

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Bishopbriggs Academy
Head Teacher	Ian Donaghey
Link QIO	Kevin Kelly

School Statement: Vision, Values & Aims and Curriculum Rationale
<p><b><u>Vision</u></b></p> <p>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.</p> <p><b><u>Values</u></b></p> <p>At Bishopbriggs Academy we:</p> <ul style="list-style-type: none"><li>• Treat everyone equally</li><li>• Show respect for others</li><li>• Have compassion for those less fortunate than ourselves</li><li>• Believe in working hard to achieve your goals</li></ul> <p><b><u>Aims</u></b></p> <p>In Bishopbriggs Academy we aim to promote equality, justice and integrity. We aim to help our young people become:</p> <ul style="list-style-type: none"><li>• Successful learners</li><li>• Confident individuals</li><li>• Responsible citizens</li></ul>

- 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 choice young people make at the end of Primary 7. 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

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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. Working closely with one of our associated primaries, we offer Secondary Gaelic medium education for East Dunbartonshire, from S1-S6.

<b>Looking Forwards – 3 Year Improvement Plan Priorities</b>			
<small>Bullet point key priorities for the next 3 years</small>			
<b>Session</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>
<b>Priority 1</b>	Health + Wellbeing	Health + Wellbeing	Health + Wellbeing
<b>Priority 2</b>	Partnerships + Collaborative Working	Partnerships + Collaborative Working	Partnerships + Collaborative Working
<b>Priority 3</b>	Attainment + Achievement	Attainment + Achievement	Attainment + Achievement

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Section 2: Improvement Priority 1	
<b>School/Establishment</b>	Bishopbriggs Academy
<b>Improvement Priority 1</b>	Health + Wellbeing
<b>Person(s) Responsible</b>	I Ross/Pupil Support Team/M Campbell/E MacKay/J Rushworth

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people's health + wellbeing	School Leadership	QI 3.1 Wellbeing, equality and inclusion	Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Opportunities for leadership roles within SLWG All staff will be involved in the review of school vision, values and aims.	Collegiate Time	Create system for parents to share pupil successes and achievements. Parent body engaged in consultation for the vision, values and aims of the school. SHINE survey and interventions for cohorts of young people.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional enquiry approach to the work of all SLWGs for session 2023/24. Work of the PPR group will underpin and inform the discussions around the school vision, values and aims.	Pupil council/house council reps will be representative of the wider demographic of the school (gender/race/SIMD).	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
Create a model to record, monitor and track the involvement and successes of all young people in wider achievement opportunities.	<ul style="list-style-type: none"> <li>Creation of a SLWG to investigate how we can firstly record wider achievement involvement across the school and then track, identify and intervene with any pupil(s) who are missing out.</li> </ul>	<ul style="list-style-type: none"> <li>Record of all wider achievement opportunities.</li> <li>Record of pupils achieving success or accreditation through these activities.</li> <li>Evidence of increased number of young people engaging in opportunities.</li> <li>Pupils can discuss and evaluate the skills which they are developing through involvement in the wider achievement opportunities offered.</li> </ul>	<p>December 2023</p> <p>Ongoing throughout session 2023-24</p>
Review and update of the Vision, Values and Aims for the school	<ul style="list-style-type: none"> <li>In consultation with all stakeholders, review our vision, values and aims.</li> </ul>	<ul style="list-style-type: none"> <li>Vision, values and school aims which are reflective of our school community.</li> <li>Vision, values and aims are visible across the school and clearly evidenced and demonstrated in all interactions.</li> </ul>	<p>December 2023</p> <p>Ongoing</p>

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<p>Collation of Learning for Sustainability opportunities</p>	<ul style="list-style-type: none"> <li>• Create a SLWG to investigate/audit activities for pupils which incorporate learning for sustainability.</li> <li>• Map out where these activities take place and for which year groups.</li> <li>• Engagement with Silver Rights Respecting School Award</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Learning for Sustainability (LFS) activities.</li> <li>• Number of pupils involved.</li> <li>• Number of staff/departments involved.</li>   <li>• Pupil Rights are visible across school.</li> <li>• Pupils can identify the aspects of UNCRC which are pertinent to school and how these impact day to day school life.</li> </ul>	<p>Ongoing throughout session 2023-24</p> <p>Ongoing throughout session 2023-24</p>
<p>Empowering pupil voice through updated Pupil/House Council.</p>	<ul style="list-style-type: none"> <li>• Creation of timeline and procedures for updated house and pupil council.</li> <li>• Pilot of new pupil voice procedures which allow pupil voice to be recorded, minuted and acted upon.</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda's for each meeting.</li> <li>• Minute of each meeting.</li> <li>• Minute of SMT meeting with pupil representatives.</li> <li>• Record of pupils presenting at year group assemblies.</li> <li>• Visible evidence of school improvement being driven by pupil voice.</li> </ul>	<p>Session 2023/24</p>
<p>Analysis of pupil H+W responses as derived from SHINE survey</p>	<ul style="list-style-type: none"> <li>• Pupil responses to SHINE survey analysed and interpreted in relation to measure, year group and gender. Appropriate, follow</li> </ul>	<ul style="list-style-type: none"> <li>• Record and minutes of pupil focus groups.</li> <li>• Record of H+W interventions.</li> <li>• Agenda and registers of family learning events.</li> </ul>	<p>Session 2023/24</p>



	on pupil voice investigation to generate further meaningful data which can be acted upon.		
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Section 2: Improvement Priority 2	
<b>School/Establishment</b>	Bishopbriggs Academy
<b>Improvement Priority 2</b>	Partnerships + Collaborative Working
<b>Person(s) Responsible</b>	I Donaghey/J Rushworth/C Kerr/E McRae

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in skills and sustained, positive school-leaver destinations for all	Parent/carer involvement and engagement	QI 2.7 Partnerships QI 2.5 Family Learning QI 3.3 Increasing creativity and employability	Improvement in employability skills and sustained, positive school leaver destinations for all young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
List of staff leadership opportunities created at start of session, with provision for both leading/chairing groups and also WG involvement	Collegiate Time	Parent body consulted in relation to the provision of reporting to parents in the BGE. Family learning programme evaluated, and parental consultation on possible support activities.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
All WGs to follow a professional enquiry model this session.	Families from SIMD 1-3 and of pupils in receipt of FME and/or clothing grants will be targeted for engagement in family learning programme.	Money allocated from PEF to fund workshops/materials for family learning programme.



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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
Review of provision for reporting information to parents in the BGE.	<ul style="list-style-type: none"> <li>• Review of current procedures in relation to reporting and parents meetings for S1 – S3.</li> <li>• 2 options presented to staff and parents with outcome of review clearly communicated and a calendar of events shared with all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff/parent feedback.</li> <li>• Analysis of attendance at online parents meetings.</li> <li>• Analysis of attendance at in person parents meetings.</li> <li>• Improved feedback from parents and staff as we become more accustomed to online parents meetings.</li> </ul>	September-May 2023
Empowering staff through School Improvement Opportunities	<ul style="list-style-type: none"> <li>• Relevant leadership opportunities identified and clearly collated and presented to staff at the start of the session</li> <li>• Opportunities to be part of WGs for all staff and regular updates at In Set days or whole staff meetings.</li> <li>• All WGs will follow a professional enquiry model.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of WGs created.</li> <li>• Number of staff having sustained involvement in life of WG.</li> <li>• Clear, measurable outcomes in place from work undertaken.</li> <li>• In service agendas and whole staff/PTs meeting agendas.</li> <li>• Professional enquiry projects collated.</li> <li>• Pupil representation one WG's.</li> </ul>	August 2023 – June 2024

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<p>Career Education for all</p>	<ul style="list-style-type: none"> <li>• PT DYW, Pupil Support Team, SDS and CORE Team to work collaboratively to ensure a shared understanding of opportunities available to young people.</li> <li>• Career Education is delivered in lessons throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of pupils engaging in career-based learning opportunities.</li> </ul>	<p>April 2024</p>
<p>Create an ethos of Gaidhlig throughout Bishopbriggs Academy to promote the language and culture to all staff and pupils</p>	<ul style="list-style-type: none"> <li>• Enhancement of the promotion of 'world gaelic week'. Opportunities for exposure to gaelic medium to be offered to all staff and pupils throughout this week</li> <li>• Awareness of Gaelic medium education to be highlighted to all teaching staff. All staff will have opportunity for collegiate dialogue around Gaelic entitlements</li> <li>• Shinty to be delivered as a core part of the physical education curriculum for all BGE pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Number of activities offered during 'world gaelic week'</li> <li>• Number of staff participating</li> <li>• Number of pupils participating</li> <li>• Staff feedback on gaelic medium entitlements</li> <li>• Number of shinty lessons delivered</li> <li>• Participation levels during shinty lessons</li> </ul>	<p>Session 2023/24</p>

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*\*Duplicate tables as required for each priority*

Section 2: Improvement Priority 3	
<b>School/Establishment</b>	<b>Bishopbriggs Academy</b>
<b>Improvement Priority 3</b>	<b>Attainment + Achievement</b>
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? E McRae/E MacKay/L Wilson/J Rushworth/I Ross

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Closing the attainment gap between the most and least disadvantaged children. Improvement in attainment, particularly in literacy and numeracy	Performance information Curriculum and assessment	QI 3.2 Raising attainment + achievement	Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Departmental reps assigned to lead on lit/num/h+w in department.	Collegiate Time.	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
L+T group to consider what activities could be used to ascertain consistency of L+T across all classes. Insight Training for all staff	Use of Insight to better understand cohorts of learners with barriers to their progress.	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
Self-evaluation and quality assurance materials are collated to inform SIP/DIP and to highlight school wide and departmental areas of strength and areas for development.	<ul style="list-style-type: none"> <li>• Self-Evaluation/Quality Assurance calendars are uploaded digitally to ensure consistency and clarity with link DHTs having responsibility for supporting process.</li> <li>• Self-evaluation/Quality Assurance to feature as part of PTs Collaboration Meetings with use of 'critical friend' to add collegiality.</li> </ul>	<ul style="list-style-type: none"> <li>• High quality, reflective and purposeful evidence collated.</li> <li>• Clear link from evidence gathered to DIP/SIP.</li> <li>• Minutes of PT collaboration meetings</li> <li>• Standardised self-evaluation tools used across all departments where appropriate.</li> </ul>	Session 2023/24
Learning + Teaching moderation activities investigated and implemented	<ul style="list-style-type: none"> <li>• Review of methods which could be used to determine consistency of L+T across the school.</li> <li>• Implementation of these methods across all departments.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear features of Bishopbriggs Academy high quality lessons can be identified.</li> <li>• All departments have evidence which can be used to reflect on consistency of teaching across all classes.</li> </ul>	Session 2023/24

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		<ul style="list-style-type: none"> <li>CLPL programme identifies and supports any areas of concern identified.</li> </ul>	
Reimplementation of Literacy/Numeracy and Health + Wellbeing as the responsibility of all.	<ul style="list-style-type: none"> <li>Audit by all departments of where these 3 key areas are incorporated throughout the curriculum.</li> <li>All staff are aware of the results of SHINE survey, and subsequent impact of H+W on certain cohorts of learners.</li> </ul>	<ul style="list-style-type: none"> <li>Review of BGE courses to ensure that opportunities for development of literacy/numeracy and H+W are in place across the school and in all departments.</li> <li>Pupils can detail opportunities for lit/num/h+w across the curriculum.</li> <li>High level target of every pupil in the senior phase attaining a minimum of Literacy SCQF Level 4 or Numeracy SCQF Level 4.</li> </ul>	Session 2023/24
Review of procedures in place to support pupil attendance for every year group	<ul style="list-style-type: none"> <li>Engage with 9 week authority pilot programme to support attendance in collaboration with Educational Psychology.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil attendance figures</li> <li>Attendance figures for targeted cohorts of learners</li> <li>Engagement with parents/minutes of meetings</li> </ul>	Session 2023/24

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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
Liaise with all families to create a bespoke family learning calendar of workshops at appropriate points throughout session	<ul style="list-style-type: none"> <li>Identify dates and activities and publish this information at the start of the session for all activities which are to take place throughout session</li> <li>Identify and publish types of activities (in person workshops, online sessions, one off events, whole cohort evenings)</li> </ul>	PEF DHT PEF PT's	<ul style="list-style-type: none"> <li>Number of sessions offered</li> <li>Parents Feedback</li> <li>Number of families involved</li> <li>Improved attendance from previous session</li> </ul>	June 2024 and throughout session	
SHINE pupil workshops created and developed from pupil voice activities	<ul style="list-style-type: none"> <li>Pupil workshops delivered to targeted groups of young people</li> <li>Parents workshop added to family learning programme</li> </ul>		<ul style="list-style-type: none"> <li>Review of pupil wellbeing questionnaires</li> <li>Number of workshops offered</li> <li>Number of pupils attending</li> </ul>	2023/24	

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	<ul style="list-style-type: none"> <li>Self-care week added to the school calendar for all year groups.</li> </ul>		<ul style="list-style-type: none"> <li>Pupil feedback on support offered</li> <li>Number of departments/staff having input to self-care weeks at all stages</li> </ul>		
Reintroduce whole school literacy, numeracy, HWB WG's	<ul style="list-style-type: none"> <li>Reintroduce WG's in the main CORE areas, to develop a whole school approach to improving standards in Literacy, Numeracy and HWB as a responsibility of all.</li> </ul>		<ul style="list-style-type: none"> <li>Literacy, Numeracy and HWB embedded into all curriculum areas across the session</li> <li>Pupils can identify areas in the curriculum where they utilise these skills.</li> </ul>	2023/24	
Outdoor Learning	<ul style="list-style-type: none"> <li>Provide all pupils in BGE SIMD 1-3/FSM/clothing grants/Young carers/Care experienced, the opportunity to attend outdoor education and learning through a residential experience.</li> <li>A planned and proportionate programme of</li> </ul>		<ul style="list-style-type: none"> <li>Number of excursions</li> <li>Breadth + depth of excursion available</li> <li>Evolve analysis</li> <li>SIMD breakdown of excursion involvement</li> </ul>	2023/24	

	excursions and trips is offered to pupils, with clarity for pupils/parents + staff of the time, cost and appropriateness of each trip and pupils for whom poverty is an issue, will have a clear understanding of how to access financial support to attend.				
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School Improvement Plans should be emailed to the link Quality Improvement Officer by Wednesday 12 June 2023