

HIGHLY EFFECTIVE PRACTICE

in the **monitoring and tracking** at Douglas Academy

This illustrated case study details highly effective practice that has been captured during the inspection of Douglas Academy in East Dunbartonshire Council.

The school's comprehensive approach to the monitoring and tracking of young people's attainment and achievement enables all staff to use and analyse data effectively. As a result of this, interventions are purposeful, timely and driven by evidence.

Widening participation

A system to track the achievements of young people has been introduced. The data that comes from this system helps to identify which young people are not involved in opportunities for achievement. Young people and groups of young people can now be more easily targeted for specific opportunities within school. As a result, young people are developing a wider range of skills and attributes and are contributing to the wider life of the school and community. Almost all young people are also gaining a wide range of recognised and accredited awards such as:

-  School of Music
-  Youth Philanthropy Initiative
-  'Right Here, Right Now' (UNCRC)
-  Silver Surfers
-  Young STEM Leaders
-  Milngavie Community Council
-  Douglas P7 Transition
-  Intergenerational partnerships
-  Programme Mentors in Violence Prevention
-  Duke of Edinburgh
-  Mental Health Ambassadors
-  Saltire

Stakeholder consultation on monitoring and tracking

The school's approach to the monitoring and tracking of learner progress and attainment was reviewed. Key changes were implemented, including a reduction in the number of tracking periods from five to two, and clear descriptions of the roles and responsibilities of teachers and leaders. A new tracking system for Broad General Education (BGE) pupils in S1-S3 was also introduced.



Identifying barriers to learning

Pupil Equity Funding has been used to appoint staff to lead projects that relate to the monitoring and tracking of pupil achievement and attainment. The school has successfully accelerated the progress of those young people most affected by poverty. Senior leaders report that the following account for the school's highly effective approaches to raising attainment for those young people most affected by poverty:

- increased learner pathways in the senior phase, more informed by robust data; and
- the targeted use of staff to support literacy and numeracy.

Senior leaders also ensure that any potential barriers to wider participation are minimised. For example, funds are used to support those in need of financial assistance. As a result, almost all young people benefit from achievement opportunities at no financial cost.

Whole-school data literacy



All staff are involved in the analysis of attainment data to identify gaps. They plan interventions and evaluate the impact of these interventions.

Professional learning focused on data literacy is helping to build capacity across the school in how to use data meaningfully. Through the introduction of regular department attainment meetings, all staff are supported to improve their data-driven decision-making. These meetings are also used to monitor progress of departments, subjects, classes and groups of young people.



East Dunbartonshire Council

HIGHLY EFFECTIVE PRACTICE IDENTIFIED BY HM INSPECTORS

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