Bishopbriggs Academy

Standards and Quality Report 2019-2020

Context of the School

Bishopbriggs Academy is a six year non-denominational comprehensive secondary school located in Bishopbriggs, East Dunbartonshire. The school was formed in August 2006 following a merger of Thomas Muir High School and Bishopbriggs High School. Our school relocated from its original site in the centre of Bishopbriggs to our new campus in August 2009 and the high quality building has enabled us to successfully meet the requirements and entitlements of Curriculum for Excellence. Bishopbriggs Academy Language and Communication Resource (LCR) opened in August 2011 and provides full time support for pupils with significant language and communication needs. Learners from across East Dunbartonshire attend Bishopbriggs LCR and have full access to the academic, social and extra-curricular activities available to their peers. They are supported to gradually access subject areas across the school according to their individual strengths and interests. .

The school serves the area of Bishopbriggs and is part of a cluster of learning with Cleddens Learning and Childcare Centre, Balmuildy Primary School, Meadowburn Primary School, Thomas Muir Primary School and Wester Cleddens Primary School.

The most recent school inspection report from Education Scotland was in January 2013, the HGIOS3 Quality Indicators evaluated on the six-point scale and the outcome for each can be found below.

HGIOS3? Quality Indicators	Education Scotland Rating
1.1 Improvements in performance	6 – Excellent
2.1 Learners' experiences	6 – Excellent
5.1 Curriculum	5 – Very Good
5.3 Meeting learning needs	6 – Excellent
5.9 Improvement through self-evaluation	6 – Excellent

Vision

Bishopbriggs Academy offers pupils the opportunity to maximise their talents, develop their skills and unlock their true potential as valued and valuable members of their community.

Values

At Bishopbriggs Academy we:

- Treat everyone equally
- Show respect for others
- Have compassion for those less fortunate than ourselves
- Believe in working hard to achieve your goals

Aims

In Bishopbriggs Academy we aim to promote equality, justice and integrity. We aim to help our young people become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

We seek to:

- Promote equality of opportunity to enable all individuals to achieve their full potential
- Create an ethos of achievement and of raising attainment in a stimulating learning environment
- Promote positive partnership between the school, parents and the wider community
- Prepare pupils for adult life, equipping them to meet the challenges of the future and to become responsible citizens
- Providing a caring, supportive and well-ordered school for everyone

Review of School Improvement Priorities 2019-20

With the release of How Good is Our School?4 (HGIOS?4) in 2015, Bishopbriggs Academy reviewed it's School Improvement format and introduced 5 new School Improvement priorities that incorporated all 15 Quality Indicators outlined in HGIOS?4. The School Improvement priorities and targets associated with them, as outlined in the School Improvement Plan can be seen in the table below.

No	Improvement Priority	Targets
1	Leadership and approach to improvement	• To sustain and develop approaches in sharing best practice • To sustain and develop collaborative approaches to self evaluation and leadership of learning involving all stakeholders • To provide further opportunities for all stakeholders to be involved in and lead aspects of school improvement
2	Curriculum	• To review and develop all courses and curricular structure • To review and develop the involvement of partners in enhancing the curriculum on offer • To review and develop Wider Achievement (WA)
3	Learning, teaching and assessment of learners' progress	• To sustain and develop a learning environment built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes • To sustain and develop understanding of assessment standards among all stakeholders • To review and develop monitoring and tracking in the Broad General Education (BGE) and Senior Phase (SP)
4	Partnerships, personalised support and parental engagement	• To sustain and develop communication with parents • To continue increasing awareness among stakeholders of pupil progress throughout the learning journey • To engage pupils and parents in learning and enable them to work collaboratively at home
5	Successes, achievements and outcomes for learners	• To continue to secure improvements in levels of attainment in line with INSIGHT • To sustain and develop career management and employability skills among pupils and further increase awareness of positive school leaver destination • To sustain and develop ways of recognising, promoting and celebrating success and achievements of all stakeholders

Review of School Improvement Priorities 2019-20 Cont'd

School Priority 1: Partnerships, personalised support and parental engagement		
NIF Priority • Improvement in attainment, particularly in literacy and numeracy • Improvement in children and young people's health and wellbeing	**NIF Driver** • School Leadership • Parental Engagement • Assessment of Children's Progress	**HGIOS?4 QIs** 1.2, 1.5, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2

Progress and Impact

- Promoting Positive Relationships policy and staff awareness of the 6 nurture principles helps create a conducive learning environment to complement effective learning and teaching.
- Lesson aims shared from the start and throughout each lesson reminding pupils of learning objectives.
- Co-constructed success criteria with evidence of differentiation via lower and higher order thinking skills allows pupils to take ownership of own learning and measure own progress.
- Effective questioning and response techniques encourages pupils to wilfully contribute to the co-constructing of success criteria and class discussion.
- Explicit links made between set tasks and skills for learning, life and work making pupils more aware of the purpose and relevance of their learning.
- Plenary activities used throughout lessons making reference to co-constructed success criteria enabling pupils to measure own progress towards achieving lesson aim.
- Differentiation used effectively through effective use of resources to ensure appropriate challenge and support.
- Pupils involved in their own planning of targeted support through learning conversations helping them invest more time and effort as they understand short and long term benefits.
- Co-operative learning strategies embedded and collaborative learning used effectively to support learners and reinforce understanding.
- High levels of engagement among stakeholders with Show My Homework has facilitated open lines of communication between staff, pupils and parents. Pupils and parents receive detailed information regarding homework tasks, description of tasks, issue date, due date, time allocation for completion of the task and any relevant resources attached. Assessment information and other school information is also shared with pupils and parents via SMHW.
- All staff share submission status of homework tasks with pupils and parents so all stakeholders are informed of completion rate and many staff utilise it effectively to inform pupils and parents of pupil progress giving stakeholders frequent updates in advance of Parent Evenings and Pupil Reports. Staff also use comments on SMHW to share important feedback with stakeholders enabling discussion about gaps in learning between parent and child. It also allows staff to give detailed feedback highlighting strengths and areas for development to the entire class or individual pupils. SMHW was used to share S4 Transition Exam results with parents.
- Whole school calendar created for cluster working with primaries.
- All departments engaged with GLOW so stakeholders can access resources online enabling parents to facilitate the completion of homework and prepare for assessments.
- Extensive programme to support parents to actively and meaningfully participate in their children's learning and the life of the school.
- Effective communication methods removing all barriers e.g. SMHW allows 5 accounts linked to same pupil profile, ideal for extended families and split families, Twitter, Group Call, e-mail, school website, GLOW
- All pupils who have been identified under the PEF umbrella have been involved in a variety of tutorials aimed at developing HWM, Lit and Num over the year.

- All S1-S3 parents were invited to attend the family learning evening in November 2019. Parents received vital support on how to help their young person with Lit, Num and HWB.
- Following the Family Learning Evening in November, all pupils in S1-3 attended a 'Leadership of Learning at Home' session to reinforce the messages shared with their parents/guardians at the aforementioned FLE. All members of the Raising Attainment Team presented at the event, sharing information conductive to learning such as study skills and growth mindset. These messages were reiterated at the Leadership of Learning Workshops.
- All S1 pupils were involved in a HWB day. The aim of the day was to develop pupils' confidence, ambition and resilience working in a group. Pupils were involved in a range of activities such as healthy eating, active listening, staying active etc. Pupils filled out evaluations and really enjoyed the day.
- An Online Resource Hub was launched in 2019 and will be a point of contact for pupils and parents to support learning in the BGE, at home. The focus of the resources will be Literacy, Numeracy & HWB and resources will be available to all stakeholders from end of March. PEFA team worked in conjunction with the committee to produce resources and utilised the expertise of our Librarian to assist us in placing them on the website. This will be promoted with parents and pupil via a variety of methods over the course of the coming months.
- Video tutorials created by PEF on L/N/H&W.
- L, N and HWB as part of course choice in Column I - pupils are being accredited in these areas by end of BGE.
- Targeted support in place when required, central departmental attainment spreadsheets tracking all relevant attainment data made accessible to all staff within each department - ongoing with new PT BGE, including SNSA, Primary levels and T&M data from SEEMiS.
- Family Learning programme, LOL programme, L/N/H&W and study skills handbooks for each area so stakeholders have a coherent, meaningful and relevant experience as they progress through the school.
- Pupils have been offered a range of clubs this year e.g. breakfast club, literacy club, numeracy club. As part of the HWB remit, all extra-curricular clubs have been promoted at assemblies through-out the year as well as on twitter.
- Following the success of the S5 Parental Engagement workshops in the previous session, the decision was taken to alter the format of both the S4 and S5 Parent Information Evenings and to have both evenings early in the academic session, September 2019. Parents of S4 and S5 listened to a brief presentation from the S4/5 Depute Headteacher, PT Raising Attainment and Headteacher about what to expect in the upcoming examinations and the support on offer to all pupils. The parents then participated in three twenty-minute workshops. Staff from across the school volunteered to deliver these workshops focusing on 'Accessing Resources', 'Study Skills', and 'Wellbeing'. Parents were provided with useful tips and participated in activities in each workshop. The feedback from staff, parents and pupils was overwhelmingly positive and many parents commented that they feel better equipped to support their child as a result.
- Interim and full parental reports with parent response sheets returned and acted on giving parents another forum to discuss any concerns.
- Parents Evenings and evaluation forms completed.
- Department leaflets created providing a specific overview of National 5 and Higher courses to parents and issued at Parent Evenings. Made available on GLOW.
- Monitoring and tracking data shared with pupils once every two months so parents know if their child is on track to fulfil their potential.
- DHT and Guidance staff meet following tracking periods and discuss data along with attendance, timekeeping and other pastoral issues. Intervention strategies discussed and agreed that can lead to parental involvement.
- Personal learning plans.
- Unit assessment/Prelim analysis parental evaluations.

- Parental involvement in all review and TAC meetings.
- P7-S6 Information evenings outlines expectations of pupils and parents to encourage engagement and support to the school.
- S6 UCAS/Positive Destinations Evening raises awareness of various pathways so pupils can have informed discussions at school and home about career decisions.
- S4-6 Business Breakfast allows parents to network with positive destination providers.
- S4 and S5 Home Engagement Initiatives updates parents on a weekly basis on their child's progress.
- Parental resources on GLOW to support learning at home.
- Triple P Parenting programme
- Parents influence decision making through performance nights, assessment analysis sheets, learning logs, progress updates, GLOW resources and self-evaluation of department practice

<u>Next Steps</u>
- Opportunities for professional learning for staff to help meet targets outlined in Recovery Plan
- Continue to implement Parent Voice initiative via questionnaires for each of the 5 school improvement priorities, consult with Parent Council on implementation of SIP and suggested improvements from Parent Voice results
- Continue to develop resources and make them accessible via GLOW and website. Update resources in line with revised changes to National Qualifications. Targeted support for stakeholders in line with PEF.

Review of School Improvement Priorities 2019-20 Cont'd

School Priority 2: To engage stakeholders in leadership of learning and lead aspects of school improvement		
NIF Priority	**NIF Driver**	**HGIOS?4 QIs**
• Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children and young people's health and wellbeing	• Performance information • Assessment of children's progress • School leadership	1.2, 1.5, 2.3, 2.4, 2.7, 3.1, 3.2

Progress and Impact

- Senior pupils/links assisting with classes, Primary visits, Junior/Senior Sports Leaders, Sports Captains, Science Captains and My World of Work Ambassadors all seen as role models and help pupils' aspirations.
- DYW Weekly newsletter shared with all staff/pupils to share work experience opportunities, career information events and volunteering opportunities.
- WOW ambassadors involved in delivering career education lessons to younger year groups.
- Virtual work experience opportunities identified and shared with all pupils/targeted pupils to ensure work experiences opportunities were provided despite barriers due to COVID-19.
- Leadership of Learning Programme included a series of after-school sessions to support completion of homework for S1-S3 pupils. During each four-week block, a different area was covered as a starter and plenary task with time to complete homework in between. This has helped pupils gain knowledge of the expectations as they progress into the Senior Phase. Leadership opportunities were created for both S3 & S4 pupils who worked with younger pupils to support them in their homework tasks. Staff volunteers also supported the programme providing subject-specific support where appropriate. The weekly starters highlighted key information on topical areas from literacy, numeracy & HWB such as proofreading, growth mindset, hydration, sleep, study skills, exam stress, and reading for pleasure. The sessions aimed to highlight the key skills they are currently developing and how they will help them progress well in the Senior Phase.
- Revised approaches to Pupil Voice – new structure of House Councils and School Councils, led by pupils and supported by Guidance team. Pupils selected the HGIOS theme of 'Our Relationships'.
- Structured approach to dedicating time for staff collaborative discussions on key issues such as moderation and sharing good practice.
- Structured approach to BGE moderation, with improved consistency and greater confidence across middle leadership.
- Departments have completed planning meetings with primaries to look at creation exemplars of work for various levels.
- Participated in moderation of writing at level 3 and 4 involving West Partnership and all associated Primary schools.
- Collaborative approaches to self-evaluation and strategic planning for implementing improvement and change.
- Evaluation on approaches to PT meetings and new structure put in place to meet requests for a combination of PT collaboration and SMT leadership on key issues.
- PT Collaboration meetings held throughout the year involving all PTs, PTs split into 3 working groups, each group led a meeting showcasing good practice. The focus of the 3 meetings were i) Broad General Education, ii) Quality Assurance and iv) Promoting and Distributing Leadership.
- In addition to the PT Collaboration Meetings, a new platform to facilitate the sharing of resources was introduced. Key areas of management and leadership was highlighted during a PT working group, in which PTs might welcome opportunities to share templates and resources. A new folder was created on the shared

area, entitled 'PT Collaboration', with a number of sub-folders contained within. These folders allow PTs to share related documents in an organised way, enabling them to access a bank of relevant materials that may save time and ease workload. PTs save documents in the appropriate folders. To avoid folders becoming congested with materials, each folder is designated to one PT, who manages and organises the content in a logical way.

- In-house leadership and management programme - over 30 twilight sessions available in the programme focusing on the likes of learning and teaching, ICT, health and well being, pupil support and leadership and approach to improvement. Made professional learning relevant, engaging and much more convenient for all staff having it structured and readily available. It created collaborative conditions empowering staff and strengthened team spirit.

- In-service Learning and Teaching workshops – focus was on ICT, as highlighted from previous year's learning rounds, and staff established principles of effective practice. Members of the L&T committee shared examples of effective ICT platforms with all staff so they could see them in action. This was to highlight the importance of ICT and encourage and support staff to feel more confident in using them consistently

- Peer Coaching with Learning and Teaching Committee – members of the L&T committee observed each other deliver lessons that incorporated plenary activities. Members helped each other plan the lesson and then evaluate its effectiveness in preparation for the week of good practice so they felt confident in showcasing effective practice.

- Week of observing good practice – L&T committee members invited all staff to observe them teach during first week of December (S4 Prelim time). All 32 periods were available for staff to observe effective use of ICT. This carried on from the workshops and allowed staff to see the impact of ICT in the classroom environment and supported them further in having the confidence to embed it in their practice.

- Departmental reciprocal visits – staff paired up with a colleague to do some peer coaching, using their experiences from the workshops and week of good practice. Once completed, staff shared features of effective practice that they observed with whole department and areas for development only with who they observed.

- Learning Rounds – Members of the L&T Committee observed 36 lessons completing a non-judgmental audit of the learning and teaching methods used by staff at Bishopbriggs Academy. Tally marks identified most common practices and those that are less commonly used. L&T committee able to agree focus for next year.

- Committees were used to drive forward resources to support events such as Family Learning Event via the production of videos to support learners and these are being shared on the school website under the Learning Tab/Family Learning/Online Resource Hub. Regular meetings with Raising Attainment Committee to support initiatives such as Supported Study, Easter Revision and the Home Engagement Initiative. Committees were also utilised to organise and run whole school events such as the S1 Health and Wellbeing Day, Leadership of Learning workshops, Parental Engagement Workshops, Breakfast Club, Book Café and the Family Learning Evening.

- New and extensive NQT support programme, sharing best practice and promoting leadership across school.

- Launched S4 Study Skills IDL, subjects delivered a one-off study skills lesson related to their subject. Departments used prelim data to identify difficult topics to base their lesson around.

- The study techniques of 'understand, condense, memorise, review' was reinforced by PT Attainment at assemblies throughout the year, the methods were referred to in all parental engagement evenings as well as the S1-3 Family Learning Evening and were shared with the Raising Attainment Committee and all staff at the February in-service day. The steps were used in S4 PSE consolidation workshops, which were delivered to every PSE class to ensure all of S4 received the same messages about studying. Pupil feedback was very positive; they found the sessions useful and many stated that they would like this workshop to run over a number of periods in future.

- Whole school practice.

- Parental evaluation of school events.
- Parental report response sheets.
- Parent voice via questionnaires relating to school improvement priorities.
- Parent Council consultation on improvement plan targets and their implementation.
- Coherent option choice process with parental involvement embedded.
- Option choice information evenings in S2/4/5/6.
- Guidance interviews and provisional option choices ensuring parental involvement.
- Individual requests for specific subject combinations incorporated into option choice process with each one addressed.

Next Steps
- Implement programme of curriculum development to increase the breadth of level 5 offerings in the senior phase.
- Collaboration on assessment standards with Primary/Sec. liaison, enhance transition arrangements with shared understanding of progress in learning across levels 3-18.
- Raise awareness of nurturing principles and skills for L, L and W among parents via information evenings, workshops and video tutorials that will be accessible on GLOW and school website/YouTube.
- Ensure equity in ICT provision for pupils through the digital inclusion programme.
- Workshops, support materials and video tutorials available to pupils and parents on for problematic topics so they can help pupils at home.
- Update GLOW resources in line with course changes so materials are relevant and continue sharing good practice so stakeholders have a consistent experience across subjects and have access to similar resources.
- Consolidate and develop PEF initiatives ensuring coherence and progression.

Review of School Improvement Priorities 2019-20 Cont'd

School Priority 3: To support all stakeholders with challenges relating to enforced lockdown		
NIF Priority	**NIF Driver**	**HGIOS?4 QIs**
• Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children and young people's health and wellbeing	• Performance information • Assessment of children's progress • School leadership • Parental Engagement	1.2, 1.5, 2.1-2.7, 3.1, 3.2

Progress and Impact

• Following the announcement of school closures, steps were taken to ensure staff would be able to access resources remotely if required to work from home. This involved moving saved resources from shared area to one drive.

• Support in the form of illustrated guides were issued to staff with regards to digital platforms that may prove useful during the course of lockdown. Staff were encouraged to deploy a wide variety of innovative and creative ICT equipment in the creation of high-quality resources that are engaging and supportive (SMHW,GLOW,Teams,YouTube etc).

• Procedures were put in place for staff to request use of ICT from home if required and access various platforms to facilitate home learning and professional meetings.

• Prior to school closure, staff ensured all pupils knew GLOW username and password and staff were made aware as to how they can reset user details if required.

• An audit of ICT provision among pupils and their households was completed and a list of those pupils in need of hardware or access to Wi-Fi was shared with the authority.

• Consultation with PTs and staff took place with regards to a home learning model that would be effective and make remote learning manageable and consistent for departments.

• Consultation enabled guidance to be issued to all staff with regards to pupils in the BGE and SP. Models for both BGE and SP were monitored and reviewed and further consultation with staff, pupils and parents enabled appropriate changes to be made at key times such as change of timetable in May.

• Guidance for BGE home learning model
  - Each department should attempt to issue 1-3 tasks per week. These can be completed by families over the course of the week.
  - To co-otjrdinate this and to ensure that the tasks issued are proportionate, each department/subject has been allocated a specific day of the week to publish their tasks. This approach should provide staff and pupils with a structure and routine that is both manageable and sustainable. (calendar shared until June)
  - It would be helpful if departments issued tasks that provide differentiation, consolidation and extension options so that all young people are able to access them.
  - Examples of tasks were shared for information. Departments had the autonomy to issue tasks in whatever format they felt most appropriate.

• Guidance for SP home learning model
  - Build on prior learning so that pupils can work independently on tasks/activities. If you do introduce any new learning i.e. a unit at Higher for S4 pupils who have completed the N5 course, then try to ensure this has been introduced by the N5 course so that the Higher work is an extension of this to challenge pupils.
  - It would be helpful if departments issued tasks that provide differentiation, consolidation and extension options so that all young people are able to access them.
  - Make tasks as flexible as possible and offer a number of tasks/activities that pupils can choose from. Issuing tasks for home completion that are designed for school could be problematic for some families.
  - Include some tasks that can be completed without internet access as laptops/tablets/internet access may not be available to pupils on some occasions.

- Make tasks small and manageable to sustain pupil interest. For longer tasks, break them down into manageable 'chunks.'
- Make it clear in the task description if work needs to be submitted as this will not be a requirement for all tasks; staff should use their professional judgement to decide when submissions would be appropriate.
- Make sure materials uploaded to Glow/Show my Homework are in format that are accessible to all pupils. If all staff use the Microsoft Office 365 package available through GLOW, compatibility issues should not be an issue for families as pupils also have access to this.
- Any materials issued should be on Glow/Show my Homework. Departments who are using Microsoft Teams should ensure any materials shared via this platform are also available on Glow.
- Investigate alternative ways to utilise Show my Homework e.g. The flexible task option, resubmission status, and quizzes for self- marking

- Given each department had very different circumstances based on staff availability, PTs discussed with members of their department the best way to coordinate the suggested approaches e.g. members of staff may be allocated responsibility for a year group, or a block of work.
- Departments were often reminded about factors to consider when issuing work such as variations in equipment in different households; variation/availability in ICT; resources available in homes.
- SMHW insights were used to check for levels of engagement. Parents of those pupils who had not been logging in to SMHW were contacted by DHTs.
- Guidance Teachers continued to have contact with pupils regarding their learning, health and wellbeing and pastoral matters. Guidance and SMT informed relevant staff of any issues if necessary. Staff were encouraged to raise any concerns about a pupil using the same procedures as they would in school i.e. raise your concerns with the appropriate Guidance Teacher/PT subject and/or Year Head.
- The school's counsellor continued to have remote sessions with pupils during lockdown and Pupil Support Team made weekly contact with pupils considered to be vulnerable. The school also utilised the new authority SPARK counselling service.
- The school continued to remain open during lockdown to serve as an authority Hub for essential childcare for key workers.
- Following advice from SQA about the estimate process, a staff guide was created to support teachers through the process to enable staff to determine a fair and accurate estimated grade for each pupil entered for SQA qualifications in 2020.
- To complement the Estimate Process staff guide, attainment data was shared with staff to help support their judgements. Included in the attainment data was raw data and summaries for Prelims and SQA exams for the previous three years along with national and authority progression rates from one level to the next. Also included for the previous three years was the typical improvements pupils made between Prelim and SQA exams. Specific information on how pupils progress from an A, B, C, D or NA at Prelim time and the likelihood of them securing a similar grade in the final SQA exam. Data was available for every subject at N5, Higher and Advanced Higher.
- A robust moderation process involving staff at every level ensured teacher estimates were in line with previous attainment.
- A final consultation on the Home Learning Programme identified that many staff were using TEAMS along with other creative and inventive approaches to increase pupil engagement in a sustainable way. In order to prepare for the implementation of a digital learning model that would facilitate in school learning, blended learning and home learning a staff working group was created and tasked with identifying and sharing approaches that all staff could utilise in their subject. In June the group discussed the benefits of various platforms and how ICT can be utilised in a way that is uncomplicated for staff and beneficial for pupils and parents. The working group also prepared for leading professional learning workshops for staff during the August in-service days and created staff guides in order to support implementation of the approach across the school.
- The working group identified visualisers as an essential piece of ICT equipment that would have many benefits for various aspects of school life such as facilitating learning and teaching, enabling professional

meetings and professional learning to take place within covid-19 restrictions and guidelines. They could also be used in the creation of digital learning resources. The school purchased 120 of these visualisers so that every classroom, office and department base can be equipped with one.

- Through extensive consultation, a risk assessment was created for a variety of working models enabling a return to school in some kind of format.

Next Steps

- Implement procedures outlined in risk assessment, ongoing review of risk assessment, individual risk assessments completed for stakeholders.
- Pupil Support Team (PST) to work collaboratively providing personalised and coherent support to pupils. All pupil concerns raised via SEEMiS to PST who involve partners accordingly, universal support through PSE curriculum.
- New SPARK counselling service available to all stakeholders.
- Through effective use of digital media, sustain and develop ways of recognising, promoting and celebrating success and achievements of all stakeholders.
- Ensure resources are available to all stakeholders regardless of learning model i.e. in school, blended learning, home learning.
- Consistent approach among departments in providing educational support to pupils self isolating, minimum expectations agreed and shared with all stakeholders.
- Share best practice on the effective use of ICT in the classroom so learning is enriched and supported by the effective use of digital technologies.
- Support staff to deploy a wide variety of innovative and creative ICT equipment in the creation of high-quality resources that are engaging and supportive.
- Support and develop digital skills of stakeholders enabling them to take ownership over their own learning by searching, selecting and making use of high-quality resources.
- Ensure equity in ICT provision for pupils through the digital inclusion programme.
- Increase the provision of ICT available to staff in every department by ensuring newly acquired resources across the school are well maintained and organised to enable effective, frequent and efficient use.
- Ensure staff can access ICT at home to facilitate digital learning model contingency planning.

Self-Evaluation Summary Using HGIOS?4 Quality Indicators

Quality Indicator	School Self Evaluation	Inspection/Authority Evaluation
1.3 Leadership of change	Excellent – 6	N/A
2.3 Learning, teaching and assessment	Excellent – 6	N/A
3.1 Ensuring wellbeing, equity and inclusion	Very Good – 5	N/A
3.2 Raising attainment and achievement	Excellent – 6	N/A

Key Priorities for School Improvement Planning 2020-21

The School Improvement priorities and targets associated with them, as outlined in the School Improvement Plan can be seen in the table below.

No	Improvement Priority	Targets
1	**Health and Well Being including Nurture**	• Continue with coherent approach to supporting pupils in challenging times • Ensure health and safety of all staff and pupils through universal and individual support • To sustain and develop a learning environment built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes
2	**Family Engagement**	• To sustain and develop communication with stakeholders • To engage pupils and parents in learning and enable them to work collaboratively at home • To continue increasing awareness among stakeholders of pupil progress throughout the learning journey
3	**Transitions**	• To sustain and develop understanding of assessment standards among all stakeholders • To review and develop monitoring and tracking in the BGE and SP • To sustain and develop career management and employability skills among pupils and further increase awareness of positive school leaver destination
4	**Continuing to Ensure Equity, Excellence and Educational Continuity**	• Review curriculum development and continue to secure improvements in levels of attainment in line with INSIGHT • Create a digital learning model to support contingency planning should there be any disruption to learning and enable departments to deliver learning in school and at home • To sustain and develop the use of ICT in improving the life and work of the school