

**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?**

- Over the course of the session we continued to review our vision, values and aims, which involved all stakeholders. This culminated in a launch, in May, of our updated version of these key themes.
- We continue to work towards RRS Silver award. This session we audited learning for sustainability opportunities across the school and mapped out where provision was strong. Pupils' rights are becoming more visible across the school and UNCRC entitlements are visible at the start of every assembly.
- We piloted our new House Council and Pupil Leadership Forum, which allowed us to capture pupil voice and offer meaningful leadership opportunities across all year groups. Young people had responsibility for creating agendas, producing minutes and also feeding back to the wider pupil body during assemblies, as well as doing so during SLT meetings.
- Following on from our pupil wellbeing SHINE survey, this session we analysed pupil responses in detail and created an action plan to try to address some of the issues which were of concern within the survey. This included pupil focus groups, professional learning workshops for staff, and a number of initiatives which took place throughout the school year. This included a mindfulness week and a mental health day for all year groups in the senior phase. The SHINE survey has been disseminated again to pupils and further analysis will demonstrate the effectiveness of this action plan.
- To monitor, track and review the engagement of young people in our wider achievement opportunities, we created a QR code which young people could scan upon attendance at any of our clubs or activities. This allowed us to monitor which young people were attending these activities and allowed us to target and then support any young people who were not engaged.

#### **What challenges have we faced?**

- We have found challenges in ensuring that all young people remember to 'scan in' to clubs and activities, and also found challenges through the use of digital devices, and access to digital devices, for all young people to do so.
- When evaluating the work of our House Council and Pupil Leadership Forum, we have found challenges in ensuring that all young people are aware of the work of these groups and also in ensuring the visibility of any changes made as a result of this pupil voice.

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

- We will ensure that our updated vision, values and aims are visible across the school and are relevant on a day to day basis, as well as underpinning all relationships across the school.
- We will aim to achieve Rights Respecting School Silver Award, by continuing to embed pupils' rights and by linking aspects of the UNCRC to our updated vision, values and aims.
- We will continue to look closely at our monitoring and tracking of wider achievement involvement, as well as planning and piloting a way to also track the development of skills which take place within these clubs.

## **Improvement Plan Priority 2: Partnerships + Collaborative Working**

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

- This session, all stakeholders were consulted on their views in relation to reporting information to parents in the BGE. The outcome of this consultation led to us moving to a model where each BGE pupil had a bi- monthly Monitoring + Tracking statement, an on-line parents meeting and an in-person parents meeting. Feedback from staff and parents indicates a positive response to this change.
- School improvement priorities were led by working groups in a number of key areas. We had working groups looking at 11 key areas of school improvement, with 71 members of staff involved in at least one of these working groups. This input from staff has allowed us to progress improvement priorities in a collegiate and equitable manner.
- Career education opportunities were evident throughout the school this session. PSE lessons with all year groups shared career education information and an increasing number of departments are incorporating career education into their programmes of work. A weekly DYW newsletter was produced which allowed all young people (particularly in the senior phase) to be aware of the range of career opportunities in our local area.
- We carried out a pilot of Gen+, which is a programme which allows us to highlight and track meta-skills of pupils within the BGE. This was hugely successful and allowed pupils to become more confident in discussing their skills and where across the school they are using them. This will also allow us to update our approaches to profiling within the BGE.

### **What challenges have we faced?**

- We have faced the challenge of how to promote and celebrate the accomplishments of our wide range of working groups. With staff meetings and in-service days busy, it has been difficult for working groups to feedback to staff and to outline the progress that they have made.
- We have found our in-person and on-line approach to reporting to parents in the BGE has been very positive, but we have found challenges with how to manage the logistics of these evenings, with some members of staff teaching a number of different classes within the same year group.

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

- We will complement our focus on career education with consideration of the skills required to be successful in a changing labour market. Following on from our pilot of Gen+, we will launch this tool to all staff to allow us to track and record meta-skills across all departments.
- We will review our curricular calendar to give working groups better opportunities to share their work with the wider staff body, as well as pupils and parents.

## **Improvement Plan Priority 3: Attainment + Achievement**

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

- This session, we carried out an audit into literacy across the curriculum. This allowed us to identify where and when literacy skills are being used in all departments. This led to the creation of a school wide literacy acronym (BUG) which is now being embedded in every department and is supporting young people to interpret questions more consistently.
- We carried out a 9 week pilot programme in collaboration with the Local Authority and our Educational Psychologist, which focused on pupil attendance. As a result of this pilot, we reviewed and updated our school attendance and timekeeping policy, with a focus on relationships and supporting young people and families.
- We worked closely with staff this session to refresh their understanding of our Learning + Teaching policy, in particular the expectations of an outstanding lesson (B8). This has been underpinned by departments' reviewing their quality assurance procedures around learning + teaching to ensure that young people get consistently good experiences in every classroom.
- We carried out an audit across all curricular areas to investigate the range of wider achievement opportunities which are offered, and also to highlight which skills young people are developing when participating at these wider achievement opportunities. This audit allowed us to create a skills booklet where young people can clearly see the opportunities available across the school, link this to the skills being developed at each and highlight the labour market specific skills which may be required in future careers.
- We surveyed the views of all stakeholders to look at wider achievement both within and out with school. This survey allowed us to plan effective ways that we can capture wider achievement and also target any young people who are in danger of missing out.

### **What challenges have we faced?**

- We hoped to upload our departmental self-evaluation and quality assurance calendars to an online platform, but we did not find an appropriate setting for this.
- Our use of a 'critical friend' to enhance the impact of self-evaluation activities did not take place due to the time constraints of our curricular calendar

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

- We will utilise our new attendance and timekeeping policy to improve attendance, and we will deliver professional learning for staff which will clearly demonstrate their role in this policy.
- We will closely monitor the attendance and attainment of any young person who has barriers to their learning, particularly in literacy and numeracy. Our stretch aim is for all young people to achieve at least level 4 in literacy and numeracy.
- We will work with staff to support their self-evaluative activities and to ensure that all self-evaluation carried out, clearly leads to improved outcomes for young people

**PEF Priority:**

- Liaise with all families to create a bespoke family learning calendar of workshops.
- Shine pupil workshops created and developed from pupil voice activities
- Re-Introduce whole school literacy, numeracy and health + wellbeing working groups
- Outdoor learning

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

- This session we had a family learning programme which had 15 workshops held throughout the year. We also hosted workshops during year group specific parents' evenings, to take advantage of parents already being in the school. Overall 233 parents attended which helped us to build and sustain relationships with families, but also helped to educate and support families around areas such as the cost of the school day and supporting young people with exam anxiety.
- In total, we had 89 families who attended 5 workshops based on our findings from the Shine survey. These helped families to minimise the effects of pupils expressing feeling loneliness (both inside and outside school) and issues around positive self-esteem. This allowed families to compliment the work which we were undertaking around these areas in school based sessions.
- This session, as a result of the findings of our Shine survey, we had mental health days for each of the S3, S4, S5 and S6 cohorts. These days were led by our Health and Wellbeing working group as well as our senior pupil mental health ambassadors. These days allowed young people to take part in a variety of events designed to highlight and support the importance of good mental health. As a result of this work, a DHT and our senior pupil mental health ambassadors were asked to present to the Shine National Conference as an example of best practise.
- We had working groups focusing on Literacy, Numeracy and Health + Wellbeing. These groups had 14 staff which were complimented by senior pupils who gave pupil perspective on the scope and direction of the work of the group.
- We had a Friday afternoon wellbeing group who worked in partnership with Glasgow Kelvin College to offer a range of outdoor learning opportunities to targeted young people within the BGE. This allowed young people to build resilience, develop new skills and achieve Dynamic Youth Accreditation.
- Following an authority PEF review, the school was nominated to speak to the Scottish Government on how PEF money is used to support young people and develop equity and excellence for all.

**What challenges have we faced?**

- Our family learning programme had less families in attendance than had actually signed up for the sessions. We will need to consider if hosting these workshops in alternative venues would allow for more families to access them.
- We found it challenging to find time throughout the session for our working groups to feedback to all staff on the work that they were undertaking.

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

- We conducted the Shine survey again in March. We will analyse this data, when available, and plan interventions for young people and families to support any areas of concern.
- We will review the feedback we received from our family learning programme to plan and build a model next session which will have blocks of support, with a calendar produced and published to families, early in the session
- We will work closely with hard to reach families, to see if hosting events in the local community would encourage involvement.