

Self Evaluation Summary 2020/21

School/ Centre: Bishopbriggs Academy



How Good is our Leadership and Approach to Improvement?

QI 1.3 Leadership of Change

Strengths:

- Structured approach to dedicating time for collaborative discussions on key issues such as moderation and sharing good practice.
- Collaborative approaches to self-evaluation and strategic planning for implementing improvement and change.
- A Home Learning working group was created in June 2020 to co-ordinate staff training in the use of Visualisers, Teams, YouTube, Glow and other platforms that would facilitate online learning as part of contingency planning in the event of another lockdown. Initial training of staff took place in August and September.
- Distributed leadership used effectively across the school. Each department nominated a Digital Learning Rep (DLR) who continued to work closely with the Home Learning working group throughout October, November and December. DLRs were responsible for overseeing the implementation of digital platforms within departments that would enable departments to deliver effective learning and teaching in the event of another lockdown. DLRs were assigned a member of staff from the Home Learning group who supported them with tasks.
- Commitment of staff to career long professional learning enabled departments to deploy a wide variety of innovative and creative ICT equipment and allowed pupils to select and make use of high-quality resources. Staff were encouraged to develop their ICT skills through some of the resources listed below. - A whole school staff Youtube channel was created with training video tutorials recorded by other staff members. Tutorials filmed for all aspects and levels. Covered content in MS Teams, navigating/creating Youtube videos, Audio over powerpoint and a variety of classroom tools such as Nearpod and Loom. Help guides as PDF and word documents were created in addition to videos to provide another form of support for staff.
- Regular drop-in sessions to allow staff to ask any questions or raise any issues or concerns and share good practice. Cross curricular/collaborative approach to providing the best experience for young people.
- Weekly digital top tip email to help staff build knowledge of ICT platforms/tools in small regular increments.
- Digital learning reps upskilled during in-service days to ensure they could continue to support staff in their departments in addition to drop in sessions.
- Staff were also supported with materials generated by West Online School platform, links to videos created by West partnership to help engage learners at home both when online learning or blended learning.
- Consistent, in-depth analysis and evaluation of attainment data ensuring impact on learners' successes and achievements.
- All stakeholders (pupils/staff/parents/partners) are involved in self-evaluation and planning for improvement.

- Staff ensure pupils' learning experience is positive and consistent across the department by sharing and observing good practice and taking into account the views of all stakeholders.
- There is a commitment to collective responsibility in the process of change from every member of staff, contributing to departmental and school improvement plans and school committees. Staff lead initiatives within and out with department/school, seek out opportunities via school committees and share good practice.
- Pupils are encouraged and supported to take responsibility for their own learning and progress.
- Robust procedures in place to ensure Satchel is used effectively by all stakeholders.
- Parents given an opportunity to influence decision making through assessment analysis sheets, learning logs, progress updates, GLOW resources and self evaluation of department practice.

Evidence: (List the sources of evidence)

- Features of an effective DM template created and shared with all middle managers to help create and protect collaborative conditions.
- Lesson aims and co-construction of success criteria embedded to ensure pupils take ownership over own learning.
- Extensive in-house CPD programme.
- Folder content on MS Teams
- Support materials on YouTube Channel
- Online Learning Programme Policy
- Involvement of staff in leading and participating in committees.
- SQA analysis templates used by every department to guide self-evaluation.
- Evaluation forms for various events and initiatives.
- Pupil voice programme
- Pupil leadership opportunities
- Record of peer coaching, reciprocal visits

Next Steps:

- Coherent approach to self-evaluation and improvement planning involving all stakeholders. Parent Council utilised to create challenge questions in relation to school improvement priorities. Questions completed on MS Forms by pupils. Results of pupil voice and agreed actions discussed with pupil council and staff.
- Implement revised PRD format encouraging staff to use coaching wheel approach.
- Develop in-house CPD programme by creating a catalogue of video tutorials available to staff, Teams/YouTube.

Overall Evaluation:

- Very Good – 5

How Good is the Quality of the Care and Education We Offer?

QI 2.3 Learning, Teaching and Assessment

Strengths:

- Promoting Positive Relationships policy incorporates Nurture Principles and 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.
- A wide variety of innovative and creative resources and teaching approaches are employed to meet the range of preferred learning styles of our young people. Learners experience activities which are varied, differentiated, active and provide effective support and challenge.
- Alongside formative assessment, summative assessment is planned, discussed, moderated, recorded and analysed by all stakeholders to ensure it is robust and meaningful. Pupil responses discussed in detail to understand pupil interpretation of questions which identifies gaps in learning allowing learning conversations to occur and directs teaching.
- Moderation opportunities embedded throughout the session with specific focus on pupil experiences and assessment of pupil progress with colleagues from all sectors. Resources provided to department to ensure consistency with aims, success criteria, highlighting skills for learning, life and work, plenary activities and homework.
- During lockdown, pupils worked at home according to their timetable giving structure to the day and protecting time for each subject throughout the week. This helped pupils manage their workload effectively.
- Staff issued pupils with instructions for each period via Satchel. Instructions led them to tasks that were shared using a variety of platforms such as Satchel, Teams and SharePoint. Pupils had access to relevant resources and tasks were time appropriate so they could be completed within the period.

- Departments had staff available during timetabled classes for each subject. This enabled staff and pupils to have a fixed time each day/week in order to establish contact and have regular engagement. This allowed regular high quality interactive learning and teaching.
- During each period, pupils had a platform to ask questions and seek clarification regarding tasks – Satchel comments, Teams posts, Teams meetings. Instructions issued via Satchel confirmed which platform would be used for this interaction. This enabled staff to develop approaches to assessment of learning, provide feedback that supported progress, extend learning and identify next steps. It also supported ongoing dialogue, reflection and feedback with pupils in relation to their own learning.
- The class teacher retained overall responsibility for planning and organising the learning and assessment of pupil progress within their assigned classes.
- Where appropriate pupils were assigned homework and submission status shared with parents/carers.
- Pupil engagement tracked by teaching staff and concerns communicated via a central spreadsheet on a weekly basis.
- Student planners are reviewed and adapted every year in response to pupil voice so tools and resources that pupils find useful are included. Student Planners have now evolved into Pocket Diaries to encourage pupils to carry them in their blazer pocket and use them more regularly. This is to complement Satchel.

Evidence: (List the sources of evidence)

- Learning and Teaching Calendar
- Learning and Teaching workshops during in-service days
- Reciprocal visits
- Pastoral notes
- Skills pages in planners
- Recording of monitoring and tracking data in pocket diaries
- Personal Learning Plans
- Assessment information
- Pupil voice
- Parental feedback
- Record of intervention meetings

Next Steps:

- Implement revised changes to National Qualifications according to SQA guidelines. Amend assessments so the complexity reflects the pattern of SQA questions.
- Continue to develop courses in line with benchmarks and utilise the BGE M&T reporting package to allow meaningful judgements to be made in terms of national progress statements.
- To sustain and develop the use of ICT in improving the life and work of the school.

Overall Evaluation:

- Excellent – 6

How Good Are We at Ensuring the Best Possible Outcomes for all Our Learners:

QI 3.1 Ensuring wellbeing, equality and inclusion

Strengths:

- Curriculum experienced by pupils reflect local and national priorities/interest and the young people are involved in planning and identifying opportunities for personalisation and choice. Meets the needs of different groups of learners providing progression routes within subjects, promoting equity and raising attainment for all young people.
- BGE curriculum delivers a coherent approach to planning, learning and teaching, assessment, moderation, monitoring and tracking and learner conversations.
- Senior Phase curriculum has been developed to offer alternative courses that are directly linked to the work place to ensure the provision of a more relevant curriculum that helps to fully prepare pupils for life after Bishopbriggs Academy.
- Implemented a programme for curriculum development increasing the breadth of level 5 offerings in the Senior Phase. New courses introduced for session 2021-22 include Applied Science, Scottish Studies, Design and Expressive Activity Units, Application of Maths, Exercise and Fitness.
- Approaches to profiling develop pupils' awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning. The Guidance Team utilise My World of Work e-profiles as the standard for S1-3 profiling.
- Departments have effective assessment systems in place to identify the ever-changing and diverse needs of pupils and provide appropriate resources and alternative assessment arrangements.
- Arrangements are in place to ensure pupils have regular learning conversations to review their learning and plan next steps.
- Parents & partner agencies are used effectively to ensure learners benefit from the right support at the right time. Staff know pupils as individuals through profiling and up to date record keeping allowing trends and patterns in attendance, timekeeping, homework, application and progress to be identified and acted on immediately and is accessible at all times
- Parents are encouraged and supported to participate in and understand their child's learning by communicating about progress, attainment, achievements and making resources available; monitoring engagement, participation and reacting accordingly.
- Extensive programme to support parents to actively and meaningfully participate in their children's learning and the life of the school.
- Cluster Plan has a clear focus on Literacy, Numeracy, Health and Wellbeing and Languages helping develop these skills and shaping progression from 3-18.
- To help P7 pupils integrate and become familiar with life in secondary school a variety of online support plans were implemented: Teams channel for each P7 class, groups of staff co-ordinated activities and lessons for each primary school through their Team. Question and answer sessions in class teams gave pupils the opportunity to chat to staff and ask any questions.
- Live lessons from different curricular areas. Live lessons from the P7 support committee, including introduction, a day in the life of BBA and supports, Guidance staff, extracurricular clubs and subjects, wellbeing, teachers.

- Virtual interactive tour, including activities so that P7 pupils can explore the building. Videos, including current S1 interviews which detail their experiences in the Academy so far. Virtual online on-line information evening with Q&A session, delivered by HT, DHT and key support staff.
- Collaboration on assessment standards with Primary/Sec. liaison, enhance transition arrangements with shared understanding of progress in learning across levels 3-18. Shared via the primaries through curricular levels templates. This includes each curricular area and level and is shared coherently with all BBA staff.
- Rigorous data collection and analysis takes place to ensure we are all fully informed on pupil background, circumstances, progress and goals, as evidenced by our extensive discrete tracking spreadsheets. Selected pupils have been involved in tutorials across S1 and S2 as targeted by PEF PTs using a huge range of data, both qualitative and quantitative, for example; Questionnaire feedback, spelling age, reading age, reading frequency, SIMD, ASN, EAL, Numeracy baseline assessment, M&T data, Primary Transition notes, Staff Recommendations, parent recommendations, prior support.
- Prior to the online learning programme during lockdown, all stakeholders were issued with EDC protocols and asked to adhere to them at all times.
- An extensive audit was completed with all stakeholders via Microsoft Forms to identify any pupil or member of staff without access to ICT or internet. Laptops and dongles were issued to those stakeholders that required it.
- Internet safety awareness initiative was implemented by our Business and Computing departments.
- Teams were created by every department giving every staff member access to every class within their subject. This enabled pupils and staff to access relevant resources remotely and deliver the normal timetable remotely.
- High numbers of vulnerable children attended school during lockdown. This was a result of targeted phone calls and advice given to parents/carers that they should attend. Vulnerable children supervised by teaching staff who ensured they were supported with online learning. Guidance staff had weekly check-ins via phone with vulnerable pupils not attending.
- An Inter-House Strava competition was organised throughout the month of February to give pupils, staff and parents a more structured approach to daily exercise and looking after their health and well-being.
- A staff well-being working group was also created and arranged planned activities for staff such as Yoga, exercise and cooking classes, quizzes and escape rooms.

Evidence: (List the sources of evidence)

- Programmes of work detailing Significant Aspects of Learning, Skills for Learning, Life and Work, Four contexts for Learning, Responsibility of All areas and success criteria in line with Progression Frameworks and Benchmarks.
- Alternative Assessment Arrangements
- Satchel
- Leadership of Learning Programme
- Parent Information Evenings
- Triple P Parenting Programme
- GLOW resources

- Parental Reports, full and interim
- Courses available in the SP through DYW.
- INSIGHT.
- Monitoring and Tracking of Literacy, Numeracy and Health and Well Being levels.
- The Hub Resource
- Literacy Club
- Numeracy Club

Next Steps:

- Implement the Mental Health Ambassadors Programme. The appointed 12 MHAs, having already completed a 2-day training course on Mental Health Aid, will be available to support any young person who is experiencing poor mental health.
- Sustain and develop awareness among staff of the 6 principles of nurture. Learning and teaching to focus on building positive relationships, departmental ethos, nurturing learning environment, collaboration, co-operation and interpersonal skills.
- Continue to introduce and develop subjects to enhance curriculum model. Review and develop level 5-6 subjects recently added and identify which of these can enhance level 6/7 provision.
- Re-introduction of extracurricular clubs, school trips. Utilise outdoor learning, health and well being trips and Duke of Edinburgh to equip most vulnerable pupils with essential skills. Support staff in using Evolve.

Overall Evaluation:

- Excellent – 6

QI 3.2 Raising attainment and achievement

Strengths:

- Well-established culture of high achievement and attainment with high expectations for all our pupils. Staff understand their role and responsibility in supporting pupils' literacy, numeracy and health and well being.
- High level of engagement with Satchel, an online homework tool, with all stakeholders. All homework is issued electronically via Satchel so pupils and parents receive detailed information regarding homework tasks. Information shared with parents include description of tasks, issue date, due date, time allocation for completion of the task and any relevant resources attached. This allows parents to be fully informed and help facilitate the completion of all homework at home.
- Satchel used to inform pupils and parents of upcoming meaningful assessments and performance indicators shared so stakeholders are aware of pupil progress.
- Effective use of assessment evidence informs teacher judgements and used to communicate progress and monitoring and tracking data with all stakeholders.
- Monitoring and tracking in the BGE shared with parents termly.
- Monitoring and tracking in the Senior Phase completed bi-monthly and information shared with pupils and parents via interim and full reports.
- Senior Phase Pupil Progress Updates were issued to parents via Satchel. These shared a pupil's Target Grade for each subject, if they were on or off track to achieve that grade based on evidence gathered up to and including December and a rating between 1-4 for the effort with online learning (1 being the best, 4 being the worst).
- Staff recorded attendance to online lessons using the Teams function. Exported attendance lists were kept and used to highlight anyone missing.
- Pupil engagement spreadsheet was created for S1-6 pupils. Staff highlighted pupil concerns weekly. Concerns related to pupil engagement and those not attending live lessons or submitting class tasks and homework were flagged up. This triggered intervention from Guidance staff who then referred concerns to Year Head if no improvement was made.
- Extensive support programme complements monitoring and tracking to remove barriers to learning and improve outcomes for all pupils.
- Leadership of Learning and Family Engagement initiatives to support BGE pupils with Primary/Secondary transition and equip them with the necessary skills to fulfil their potential.
- Supported Study programme amended according to Covid regulations and provided universal and targeted support for Senior Phase pupils.
- Universal Supported Study involved sharing resources/tasks/assignments with all pupils to facilitate personal revision and responding to pupil questions via Microsoft Teams.
- Targeted Supported Study involve delivering a weekly session in class to pupils identified using monitoring and tracking data.
- Playbook initiative launched with Senior Phase pupils, assemblies and social media used to raise awareness of assessment support resources, assessment support videos, playbook materials, study planning, study skills, study environment and study structure with all stakeholders. Followed up with workshops to support targeted pupils access resources.

- Senior Phase Parents Information Evening. Over 300 parents attended. Discussion of Alternative Certification Model, quality assurance, moderation, assessment calendar, support programme. Tutorial for parents on how to access any study materials.
- Accreditation is actively sought for all pupils taking the subject and flexibility within assessment arrangements is used to ensure pupils are given the correct guidance within courses in order to utilise their strengths so they are given the best opportunity to succeed.
- In addition to SQA units, pupils achieve additional qualifications through other partners which is open to all school pupils.
- Explicit links between skills used in class and tasks completed within our courses to skills for learning, life and work enabling pupils to successfully create S3 Pupil Profiles and CVs in the Senior Phase.
- Work with pupils, parents, employers, colleges and other partners to develop an effective approach to careers education which supports them into sustained positive destinations.
- Increased awareness among staff of potential barriers to pupils' learning i.e. additional support needs, SIMD rank, free meal entitlement and the strategies used in ensuring inclusion and equity.
- Celebrate success by tracking, recognising, and valuing the personal achievements of all pupils in school and in our community.

Evidence: (List the sources of evidence)

- SQA national assessment data
- INSIGHT
- Wider Achievements
- Homework Record on Satchel
- Positive Destinations
- DYW Committee
- UCAS Parent Information Evening
- BGE and SP 'I can' statements/Entitlements from the Career Education Standard
- S3 Pupil Profile
- UCAS intake
- Assessment information – Monitoring and Tracking, Prelims
- SQA Analysis template
- Support Programme, raising attainment initiatives

Next Steps:

- Identify elements of courses most affected by learning loss and develop support strategies/resources to best meet learners' needs in preparing for assessments or demonstrating attainment.
- 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.

- Amend delivery and assessment of courses to identify learning loss and ensure educational continuity.
- Review and develop support programme and traditional attainment initiatives in line with guidance to target young people who are underachieving.

Overall Evaluation:

- Excellent – 6