



Raising Attainment 2012-13

Dumbarton Academy

Action Plan

Please note this action plan has been completed for each department therefore some actions will be replicated in all departments (whole school approaches) and others are department specific. School plan to follow.

Department: Art & Design

Strategic Action – Implement Strategies to Raise Attainment and Achievement

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<u>Learning and Teaching:</u> <ul style="list-style-type: none"> Co-operative learning to be developed further and undertaken by GG – (KL and EB have already attended course). <ul style="list-style-type: none"> EB attended Dylan Williams course for TLCs encapsulating AifL <p>> Continue with the rigorous pace of lessons and the level of challenge provided in lesson plans for young people exploring the Es and Os and the visual elements in Art and Design.</p> <ul style="list-style-type: none"> Continue to Embed Good L&T Practice across the dept - Staff seminars/ from <i>Sharing the Classroom Experience</i>, SQA Understanding Standards events, cascade CPD at dept in-house CPDs, the PRD process and staff CPD needs. Look at the work done in another school for AdH (Renfrew High) and cascade in – house CPD. Be involved in the use of our whole school Skills and Abilities Audit to improve our PRD process and the planning of CPD 	<p>All staff</p> <p>All staff</p> <p>All staff</p> <p>EB</p> <p>All staff</p>	<p>February 2013</p> <p>Ongoing</p> <p>Ongoing</p> <p>June 2012</p> <p>Ongoing</p>	<p>WDC Training</p> <p>In School Coop steering group time</p> <p>Time allocated at In-service days, Departmental meetings and at Collegiate Time for ‘Carousels’ and other staff led good practice seminars - Time for staff to meet/discuss/observe good practice</p> <p>Discuss slide show of Renfrew High’s work in order to help raise attainment.</p> <p>Within existing resources</p>	<p>CPD Records</p> <p>Classroom visits by SMT and Peers</p> <p>Pupil feedback</p> <p>Classroom visits by SMT and Peers</p> <p>Pupil feedback PRD Records</p> <p>Classroom visits by SMT & Peers</p> <p>CPD records</p> <p>CPD records\SGP</p> <p>Skills and abilities audit</p>	<p>Improved Challenge and depth of understanding</p> <p>More interactive learning experiences for pupils</p> <p>Improved pupil confidence, commitment and attainment.</p> <p>Young people given more responsibility for their own learning which is a huge part of our higher course and beyond.</p> <p>Quality of L&T continues to be of a very good standard.</p> <p>Greater use of the information gleaned from <i>Sharing the Classroom Experience</i> used to identify areas for improvement.</p> <p>Enhanced staff skills.</p> <p>Enhanced staff skills.</p> <p>Quality of L&T improved – attainment improved</p>

<ul style="list-style-type: none"> Continue the development of both literacy and numeracy across the curriculum in the dept to support raising attainment 	All staff	Ongoing	Within existing resources	SMT/Departmental/ STAR Post prelim analysis of results	Improved literacy and numeracy will have knock on effect on attainment in other subjects – critical element.
<ul style="list-style-type: none"> Continue to utilise departmental, tracking, targeting, assessment and reporting. <ul style="list-style-type: none"> Support development of use of MidYIS information Support development of mentoring system via vertical registration Continue with current strategies to enhance pupils' awareness of strengths and development needs by feeding back to them during formative\diagnostic assessment and during grading in continuous assessment planner. Mark HW in planner. Continue to implement rigorous HW policy in department using new common resources for S1 and S2 on the visual elements and coursework deadlines for S3- S6. Support rigorous use of tracking data to set targets for pupils. Focus on pupils failing to complete homework and deadlines – PT\STAR\line manager contact parents immediately 	<p>PTs Subject</p> <p>SMT, PT Pupil Support</p> <p>All staff</p> <p>All staff</p> <p>PT and staff</p> <p>Staff referral/PT/STAR</p>	<p>Throughout session</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p>	<p>Continue to meet SQA Attainment</p> <p>Ensure appropriate pupil design and expressive choices, pupil challenge and levels of presentation. Pupils' individual needs are being evaluated and pupils are pushed to maximize potential.</p> <p>Homework reinforces Los in class work.</p> <p>Consistent high attainment</p> <p>Completion rate of homework improved</p> <p>Pupils meet deadlines.</p>	<p>PT monitors certificate pupils with staff/DM discussion/discussion with STAR/SMT line manager.</p> <p>PT mentors art pupils as required/contacts parents of underachievers.</p> <p>Continuous assessment recorded in planner and record sheet ticked off on wall.</p> <p>DM underachievement sheet filled in and passed to STAR.</p>
<ul style="list-style-type: none"> Post prelim Analysis Meetings – 		Jan'12/Feb'13			

<p>detailed discussions on individual performances and strategies to be used to improve performance</p> <ul style="list-style-type: none"> Develop the consistent use of pupil self evaluations and questionnaires in departments to improve students' learning experiences and the way they learn. Create detailed Action Plan for department re raising attainment Work with WDC and QIOs to raise attainment Continue to investigate other schools' practices through professional discussions at departmental level 	Head Teacher and PT/Art Staff			Detailed knowledge of pupils underachieving.	Record of Departmental Targets agreed at Post Prelim Analysis Meetings
	EB and art staff	Throughout session	Time	Accurate information re percentage pass rates at all levels. Departmental targets set	Record of Individual Pupil Targets Interventions/strategies and contacts recorded on Click & Go
	PT	Throughout session	Network meetings	Quality of teaching & learning improved as a result of findings from questionnaires.	DM minutes / collated results
	PT	Throughout session	Time	KL feeds back to curricular network meetings and dept staff from SQA events on new courses which she attends. KL also feeds back on how to raise attainment from her experience as a marker at SG and Higher. Continue to have high attainment. Good practice disseminated and results at AdH improved. For individual targets see attached STACS ACTION PLAN sheets.	Dept Minutes, Post Prelim Analysis Records and Departmental Targets DM discussion and classroom implementation. Feedback cascaded at Departmental Meetings and SMT Link Meetings
<ul style="list-style-type: none"> All pupils in S1 – S3 are expected to learn about the visual elements in Art and Design through demonstrations at every lesson involving questioning techniques and then using formative assessment, check all pupils are 	PT and Art staff.	ongoing	Time for consultation and review	Thorough organisation and preparation with succinct learning outcomes. Questioning tests knowledge and reinforces	SGP and teacher lesson plan books of their own lessons with visuals, etc.

<p>achieving the LOs.</p> <ul style="list-style-type: none"> • Ensure all year groups have a common outline for the course but staff have the freedom to write their own lessons to fit the course and their own strengths. • Practise diagnostic assessment using Bloom's taxonomic categories to identify pupils underachieving or struggling and use questioning to remediate. This guarantees 80% will achieve says Bloom but if practised continuously it is, in our experience, higher. • Staff continue to monitor pupil progress using continuous assessment and record S1 - S3 BGE in planners stating level for Es and Os and whether 'Developing, Consolidating or Secure', using the appropriate initial. This grading of every lesson enables instant feedback to pupils and informs tracking and reporting. • Identify groups of pupils in certificate classes who are underachieving through teacher referral on 'pupils underachieving sheet' or Click 'n' go. • PT to interview pupil initially, contact parents by phone and set up partnership to work together to help underachieving pupil to attain. • All pupils to be made aware of short and long term deadlines – on class board and in diaries. • Class teachers to monitor pupil work carefully and check standard and volume of work against negotiated target grade on Click 'n' 	<p>PT writes course in consultation with staff – staff rite</p>	<p>Ongoing creation and delivery of lessons</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Time and materials.</p> <p>Discussion time</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Time/changes to tracking & monitoring access levels</p>	<p>the Los.</p> <p>Staff have ownership of their lessons and deliver them with enthusiasm.</p> <p>More pupils attain the learning outcomes more quickly and concrete foundations are laid on which to build.</p> <p>Staff know all their pupils and the progress of all their pupils.</p> <p>Pupils indentified at an early stage if pupil is in danger of missing deadlines.</p> <p>Problem areas highlighted, strategies put in place to address problems</p> <p>Accurate record of Supported Study sessions attended and time spent on homework/study</p> <p>Pupils supported, more organised and supported</p>	<p>SGP and teacher lesson plan books of their own lessons with visuals, etc.</p> <p>.</p> <p>DM discussion/planner/SGP</p> <p>Tracking Data/continuous assessment/record sheets on wall/deadlines for courses/DM discussion.</p> <p>Planner</p> <p>DM minutes and self eval.</p> <p>Pupils can pace themselves and this is monitored by teacher initially.</p>
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<p>Go and take action if the 2 do not match up.</p> <ul style="list-style-type: none"> • Art staff to provide regular Supported Study after school and/or at lunchtimes. • Continue to offer Easter Revision School to pupils S4-S6. 		<p>ongoing</p> <p>Oct'12 - March'13</p> <p>April'13</p>	<p>Time</p> <p>Supported Study budget</p> <p>Easter revision budget.</p>	<p>Parents more aware of support available, interventions strategies – all of the above leading to improved attainment</p> <p>Improved exam preparation and technique. Course work completed. Improved attainment</p> <p>Improved exam preparation and technique. Course work completed. Improved attainment</p>	<p>Interventions/strategies and contacts recorded on Click & Go</p> <p>Attendance record kept in class. Teacher monitors and refers those pupils not attending for call home to STAR.</p> <p>Attendance Records for Easter Revision School Pupil/Staff Evaluations of Easter Revision School</p>
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Review of SQA Performance 2012

Department: Business Studies

Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<p><u>Standard Grade Administration</u></p> <p>To improve credit grade passes we shall continue to practice past paper questions, focusing on command words and sentences structure to make sure each sentence includes a verb. Also we shall continue to issue homework questions.</p> <p>To improve Keyboarding Accuracy should be improved by insisting pupils use spell checker provided, also pupils should peer mark before work is handed in to teacher.</p>	Mr Shields	Ongoing	Within existing resources.	<p>Departmental Meeting Minutes Homework Evidence Class Tests Cross Marking</p>	<p>Improve writing skills of pupils</p> <p>Pupils better prepared for SQA exam</p> <p>Pupils presented for credit grade will achieve award.</p> <p>Pupils should be presented for correct level.</p> <p>Pupils should become more responsible for their success.</p> <p>Pupils should become more confident.</p>
<p><u>Higher Administration</u></p> <p>Improve performance in paper 1 to enable us to achieve this, pupils</p>	Mrs Bissett Mrs Gibson	Ongoing	Within existing resources.	Departmental Meeting Minutes	Improve writing skills of pupils

will use past paper questions to revise and practice the skills required to achieve better grades. Command Words will be emphasised to students so that they fully answer questions. Also the use of cross marking to ensure that the quality of the marking is not too lenient.				Homework Evidence Class Tests NAB Evidence Cross Marking Tracking and Monitoring	Pupils better prepared for SQA exam Pupils should change presentation levels if they cannot achieve the correct grade. Pupils should achieve better grades, especially on paper 1.
<u>Standard Grade Business Management</u> To continue to achieve good results and to improve results we shall continue to practice exam questions, regularly issue homework, use command words, improve sentence structure and answering techniques.	Mr Shields Mrs Gibson	Ongoing	Within existing resources	Departmental Meeting Minutes Homework Evidence Class Tests Cross Marking Tracking and Monitoring	Improve writing skills of pupils Pupils better prepared for SQA exam Pupils should be presented for correct level. Pupils should become more confident.
<u>Intermediate 2 Business Management</u> To ensure that there are no fails and improve grades pupils will use past paper	Mrs Brady Mrs Gibson	Ongoing	Within existing resources	Departmental Meeting Minutes Homework Evidence	Improve writing skills of pupils Pupils better prepared

<p>questions to revise and practice the skills required to achieve better grades. Command Words will be emphasised to students so that they fully answer questions. Also the use of cross marking to ensure that the quality of the marking is not too lenient.</p>				<p>Class Tests NAB Evidence Cross Marking Tracking and Monitoring</p>	<p>for SQA exam</p> <p>Pupils should be presented for correct level.</p> <p>Attainment should be raised.</p> <p>Pupils should become more confident.</p>
<p><u>Higher Business Management</u></p> <p>To ensure that there are no fails and improve grades pupils will use past paper questions to revise and practice the skills required to achieve better grades. Command Words will be emphasised to students so that they fully answer questions. Also the use of cross marking to ensure that the quality of the marking is not too lenient or too harsh.</p>	<p>Mr Shields Mrs Brady</p>	<p>Ongoing</p>	<p>Within existing resources</p>	<p>Departmental Meeting Minutes Homework Evidence Class Tests NAB Evidence Cross Marking Tracking and Monitoring</p>	<p>Improve writing skills of pupils</p> <p>Pupils better prepared for SQA exam</p> <p>Pupils should be presented for correct level, and moved accordingly.</p> <p>Attainment should be raised.</p> <p>Pupils should become more confident.</p>

Review of SQA Performance 2012**Department: Computing****Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement**

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<u>Standard Grade</u> To improve quality of written answers, use existing paper copies of Standard Grade papers for homework. To improve PA, continue to set high standards for items in Folders of Work. Pupils complete a revision programme at home in preparation for KU/PS assessment end of Sept. Using assessment results, support pupils in identifying their areas for development.	Dept Staff Dept Staff Dept Staff Dept Staff	Ongoing Ongoing Aug-Sept Oct-Nov	Within existing resources Within existing resources Within existing resources Within existing resources	Pupils answers will be monitored to make sure answers being given fully meet the assessment criteria. Feedback provided in comments on papers and discussion with pupils. Cross marking. DM Minutes Homework jotters marked and teacher comment “Traffic lights” in jotters	Familiarise students with questions that they will face in Preliminary examinations and extended response tests. Improvement in attainment Improvement from S3 performance Improvement from Sept assessment

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<u>Intermediate 2</u>					
Modify self assessment “I can” activity tasks into peer assessment.	L Fisher	Ongoing	Within existing resources	Assessment data, DM Minutes	Maintain and further improve attainment
Continue to monitor standard of homework through spreadsheet.	L Fisher	Ongoing	Use already created spreadsheet	Homework evidence	
Continue to monitor progress through assessments that require extended response rather than multiple choice NAB assessment. Use peer assessment for initial marking.	L Fisher	Ongoing		Pupil scripts and marking schemes. Target setting.	
Continue to use past papers.	L Fisher	Ongoing		Homework and class work jotters	
Ensure that pupils complete Coursework Task (30%) to highest standard and score as high a mark as possible.	L Fisher	Ongoing		Completed Coursework Tasks	Highest mark possible to count towards overall grade

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<u>Higher</u> Creation of exam style question homework booklets Monitoring of pupil marks in homework by classroom teacher and PT through register in planner and through spreadsheet in dept folder	M Penny Dept Staff	Ongoing	Money for photocopy costs Use already created spreadsheet	Pupils answers will be monitored to make sure answers being given fully meet the assessment criteria. Feedback provided in comments in jotter and discussion with pupils Pupils closely monitored in terms of homework, should make it easier on a week by week basis to ‘catch’ pupils who are falling behind or need to improve. DM meeting	Familiarise students with questions that they will face in Preliminary examinations and extended response tests. Staff and pupils more aware of pupils who need more attention, or need to revise topics closely.
<u>All Stages</u> Create a bank of starter questions to use at the beginning of lessons for classes. Pupils should note any areas they have issues with and keep	M Penny	Ongoing	Within existing resources	Teacher can provide pupils instant feedback on answers to questions, check for prior learning and offer advice on next steps in revision.	Will monitor pupils knowledge of previous lessons and should guide pupils on which areas need to focussed on during revision

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
Accurate records of all non-completion of homework to be kept. Demerits issued and parents informed via homework diary. Further action - letter home, alert SMT.	Dept Staff	Ongoing	Within existing resources	Staff records of work. Demerits	Improvement in attainment
Use pupil scripts from past sessions for peer marking.	Dept Staff	Ongoing	Within existing resources	Staff records of work Discussion at DMs	Pupils will be more aware of how to gain marks. Improvement in attainment
Traffic lights after assessments and Prelims. Pupils engaged on working on identified next steps.	Dept Staff	Ongoing	Within existing resources	Pupils will have evidence in jotters	
Continue to use tracking, target setting and prelim analysis to inform SMT of potential problems with pupils not coping with courses	Dept Staff	Ongoing	Within existing resources	DM Minutes, Quality Improvement Calendar. Appropriate paper work passed to SMT. Tracking evidence, assessment and homework Prelim Evidence	Early warning alert for pupils not achieving appropriate level. Improvement in attainment

Review of SQA Performance 2012

Department: English

Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
CfE					
S1 classes 'set' in consultation with P7 teachers	Department staff, Primary 7 staff	Ongoing	Staff time	Meeting minutes, parental feedback, assessment data	All pupils are effectively challenged/ supported
S1-S3 'Best Work' folios kept with minimum requirements in terms of pupil work and 'Learning Logs' in use for pupils to record strengths/ development needs/ targets	Department Staff	Ongoing	Staff time for cross marking, Learning Logs photocopied, Folders purchased	PT folio monitoring and feedback to pupils/ staff	Pupils aware of own strengths and learning needs; clear targets identified for pupils; consistency in the Department; staff sharing standards; improved attainment
Results from Reading, Writing and Talking assessments submitted to A. Duffy at key points in the year. Attainment spreadsheets kept by PT to monitor pupil progress and attainment	Department Staff	Ongoing	Staff time, attainment spreadsheets	PT monitoring pupil progress and attainment	Pupils who are not progressing as expected can be identified easily and support strategies put in place.
S3 'Research Project' implemented	Departmental Staff, Librarian	April/ May 2013	Staff time, use of ICT/ Media/ research materials, use of school library	Staff views, pupil views, PT monitoring pupil work	Pupils better prepared for Added Value Unit in National 4

Standard Grade Focus on improving Writing Grades: practice prelim; writing workshops; author visits; 'Basic Skills' lessons delivered to all classes; bank of exemplars developed; bank of topics for W1 writing created; supported study on Writing Skills	Departmental Staff, Librarian	Ongoing	Staff time, resources created, author visit, SQA materials and online support, supported study time	PT folio monitoring and sampling pupil work; assessment data; attendance at supported study	Improved attainment in Writing; pupils feel better prepared for SQA exam; higher quality of pupil writing
Intermediate 1 More emphasis on Close Reading skills: staff partners to share materials/ good practice; 'i' newspaper delivered weekly; reading period every week	Departmental staff; librarian	Ongoing	Development of Close Reading materials; staff time to meet; newspapers; variety of reading materials; library time	Assessment Data; prelim results; NAB results; pupil evaluations	Improved attainment
Intermediate 2 More emphasis on Close Reading skills: staff partners to share materials/ good practice; 'i' newspaper delivered weekly.	Departmental staff; librarian	Ongoing	Development of Close Reading materials; staff time to meet; newspapers; variety of reading materials; library time	Assessment Data; prelim results; NAB results; pupil evaluations SEEMIS tracking data,	Improved attainment

Careful tracking of pupil performance to identify 'borderline' pupils so that support can be put in place to avoid 'D' awards e.g. Early warnings to parents; concerns shared with SMT; targeted support for pupils; pupils presented at the correct level	Departmental Staff; SMT; Office Staff	Ongoing	Staff time, Office time, Supported Study time, meetings with SMT	attainment spreadsheets, pupil/ staff/ parent views, DM minutes	Pupils presented at correct levels; reduction in number of 'D' awards; improved attainment
Higher More emphasis on Critical Essay skills: exemplar bank created; staff support through 'Understanding Standards' site; cross-marking by staff; pupil workshops; SQA Professional Development workshop attended by PT; Supported Study; more timed practice More emphasis on Writing Folio: staff to utilise materials on SQA secure site; cross marking by staff; exemplar bank created; library lessons delivered	Departmental Staff Departmental Staff, Librarian	Ongoing Ongoing	Staff time, supported study time; CPD budget; ICT Staff time; ICT access; library time; SQA materials	Attainment data; cross marking; PT sampling pupil scripts; prelim results analysis Attainment data; cross marking; PT sampling pupil scripts; prelim results analysis	Improved pupil attainment Improved pupil attainment

on research skills and bibliography writing; bank of suggested writing topics created; Education Scotland resources utilised; use of Edmodo to share ideas					
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Review of SQA Performance 2012

Department: Geography

Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<u>Standard Grade</u>					
Structured programme of supported study created with use of text service to get more pupil to attend	CMcD	By OCT break 2012	Time to plan coherent programme, Money to photocopy materials	Scheme of work produced	Increased uptake to Supported Study and improved grades of those on cusps of levels
Targeted revision on skills and Exam techniques in build up to prelim	JH, CMcD	SEPT - DEC 2012	Within existing resources	Prelim Analysis, pupil evaluations and feedback	Pupils better prepared for exams - raising attainment
Focused use of target setting and feedback	JH, CMcD	SEPT - MAY 2013	Time to meet with pupils individually	SEEMIS tracking and monitoring, Prelim analysis, STACs 2013	Pupils understand how to improve - more success in SQA exams
Weekly past paper revision in the build up to prelim. Produce a resource that allows pupils to focus on areas of difficulty	JH, McD	DEC 2012	Money for photocopying	Scheme of work produced, Prelim Analysis	More pupils achieving success in SQA exams
Provide opportunities for pupils to attend Easter revision school	JH, CMcD	APR 2013	Within existing resources	STACs 2013	More pupils on the cusp of grades achieving Credit or General passes
Closer tracking and earlier intervention of under performing pupils (particularly girls)	JH, CMcD, MWH	SEPT - JAN 2013	SEEMIS, SMT, Time to meet with pupils and parents where required, supported study resources	SEEMIS tracking and monitoring, FM minutes, Homework evidence, NAB evidence, SMT, Prelim analysis,	Increased pupil motivation and engagement.
CPD training on SQA understanding standards	CMcD	SEPT - MAY 2013	Time for staff to attend course	Staff Evaluations, classroom visits	Better understanding of standards for SG
Attendance at Geography Network meetings	JH, CMcD	SEPT - MAY 2013	Time to attend meeting	Pupil and teacher evaluations, Prelim analysis, SQA Analysis	Staff share resources
Find strategies to engage pupils and raise motivation amongst under performing pupils.	JH, CMcD	SEPT - MAY 2013	Within existing resources, further staff CPD	Pupil and staff evaluation, shared practice at FM	Pupils achieving awards which are better than those achieved by pupils of similar ability in comparator schools.

<u>Intermediate 1&2</u>					
Creation of a intermediate class distinct from higher class	MWH, SMT	AUG 2012	Timetabling, staffing, uptake of pupils	Class lists, T/T	Improves the coverage, depth and breadth of what is taught
Structured programme of supported study created	CMcD	DEC 2012	Time to plan, pupils' feedback, money for photocopy	Scheme of work produced	Increased uptake to SS and improved grades of those pupils on the cusp of levels
Further development of course materials more suitable for Int.1/2	CMcD	SEPT - MAY 2013	Time to create resources, money to photocopy	As above	Pupil grasp of course improved and attainment raised
Creation of Model answers for pupils to peer assess	CMcD	SEPT - MAY 2013	As above	As above	Pupils understand SQA standards and are better prepared for writing answers
Closer tracking and earlier intervention of under performing pupils	CMcD, MWH	SEPT - JAN 2013	SEEMIS, SMT, Time to meet with pupils individually and parents where necessary	SEEMIS tracking and monitoring, FM minutes, H/W, Demerits, NABS, Prelim Analysis	Reduced number of N/A's in final exam
More focused target setting based on pupils UPS and tracking of performance	CMcD	Ongoing	SEEMIS, Time to meet with each pupil and discuss progress	SEEMIS Reporting, Parents Evening, NABs, Prelim data	Increased success in SQA exams particularly of the top end
Raise pupil motivation and engagement through trips and events	CMcD	SEPT - MAY 2013	Within existing resources, school mini bus, time to plan and organise, money to go on trips	Trips organised, pupil evaluation of trip	Pupils achieving awards which are better than those achieved by pupils of similar ability in comparator schools.

Higher					
Creation of a separate non bi - level higher class	MWH, SMT	AUG 2012	Timetabling, staffing, uptake of pupils	Class lists, T/T	Higher attainment achieved, pupils develop K&U in greater depth,
Target more 'A' passes through;	JH	MAR 2013	Time to organise and publicise	Attendance record at events	Increased 'A' passes
<ul style="list-style-type: none"> Increase uptake at WDC master classes and pupils attending Easter revision school Creation of a rigorous and robust prelim and marking scheme fit for purpose 	JH	JAN 2013	Time to create a new prelim and speak with staff at other schools about prelim setting	Scheme of work created,	More robust appeals procedure, more upgrades to passes achieved
<ul style="list-style-type: none"> Further CPD training for staff on understanding standards 	JH	SEPT - MAR 2013	Time and money to go on courses	Staff evaluation and feedback from courses attended	Improved staff K&U of SQA standards at higher
<ul style="list-style-type: none"> Visit to other comparator schools and developing links with other WDC schools 	JH	SEPT - DEC 2012	Time to plan visit	Staff dissemination at FM	As above
<ul style="list-style-type: none"> Creation of a structured programme of supported study Develop model answers and course materials aimed at stretching more able 	JH	By DEC 2012	Money for photocopying, time to create programme	Programme of work produced	Increased pupil skills at higher level
	JH	SEPT - MAY 2013	As above	Scheme of work produced	Better preparation for SQA exams
Target setting using pupil UPS and feedback sheets to allow pupils to track their performance	JH	SEPT - MAY 2013	SEEMIS, SMT, Time to meet with pupils individually and parents where necessary	SEEMIS tracking & monitoring, NABs, Prelim data	More one to one feedback for pupils. Candidates have a clearer understanding of development needs and next steps.
Closer tracking and earlier intervention of under performing pupils	JH, MWH	SEPT - DEC 2012	SEEMIS, Time to meet with each pupil and discuss progress	SEEMIS tracking & Monitoring, feedback sheets / pupil logs	Greater success at SQA exams
Further emphasis on parental letters for late homework, attendance and effort	JH, MWH	SEPT - MAY 2013	Homework record, SEEMIS,	Homework evidence, NAB results, Letters home to parents, SMT, FM minutes	Greater parental involvement,

Review of SQA Performance 2012

Department: History

Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<u>Intermediate</u>					
Planned programme of supported study and lunchtime club	All dept. staff	OCT - MAY 2013	Time for development, money for photocopying	Planned programme with materials developed, staff and pupil feedback	Increased uptake to Supported Study and improved grades of those on cusps of levels
Creation of Model Answers	All dept. staff	Ongoing	Time, money for photocopying	Scheme of work produced	Raise the number of pupils achieving at INT 2
Target Setting using pupil UPS and tracking of performance	All dept. staff	SEPT - MAY 2013	Time to meet with pupils, Supported study resources	SEEMIS, Reporting evidence, NAB Evidence, Prelim results,	Improved attainment particularly at the top end
Earlier programme of revision and exam preparation	All dept. staff	By JAN 2013	Time for analysis existing resources	Prelim and SQA results, supported study materials	Enhanced expectations and understanding of the course. Better preparation for exams.
Closer tracking and earlier intervention of under performing pupils (particularly boys)	All dept. staff	SEPT - MAY 2013	SEEMIS, SMT, Time to meet with pupils and parents where required, supported study resources	SEEMIS tracking and monitoring, FM minutes, Homework evidence, NAB evidence, SMT, Prelim analysis,	Reduce the number of N/As
Use of Edmodo to improve pupil engagement and attainment	FH	SEPT - MAY 2013	Time to add materials to the website and update	Prelim analysis, SQA results	Increased pupil motivation and engagement.
More resources / books / internet access for research and investigation of topics covered for Extended response.	All dept. staff	By DEC 2013	Money to buy, Time to research best books to buy, Internet Access	New books purchased	Improved grades in Extended Responses particularly for under performing pupils
Find strategies to engage pupils and raise motivation amongst under performing pupils.	All dept. staff	SEPT - MAY 2013	Within existing resources, further staff CPD	Pupil and teacher evaluations, Prelim analysis, SQA Analysis	Pupils achieving awards which are better than those achieved by pupils of similar ability in comparator schools.

<u>Higher</u>					
Structured programme of supported study	CD	By DEC 2012	Time for development, money for photocopying	Planned programme with materials developed, staff and pupil feedback	Increased uptake to Supported Study and improved grades of those on cusps of levels
Creation of new essay writing materials in conjunction with English Dpt	CD with support from FH	SEPT - JUN 2013	Time, money for photocopying	Scheme of work produced	Improve Paper I marks
Working more closely with English department to improve essay writing	CD	SEPT - JUN 2013	Time to meet with members of the English dept. to discuss issues and way forward	Homework evidence, NAB evidence, Paper I Prelim Analysis, SQA results	Increased number of 'A' passes
Further develop course materials	CD with support from FH	SEPT - JUN 2013	Development Time, Money for photocopying new resources	Scheme of work created	Increase motivation and enjoyment. Better preparation for exams.
Additional trip to Dumbarton and Mitchell Libraries	CD	DEC - MAR 2013	Time to liaise with library staff and organise dates	Pupil Extended Essay drafts	Improved Extended essays
CPD training for Staff	CD, SMT	SEPT - JUN 2013	Time out of school, Money for courses	Prelim analysis, SQA results Teacher evaluation	Better understanding of SQA standards
Pupil attendance at student revision conference	CD, SMT	MAR 2013	Money for students to attend conference	Pupil & teacher feedback, SQA analysis, tracking performance from Jan - May	Increased pupil motivation and engagement. Improved attainment.
More books available for research and investigation of topics studied for Extended Essay	CD	By DEC 2012	Money to buy, Time to research best books to buy, Internet Access	Extended Essay drafts, SQA component marks,	Improved grades in Extended Essay

Review of SQA Performance 2012**Department: Mathematics****Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement**

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
Develop/source materials to encourage grade 5 to Grade 4.	PT and staff	Dec 2012	Supported study Focus groups of targeted pupils Concentrate on contextual topics.	Prelim scores Homework Views of staff	Increase pass rate at grades 1-4
Consider timescale between study leave beginning and actual exam date	PT and staff	Dec 2012	Dates from SMT Time to build study class timetable and advertise		Increased attainment
Increase number of Grade 1 passes	PT and staff	May 2013	Target borderline pupils after prelim.	Assessment data	Increased number of credit 1 passes
Ensure SG 100% pass rate	PT and staff	April 2013	Ensure candidates are entered at the correct level	Assessment Data	100% pass rate
Ensure we facilitate students to reach their targets	PT and staff	Aug 2013	Supported study Next steps carefully detailed on homework Give pupils responsibility for their learning Staff mentoring	Teachers and student views STACS MIDYIS	Targets met
Continue to recommend units only	PT and staff	Aug 2013		Teacher and student views	Pupils attainment increased.

Review of SQA Performance 2012**Department: Modern Languages****Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement**

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<u>Standard Grade</u> Improve Reading skills – emphasis on vocab learning, of topics, past papers and grammar skills relevant to Reading paper. Improve commitment to attend Supported Study and Easter Revision	DM/KM	Sept 2012- May 2013	Issue past papers and vocab sheets How to pass SG French book issued Supported Study Easter revision	DM minutes Teachers' views Pupils' views Pupil assessment Homework	Pupils improved attainment in SG Reading
<u>Standard Grade</u> Improve Listening skills –emphasis on vocab learning of topics, past papers and particular vocabulary which repeatedly appears in SG exams	DM/KM	Sept 2012- May 2013	Issue past papers, CDs and vocab sheets How to pass SG French book issued Supported Study Easter Revision	DM minutes Teachers' views Pupils' views Pupil assessment Listening questions done in class	Pupils improved attainment in SG Listening
<u>Higher</u> Focus on Writing and Listening skills More emphasis on Grammar and use of past papers.	All staff	Sept 2012 – May 2013	Issue past papers, CDs Supported Study Easter Revision	DM minutes	Pupils improved attainment in Higher classes
<u>CfE</u> – continue with setting classes at the end of S1.	All staff	End of May 2013	Within existing resources	Assessment data Staff views	Better uptake of pupils in S3

<u>S1/2</u> review and update formative and summative assessment issued in S1/2.	All staff	Sept 2012- June 2013	Within existing resources	Pupil assessment records Teachers views	Pupils improve in all 4 skills
Setting of classes at the end of S3	All staff	End of May 2013	Within existing resources	Assessment data Staff views	Pupils are placed in appropriate ML section

Review of SQA Performance 2012

Department: Modern Studies

Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<u>Standard Grade</u>					
Increase the number of Credit and General passes by;	AC with support from FH, SMT	By JUNE 2013			
<ul style="list-style-type: none"> targeting of pupils failing prelim with specific work focused on their areas of difficulty provide earlier and sustained support for underperforming pupils use of learning logs/feedback sheets to 		DEC 2012	Time to meet with pupils, letters to parents, SMT,	STACs Analysis, Pupil attainment comparison, Pupil and teacher evaluations	Improved attainment at credit level and fewer foundation passes.
		DEC - MAY 2013	As above	As above	Pupils better prepared for final exam
		SEPT - MAY 2013	As above	As Above	improved feedback to pupils, higher achievement
More emphasis on ES past paper questions	AC	DEC - MAY 2013	Within existing resources	End of unit assessments, Prelim Analysis, SQA component results,	Improved ES attainment leading to increased credit and general level passes
Increased supported study and lunchtime activities.	AC	AUG - SEPT 2013	Within existing resources, Time to meet students, Money to photocopy resources	Uptake at activities, Assessment results, Prelim Analysis, SEEMIS	Better preparation for exam and deeper knowledge and understanding of units
Produce revision folder for all students	AC	JAN - MAY 2013	Time to develop, Money for photocopying	Scheme of work, SQA STACs 2013	Increased credit level passes.
Find strategies to increase engagement and motivation of under performing pupils	AC	SEPT - MAY 2013	Within existing resources	Prelim results, SEEMIS tracking and monitoring,	Increased uptake of pupils from S4 to S5, improved grades from foundation to general level
Increase uptake from SG to Higher	AC, MWH	BY JUNE 2013	Within existing resources	Classlists	More higher

<u>Intermediate</u>					
Use of strategies to engage and sustain pupil motivation and enjoyment of subject.	MWH	SEPT - MAY 2013	within existing resources	SEEMIS tracking and monitoring, STACs 2013	improved attainment of pupils / increased uptake from S5 to S6
Develop course materials to include more active learning and co-operative learning activities.	MWH	SEPT - MAY 2013	Time to develop and plan co-operative learning, resources from internet, photocopy and other materials required, use of filming equipment	Scheme of work produced	Improved results and greater enjoyment and understanding of subjects covered
Further CPD training to stay up to date with SQA best practice for marking	MWH	NOV 2013	Time to go on training, money to fund course	Staff evaluations	Better teacher knowledge which will improve pupil understanding
Create more model answers for 8 mark questions and for their mini DME	MWH	SEPT - MAY 2013	Time to create materials, photocopying	Scheme of work produced	Pupils better prepared to answer for final exam leading to improved attainment
Sharing SQA 'Understanding Standards' with pupils to improve techniques and skills	MWH	By JAN 2013	Use of SQA website, pupils access to website, and printer ink to print off materials	Prelim analysis	As above
More emphasis on Past Paper questions as preparation for Prelim.	MWH	DEC - JAN 2013	Photocopying past papers,	Prelim analysis	As above
Develop the use of Edmodo to enhance pupil learning and improve homework completion rate	MWH	Ongoing	Time to develop content	SEEMIS tracking and Monitoring, pupil evaluations,	As above
Use of Learner logs and feedback sheets to focus development needs of pupils	MWH	OCT, DEC 2012 & MAR 2013	Time to meet with pupils and for pupils to complete their logs	Pupil feedback, STACs 2013	Pupils develop a better understanding of their development needs

<u>Higher</u>					
Structured programme of supported study	MWH	By DEC 2012	Time to compile, Photocopy resources for SS	Scheme of work produced	More pupil success in prelim exams
Focus on essay writing with the creation of Essay writing materials and model essays answers	MWH	SEPT - MAY 2013	Time to develop material, Photocopying	as above	Improved attainment in paper I
Further development of DME materials	MWH	SEPT - DEC 2012	As above	As above	Improved attainment in paper II
CPD training for staff	MWH	NOV 2012 & MAR 2013	Time to go on course, Funding to pay for course	Staff evaluations	Better understanding of course content, improved pupil attainment
Pupil attendance at higher Modern Studies conference and Easter Revision school	MWH	MAR 2013	As above	Pupil evaluations	More pupils achieving 'A' grades
Organise a Dumbarton Academy Master Class led by J Beattie	MWH	MAR / APR 2013	Time to plan	Pupil evaluations	As above
Update materials on the USA around the 2012 Presidential Election	MWH	BY JAN 2013	Time to develop content, internet access, money for photocopying	Scheme of work produced	Increased learner understanding
Use of GLOW and Edmodo to engage pupils with their learning	MWH	SEPT - MAY 2013	Time to develop this resource and content	SEEMIS tracking and monitoring	Increase pupil engagement and therefore more success in SQA exams
Use of learner logs to track pupil performance in NABs and prelims	MWH	SEPT - MAY 2013	Time to meet with pupils individually, Time for pupils to complete logs	Pupil evaluations, STACs 2013	Learners benefitting from structured feedback and understand what they need to do to improve.

<u>Adv. Higher</u>					
Create a course outline and a planner for Students	MWH supported by LMc	SEPT - MAY 2013	Time to plan outline	Scheme of work produced	Clear content and timings for completion of NABs and units of Work
Staff CPD	MWH	Ongoing	Time and money to go on courses	Staff evaluation	Better understanding of arrangements and standards / improved pupil support and higher attainment
Creation of a folder of work for students	MWH supported by LMc	SEPT - MAY 2013	Time to create, money to photocopy	Scheme of work produced	improved attainment
<u>S1-4</u>					
Continue to track attainment and achievement of pupils in Modern Studies	All Staff led by FH	AUG - JUN 2013	Creation of new resources, Development time, money for photocopying, CPD on new courses and N4 & 5	Assessment Data, Schemes of work produced, SEEMIS tracking and monitoring, use of pupil evaluations and feedback sheets, Homework Evidence, SMT, FM minutes,	Increase pupil understanding and motivation. Better pupil knowledge of the world in which they live in. Increased uptake at Higher and Intermediate 2.

Review of SQA Performance 2012

Department: Music

Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
S Grade 1 Continue to maintain high standards and support pupils to achieve their full potential. In the 2012 SQA exams the Music Department achieved above the National average at both Grades 1 and 2.	S Rae, S Magee and all Instrumental Instructors	August 2012 – May 2013	Supported Study	1 Regular discussions : (1) at weekly DMs (2) with Instructors (3) with pupils 2 Supported Study 3 Regular target setting and tracking 4 Analysis of Prelim results 5 Mentoring 6 STACS analysis	Maintain high standards with pupils reaching their full potential
2 Focus on further improving Listening grades with new approaches to homework and at Supported Study sessions	S Rae and S Magee	Throughout the session, particularly prior to the Prelim exams and SQA exams	Supported Study	Analysis of Prelim results	Listening grades are further improved
Intermediate2, Higher and Advanced Higher Continue to maintain high standards and support pupils to achieve their full potential. In the 2012 SQA exams all pupils passed with the majority gaining Grade A (42% Post Appeal)	Higher / Advanced Higher – S Rae Int 2 / Higher – S Magee	Throughout the session, particularly prior to the Prelim exams and SQA exams	Supported Study	1 Regular discussions : (1) at weekly DMs (2) with Instructors (3) with pupils 2 Supported Study 3 Regular target setting and tracking 4 Analysis of Prelim	Maintain high standards with pupils reaching their full potential

<p>and Grade B (47%)</p> <p>Continue to select appropriate Performing materials for each individual pupil. Continue to support pupils to improve Listening grades with new homework strategies.</p>	S Rae / S Magee	Throughout the session		<p>results</p> <p>5 Mentoring</p> <p>6 STACS analysis</p> <p>Analysis of Prelim and SQA results</p>	Improved grades
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Review of SQA Performance 2012**Department: Physical Education****Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement**

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
Higher Support Mr McEwan in all aspects during his first presentation of Higher course. (This course did not run last session.) Focus on written responses in exams.	Lead: Mr McEwan. J Ingram and J Hammond	August 2012 – May 2013	Colleague support Supported study. Internet resources. Consult WDC colleagues.	Regular formal and informal discussions. Classroom observations Prelim exam analysis Pupils entered for correct level of exams. Target setting and tracking. Cross marking Issue of model answers	Full staff support and pupils reach their potential for course
Standard Grade Continued use of past papers, and all resources issued by PE department. Use of Cooperative Learning strategies Homework issued and monitored.	J Ingram and J Hammond	August 2012 – May 2013	Supported study	Prelim exam analysis Pupils entered for correct level of exams. Target setting and tracking. Formative and summative assessment Homework returns on time and of good quality. Cross marking. Issue of model answers	100% pass at Standard Grade Regular updates of progress will encourage and motivate pupils to meet potential

Review of SQA Performance 2012

Department: RMPS

Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<u>Intermediate 2</u>					
Creation of a separate int 2 class distinct from the higher	MWH, SMT	AUG 2012	Timetabling, staffing, uptake of pupils in S5/6	Class list and T/T	Improve the coverage, depth and breadth of what is taught
Development of specific Intermediate resources and materials which could cater for Int 1 level too.	HC-L	MAY 2013	Creation of new resources, Development time, money for photocopying	Schemes of work produced	Increase pupil understanding and motivation.
More focus on skills and exam techniques required at Int 2	HC-L	MAY 2013	Creation of new resources, Development time, money for photocopying	Schemes of work produced	Pupils are better prepared for exam and know how to answer the different types of questions being asked in the exam
Focused target setting using UPS to guide feedback and pupil performance throughout the year	HC-L, MWH	SEP - MAY 2013	Time to meet with pupils, Supported study resources Time for analysis	SEEMIS tracking and monitoring, use of pupil evaluations and feedback sheets	Improve attainment and pupils understand what they need to do to improve
Closer tracking and earlier intervention of under performing pupils	HC-L, MWH, SMT	SEP - JAN 2013	Supported Study resources, money for photocopying, creation of a planned programme, Time to meet with pupils	Homework Evidence, NAB evidence, Prelim Evidence, letters home to parents, parental interviews, SMT	Reduce the numbers of N/A increase pupil focus and attainment
Raise pupil engagement and motivations	HC-L	Ongoing	existing materials	Schemes of work, pupil evaluations, pupil attendance, Homework evidence, FM minutes, SQA results	More pupil success in exams, fewer N/A's
Mentoring of probationer which focus more on curricular needs	GD, MWH	SEP - MAY 2013	Time for meetings, target setting and Action plan to be created.	Minutes of meetings, GTC profile completion, SQA results	Staff better understanding the standards and requirements at the level they are teaching

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<u>Higher</u>					
No bi-level class	MWH, SMT	AUG 2012	Timetabling, staffing, uptake up pupils in S5/6	Class lists and T/T	Raised attainment and a better breadth and depth of knowledge of the curriculum
Target more 'A' passes through:					
• creation of a programmed revision folder and focused supported study	GD	SEPT - MAY 2013	Money for photocopying	Planned programme produced	Increased numbers of 'A' passes
• CPD training for staff on understanding standards	GD	By MAY 2013	Time and money to go on course	Dissemination from and evaluation of CPD course	As above
• Further investigation into paper II Christianity Unit and creation of new teaching resources	GD	SEP - MAY 2013	Creation of new resources, Development time, money for photocopying	Schemes of work produced	As above
• Use of Glow, Edmodo, School rack and other blog sites to enhance breath of pupil knowledge	GD, HC-L	SEP - MAY 2013	Existing resources	Prelim results, Homework evidence, NAB results, SQA data,	As above
• develop links with other schools	GD	Ongoing	Time to explore links and areas to develop	Glow meet used, resources shared, pupil evaluations,	As Above
• better uptake of Easter revision school & other WDC masterclass	GD	SEP - MAY 2013	Use of STAR and mentoring programme to encourage uptake	SQA results, pupil evaluations,	As above
• Earlier identification of pupils who require additional support	GD	Sept - Dec 2012	Time for meetings with pupils, action plan to be created with pupils	SEEMIS tracking and monitoring, use of pupil feedback sheets	As above
Closer tracking of pupils under performing	GD, MWH, SMT	Ongoing	SEEMIS, NAB evidence, H/W, FM minutes, SMT	Homework Evidence, NAB evidence, Prelim Evidence, letters home to parents, parental interviews, SMT	Fewer N/As at higher level.

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
<u>S1-4</u> Continue to track attainment and achievement of pupils in RME	All Staff led by FH	AUG - JUN 2013	Creation of new resources, Development time, money for photocopying, CPD on new courses and N4 & 5	Assessment Data, Schemes of work produced, SEEMIS tracking and monitoring, use of pupil evaluations and feedback sheets, Homework Evidence, SMT, FM minutes,	Increase pupil understanding and motivation. Better pupil knowledge of world Religions. Increased uptake at Higher and Intermediate 2

Review of SQA Performance 2012**Department: Technical****Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement**

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
Review SQA results to highlight our areas for improvement, especially higher PD	All staff	October 2012	Stacs and Fyfe technology Departmental SMT	Discussion: at DMs School visits Pupils entered at correct presentation levels	Improved results in PD
Continue with classroom observations and sharing of good practice through formal and informal discussions: as per M/E	All staff	As per M/E calendar	Departmental	Staff observed by colleagues and successful L/T discussed at DMs	Improved L/T across the department
Continue to implement the individual subject action plans for Stg Grd CD,GC, and higher PD ,GC	All staff	FA	Departmental	Discussion with pupils and staff	Improved results
Prelim analysis will continue to highlight the pupils strengths and weaknesses and areas for improvement	All staff	December 2012 January 2013	Departmental SMT	Homework returns Deadline dates issued. Pupils causing concern recorded	Improved results
Make recommendations at the end of the S3BGE for pupils to specialise in DM, GC or PCS at national 4/5, through portfolio audit	All staff	All staff	Network meetings Departmental SQA subject guidelines	Majority of S3 pupils returning in S4	All pupils working at correct National 4/5 and subject choice.

Review of SQA Performance 2012**Department: Science****Strategic Action – Continue to Implement Strategies to Raise Attainment and Achievement**

Actions	Personnel	Timescale	Resources Staff Development	Monitoring and Evaluation	Expected Outcome/Impact
SG – Target pupils with 5/7 grades post prelim with extra homework issued from Success Guides for all Sciences.	All SG teachers / SS	Post prelim – Jan.	Success Guides Letters to parents.	STACS 2013 / Individual pupil attainment comparison eg, post-pre exam results.	Improved attainment at the “foundation” end of Standard Grade to increase all pupils to General Grades.
CFE – Continue with rigorous setting at the end of S2 (as practical depending on timetable) and end of current S3 for new NQs.	All Staff	End of May.	New attainment tests need to be moderated and data gathered for future comparisons. MIDISYS data.	Assessment data and future NQ results. SQA moderation activities. Professional judgements of staff. Future (STACS?) analysis or comparisons in whole school.	Pupils are better prepared for starting appropriate NQ courses. Improved attainment.
INT2 – Manage pupil expectations of progress from Int1 to Int2. Sustain interest of pupils in this category by encouraging pupils to study as 2 year	Int 2 teachers / SS.	Ongoing.	Time for meeting with candidates during class.	DM minutes. Pupil feedback and motivation. Number of pupils who return in S6 to complete course and (hopefully) attain SQA award.	Learners gain qualification over 2 year cycle. Improved attainment.

course.					
H- keep number of bi-level classes at Higher to a minimum as practical.	SMT / SS	Ongoing	Timetabling. Staffing. Pupil uptake of Sciences.	Classlists and timetable.	Pupils receive more teacher / pupil class time. Improved attainment.