



Bishopbriggs Academy
EAST DUNBARTONSHIRE

BISHOPBRIGGS ACADEMY



SCHOOL IMPROVEMENT PLAN

2018-2019



School Improvement Plan





Section 1 - A Statement of the School's/Establishment's Visions, Values and Aims

Vision

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.





Values

At Bishopbriggs Academy we:






-  Treat everyone equally
-  Show respect for others
-  Have compassion for those less fortunate than ourselves
-  Believe in working hard to achieve your goals

Aims

In Bishopbriggs Academy we aim to promote equality, justice and integrity. We aim to help our young people become:

-  Successful learners
-  Confident individuals
-  Responsible citizens
-  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

School Improvement Plan
Section 2

Overview of Whole School/Establishment Priorities and Targets

No	Improvement Priority	Targets
1	Leadership and approach to improvement	<ul style="list-style-type: none"> • To sustain and develop approaches in sharing best practice • To sustain and develop collaborative approaches to self evaluation and leadership of learning involving all stakeholders • To provide further opportunities for pupils to be involved in and lead aspects of school improvement
2	Curriculum	<ul style="list-style-type: none"> • To review and develop all courses and curricular structure • To review and develop the involvement of partners in enhancing the curriculum on offer • To review and develop Wider Achievement (WA)
3	Learning, teaching and assessment of learners' progress	<ul style="list-style-type: none"> • To review and develop monitoring and tracking in the Broad General Education (BGE) and Senior Phase (SP) • To sustain and develop a learning environment built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes • To protect collegiate time for moderation activities
4	Partnerships, personalised support and parental engagement	<ul style="list-style-type: none"> • To sustain and build on cluster initiatives enhancing transition arrangements • To engage parents in learning and enable them to play a supportive role at home • To sustain and develop support for pupils in making informed choices about the next phase of their learning
5	Successes, achievements and outcomes for learners	<ul style="list-style-type: none"> • To continue to secure improvements in levels of attainment in line with INSIGHT • To sustain and develop career management and employability skills among pupils • To sustain and develop the use of ICT in improving the life and work of the school



Improvement Priority	Link to National Improvement Framework and HGIOs?4	Overall Responsibility
Leadership and approach to improvement	School leadership, teacher professionalism, school improvement, 1.1-1.5	I.Donaghey

Target	Impact on Learners	Timescale
To sustain and develop approaches in sharing best practice	To ensure learners' experiences are consistently positive across the school	December 2018
To sustain and develop collaborative approaches to self evaluation and leadership of learning involving all stakeholders	To engage and empower all stakeholders, developing shared ownership over learning and school improvement, utilising expertise, sharing good practice	March 2019
To provide further opportunities for pupils to be involved in and lead aspects of school improvement	To empower pupils by giving them a platform to influence decision making and lead and manage change, which will develop skills for learning, life and work and also increase pupil engagement in the life of the school	March 2019

Tasks/Action Required	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation/Progress Update
To produce a timeline of moderation activities so collaborative opportunities for staff are protected throughout the session. Utilise DMs, committee meetings, staff meetings, PT meetings and in-service days effectively to share success, highlight good practice and lead improvement. Establish contact and links with associated Primary schools and schedule moderation meetings to take place and enhance transition arrangements.	September 2018	Collegiate time, calendar for cluster meetings, networking with schools to discuss their models	I.Donaghey/ E.J.Forsyth	Quality Assurance calendar, curricular calendar, minutes of scheduled meetings
Review and develop use of the quality assurance calendar so progress on IP, action points and PRD can be reviewed. Sustain and develop the role of a House Tutor by sharing essential and desirable practice. Sustain and develop the effective use of SMHW. Develop in-house CPD programme with the production of a staff booklet summarising helpful tips from each workshop.	March 2019	Collegiate time, exemplars.	I.Donaghey/ Guidance/C.K err	SMHW reports, professional discussion, pupil voice
Increase parental engagement by incorporating parent voice in homework returns, PLPs, assessment summary sheets and end of unit progress sheets. Parent questionnaires developed through consultation with depts to evaluate various aspects of school life.	March 2019	Sharing of exemplars already in use, short term working group	I.Donaghey	Homework audit, DM discussion, evaluation forms issued via Microsoft Forms
Empower pupils by giving ownership of pupil voice to House Reps and responsibility for communication via House Tutor classes. Introduce House Rep involvement with school committees, each House assigned to a school committee for consultation purposes. Effective use of pupil collaboration among all year groups to enhance the learning experience of all stakeholders i.e. pupil led learning, Primary visits, parent info evenings.	March 2019	Meetings between Guidance, House Tutors and Class Reps	Guidance/ I. Ross/ I.Donaghey	Pupil voice calendar, termly meetings, House Council meetings, pupil voice
Support stakeholders in accessing and interpreting SNSA data enabling pupils' L and N levels to be taken into consideration when providing appropriate challenge and support with progress monitored.	August/Sep tember 2018	ICT facilities	E.J.Forsyth/L.K err/C.Muir/S. Robertson	Pupil voice, staff evaluations
Use HGIOs?4 in conjunction with the nurture framework to create a self evaluation tool, separate to the departmental audit document, for pastoral care.	June 2019	Collegiate and development time	Guidance/I.R oss	Quality assurance calendar, discussions at DMs
Implement the Mentors in Violence Prevention (MVP) programme in which SP pupils discuss solutions to challenging social issues that have the potential to lead to conflict with BGE pupils.	December 2018	Collegiate time, networking visits	S.McLaren/ I.Ross	Quality assurance calendar, discussions at DMs

Improvement Priority	Link to National Improvement Framework and HGIOS?4	Overall Responsibility
Curriculum	Assessment of children's progress, school improvement, performance information, 2.2	I.Ross

Target	Impact on Learners	Timescale
To review and develop all courses and curricular structure	To enable the delivery of the Curriculum for Excellence entitlements to all pupils. Learners are offered more personalisation and choice	February 2019
To review and develop the involvement of partners in enhancing the curriculum on offer	To enhance the delivery of courses, raising awareness of each subject within the context of the world of work and enable pupils to recognise the skills for L, L and W they are developing to inform the planning of future learning	May 2019
To review and develop Wider Achievement (WA)	To ensure there is coherence, progression and continuity in pupils' learning and progress. Additional courses will benefit those pupils that struggle to move from one level to the next in the Senior Phase	June 2019

Tasks/Action Required	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation/Progress Update
Implement revised changes to National Qualifications and review programmes of work in the BGE to ensure they incorporate benchmarks, allows development of skills required for L, L and W and are coherent to changes in SP.	August-May 2018-19	Development time for departments, guidelines form SQA	I.Ross	Departmental meetings, PT meetings, SQA updates
Liaison with associated Primary schools over content of BGE programmes of work so there is coherence in the topics covered (see PEF IP)	August-May 2018-19	Planning time with Cluster	EJ Forsyth	Cluster meetings, DMs
Develop alternative courses within each subject so there are progression pathways for pupils of all abilities making SP course more accessible.	February 2019	Staff expertise, DYW links	I.Ross	Number of pupils accessing Higher and Advanced Highers
Utilise the Wider Achievement (WA) Programme by making more courses available that are relevant to SP courses to allow progression opportunities.	February 2019	Staff expertise, DYW links	I.Ross	Number of courses on offer that are relevant to career pathways and Higher courses
Utilise the DYW database to increase opportunities for pupils to apply learning out with the classroom and Bishopbriggs Academy, exploring opportunities for WEX.	February 2019	Staff expertise, DYW links	N.Hendrie	Partner feedback, pupil voice, audit document
Sustain and develop knowledge among stakeholders about career and employability prospects and the skills required by consulting with partners to identify required core skills within industries and organise skill development workshops accordingly.	May 2019	Development time, curriculum time	N.Hendrie/L.Wilson/C.Kerr	Staff feedback, number of workshops delivered and attended
Raise awareness among stakeholders of course accreditation through the SCQF and increase number of accredited courses in curriculum.	February 2019	Collegiate time, in-service	N.Hendrie/C.Kerr/I.Ross	Staff feedback, number of accredited courses included in curriculum, INSIGHT
Sustain and develop a strategic approach to tracking pupils achievements and ensuring it is accredited when appropriate i.e. Saltire and Diana awards.	February 2019	Development time	L.Wilson/N.Hendrie/C.Kerr	Number of volunteering hours recognised through Saltire awards, Diana awards, efforts being recognised outwith SQA



Improvement Priority	Link to National Improvement Framework and HGIOS?4	Overall Responsibility
Learning, teaching and assessment of learners' progress	Assessment of children's progress, school improvement, 2.3	I.Donaghey

Target	Impact on Learners	Timescale
To review and develop monitoring and tracking in the Broad General Education and Senior Phase	Allows meaningful learning conversations between pupils and key adults to take place. Learners' true potential is discovered so accurate and achievable targets are used to ensure motivation among pupils helping them perform to their capabilities	August 2019
To sustain and develop a learning environment built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes	The focus on wellbeing and relationships will help pupils feel included, engaged and involved. This will support behaviour, wellbeing, attainment and achievements as pupils will be encouraged to take greater ownership over their learning and work effectively in collaboration with staff	May 2019
To protect collegiate time for moderation activities	Facilitates quality assured planned teaching experiences and ensures that assessment tasks/activities provide learners with fair and valid opportunities to meet the standards and expectations. Ensures assessments are beneficial, identifying strengths in learners' performances and next steps in learning.	February 2019

Tasks/Action Required	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation/Progress Update
Consultation with Cluster/authority to create a M&T database on the new SEEMiS model for 2019/20 session allowing the tracking of pupil progress throughout the 3-18 learning journey. Review BGE reporting calendar identifying when data will be entered and ensure all stakeholders are informed as to when it should occur so information is current and up to date. Review and update M&T Policy in line with new changes for 2019/20 session.	August 2019	Development time within departments, meetings with authority, staff training	E.J.Forsyth/L.Kerr/M.Campbell	Moderation activities during DM time, Cluster meetings, collegiate meetings, SMT meetings
Implement baseline assessments in literacy and develop those in numeracy for S1 pupils to complement SNSA data and utilise data for target setting in BGE and SP (see PEF IP).	August 2019	Development time, collegiate discussion	L.Kerr/C.Muir/S.Robertson	Discussion with English and Maths departments & authority
Review and develop S3 exam assessments in line with changes to NQ so they are robust and relevant and produce a spreadsheet of overall attainment similar to SP Prelims.	September 2018	Collaboration time between depts.	I.Ross/L.Kerr	Liaison with PTs, gathering of relevant data at key times of the year so it is included
Share best practice on co-constructing success criteria through use of effective questioning and response techniques to illicit answers from pupils allowing success criteria to be co-constructed quickly and pupil progress measured through plenary activities	October 2018	In-service day, committee meetings	R.Micallef-Eynaud/I.Donaghey	L&T Committee meetings, in-service training, reciprocal visits, PT/SMT visits
Increase awareness among staff of the 6 principles of nurture and provide opportunities to share good practice. Promote a growth mindset among stakeholders by highlighting positive vocabulary that can be used during interactions in class.	August 2018	In-service day, development time	L.MacKenzie/G.Irvine/I.Ross	Staff feedback, pupil voice, reciprocal visits, learning rounds
Promote use of the new Pupil Learning Journal as a learning and teaching tool engaging all stakeholders so pupils are suitably supported in class and at home. Engage staff with their role in assisting pupils to utilise their Learning Journal.	August 2018	In-service day, assemblies, committee meetings, info evenings	R.Micallef-Eynaud/I.Donaghey	L&T Committee meetings, in-service training, reciprocal visits, learning rounds, PT/SMT visits
Moderation opportunities embedded throughout the session with specific focus on pupil experiences (including SMHW), and assessment of pupil progress. Reporting calendar should facilitate time for staff to sample pupil work in order to discuss and agree on assessment standards prior to data entry.	September 5 2018	Development time within departments	M.Campbell	Agendas and minutes of DMs



Improvement Priority	Link to National Improvement Framework and HGIOs?4	Overall Responsibility
Partnerships, personalised support and parental engagement	Parental engagement,school leadership,assessment of children's progress,2.1,2.4-2.7	I.Ross

Target	Impact on Learners	Timescale
To sustain and build on cluster initiatives enhancing transition arrangements	To ensure there is coherence, progression and continuity in pupils' learning and progress	June 2019
To engage parents in learning and enable them to play a supportive role at home	So that all learners are given universal and targeted support according to their needs both in school and at home	June 2019
To sustain and develop support for pupils in making informed choices about the next phase of their learning	Pupils will have further opportunities to gain experience in further education or in a place of work in an area that is relevant to their strengths and interests helping them form a clear idea as to what they want to pursue in life	June 2019

Tasks/Action Required	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation/Progress Update
Create collegiate time for departments and representatives from associated primaries to facilitate professional discussion and develop means of communication through identifying key contacts within associated Primary schools.	September 2018	Collegiate time, agreed cluster calendar, twilight sessions	M.Campbell/ E.J.Forsyth	Moderation activities during DM time, Cluster meetings
Develop a consistent approach among departments in terms of information sharing, programmes of work, common methodologies, pupil experiences and collaboration on assessment standards.	September 2018	Liaison between P.Ts/ Primary HTs/P7 staff	E.J.Forsyth	Discussion at PTs meetings, Cluster meetings, minutes
Raise awareness of nurturing principles and skills for L, L and W among parents via information evenings, workshops and video tutorials that will be accessible on GLOW and school website (see PEF IP).	February 2019			
Update GLOW resources in line with course changes so materials are relevant and continue sharing good practice so stakeholders have a consistent experience across subjects and have access to similar resources.	June 2019	Further staff training on GLOW,in-service and committee meetings	E.J.Forsyth	Agreed expectations with all depts. and compare progress against minimum criteria
Utilise Show My Homework (SMHW) to ensure stakeholders are informed of homework issued and whether or not it is submitted by set deadlines. Sustain and develop means of communication with stakeholders and engage parents throughout the session by informing them of pupil progress outside formal parents evenings and parental reports.	August 2018	In-service days for staff training, DMs and staff meetings to share good practice	I.Donaghey	SMHW data on level of engagement with all stakeholders, uptake in events, evaluation forms
Sustain and develop a program of study skills workshops for pupils and parents with specific examples from subject areas (see PEF IP)	February 2019	Parent information evenings, school lets	L.Greig/C.Kerr	Agreed calendar for workshops, uptake, eval. forms
Work collaboratively with Skills Development Scotland (SDS) to develop career management skills, ensuring every S1 pupil is registered on My World of Work and specific pupils are targeted for workshops on CV building, application processes and interview skills. Raise awareness among all stakeholders about career education and work placement standard entitlements	March 2019			
Introduce an S1 Interdisciplinary Learning (IDL) project on career learner journeys. Similar format to S2/3 IDL projects, departs invite relevant partner(s) to participate in lessons. Celebration day will focus on learner journey relating to a career of interest from the previous week highlighting relevant subjects, pathways to the career, entry requirements etc.	February 2018	Time to raise awareness of My World of Work Ambassadors	C.Kerr/ N.Quigley	No. of partners involved with delivery of curriculum, site visits, external experts used

Improvement Priority	Link to National Improvement Framework and HGIOs?4	Overall Responsibility
Successes, achievements and outcomes for learners	Performance information, school improvement, 3.1-3.3	I.Donaghey

Target	Impact on Learners	Timescale
To continue to secure improvements in levels of attainment in line with INSIGHT	Learners experience high levels of success in the Broad General Education and National Qualifications, which is reflected in the national benchmarks of INSIGHT	September 2019
To sustain and develop career management and employability skills among pupils	Pupils develop the knowledge, skills, qualifications and achievements they will need to flourish in learning, life and work further increase awareness of positive school leaver destination	June 2019
To sustain and develop the use of ICT in improving the life and work of the school	Appropriate and effective use of ICT will increase learner motivation and engagement and support and develop digital skills enabling learners to be creative and use digital technologies for learning, life and work	June 2019

Tasks/Action Required	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation/Progress Update
Implement personalised intervention strategies with pupils targeted in literacy, numeracy and health and well being (see PEF IP)	June 2019	PEF personnel, collaboration among depts.	E.J.Forsyth/ L.Kerr/C.Muir/ S.Robertson/G.Irvine/L.Mackenzie	Pastoral notes, minutes, assessment data, stakeholder feedback
Develop and share with staff approaches to teaching literacy, numeracy and health and well being and the methods available for assessing and recording progress in these areas (see PEF IP)	February 2019	Moderation exercises, training with all staff	E.J.Forsyth/ L.Kerr/C.Muir/ S.Robertson/G.Irvine/L.Mackenzie	Minutes, central record of pupil progress, staff feedback about confidence in process
Increase awareness among staff of the poverty related attainment gap and how to identify and monitor most vulnerable pupils. Engage all staff in using INSIGHT as a tool to lead improvement and measure progress (see PEF IP)	December 2018	INSIGHT, SEEMiS, Risk Matrix info	C.Muir/ G.Irvine/ S.Robertson/ /E.J.Forsyth	INSIGHT, spreadsheet of targeted support and impact
To further promote career opportunities within subjects among stakeholders to better support pupil choices by utilising MWOW ambassadors. Promote the use of resources from MWOW among departments to engage all stakeholders.	June 2019	Time to raise awareness of My World of Work Ambassadors, train stakeholders, SDS	C.Kerr/ N.Hendrie	No. of partners involved with delivery of curriculum, site visits, external experts used, notice boards up to date, dept. feedback
Through effective use of digital media, recognise, promote and celebrate success and achievements through communication with stakeholders in a streamlined way.	June 2019	Social media, local press	E.J.Forsyth	Learning conversations, skills pages in planners, my record of achievement
Increase the provision of ICT available to staff in every department by ensuring newly acquired resources across the school are well maintained and organised to enable effective, frequent and efficient use. Explore means of sharing good practice.	June 2019	Laptop trolleys, ICT rooms, collegiate time	E.J.Forsyth	Log of equipment being used, reciprocal visits
Promote ICT to be predominant use among S1 pupils for alternative assessment arrangements with key focus on touch typing.	May 2019	Development time, laptops	A.Johnston	AAA lists, pupil competence

