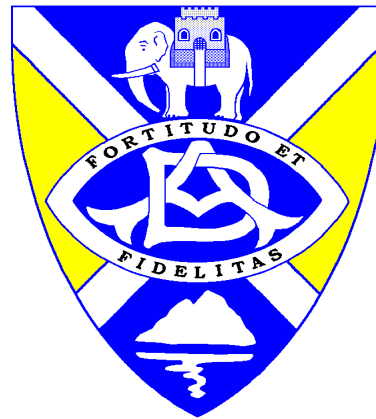




DUMBARTON ACADEMY



ACTION PLAN 2011 – 2012

This Action plan consists of extracts from the Academy's School Improvement Plan that are pertinent to the S4-S6 cohorts; sections from the Standards and Quality report have also been utilised. In addition to these two documents we have included the departmental actions identified from STACS meetings. These have then partly informed the role identified for our 'STAR', Mr John Hammond.

The role that Mr Hammond is fulfilling is entwined with all areas of the Action Plan, as he tracks the progress of particular pupils. This plan will form the main focus of his role as he works with the 3 main stakeholders responsible for raising attainment; Pupils, Parents and Staff.

Pupils

- S5 Meetings have been held with the group of pupils who are sitting 5Highers; this targeted group will be monitored closely and Mr Hammond has met with each pupil in this group,
- A similar group will be set up for S5/6 pupils sitting 3+Highers (level6).
- In S4, following their return from prelim examinations, pupil groups sitting 5+Credit, 5+ General and 5+ Foundation will also be established.

Parents

- Meetings with parents of the identified pupil groups will be held at Parent evenings; this will involve the STAR, HT and the relevant SMT member.
- Communication with parents of identified pupils will be improved via additional letters, and the use of the SEEMIS SMS texting system.
- Information relating to this initiative will be on the newsletters and website including the relevant points of contact.

Staff

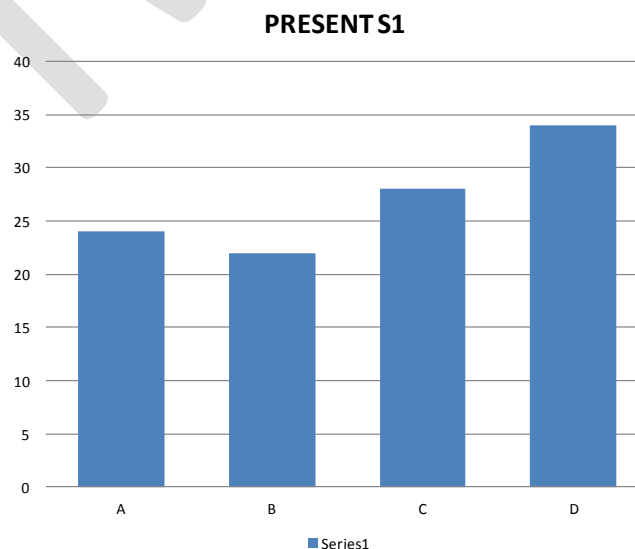
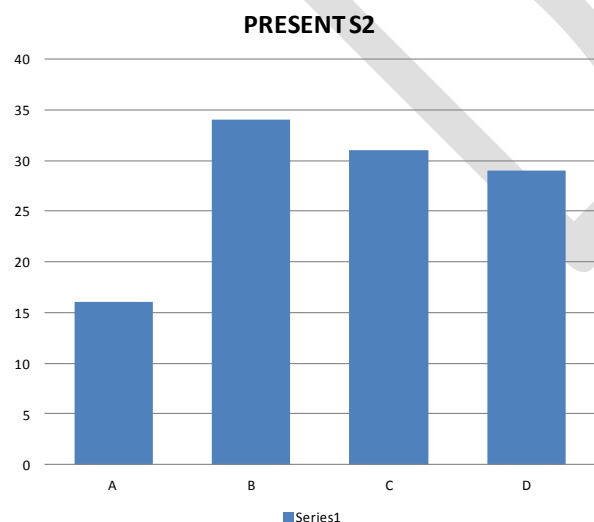
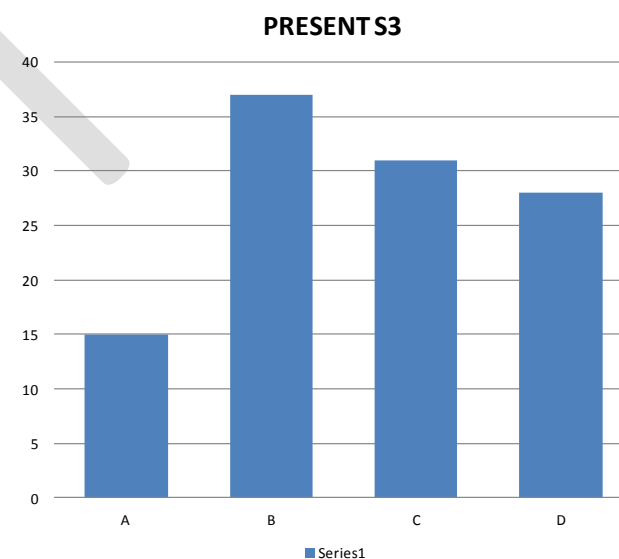
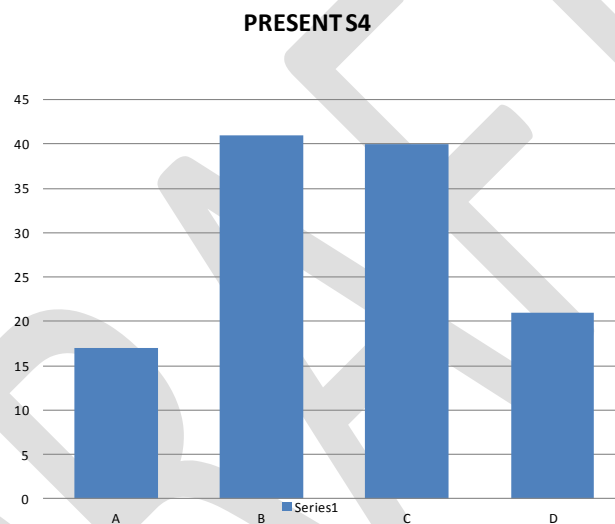
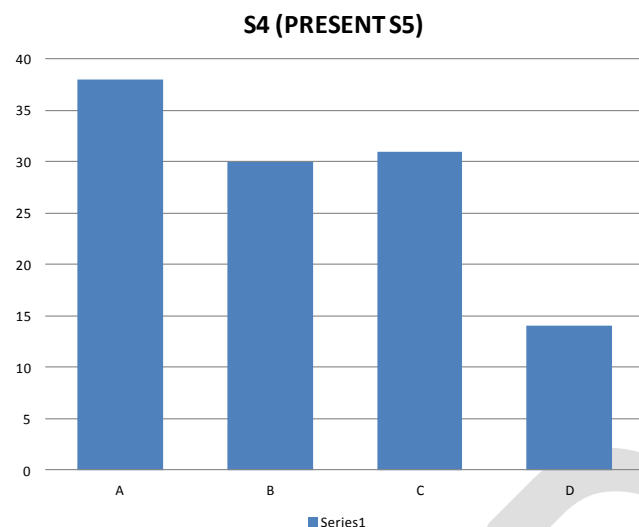
- At a Board of Studies meeting, Mr Hammond addressed the Principal Teachers (PTs) about his role.
- Individual meeting have been held with PTs, sharing information about pupils' progress and areas of concern. In addition, an exchange of further ideas on how to support pupils has been part of these meetings.
- Homework monitoring sheets are being implemented for the focus groups
- Volunteer staff will take on a monitoring role with assigned groups of pupils
- Departmental staff will identify opportunities for Supported Study.

The Action Plan focuses on 4 priorities from the School Improvement Plan. This document, however, focuses solely upon raising attainment at Dumbarton Academy.

The 4 Priorities

Learning and Teaching
Achievement
Personal Support
School Community

Our MidYIS baseline assessment also focuses the type of challenge and support agenda that we use with Departments and Pupils. This baseline assessment informs us of the make up of the pupils in a particular year group in comparison to the assessed cohort across Britain. ‘A’ group pupils are in the top 25% of pupils in the assessed group, ‘B’ group make up the next 25% and so on. The numbers in the graphs below are not percentages but numbers of pupils in each band. Ideally you want the bands all the same height indicating an average group. The graphs below show that our good results coincide with the present S5 group; we knew of the strength of this group 4 years ago. The present S4 have a strong middle group but a far smaller top group. This information is shared with Pastoral Care staff and the STAR and will be used to focus mentoring support offered. This data must be considered when setting school and departmental targets in future sessions.



WEST DUNBARTONSHIRE COUNCIL DEPARTMENT OF EDUCATIONAL SERVICES

| Raising Attainment in West Dunbartonshire Council | | | | | |
|--|---|--------------------------------|--|--|--|
| School: Dumbarton Academy | | | | | |
| Learning and Teaching | | | | | |
| Actions | Lead Staff | Timescale | Resources | Impact | Monitoring Evaluation |
| <ul style="list-style-type: none"> Co-operative learning to be developed further <ul style="list-style-type: none"> Further staff training encapsulating AifL and Coop Learning Increase the pace of lessons and increase the level of challenge provided for young people. Embed Good L&T Practice across the school - Staff seminars/carousels reflect development needs from <i>Sharing the Classroom Experience</i>, the PRD process and staff CPD needs. Develop further the use of our Skills and Abilities Audit to improve our PRD process and the planning of CPD | Co-op Steering Group CPD Coordinator | February 2012 | WDC Training | Improved Challenge and depth of understanding | CPD Records |
| | | June 2012 | In School Coop steering group time | More interactive learning experiences for pupils | Classroom visits by SMT and Peers |
| | All staff PTs | Ongoing throughout the session | | Improved pupil confidence, commitment and attainment . Young people given more responsibility for their own learning and lead lessons more regularly, particularly at Senior level. | |
| | Self-Evaluation Committee SMT | June 2012 | Time allocated at In-service days, Departmental meetings and at Collegiate Time for 'Carousels' and other staff led good practice seminars - eg PE department past paper spreadsheet | Quality of L&T has improved. Greater use of the information gleaned from <i>Sharing the Classroom Experience</i> used to identify areas for improvement. | PRD Records Classroom visits by SMT & Peers |
| | Self-Evaluation Committee SMT | April 2012 | Time for staff to meet/observe good practice | Quality of L&T has improved – attainment improved. | Skills and abilities audit |

| | | | | | |
|--|--|---|--|--|--|
| <ul style="list-style-type: none"> • Make more use of GLOW & Website for homework and revision materials • Further development of both literacy and numeracy across the curriculum | <p>ICT Group and PTs Subject.</p> <p>Main focus - English Department, Maths Department , however all staff have responsibility</p> | <p>Ongoing throughout session</p> <p>Ongoing throughout session</p> | <p>Materials and links for upload</p> <p>Writing Exam practice prior to English prelims/exams Early Morning warm up session prior to Maths prelims/exams</p> | <p>Greater use of GLOW and the Website at home, relating to homework and study skill. Leading to improvements in attainment</p> <p>Improved literacy and numeracy will have knock on effect on attainment in other subjects.</p> | <p>More populated website, greater number of hits recorded Departmental Minutes</p> <p>SMT/Departmental/STAR Post prelim analysis of results</p> |
|--|--|---|--|--|--|

Raising Attainment in West Dunbartonshire Council

School: Dumbarton Academy

Achievement / Attainment

| Actions | Lead Staff | Timescale | Resources | Impact | Monitoring Evaluation |
|--|-------------------------------------|---|-----------|--|--|
| <ul style="list-style-type: none"> Further develop whole-school /departmental, tracking, targeting, assessment and reporting <ul style="list-style-type: none"> Further development of use of MidYIS information Further development of mentoring system via vertical registration Develop strategies to enhance pupils' awareness of strengths and development needs. Rigorous use of Tracking data to set targets for departments Focus on pupils failing to complete homework – STAR contact parents immediately Post prelim Analysis Meetings – detailed discussions on individual performances and strategies to be used to improve performance | SMT, PTs Subject & STAR | Throughout session | Time | SQA Attainment targets become more refined, accurate and improved, leading to better achievement of the targets. Ensure appropriate pupil option choices, pupil challenge and levels of presentation. Pupils individual needs are being evaluated and met Attainment is improved Completion rate of homework improved Detailed knowledge of pupils underachieving. Accurate information re percentage pass rates at all levels. Departmental targets set | STAR to meet with SMT on fortnightly basis to report back on progress Dept Minutes SMT Link Meetings STAR/PT Meetings Detailed data available – percentage on track to achieve 5+ at Levels 3, 4, 5, & 6 Record of Departmental Targets agreed at Post Prelim Analysis Meetings Record of Individual Pupil Targets Interventions/strategies and contacts recorded on Click & Go |
| | SMT, PT Pupil Support | Ongoing | Time | | |
| | Working Group (A Edwardson) & STAR | January 2012 | Time | | |
| | SMT, PTs Subject & STAR | Ongoing | Time | | |
| | STAR & PTs Subject | Ongoing | Time | | |
| | SMT & Link Departments | January 2012 (S4) February 2012 (S5/6) | Time | | |

| | | | | | |
|---|---|------------------------------|--------------------------|--|---|
| <ul style="list-style-type: none"> • Set up SLWG to investigate further strategies to strengthen pupil commitment • Use of external agencies to raise pupil commitment • Consult with Parent Council on how to raise Parent Commitment to raising attainment • Develop the consistent use of pupil self evaluations and questionnaires in departments to improve students' learning experiences and the way they learn. • Work with WDC and QIOs to raise attainment. • Detailed Action Plan for each department re raising attainment • Continue to investigate other schools' practices through professional discussions at departmental level. (See attached SQA Analysis 2011 – STACS - ACTION PLAN sheets) | LBourhill, C Lennox, A Esson | Throughout session | Time | Pupil commitment to school, learning and achievement has improved | Minutes/Action plan of SLWG |
| | SMT/Tree of Knowledge | By April 2012 | Time | | Tree of Knowledge Evaluations |
| | Head Teacher & G MacKay | By March 2012 | Time | Better partnerships with pupils and parents, parents have better understanding of how to support pupils | Parent Council Minutes Parents Evening Evaluations & attendance records |
| | L McMahon & Self Evaluation Working Group | Throughout session | Time | Quality of teaching & learning improved as a result of findings from questionnaires. | Self Evaluation Calendar |
| | SMT & STAR | Throughout session | Time | Sharing of good practice across the authority Attainment has been improved | Feedback from authority meeting by STAR at SMT meetings |
| | SMT, STAR & PTs Subjects | Post STACS & Prelim Analysis | Time | STAR supports Departments to meet targets agreed (as per attached summary) | Dept Minutes, Post Prelim Analysis Records and Departmental Targets |
| | PTs Subject | Throughout Session | Time/Travelling Expenses | Good practice disseminated and results improved. For individual targets see attached STACS ACTION PLAN sheets. | Feedback at Departmental Meetings and SMT Link Meetings |

Raising Attainment in West Dunbartonshire Council

School: Dumbarton Academy

Personal Support

| Actions | Lead Staff | Timescale | Resources | Impact | Monitoring Evaluation |
|---|-----------------------|---------------------------|------------------------|--|--|
| <ul style="list-style-type: none"> Identify groups of pupils in S5 studying 5 Highers, 3+ Highers and 1+ Higher Target pupils have individual interview with STAR following tracking Pupils issued with Study Logs and Time Logs Identify groups of pupils in S4 studying 5 + level 5, 5 + Level 4 and 5+ Level 3 Identify additional staff to work with STAR in order to monitor S4 performance following prelims Co-ordinate Supported Study Arrangements - make use of Click & Go Interventions/Study Support Group menus and ensure information is disseminated to Parents & Pupils Easter Revision School offered to pupils S4-S6 | SMT | November 2011 | Time | Pupils indentified at an early stage if pupil is in danger of not meeting targets. Problem areas highlighted, strategies put in place to address problems Accurate record of Supported Study sessions attended and time spent on homework/study Pupils supported, more organised and supported Parents more aware of support available, interventions strategies – all of the above leading to improved attainment | Tracking Data Fortnightly meetings with SMT & STAR |
| | STAR | As per reporting calendar | Time | | |
| | STAR | December 2011 | Time | | |
| | SMT | January 2012 | Time | Time/changes to tracking & monitoring access levels | Interventions/strategies and contacts recorded on Click & Go |
| | STAR/ Volunteer Staff | January 2012 | | | |
| | LB & STAR | January 2012 | Time | | |
| | SMT/All Staff, PFSW | March 2012 | Supported Study Budget | Improved exam preparation and technique. Gaps in course skills identified Improved attainment | Attendance Records for Easter Revision School Pupil/Staff Evaluations of Easter Revision School |

Raising Attainment in West Dunbartonshire Council

School: Dumbarton Academy

School/ Home/Community Partnerships

| Actions | Lead Staff | Timescale | Resources | Impact | Monitoring Evaluation |
|---|--|--|---|---|---|
| <ul style="list-style-type: none"> New Build – <ul style="list-style-type: none"> Continue to consult with staff and pupils re new build Preparation done for commencement of building work Improve Parent partnership – Parent Focus Group Meetings/Information Evenings arranged Parents contacted by telephone to discuss problems re staying on track Parents contacted by text when pupil fails a NAB and informed of date of resit Use of FPs to talk to focus groups of pupils re preparation for examinations | <p>HT G Mackay</p> <p>Head Teacher/Year Heads</p> <p>STAR</p> <p>PTs Subject</p> <p>L Bourhill</p> | <p>Ongoing throughout session</p> <p>Ongoing throughout session for each year group</p> <p>Ongoing throughout session As appropriate</p> <p>By December 2011</p> | <p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p> | <p>Pupils from Dumbarton Academy have equality of provision in their learning environment, leading to increased attainment.</p> <p>Parents have a better understanding of how to support their children's education. Parents work more closely with the school/relationships improved. Good use made of feedback from Parents</p> <p>Young people encouraged to further their learning at home. Pupils well prepared for resits</p> <p>Increased attainment at SQA Exams.</p> | <p>Planning consent Granted New Build started</p> <p>Notes from Focus Group Meetings Parent Evening Evaluations</p> <p>Interventions recorded on Click & Go/Pastoral Notes</p> <p>Records of SMS sent</p> |

Appendix

SQA Analysis 2011 - STACS

Departmental targets

This is an abridged version of specific targets and gives a flavour of how departments are being asked to focus on improving attainment at SQA exam level. Specific targets were identified at post SQA results STACS meetings. Schools mentioned in this table were identified from subject comparator schools. Proposed visits will focus on improving Teaching and Learning and thus attainment.

| SUBJECT | Level | Target |
|---------------|-----------|--|
| English | SG | Focus on improving the Credit grades - esp in Writing and Reading elements. Taking more 3s to 2s. Use increased supported study opportunities leading up to prelims and a focus on specific areas of the exam. |
| | Int 1 | Improve "A" band results - by creating a "Way to an A" group after prelims. |
| | Higher | Focus on Close Reading; Contact/Visit Wallace High re Higher performance. Continue to develop a more robust presentation policy |
| | Int 2 | Focus on 'Close Reading' paper utilising past exams to hone practice in this area. |
| Media Studies | Int 1/2 | Improve results by 'buddying' with St Peter the Apostle HS. Utilise SQA support materials. |
| Maths | SG | Increase the number of Grade 1s, by improving exam preparation for pupils. Consider the use of the 'warm up' session before the exam as used at Higher |
| | Int 1/2 | Build upon this year's successes. Continue rigorous presentation policy. |
| | Higher | Visit/Contact Cathkin High for discussion on T&L focussing on quality of Highers attained, especially at Grade A. |
| French | SG/Higher | Improve 'Reading' element, especially at Grade 1 by additional reading practice in class and by using focussed homework. Reflect on reasons for poor uptake in S5/6: Visit St Roch's HS and Ross Hall HS for advice and to see good practice. |

| | | |
|--------------------------|---------|--|
| Spanish | SG | Work on improving the 'Listening' element at grade 1 by additional listening practice in class and in homework using CDs. |
| Biology | SG | Improve Grade 1s overall and especially on Practical Abilities (aim for National level = 82%). At faculty meetings discussed improvements in Physics and Chemistry for the same element. |
| | Int 1 | Objective Test results weaker than the extended section of the paper. Work on practice of Objective questions. |
| | Int 2 | Maintain and try to build upon very good results. |
| | Higher | Improve quality (Grades A and B). Contact/Visit Balwearie HS and Forrester HS for T&L discussion and exemplars of good practice. |
| Human Biology | Higher | Maintain and build on very good results. |
| Chemistry | SG | Improve Credit results and especially Grade 1s - Both K&U and PS need to improve at Credit level. Visit/Contact Clydebank HS and Hillhead HS for T&L discussion and sharing practice. |
| Physics | Higher | Adopt a more rigorous presentation policy. Contact/visit Dalziel HS or Harris Academy for advice and good practice to raise awards. |
| | SG | Improve 3s to 2s, in both K&U and PS. Visit/Contact Marr College. |
| Graph Comm | Int 2 | Visit/Contact Knightswood and/or Hillpark for T&L discussion and sharing of good practice. |
| | Higher | Improve attainment on paper 2 through new Past paper practice for homework. |
| | SG | Continue to build on excellent results. |
| Craft and Design | Higher | Work to improve pupil attainment on paper 1. Lead taken by one particular member of staff to improve revision resources. |
| | SG | Continue to build on high standards. |
| Product Design | H/Int 2 | Consider whether to run this course in 2012/13. Enquire at SQA of a school we could visit to view good practice. |
| Engineering Craft Skills | Int 2 | Visit Douglas Academy and contact ex-probationer at Stranraer for T&L discussion and sharing of good practice. |
| Woodworking Craft Skills | Int 2 | Alternative final project now being undertaken to improve attainment standards. Visit/Contact Cumnock Academy for T&L discussion and sharing of good practice. |

| | | |
|---------------------|----------------|--|
| HE | SG | Focus on improve K&U at all levels (raise % of Credit passes to national level (48%)) by increased use of study materials including mind-maps (being developed by PT). |
| Hospitality | Int 2 | Maintain and build on excellent results. |
| Geography | Higher | More rigorous presentation policy after prelims. Visit Clydebank HS, Largs Academy and possibly OLSP for advice and vital sharing (purloining) of resources/ good practice |
| Geography (Cont.) | SG | Push bottom set to attain General passes, reducing the number of Foundation level results. Focus on Supported study and the revision materials being used. |
| | Int1/2 | Improve results overall. Far more rigorous presentation policy required. Contact QIO and SQA for advice/example school of good practice which we can contact and visit. |
| MER | Int1/2. | Network with colleagues in WDC for sharing of good practice and resources. |
| History | Higher | Improvement noted. Network with colleagues in WDC for sharing good practice. Work on writing skills liaise with English dept. |
| Modern Studies | SG | Maintain and build on excellent results. |
| | Int 2/Higher | Visit Knightswood Sec for good practice info. Consider whether tri-level class really is feasible. Reinforce Writing skills in Higher Paper 1 (Work with English dept). |
| RMPS | Higher | Contact/Visit Alva Academy and/or Harris Academy for T&L discussion and examples of their good practice. More rigorous presentation policy in 2012 required. |
| Music | SG | Keep up these very good standards! Continue to improve % passes in 'Group Performing' and 'Inventing' elements at Credit level to national levels. |
| | Higher/Ints/AH | Continue to achieve excellent results. |
| Art | SG | Continue to maintain excellent results; Aim to raise Credit level % in Design Activity to National % level. |
| | Higher/Ints/AH | Very positive - keep up the excellent results! |
| PE | All | Maintain and build on excellent results. Try to improve Int2/Higher uptake in 2012/13. |
| Computing | SG | Practical Abilities - seek advice from SQA |
| | Ints/Higher | More rigorous presentation policy |
| Administration | Int /Higher | Work on improving Int 2 course and attainment |
| Business Management | SG | GH to contact QM at SQA re advice/MIs on Project |
| | Higher /SG | Keep up the excellent standard. |
| | Int 2 | Visit/contact Bocclair Academy to share practice |

DRAFT