West
Dunbartonshire
Council

Raising Attainment 2012-13

Vale of Leven Academy

Action Plan

Priority/target area: 1) Embed Raising Attainment agenda in whole school management					Focus QI: 1.1
Expected Impact: Positive trends in headline figures over a long-term period					**Other Monitoring Strategies:** QIO Meetings
Actions	**Impact**	**Lead Staff**	**Resources**	**Timescale**	**Monitoring and Evaluation**
1.1 A Tindal to continue with Raising Attainment agenda as part of her remit	a) Raising Attainment remains at the forefront of the school improvement plan	A Tindal	Staffing	Sep 2012	SMT Meetings SIP Meetings
1.2 Establish Principal Teacher of Raising Attainment	a) Whole school coordinator in place to pull all positive strategies together for sustainable long term improvement b) Support and challenge provided for departments	C Robertson	Staffing, budget	Oct 2012	SMT Link Meetings with PT RA Raising Attainment Action Plan WDC Raising Attainment Meetings
Impact:					
Next Steps:					

Priority/target area: 2) Learning and Teaching					Focus QI: 5.1 – 5.6
Expected Impact: Higher quality learning and teaching across all curricular areas Improved pupil experience Attainment raised					**Other Monitoring Strategies:** SMT on call Classroom observations Identify and target top set classes
Actions	**Impact**	**Lead Staff**	**Resources**	**Timescale**	**Monitoring and Evaluation**
2.1 Expand sharing good practice groups through use of AifL TLCs and Cooperative Learning Strategy Group	a) Increased discussion on T&L b) Greater consistency of approaches c) Shared resources d) Improved pupil experience	C Mooney S Scott H Braid W Murray J Fitzpatrick J McKell	Time	Ongoing	TLC Leader Meetings Staff feedback
2.2 Address cross-cutting themes of Literacy, Numeracy and Health & Wellbeing	a) Greater consistency of approaches b) Staff are supported in delivering outcomes c) Increased transferable skills for pupils	B Wright (L) A Drysdale (N) S Wallace-Cooper (HWB)	Time	Ongoing	Staff surveys Committee meetings
Impact:					
Next Steps:					

Priority/target area: 3) Tracking and Monitoring					Focus QI: 8.4
Expected Impact: Ensure appropriate presentation levels Identify areas for targeted support					**Other Monitoring Strategies:** Departmental Assessment records NAB Demerit
Actions	**Impact**	**Lead Staff**	**Resources**	**Timescale**	**Monitoring and Evaluation**
3.1 Identify pupils in S4 – S6 who are in the following categories: ✓ 5+ Level 6 (12% on track – 5% LY) ✓ 3+ Level 6 (24% on track – 13% LY) ✓ 1+ Level 6 (49% on track – 33% LY) ✓ 5+ Level 5 (14% on track - 25% LY) ✓ 5+ Level 4 (70% on track – 72%) ✓ 5+ Level 3 (95% on track – 94%) ✓ On the cusp of achieving any of the above award groupings	a) Clear target groups identified for mentoring b) SMT aware of early projected attainment statistics at the key indicators c) PTs aware of pupils within their departments who are underperforming	C Mooney A Tindal	Click & Go	Oct 2012	Staff feedback Tracking of pupil progress on new system
3.2 Introduce new Tracking and Monitoring system through Click & Go	a) Greater volume of data available b) Staff able to make more informed decisions regarding progressions c) Easier to identify pupils on cusp for targeted support	SMT	Click & Go, Staff Training	Oct 2012	Quality Assurance on report cards Departmental feedback on use of data

3.3 Monitor progress in NQ courses through unit results and NAB demerit	a) Provide targeted support to pupils re-sitting assessments b) Early intervention prior to prelims/SQA exams	C Mooney PT Subjects	Click & Go Department Records	Ongoing	Staff feedback Tracking of pupil progress on new system
3.4 Monitor S3 progress	a) Positive transitions into Senior Phase courses 2013/14 b) Appropriate course choice information for parents at S3 Information Evening	C Mooney A Tindal SMT	Click & Go Department Records	Feb 2013	Staff feedback Tracking of pupil progress on new system Parental feedback

Impact:

Next Steps:

Priority/target area: 4) Supporting Pupils					Focus QI: 2.1, 2.2, 5.7
Expected Impact: Pupils feel supported and encouraged Motivation and effort improves Attainment is raised					**Other Monitoring Strategies:** House meetings to monitor progress
Actions	**Impact**	**Lead Staff**	**Resources**	**Timescale**	**Monitoring and Evaluation**
4.1 Reorganise Pupil Support system to create Extended Support Team (EST)	a) Allow increased numbers of pupils to be monitored/mentored through Pastoral Care system b) Targeted support by EST for pupils who have Additional Support Needs	SMT	Staff, timetable	Aug 2012	House meetings SMT Meetings EST Meetings
4.2 Develop roles and responsibilities of PTs PC in relation to Raising Attainment	a) Allow increased numbers of pupils to be monitored/mentored through Pastoral Care system	SMT PTs PC C Mooney	Staff	Oct 2012	House Meetings SMT Meetings
4.3 Establish Assertive Mentoring Groups for 2012/13	a) Pupils are supported and encouraged b) Barriers to learning are reduced c) Pupil performance improves d) High quality learning discussions between mentor	C Mooney A Tindal	Staff, Click and Go new tracking system data, Time	Oct 2012	Mentor meetings with PT RA (staff group) Pupil feedback Departmental results Staff feedback Tracking of pupil progress "Interventions" facility in Click and Go

	and pupil e) Increase mentor contact with parents				Parents' feedback
4.4 Invite former pupils to present at Raising Attainment event	a) Pupils are encouraged b) Motivation increases c) Awareness of demands of workplace/college/university is raised	C Mooney	Time	24 Oct 2012	Pupil feedback Guest feedback Departmental Results
4.5 Increase effectiveness of supported study by advising pupils on which sessions to attend, building on 90% increase in attendance in 2011/12, including expanding WDC Masterclass programme	a) Increase pupil engagement b) Increased pupil understanding c) Improved NAB pass rate d) Improved SQA performance by pupils e) Improved communication with parents	A Tindal C Mooney PT Subjects WDC	Time, budget	Ongoing	Attendance records Staff feedback Pupil surveys
4.6 Increase study skills provision to supplement existing units within PSHE	a) Pupils understand expectations more clearly b) Pupils implement advice c) Improved SQA results	C Mooney PTs PC	Time, staff, budget	Ongoing	Staff feedback Pupil feedback Tracking data SQA Results
4.7 Encourage participation in REACH project, Nuffield Bursaries, S@S and Glasgow Uni Summer Academy	a) Pupil confidence increases b) Attainment increases	S Halkett PTs PC C Mooney A Tindal	Time, staff, budget	Ongoing	Pupil feedback Parental feedback University feedback

4.8 Continue expansion of Focus West Experience	a) Improved Leaver Destinations to University/College	A Walker	Time	Ongoing	Leavers' Destination Reports
4.9 Work alongside Growth Mindset group to bring in Live N Learn	a) Increase pupil engagement b) Improve pupil attitudes c) Improved SQA performance	N Quail W Murray A Tindal C Mooney	Time, budget	Jan 2013	Pupil feedback Departmental feedback Growth Mindset group research
4.10 Coordinate use of personal target-setting in homework diaries	a) Pupils are self-reflective on current progress b) Pupils are actively involved in their development c) Staff are aware of pupils' aspirations	PTs PC PSHE Teachers C Mooney	Time, homework diaries, PSHE	Ongoing	Monitoring of homework diaries PSHE Evaluations Staff feedback
4.11 Investigate strategies to address gender imbalance	a) Attainment gap between males and females closes	C Mooney SMT	Time	Ongoing	Tracking and Monitoring Data on new system SMT Meetings STACs Analysis
Impact:					
Next Steps:					

Priority/target area: 5) Supporting Staff					Focus QI: 7.2, 7.3, 8.4
Expected Impact: Staff are aware of the role of the PT RA and of their own role within the Raising Attainment agenda Staff are confident in interpreting STACs data Staff are confident in harvesting Tracking Data to inform planning					**Other Monitoring Strategies:**
Actions	**Impact**	**Lead Staff**	**Resources**	**Timescale**	**Monitoring and Evaluation**
5.1 Create "How To" Guide for new Tracking & Monitoring system	a) Staff are confident in using the new system b) Data is entered consistently across departments c) PTs obtain overview of departmental progress d) Underperforming pupils are easily identified for interventions	C Mooney	Time	Oct 2012	Staff feedback Quality Assurance on reports Improved results at next tracking period House meetings
5.2 Meet with PTs regularly to obtain overview of subject demands	a) Support and challenge is provided to PTs b) Targeted support can be implemented c) Improved pupil experience	C Mooney	Time	Ongoing	Staff feedback Pupil feedback Departmental Meetings

5.3 Departments to create Action Plan based on STACs data	a) Staff make informed decisions about areas for action	PTs Subject C Mooney SMT Link	Time, Training on STACs	Nov 2012	Staff feedback Improved performance Departmental Meetings
5.4 Create calendar of SMT/Link Department meetings to target Raising Attainment agenda	a) SMT Link continue challenge and support of PTs in link departments b) Improved practice and performance within departments	SMT PTs Subject C Mooney	Time	Nov 2012	SMT Meetings Departmental Meetings
5.5 Deliver training to mentors	a) Mentors are confident in their role b) Tracking of pupils improves c) Pupil mentoring experience improves	C Mooney	Time	Oct 2012	Staff feedback Pupil feedback
5.6 Staff continue to develop Growth Mindset techniques	a) Consistency of approach across staff b) Improved pupil effort	N Quail G McPartlane C Mooney	Time, staff, training	Ongoing	Staff feedback Pupil feedback
Impact:					
Next Steps:					

Priority/target area: 6) Supporting Parents/Carers					Focus QI: 5.7
Expected Impact: Parents are confident in their role when supporting learners Parents are active partners in the learning of their child School – parent relationships are improved					**Other Monitoring Strategies:**
Actions	**Impact**	**Lead Staff**	**Resources**	**Timescale**	**Monitoring and Evaluation**
6.1 Deliver Raising Attainment presentation to parents of senior pupils	a) Parents are aware of the role of PT RA b) Parents are aware of support available c) Parents are aware of mentoring scheme	C Mooney A Tindal	Time	Sep 2012	Positive parental feedback received through questionnaires
6.2 Design launch event for mentor scheme to allow mentors to form and sustain positive working relationships with parents.	a) Parents are actively involved in mentoring scheme b) Pupil engagement increases	C Mooney Mentors	Time Staff	Oct 2012	Parental feedback Pupil tracking data
6.3 Create parental information to explain the CfE qualifications	a) Parents understand the new qualifications b) Parents are confident in holding discussions with learners regarding their process	C Mooney SMT	Time SQA Documents	Ongoing	Parental feedback Pupil feedback

6.4 Support set-up of Growth Mindset parents group	a) Parents develop an understanding of Growth Mindset b) Pupils are encouraged to develop a Growth Mindset at home, and in school	N Quail A Tindal C Mooney	Time, budget	Ongoing	Parental feedback
Impact:					
Next Steps:					

Priority/target area: 7) Improve use of technological resources to support Raising Attainment					Focus QI: 2.2, 4.1
Expected Impact: Instant access to key information about pupil pathways and support available					**Other Monitoring Strategies:**
Actions	**Impact**	**Lead Staff**	**Resources**	**Timescale**	**Monitoring and Evaluation**
7.1 Encourage departments to maximise use of web resources including school website and WDC website	a) Suitable online revision resources readily available b) Parents have access to current school information	PTs Subject S Thomson	Time	Ongoing	Departmental Meetings
7.2 Continue regular reports to parents through monthly newsletters	a) Good news stories are reported, fostering positive relationships with community b) Parents are made aware of upcoming school events	C Robertson	Time	Ongoing	Parental feedback
Impact:					
Next Steps:					