Bishopbriggs Academy

Standards and Quality Report 2020-2021

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 Enhanced Learning Resource (ELR) opened in August 2011 and provides full time support for pupils with significant language and communication needs. Learners from across East Dunbartonshire attend Bishopbriggs ELR 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 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

Review of School Improvement Priorities 2020-21 Cont'd

School Priority 1: Continuity to ensure equity, excellence and educational continuity.		
NIF Priority • Improvement in attainment, particularly in literacy and numeracy • Closing the gap between the most and least disadvantaged children	**NIF Driver** • School Leadership • Teacher professionalism • Assessment of Children's Progress	**HGIOS?4 QIs** 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 3.2

Progress and Impact

- 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.

- 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.

- MS 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.

- 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.
- 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.
- 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.

Next Steps
- Review curriculum development and continue to secure improvements in levels of attainment in line with INSIGHT
- Support pupils to bridge essential gaps in learning while continuing to challenge those who have not experienced learning loss
- To sustain and develop the use of ICT in improving the life and work of the school

Review of School Improvement Priorities 2020-21 Cont'd

School Priority 2: Health and wellbeing including nurture and transitions		
NIF Priority • Closing the attainment gap between the most and least disadvantaged children • Improvement in children and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people	**NIF Driver** • Performance information • Assessment of children's progress • School leadership	**HGIOS?4 QIs** 1.2, 1.4, 1.5, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2, 3.3

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. A whole school review of policy and practice began in 2020 and will be completed in full in 2021/22.
- All pupils who have been identified under the PEF umbrella have been involved in a variety of online tutorials/lessons aimed at developing HWM, Lit and Num over the year. Pupils were provided with resources and contributed to lessons via Teams.
- 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. These course range from level 1 to level ¾.
- 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 curricular levels and progress and achievement 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.
- 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.
- 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 extensive review of our online learning programme was completed at the end of the first three weeks of lockdown via Microsoft Forms. We received a tremendous number of responses (537 Parents, 441 pupils and 90 staff) and stakeholders were incredibly positive regarding our provision. All stakeholders benefitted from having a structure to the day through the timetabled approach to lessons. Despite being in lockdown, this enabled families to follow their typical daily routine and maintain some form of normality in the household. The wellbeing of pupils was also supported by having daily contact and interactions with their teachers and peers.
- 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.
- 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.
- Pupils engaging in vocational courses attended targeted employability sessions designed to encourage them to think about their possible career paths and engage with PlanitPlus and the WorkIT virtual work-related learning opportunities.
- Find Your Inspiration Week- for one week during Home Learning a series of bulletins and twitter posts were used to highlight some of Scotland's growth industries, careers related to each, and opportunities within each.
- S6 pupils interested in applying to teaching attended a course run via Teams. They were introduced to the teaching profession and given the chance to pair up with a member of staff and create a lesson plan and the resources to with a lesson on a topic of their choosing.
- Scottish Apprenticeship Week- This week saw a series of flyers, posters and bulletins. Each day various apprenticeship opportunities were advertised to pupils, info events were advertised and the success of previous pupils who pursued this pathway were highlighted.
- DYW Weekly Bulletin- advertised various virtual work experience opportunities and online events with pupils from S4, 5 and 6 taking part in a range of opportunities.
- Partner Presentations- There were various partners who presented to pupils interested in various industries via Teams. For example, Microsoft ran a session for a group of pupils via Teams highlighting various careers with the company and possible pathways. We also invited representatives from the Beatson Institute to present to around 40 pupils at their 'Open Door Event', to highlight career pathways within the research and Science industries.
- Positive Destinations Questionnaire - All S6 pupils were asked to carry out an online questionnaire via Microsoft Forms. This asked a series of questions in relation to their current plans, future pathway and whether they had managed to undertake any online work experience. From this, pupils who expressed they hadn't secured a positive destination or were unsure of their pathway, were given targeted support from Skills Development Scotland and PT Enterprise and Employability.

Next Steps
- Continue with providing personalised and coherent support to pupils in challenging times.
- Ensure health and safety of all staff and pupils through universal and targeted support.
- To sustain and develop a learning environment built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.

- Each curricular area will deliver on-line lessons to each cluster primary. This is a whole school standardised approach involving collaboration and collegiate planning with each department and primary. Planning meetings will take place prior to the delivery of lessons with an agreed focus and level. This will reflect S1 programmes of work and build on a seamless transition programme.

Review of School Improvement Priorities 2020-21 Cont'd

School Priority 3: Family engagement		
NIF Priority • 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	**NIF Driver** • Teacher professionalism • Assessment of children's progress • Parental engagement • Performance information	**HGIOS?4 QIs** 1.2, 1.4, 1.5, 2.3, 2.5, 2.7, 3.2

Progress and Impact

- High level of engagement with Satchel, an online homework tool, with all stakeholders throughout session. All homework 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.

- 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 Pupil Reports. Staff also use comments on Satchel 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.

- 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).

- 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. Parental phone calls made following concerns raised.

- Extensive programme to support parents to actively and meaningfully participate in their children's learning and the life of the school. Online family learning fortnight was launched in Nov 2020. Parents received vital support in several key areas including; how to help their young person with Lit (including digital literacy), Numeracy, HWB, effective study environments, emotional wellbeing in the current climate, growth mindset and lesson/nutrition. These were supported in their delivery through YouTube videos as well as information packs and resources.

- Parents received vital support on how to help their young person with Lit, Num and HWB, through regular means of communication such as phone calls and targeted parental letters.

- Following the Family Learning Evening in November, all pupils in S1-3 attended a 'Leadership of Learning at Home' online sessions to reinforce the messages shared with their parents/guardians at the aforementioned FLF. The programme spans over four weeks and took place once a week at 4pm. The

sessions began with a fifteen-minute starter task which will have a specific focus, such as, literacy, numeracy, health and wellbeing and study skills. Pupils will then have 30 minutes to complete their homework. During this time, staff and senior pupil volunteers were live on Teams and available to answer any questions pupils had about their homework or study skills. At the end of the session, pupils will be asked to complete a short task on Satchel. All members of the PEF 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.

- An Online Resource Hub was re-launched in 2020 with more virtual resources, such as YouTube videos 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 are available to all stakeholders. The PEF team worked curricular areas to produce resources and utilised the expertise of our Librarian to assist us in placing them on the website, twitter and other social media platforms. This will be promoted with parents and pupil via a variety of methods over the course of the coming months.

- 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.

Next Steps
- To ensure all stakeholders are aware of pupil progress throughout the learning journey
- To engage pupils and parents in learning and enable them to work collaboratively at home
- Promote collaboration with partners enhancing transitions and outcomes for learners

Self-Evaluation Summary Using HGIOS?4 Quality Indicators

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

Key Priorities for School Improvement Planning 2021-22

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**	• Continue with providing personalised and coherent support to pupils in challenging times • Ensure health and safety of all staff and pupils through universal and targeted support • To sustain and develop a learning environment built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes
2	**Educational Continuity, Equity and Outcome for Learners**	• Review curriculum development and continue to secure improvements in levels of attainment in line with INSIGHT • Support pupils to bridge essential gaps in learning while continuing to challenge those who have not experienced learning loss • To sustain and develop the use of ICT in improving the life and work of the school
3	**Partnerships and Collaborative Working**	• To ensure all stakeholders are aware of pupil progress throughout the learning journey • To engage pupils and parents in learning and enable them to work collaboratively at home • Promote collaboration with partners enhancing transitions and outcomes for learners