

**WEST DUNBARTONSHIRE COUNCIL  
DEPARTMENT OF EDUCATIONAL SERVICES**

<b>Raising Attainment in West Dunbartonshire Council</b>					
<b>School: Clydebank High School</b>					
<b>Target Area : Literacy</b>					
<b>Actions</b>	<b>Lead Staff</b>	<b>Timescale</b>	<b>Resources</b>	<b>Impact</b>	<b>Monitoring &amp; Evaluation</b>
To maximise the use of English specialists' skills across the curriculum to raise general standards of literacy e.g. Higher PE	Mr Docherty (DHT) Mrs Thorn (PT)	Autumn 2011	Time Cover	Improved levels of literacy Improved pupil performance in literacy/theory papers in SQA exams	Pupil voice/feedback Staff feedback Prelim performance by pupils Ongoing tracking of progress
To coordinate a series of intensive SQA marking days for each curriculum subject	Mr Hand (DHT) PTs (Subject) Teaching Staff	Autumn 2011	Time	Increased awareness by pupils of exam techniques Improved pupil performance in SQA examinations	Pupil voice/feedback Staff feedback Ongoing tracking of pupil progress Prelim performance

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<b>Raising Attainment in West Dunbartonshire Council</b>					
<b>School: Clydebank High School</b>					
<b>Target Area : Pupil Support</b>					
<b>Actions</b>	<b>Lead Staff</b>	<b>Timescale</b>	<b>Resources</b>	<b>Impact</b>	<b>Monitoring &amp; Evaluation</b>
To review the arrangements for Supported Study	Mr Rae (STAR) Mr Young	Autumn 2011	Staff Payment (for a part only of their commitment)	Increased pupil attendance Improved level of understanding by pupils Improved NAB pass rate Improved SQA performance by pupils	Attendance lists at each Supported Study session Pupil voice/feedback Staff feedback Ongoing SQA presentation data Tracking of pupil progress
To mentor a wide range of pupils across S4/S5	Mr Young SMT Pastoral Care Staff Team (32)	Autumn 2011	Time	Pupils feel supported and encouraged Pupils' study skills improve Pupils are more organised and focused Pupils are clearer about exam technique	Pupil voice Parental feedback Staff feedback Ongoing SQA presentation data Tracking of pupil progress
To introduce new study skills workshops	Mr Docherty (DHT)	Autumn 2011	Time	Pupils understand expectations more clearly Pupils implement advice Improved SQA performance	Pupil voice Parent/staff feedback Mentors' feedback Tracking of pupil progress

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<b>School: Clydebank High School</b>					
<b>Target Area : Pupil Support</b>					
<b>Actions</b>	<b>Lead Staff</b>	<b>Timescale</b>	<b>Resources</b>	<b>Impact</b>	<b>Monitoring &amp; Evaluation</b>
To support homework completion through the increased use of blogs	Mr Docherty (DHT)	Autumn 2011	Time	Increased homework completion rate Improved quality of homework	Pupil voice Staff feedback Surveys
To organise an employability workshop	Mrs McLaughlin (DHT) Mrs Grumball (DHT) Mrs Paterson (QIO)	Spring 2012	Time	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	Parental/staff feedback Mentors' feedback UCAS numbers Ongoing SQA presentation data Tracking of pupil progress

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<b>Raising Attainment in West Dunbartonshire Council</b>					
<b>School: Clydebank High School</b>					
<b>Target Area : Parents</b>					
<b>Actions</b>	<b>Lead Staff</b>	<b>Timescale</b>	<b>Resources</b>	<b>Impact</b>	<b>Monitoring &amp; Evaluation</b>
To introduce a series of parents' workshops	Mr Docherty (DHT)	February 2012	Time	Parents understand HE/FE/job requirements more clearly Parents understand better how to support their children Parents work more closely with the school	Parental attendance and feedback Staff feedback Parental attendance at school events such as parents' meetings Tracking of pupil progress

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<b>Raising Attainment in West Dunbartonshire Council</b>					
<b>School: Clydebank High School</b>					
<b>Target Area : School/Staff</b>					
<b>Actions</b>	<b>Lead Staff</b>	<b>Timescale</b>	<b>Resources</b>	<b>Impact</b>	<b>Monitoring &amp; Evaluation</b>
To offer all pupils practical study support	All Staff	Autumn 2011	Time	Pupils understand what/how/how long to learn Improved SQA performance by pupils	Staff feedback Pupil voice Pupil work Parental feedback
To review the options on offer at the end of S4	Mrs Grumball (DHT)	Autumn 2011	Time	Pupils have a wider range of accessible choices Pupils are more motivated and achieve more highly	Staff feedback Pupil voice Ongoing SQA presentation data Tracking of pupil progress
To continue to develop our professional learning community by sharing practice	Coop Learning Trainees	Autumn 2011	Time	Staff see and share good practice Classrooms become more effective places of learning Improved SQA performance	Staff feedback Pupil voice Tracking of pupil progress Surveys Ongoing SQA presentation data

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<b>Raising Attainment in West Dunbartonshire Council</b>					
<b>School: Clydebank High School</b>					
<b>Target Area : Quality Assurance</b>					
<b>Actions</b>	<b>Lead Staff</b>	<b>Timescale</b>	<b>Resources</b>	<b>Impact</b>	<b>Monitoring &amp; Evaluation</b>
To tighten up our SQA presentation policy	Mr Hand (DHT)	Autumn 2011	Time	Pupils change presentation levels less frequently Pupils persevere more	SQA presentation data Tracking of pupil progress
To alter the focus of ongoing learning visits	Mrs Cummings (DHT)	Autumn 2011	Time	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	Pupil voice PT/SMT feedback Parental feedback
To introduce a system of departmentally-based pupil surveys	Mr Young	Autumn 2011	Time	HT has a direct insight into classrooms Pupils' views are clear Good practice is identified and rolled	Link SMT talk to PTs and departments Next learning round identifies improvements Learning Team meetings

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<b>School: Clydebank High School</b>					
<b>Target Area : Quality Assurance</b>					
<b>Actions</b>	<b>Lead Staff</b>	<b>Timescale</b>	<b>Resources</b>	<b>Impact</b>	<b>Monitoring &amp; Evaluation</b>
To embed learning visits by the Learning Team	Learning Team	Autumn 2011	Time	out Colleagues carry out peer assessment and pass on good practice Classroom practice improves SQA exam performance improves	Evaluations during next learning rounds Pupil voice PT/parental feedback
To coordinate DM discussions re learning and teaching, improvement, attainment	Mr Young	Autumn 2011	Time	DM time is focused on our core priorities Staff discuss and share good practice Good practice is rolled out SQA exam performance improves	SMT/PT/staff feedback Pupil voice Learning visits Tracking of pupil progress Ongoing SQA presentation data