
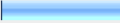


Monitoring and Tracking - Pupil Views


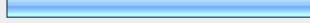
1. I have found the monitoring and tracking reports a useful way of keeping up to date with my progress at Leith Academy.		
	Response Percent	Response Count
Yes 	76.9%	133
No 	23.1%	40
answered question		173
skipped question		0

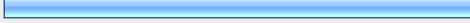

2. If no, please explain why you have not found them useful in telling you about your progress in your subjects		Response Count
		38
answered question		38
skipped question		135

Summary of 'no' responses

The main reasons pupils did not find them useful was their perception that some of the monitoring and tracking reports were inaccurate and they felt teachers did not update them regularly enough. They were also concerned that some teachers gave all pupils in their class the same levels even though performance varied.

Action points arising from this: these issues will be raised and discussed with teaching staff to ensure that these reports are accurate, updated regularly and levels are based on an individual's performance and not that of a class. Last year was a pilot of the new system for tracking and recording progress and as the year progressed the use and understanding of it did improve.

3. Did you know that we use the monitoring and tracking reports to identify and reward pupils who achieve 4 stars in all of their subjects?		
	Response Percent	Response Count
Yes 	41.7%	65
No 	58.3%	91
answered question		156
skipped question		17

4. Do you think this is a good idea?		
	Response Percent	Response Count
Yes 	89.1%	139
No 	10.9%	17
answered question		156
skipped question		17

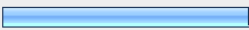
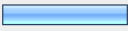
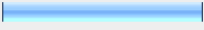
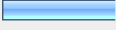
5. If no, please tell us why		
	Response Percent	Response Count
		13
<i>answered question</i>		13
<i>skipped question</i>		160

Summary of 'no' responses

Pupils again raised the issue of some monitoring and tracking reports being inaccurate as a reason not to link these to merit certificates.

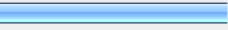
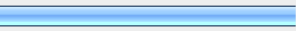
Action points

The action points will be the same as those noted for Question 2. However it was also apparent that in Question 3, only 41.7% of pupils knew that the monitoring and tracking reports were being linked with merit certificates therefore the school will ensure that all pupils are made explicitly aware of this both next session (2009/10) and in the future.

6. Do you think monitoring and tracking has (please tick all boxes that apply)		
	Response Percent	Response Count
Encouraged you or motivated you to work harder? 	46.9%	68
Put too much pressure on you? 	23.4%	34
Improved your attainment/performance? 	37.9%	55
Other (please specify) 	21.4%	31
<i>answered question</i>		145
<i>skipped question</i>		28

Summary of 'other'

Some pupils felt that monitoring and tracking had made no noticeable difference to their performance.

7. When you get your tracking report do you talk to your teachers and ask them what you need to do to improve your grades?		
	Response Percent	Response Count
Yes 	43.4%	63
No 	56.6%	82
<i>answered question</i>		145
<i>skipped question</i>		28

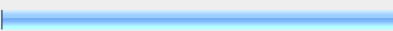
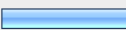
8. Why do you not discuss how to improve your grades?		Response Count
		80
	<i>answered question</i>	80
	<i>skipped question</i>	93

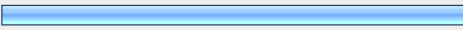

Summary responses to reasons for not discussing grades

Some pupils felt a lack of confidence in initiating a conversation with teachers about their performance. Some pupils felt teachers were too busy to talk to everyone in their class. Some pupils said they already knew how to improve their grades. A few pupils believed that they were always given very general points of advice on how to improve their performance and required more specific subject based advice in order to improve.

Action points

In sessions 2009/10 teachers will initiate conversations about progress in monitoring and tracking reports, guiding pupils with their target setting. This should help build pupils' confidence in discussing their progress with teachers on a regular basis. There will be pages assigned in pupil planners which will record targets and parents will be able to review and discuss these with their son/daughter.

9. Do you encourage or ask your parents to attend parents' evenings to find out about your progress?		
	Response Percent	Response Count
Yes 	76.0%	98
No 	24.0%	31
	<i>answered question</i>	129
	<i>skipped question</i>	44

10. Do you like getting a yearly report, where teachers write comments about your performance in every subject?		
	Response Percent	Response Count
Yes (please say why) 	89.1%	115
No (please say why) 	10.9%	14
	<i>answered question</i>	129
	<i>skipped question</i>	44

Summary responses to 'yes'

The yearly report gives subject specific 'next steps' and this is highly valued by pupils. They really like reading the individualised comments written by staff.

Summary responses to 'no'

Pupils believed that the monitoring and tracking reports were of more value as the information contained in them is only days old when they receive them therefore they know how they are performing at that point in time. Sometimes yearly reports can be up to a few weeks/month old before they are issued.

Action Points

The school are reviewing the new Authority report, in line with A Curriculum for Excellence, and hope to implement this in session 2010/11. In the meantime, the new S1 will receive a formative (yearly) report in session 2009/10 and S2-S6 will use the target setting sheets in their planners to discuss next steps with teachers and write in their targets for each subject area. These

target sheets will be complemented by the bi-monthly monitoring and tracking reports. Parents should refer to the target setting sheets in their son/daughter's planners for 'next steps' in each subject.

11. If there are any other comments or suggestions you would like to make about our monitoring and tracking system please type them in the box below.	
	Response Count
	41
<i>answered question</i>	41
<i>skipped question</i>	132

Summary responses


Pupils suggested that the monitoring and tracking reports would be more meaningful if teachers were able to put a 'next steps' comment alongside their grades. They also suggested that information would be more meaningful if it was updated bi-monthly as some pupils felt that they had the same grades throughout the year and they had never changed at all.



Action points

The DHT leading monitoring and tracking has contacted SEEMIS (the group who have devised the system) and asked in their review of it, if it would be possible to include a space for teachers to include a 'next step' comment. This will be considered by them. The issue of updating the gradings in the system regularly will be discussed with teachers at an in-service to be held in August 2009 and regularly thereafter.

Please see below for parental results of monitoring and tracking audit

Monitoring and Tracking - Parental Views

1. Have you found the monitoring and tracking reports a useful way of keeping up to date with your son/daughter's progress at Leith Academy?		
	Response Percent	Response Count
Yes 	95.3%	123
No 	4.7%	6
<i>answered question</i>		129
<i>skipped question</i>		0

2. There is a covering letter with every tracking report which explains what all the grades mean. Did this provide you with all the necessary information you required to understand the report?		
	Response Percent	Response Count
Yes 	87.6%	113
No 	12.4%	16
<i>answered question</i>		129
<i>skipped question</i>		0

3. If no, please explain what other information would have been helpful to you.		Response Count
		13
<i>answered question</i>		13
<i>skipped question</i>		116

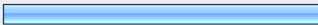

Summary of parental responses to questions 1-3

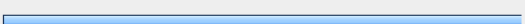

1. Parents were overwhelmingly positive about the purpose of monitoring and tracking reports in relation to keeping them up-to-date with their son/daughter's progress
2. The majority of parents believed that the covering letter clearly explained the meaning of all the grades and stars.
3. Summary of 'no' responses

Some parents asked for more information about Credit, General and Foundation levels and what they actually mean.

Action points

Due to the way the system has been set up in SEEMIS (and which we as a school have no control over) we are limited to a certain number of lines/words to explain the format of the monitoring and tracking report. If parents require more information on course levels this detail can be found in course handbooks given out to pupils in S2-S6 at the time of selecting their subjects. If further information is required beyond this parents should contact their son/daughter's House Head.

4. Are you aware that the monitoring and tracking reports are used to identify and reward pupils for consistent performance each term?		
	Response Percent	Response Count
Yes 	60.3%	76
No 	39.7%	50
answered question		126
skipped question		3

5. Do you think this is a good idea?		
	Response Percent	Response Count
Yes 	99.2%	125
No 	0.8%	1
answered question		126
skipped question		3

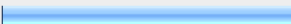


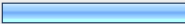
6. If no, please tell us why		Response Count
		1
answered question		1
skipped question		128

Summary of questions 4-6

4. It was interesting to note that more parents seemed aware of the link between the monitoring and tracking reports than pupils (60.3% compared to 41.7% of pupils).
5. Parents were extremely positive about linking monitoring and tracking with the issuing of merit certificates.
6. One parent felt that the monitoring and tracking reports did not necessarily give the bigger picture and therefore linking this with praise certificates was not the best idea.

Action points


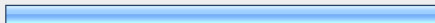
The school will ensure that they make explicit the link between merit certificates and monitoring and tracking reports. This year alone the number of pupils receiving merit certificates has increased dramatically, with many pupils receiving recognition for their progress and diligence throughout the year. Hopefully this will continue to raise motivation amongst pupils as they are rewarded for their sustained work and effort.

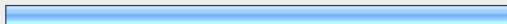


7. Do you think monitoring and tracking has (please tick all boxes that apply)		
	Response Percent	Response Count
Motivated your son/daughter to work harder? 	55.6%	65
Put too much pressure on your/son daughter? 	2.6%	3
Improved their attainment/performance? 	35.9%	42
Other (please specify) 	35.0%	41
answered question		117
skipped question		12

It is a positive picture that over half of parents who responded believed that monitoring and tracking had motivated their son/daughter to work harder and improved their attainment.

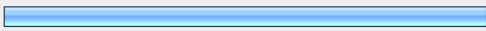

Summary responses to 'other'

Some parents reported that they felt that monitoring and tracking had made no noticeable difference to their son/daughter's performance. Some parents stated that it was a really useful tool for keeping them bang up-to-date with their son/daughter's current performance and potential and allowed them to discuss this at home. This meant good home/school communication. One parents said that it had alerted them to a 'dip' in their son/daughter's performance, they contacted the Year Head and this had been remedied immediately which may not have happened if they had received only an end of year report.

8. Have you ever contacted your son/daughter's Year Head to discuss their tracking report?		
	Response Percent	Response Count
Yes 	17.9%	21
No 	82.1%	96
answered question		117
skipped question		12

9. Do you attend parents' evenings to find out about your son/daughter's progress?		
	Response Percent	Response Count
Yes 	95.7%	112
Sometimes 	1.7%	2
No (please could you indicate if the school could do something more to make it easier for you to attend) 	2.6%	3
answered question		117
skipped question		12

The 3 parents who stated they were unable to attend parents' evenings said this was due to child care arrangements. One parent said they felt the 4 minute system was too short to speak to teachers.

10. In the past all pupils received a yearly report with individual subject comments detailing your son/daughter's progress and next steps for improving their learning. Do you still wish a report like this as well as the new monitoring and tracking reports?		
	Response Percent	Response Count
Yes (please specify why) 	92.3%	108
No (please specify why) 	7.7%	9
answered question		117
skipped question		12

Summary responses to 'yes'

Parents still value the yearly report for exactly the same reasons as pupils – that it gives detailed information about their son/daughter's performance in a subject and also provides information on 'next steps' for progression.

Summary responses to 'no'

Some parents believed that the new monitoring and tracking system, as it was very current when they received the information, highlighted any 'dips' in performance at an earlier stage and therefore issues could be tackled immediately to ensure performance improved. Some parents also liked the idea of being updated on their son/daughter's progress regularly as opposed to a once yearly report.

11. If there are any other comments or suggestions you would like to make about our monitoring and tracking system please do so in the box below.		Response Count
		26
answered question		26
skipped question		103

Summary responses to 'other'

Parents remarked that the monitoring and tracking system kept them informed of their son/daughter's progress throughout the year which is very helpful. It is also useful at keeping the pupils on track and showing which curricular areas require attention. Parents reported being fully aware that Year Heads are easily accessible should they have any worries. A number of parents also requested that a comment box alongside each tracking report to allow teachers to highlight 'next steps' which would give more meaning to the reports (this has been requested to SEEMIS by Leith Academy).

Thanks

Leith Academy would like to thank all pupils and parents who contributed to this survey and we will take forward the action points which arose from your responses in order to improve our monitoring and tracking system.

If you wish to raise any further issues on monitoring and tracking please email susan.cook@leith.edin.sch.uk

Or

If you wish to discuss issues about your son/daughter's tracking report, please contact their House Head/Year Head.

Sue Cook
Acting DHT
June 2009

