

## Self Evaluation Summary 2021/22

School/ Centre: Bishopbriggs Academy



### How Good is our Leadership and Approach to Improvement?

#### QI 1.3 Leadership of Change

##### **Strengths:**

There is a commitment to collective responsibility in the process of change from all members of staff, by contributing to departmental and school improvement plans and school committees. Staff lead initiatives within and out with the department and school, and seek out opportunities via working groups and the sharing of good practice.

A new Professional Review and Development (PRD) and Professional Update (PU) policy has been developed which is utilised by all staff. The coaching wheel approach is now being used across the school to facilitate meaningful PRD discussions. Revised GTCS standards have been shared with all staff to familiarise them with the professional standards in the context of their current role

An in-house and in person CLPL programme has been reinstated. This was an online forum for the first part of the session, but following feedback from staff, in-person workshops towards the end of the year have been successfully hosted, which have been very popular and well attended. Develop and delivery of this in-house CLPL programme for the 22-23 school session will be a priority, by focusing on the areas of pedagogy identified from a staff questionnaire to help develop capacity and expertise among the wider staff body.

A Learning and Teaching Working Group has been established with a focus on creating a live and active policy document which will encourage staff collaboration and enquiry. A BGE Pupil Experience questionnaire was also sent to all BGE pupils in Sept '21 to establish areas of practice which have been going well and also areas for consideration. This work has been supported by all staff, who value and understand the importance of high quality and consistent learning and teaching across the school.

Bi-monthly Senior Phase M&T data is shared with all stakeholders, and pupils and parents are issued data in the form of an Interim Report and a Full Written Report. The Guidance team also complete S4-6 target setting reports and issue these to pupils. These reports allow for development in the range of information that is shared with parents, and allow pupils the opportunity to self-reflect in a meaningful way. In addition, Online Parents Evenings for S1, S2, S3 and S4, were hugely beneficial for all stakeholders. The engagement of staff throughout this process allowed for an experience which was very positive and consultation with parents and staff will now be carried out to see what part online parents evenings will have in the suite of reporting tools for the school, moving forward.

Throughout the session, all SQA changes were implemented across each subject. Staff continue to moderate regularly, and in most departments, continue to work with colleagues across the authority. As part of ongoing curriculum development, and the move towards having more vocational elements in the curriculum, the addition of SCQF Level 5 Health Sector to the S5/6 Course options was very popular. After successful implementation of Early Learning and Childcare, Food and Consumer Science have now introduced Higher Childcare and Development to the suite of qualifications.

The Bishopbriggs Academy CORE Team (Centre of Resilience Education) was successfully created and implemented. This group consists of Principal Teachers of Literacy, Numeracy, Health + Wellbeing and Attainment, and is led by a Depute Head Teacher with responsibility for reducing the attainment gap, and for promoting opportunities for young people who have barriers to their learning. Staff comment in a hugely positive way about the impact of the CORE Team, and its work in supporting young people.

All senior and middle leaders within the school have now been trained in the use of Insight as a self-evaluation tool, and have used the data which it can provide to focus on cohorts of learners, and to identify individuals who are at risk. Insight data has driven the focus of the CORE team, and has also been shared with all staff.

The Promoting Positive Relationships committee meet regularly and discuss amendments to policy. Staff feedback is gathered on elements of the school policy. The policy will be refreshed and launched during In Service Days in August and evaluated again in June 2023

Whole school Risk Assessment procedures and changes are regularly updated in line with advice from EDC and guidance from the Scottish Government. Staff and union reps were updated of changes regarding mitigations, enabling stakeholders to maintain a safe environment throughout the COVID 19 pandemic. Regular updates and information are also provided regarding trips and outdoor education activities, allowing increasing pupil participation through the year.

A Professional Reading Group is in place which meets once every 6 weeks. It currently has 32 members and has looked at areas such as: Retrieval Practice; Feedback and Effective Questioning. This is an informal discussion based approach which allows staff to engage in professional dialogue and share expertise in a specific area.

**Evidence: ( List the sources of evidence)**

DM Minutes

L+T evaluations from staff.

Extensive in-house CLPL programme, both online and in person

Professional Update records

Folder content on MS Teams

Support materials on YouTube Channel

Involvement of staff in leading and participating in working groups

SQA analysis templates used by every department to guide self-evaluation.

Evaluation forms for various events and initiatives.

Pupil voice programme

Pupil leadership opportunities

CORE Team evaluations

Risk assessment updates

Evaluations of online parents meetings

**Next Steps:**

Review and update of quality assurance and self-evaluation procedures to ensure consistency of approach across the school.

Empowerment of pupil body to allow for meaningful pupil voice which guides school improvements.

Review and update of promoting positive relationships policy

Develop a whole school tracker that informs all teaching staff on any potential barriers to a young person's progress.

Rebuild/ Reintroduce relationships with parents/carers through family learning opportunities.

**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:

The use of success criteria and learning intentions is embedded in practise by all staff. Pupils comment on how the skilled use of these tools allows them to understand what they are learning and why, as well as helping them to understand their progress through a block of work or a course.

Pupils are given regular and well planned opportunities to take responsibility for their own learning, and to lead learning. This allows pupils to develop their skills for learning, life and work, as well as to develop capacity as effective learners.

Pupils note that in almost every area of the school, they have the opportunity to work in collaboration with classmates, to peer assess work and to get feedback from classmates. Pupils enjoyed the responsibility of these tasks and felt that it deepened their knowledge of content covered and made them engage really well with lessons. This was particularly evident this session, as pupils had missed out on collaborative work because of national lockdowns and rigorous social distancing measures once pupils had returned to school.

Almost all pupils felt like they enjoyed lessons and were engaged in them. They acknowledge the effort that teachers made to make lessons enjoyable and motivating, and enjoyed the range of teaching styles utilised.

Pupils were 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. Universal support materials were uploaded onto Microsoft Teams pages by all departments, so that all pupils could access this support.

The Leadership of Learning programme has been updated this session to make it more relevant for pupils. All workshops, (although having a key focus area from Literacy/Numeracy/Health + Wellbeing/Supported Study), had the theme of covid/lockdown to better support young people in returning to school full time. Workshops provided pupils with strategies to help them reacclimatise to school life and focus on positivity. Some sessions included growth mindset, and finding 'happy news' to read.

A Learning + Teaching approach called Lesson Study is utilised. Two trial cycles of Lesson Study have been completed. One with PE (practical based subject) who focussed on Effective Questioning Techniques and one with History/Modern Studies (theory based subject) who focussed on pupil engagement. Lesson Study will now be in place across the school from August '22 with every department involved. This will encourage collaboration, sharing of good practice and working towards improving upon individual practice, by utilising the Learning & Teaching aspect of the PRD Coaching Wheel.

A cross-curricular approach to collaborative enquiry that increases opportunities for staff to work across departments is evident, researching learning & teaching strategies which support and engage pupils. A Learning and Teaching Working Group has also been established with a focus on creating a live and active policy document which encourages staff collaboration and enquiry. The policy will provide staff with the elements which are associated with high quality lessons in Bishopbriggs Academy to ensure emphasis is placed on consistency for all learners and building positive relationships within the classroom.

**Evidence: ( List the sources of evidence)**

Learning and Teaching workshops during in-service days  
Minutes from L+T working Group  
Feedback from departments engaged in lesson study  
Pastoral notes  
Skills pages in planners  
Recording of monitoring and tracking data in pocket diaries  
Personal Learning Plans  
Assessment information  
Pupil voice from L+T Microsoft Form  
Parental feedback  
Record of intervention meetings

**Next Steps:**

Roll out lesson study across departments, with every department engaged with this process, and involved with its evaluation.

Re-establish a 'brand' of teaching across the school which is based around the updated L+T policy.

Review and update of self-evaluation procedures around L+T to ensure consistency of L+T across every department in the school.

**Overall Evaluation:**

*Very Good - 5*

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

### QI 3.1 Ensuring wellbeing, equality and inclusion

#### Strengths:

The whole school Risk Assessment is regularly updated in line with advice from EDC and guidance from the Scottish Government. All staff were updated of changes regarding mitigations, enabling stakeholders to maintain a safe environment throughout the COVID 19 pandemic. Regular updates and information are also provided to all staff regarding trips and outdoor education activities, allowing increasing pupil participation through the year.

There is a clear focus on the health + wellbeing of pupils, and courses are in place for S1-S3 tutorial groups to focus on H+W. These Courses offer a wide range of HWB experiences and pupils can achieve three awards by the end of S3. These include the Dynamic Youth, Prince's Trust & Wellbeing Award. Targeted pupils are also awarded their Paddle Start Award through partnership with Glasgow Kelvin College.

A focus of the school is to minimise the impact of learning loss and 2 national lockdowns. Guidance colleagues work with the CORE (Centre of Resilience Education) Team to deliver study skills sessions which focus on positive mental health for all pupils.

A staff wellbeing programme of events is provided that is accessed by almost all staff. PT's of Health and Wellbeing provide a range of monthly activities for staff to sign up to. They also create a monthly bulletin which details good news stories about staff e.g. birthdays, new appointments and staff achievements. Both of these things have made a significant difference to staff wellbeing – the numbers in each activity have increased month on month.

A wide range of school clubs and extracurricular activities have restarted since mitigations relaxed. Staff and pupils participate in a range of clubs at lunchtime and after school. This has provided opportunities for all pupils to pursue particular interests, develop skills and build positive relationships outside the classroom with peers and teachers.

Parents & partner agencies are used effectively to ensure learners benefit from the right support at the right time. Following covid mitigations and restrictions, work-based learning opportunities for senior phase pupils were re-established, including work with partners such as The Beatson Institute, BAE Systems, Deloitte, University of Glasgow, BIMA and Microsoft.

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.

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

Young people who are most in need of additional support are identified by use of a referral system created for tutorial groups. Additionally, data such as Edinburgh Warwick Survey, BGE Progress & Attainment & Whole School tracker is added to give a more detailed picture of pupils who are at risk and allows robust interventions to be put in place in a much more timeous manner.

Monthly meetings with key primary colleagues from all associated schools are seen as highly important parts of a transition team, and a joined up transition process. A common data spreadsheet allows for the gathering of information in one place e.g. literacy, numeracy, language, friendships, siblings etc. A wellbeing morning is also in place to help cater for anxious students who are worried about the move to primary school.

**Evidence: ( List the sources of evidence)**

Analysis of H+W tutorial registers.  
Alternative Assessment Arrangements  
Satchel  
Leadership of Learning Programme  
Parent Information Evenings  
Triple P Parenting Programme  
Parental Reports, full and interim  
Courses available in the SP through DYW.  
Insight Analysis  
Monitoring and Tracking of Literacy, Numeracy and Health and Well Being levels.  
The Hub Resource  
Positive Leaver Destinations

**Next Steps:**

To evaluate and re-develop the PSE curriculum to ensure that it continues to provide an active, engaging curriculum, in-line with the Health and Wellbeing Experiences and Outcomes and meeting the national benchmarks for personal and social education.  
Mental Health Ambassadors and youth workers to collaborate and offer a range of mental health support to all Young People.  
Families with poverty related barriers to be identified and contacted by guidance to see if school can support them with the help of a weekly food drop off.

**Overall Evaluation:**

*Very Good – 5*

### QI 3.2 Raising attainment and achievement

#### **Strengths:**

There is a well-established culture of high achievement and attainment with high expectations for all pupils. All Staff understand their role and responsibility in supporting pupils' literacy, numeracy and health and well-being.

All staff have an understanding of Insight as a self-evaluation tool, and understand how this can be used to target cohorts of learners who may be at risk of missing out.

All staff demonstrate a high level of engagement with Satchel, an online homework tool. All homework is issued electronically via Satchel so pupils and parents receive detailed information regarding homework tasks. Satchel is used as a vehicle to identify universal support material which has been stored on Microsoft Teams.

Monitoring and tracking in the Senior Phase is completed bi-monthly and information shared with pupils and parents via interim and full reports. The Guidance team also complete S4-6 target setting reports and issue these to pupils - this is completed twice for S4/5/6. These reports allowed for development of the range of information that is shared with parents, and allows pupils the opportunity to self-reflect in a meaningful way.

Universal support materials are delivered to all S3 pupils and targeted support provided to smaller number of pupils identified through M&T data, conversations with staff, and focus on pupils in lower SIMD bands. In addition, this support is communicated to families, and resources shared to allow them to view and utilise 'Live N Learn' Family Portal.

Good use is made of SNSA Assessments in Numeracy, Writing and Reading in S3. Data is analysed and comparisons made nationally as well as comparing data to previous P7 results, in order to track progress and evaluate success of interventions (Numeracy, Literacy, Study Skills tutorials).

Study Skills Tutorials are utilised for S1-S3 throughout the year and tutorials tailored to suit pupils within target groups. Topics covered include; Organisation, Resilience, Growth Mindset, 4 Step Study Process, Study Techniques (Mind Mapping, Flash Cards etc).

A Skills for learning, life and work class with the S6 cohort is successfully implemented. This gives pupils the opportunity to learn and develop skills that might not always be taught in day-to-day lessons and is designed to help prepare S6 pupils for life after school. Some of the lesson titles included 'Resilience', 'Booking a Holiday', 'Interview Skills', 'Personal Brand', 'Assertiveness' and 'DIY'.

Targeted Supported Study allows staff to manage the supported study programme to target pupils identified using monitoring and tracking data. Universal Supported Study involves sharing resources/tasks/assignments with all pupils to facilitate personal revision and responding to pupil questions via Microsoft Teams. Both methods allow staff to make best use of resources to offer each pupil the most beneficial support.



Over 200 parents attended the online Senior Phase Parents Information Evening. At this event, the senior phase options which were available to pupils were outlined and discussions were had around the practicality and validity of various senior phase pathway possibilities.

Accreditation is actively sought for all pupils within a 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 such as youth workers.

CORE Team focus on young people with barriers to their learning, and ensure that all pupils achieve accreditation in literacy and numeracy in particular. The CORE team also work closely with school youth workers for outreach to pupils who have difficulty in attending education within the school building.

**Evidence: ( List the sources of evidence)**

SQA national assessment data  
Insight  
Wider Achievements  
Homework Record on Satchel  
Positive Destinations  
DYW PT Minutes  
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:**

Further development of our use of Insight to ensure that all staff across the school have an understanding of the whole school areas for development, and that we continue to develop our understanding of cohorts of learners who may face barriers to their learning, and that we are contributing to a reduction in the attainment gap between most and least deprived young people.

Review and develop procedures to track pupil achievement across the school, including how we track achievement for cohorts of learners. (SIMD/ASN/LAC pupils). Interventions in place to ensure participation and accreditation for these (and all) pupils.

Review of how we celebrate the success of young people through a variety of media, and a universal approach to how we celebrate the work of young people.

**Overall Evaluation:**

*Very Good – 5*