



Raising Attainment 2012-13

St Peter the Apostle High School

Action Plan

Actions	Impact	Lead Staff	Timescale	Resources	Monitoring Evaluation
1. <u>STACs / SQA Analysis</u> a) whole school and departmental Quality Assurance calendars produced b) Departmental / HT / SLT / PT / STACs meetings and analysis: action points decided with specific departmental targets c) WDC STACs review and analysis: action points determined d) increased pupil involvement in review of SQA results e) increased parental involvement via Parent Council and Focused Information Evenings	improvements in SQA results (S4) 5+ credits 35% (S5) 5+ Highers 10% (S5) 3+ Highers 22% (S5) 1+ Higher 43% (S5/6) 1+ AdH 12% (S5/6) 5+ Higher 22% (S5/6 3+ Higher 34% (S5/6) 1+ Higher 49%	M Vassie: HT Link DHTs PTs PT: Raising Attainment	September to November 2012 August 2012 to May 2013	Time CPD QIO Finance – Reprographics	<u>Senior Leadership Team</u> • programme to share good practice • presentation policy • SLT monitoring & evaluation • tracking calendar • reviews • visits • regular meetings with Principal Teacher Raising Attainment • link Depute Head Teachers • Departmental Meetings • Personal Review & Development • School Improvement Plan • STACs • analysis of prelims
2. <u>Learning & Teaching</u> a) address points raised in HMIE report regarding challenge, pace and support for individual pupils (personalisation) b) address points made in HMIE regarding more interactive use of IT: development of IT committee	• successfully address points raised in HMIE Report • build on success identified in HMIE report • more consistent approach across school in relation to creating	M Vassie: HT J Morrison: DHT P Darroch: DHT SLT PTs PT: Raising	August 2012 to December 2012	Time CPD In-Service: staff training Finance – ICT & Reprographic	<u>Principal Teachers / Departments</u>

<p>c) promote and support Teacher Learning Communities</p> <p>d) revisit relevant policies eg Learning & Teaching / Assessment is for Learning</p> <p>e) develop programmes of work that meet individual needs with a specific focus on challenging more able pupils</p> <p>f) continue to develop active, co-operative, AifL strategies</p> <p>g) ensure identified good practice is shared across the school</p>	<p>challenging learning experiences</p> <ul style="list-style-type: none"> • pupils more confident in relation to the four capacities • staff capacity improved 	<p>Attainment</p> <p>WDC</p>	<p>August 2012 to May 2013</p>	s	<ul style="list-style-type: none"> • tracking calendar • reviews • visits • regular meetings with Principal Teacher Raising Attainment • link Depute Head Teachers • Departmental Meetings • Personal Review & Development • Departmental Improvement Plans • Principal Teacher curriculum evaluations of tracking data
<p>3. <u>Principal Teachers / Departments</u></p> <p>a) Raising Attainment and Tracking to be standing items at all Departmental Meetings</p> <p>b) Raising Attainment a priority in every Departmental Improvement Plan</p> <p>c) Departments to produce Quality Assurance calendar</p> <p>d) Principal Teachers to play greater role in driving Raising Attainment agenda in department: staff training re</p>	<ul style="list-style-type: none"> • greater expertise among staff resulting in greater responsibility for Raising Attainment being taken by every department and member of staff • Raising Attainment / tracking / target setting fully embedded into the culture of the 	<p>M Vassie: HT</p> <p>Link SLT</p> <p>PTs</p> <p>Members of departments</p> <p>PT: Raising Attainment</p>	<p>August 2012 to December 2012</p>	<p>Time</p> <p>DMs</p> <p>In-Service</p> <p>Training for pupils</p>	<p><u>Raising Attainment Team</u></p> <ul style="list-style-type: none"> • mid session review of Action Plan • audit of Action Plan • focus groups • feedback from mentoring team • click & Go tracking data • liaison between Pupil Support and mentors

<p>STACs, UPS, Standards & Quality, Departmental Improvement Plans</p> <p>e) Principal Teachers to help staff construct individual teacher targets regarding Raising Attainment</p> <p>f) Departments to encourage and develop greater pupil responsibility eg development of Pupil Voice, increased involvement of pupils in target setting, more focused, practical feedback given to pupils, pupils involved in next steps</p> <p>g) teachers to discuss progression routes with every pupil as part of target setting programme</p> <p>h) Principal Teachers to carry out themed reviews / visits relating to Raising Attainment in the course of the year</p> <p>i) Principal Teachers to ensure good practice is shared across the department and whole school</p> <p>j) Principal Teachers to work closely with Raising Attainment Principal Teacher (named contact) re specific</p>	<p>school - consistency of rationale and approach in every department</p> <ul style="list-style-type: none"> • change attitude of all staff from fixed to growth mindset 		<p>August 2012 – May 2013</p>		
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<p>pupils</p> <p>k) better use of websites re support for pupils, revision, past papers etc</p> <p>l) enhanced role for Principal Teachers in analysing and responding to on track data during the course of the session</p> <p>4. <u>Target Setting & Tracking</u></p> <p>a) Tracking a standing item on Departmental Meetings agendas</p> <p>•b)Whole school and departmental tracking programme / calendar</p> <p>c) whole school presentation regarding tracking at In-Service 3</p> <p>d) production of whole school strategy paper</p> <p>e) establish tracking / mentor teams in S4 - S6</p> <p>f) identification of target groups and specific pupils</p> <p>g) whole school / departmental analysis of tracking data at key points in the session</p> <p>h) whole school and departmental analysis of prelim performance in relation to</p>	<ul style="list-style-type: none"> • improved SQA results: particularly at S5 Highers and reduction in no awards / incompletes at every level • more accurate information and analysis resulting in quicker intervention / remedial action (strategy) : information to parents leading to appropriate support to all pupils • improved attendance at Supported Study / Easter Revision School / Saturday Morning Classes • pupils confident about what they 	<p>M Vassie: HT</p> <p>K Gallagher: DHT</p> <p>M Rainey: DHT</p> <p>L Booth: DHT</p> <p>PTs</p> <p>PT: Raising Attainment</p> <p>WDC / QIO</p> <p>IT Committee</p>	<p>August 2012 to December 2013</p>	<p>Time</p> <p>Reprographics</p> <p>WDC / QIO</p>	
			<p>August 2012 to May 2013</p>		

<p>targets: actions points determined</p> <p>i) formal tracking / evaluation of impact of Supported Study and Easter Revision School / Saturday morning classes</p> <p>j) involve pupils and parents more in tracking programme: pupil surveys</p> <p>k) improve communication and encourage participation with parents regarding tracking - via website, newsletters, Parent Evenings</p> <p><u>5. Support for Pupils</u></p> <p>a) individual interviews with Principal Teacher Raising Attainment</p> <p>b) Programme of Study Skills eg 'Stuck on Study', 'Tree of Knowledge'</p> <p>c) motivational input - Tree of Knowledge, leadership course (Kevin Clancy)</p> <p>d) intense support re NABs and resits</p> <p>e) greater responsibility / pupil participation in RA agenda</p> <p>f) Group support through mentoring programme</p>	<p>aspire to achieve</p> <ul style="list-style-type: none"> • increase in pupil responsibility / participation • development of personal skills • increase in pupil confidence • appropriate (and quick) support to all pupils • higher expectations • independent learners • greater understanding of how to study / skills for life, learning and 	<p>M Vassie: HT</p> <p>K Gallagher: DHT</p> <p>J Morrison: DHT</p> <p>PT: Raising Attainment</p> <p>PTs Curriculum</p> <p>PTs Pupil Support</p>	<p>August 2012 to May 2013</p>	<p>Time</p> <p>Finance – Supported Study & Easter Revision School</p> <p>Finance – Outside speakers</p>	
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g) Supported Study and Easter Revision School	work <ul style="list-style-type: none"> • greater choice • creativity and independence • development of citizenship • improve achievement • enhance self awareness of abilities / potential • pupils more aware of entitlements and responsibilities 	M Vassie: HT K Gallagher: DHT L Booth: DHT Parent Council	August 2012 to December 2013 August 2012 to May 2013	Time Finance – training for parents : outside speakers	
6. <u>Support for Parents</u> a) Parent workshops / presentations (Stuck on Study & Tree of Knowledge) b) improved communication / information re tracking, target setting, study skills c) better use of whole school and departmental websites d) Parent Council contribution to School Improvement Plan and Raising Attainment Action Plan e) Parent Council to use some WDC money to support Raising Attainment Programme f) communication with Raising Attainment Principal Teacher	<ul style="list-style-type: none"> • greater participation / involvement / impact / influence on learning and teaching • higher expectations • parents better able to support pupils • parents aware of greater pupil choice 	M Vassie: HT SLT WDC	August 2012 to December 2013		

<p>g) Six Parent Evenings and five general Parent Information Evenings</p> <p>7. <u>Support for Staff</u></p> <p>a) whole school presentation re tracking at In-Service 3</p> <p>b) production of whole school strategy paper</p> <p>c) HT delivery of STACs analysis to Principal Teachers</p> <p>d) Teacher Learning Communities</p> <p>e) CPD programme</p>	<ul style="list-style-type: none"> • develop confidence / expertise of staff • provide a common rationale / approach • impact of peer assessment etc • more targeted Learning & Teaching • greater knowledge of intervention strategies 			<p>Time</p> <p>CPD</p> <p>In-Service</p> <p>WDC - TLCs</p>	
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