

Raising Attainment Update January 2014

School: Dumbarton Academy

Actions to date:

- Full analysis of SQA results with all departments in Sept-Oct.
- STAR teacher presented during the mentor programme launch to S4-S6 pupils high expectations, growth mind-set and their impact on raising attainment.
- Supported Study programme will continue to be robust in supporting young people and their needs. A structured programme is becoming embedded with each subject session having a specific focus. This allows pupils to sign up for classes delivering areas of the curriculum they need further development in.
- Mentor programme has been revamped and is currently underway. Structure should allow for sustainability.
- Identify pupils studying five Highers in S5 and six National 5 courses in S4 and encourage participation in mentor programme.
- STAR teacher continues to mentor pupils and liaises with mentors to continually review the programme and to share best practice.
- STAR produces a raising attainment newsletter every term which is issued to all staff.
- Materials from Learning Festival are available to staff on the school server. Aspects focus on raising the bar and closing the gap.
- Supported study programme and a link to study skills are updated on an on-going basis on the school website. Mentor booklet materials have also been made available to parents on the website.
- TLC programme continues to be implemented across the school. All staff involved in TLCs to enhance learning and teaching.
- Rigorous SMT/PT monitoring and evaluation of strategic priorities within school and departmental improvement plan with the expected impact of raising attainment.
- Finalise and launch the SQA Alert system to enhance communication with parents. All staff will consistently use SEEMIS to implement early interventions for young people.
- Publishing the tracking and monitoring data for S4-6 students across all subjects on the staff common drive.
- The recording of supported study is now on a centrally located excel document which has been introduced to staff.
- Parental Information evening was run in December. The session focused on study skills (ICT / traditional), motivation and the mentor programme.
- STAR teacher will set up pupil focus groups to review and evaluate the supported study programme (meetings to be held w/b 24th February).
- STAR teacher to join cluster meetings (next meeting 6th March).
- STAR to be involved in the WDC's short life working group focusing on "Gender Gap".

- SMT target pupils in most need of improvement as highlighted from attainment data.
- Enhanced role of Pupil Support staff in supporting pupils with inconsistencies in attainment across subject areas.
- Motivational exchange visits between secondary schools to be finalised.

Impact:

- All departments produced and implemented raising attainment action plan which will be reviewed during S4-6 prelim analysis meetings (Feb-March).
- Increase in number of pupils attending supported study.
- Sustained number of staff who volunteered to mentor pupils.
- Enhanced communication with parents and increased parental awareness of the mentoring programme and ways in which parents can support home learning.
- Enhanced communication with pupils re whole school strategies for raising attainment.
- Creation of a learning culture with the expected impact of embedding formative assessment to enhance learning and teaching and therefore, raise attainment and achievement.
- Feedback from programme of class observations used to enhance learning and teaching and raise attainment and achievement.
- To investigate how data is used in the primary sector and share good practice from the STAR programme.
- Implement strategies focused on closing the gender gap.

Next Steps:

- Continue to support TLCs and strategies to enhance learning and teaching and the learners' experience.
- Continue to support staff in their implementation of the mentor programme.
- Embed the use of the SQA Alert System
- Monitor the attendance of young people at supported study in line with data on performance.
- Investigate how we can enhance the use of data in the BGE to support raising attainment.
- Research strategies focused on closing the gender gap.