers interact well with their pupils, give good explanations, and question them skillfully. Most make effective use of praise and a system of rewards. Monitoring of teaching and Learning has confirmed the high quality of most lessons and identified appropriate staff development needs.

IEP's used for a number of pupils focusing on academic and PSD targets. Behavioural plans have been developed for some pupils using similar methodology to IEP's. Classroom teachers are supported in managing these pupils both through in class LS presence and through more effective sharing of information, guidance and advice.

QI 3.3	Pupils' learning experiences
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Level

3

Pupils have an opportunity to experience a wide range of learning experiences in Inverness High. Both formal in class and in college as well as less formally in a wide programme of external activities – sports, trips and Outdoor Education excursions.

Classrooms are generally well resourced and interesting environments for pupils. There is a need to offer CPD on learning styles and ways to offer a range of experiences in the classroom.

QI 3.4	Meeting pupils' needs
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Level

3

Organising pupils into some classes based on their prior attainment is beginning to allow teachers to meet pupils' needs more effectively, and some departments had responded well by adjusting their courses. There is also a need to facilitate pupils being more able to work at their own pace.

Pupils have an opportunity to experience a wide range of learning experiences in Inverness High. Both formal in class and in college as well as less formally in a wide programme of external activities.

A variety of teaching approaches are employed by some teachers. Sharing of expertise across departments will be improved through CPD opportunities. e.g. use of ICT in subjects across the school. The current sessions CPD sessions have given teachers a start in this area.

Pupil Support staff and other agencies collaborate with colleagues to support a wide range of pupil needs. A range of approaches have been tried to better include pupils in the school e.g. reduced timetables, extra in-class support and direct tuition, target setting, coping strategies etc.

QI 3.5	Assessment as part of teaching
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Level

3

Most Departments have clear guidance on courses and assessment. A good start had been made to assessing and reporting pupils' progress in PSE in S1/S2

Most pupils in S1 and S2 have been tested using National tests in English and Mathematics.

Cross-marking in departments is becoming commonplace to ensure the quality of assessment.

There has been a whole school initiative on S3/4 Target setting- focusing on negotiating with pupils, taking account of prior learning and making use of formative assessment. This process has extended into S5/6 in 04/05 and CPD opportunities were available in 04/05. As part of the PSE programme pupils are encouraged to set personal development targets which are monitored by guidance staff. Guidance staff have used target setting information to ensure that pupils set themselves realistic targets in order to improve their attainment. Target setting and monitoring project involves pupils in regular dialogue with guidance and subject staff about progress.

Parents are informed regarding targets set and extent to which these are met.

<b>QI 3.6 Reporting pupils' progress</b>	Level	<b>4</b>
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There are opportunities for parents to consult with teachers at both parents evenings and during the school day. Formal occasions are well organised and all arrangements are communicated clearly

Written reports to parents are well-designed and provided good detail on pupils' attainment. SMT intend investigating ways to improve the presentation of reports further through using PPMS. CPD on Report writing – sharing good practice around the school will be arranged in 05/06.

Good advice is offered on how pupils could improve. Parents response sheet provided with all reports. Parents' views and enquiries about their child's attainment and progress are promptly and carefully considered. Effective use is made of internal e-mail to obtain up to date information for parents. This will be further developed.

<b>Evidence</b>
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Parents Evening information

Departmental development plans

Sports Co-ordinators annual report

National testing returns

IEP's in place

Monitoring/Tracking records  
data and spreadsheets

Pupil Reports

School Newsletter

Pupil info on school network

ICT audit

Whole staff CPD

<b>Key Area 5: Ethos</b>	<b>Audited in 04/05</b>
<b>QI 5.1 Climate and relationships</b>	Level
	<b>3/4</b>

Friendly and welcoming staff and pupils are a key strength. Pupils identify strongly with the school. The school has a welcoming and positive atmosphere which is promoted by Management, teaching and non-teaching staff.

The Pupil Council has been running for four years and is an effective means of taking pupils' views. Their suggestions have led to several improvements in the school environment e.g. benches, toilet improvements and lockers for 04/05.

Prefects undertake a wide range of responsibilities and opportunities to work with younger pupils are on offer. The role of prefects is an area worth further attention and development.

Pupils are given opportunities to perform for their peers and have creative input into these performances. (e.g. dance show Sept 2004 entirely produced by pupils) Assemblies with pupil performances directly linked into raising attainment.

Staff work hard to raise pupils' expectations and self-esteem with general success

Relationships between and among staff and pupils are very positive. Throughout the school most pupils treat one another and adults respectfully.

Common expectations of pupils behaviour are employed across the school. Staff handle discipline issues in an authoritative and transparent manner that minimises disruption to learning and teaching.

The school, in collaboration with its partner agencies, has had generally good success in encouraging good behaviour. Most pupils are well behaved and most classes are settled and purposeful. The school's DFL policy and practice are under current review. This has been a lengthy and detailed process and has taken into account some national initiatives in the discipline area (SIA and Restorative practices).

Partner agencies help the school to support pupils with behavioural and learning difficulties and this has resulted in fewer exclusions. The school's discipline system is clear and well-understood by pupils but occasionally is not used consistently by some staff.

Pupils have been generally enthusiastic about the REAL project and an Activities day was organised for 26<sup>th</sup> May 2004.

Pupils who attended regularly are well included in the on-going work of the school.

Although overall attendance is generally in line with the national average, Latecoming was identified as an issue. Latecoming is being addressed through revised procedures and after school detention for those late to classes plus the PST, pupil support arrangements together with the CSW and Attendance Auxiliary.

Recommendation – Parents waiting room should be upgraded – underway

- review administration of paracetamol – now stopped
- a dedicated sickroom supervised by an auxiliary should be explored - underway

QI 5.2 Expectations and promoting achievement

Level

3

Staff expectations of pupils achievement and behaviour are high. Praise and reward is an essential part of the school's DFL system. Appropriate use of praise permeates all aspects of the life of the school. Certificates are issued to pupils regularly. Assemblies to celebrate success have also been held. Some for whole school aspects and both Maths and English have run regular assemblies to celebrate pupils successes.

Pupils regularly organize their own events with staff support. Pupil work is in evidence throughout the school setting expectations in terms of quality. Pupil achievements are celebrated in newsletters, on school noticeboards, assemblies and through the local press.

QI 5.3 Equality and fairness

Level

3

Increased choice in the S3 curriculum has opened up opportunities for all pupils. Choice has been improved in S5/6 options by regular review of the option form involving pupils in identifying preferences, but is still restricted by small numbers.

Pupils are given a range of opportunities to develop vocational interests – these are open to all pupils regardless of ability.

Equal opportunities policies are in place. PSE and RMPS courses assist pupils in the recognition of discrimination. Vocational courses which are motivational and aspirational are open to all pupils.

<b>QI 5.4 Partnership with parents, the School Board and the community</b>	<b>Level</b>	<b>3</b>
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School Board fully participates in life of the school and seeks to involve parents. Parents are generally very positive about the work of the school.

In an HMIE survey 2003 almost all think that:

- the school makes it clear to parents what standard of work it required;
- staff make them welcome in the school and respond quickly to their concerns; and
- school reports and parents' evenings give them helpful information about their children's progress.

School handbook is regularly updated and always available to parents. (HMI Report 2003)

Parents support and participate in the life of the school. The school has provided a number of opportunities to learn about its work.

The school has very good arrangements for communicating with parents and has formed a strong partnership with the School Board. The School Board and Headteacher work well together generating benefits to the school. The Board has had several information sessions on aspects of the schools work. The School Board is very positive in supporting the school – it actively promotes the school in the community. The REAL project which is currently in the launch phase is getting considerable support from Community Councils and other groups.

Recommendation -Agenda and minutes of School Board to be posted electronically in the First Class system – to be actioned after next SB meeting

<b>Evidence</b>
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Staff Audit Group

Pupil Council minutes

School Board Minutes

DFL database

School Newsletters

<b>Key Area 7: Management</b>		<b>Audited in 04/05</b>	
<b>QI 7.1 Aims and policy making</b>	<b>Level</b>	<b>3</b>	

The school aims have been thoroughly reviewed, discussions and input sought from School Board, Pupil Council, Staff and Local Authority. The revised Aims reflect the Vision for Inverness High School in the 21<sup>st</sup> century.

The School has a comprehensive section on Policies – issued in its Staff handbook. Some summary points are made in the Parents Handbook

Pupils and parents were involved in development of aims. The aims of the school are generally appropriate but do not place enough emphasis on raising expectations and promoting higher standards of attainment they will be reviewed in 03/04. A new version of the staff handbook will be issued in August 2004. Policies to be reviewed include Learning & Teaching; Child Protection; Monitoring of Learning & Teaching; Discipline.

Job descriptions for management posts have been revised in line with McCrone restructuring

There is a good range of policies to guide most of the school's work. They included generally effective statements on improving discipline, teaching and learning.

QI 7.2 Self-evaluation

Level

3

Self-evaluation is progressing in departmental audits and staff training in 2003/04 will allow us to make further progress here. Individual staff are involved in self evaluation as part of Professional Review scheme. All departments have reviewed the quality of their learning and teaching. Priorities emerge from evaluation of current practice. SMT will work on more focused guidance and monitoring in session 05/06.

The school has introduced more systematic monitoring and tracking of pupils' progress through the S3/4 stage. This process was developed for into S5/6 in 2004/05 through the use of excel spreadsheets.

Members of the SMT hold meetings with principal teachers to discuss the work of their departments. Outcomes from these meetings have been recorded and acted upon.

An extensive programme of classroom monitoring took place in 2003/04. Also SMT audited ICT in S1/2; Courses and programmes in S3/4 and Target setting for all stages in all departments.

Departmental Reviews provided opportunities to evaluate progress and this process were altered slightly to blend in with the overall Planning/QA framework adopted in 04/05 - The school adopted the Local Authority Planning Framework in session 04/05.

There has been systematic evaluation of SQA results in session 04/05. There was also extensive scrutiny of the prelim results in session 04/05 with monitoring by faculty heads.

QI 7.3 Planning for improvement

Level

2

Departments use internal audit to identify strengths & weaknesses and development priorities.

All departments focused on improving pupils' performance in external examinations in 2004/05. Departments are directed to their least successful courses to identify improvements. Many S3/4 course have undergone a thorough revision in 04/05.

Priorities in development projects set out clear targets for the school in 04/05 These have progressed at whole school and departmental level – some projects will continue into 05/06.

SMT have discussed development priorities with staff and this planning process is part of the overall Planning Framework.

QI 7.4	Leadership
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Level

3
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The development of the REAL project (in its early stages) gives the school a clear community focus linked to improving the quality and range of provision together with a common sense of purpose throughout the school.

The headteacher and his staff are highly committed to the care and welfare of their pupils. (HMI 2003)

Departments are supported by improving staffing and resources. There are good relationships with staff, parents, pupils and a range of partner agencies.

A start has been made on sharing good practice effectively across the school, utilising Staff meetings and other CPD opportunities.

QI 7.5	Effectiveness and deployment of staff with additional responsibilities
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Level

3
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All aspects of the school's work are included in SMT remits

Staff with additional responsibilities have remits appropriate for the level of responsibility. All management remits have been reviewed with the new promoted structure in mind. A number of departments are very well managed. SMT have close monitoring links with departments assisting them with their improvement agenda.

The HT & staff are generally successful in enabling pupils with disadvantages and difficulties to benefit from school life. IEP's are in place for most of these pupils.

Partnerships with external agencies require to be clarified and developed in managing pupils who are educated off-site to ensure quality of learning and attainment.

Evidence
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Staff Audit Group

Staff handbook

Development Plans – recent years

Departmental Review records

<b>3-year audit strategy</b>	<b>Year 05/06</b>	<b>Year 06/07</b>	<b>Year 07/08</b>
<b>Key Area 1: Curriculum</b>			
QI 1.1 Structure of the curriculum		✓	
QI 1.2 Courses or programmes		✓	
<b>Key Area 2: Attainment</b>			
QI 2.1 Overall quality of attainment	✓	✓	✓
<b>Key Area 3: Learning &amp; teaching</b>			
QI 3.1 Teachers' planning	✓		
QI 3.2 The teaching process	✓	✓	✓
QI 3.3 Pupils' learning experiences	✓	✓	✓
QI 3.4 Meeting pupils' needs	✓	✓	✓
QI 3.5 Assessment as part of teaching	✓	✓	
QI 3.6 Reporting pupils' progress	✓	✓	✓
<b>Key Area 4: Support for pupils</b>			
QI 4.1 Pastoral Care		✓	
QI 4.2 Personal & social development		✓	
QI 4.3 Curricular and vocational guidance		✓	
QI 4.4 Monitoring progress and achievement		✓	
QI 4.5 Learning support		✓	
QI 4.6 Implementation of legislation relating to special educational needs and disabilities		✓	
QI 4.7 Placement of pupils with special educational needs and disabilities		✓	
QI 4.8 Links with local authority or other managing body, other schools, agencies and employers		✓	
<b>Key Area 5: Ethos</b>			
QI 5.1 Climate and relationships			✓
QI 5.2 Expectations and promoting achievement			✓
QI 5.3 Equality and fairness			✓
QI 5.4 Partnership with parents, the School Board and the community			✓
<b>Key Area 6: Resources</b>			
QI 6.1 Accommodation and facilities	✓		
QI 6.2 Provision of resources	✓		
QI 6.3 Organisation and use of resources and space	✓		
QI 6.4 Staffing	✓		
QI 6.5 Effectiveness and deployment of staff	✓		
QI 6.6 Staff review and development	✓		
QI 6.7 School management of finances	✓		
<b>Key Area 7: Management</b>			
QI 7.1 Aims and policy making			✓
QI 7.2 Self-evaluation			✓
QI 7.3 Planning for improvement			✓
QI 7.4 Leadership			✓
QI 7.5 Effectiveness of and deployment of staff with additional responsibilities			✓

<b>Review</b>
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<b>Development project 1:</b>
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**Project 1:** Further develop target setting, tracking and monitoring pupils' progress at all stages in order to meet their needs more effectively.

**Evidence Codes:** E1 Working Documents E2 Minutes of meetings E3 Testimony of people  
E4 Other

Implementation Strategy	Committed	Implemented	Evidence code
1.1 Systematically monitor progress	Aug 04	y	E1 Dept self-evaluation, E1, E3 Dept reviews E2 DM minutes E1 SMT monitoring of Faculties.
1.2 Mechanisms for target setting, monitoring and tracking of pupils built into school calendar	Aug 04	y	E1 School calendar
1.2 Homework arrangements reviewed	Aug 04	y	E2 EMT minutes
1.2 School policy on monitoring and tracking	Aug 04	ngoing	
1.3 Analysis of SQA data	Aug 04	y	E1
1.3 incorporate ICT rich activities into courses	Aug 04	ongoing	E2 DM minutes
1.3 departmental behaviour plans for pupils	Aug 04	ngoing	
1.4 Celebrate success through assemblies etc	Aug 04	y	E1 E3
1.5 CPD requests prioritised - matching of APR's, dept plans and CPD	Aug 04	y	E1
1.5 identify expertise through DM's and observation	Aug 04	ngoing	

**Discussion & Further Action**

- 1.1 Monitoring becoming embedded into annual cycle of work
- 1.2 Homework review to be completed in summer term and info issued to parents at start of next session
- 1.2 Policy on monitoring and tracking deferred until Autumn 2005
- 1.3 ICT use in the curriculum to be given a high priority in 2005-2006 with further investment in hardware and CPD
- 1.3 departmental behaviour plans/strategies to be reviewed in 2005-2006

**Project 2: Develop effective approaches to raise pupils' aspirations and improve attainment and progression.**

**Evidence Codes:** E1 Working Documents E2 Minutes of meetings E3 Testimony of people  
E4 Other

Implementation Strategy	Committed	Implemented	Evidence code
<b>2.1</b> Identify ICT opportunities in SG courses	Apr 04	Y Dec 04	E2
<b>2.2</b> Programme of assemblies linked to raising attainment	Aug 04	Y Aug 04	E1
<b>2.3</b> Development of departmental structure in school website	Aug 04	Ongoing Aug 05 launch	E3
<b>2.4</b> Cascade good practice in use of ICT.	Aug 04	ongoing	E2 E3

#### **Discussion and Further Action**

**Website development and further ICT use to be encouraged by further investment in ICT and appropriate CPD**

**Project 3:** Improve approaches to planning for improvement by developing more focussed and rigorous auditing systems.

**Evidence Codes:** E1 Working Documents E2 Minutes of meetings E3 Testimony of people  
E4 Other

Implementation Strategy	Committed	Implemented	Evidence code
<b>3.1</b> Staff Development sessions planned into twilight sessions	Autumn 04	y	E1, E2, E3
<b>3.2</b> revise school and departmental handbooks	Autumn 04	<b>Partial completion - revision ongoing</b>	E1
<b>3.3</b> Revise course plans for S3/4	June 04	Some progress	E2 E1
<b>3.4</b> Audit groups report with recommendations - Management and Ethos in 2004/05	June 04	Y	E2 E1
<b>3.5</b> Pupil evaluations built into some units of work	June 04	Y Some progress	E2 (DM's) E1
<b>3.6</b> Use of Team Progress report as main review document	June 04	Y	E1

#### Discussion and Action

**3.1** Extensive in-house programme offered in 04/05  
**3.3** Most departments have reviewed course plans for S3/S4 - some reviews complete and others ongoing  
**3.4** Two Audit groups reported in 04/05 two more to report in 05/06  
**3.5** Departments have been trialling a range of pupil evaluations  
**3.6** TPR now used as the main review document and this will be incorporated into departmental plans.

#### Further Action - Project 3:

- Continue revision of handbooks.
- Share experience of pupil evaluations
- Ensure course plan revisions for S3 / S4 complete in 05/06
- Input re learning styles etc.

**Project 4: Improve community links, enhancing school ethos and developing participation of pupils, parents and staff in the development of the school.**

Implementation Strategy	Committed	Implemented	Evidence code
4.1 pupil activity days	03/04	Ongoing	E1 first day in May 04, further days in June 05
4.2 Enhancement of school grounds	Fm June 04	Ongoing	E1
4.3 Community Gala involvement	Fm June 04	Y	E1 first event in Sept 04
4.4 XL club established	June 04	Y	E1
4.5 Pupil lockers - for renting	June 04	Y	E1
4.6 Youth Worker to be appointed	Dec 04	Y 04/05	E1
4.7 Development of Social Enterprise activities	Ongoing	ongoing	E2 E1

#### Discussion and Action

**4.7 Social Enterprise development through the REAL Initiative is ongoing.**

**4.6 Develop programme of work for Youth Worker**

<b>Linkage</b>
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Key Area		Priority**	Project
Curriculum	Embed Vocational courses into option choices	2	2
	there are limited opportunities to use their skills in a range of subjects (in ICT)	2	1
	Develop approaches to evaluating courses	1	3
Attainment	Improving attainment is a continuing issue at all stages and particularly for the bottom 20%	1	2/5/6
Learning & teaching	Invest in management and leadership training	1	3
	Staff development opportunities to assist staff to meet pupils' needs more effectively using ICT will be explored further in 05/06	1	1
	Monitoring and tracking of pupils to be developed further	1	6
	Develop Vocational courses in S3 and S4	1	2
	Develop the informal PSE curriculum	2	4
Support for pupils	Behaviour Plans need to be developed and managed by departments	1	5
	These links (external support agencies) would benefit from improved co-ordination and a clarification of roles and responsibilities	1	4
Ethos	A minority of pupils cause disruption in classes	1	5
	Involve pupils in decision making and consultation more	1	4

Key Area		Priority**	Project
Management , leadership and quality assurance	Target setting process will be developed to ensure that all subject departments focus more clearly on the specific areas where pupils' performance needs to be improved.	1	6
	The school uses a limited a number of approaches to evaluate and improve the quality of its work.	1	3
	Systematic gathering evidence of learning and teaching in departments across the school needs further development	2	3
	development priorities need to be based on a rigorous analysis of strengths and weaknesses	2	3
	A carefully planned auditing is required to enable departments to address key areas in their provision.	1	3
	The school needs to develop its vision for its future development- building on the REAL initiative	1	4
	Develop partnerships working to improve the schools connectivity with its community	1	4
	Subject departments need to be challenged to improve performance and the reasons for underperformance	1	3
	emphasis on raising pupils' achievements and on improving the work of the school remains a top priority	1	2/5

\*\* 1 : Higher priority 2 : Lower priority

## Priorities for action

### Development project 1

#### *Develop effective use of ICT across the curriculum*

##### Targets

1. improve pupils' performance and their experiences across the school & provide opportunities for pupils to use their ICT skills throughout the school
2. raising pupils' achievements and improving the classroom approaches utilizing ICT, allowing appropriate progression, pace and accommodation of pupils individual needs.
3. focus on the specific areas where pupils' performance needs to be improved
4. provide staff development opportunities to assist staff to meet pupils' needs more effectively

##### Criteria for success

- a. clear school and departmental focus on improving performance, through development of courses which use ICT resources
- b. increased attainment at S2 and S4 stages (5-14 levels and S Grade exams)
- c. established ethos of improvement and achievement throughout the school
- d. identified whole school needs through classroom observation and analysis of outcomes

##### Implementation strategies & timescales

- a. Focus - ICT enrichment of courses and programmes

systematically monitor progress – review at departmental meetings  
 review departmental progress – departmental self-evaluation

SMT monitoring of faculties, departmental reviews, monitoring of classwork through classroom visits, focused monitoring activities.

Review departmental progress through DM minutes, pupil response sheets and staff evaluations

- b. increased attainment for all pupils - by review and development of courses, assessment methods – focus on courses with poor attainment.

incorporate ICT rich activities into courses

analysis of performance in School/National tests and exams

Develop use of formative assessment

- c. evaluation of courses and learning experiences involving staff, parents and pupils. Examine learning styles and range of resources/approaches/
- d. Departments provide SMT with specific development needs (re use of ICT) to assist CPD planning.
- CPD co-ordinator to liaise with Local Authority co-ordinator
- Prioritising of school budget for CPD re use of ICT
- SMT to identify further areas of expertise and good practice through DM's, Classroom Observation etc
- Identify good practice in use of ICT and cascade to all departmental staff – CPD opportunities to be identified

#### Monitoring and evaluation procedures

- a. clear departmental focus on improving performance through utilizing ICT  
standing items on departmental meeting agendas  
review departmental progress through DM minutes, pupil response sheets, staff evaluations
- b. pupil progress monitoring, 5-14 test levels, NAB performance etc  
detailed analysis of 5-14 and SQA results
- c. ethos of improvement and achievement throughout the school – monitored by staff/pupil/parent evaluations

#### Responsibility

Overall responsibility – All SMT, PT's – Depute Rector

**Development project 2*****Develop vocational courses and increase curricular flexibility in S3-S6*****Targets**

1. develop a range of vocational courses internally in the school
2. develop vocational links with Inverness College and improve flexibility of delivery
3. raise pupils' expectations of their performance and how they can best achieve
4. raise attainment across S3-S6 stages

**Criteria for success**

Clear focus on raising attainment, through development of vocational options

Raising attainment projects focussed on improving quality and range of courses

**Implementation strategies & timescales**

Explore vocational inserts into Standard Grade and Intermediate courses in S3 – Pilot one or two inserts/units in 2005/06. ( possibly in the Engineering area)

Integrate Vocational qualifications into Option Choices

Link Vocational courses at Inverness College with school courses.

Use the target setting process to assist pupils more to achieve their potential

**Monitoring and evaluation procedures**

Departmental monitoring records

SMT monitoring of Departmental Plans

Curriculum Audit S3/4

Pupil evaluations about their experience

**Responsibility**

Overall responsibility – All PT's and SMT

Depute Rector

**Development project 3**

Improve teaching approaches by developing more focussed and rigorous CPD.

**Targets**

1. Explore Staff development opportunities to assist staff to meet pupils' needs more effectively
2. Improve the quality of pupils' experiences and maximise pupils' attainment
3. Develop further the self-evaluation system into departmental audits and throughout the learning and teaching of units and courses
4. Invest in Leadership and Management by providing CPD to maximize potential

**Criteria for success**

All staff experience some appropriate CPD activities aimed at meeting identified needs.

Priority given to improving performance and pupil experiences.

Pupil involvement increased in their learning process throughout the school.

Coursework material upgraded/modified with a view to improving the education experience of pupils

**Implementation strategies & timescales**

Staff development sessions planned and built into staff meetings and inset days. e.g. demonstration of lesson approaches, sharing of raising attainment strategies and evaluation procedures

CPD offerings linked to individual, departmental and whole school needs. – in particular leadership and management development

Coherent programmes of CPD on offer to all staff

Pupil evaluations built into end of unit assessments - ongoing

**Monitoring and evaluation procedures**

Faculty/ SMT monitoring of CPD needs and provision

Annual Review of CPD

Progress Review

Departmental Reviews

SMT monitoring of Departmental meetings ongoing

Staff evaluations of their CPD centrally logged ongoing

**Responsibility**

Overall responsibility – All SMT / PT's

**Development project 4**

Improve community links, enhancing school ethos and developing participation of all pupils, parents and staff in the development of the school. Linked to R.E.A.L. project – an ongoing project from 04/05

**Targets**

1. Explore opportunities for sustainable Social Enterprise activities with the local community. Through establishment of a Limited Company linking the school with the community.
2. Develop partnerships with a range of local and voluntary organisations.
3. Develop life skills development opportunities for pupils
4. Develop IT training centered on the school campus, utilising the expertise of partner organizations
5. Involve pupils and staff in decision making by offering a range of ways to be involved in the school
6. Environmental improvement of school campus
7. Cultural developments linked to proximity to Inverness “Cultural Quarter”

**Criteria for success**

Sustainable Social Enterprise activities with the local community examined and pursued  
 Partnerships with a range of local and voluntary organisations established at a range of levels  
 Life skills development opportunities for pupils  
 IT community training opportunities explored  
 Environmental improvement of school campus  
 Pupil and staff participation in decision making and whole school activities

**Implementation strategies & timescales**

Form limited company and recruit Board of Directors to develop Social Enterprise activities  
 Employment of Youth Worker to engage with pupils and develop projects – grant from Children in Need managed by REAL  
 Development of IT, Arts, etc. will be dependant on partnerships and access to funding  
 Develop pupil participation in decision making by extending Pupil Council activities and offering additional consultation meetings

- . Pupil Activities Day/days to enhance the school
- Development of School Website

Cultural developments e.g. partnerships with Inverness Arts Forum developed

**Monitoring and evaluation procedures**

Audit of REAL activities and networking to be undertaken

Pupil evaluations

Annual Management report to Board of Directors of REAL

Annual Review of Youth Worker post

**Responsibility**

Overall responsibility – All SMT –Rector leading this project

**Development project 5**

*Develop inter-agency approaches to more effectively meet the needs of vulnerable groups*

**Targets**

1. Develop a systematic approach to developing an elaborated curriculum
2. Ensure all key personnel from all external agencies are identified and participate in liaison meetings
3. Audit and evaluate current practice.
4. Develop shared approaches by joint training initiatives

**Criteria for success**

- a. An active liaison group which meets regularly and attended by committed members
- b. The group are familiar with each others work and roles and have a shared and clear understanding of their responsibilities
- c. group work together to develop an elaborated curriculum
- d. The group has evidence of improved partnership and engagement between services
- e. An agreed plan of activities for the session is in place

**Implementation strategies & timescales**

A. co-ordinate diaries to arrange meetings	August 05
B. secure commitment from line managers of staff involved	August 05
C. define plan for session	August 05
D. Agree an audit tool	September 05
E. Audit current practice in elaborating the curriculum	Oct 05
F. Review audit and agree actions	Dec 05
G. Plan projects for 06/07	Feb 06

**Monitoring and evaluation procedures**

1. monitor meetings, agendas and points for action
2. on-going evaluation by group members
3. use of audit tool
4. evaluate project outlines for 06/07

**Responsibility**

Overall responsibility – Depute Rector – Pupil Support

## INVERNESS HIGH SCHOOL

<p><b>Development Project 6 : AifL initiative</b></p> <p><b>Associated schools: Inverness High School Feeder Primaries:</b> Central Primary, Dalneigh Primary, Merkinch Primary, St Joseph's Primary, Bishop Eden Primary</p>
<p><b>Targets</b></p> <ul style="list-style-type: none"> <li>• <b>QI 3.2 The teaching process</b></li> </ul>
<ul style="list-style-type: none"> <li>• Learning aims are shared with pupils in a creative and meaningful way</li> <li>• Prior learning is recognised and revisited encouraging links between areas of learning and ensuring pupil understanding of progression</li> <li>• Criteria is shared through modelling of assessed work ( Grade Related Criteria) allowing pupils to support, assess and challenge each other</li> <li>• Pupils are given quality feedback allowing them to plan next steps in learning</li> <li>• Realistic target setting and the ability to plan for the future through Picasso Learning Plans</li> <li>• Raising attainment and improved self-esteem through more effective reporting and target setting</li> </ul>
<p><b>Criteria for success</b></p> <ul style="list-style-type: none"> <li>• Individual lessons are structured to incorporate clearly identified aims and intentions</li> <li>• Pupils are confident in evaluating their own learning and setting targets for progression</li> <li>• Pupils have clear understanding of assessment criteria, awareness of their own abilities and how to make progress</li> <li>• Pupil self esteem is raised and they are confident in planning next steps in learning leading to improved attainment</li> <li>• Department handbook references AifL input/requirement</li> </ul>
<p><b>Implementation strategies &amp; timescales</b></p> <ul style="list-style-type: none"> <li>• Whole School Inset on AifL and project aims August 2005</li> <li>• Staff involved undertake development of materials for subsequent action research in the classroom August – March 2006</li> <li>• Evaluation and write up of case studies of individual projects March - June 2006</li> <li>• Overall evaluation of impact on whole school classroom practise and write up of case study June - August 2006</li> </ul>

### Monitoring and evaluation procedures

- Formation of AifL working Group
- Sampling pupils' views through interviews and questionnaires
- Pupil Progress/profiles
- Classroom observation (including peer observation)
- Analyse data on progress from prior levels of attainment
- Review departmental policies and guidelines

<b>Responsibility</b>
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SMT (Depute Rector Curriculum to have overall responsibility) + members of the AifL Group
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