

SUMMARY

Vale of Leven Academy

The Head Teacher gave an overview of the school performance and the main strategies used to raise performance in the school.

RESULTS

- Level 5 performance up but issue re boys underperformance
- Level 4 performance up
- Level 3 performance down slightly but still strong (NCD 6)
- Maths and english at level 3 fell, attendance issues.
- Overall S4 consistency an issue especially at level 5, should be a target for plan
- Already concerned about current S4 predictions at level 5, will offer ‘Live and Learn’ to this group and S5/S6
- Raised issue of FME and SIMD as a weakness for comparison but WDC use PCA
- S5 and S6 higher results showed some increases over last 2 years and this session’s prediction is for this to continue
- Gender is an issue, female convert 5+ level 5 better to higher
- **However most measures are still below national and comparator**
- Subject results; improvement noted in the sciences, music strong, computing improving, German and French better this year.
- Still issues with english, computing, modern studies, hospitality in S4 and with modern studies, english , product design, physics and geography at higher.
- Discussion took place regarding areas where improvement is required.

STRATEGIES

- Context big staff changes, including 6 new PT s and another 6 new staff
- Senior phase plans for single cohort will provide more time for higher courses
- Vocational in-house taster courses will motivate learners
- New pupil support structure with PTs more directly involved in raising attainment
- New tracking system and new baseline testing using MidYes
- PT raising attainment will work with DHT

Raising Attainment Teachers

- DHT gave credit to Raising Attainment teacher who had worked very hard in a difficult dynamic

- Overview that strategies had been successful as attainment of the focus groups, 5+ level 5 and 3+/5+ highers had risen
- Supported study was better attended and since no money had been spent on travel more was used to offer a wider range of subjects and on an Easter revision programme.
- Mentoring programme kept pupils on track and was again focused on 'cusp' groups
- Tracking had been vigilant and needed to be widened
- Planning a series of events to include; Raising Attainment evening, study skills tutorial, 'Raising expectations' a former pupil event, 'Day before' revision classes, Live N Learn/Tree of Knowledge conference

The DHTs gave an overview of their link department performance

PUPIL discussion

- Liked supported study/mentoring but would like an earlier start
- Mentoring required more structured meetings
- Some supported study classes too big
- In some classes too many powerpoints used, not enough discussion
- No opportunity to comment on teaching

Period 5 visits

- **Mindset.** Staff spoke enthusiastically about the strategy. Parents and pupils had experienced presentations on Growth Mindset. Some staff had been trained The school was planning to roll the strategy out to more year groups..
- **Raising attainment.** Pupils spoke very positively about supported study and mentoring. They enjoyed teaching especially when they had opportunities for discussion. They had enjoyed meeting ex-pupils and felt that they were well supported in school.
- **Class visits.** **Chemistry** class was small, topic was exam technique. Teacher knew class well, set pupil targets and had a good understanding of individual strengths. In **Biology** the topic was structuring answers for essays. Positive friendly atmosphere, evidence of Aifl but as with Chemistry no real opportunity to view a range of teaching and learning approaches because of nature of specific lesson.

Feedback

- **Positives included;** positive movement in attainment, supported study numbers, masterclass numbers, growth mindset, literacy input to PE studies and Art, vocational tasters, use of Apps. And signs of impact of newly appointed staff.
- **Next Steps**
 1. **Consistency across the school,** not clear from presentation just how this is going to be addressed. Some departments embracing co-op, some using Aifl and some will become involved in Teacher Learning Communities via Tapestry project but how will this be monitored and rolled out? Subjects needing most focus to improve performance were discussed.
 2. **Estimated numbers for 5+level 5;** a concern if projections are correct. How will this be addressed?

3. **Mentor numbers;** DHT indicated that there were fewer mentors than last session. How will the school improve the staff involvement? Also need to improve the rigour of the mentoring programme
4. **Need to focus on key issues;**
- SMT to review their role in mentoring and monitoring
 - Use tracking to challenge
 - Gender issues need tackled
 - Link initiatives like Mindset, Aifl, coop learning to develop a teaching and learning policy which clearly impacts on attainment at all levels across the school.