



Clydebank High School IMPROVEMENT PLAN 2012– 2013

**Action Plan
Evaluation June 2013**

Priority 1: Literacy				Focus QI:
Expected Impact:				Other Monitoring Strategies:
Actions	Impact	Lead Staff	Timescale	Evaluation
To maximise the use of English specialists' skills across the curriculum to raise general standards of literacy e.g. Higher PE	Improved levels of literacy Improved pupil performance in literacy/theory papers in SQA exams	Mr Docherty (DHT) Mrs Ryan	Autumn 2012	Helen Newell education psychologist, worked with the Higher PE class throughout the session looking at writing frames etc. Unfortunately we do not have any SQA results to measure this impact. English specialists also assisted in all departments to help improve literacy overall.
To coordinate a series of intensive SQA marking days for each curriculum subject	Increased awareness by pupils of exam techniques Improved pupil performance in SQA examinations	Mr Hand (DHT) PTs (Subject) Teaching Staff	Autumn 2012	CHS had a one week focus on SQA technique and literacy for S4,5&6. This proved very successful and will continue in future years.
Impact: SQA week allowed staff to share standards with pupils, it ensured consistent standards and allowed pupils to become more confident in their exam techniques.				
Next Steps: To embed further the sharing of standards and good exam practice in all departments.				

Priority 2: Pupil Support				Focus QI:
Expected Impact:				Other Monitoring Strategies:
Actions	Impact	Lead Staff	Timescale	Evaluation
To review the arrangements for Supported Study	Increased pupil attendance Improved level of understanding by pupils Improved NAB pass rate Improved SQA performance by pupils	Mr Rae (STAR) Mr Young	September 2012	Increased attendance to 53% between October & March. Positive Staff feedback with regards to column delivery model. Reduction in SQA presentation level changes. Tracking of pupils identified which pupils should be attending supported study.
To introduce a Supported Study log and rewards	Increased pupil attendance and participation	Mr Rae Mrs Prentice	October 2012	Reward cards had no significant impact on pupil attendance and participation.
To address assemblies regularly to reinforce the focus on attainment	Pupils are constantly reminded of the school's expectations	SMT	September 2012	Pupils were spoken to regularly during the session to ensure they were aware of high expectations on attainment.
To mentor a wide range of pupils across S4/S5	Pupils feel supported and encouraged Pupils' study skills improve Pupils are more organised and focused Pupils are clearer about exam technique Pupils understand expectations	Mr Young SMT Pastoral Care Staff Team (27)	September 2012	Details from pupil mentoring evaluation. (see attached)

<p>To introduce new study skills workshops.</p>	<p>more clearly Pupils implement advice Improved SQA performance</p> <p>Pupils feel supported and encouraged Pupils' study skills improve Pupils are more organised and focused Pupils are clearer about exam technique Pupils understand expectations more clearly Pupils implement advice Improved SQA performance</p>	<p>STAR Team E.Leahy G.Glen</p>	<p>Nov 2013</p> <p>Feb 2013</p>	<p>A group of 20 S5 pupils, identified from S.Young's monitoring as underperforming, attended intense study skills workshops. These pupils progress was subject to close monitoring by S.Young and Pastoral Care staff during a 4 week period following delivery. Despite early concerns these pupils were considered to be back on track.</p> <p>A group of 48 S4 pupils, identified from prelim results as underperforming, attended study skills workshops. The focus of these workshops highlighted study skills and allowed pupils time to embed these skills in specific subject areas. Pupil evaluations were very positive.</p> <p>A follow up parent workshop was also run but was not well attended.</p>
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To support homework completion through the increased use of blogs	Increased homework completion rate Improved quality of homework	Mr Docherty (DHT)	August 2012	Ongoing
To organise an employability event S5/S6	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	Mrs McLaughlin (DHT) Mrs Grumball (DHT) Mrs Paterson (QIO)		Pupil evaluation of this activity was very positive, some suggestions for future events were made (pupils would like a more varied/wider selection of careers input)
To provide pupils with opportunities to develop the values and skills of leadership	Pupils are actively engaged in the life of the school Pupils are empowered to exercise initiative	Mr Hand (DHT) Mrs Grumball (DHT)		Carrying on throughout 2013 -14

Impact :

Increased pupil attendance at supported study. Improved NAB pass rate.

Pupils feel that their study skills have and organization have improved. They are more focused and have a clearer idea of exam techniques.

Pupils have a fuller awareness of career opportunities.

Next Steps :

Change of delivery of S4 supported study program to include monthly mentoring meetings with targeted pupils.

S5 mentoring will be delivered in the same way.

Complete pupil evaluation of revised supported study programme.

Continue to support homework completion through the increased use of blogs

Continue to provide pupils with opportunities to develop the values and skills of leadership

Increase the range of awards available to pupils with regards to leadership.

Priority 3: Parents				Focus QI:
Expected Impact:				Other Monitoring Strategies:
Actions	Impact	Lead Staff	Timescale	Evaluation
To introduce a series of parents' workshops	Parents understand HE/FE/job requirements more clearly Parents understand better how to support their children Parents work more closely with the school	Mr Young (HT) Mr Rae (STAR) Mrs Prentice (STAR)	September 2012	Parents were invited to 5 workshops presented by Head teacher and STAR team. Staff felt this was very positive experience as it laid the foundations for regular parental contact during the session. Parental feed back was also positive to this initiative.
To set up school-home links via Edmodo and/or email with the parent of every mentee	Parents are involved immediately and directly Parents know exactly what progress their child is making and how to support him/her	Mrs Prentice Mr Rae	September 2012	Email contact was established for over 90% of pupils. Parents were contacted via email after every mentoring session. Development of Edmodo pages are ongoing.
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”	Parents know how well their child is doing Parents can provide proactive support	Mr Rae Mrs Prentice	September 2012	Text message systems have been set up for <ul style="list-style-type: none"> • SQA alerts • Homework alerts • Supported study (14061 texts) • Easter revision • WDC Master Classes. The school website has been and will

To speed up the system of Homework Alerts and SQA Alerts	School and parents work more closely together School and parents share standards and an agenda	Mr Young (HT)	October 2012	continue to be updated with various raising attainment initiatives. Text message systems have been set up for SQA alerts and Homework alerts which have provided parents with instant information of underperforming pupils.
	Text messages ensure instant communication with parents	Ms Young (Business Manager)	September 2012	
Impact: Staff, pupils and parents felt that the parental workshops provided a positive start to the mentoring program. Texted messaging was seen to improve pupil attendance at supported study, Easter revision and WDC Master Classes.				
Next Steps: Evaluate parents on the new ways in which they are contacted. (ie Email, text messages) Continue to refine parental workshops. Further increase parental involvement. Continue to develop text message system.				

Priority4 : School/Staff				Focus QI:
Expected Impact:				Other Monitoring Strategies:
Actions	Impact	Lead Staff	Timescale	Evaluation
To offer all pupils practical study support	Pupils understand what/how/long to learn. Improved SQA performance by pupils	All Staff	September 2012	All pupils received a copy of the “Get on the edge of exam success” booklet. Materials were also put onto the CHS website. Despite emailing parents to remind their children to study the booklet, feed back suggested that other methods of delivery were required to ensure <u>all</u> pupils read the booklet.
To review the options on offer at the end of S4	Pupils have a wider range of accessible choices Pupils are more motivated and achieve more highly	Mrs Grumball (DHT)	Ongoing	Ongoing
To continue to develop our professional learning community by sharing practice	Staff see and share good practice Classrooms become more effective places of learning Improved SQA performance	Mrs Cummings (DHT) tlc leaders	Autumn 2012	Ongoing

To have raising attainment as a standing item on all DM agendas	All staff have to discuss this issue on a regular basis Ideas are more likely to be raised	Mr Young (HT) SMT	September 2012	Staff identified pupils who needed support throughout the year.
Impact: A greater number of pupils understand what/how/long to learn/study.				
Next Steps: Change the delivery of the “Get on the edge of exam success” booklet to increase the reading capacity of the document. Learning team to be revamped to include TLC practice. Increase discussions at DM’s with regards to raising attainment.				

Priority 5: Quality Assurance				Focus QI:
Expected Impact:				Other Monitoring Strategies:
Actions	Impact	Lead Staff	Timescale	Evaluation
To review continuously our SQA presentation policy with a view to motivating pupils to aim higher	Pupils change presentation levels less frequently Pupils persevere more	Mr Hand (DHT)	Ongoing	Less level changes throughout the session. Pupils were encouraged to stay on track by mentoring.
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	Increased accountability for all Shared information leads to earlier intervention Raised standards of attainment	Mr Young (HT) SMT PTs (Subject/Pastoral)	September 2012	Departments identified “Next steps” addressing specific areas of development. The full impact of these actions will be measured following SQA results.

To involve all teaching staff directly in identification of underperformance and strategies to counter this	All staff actively support the raising attainment agenda Underperformance is identified more quickly and strategies put in place to address this	Mr Young (HT) PTs (Subject)	August 2012 Ongoing	All staff actively supported the raising attainment agenda. This was achieved by a monthly monitoring programme and fed back to raising attainment team via PT/HT meetings. Underperformance was identified more early and strategies put in place to address this
To monitor learners' progress and improve systems to measure attainment through focused tracking of pupil progress against targets set from UPS scores	Clear targets set for every pupil Targets shared with all staff help ensure consistency of approach and early intervention	Mr Hand (DHT)	August 2012	Clear targets were set for every pupil. Targets were shared with all staff via the "red flag" spreadsheet. This ensured a consistent approach and allowed early intervention by mentoring staff and Pastoral care.
To alter the focus of ongoing learning visits (Bloom's Taxonomy in the classroom)	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	Mrs Cummings (DHT)	September 2012	Staff have become more aware of what is really happening in classrooms Pupils are challenged The learning environment is improving.

To introduce a system of departmentally-based pupil surveys	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 Classroom practice improves SQA exam performance improves	Mr Young	Autumn 2012	HT has a direct insight into classrooms. Pupils' views are clear. Good practice has been identified and rolled out. Colleagues have been carrying out peer assessment and passing on good practice. Classroom practice has improved.
To embed learning visits by the Learning Team	DM time is focused on our core priorities Staff discuss and share good practice Good practice is rolled out SQA exam performance improves	Learning Team	Autumn 2012	Learning team made visits to specific departments to identify and share good practice. These visits were then followed up at DM's. Feed back from the Learning Team was very positive highlighting excellent classroom practice.
To coordinate DM discussions re learning and teaching, improvement, attainment, pace, challenge	Barriers to learning are being removed	Mr Young	September 2012	Barriers to learning are being removed. High expectations of pupil attainment are being consistently promoted.

To continue to audit practice to ensure that the needs of all learners are being met and barriers to learning are being removed.	High expectations of pupil attainment are being consistently promoted	Mrs Cummings (DHT) Learning Team Mr Docherty (DHT) Learning & Teaching Group Mrs McNicol (PT SfL)	Autumn 2012	Ongoing.
<p>Impact: All mentors aware of current pupil levels and which pupils are on cusp allowing for more targeted mentoring sessions and therefore improved pupil performance in ongoing internal elements of the course and SQA exams. Staff able to liaise with mentors to provide specific targets for pupils leading to improved performance. Access to the “Red Flag” folder to allowed staff to check pupil progress. Mentoring staff made use of database to contact parent as a follow up to mentoring sessions, which ensured a consistent delivery of mentoring support. Discussions at DM’s have ensured consistency across departments, that all staff have high expectations and that staff understand that importance of challenging young people.</p>				
<p>Next Steps: Refine the SQA policy. Refine out monitoring process by the introduction of Seemis tracking and monitoring. Departments to continue to analyse SQA results to further reduce any disparity between component elements.</p>				

MAINTENANCE AGENDA**Area : Year: 201x-1x**

Priority	Lead Staff	Actions	Expected Impact

SQA Summary of Key “Next Steps” (Session 2012/2013)

Whole School :

1	Address wider gender issues identified as a result of the attainment of S4 boys at Credit
2	Address disparities in performance between “upper” & “lower” pupils in a number of subjects
3	Continue to drive up standards through learning & teaching, supported study, mentoring, increased parental involvement
4	Review our presentations policy in the light of WDC’s current ethos
5	Address weakness in identified subjects (see below for details).

Standard Grade/NQ :

Administration	Focus on Literacy skills and higher order thinking skills to raise overall attainment
Art & Design	Continue to review the Critical element
Biology	Improve the performance of “lower” pupils (i.e. those achieving around 22.5 UPS points or less)
Business Management	Focus on Literacy skills and higher order thinking skills to raise overall attainment
Chemistry	Work to reverse the decline in Entries
Computing	Focus on past paper practice and attendance at supported study to raise overall attainment
Craft & Design	Use revised CD-Rom & past papers for extra practice to support other raising attainment initiatives
English	Improve the performance of “lower” pupils
French	Bridge the gap between “lower” & “upper” pupils
Geography	Improve the performance of boys & less able pupils
German	Continue to push on all fronts to raise attainment
Graphics	Encourage pupil attendance at additional lunch-time drop-ins ; practice of past papers
Health & Food Technology	Intervene earlier where pupils are under-achieving
History	Focus on extended writing timing & skills ; ensure greater accuracy in presentation levels
Home Economics	Focus on higher order question/answer techniques
Hospitality	Focus on practical skills
Mathematics	Continue to push on all fronts to raise attainment
Modern Studies	Consolidate present success
Music	Increase support for developing the Listening unit via Edmodo
PE	Identify under-achievers asap ; begin supported study earlier
Physics	Improve the performance of “lower” pupils
Practical Craft Skills	Encourage pupils to raise expectations
Spanish	Consolidate present success

Higher Grade :

Administration	Liaise with English to support attainment in the SQA theory paper
Art & Design	Implement strict deadlines for course elements ; ensure tight application of NABs & SQA Alerts
Biology	Reverse the decline in performance especially No Awards & Grade D
Business Management	Focus on Literacy skills to help develop extended answers
Chemistry	Reduce the number of No Awards & Grade D ; improve Paper 1 performance
Computing	Target effort/commitment from an earlier stage
English	Share understanding of standards, especially Grade C
French	Consolidate present success ; review Speaking assessment standards
Geography	Consolidate present success
German	Address issues in Paper 2 (Listening/Writing)
Graphics	Ensure earlier intervention ; work with mentors
History	Focus on Literacy/extended essay writing ; work to maintain presentation levels
Human Biology	Radically improve attainment ; ensure staffing change
Information Systems	Set high expectations and apply whole school procedures for supporting under-achievers
Mathematics	Reverse the drop in performance especially No Awards & Grade D
Modern Studies	Consolidate present success
Music	Increase support for developing the Listening unit via Edmodo
PE	Work with English to support structure & quality of extended written answers
Physics	Improve the performance of female pupils ; improve Paper 2
RMPS	Customise teaching & support approach to meet needs of individual cohorts, especially tracking
Spanish	Address issues in Paper 2 ; review Speaking assessment standards

Int 2 :

Art & Design	Implement strict deadlines for course elements ; ensure tight application of NABs & SQA Alerts
Biology	Reduce the incidence of No Awards
Business Management	Monitor and track pupil progress closely
Chemistry	Reverse the decline in performance especially No Awards & Grade D ; improve Paper 1 performance
Computing	Target effort/commitment from an early stage ; ensure rigorous monitoring
English	Share understanding of standards
German	Address issues in Listening & Writing
Graphics	Stress expectations ; monitor attendance at supported study
Hospitality	Introduce more enterprise into the class e.g. cookery events, competitions
Information Systems	Set high expectations and apply whole school procedures for supporting under-achievers
Mathematics	Address weaknesses in Paper 2
Music	Increase support for developing the Listening unit via Edmodo
PE	Work with English to support structure & quality of extended written answers
Physics	Female candidates are few and perform less well : address this
Product Design	Use writing frames to support answers ; monitor supported study

Int 1 :

English	Share understanding of standards
Mathematics	Address weakness in non-calculator work