

School Name: Bishopbriggs Academy

Please keep the information as clear and concise as possible using bullet points to indicate high level evaluative messages. Keep your updates and inputs brief and only share what is essential for progressing the School Improvement Priority. **No more than two pages should be used for each priority (ideally one page).**

Improvement Plan Priority 1: Health + Wellbeing

What progress have we made (Impact)? What evidence do we have to support this?

- We introduced a staff Health and Wellbeing programme and over the course of the session, we had over 13 different Health + Wellbeing events for staff, with an average of 17 staff at each event. Feedback from all staff involved has been overwhelmingly positive and has decreased stress levels and increased collegiality and strong relationships across the school.
- We have undertaken a review of our Promoting Positive Relationships Policy (PPR). This review led to a relaunch of school behaviour strategies a re-introduction of inter-house events and a refreshed activities week. This session, we have had over 20 inter house competitions, with over 70% of young people in S1 – S6 participating. During activities week in June, we had 28 trips with 600 pupils involved in activities out with school.
- We have undertaken a review of our PSE curriculum led by a SLWG of 25 members which has included the views of pupils, parents and staff. As a result, new curricular materials have been developed, implemented and quality assured to provide high quality learning outcomes for young people.
- We reviewed and updated our Primary Transition Programme. This provides an extensive range of activities for learners with communication enhanced between all stakeholders through use of Teams. Feedback from all Primary Schools has been overwhelmingly positive, and they note that pupils are excited for their transition to Bishopbriggs Academy, and feel well prepared. A full review of the views of pupils and parents will be carried out in August.
- We prioritised extra-curricular events and learning out with the classroom this session, as pupils reflected that it was an area which they missed due to Covid restrictions. This session, between August and March, we had 89 educational excursions out with school, which captured 312 pupils. We also used £1166 of PEF funding to support 12 young people from all age groups to access these events. We had 167 young people engaged with the Duke of Edinburgh award, at Bronze, Silver and Gold level. This was delivered by 9 staff across 5 different departments. Staff offered 57 different clubs throughout the year, before the school day, at lunchtime and after school. Our breakfast club became more popular than ever, with an average of 35 pupils attending every Thursday morning, and 58 attending at its busiest. Each of these events allows for pupils to demonstrate their learning in a new environment, and pupils reflect on the key relationships that they build up with staff through this learning that takes place out with the classroom.



- We have promoted and launched our updated Wellbeing at Work policy, which is driven by East Dunbartonshire procedures. This has been implemented with all staff and has streamlined our procedures around managing staff Health + Wellbeing.
- We carried out a school wide SHINE survey, which allowed us to evaluate pupils' opinions on Mental Health and how they felt about the school and the experience that they gained within the school community. This feedback will inform our approaches to supporting Health + Wellbeing.

What challenges have we faced?

- Tracking the involvement of every learner in our extra- curricular opportunities. Identifying any young person who is not accessing any learning out with the classroom, and support them to access these opportunities.
- To review our Promoting Positive Relationships Policy (PPR), we had to consider the visions, values and aims of the school. This will be a tripartite review of our current vision, values and aims, but progress with some aspects of our PPR review will not have the same impact without first engaging with this wider issue.

What concrete actions should we take next (Next Steps)?

- We will carry out a tripartite review of the aims, vision and values of the school.
- We will continue to engage with our development of the PSE curriculum.
- We will create a SLWG to consider ways that we can Monitor and Track the engagement of young people in learning out with the classroom.
- We will engage with the results of the Shine Survey, and use them as a benchmark for enhancing pupil experience
- We will create a SLWG to try to collate and measure learning for sustainability activities, so that we can clearly demonstrate impact on young people.



What progress have we made (Impact)? What evidence do we have to support this?

- To support staff and to make information about the school more accessible, we created an electronic Staff Handbook. All feedback from staff has indicated that it has made accessing important school information much easier.
- A review into our provision for reporting to parents in the senior phase was undertaken. This led us to a model in the senior phase where each year group would have an online parents meeting, and an in-person parents meeting. This approach has had excellent feedback from almost all parents.
- We reintroduced our in-house professional learning programme this session. In block 1, we had 10 workshops for staff, with 63 staff in total attending those sessions. Block 2 had 8 workshops, with 52 staff attending those sessions. Feedback from all staff involved has been very positive, as workshops have been guided by professional learning requests from staff across the school.
- We have developed our approach to family learning this session. We planned support for parents to access applications for FME and clothing grants. This led us from 65 pupils in receipt of FME in August 2022 to 89 pupils in March 2023. This was also reflected in clothing grants which went from 66 pupils in August 2022 to 180 in March 2023. We held an additional two (in-person and online) family learning sessions, for parents of Senior Phase pupils, focusing on exam preparation and revision.
- All departments in the school, assisted by our PT of DYW have continued to help sustain and develop our range of partners. This session, we have worked with over 70 partners. Working with these partners has allowed us to provide 32 bespoke placements for young people within the school, adding to their chances of a positive and sustained leaver destination.
- We have used staff from across the school to create an understanding of Gaelic medium language and culture through a variety of initiatives and events, such as FilmG and World Gaelic Week. This has led to opportunities for all pupils to have an exposure to an additional modern language.
- 4 Principal Teachers meeting this session have been protected as collaboration meetings. This has allowed us to develop middle leader collaboration and collegiality, and has developed practise across the school on areas such as digital literacy and working effectively with partners.
- We have worked closely with Skills Development Scotland (SDS) to support all young people into positive destinations. Data uploads from SDS have helped us to identify young people and we have used our targeted support mechanisms within the school to then put appropriate interventions in place. This has led to 100% positive leaver destinations for our most recent cohort of school leavers.
- We have had 10 information evenings for parents, which have represented all year groups. Almost all have been workshop based, to be interactive and encourage better quality dialogue. Parental feedback for these events has been hugely positive and has really helped to establish strong home-school relationships and communication.

What challenges have we faced?

- We did not move forward with our plans for House Uniform to correspond with our 6 houses. Any change to school uniform will wait until the national consultation on school uniform has been carried out and reported on.
- Hard to reach families have been a challenge to engage them with workshops and opportunities. Although we targeted a number of families in both the senior phase and the BGE family learning programmes, we did not manage to engage as many as we would have liked.

What concrete actions should we take next (Next Steps)?

- Following the success of the senior phase reporting review, we plan to implement a similar model for reporting to BGE parents.
- We want to consult with parents as to the best way to offer family learning opportunities.
- We aim to offer family learning workshops every time we host an in person parents evening, as we have an average of 90% turn out for these events. We want to offer a stage specific workshop when we have that large number of parents in the building.

Improvement Plan Priority 3: Attainment + Achievement

What progress have we made (Impact)? What evidence do we have to support this?

- We continue to support young people with a variety of barriers to their learning. 139 S1 and S2 pupils had tutorials in Literacy/Numeracy and Health and Wellbeing. Literacy and Numeracy in the Senior Phase remains a priority and every young person in S4/5/6 will have a qualification in at least Level 3 in both Literacy and Numeracy.
- Insight data is used to identify pupils who are at risk of achieving 0 tariff points. In targeting these pupils, we will ensure accreditation and tariff points for every senior phase pupil this session.
- Wider accreditation opportunities across the Senior Phase curriculum have increased, with greater numbers following Duke of Edinburgh, Princes Trust and Barista courses. This has allowed us to target those learners who have historically achieved little or no tariff points each session, and those for whom attendance at school is a barrier to their learning.
- 'Lesson Study' was launched as a tool to increase collegiality and professional dialogue around learning + teaching. 49 members of staff engaged with this process and these staff represented every department in the school. Feedback from staff has been hugely positive and the professional dialogue has allowed us to imbed features of practice such as retrieval practice.
- All departmental attainment meetings this year used Insight as the key analysis tool. This allowed departments to effectively target cohorts of learners who may be underperforming. We also had the first attainment meetings with each of our Principal Teachers of Guidance, using Insight to review the progress of our most difficult to engage young people. This has allowed for clear lines of communication and clear responsibilities for supporting young people moving forward.
- Prefect responsibilities and wider pupil leadership opportunities were reviewed. Pupil and house council procedures were updated which should deliver meaningful pupil voice. Pupils will also be engaged with school improvement tasks and working groups.
- A curriculum review allowed us to embed greater curriculum flexibility, and to meet the needs of a wider range of learners. We have a clear curriculum plan for session 2024/25, with a number of new courses and opportunities available.
- Pupil success was widely celebrated this session. We reviewed our criteria and categories for our awards ceremony which allowed us to deliver a format which is more inclusive and more representative of the wider pupil body. We hosted 267 pupils, compared to 184 pupils when it was last held.
- Our first ever 'Sports Award' ceremony was hosted in June, which was another opportunity to celebrate the achievements of our young people. We issued over 2000 praise postcards to learners and 'Pupil of the Month' awards have been welcomed by all staff, parents and pupils.

What challenges have we faced?

- Although we have worked closely with Principal Teachers to strengthen our understanding of Insight as an analysis tool, we have not yet cascaded that to all staff.
- We have not yet managed to find a robust, consistent way to celebrate and promote pupil successes from out with school. Although in many cases we do this very well, it is still not robust at whole school level.

What concrete actions should we take next (Next Steps)?

- Share Insight training with all staff and ensure that all staff members are aware of not just departmental measure, but how whole school measures impact on how we work with young people.
- Ensure that our updated prefect and pupil leadership policies are robustly carried out. Identify obvious areas where pupil voice is impacting the life of the school and decisions which are being made at whole school level.
- Continue to focus on those young people who have barriers to their learning, and demonstrate improved attainment for all young people in literacy and numeracy.
- Prepare our new courses for implementation in session 2024/25.

PEF Priority:

- Review and develop the S1-S3 PEF tutorial programme
- Develop a whole school tracker that informs all teaching staff on various barriers to pupils learning
- Families in low SIMD band/FSM identified to offer weekly food drop off
- Implement and establish a barista facility and service
- Reintroduce family learning opportunities
- Host workshops to support food poverty and FSM/clothing grant applications

What progress have we made (Impact)? What evidence do we have to support this?

- We have 9 literacy tutorial groups in the BGE, supporting 65 pupils and 8 numeracy tutorial groups supporting 67 pupils. These are delivered by staff from across the school, and pupils have commented very favourably on being able to make literacy and numeracy links across learning due to this variety.
- Weekly HWB group has 12 pupils now attending every week alongside Glasgow Kelvin College. All 12 attend some form of CORE tutorial. We also have in-school H+W tutorial groups, with 35 pupils engaging in weekly workshops.
- Whole school tracker is now well established, and all staff use it to identify young people with barriers to their learning.
- 15 families have been supported with a weekly food drop, and 11 families on average per week utilise this support. We have offered help with applications for FSM and clothing grants with numbers in receipt of FSM going from 65 in August to 89 in March. Clothing grants also increased from 66 families to 180.
- The BARista team have 13 pupils who have been trained in working at the barista and are working towards their Prince's Trust award as well as SQA accreditation through the SQA barista award. We have now sold over 800 coffees. These pupils planned and hosted a Christmas cafe for their families, teachers and friends and showcased their barista skills.
- Targeted senior phase pupils had 4 workshops looking to focus on their study provisions and preparations. This was supplemented by in-person and on-line family learning sessions to share the same information with their parents. Overall, 80 families attended over the 3 sessions and all parents reflected positively on the opportunity.

What challenges have we faced?

- Engaging with the hardest to reach families has been difficult and bringing those parents in to the building has not happened as regularly as we would like

What concrete actions should we take next (Next Steps)?

- We plan to run a workshop during every in person parents meeting. This will help us to take advantage of a time when parents are already in the building. These workshops will be age and stage appropriate.