

Improvement Planning Guidance for Schools and Centres 2021-22

Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs) including the impact of Covid-19;
- measurable outcomes which focus on learning, achievement and wellbeing;
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear links to CLPL and professional enquiry;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

The delivery of the improvement plan should be discussed and agreed with staff as part of their collegiate hours within the working time agreement. The plan should be a working document which is regularly reviewed. Schools should use the plan to monitor progress towards achieving the identified outcomes and improvements, based on valid and reliable evidence.

A statement of the School / Establishment





Vision, Values , Aims and Curriculum Rationale

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

Curriculum Rationale

BROAD GENERAL EDUCATION (S1 – S3)

S1 - Classes are co-educational and of mixed ability, and all pupils follow a common course. The modern language studied is either French, German or Gaelic, depending on which language has been studied in Primary. Close contact is maintained with the Primary schools both before and after the pupils join Bishopbriggs Academy. Work begun in Primary 7 is continued in S1 to assist the pupils to settle in. Pupils' strengths and areas for development as indicated in their primary school assessments and P7 profiles are taken into account when preparing programmes of work in the first year.

S2/3 - In second and third year the classes are again co-educational and of mixed ability. During the second term of S2 the Pastoral programme includes learning conversations with pupils and parents to assist with the choosing of S3 programmes of work. A range of options are presented to the pupils in February and extensive consultation with parents takes place during this time. Parental reports are issued at this time to ensure parents are aware of pupil progress. Parents are also invited to attend a curriculum information evening which includes a presentation from senior staff and provides parents with an opportunity to speak with subject teachers from every department. Arrangements are also made for advice to be obtained from the school's careers advisor. Pupils choose S3 programmes of work, nine in total, which take account of their interests, abilities, aptitudes and career requirements. The final result should be a balanced course through which pupils are experiencing all curricular areas.

SENIOR PHASE (S4 – S6)

S4 -Pupils choose S4 programmes of work, seven in total, from the subjects pupils take at the end of S3, pupils can also use the vocational programme to access programmes of work out with the school curriculum. The programmes of work will provide pupils with rich learning experiences which will develop skills and knowledge for learning, life and work. Assessment activities will be planned throughout the Broad General Education to determine an appropriate level of presentation to begin with for the S4 qualifications. Learners will be involved in assessing their learning and teachers, pupils and parents will all be involved in deciding on presentation levels. Each pupil's curriculum should suit not only their career requirements but also develop skills they require for life, learning and work.

S5/6 - A range of options is offered which lead to SQA presentation, pupils also undertake short courses aimed at developing skills for life, learning and work in order to equip them for later life. In S5/6, due to the proximity of other secondary schools, it may be possible to undertake a specialist course at another establishment; this includes other EDC schools and local colleges. Bishopbriggs Academy has forged strong partnerships with a wide range of external experts to enrich the curriculum and enhance the experience of our young people. The school is the only school in Scotland to be awarded the status of Partner School with Germany leading to a wide range of cultural, sporting and academic activities. As a result of this and a wide range of other initiatives the school was given the International School Award. We also work with a number of local and national businesses, colleges, universities and apprenticeship providers. This allows our young people to develop their skills for learning, life and work and also equips them with the necessary career management skills for their next steps.

	IMPROVEMENT PRIORITY	TARGETS
1	Health and Well Being	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan			Overall Responsibility
Health and Wellbeing	Improvement in children and young people's health and well being	Assessment of children's progress, school improvement, 2.4, 3.1	All children and young people in primary and secondary schools are supported through inclusive practices to support wellbeing			I.Ross
Tasks/Action Required		Timescale (by)	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
<ul style="list-style-type: none"> - Following a review to determine levels of confidence in aspects of learning and health and wellbeing, deliver courses/workshops that encourage sustainability and equip all stakeholders to adopt healthy lifestyles/choices so they can cope with the demands of learning, life and work. Timely introduction of support throughout the sessions according to curricular calendar. - Review and amend delivery of PSE with continued focus on wellbeing ensuring there is progression from S1-6. Support pupils to access and utilise resources that are available through digital platforms. - 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. - Continue to enhance the collection of digital and physical support materials in the mobile library for care experience young people ensuring they have access to key revision materials. 		May 2022	Collegiate time and development	Attainment and PEF Team	- Health and wellbeing assessments, promoting positive relationships measures	
		May 2022		Guidance Team	- Learning and teaching quality assurance, link meetings, DMs	
		August 2021		Guidance Team	- Pupil voice, pupil involvement tracked, parent voice	
		August 2021	School funds	Pupil Support Team	- Audit of materials readily available, record of use	

<ul style="list-style-type: none"> - Implement procedures outlined in risk assessment and ongoing review of risk assessment. Individual risk assessments completed for stakeholders. - Continue to develop staff wellbeing programme/events. 	<p>August 2021</p> <p>November 2021</p>	<p>Collegiate time and development</p>	<p>M.Campbell</p> <p>E.Mackay</p>	<ul style="list-style-type: none"> - Records of amendments to risk assessment - Record of events, MS Forms sign-up sheets, staff voice 	
<ul style="list-style-type: none"> - 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. - Review Promoting Positive Relationships Policy and amend accordingly. - Re-introduction of extracurricular clubs, school trips. Utilise outdoor learning, health and wellbeing trips and Duke of Edinburgh to equip most vulnerable pupils with essential skills. Support staff in using Evolve. 	<p>March 2022</p>	<p>Collegiate time and development</p> <p>MS Forms</p> <p>Staff participation, allocated funds for pupil opportunities</p>	<p>L.Wilson</p> <p>E.Mackay</p> <p>M.Campbell</p>	<ul style="list-style-type: none"> - Pupil voice, reciprocal visits, promoting positive relationships measures, number of clubs, events, opportunities logged on EVOLVE, pupil and staff voice 	
Leadership and Parental and Learner Engagement Opportunities					
<p>Pupil collaboration opportunities to enhance the learning experience within and out with the classroom. Pupils and parents empowered to make better lifestyle choices in order to facilitate better approach to wellbeing and ultimately achievement.</p>					
Resource Requirements	Costs		Professional Learning		
			<p>Continued support with completion of HWB assessments for universal support, support with RA.</p>		

Improvement Priority	NIF Priority	NIF Drivers		EDC NIF Action Plan		Overall Responsibility
Educational Continuity, Equity and Outcome for Learners	Closing the attainment gap between the most and least disadvantaged children	Assessment of children's progress, school improvement, performance information, 3.2		Raise attainment in literacy, numeracy and health and wellbeing through focused interventions and pupil equity funding		E.Forsyth/ I.Donaghey
Tasks/Action Required		Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
<ul style="list-style-type: none"> - Implement revised changes to National Qualifications according to SQA guidelines. Amend timeline of delivery and focus on relevant skills development given the possibility of assignments being re-introduced. - Review and amend content of assessments to ensure they incorporate an appropriate balance of higher and lower order questions so the complexity of assessments reflect the pattern of SQA questions. - Utilise the vast array of EDC moderation material on Teams and continue to collaborate with learning partners across the authority for moderation purposes. - 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. 		Ongoing	Collegiate time and development	I.Ross	Departmental meetings, moderation of meaningful assessments	
<ul style="list-style-type: none"> - 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. 		August 2021	Collegiate time and development	I.Donaghey	Monitoring and tracking data, analysis of assessment information	

<ul style="list-style-type: none"> - Continue to develop courses in line with benchmarks and utilise the Progress and Achievement reporting package to allow meaningful judgements to be made in terms of national progress statements. National and Individual Progress Statements to be shared with all stakeholders in the form of interim, progress and full reports. S2/3 issued to Guidance staff and parents prior to option choices. -BGE universal and targeted interventions employed based on tracking of Individual and National Progress measures (in-line with PEF targeted interventions see below). - Review and develop support programme and traditional attainment initiatives in line with guidance to target young people who are underachieving. - Review Learning and Teaching through a consultation exercise. Introduce research-practice partnerships and design-based research, which can occur through various modalities, such as Lesson Study. - Pilot a cross-curricular approach to collaborative enquiry that increases opportunities for staff to work across departments, researching learning & teaching strategies which support and engage pupils. 	May 2022	Collegiate time and development	E.Mackay/ S.Johnson	Record of reports issued to parents, evaluation of targeted support initiatives	
	October 2021	Collegiate time and development	Attainment and PEF Team	Evaluation of support initiatives	
	March 2022	Collegiate time and development, networking visits, reciprocal visits	L.Wilson	Record of professional learning undertaken, record of reciprocal visits, minutes of collaborative enquiry	
<ul style="list-style-type: none"> - Continue to develop the 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. - 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 	February 2022	Collegiate time and development, Home Learning Working Group and Digital Learning Reps	I.Donaghey/ E.MacKay/ D.Carlin	Evaluation of online learning with all stakeholders, creation and accessibility of resources on Teams	

their own learning by searching, selecting and making use of high-quality resources.						
Leadership and Parental and Learner Engagement Opportunities						
As outlined in tasks and actions.						
Resource Requirements	Costs <i>Please see PEF funding – detailed breakdown on last page</i>			Professional Learning		
				Professional dialogue with colleagues, learning about aspects of the curriculum or pedagogical practice.		

Pupil Equity Target	Objectives	Impact for Pupils in Deciles 1-3	Cost	Review - Evaluation
Improved attainment in Literacy and Numeracy	Targeted Literacy and Numeracy Tutorials (Timetabled class and SQA accredited in S3)	<p>Improved attainment in Literacy & Numeracy for young people in SIMD 1-3.</p> <p>Measures: SNSA comparative Data from P7 – S3 Literacy and Numeracy achievement of a level data (end of S3)</p> <p>Literacy:</p> <ul style="list-style-type: none"> • IDL programme used to assess baseline spelling and reading each and measured again at end of year • S3 Literacy have opportunity to achieve a Level 3/4 Literacy unit in Reading, Writing, Talking and Listening <p>Numeracy:</p> <ul style="list-style-type: none"> • Confidence questionnaires at key points in the year • Baseline assessments at the beginning of the year with a follow up assessment at the 	<p>PT salary costs (5*PT Pt 1) - £35,838</p> <p>PEF breakout tutorial rooms “Hub”, ICT to support tutorials and software to support. Tutorial room alterations - £26,079</p>	

		<p>end of the school year to track progress</p> <ul style="list-style-type: none"> • SUMDOG diagnostic assessment. The diagnostic tool is used to place pupils at the right level, based on their ability, so that questions on SUMDOG are personalised for each individual. • Numeracy Ninjas Belts – Numeracy Ninjas is a numeracy based 30 question. Pupils record their belt colours to track their weekly progress. • Numeracy passport – course sectioned into 'countries' based on the different strands of Numeracy benchmarks. Pupils 'stamp' their passport when they feel that they have successfully understood each skill. This allows them to take ownership of their learning and provides a visual of the progress they are making in tutorials. 		
--	--	---	--	--

		<ul style="list-style-type: none"> S3 Accreditation – pupils sit units from the National 2 Lifeskills Mathematics course. Units include ‘Money’, ‘Measurement’, ‘Time’, ‘Shape, Space and Data’, ‘Number and Number Processes’. 		
Improved Health and Wellbeing S1-3	<p>Improve HWB targeted support SIMD 1-3 and targeted support by embedding:</p> <ul style="list-style-type: none"> - Nurture Groups/one-to-one - Sustained outdoor learning opportunities – partnership with Kelvin College, partnership for gardening with Better Briggs project - Breakfast Club with physical education - Residential Trips for all pupils in targeted groups (SIMD 1-3) in partnership with Scottish Outdoor Education Centre <p>Targeted interventions for S1-3 pupils based on termly</p>	<ul style="list-style-type: none"> - Improved health & wellbeing, with a focus on Mental Health, Nurture and emotional wellbeing for young people in SIMD 1-3. - Young people in SIMD 1-3 closely monitored through Wellbeing Tracker. <p>Measures:</p> <ul style="list-style-type: none"> - Strengths & Difficulties questionnaire - Stakeholder views (pupil voice) - Personal achievement award HIG3 42 - Wellbeing trackers based on benchmarks (traffic light questionnaire through-out the year) - Pupil/Parental Voice 	<p>Gardening Equipment - £163.19</p> <p>Wellbeing bags and equipment - £360.46</p> <p>Staff mini bus training - £1,255.00</p>	

	<p>reports extracted from Prog and Ach data. Fluid groups targeting and improving confidence, organisation, study skills and preparation for upcoming assessments</p> <p>S1 and S2 Health and wellbeing day (universal and targeted)</p> <ul style="list-style-type: none"> - Mindfulness - Staying Active - Friendships 			
Continue to develop LoL programme and Family Learning Programme in S1-3	<ul style="list-style-type: none"> - Continue to develop Leadership of Learning programme with a focus on: <ul style="list-style-type: none"> o Literacy o Numeracy o Health and Wellbeing o Study Skills, resilience and organisation o DYW – future aspirations - Continue to develop HWB Family Learning Programme with a focus on: <ul style="list-style-type: none"> o Managing Stress & Anxiety o Mindfulness o Growth Mindset 	<p>Improvement in progress and support for pupils in S1-S3 with a targeted focus on SIMD 1-3 families. Improvement in Literacy, Numeracy, Health and Wellbeing.</p> <p>Measures:</p> <p>Stakeholder views -</p> <p>Pupil/Parental/Staff voice</p> <p>Attendance figures</p> <p>Improvement in Progress and Achievement individual and national progress measures</p>		

	<ul style="list-style-type: none"> ○ Support young people with ASN in their learning at home ○ Online Safety youtube ○ Sleep ○ Resources (family packs) ○ Digital Literacy ○ Numeracy skills - budgeting/finance in context 			
Build and maintain a reading culture in the S1-S3	Receive Reading Schools accreditation (Reading Schools Award).	<p>Improve Literacy Levels – with a focus on Reading in S1-3 (SIMD 1-3 targeted)</p> <p>Measures:</p> <ul style="list-style-type: none"> ● Baseline assessment – pupil survey of reading interests, confidence in reading etc at beginning and end of session ● Regular monitoring and review of progress in Reading Schools action points ● Scottish Book Trust Reading Schools Evaluation ● See Document Reading Schools: Action Points – Core Reading Schools Accreditation 		

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan			Overall Responsibility
Partnerships and Collaborative Working	Improvement in employability skills and sustained, positive school leaver destinations for all young people	Performance information, assessment of children's progress, parental engagement, teacher professionalism	Further enhancement of family learning programmes to enhance children's learning and development. Secondary schools offer appropriate pathways in the senior phase to continue to sustain positive leaver destinations for identified pupils.			C.Kerr
Tasks/Action Required		Timescale (by)	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
<ul style="list-style-type: none"> - Utilise Satchel to give pupils and parents advance warning of any meaningful assessment and share subsequent results. - Continue to support staff in the interpretation of monitoring and tracking terminology so Parent Reports include grades that are relative across all subjects. - Bi-monthly Senior Phase M&T data shared with all stakeholders. Pupils and parents issued data in the form of an Interim Report/Full Written Report, electronic spreadsheet shared with staff. Guidance staff to share S4-6 target setting reports with pupils/parents in place of PSE reports. S5/6 issued in Nov following October Pre-Prelims and S4 in January following Dec Prelims. - Ensure all BGE pupils complete S3 profile that reflects their progress in learning and achievement. 		October 2021	Collegiate time and development	I.Donaghey/ E.MacKay	Record of professional learning resources, record of issuing M&T data via various parental reports	
		May 2022	Access to ICT during PSE	Guidance Team/I.Ross	Completion of S3 Pupil Profile, record of referrals	
- Satchel to be used as the main platform for communication with pupils and parents, sharing regular information on homework, access to resources, deadlines, results. Satchel		January 2022	Access to Satchel Reports via	I.Donaghey/ D.Carlin	Termly user reports and record of engagement via insights on Satchel	

<p>can be complemented by other digital platforms and used to direct pupils and parents to other resources.</p> <ul style="list-style-type: none"> - Review the use of all electronic platforms and analyse the use of different approaches based on engagement figures and pupil voice to ensure consistency across the school and ensure all stakeholders have access to essential work and additional support materials. 		Admin profile, MS Forms, user reports		and Teams, pupil voice forms on MS Forms	
<ul style="list-style-type: none"> - Re-establish links with external partners to enhance the delivery of courses, DYW opportunities and skills development within subjects to enable clearer pathways beyond school. Work with school staff, SDS advisors and other services to ensure pupils continue to experience targeted support, advice and increased work based learning and employer engagement. Utilise S3 Pupil Profile. - To review cluster initiatives enhancing transition arrangements and continue to create a blended transition programme. Continue to develop the consistent approach among departments to Primary/Secondary liaison and utilising online platforms. Support staff in collaborative approaches to information sharing, programmes of work, common methodologies and pupil experiences. - Implement revised PRD and Professional Update Review. Develop in-house CPD programme by creating a catalogue of video tutorial made available to staff on You Tube channel. - Utilise Pupil Council to analyse pupil voice feedback and agree next steps and actions. 	<p>May 2022</p> <p>February 2022</p> <p>October 2021</p> <p>December 2021</p>	<p>Collegiate time and development, liaison with external partners, corporate Teams accounts</p> <p>Collegiate time and development Parent and Pupil Council meetings, MS Forms</p>	<p>C.Kerr</p> <p>E.MacKay</p> <p>C.Kerr/ D.Carlin</p> <p>I.Donaghey/ M.Campbell</p>	<p>INSIGHT, SLD Report, SQA analysis, partner database</p> <p>Coherent and detailed information shared across Cluster, record of department involvement with Cluster</p> <p>Record of PRD meetings, Professional Update, support resources Minutes of Parent and Pupil Council meetings, MS Forms completed</p>	

Leadership and Parental and Learner Engagement Opportunities		
Pupils and parents are more informed of pupil progress and be involved in meaningful learning conversations. All stakeholder will have a better understanding of realistic target setting and ensure support programme is utilised effectively when it comes to targeted support		
Resource Requirements	Costs	Professional Learning
		Self-evaluation and critical reflection processes