

Raising Attainment Update May 2014	School: Dumbarton Academy
<p>Actions to date:</p> <ul style="list-style-type: none"> • Full analysis of SQA results with all departments in Sept-Oct. • STAR teacher presented during the mentor programme launch to S4-S6 pupils high expectations, growth mind-set and their impact on raising attainment. • Supported Study programme will continue to be robust in supporting young people and their needs. A structured programme is becoming embedded with each subject session having a specific 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. • Identify pupils studying five Highers in S5 and six National 5 courses in S4 and encourage participation in mentor programme. • STAR teacher continues to mentor pupils and liaises with mentors to continually review the programme and to share best practice. • STAR produces a raising attainment newsletter every term which is issued to all staff. • Materials from Learning Festival are available to staff on the school server. Aspects focus on raising the bar and closing the gap. • Supported study programme and a link to study skills are updated on an on-going basis on the school website. Mentor booklet materials have also been made available to parents on the website. • TLC programme continues to be implemented across the school. Most staff 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. • Parental Information evening was run in December. The session focused on study skills (ICT / traditional), motivation and the mentor programme. • Finalise and launch the SQA Alert system to enhance communication with parents. All staff will consistently use SEEMIS to implement early interventions for young people. • SQA Alerts Red Flag system has been updated on a daily basis. • Published the third set of tracking and monitoring data for students in S4-6 in March in the staff common drive. • The recording of supported study is now on a centrally located excel document which has been introduced to staff. • STAR teacher issued a questionnaire to S4-6 to enable students to give feedback on the supported study programme. • STAR teacher attended cluster meeting which resulted in a request for training for WDC STARS in GL assessment. This training was provided at the STAR meeting on the 20th March. 	

- Continued roll out of Cooperative Learning to staff.
- Senior and middle leaders monitor quality of learning and teaching.
- Continuous self evaluation using quality indicators from HGIOS3.
- Introduction of draft Assessment and Moderation policy.
- STAR to be involved in the WDC's short life working group focusing on "Gender Gap" which will take place on the 29th April.
- SMT targeted pupils in most need of improvement as highlighted from attainment data.
- Enhanced role of Pupil Support staff in supporting pupils with inconsistencies in attainment across subject areas.
- Motivational exchange visits between secondary schools to be finalised.
- Easter Revision Programme was run and attendance has been monitored.
- Masterclasses were organised and feedback on attendance is forthcoming.

Impact:

- All departments produced and implemented raising attainment action plan which will be reviewed during S4-6 prelim analysis meetings (Feb-March).
- Increase in number of pupils attending supported study.
- Sustained number of staff who volunteered to mentor pupils.
- 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.
- Feedback from supported study questionnaire to inform ongoing practice.
- To investigate how data is used in the primary sector and share good practice from the STAR programme.
- Implement strategies focused on closing the gender gap.
- Assessment approaches consistent and appropriate.

Next Steps:

- Continue to support TLCs and strategies to enhance learning and teaching and the learners' experience.
- Review the implementation of the mentor programme.
- Review the SQA Alert System and improve how it is operated in order to make best use of data.
- Review and enhance the attendance of young people at supported study in line with data on performance.
- Review and enhance the attendance of young people at Easter revision classes.
- Investigate how we can enhance the use of data in the BGE to support raising attainment.
- Research and implement strategies to close the gender gap.
- Review and finalise Assessment and Moderation Policy.
- Implement use of SPBT (Insight) to analyse exam performance at point of exit.