



Our Lady's High School
SCHOOL POLICY and ARRANGEMENTS
RAISING ACHIEVEMENT

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AIMS / RATIONALE

A commitment to Raising Achievement is the main thrust of the policies of North Lanarkshire Education Department.

School policy on Raising Achievement identifies the need to plan, implement and monitor strategies designed to meet the outcomes and targets contained in the North Lanarkshire Education Department Report and Standard Circular Raising Achievement for All.

A commitment to Raising Achievement is embedded within the school's own Aims and Mission Statement. The school's culture is one that constantly seeks to raise standards of achievement for its young people and which is based on a climate of challenge and not complacency.

Individual programmes and strategies which encourage the school to Aim Higher are contained in a wide range of individual policy statements such as those on Learning and Teaching, Equal Opportunities, Inclusion, Support for Learning, Curriculum and so on.

MAIN ELEMENTS OF POLICY. ORGANISATION & IMPLEMENTATION

- The school aims to provide a curriculum and services which challenges and enables its young people to achieve, irrespective of socio-economic background, gender, race, or levels of ability or disability.
- Achievement is defined as more than the attainment associated with

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- cognitive abilities but includes other qualities such as self esteem, motivation, determination, "stickability" and high aspirations.
- An emphasis on the quality of learning and teaching in all its forms and contexts is the cornerstone of the school's efforts to raise achievement.
 - The school's approach to raising achievement is based on the following key principles:
 - All individuals are of equal worth and have equal rights to have their needs met and their potential developed.
 - Diversity in the background, beliefs and lifestyles of learners should be respected and celebrated.
 - The development of self esteem and a positive sense of community is critical in raising achievement
 - Education is a lifelong process
 - Education should be concerned with the development of the whole person and with preparation for citizenship and other adult roles.
 - Young people learn best when they are able to understand and guide their own learning
 - Raising achievement should be seen as a fundamental aim of education
 - Education can make a crucial difference to achievement.
 - The key elements of the school's strategy for raising achievement are:
 - A commitment to countering the effects of economic disadvantage
 - An emphasis on continuing to improve the quality and effectiveness of learning and teaching
 - An equal rights approach which targets resources towards groups currently underachieving
 - Intervention at critical stages
 - A readiness to try out new ideas / projects and incorporate current research into existing good practice
 - The development of an ethos of achievement with an emphasis on raising self esteem and celebrating success in different ways
 - A commitment to involve pupils, parents and the wider community
 - Developing good cross sector and cross section working and utilising partnership approaches
 - Staff development focusing on teaching for effective learning, building of self esteem and supporting achievement
 - Careful monitoring and evaluating of progress.
 - The school should audit the ways and to what extent its current initiatives

School Policy File



address the ten key elements identified above. The processes of school evaluation and development planning are a natural way of achieving this.

- The school has a commitment to setting targets as part of its strategy for achievement. Experiential targets are an integral part of the target setting process and are not viewed as extras to be included once the formal curriculum has been delivered.
- The school's experiential targets are that every pupil will:
 - be involved in a community based environmental project or enterprise activity
 - have access to a course on parenting skills
 - will have the opportunity to be involved in an artistic performance or sporting endeavour
 - participate in a range of theatre visits and other cultural events
 - have the opportunity of participating in team sports
 - have the opportunity of a residential experience or educational visit
 - have participated in an S1-S6 PSE programme
 - have in the course of S4-S6 a one-to-one target setting interview
 - have participated in a work experience placement as part of a planned programme of work-related activities
 - be exposed to a high quality programme of careers education
 - have the opportunity of induction at an FE / HE institution
- The school's other targets are:
 - increased percentage of pupils attaining level E in language and mathematics
 - increased percentage of pupils working at or attaining level F in language and mathematics
 - increased percentage of pupils gaining Standard Grade English
 - increased percentage of pupils gaining Standard Grade Mathematics
 - increased percentage of pupils gaining 5 Standard Grades at 1-6, 1-4 and 1-2
 - increased percentage of pupils gaining 3 Higher Grades A-C
 - increased percentage of pupils gaining 5 Higher Grades A-C
 - all leavers computer literate and confident in using information technology
 - improvement in pupils' levels of self esteem, personal and social interaction, independence and self motivation
 - improvement in attendance
 - increase in percentage of pupils going to FE

School Policy File



- increase in percentage of pupils going to HE
- to devise programmes providing alternatives to exclusion
- The school also has a commitment to targets relating to Lifelong Learning:
 - Increased awareness in young people of issues affecting them and where to find help and information
 - Increase in the number of pupils gaining Duke of Edinburgh Awards
 - Increased involvement of parents in their children's learning
 - Evidence of pupils' improved performance following programmes designed to increase parental involvement.

RESPONSIBILITIES

The responsibility for raising achievement is shared by every member of staff with overall responsibility resting with the Headteacher.

RESOURCES & STAFF DEVELOPMENT

The school's staff development targets are:

- All staff should have the opportunity to participate in training opportunities in accordance with school policies for PRD / CPD.
- All staff will have the opportunity to:
 - access current research findings
 - participate in innovative and developmental activities
 - work in an ethos where there is a commitment to raising achievement and where effort and innovative practice is recognised and encouraged
- As a result, there is raised achievement as specified in the school's targets for learners (above).
- Staff feel commitment to the aim of raising achievement.
- Staff display increased confidence in meeting the needs of all learners, in relating theory to practice and in using innovatory methods or approaches to learning and teaching.
- The school offers a learning environment which celebrates success and supports the development of confidence, self esteem and social and interpersonal skills as part of the learning programme.

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MONITORING & EVALUATION

- Progress towards school targets for learners can be measured by:
 - The use of Scottish Office data in relation to national / local authority / school targets
 - The personal development profile contained in pupil progress files
 - School self evaluation using the indicators contained in HGIOS
 - The results of HMI inspection and QIS review
 - School discussions with the Education Department concerning the setting of school targets

- Progress towards school targets for staff development can be measured by:
 - Data in relation of uptake to development opportunities
 - Feedback from staff through the PRD mechanism
 - School self evaluation using the indicators contained in HGIOS
 - The results of HMI inspection and QIS review

SUPPORTING ADVICE & GUIDELINES

- North Lanarkshire Education Department Standard Circular: D2 Raising Achievement for All

- Raising Achievement for All: North Lanarkshire Education Department

- Equal Opportunities: Policy, Principles and Practice: North Lanarkshire Education Department

- How Good is Our School: School Self-Evaluation through the use of Quality Indicators SOEID

- Achievement for All SOEID

- Improving Achievement in Scottish Schools SOEID

- Setting Targets - A Strategy to Raise Standards SOEID

- Climate for Learning SCCC

- Teaching for Effective Learning SCCC

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- Ethos of Achievement - Whole School Approaches to improving Performance and Celebrating Success HMIE
- Celebrating Success - Examples of Good Practice North Lanarkshire Education Department

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