

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><u>Vision</u></p> <p>Together we care. Together we learn. Together we thrive</p> <p><u>Values</u></p> <ul style="list-style-type: none">• Respect• Effort• Resilience <p><u>Aims</u></p> <p>At Bishopbriggs Academy, we aim to help our young people become:</p> <ul style="list-style-type: none">• Successful learners• Confident individuals• Responsible citizens• Effective contributors

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 with the transition to Bishopbriggs Academy. Pupils' strengths and areas for development are 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. Parents are also invited to attend a curriculum information evening which provides parents with an opportunity to speak with subject teachers from every department and the school's careers advisor. Pupils choose S3 programmes of work, which take account of their interests, abilities, aptitudes, career requirements and include all curricular areas.

SENIOR PHASE (S4 – S6)

S4 -Pupils choose S4 programmes of work (7 in total), and can also use the vocational programme to access programmes of work out with the school curriculum. Assessment activities throughout the Broad General Education will help determine an appropriate level of presentation to begin S4 qualifications. Learners will be involved in assessing their learning and teachers, pupils and parents will all be involved in deciding on presentation levels.

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, 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. 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.

Framework for School Improvement Planning 2024/25

School Profile

The school roll for 2024/25 is 1338, with 15% of pupils living in areas ranked 1-3 on the Scottish Index of Multiple Deprivation and 85 pupils registered as having Free School Meal Entitlement. A full breakdown of the school roll is shown in the table below:

Year	No. of Pupils	SIMD 1-3	SIMD 4-7	SIMD 8-10	FME	ASN	Care Experienced	Asylum Status	EAL
1	240	35	29	176	26	70	2	1	31
2	240	40	39	161	15	67	2	1	31
3	260	39	41	180	19	69	0	1	26
4	220	29	36	154	20	63	3	2	28
5	216	34	34	148	16	72	1	1	32
6	162	16	26	120	10	40	0	0	24
1-6	1338	193	205	911	106	381	8	6	172

Framework for School Improvement Planning 2024/25

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2024/25	2025/26	2026/27
Priority 1	Relationships	Relationships	Relationships
Priority 2	Learning + Teaching	Learning + Teaching	Learning + Teaching
Priority 3	Attainment + Achievement	Attainment + Achievement	Attainment + Achievement

Section 2: Improvement Priority 1	
School/Establishment	Bishopbriggs Academy
Improvement Priority 1	Relationships
Person(s) Responsible	I Ross

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people's health + wellbeing	Teacher Professionalism School Improvement	3.1 Ensuring wellbeing, equality + inclusion 2.4 Personalised support	Improvement in children and young people's mental health and wellbeing

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Professional Learning Opportunities Leading CLPL Workshops	Collegiate Time Be-inn Unity External Training Provider	Parent body ownership of vision, values and aims Parent body review of visibility of vision, values and aims
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Circle Training Keeping the Promise Training Mental Health First Aid Training	Closer monitoring of attendance for groups of young people with attainment factors	

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?
Pupil/Teacher relationships are enhanced through teacher knowledge and understanding of relationship based practise.	<ul style="list-style-type: none"> Updated vision/values/aims are high profile throughout the school PPR committee launch new behaviour points 'Circle' Professional learning for all staff Staff to take part in training with the aim of achieving the 'Keeping the Promise Award'. Attendance + Timekeeping policy launched All staff will undertake CLPL in Mental Health First Aid and some staff will begin training on the Mental Health First Aid Award 	<ul style="list-style-type: none"> Improved pupil voice responses through SHINE survey Attendance for targeted groups increases Whole school attendance improves across all year groups Improved staff responses on quality of CLPL offered on all aspects of relationships Number of attendees at CLPL workshops 	<ul style="list-style-type: none"> Circle Training – August 2024 Keeping the Promise Training – February 2025 Attendance + Timekeeping – August 2024 Behaviour Points - August 2024, reviewed – June 2025 Vision/Values/Aims – August 2024 (ongoing)

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Section 2: Improvement Priority 2	
School/Establishment	Bishopbriggs Academy
Improvement Priority 2	Learning + Teaching
Person(s) Responsible	E MacKay/EJ Smedley

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy + numeracy Closing the attainment gap between the most + least disadvantaged children + young people	School Improvement School Leadership	2.3 Learning, Teaching + Assessment	Closing the attainment gap between the most + least disadvantaged children + young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Moderation activities through departmental meetings Quality assurance activities in relation to L+T	Collegiate Time	Information communicated to parents is more robust through moderation processes
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional Learning workshops on aspects of school L+T policy Collegiate discussions around BGE moderation	Progress of young people with attainment barriers are routinely analysed post track point	

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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?
Teachers' practise is more effective through improved understanding of high quality L+T as detailed within the L+T policy	<ul style="list-style-type: none"> B8 features of an effective lesson are shared with all staff CLPL sessions are delivered which focus on high quality Learning + Teaching Departments' quality assure L+T to ensure consistency across each department All departments are involved in lesson study 	<ul style="list-style-type: none"> Improved pupil voice responses linked to L+T Number of attendees at CLPL workshops Departmental evidence demonstrates consistency of L+T across department Increased pupil awareness of features of L+T policy 	<ul style="list-style-type: none"> Throughout session
Teachers' shared understanding of pupil progress is enhanced, through effective M+T, which is underpinned by robust moderation dialogue.	<ul style="list-style-type: none"> All staff consulted on new whole school M+T structure for BGE and new structure launched and evaluated All departments have departmental M+T systems which help to inform whole school M+T inputs Moderation of BGE is termly with one return to HT per year All M+T is analysed post track-point and interventions put in place, recorded and evaluated, with a focus on cohorts of young people who have attainment barriers 	<ul style="list-style-type: none"> Attainment for lowest performing cohorts of learners improves SP data to substantiate BGE levels Consistency of data entry to whole school M+T systems 	<ul style="list-style-type: none"> Updated BGE M+T system – September 2024 Moderation in BGE – December 2024 Analysis of M+T data – throughout session

**Duplicate tables as required for each priority*

Section 2: Improvement Priority 3	
School/Establishment	Bishopbriggs Academy
Improvement Priority 3	Attainment + Achievement
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? C Kerr/E McRae/EJ Smedley

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	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
Investigation of departmental additionality opportunities Leading on departmental meta skills development	Collegiate Time Gen+ Programme	Visibility of pupil profiling to parents
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional learning workshops on meta skills and Gen+ Development of new courses and course materials	More SCQF tariff points for pupils from areas of highest deprivation	

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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?
Focus on all vulnerable young people in the senior phase to help close the poverty related attainment gap by increasing the opportunities for accreditation	<ul style="list-style-type: none"> All young people in the senior phase who have barriers to their learning are discussed after every track point and progress is closely monitored. All young people with barriers to their learning have attendance monitored closely Additionality in the SP is captured for all young people Young people have evidence banked early so that accreditation is secure Alternative pathways are sought so that young people have a curriculum which meets their needs 	<ul style="list-style-type: none"> All young people in SP secure tariff points Every young person in SP achieves at least scqf level 4 in both literacy and numeracy Range of additionality opportunities available Increase in attendance for pupils in all vulnerable categories Increase in young people following alternative curricular pathways, including vocational opportunities 	<ul style="list-style-type: none"> Throughout session
All pupils and staff are using the new Meta-skills framework to identify key skills across the curriculum and track their development	<ul style="list-style-type: none"> Launch of new meta-skills framework to all pupils and staff. Meta-skills featured in programmes of work All departments to investigate how meta-skills can be 	<ul style="list-style-type: none"> Increased confidence of staff to discuss skills development Increased ability of pupils to discuss skills development and the connections across the curriculum Analysis of number of pupils using Gen + tool 	<ul style="list-style-type: none"> Meta skills launch – August 2024 Departmental engagement – throughout session

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	<p>incorporated into their teaching materials.</p> <ul style="list-style-type: none"> • Launch of Gen+ to BGE pupils, parents and staff. • Variety of departments to deliver Gen+ lessons and pupils to use programme to record skills. • Audit and track meta-skills which are being developed through wider achievement opportunities • Evaluation of effectiveness of programme with all stakeholders 	<ul style="list-style-type: none"> • Evaluation of tool with all stakeholders after year 1 • Pupil profiles evidencing the development of skills in the BGE 	
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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
YP experience a curriculum which allows for progression, greater breadth of choice and additionality.	Curriculum mapping to identify easy opportunities for wider accreditation	PEF PT Pathways role created	Insight tariff points – attainment for all. Insight tariff points – attainment vs deprivation. Increase in total tariff points in SIMD 3 Increase in % of YP attaining 5+ @ level 4	Role created – September 24	

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Relationships are enhanced through inclusive practises evident throughout the school.	Utilise the Circle Inclusive Classroom Scale to undertake an audit of inclusive practises and create departmental action plans for improvement	PEF PT Inclusion + Equity role created	Audit and action plan created by all departments Attendance rates improve among those YP with attendance rates < 70%	Role created – September 24	
YP in all year groups have the chance to undertake wider achievement opportunities which are planned, tracked and monitored	Wider achievement opportunities are mapped and enhanced Pupil engagement is tracked and monitored Pupil experiences are mapped to accreditation	PEF PT Achievement and Attainment (BGE) role created	Wider achievement opportunities for entire cohorts are completed Insight tariff points – attainment for all. Interventions in place for pupil non engagement	Role created – September 24	
YP experience an extensive, inclusive and coherent support programme that coincides with the monitoring and tracking of pupil progress in order to support pupils fulfil their potential.	Monitor pupil progress from prior levels of attainment Ensure interventions are in place for pupils who are off track. Support curricular PTs to ensure that all pupils in the senior phase gain accreditation in all subjects	PEF PT Attainment (SP) role created	Increase in % of YP attaining 5+ @ level 4 Improved attainment for YP with 1 or more attainment factors.	Role created – September 24	