



Raising Attainment 2012-13

Dumbarton Academy

Action Plan Evaluation June 2013

| Priority/target area: Continue to raise attainment and achievement | | | | | Focus QI: 5.3, 8.4, 1.1 |
|---|--|---|--------------|-----------|--|
| Expected Impact: <ul style="list-style-type: none"> • Raised attainment and achievement of all learners • Enhanced staff skills in learning and teaching • Increased pace and challenge in the development of learning and teaching | | | | | Other Monitoring Strategies: Attainment and achievement data, class observations, SMT meetings with link departments, prelim analysis meetings, MidYIS analysis, staff/pupil feedback, self evaluation audit documents |
| Actions | Impact | Lead Staff | Resources | Timescale | Monitoring and Evaluation |
| Learning and Teaching <ul style="list-style-type: none"> • Co-operative learning to be developed further • Further staff training encapsulating AifL and Coop Learning | Improved Challenge and depth of understanding More interactive learning experiences for pupils Improved pupil confidence, commitment and attainment. Young people given more responsibility for their own learning and lead lessons more regularly, particularly at Senior level. | Co-op Steering Group CPD Coordinator | WDC Training | June 2013 | CPD Records, Classroom observations, pupil feedback Classroom visits by SMT and Peers Peer Mentoring through TLC's |
| <ul style="list-style-type: none"> • Formation of Teaching Learning Communities (TLC) | Creation of a learning culture across the school. Research backed teaching practices reviewed and practised leading to improved L&T | TLC Leaders | WDC Training | June 2014 | SMT Classroom visits and feedback through Peer Mentoring in TLC's Skills and Abilities Audit Sharing the Classroom experience |

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| <ul style="list-style-type: none"> • Embed Formative Assessment and develop effective questioning techniques • Formalise Collaborative planning to enhance Learning and Teaching. • Staff implement strategies to increase the pace of lessons and increase the level of challenge provided for young people • Continue to investigate other schools' practices through professional discussions at departmental level using information from network meetings. (See attached SQA Analysis 2012 – Draft STACS ACTION PLAN sheets) | <p>Staff in regular discussion about pedagogy, working together to improve young people's outcomes</p> <p>Maintain engagement of all students leading to raising attainment</p> <p>Good practice disseminated and results improved. For individual targets see attached STACS ACTION PLAN sheets.</p> | <p>All staff</p> <p>All staff</p> <p>PTs Subject</p> | <p>TLC Materials, time</p> <p>Time</p> <p>Time/Travelling Expenses</p> | <p>Throughout Session</p> <p>Throughout Session</p> <p>Throughout Session</p> | <p>HGIOS, DIP, Sharing the classroom experience, classroom observations</p> <p>Calendar / Programme of shared classroom experiences.</p> <p>Classroom visits by SMT and Peers Pupil Feedback</p> <p>Feedback at Departmental Meetings and SMT Link Meetings Attainment Data</p> |

Impact:

- Increased pace and challenge in all classes to support raising attainment and achievement.
- Enhanced skills of learners with respect to literacy and numeracy and skills for learning, life and work.
- Enhanced staff skills, knowledge and confidence in implementing a variety of teaching strategies to motivate and engage learners.
- Learners are motivated, challenged and engaged in their learning.
- Enhanced curriculum planning within and across departments to support the implementation of CfE.
- Enhanced cluster working with primary colleagues to share understanding of standards and to ensure learner progression.

Next Steps:

- Continue to develop a more consistent approach to the implementation of Cooperative Learning and AifL strategies to enhance pace and challenge and the learning experience of all young people.
- Continue to develop TLCs to embed formative assessment and improve learning and teaching to support raising attainment and achievement.
- Continue to formalise collaborative curriculum planning across the school and cluster to enhance learning and teaching.
- Continue to develop responsibilities for all with respect to literacy, numeracy and health and wellbeing.
- Continue to embed effective questioning techniques to deepen learner understanding.
- Continue to engage in professional dialogue across departments, schools and authorities to enhance outcomes for learners.

Priority/target area : Continue to raise attainment and achievement**Focus QI: 5.3, 8.4, 1.1****Expected Impact:**

- Raised attainment and achievement of all learners
- Enhanced staff skills in learning and teaching
- Increased pace and challenge in the development of learning and teaching

Other Monitoring Strategies:

Attainment and achievement data, class observations, SMT meetings with link departments, prelim analysis meetings, MidYIS analysis, staff/pupil feedback, self evaluation audit documents

| Actions | Impact | Lead Staff | Resources | Timescale | Monitoring and Evaluation |
|---|--|-------------------|---------------------|--------------------|----------------------------------|
| Departments <ul style="list-style-type: none"> • Implement strategic DM's to look at issues rising from tracking, presentations, prelims and relevant documentation to focus on learning and teaching | To maintain a collegiate focus on attainment and how we can continually improve. | PT's Subject | As appropriate Time | Throughout session | Record of DM's for all subjects |
| <ul style="list-style-type: none"> • Continue to develop the consistent use of pupil self-evaluations and | Quality of teaching & learning improved as a result | L McMahon & Self | Time | Throughout session | Self-Evaluation Calendar |

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| questionnaires in departments to improve students' learning experiences and the way they learn. | of findings from questionnaires. | Evaluation Working Group | | | |
| <ul style="list-style-type: none"> Continue to raise the profile of home learning and use of early interventions with students who need support. | Completion rate of homework improved. Raised attainment. | SMT, PTs Subject | Time | Throughout session | Record of Homework on Seemis Mentor Staff meetings Pupil Feedback |
| <ul style="list-style-type: none"> Pastoral Care will ensure raising attainment is a priority at assemblies and student interviews. | Continued focus on attainment for all students at all stages | Pastoral Staff | Time | Throughout session | Record of Assemblies and Student Interviews |

Impact:

- Enhanced staff skills, knowledge and confidence in implementing a variety of teaching strategies to motivate and engage learners.
- All teaching staff engaged in professional dialogue to support the raising of attainment and achievement.
- Increase in number of pupils completing homework.
- Learners are motivated, challenged and engaged in their learning.
- Learners have more responsibility for their own learning.
- Higher profile of Pastoral Staff in supporting the raising of attainment and achievement.

Next Steps:

- Continue to implement strategic meetings with a focus on attainment data and strategies for improvement.
- Continue to investigate the use of SEEMIS interventions to keep parents and staff informed of progress.
- Continue to develop pupil voice re consistent use of pupil feedback to improve learning and teaching.
- Update homework policy and launch new homework diary to support home learning.
- Continue to raise profile of role of Pastoral Staff with regard to raising attainment.

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| Raising Attainment Post <ul style="list-style-type: none"> • Invite for additional staff to work with STAR in order to monitor S4/5 progress through mentoring • Launch the mentoring program with a presentation on learning and high expectations concluding with an invite to students to join the program or to buddy younger students • Identify groups of pupils in S4/5 for mentoring • Restructure and co-ordinate Supported Study Arrangements - make use of Click & Go Interventions/Study Support Group menus and ensure information is disseminated to Parents & Pupils | <p>More leadership opportunities for staff to engage in</p> <p>Raise the profile of attainment. Empower students with the choice to sign up. Greater student engagement and raised attainment.</p> <p>Targeted support leading to raising attainment</p> <p>Students are able to make more informed choices. Increased accountability for students with greater parental involvement.</p> | <p>STAR Mentors</p> <p>STAR</p> <p>STAR</p> <p>STAR</p> | <p>Mentor resource packs</p> <p>Time</p> <p>Time</p> <p>Time</p> | <p>August 2012</p> <p>September 2012</p> <p>September 2012</p> <p>October 2012</p> | <p>The number of students who volunteer to sign up Feedback from pupils and staff</p> <p>Mentor meetings and STAR meetings with mentors</p> <p>Monitor students' progress through tracking. Exam performance.</p> <p>Student numbers attending supported study can be tracked. Questionnaires requesting student's views on supported study.</p> |

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| <ul style="list-style-type: none"> Use of S6 buddy system to talk to focus groups of pupils re preparation for examination. | To increase student confidence by learning from another students experience | Mentors / STAR | Time | Throughout session | Student Evaluations in April STAR meetings with Mentors |
| Impact: <ul style="list-style-type: none"> Increase in number of staff volunteering to be involved in the mentoring scheme (24 in 2012-13 from 11 in 2011-12). Staff meetings reported that student's engagement with the process was varied. Some students had plans and were very well organised others had to be convinced of the merits of such actions. Enhanced mentor programme as a result of student feedback from last year. This resulted in a more diverse group signing up. Numbers were consistent with 90 students involved. Improved student attendance at organised meetings. Students who never signed up were still targeted and encouraged to join the programme. Staff voiced concerns regarding time to fully implement the programme of support. Staff have fed back that they have met with students less than what they had hoped for. | | | | | |
| Next Steps: <ul style="list-style-type: none"> Embed the use of a buddy system into the mentoring programme. Formalise what students cover and when so that there is a greater dialogue in the mentor programme. Develop a programme of mentor meetings with a clear timeline to ensure meetings take place. Investigate the use of SEEMIS interventions to improve communication with staff and parents and provide greater detail of progress. Review Supported Study programme to ensure that flexibility exists when starting programmes. Continue to monitor and encourage student attendance at supported study. | | | | | |
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| Parental Partnership <ul style="list-style-type: none"> Consult with Parent Council on how to raise Parent Commitment to raising attainment Improve Parent partnership – Parent Focus Group Meetings/Information Evenings arranged | <p>Better partnerships with pupils and parents, parents have better understanding of how to support pupils</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>Head Teacher & G MacKay</p> <p>SMT / STAR</p> | <p>Time</p> <p>Time</p> | <p>By March 2012</p> <p>Throughout session</p> | <p>Parent Council Minutes Parents Evening Evaluations & attendance records</p> <p>Notes from Focus Group Meetings Parent Evening Evaluations</p> |
| Impact: <ul style="list-style-type: none"> Parents/carers more involved in and supportive of their child's learning. Enhanced partnerships with parents/carers. Enhanced communication with parents. High attendance and positive feedback from parents of pupils who were involved in the mentoring scheme. Resources provided for parents online through the school website have been used to support students. | | | | | |
| Next Steps: <ul style="list-style-type: none"> Continue to work in partnership with parents/carers to support the raising of attainment and achievement and improve outcomes for learners. Plan and implement workshops for parents of P7 pupils on how they can support the development of literacy and numeracy skills. Continue to research and implement ways to further enhance communication and partnership working with parents. | | | | | |

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| Actions | Impact | Lead Staff | Resources | Timescale | Monitoring and Evaluation |
| <ul style="list-style-type: none"> • Enhance communication with parents through telephone, text and e-mail regarding progress and strategies for improvement • Parents contacted by text when pupil fails a NAB and informed of date of resit | <p>Greater parental involvement in students education</p> <p>Students well prepared for resits</p> | <p>SMT, Pastoral, Mentor, STAR</p> <p>PTs Subject</p> | <p>Time</p> <p>Time</p> | <p>Throughout session</p> <p>As appropriate</p> | <p>Star meetings with Mentors SMT and Pastoral staff through seemis</p> <p>Records of SMS sent Feedback from parents</p> |
| Improvement Planning <ul style="list-style-type: none"> • Develop further the use of our Skills and Abilities Audit to improve our PRD process and the planning of CPD • Continue to regularly address assemblies reinforcing a focus on high expectations and aspirations. • Rigorous SMT / PT monitoring and evaluating of DIP / S&Q and Action Plan. | <p>Quality of L&T has improved – attainment improved.</p> <p>Maintain a focus on Raising Attainment</p> <p>Consistent application of working towards planned targets.</p> | <p>Self-Evaluation Committee SMT</p> <p>SMT / Pastoral Staff</p> <p>SMT / PT's subject</p> | <p>Time for staff to meet/observe good practice</p> <p>Time</p> <p>Time</p> | <p>April 2013</p> <p>Throughout session</p> <p>Throughout session</p> | <p>Skills and abilities audit</p> <p>Record of assemblies</p> <p>DM's / Link Meetings</p> |

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| <ul style="list-style-type: none"> SMT using duty periods to check homework diaries and parental signatures | A consistent use of diaries with greater parental involvement | SMT | Time | Throughout session | |
| <ul style="list-style-type: none"> Continue to work with WDC and QIOs to raise attainment. | Sharing of good practice across the authority Attainment has been improved | SMT & STAR | Time | Throughout session | Feedback from authority meeting by STAR at SMT meetings |
| <ul style="list-style-type: none"> Use of external agencies to raise pupil commitment dependent on budget constraints. | To motivate and enable young people to realise their potential. | SMT Tree of Knowledge | Outside agency (Tree of Knowledge) | By April 2013 | Tree of Knowledge Evaluations |

Impact:

- Increase in number of staff who undertook PRD process with a focus on enhancing staff skills to support learning and teaching.
- Increase in number of assemblies with focus on high expectations and ambition.
- Senior and middle leaders continue to implement rigorous and robust self evaluation and quality assurance processes.
- Increase in regular homework diary checks by SMT.
- Increase in number of pupils who experienced working with Tree of Knowledge to realise their potential (all S3, S4 and S5 pupils).

Next Steps:

- Continue to investigate using SEEMIS interventions to keep parents and staff informed of progress.
- Continue to develop PRD process to support learning and teaching and to take account of staff coaching training.
- Continue to use assemblies as a platform to reinforce high expectations and aspirations.
- All staff continues to implement rigorous and robust self evaluation and quality assurance processes to inform planning for improvement.
- Update homework policy and launch new homework diary to support home learning.
- Continue to work with WDC and QIOs to support the raising of attainment and achievement.

MAINTENANCE AGENDA

SCHOOL: Dumbarton Academy

Year: 2012

| Priority | Lead Staff | Actions | Impact |
|---|----------------------------------|--|---|
| <ul style="list-style-type: none"> 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. | Self-Evaluation Committee SMT | Time allocated at In-service days, Departmental meetings and at Collegiate Time for 'Carousels' and other staff led good practice seminars - e.g. PE department past paper spread sheet | Quality of L&T has improved. Greater use of the information gleaned from Sharing the Classroom Experience used to identify areas for improvement. |
| <ul style="list-style-type: none"> Further develop whole-school /departmental, tracking, targeting, assessment and reporting Further development of use of MidYIS information | SMT, PTs Subject & STAR | Tracking is recorded allowing for focused data on each individuals progress including strengths and areas for improvement. Information shared with all staff. | 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 Detailed data available – percentage on track to achieve 5+ at Levels 3, 4, 5, & 6 |
| <ul style="list-style-type: none"> Continue to use SQA STACS Analysis meetings to reflect on strengths and target areas for improvement. | SMT & Link Departments & STAR | Meetings at start of school year to discuss results | Allows staff to focus and plan on where they are now, where they would like to be and how they shall achieve this. |

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SCHOOL: Dumbarton Academy

Year: 2012

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|---|---|--|---|
| <ul style="list-style-type: none"> Post prelim Analysis Meetings – detailed discussions on individual performances and strategies to be used to improve performance. | SMT & Link Departments & STAR | Detailed knowledge of pupils underachieving. Accurate information re percentage pass rates at all levels. | All young people are challenged and supported |
| <ul style="list-style-type: none"> Departments produce a detailed Action Plan and implement strategies re raising attainment | Faculty Heads and subject PT's, SMT, STAR | Departmental targets are set Action plans are implemented and monitored through DM's A targeted approach that focuses on discussion of L&T | Improved outcomes for young people |
| <ul style="list-style-type: none"> Develop strategies to enhance pupils' awareness of strengths and development needs. | All staff | Deploy a range of strategies from "Mark Less to Achieve More" to self and peer assessment | Greater understanding of where strengths and weaknesses lie and how to improve |
| <ul style="list-style-type: none"> Further development of both literacy and numeracy across the curriculum | Main focus - English Department, Maths Department , however all staff have responsibility | Literacy policy launched with presentations to all staff Writing Exam practice prior to English prelims/exams Early Morning warm up session prior to Maths prelims/exams | Improved literacy and numeracy will support attainment in other subjects. |
| <ul style="list-style-type: none"> Easter Revision School offered to pupils S4-S6 | SMT/All Staff, PFSW | An interactive programme where students are consulted on what they need most and staff lead teaching to address these needs | Improved exam preparation and technique. Gaps in course skills identified. Improved attainment |