



Raising Attainment 2012-13

St Peter the Apostle High School

Action Plan

Priority/target area :. STACs/SQA Analysis					Focus QI: 1.1 Appendix 6
Expected Impact: Improved SQA Results					Other Monitoring Strategies:
Actions	Impact	Lead Staff	Resources	Timescale	Monitoring and Evaluation
a) Whole school and departmental QA calendars produced b) Departmental/HT/SLT/PT/ STACs meetings and analysis: action points decided with specific departmental targets c) WDC STACs review and analysis: action points determined d) increased pupil involvement in review of SQA results e) increased parental involvement via Parent Council and Focused Information Evenings	<ul style="list-style-type: none">• QA calendar produced• More rigorous system of meetings, class visits, analysis & feedback of action points took place. Departments have Action Plans based on RA, ‘gut reaction’ reports & full analysis reports to HT• Leadership For Learning Meeting identified action points• Increased & more regular meetings with pupils at key points: start of term, NABs, Tracking, Prelims, dip in performance, as required• In addition to Parents’ Meetings increase in additional info evenings & 2 detailed STACs analysis meetings with Parent Council	M Vassie HT Link DHTs PTs PT: Raising Attainment	Time CPD QIO Finance - Reprographics	Sept to Nov ‘12 Aug ’12 to May ‘13	<u>Senior Leadership Team</u> <ul style="list-style-type: none">• programme to share good practice• presentation policy• SLT monitoring & evaluation• Tracking calendar• Reviews• Visits• Regular meetings with PT Raising Attainment• Link DHTs• Departmental Meetings• PRD• School Improvement Plan• STACs• Analysis of prelims
Impact: QA Calendar produced; more meetings & increased SQA analysis; increased pupil & parent feedback; Increased Parental Meetings					
Next Steps: Increase in Departmental QA calendars					

Priority/target area :. Learning and Teaching					Focus QI: 1.1; 2.1; 5.2; 5.3
Expected Impact: Improvement in SQA results through more active participative learning, increased responsibility & challenge for pupils					Other Monitoring Strategies:
Actions	Impact	Lead Staff	Resources	Timescale	Monitoring and Evaluation
a) address points raised in HMIE report regarding challenge, pace and support for individual pupils (personalization) b) address points made in HMIE regarding more interactive use of IT: development of IT committee c) promote and support Teacher Learning Communities d) revisit relevant policies eg L&T / AiFL e) develop programmes of work that meet individual needs with a specific focus on challenging more able pupils f) continue to develop active, co-operative, AiFL strategies g) ensure identified good practice is shared across the school	<ul style="list-style-type: none"> All points in school & departmental improvement plans plus TLC group addressing points HT meetings Jan discussed DIP & IT progress. IT committee set up- at initial stages £20000 spent IT. IT reinstated on SIP re more active use TLCs very successful; approx 30 staff involved, 4 leaders have attended meetings to represent group Top Up/Reach Prog plus SNAP group, specific mentor groups 5 Higher, 8 Credit Continuous – on SIP plus staff being trained at Co-op Academy, CfE Through TLC, In-house In-Set plus Top Teaching Tips on Intranet 	M Vassie: HT J Morrison: DHT P Darroch: DHT SLT PTs	Time CPD In-Service: staff training Finance – ICT and Reprographics	Aug'12 to Dec '12	<u>Principal Teachers/Departments</u> <ul style="list-style-type: none"> tracking calendar reviews visits regular meetings with PT Raising Attainment link DHTs Departmental Meetings PRD Departmental Improvement Plans PT curriculum evaluations of tracking data <u>Raising Attainment Team</u> <ul style="list-style-type: none"> Mid session review of Action Plan Audit of Action Plan Focus Groups Feedback from Mentoring
Impact: More active participative learning; IT committee set up; Funding commitment to IT; Increased TLCs; SNAP Group to challenge more able; More In-House Inset					
Next Steps: Work done in TLCs to be shared with Aifl Steering Group / More development of Programmes for more able pupils/ More active use of IT					

Priority/target area : Principal Teachers/Departments					Focus QI: 1.1; 3.1; 5.9; 7.3
Expected Impact: To Raise Attainment through increased responsibility given to PTs in departments					Other Monitoring Strategies:
Actions	Impact	Lead Staff	Resources	Timescale	Monitoring and Evaluation
a) Raising Attainment and Tracking to be standing items at all D Meetings b) Raising Attainment a priority in every Department Improvement Plan c) Departments to produce Quality Assurance calendar d) PTs to play greater role in driving RA agenda in department: staff training re STACs, UPS, Standards & Quality, Departmental Improvement Plans e) Principal Teachers to help staff construct individual teacher targets regarding RA f) Departments to encourage and develop greater pupil responsibility eg development of Pupil Voice, increased involvement of pupils in target setting, more focused, practical feedback given to pupils, pupils involved in next steps	<ul style="list-style-type: none"> • RA discussed regularly at Department meetings. Greater expertise among staff & increased responsibility for RA by every member of staff • RA on all DIPs • Most Departments have QA calendar; ongoing • All staff fully involved in tracking/target setting & RA achieving more consistent approach. Also more positive mindset from PTs & staff • Half departments now well on way to achieving individual teacher targets; ongoing • Over whole school very positive; mentors, STACs / Tracking discussions at key points Teachers, PTs, RA Teacher, PS & Mentors all involved in discussions with pupils 	M Vassie: HT Link SLT PTs Members of departments PT: Raising Attainment	Time DMs In-Service Training for pupils	Aug '12 to Dec '12	
Impact: RA/Tracking as standing item on DMs; More Departmental QA Calendars; Increased expertise re Tracking/Target Setting; New Mentor Programmes;					
Next Steps: Increase in individual teacher targets re RA/ Further development of Mentor Programme					

Priority/target area .:					Focus QI:
Expected Impact:					Other Monitoring Strategies:
Actions	Impact	Lead Staff	Resources	Timescale	Monitoring and Evaluation
g) Teachers to discuss progression routes with every pupil as part of target setting programme h) PTs to carry out themed reviews/visits relating to RA in the course of the year i) PTs to ensure good practice is shared across the department and whole school j) PTs to work closely with RA Principal Teacher (KReilly) re specific pupils k) Better use of websites re support for pupils, revision, past papers etc l) Enhanced role for PTs in analyzing and responding to on track data during the course of the session	<ul style="list-style-type: none"> • Pupils very clear re progression routes – also reinforced via Assemblies / HWB etc • All reviews/visits in place but not specifically pertaining to RA although part of the discussion • Good practice shared via In-House In-set, TLCs & Aifl across whole school. Some examples in Departments • RA Principal Teacher works very closely with all PTs & at DMs on a regular basis – increase in pupil interviews at key points, also contact with parents via phone calls, text etc • Yes – eg Edmodo, Scholar, Glow, ‘Stuck on Study’ • Yes – more/quicker intervention & support 			Aug '12 to May '13	
Impact: Close links between RA Principal Teacher & PTs; Increased Interventions – meetings, phone calls, text messages; supported study					
Next Steps:					

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	but do not actively use it often enough. More info evenings & CfE meetings – detailed feedback to parents				
Impact: Whole school Tracking Calendar produced; reinstatement of Tracking Committee; Draft Strategy Paper produced; Increased Mentoring & Target Groups; Increased follow up interviews at key points; More info to parents – phone calls, text messages; More Targeted Supported Study; New ER Programme					
Next Steps: Further development of Tracking Calendar; continuation of Strategy Paper; review of Supported Study Programme					

