

Raising Attainment Update March 2013

School: Dumbarton Academy

Actions to date:

- Full analysis of SQA results with all departments in Sept-Oct.
- Leadership weekend up north for S6 pupils (organised by WDC). Very successful weekend. On return pupils presented at year group assemblies with a focus on commitment and ambition.
- STAR teacher presented to all staff and S4-S6 pupils on raising attainment and high expectations.
- Supported Study programme has been revamped and is more robust. The programme is more structured and each session has a focus. This allows pupils to sign up for classes delivering areas of the curriculum they need further development in.
- Mentor programme has been revamped and is currently underway. Structure should allow for sustainability as not all the onus is on the STAR teacher.
- Role of STAR has changed. STAR teacher continues to mentor pupils but now also liaises more with mentors to continually review programme and to share best practice.
- Parental Information evening was held in December for parents of those pupils involved in the mentoring scheme. Feedback was very positive.
- STAR produces a raising attainment newsletter every term which is issued to all staff.
- DVDs of all past paper questions are available for S4-S6 pupils.
- Materials from Learning Festival are available to staff on the school server. Aspects focus on leadership and raising attainment.
- Supported study programme and a link to study skills have been put on parent area within school website. Mentor booklet materials have also been made available to parents on website.
- STAR teacher has set up 2 pupil focus groups to review and evaluate S4 Supported Study programme (meetings scheduled for 17 January).
- TLC programme implemented across the school. All staff are involved in TLCs to enhance learning and teaching.
- Rigorous SMT/PT monitoring and evaluation of strategic priorities within school and departmental improvement plan with the expected impact of raising attainment.
- S4 analysis meetings have been carried out. All teachers of S4 classes attended and shared strategies for improvement. This also raised awareness of class teachers of expectations and accountability.
- The Easter revision programme has been planned and letters have been prepared to inform all parents what subjects students have signed up to. This also promotes links to the website where our Easter revision programme and study tips can be found.

- Masterclasses have been promoted within Maths, English and both the Science and Humanities Faculties.
- Staff recording attendance at supported study has been developed using Seemis however the lack of flexibility within the system has limited the effectiveness of proceeding with this.
- S5/6 prelim analysis meetings have been held with each department. Strategies for improvement were discussed. This also raises the awareness of class teachers regarding expectations and accountability.

Impact:

- All departments produced and implemented raising attainment action plan which will be reviewed during S4 prelim analysis meetings (January) and again during S5 prelim analysis meetings (Feb-March).
- Increase in number of pupils attending supported study.
- Increase in number of staff who volunteered to mentor pupils. All SMT are mentors. Will allow programme to be more sustainable. Feedback from staff is very positive. 80 pupils being mentored.
- Enhanced communication with parents and increased parental awareness of the mentoring programme and ways in which parents can support home learning.
- Enhanced communication with pupils re whole school strategies for raising attainment.
- Creation of a learning culture with the expected impact of embedding formative assessment to enhance learning and teaching and therefore, raise attainment and achievement.
- Feedback from programme of class observations used to enhance learning and teaching and raise attainment and achievement.

Next Steps:

- Investigate the use of SQA Alerts is planned for the next STAR meeting (link with Clydebank High School). It will enhance how we monitor and implement early intervention strategies to support pupils.
- Continue to support TLCs and strategies to enhance learning and teaching and the learners' experience.
- Investigate ways in which we can monitor attendance at supported study.
- Enhance role of DHTs in raising attainment (feedback given at the Leadership for Learning visit in October).
- Monitor the frequency and amount of homework issued to all year groups.