



Raising Attainment 2012-13

Clydebank High School

Action Plan

Raising Attainment in West Dunbartonshire Council					
School : Clydebank High School					
Target Area : Literacy					
Actions	Lead Staff	Timescale	Resources	Impact	Monitoring and Evaluation
To maximise the use of English specialists' skills across the curriculum to raise general standards of literacy e.g. Higher PE	Mr Docherty (DHT) Mrs Ryan	Autumn 2012	Time Cover	Improved levels of literacy Improved pupil performance in literacy/theory papers in SQA exams	Pupil voice/feedback Staff feedback Prelim performance by pupils Ongoing tracking of progress
To coordinate a series of intensive SQA marking days for each curriculum subject	Mr Hand (DHT) PTs (Subject) Teaching Staff	Autumn 2012	Time	Increased awareness by pupils of exam techniques Improved pupil performance in SQA examinations	Pupil voice/feedback Staff feedback Ongoing tracking of pupil progress Prelim performance

Raising Attainment in West Dunbartonshire Council					
School: Clydebank High School					
Target Area : School/Staff					
Actions	Lead Staff	Timescale	Resources	Impact	Monitoring Evaluation
To offer all pupils practical study support	All Staff	September 2012	Time	Pupils understand what/how/how long to learn Improved SQA performance by pupils	Staff feedback Pupil voice Pupil work Parental feedback
To review the options on offer at the end of S4	Mrs Grumball (DHT)	Ongoing	Time	Pupils have a wider range of accessible choices Pupils are more motivated and achieve more highly Staff see and share good practice	Staff feedback Pupil voice Ongoing SQA presentation data Tracking of pupil progress
To continue to develop our professional learning community by sharing practice	Mrs Cummings (DHT) tlc leaders	Autumn 2012	Time	Classrooms become more effective places of learning Improved SQA performance All staff have to discuss this issue on a regular basis Ideas are more likely to be raised	Staff feedback Pupil voice Tracking of pupil progress Surveys Ongoing SQA presentation data
To have raising attainment as a standing item on all DM agendas	Mr Young (HT) SMT	September 2012	Time		DM minutes Link SMT

Raising Attainment in West Dunbartonshire Council					
School: Clydebank High School					
Target Area : Pupil Support					
Actions	Lead Staff	Timescale	Resources	Impact	Monitoring Evaluation
To review the arrangements for Supported Study	Mr Rae (STAR) Mr Young	September 2012	Staff Payment (for a part only of their commitment)	Increased pupil attendance Improved level of understanding by pupils Improved NAB pass rate Improved SQA performance by pupils	Attendance lists at each Supported Study session Pupil voice/feedback Staff feedback Ongoing SQA presentation data Tracking of pupil progress
To introduce a Supported Study log and rewards	Mr Rae Mrs Prentice	October 2012	Rewards	Increased pupil attendance and participation	Attendance cards
To address assemblies regularly to reinforce the focus on attainment	SMT	September 2012	Time	Pupils are constantly reminded of the school's expectations	Pupil/parent voice
To mentor a wide range of pupils across S4/S5	Mr Young STARs SMT Pastoral Care Staff Team (27)	September 2012	Time	Pupils feel supported and encouraged Pupils' study skills improve Pupils are more organised and focused Pupils are clearer about exam technique	Pupil voice Parental feedback Staff feedback Ongoing SQA presentation data Tracking of pupil progress
To introduce new study skills workshops	Mr Docherty (DHT)	September 2012	Time	Pupils understand expectations more clearly	Pupil voice Parent/staff feedback

To support homework completion through the increased use of blogs	Mr Docherty (DHT)	September 2012	Time	Pupils implement advice Improved SQA performance	Mentors' feedback Tracking of pupil progress
To organise an employability workshop	Mrs McLaughlin (DHT) Mrs Grumball (DHT)	Spring 2013	Time	Increased homework completion rate Improved quality of homework	Pupil voice Staff feedback Surveys
To provide pupils with opportunities to develop the values and skills of leadership	Mrs Paterson (QIO) Mr Hand (DHT) Mrs Grumball (DHT)	August 2012	Time Contacts Volunteers	Pupils have a fuller awareness of career opportunities Pupils are more aware of HE/FE/job requirements Pupils increase their levels of effort with a clear goal in mind	Parental/staff feedback Mentors' feedback UCAS numbers Ongoing SQA presentation data Tracking of pupil progress
				Pupils are actively engaged in the life of the school Pupils are empowered to exercise initiative	Staff/pupil/parent feedback Leadership awards presented

Raising Attainment in West Dunbartonshire Council					
School: Clydebank High School					
Target Area : Parents					
Actions	Lead Staff	Timescale	Resources	Impact	Monitoring Evaluation
To introduce a series of parents' workshops	Mr Young (HT) Mr Rae (STAR) Mrs Prentice (STAR)	September 2012	Time Materials	Parents understand HE/FE/job requirements more clearly Parents understand better how to support their children Parents work more closely with the school	Parental attendance and feedback Staff feedback Parental attendance at school events such as parents' meetings Tracking of pupil progress
To set up school-home links via Edmodo and/or email with the parent of every mentee	Mrs Prentice Mr Rae	September 2012	Time	Parents are involved immediately and directly Parents know exactly what progress their child is making and how to support him/her	Parental feedback Pupil progress
To ensure all communication with parents is of the highest quality – assessment schedules, course expectations, school website, text messaging To introduce a series of “parent voice”	Mr Rae Mrs Prentice Mr Young (HT)	September 2012 October 2012	Time Paper Phone bills Time	Parents know how well their child is	Parent feedback Pupil progress Parent feedback Pupil progress

To speed up the system of Homework Alerts and SQA Alerts	Ms Young (Business Manager)	September 2012	Time Budget	doing Parents can provide proactive support School and parents work more closely together School and parents share standards and an agenda Text messages ensure instant communication with parents	Parent feedback Pupil progress
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Raising Attainment in West Dunbartonshire Council					
School: Clydebank High School					
Target Area : Quality Assurance					
Actions	Lead Staff	Timescale	Resources	Impact	Monitoring Evaluation
To review continuously our SQA presentation policy with a view to motivating pupils to aim higher	Mr Hand (DHT)	Ongoing	Time	Pupils change presentation levels less frequently Pupils persevere more	SQA presentation data Tracking of pupil progress
To respond to issues identified in discussion with subject departments in the light of SQA performance : All departments have agreed action points to consolidate and/or improve performance All departments will address any disparity between component elements The school will delay final decisions on levels of presentation in NQ courses as long as possible	Mr Young (HT) SMT PTs (Subject/Pastoral)	September 2012	Time Summary of points for action	Increased accountability for all Shared information leads to earlier intervention Raised standards of attainment	Regularly monthly meetings of HT and PTs (Subject/Pastoral) Pattern of attainment and emerging trends
To involve all teaching staff directly in identification of underperformance and	Mr Young (HT) PTs (Subject)	August 2012	Time	All staff actively support the raising attainment agenda	Monthly meetings between HT and PTs (Subject/Pastoral)

strategies to counter this				Underperformance is identified more quickly and strategies put in place to address this	Fortnightly mentoring meetings Emerging patterns and trends
To monitor learners' progress and improve systems to measure attainment through focused tracking of pupil progress against targets set from UPS scores	Mr Hand (DHT)	August 2012	Time ICT Knowledge	Clear targets set for every pupil Targets shared with all staff help ensure consistency of approach and early intervention	Monthly meetings between HT and PTs (Subject/Pastoral) Fortnightly mentoring meetings Emerging patterns and trends
To alter the focus of ongoing learning visits (Bloom's Taxonomy in the classroom)	Mrs Cummings (DHT)	September 2012	Time	SMT and PTs are more aware of what is really happening in classrooms Staff are challenged The learning environment improves Pupil performance in SQA terms improves	Pupil voice PT/SMT feedback Parental feedback
To introduce a system of departmentally-based pupil surveys	Mr Young	Autumn 2012	Time	HT has a direct insight into classrooms Pupils' views are clear Good practice is identified/ rolled out Colleagues carry out peer assessment and pass on good practice	Link SMT talk to PTs and departments Next learning round identifies improvements Learning Team meetings Evaluations during next
To embed learning visits by the Learning Team	Learning Team	Autumn 2012	Time Meetings Ongoing		

To coordinate DM discussions re learning and teaching, improvement, attainment, pace, challenge	Mr Young	September 2012	Practice Time Materials	Classroom practice improves SQA exam performance improves DM time is focused on our core priorities Staff discuss and share good practice Good practice is rolled out SQA exam performance improves	learning rounds Pupil voice PT/parental feedback SMT/PT/staff feedback Pupil voice Learning visits Tracking of pupil progress Ongoing SQA presentation data
To continue to audit practice to ensure that the needs of all learners are being met and barriers to learning are being removed.	Mrs Cummings (DHT) Learning Team Mr Docherty (DHT) Learning & Teaching Group Mrs McNicol (PT SfL)	Autumn 2012	Time Surveys Discussions	Barriers to learning are being removed High expectations of pupil attainment are being consistently promoted	Staff/parent/pupil feedback Learning visits Tracking of pupil progress