



ORKNEY
ISLANDS COUNCIL

Pierowall Junior High School

Head Teacher: Mr Ally Sangster

Policy

04.02.2004

Quality Assurance and Improvement
revised

The School is committed to a policy of continuous improvement.

We seek to keep under review all aspects of the work of the school. The main purpose of the review process is to build on existing good practice and implement new developments to improve pupil learning and attainment.

There are several mechanisms in place to manage this process.

These include:

- School Development Planning
- Staff Development and Career Review
- CPD
- Evaluation using Quality Indicators
- Resource allocation using Devolved School Management
- Standards and Quality Report
- Standard Grade Results
- National Test Results
- Target Setting
- Educational Programmes
- PIPs at Primary 1, 3, 5 and 7
- MidYIS at S1 and S2

In addition the Education Department through its Directorate and Advisory Staff monitors the work of the school.

The /



The main vehicle for managing whole school improvement is the School Development Plan. The Staff Development and Career Review process, including the CPD interview, is the vehicle for staff to reflect and review their work and career development. This feeds into the School Development Plan. Quality Indicators from “How Good is Our School” are used to make an objective evaluation of development priorities.

These needs are prioritised and then resourced from the DSM budget. The success of the process is audited and reported on in the annual Standards and Quality Report.

Where possible, hard indicators will be used to enable objective evaluation of progress / improvement. These include Standard Grade results, National Test results, PIPs information and MidYIS information and when appropriate HMI findings and Focused Education Department Audits. Quality indicators will be used for in-school auditing and evaluation of progress / improvement.

School Development Plan

Currently the Plan is produced annually, in draft form in May for consultation with the Directorate and in final form in June. To allow this to happen issues for inclusion in the Plan are identified by March/April. Staff, the School Board and the School Council are consulted in the spring term to enable consideration and prioritisation of proposals.

Staff Development and Career Review (including CPD)

As a result of the process, items for consideration for inclusion in the School Plan will be identified prior to the Easter holidays.

Where appropriate issues will be considered for possible inclusion in either Education Department in-service (October) or School in-service (February). Review meetings will be held by the end of January so that CPD requirement can inform Authority provision.

Standard Grade Results

Standard Grade Results will be analysed by departments. They will be discussed with the Head Teacher in August/September each year. The degree of success in meeting the previous year’s targets will be discussed. Individual pupil Targets will then be agreed, after consultation with pupils, for that session.

National Test Results

National Test Results and individual pupil progress through levels will be analysed and discussed with class teachers. Individual pupil targets will be set by October each

session. Progress towards meeting the targets agreed with the Education Department will also be considered.

PIPS at Primary 1, 3, 5 and 7

The results of PIPS assessments are analysed and discussed with staff. Pupil progress is tracked over time and performance above or less than expected identified.

MidYIS at S1 and S2

MidYIS assessments are analysed. The results are discussed with staff and shared with pupils and parents. MidYiS statistical predictions will be analysed against actual performance.

HMI Inspection / Education Department Focused Audit

When appropriate the findings will result in an action plan to address any issues.

Educational Programmes

Educational Programmes for groups or individuals will be produced and agreed usually on, at most, a termly basis. Where appropriate the Support for Learning teacher will be involved in drawing up these programmes.

Monitoring Teaching and Learning

Primary

Planning is the key to maintaining and developing efficient teaching and learning.

Staff will produce yearly and termly plans. Termly plans outlining group or Individual Educational Programmes will be produced. These in turn will result in more detailed daily / weekly plans.

The purpose of planning is to identify what is to be taught and learned. To this end the plan should be a working document. Plans should inform but be concise.

- The Head Teacher will discuss planning with staff at the beginning of each term.
- Towards the end of each term the Head Teacher will sample pupil work to ascertain that the planned objectives have been met and to ascertain levels of attainment.
- Head Teacher and Class Teachers will discuss National Test results and targets.

- The Head Teacher will be timetabled into each primary classroom on a weekly basis.
- The Head Teacher will monitor the Pre-School.

Secondary

- Each course taught will be documented. This will show clearly what is to be taught and learned and how this is to be done.
- Staff will keep clear, concise records of work.
- Regular assessment will be given including where relevant National Tests.
- Standard Grade results will be analysed and discussed with the Head Teacher.
- Targets will be set for individual pupils.
- Head Teacher will meet with individual staff to discuss departmental progress / improvement.

Classroom visits by the Headteacher

The Headteacher will visit class teachers formally at least once a session to monitor teaching and learning. The aim of these visits is to ensure very good standards of classroom practice.

- Visits will be agreed in a week in advance.
- The focus of visits will be limited and will be agreed in advance e.g. in session 2003/4 the focus will be on the pace of learning and will be particularly targeted at S1/2.
- The focus will vary from session to session and will reflect agreed school priorities but will be targeted on specific aspects of teaching and learning.
- Main points for discussion will be noted on the classroom monitoring sheet.
- After feedback / discussion any action points will be agreed by the Headteacher and the member of staff.

Appendix 1 Classroom Monitoring Form
Appendix 2 Likely follow-up comments 2003/4

A Sangster
Head Teacher
February 2004

Classroom Monitoring

Teacher	Subject	Class	Date

Professional Skills & Abilities: Teaching & Learning

The main focus “ set and maintain expectations and pace of work for all pupils”

Main points for discussion, follow-up:

Pace
 Expectations
 Questioning
 Ebb & flow
 Beginning, middle, end

Action points

Observer	Signature
Teacher	Signature

Classroom Monitoring / Visits**Likely follow-up comments:**

Level 4	Level 2
Pace	
Stimulating and challenging Good progress Activities well matched to needs	Lack of stimulation and challenge Lesson too slow or too fast Some steps taken to match activities to needs
Expectations	
Pupils helped to achieve next steps Purpose of lesson shared Pupil contributions encouraged and valued	Approaches not always helpful for achieving targets Pupils unclear of purpose of lesson Reluctance to encourage and value pupil contributions
Questioning	
Questioning is skilled Pupil responses listened to and used effectively Weaknesses identified and rectified Good use of direct questioning	Questioning lacks direction Pupil responses not listened to or used effectively Failure to recognise gaps in knowledge and understanding Need for more direct questioning
Ebb and flow	
Good range of tasks / activities Lesson well managed / directed	Limited range of tasks / activities Lesson needs firmer direction
Beginning, middle, end	
Clear structure to lesson Lesson introduced, developed and concluded well	Lesson requires tighter structure Need to clarify parts of lesson for pupils