



Bishopbriggs Academy  
EAST DUNBARTONSHIRE

# **BISHOPBRIGGS ACADEMY**



## **ATTAINMENT/PEF IMPROVEMENT PLAN**

**2018-2019**



## Departmental 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

## Departmental Improvement Plan

### Section 2

#### Overview of Department's Priorities and Targets

No	Improvement Priority	Targets/Desired Impact
<b>1</b>	<b>Leadership and approach to improvement</b>	<ul style="list-style-type: none"> <li>• Provide staff training on SNSA</li> <li>• Provide staff training on delivering Literacy, Numeracy and Health and Wellbeing in BBA and associated primaries</li> </ul>
<b>2</b>	<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Implement baseline assessments in Literacy and Numeracy and analyse SNSA data to inform teaching and learning and pupil progress</li> <li>• Enhance the current curriculum by improving the delivery of Literacy and Numeracy across the curriculum</li> </ul>
<b>3</b>	<b>Learning, teaching and assessment of learners' progress</b>	<ul style="list-style-type: none"> <li>• Review and develop monitoring and tracking in the BGE</li> <li>• Analyse SNSA data to inform pupil progress in Literacy and Numeracy and improve learning and teaching in these areas</li> <li>• Develop methods of assessing pupil progress in Literacy, Numeracy and Health and Wellbeing (including SNSA and baseline assessments) and the means of recording evidence of progress</li> </ul>
<b>4</b>	<b>Partnerships, personalised support and parental engagement</b>	<ul style="list-style-type: none"> <li>• Sustain and build on cluster initiatives</li> <li>• Research and implement personalised intervention strategies with pupils targeted in Literacy, Numeracy and Health and Wellbeing</li> <li>• Develop a programme of Family Learning including parent workshops and online resources</li> </ul>
<b>5</b>	<b>Successes, achievements and outcomes for learners</b>	<ul style="list-style-type: none"> <li>• Continue to secure improvements in levels of attainment (in the BGE)</li> <li>• Improve Literacy and Numeracy skills; enhance pupil Health and Wellbeing and sustain positive school leaver destinations</li> <li>• Close the attainment gap between the most and least disadvantaged pupils</li> </ul>



IMPROVEMENT PRIORITY 1		LINK TO NATIONAL IMPROVEMENT FRAMEWORK	HGIOS?4	OVERALL RESPONSIBILITY	
<b>Leadership and approach to improvement</b>		<b>School leadership, teacher professionalism, school improvement</b>	<b>1.1 – 1.5</b>	<b>Emma Jane Forsyth</b>	
Target/Desired Impact on Learners	Task	Measures of Success/Monitoring and Evaluation Arrangements	Person Responsible	Timescale	Resources
Provide staff training on SNSA	<p>Facilitate sharing of SNSA data with staff to inform practice. Lead CPD sessions at staff in-service days and DMs.</p> <p>Exemplify good practice in the use of SNSA data to support learners.</p> <p>Attend relevant CPD to facilitate staff training.</p>	<p>SNSA accessible for all staff. Departments share strategies for using SNSA data to inform teaching, allowing us to track pupils P7-S3.</p> <p>Sharing good practice sessions at DMs across all curricular areas. DM Minutes. Standards &amp; Qualities Report. Upskill staff in line with national priorities. Contribute to in-house CPD programme.</p>	LK/CM/SR/GI	June-October	<p>P7 SNSA data from all cluster primaries.</p> <p>Relevant CPD (see Budget spreadsheet)</p>
Provide staff training on delivering Literacy, Numeracy and Health and Wellbeing in BBA and associated primaries	<p>Through the Literacy, Numeracy and Health Wellbeing Committees, gather examples of good practice demonstrating how the shared/common success criteria can be used across the BGE curriculum.</p> <p>Produce annotated exemplars of work across curricular areas in the BGE to show pupil work in Reading, Writing and Talking &amp; Listening</p>	<p>Committee meeting minutes. Upskill staff in line with national priorities. Contribute to in-house CPD programme. Improve pupil experiences using soft and hard indicators.</p>	<p>CM/SR/GI</p> <p>CM</p>	<p>Aug-May</p> <p>Aug-May</p>	<p>Common success criteria; exemplars of work</p> <p>Common success criteria; exemplars of work</p>



	<p>which has been assessed/reviewed against the common success criteria.</p> <p>Share annotated exemplars with staff to enhance knowledge of how the common criteria can be used to support pupil work in literacy-based tasks.</p> <p>Carry out Literacy and Numeracy moderation activities with primary colleagues using annotated exemplars of work at Level 2 and 3.</p> <p>Deliver staff CPD workshops on common topics to ensure consistency of approach in the delivery of Numeracy.</p> <p>Deliver staff CPD workshops on approaches to develop Health and Wellbeing in BBA and primaries.</p> <p>Create a calendar/schedule for events &amp; initiatives run by PEF/Attainment PTs to provide an overview for all stakeholders.</p>	<p>Collated bank of exemplars</p> <p>In-service day presentations; exemplars guide published/accessible to all staff</p> <p>Cluster meeting minutes</p> <p>Committee/cluster meeting minutes. Presence at DMs.</p> <p>DM presence, workshops/tutorials</p> <p>Calendar produced</p> <p>Raise attainment in L, N, HWB to allow all pupils improved access to all curricular areas.</p>	<p>CM</p> <p>CM/SR</p> <p>SR</p> <p>GI</p> <p>LK/AM/CM/SR/GI</p>	<p>Aug-May</p> <p>Aug-May</p> <p>Aug-May</p> <p>Aug-May</p> <p>Aug</p>	<p>Stationary/refreshments (see Budget spreadsheet)</p> <p>Common success criteria</p> <p>Exemplars of pupil work at Level 2 and 3</p> <p>Exemplars of pupil work at Level 2 and 3</p> <p>Mini bus training (See Budget spreadsheet)</p> <p>Improve access to all stakeholders incl. associated primaries.</p> <p>Ensure a seamless transition for pupils in SIMD 1-3.</p> <p>Remove barriers to wider opportunities for pupils in SIMD 1-3.</p>
--	--	---	--	--	--



IMPROVEMENT PRIORITY 2		LINK TO NATIONAL IMPROVEMENT FRAMEWORK		HGIOS?4	OVERALL RESPONSIBILITY	
<b>Curriculum</b>		<b>Assessment of children's progress, school improvement, performance information</b>		<b>2.2</b>	<b>Emma Jane Forsyth</b>	
Target/Desired Impact on Learners	Task	Measures of Success/Monitoring and Evaluation Arrangements	Person Responsible	Timescale	Resources	
Implement baseline assessments in Literacy and Numeracy and analyse SNSA data to inform teaching and pupil progress	Gather data from S1 Literacy assessments conducted by the English Department to aid identification of targeted pupils in S1.	Data present in PEF Tracking Tool  Pupils identified as performing poorly have been targeted for Literacy support.	CM	Aug-Sep	BGE tracking tool; baseline assessment results	
	Co-ordinate SNSA data collection for the S3 cohort.	Data collected for all pupils in S3.	LK/CM/SR	Aug-Sep		
	Gather and analyse data from S1 Numeracy assessments conducted during PSE time. Information gathered will be used to identify underperforming pupils.	Underperforming pupils are targeted for additional support in Numeracy.	SR	Aug-Oct	ActivInspire PODs. (See Budget spreadsheet)	
	S1 pupil progress closely monitored by issuing termly Numeracy assessments.	Data present in PEF Tracking Tool	SR	Aug-May	Termly Numeracy Assessments; PEF Tracking Tool	
	Implement baseline assessments in Health and Wellbeing	Data present in PEF Spreadsheet/Monitoring and Tracking	GI	Aug-Sep	Baseline Assessments in Health and Wellbeing (stationary and	





					photocopying costs – see Budget spreadsheet)
Enhance the current curriculum by improving approaches to teaching Literacy and Numeracy	<p>Creation of a Literacy Toolkit to aid learning and teaching of literacy across the curriculum.</p> <p>Contribute to the BGE and SP planner update to provide meaningful content to support learners appropriately in both phases.</p> <p>Continue to raise the profile of the use of the literacy common success criteria in the BGE with all stakeholders.</p> <p>Produce video tutorials that support pupils &amp; their families with specific Literacy, Numeracy and Health and Wellbeing skills.</p> <p>Continue to raise the profile of Numeracy amongst staff via Numeracy logo and the use of the common language and methodology booklet for each of the 8 Numeracy organisers so skills are taught and reinforced consistently across departments.</p> <p>Continue to raise awareness of Numeracy skills with pupils by making it explicitly clear when they are using them by displaying a Numeracy</p>	<p>Toolkit created.</p> <p>Current pages reviewed and updated. Creation and publication of new planner pages.</p> <p>Literacy Committee Minutes</p> <p>Videos published in online Family Learning hub. Views recorded to measure engagement.</p> <p>Numeracy Committee minutes. Evidence of consistency during Learning Rounds.</p> <p>Calendar created and shared</p>	<p>CM</p> <p>CM/SR/GI</p> <p>CM</p> <p>LK/CM/SR/GI</p> <p>SR</p> <p>SR</p>		<p>IPAD x2 (See Budget spreadsheet)</p> <p>Photocopying costs (see Budget spreadsheet)</p>



	logo when sharing aims and success criteria.  Develop a Numeracy calendar to better inform staff about when they can expect pupils to have covered certain topics.	with staff.  Calendar created and shared with staff.	SR		
--	--	--	----	--	--





IMPROVEMENT PRIORITY 3		LINK TO NATIONAL IMPROVEMENT FRAMEWORK		HGIOS?4	OVERALL RESPONSIBILITY	
<b>Learning, teaching and assessment of learners' progress</b>		<b>Assessment of children's progress, school improvement</b>		<b>2.3</b>	<b>Emma Jane Forsyth</b>	
Target/Desired Impact on Learners	Task	Measures of Success/Monitoring and Evaluation Arrangements	Person Responsible	Timescale	Resources	
Review and develop monitoring and tracking in the BGE (develop pupil profiles to monitor and track pupils' attainment and achievements in the BGE, alongside discrete tracking tools to monitor and track pupils' attainment and achievements in Literacy, Numeracy and Health and Wellbeing)	Develop a discrete tracking tool for Literacy.	Literacy tracking tool implemented & used by PT Literacy.  Tracking tool updated at specified intervals.	CM	Aug-May	CPD (See Budget spreadsheet)	
	Develop a Numeracy tracking tool to record the data collected from numeracy assessments and inform pupil understanding and progress under the 8 organisers.	Numeracy tracking tool implemented and utilised by PT Numeracy.  Tracking tool updated termly in line with numeracy assessments.	SR	Aug-May		
	Develop a Health and Wellbeing tracking tool to record pupils progress	Health and Wellbeing tracking tool implemented and used by PT Health and Wellbeing	GI	Aug-May		
	Complete individual profiles for S1 targeted pupils to track their progress during session 2018-19.  Share appropriate pupil information with all	Pupil profiles completed/updated in a timely manner.  Pupil profiles stored in a	LK/CM/SR/GI	Aug-May		



	staff	confidential & orderly manner.			
Analyse (SNSA) data to inform pupil progress in Literacy and Numeracy and improve learning and teaching in these areas	<p>Create benchmark data analysis spreadsheet for progress seen in Literacy between P7 and S3.</p> <p>Analyse individual pupil data to identify pupils for targeted interventions and gather baseline data for measurement of improvement by S3.</p>	Data analysed to set benchmark for analysing trends in data from next session moving forward.	LK/CM/SR/GI	Aug-May	SNSA Data SNSA CPD
Develop methods of assessing pupil progress in L, N and HWB (including SNSA and baseline assessments) and the means of recording evidence of progress	Create proforma for recording pupil progress before, during and after intervention.	Evidence of pupil progress gathered regularly	LK/CM/SR/GI	Aug-May	Proforma

**DEPARTMENT IMPROVEMENT PLAN**

**SESSION 2018/19**

IMPROVEMENT PRIORITY 4		LINK TO NATIONAL IMPROVEMENT FRAMEWORK		HGIOS?4	OVERALL RESPONSIBILITY	
<b>Partnerships, personalised support and parental engagement</b>		<b>Parental engagement, school leadership, assessment of children's progress</b>		<b>2.1,2.4-2.7</b>	<b>Emma Jane Forsyth</b>	
Target/Desired Impact on Learners	Task	Measures of Success/Monitoring and Evaluation Arrangements	Person Responsible	Timescale	Resources	
From P7 SNSA data & primary colleagues input – establish a group of pupils to be targeted prior to entering S1 in August 2019.  Provide specific support to this group to enhance literacy skills before their P7/S1 transition.	Group established.  Literacy session(s) in place/program developed.	From P7 SNSA data & primary colleagues input – establish a group of pupils to be targeted prior to entering S1 in August 2019.  Provide specific support to this group to enhance literacy skills before their P7/S1 transition.	LK/CM/SR/GI  LK/CM/SR/GI	Aug-May  Aug-May	Literacy Box – Blue (see Budget spreadsheet)	
Sources age/level appropriate reading material to create a mini-library to support reading strategies.  Engage and build links with learning partners at Authority & national level to  Engage stakeholders in a consultation/review of support	Library present.  Learning visits have taken place. Feedback provided. Database of contact details established for the future.  Data gathered, collated and used to inform strategies implemented and practice. At whole	Sources age/level appropriate reading material to create a mini-library to support reading strategies.  Engage and build links with learning partners at Authority & national level to  Engage stakeholders in a	LK/CM/SR/GI  LK/CM/SR/GI	Aug-May  Aug-May	Book (See Budget spreadsheet)  CPD Event/Speakers (See budget spreadsheet)	



currently in place for Literacy to provide a baseline for improvement.	school level. Results of this shared with all staff.	consultation/review of support currently in place for Literacy to provide a baseline for improvement.			
Share resources & disseminate information via the Parent Council.	Attendance at Parent Council Meetings. Minutes.	Share resources & disseminate information via the Parent Council.	LK/CM/SR/GI	Aug-May	Professional/signs/resources
Utilise a range of modern platforms for sharing resources	GLOW, SMHW, Twitter, School website, group email/text – used to disseminate information to all stakeholders.	Utilise a range of modern platforms for sharing resources	LK/CM/SR/GI	Aug-May	
	Deliver numeracy workshops to parents and colleagues from associated Primary schools that focus on the 8 numeracy organisers.	Feedback from stakeholders on workshops.	LK/CM/SR/GI	Aug-May	
	Develop “Health Month” with S1-S3 pupils	Health Month Booklet	GI	Aug-May	Celebration Days (see Budget spreadsheet)
	Deliver H+W workshops with parents from BBA and cluster primaries (e.g fitness workshops)	Set up group/			Workshop costs (Laney Sound System £365)



IMPROVEMENT PRIORITY 5		LINK TO CURRICULUM FOR EXCELLENCE STRATEGIC PLAN/ENTITLEMENT		HGIOS?4	OVERALL RESPONSIBILITY	
<b>Successes, achievements and outcomes for learners</b>		<b>Performance information, school improvement</b>		<b>3.1-3.3</b>	<b>Emma Jane Forsyth</b>	
Target/Desired Impact on Learners	Task	Measures of Success/Monitoring and Evaluation Arrangements	Person Responsible	Timescale	Resources	
Continue to secure improvements in levels of attainment (in the BGE)	Implement intervention strategies	Targeted pupils involved in appropriate interventions	LK/CM/SR/GI	Aug-May		
	Implement whole school initiatives	Initiatives rolled out in S1 and S2. Large uptake	LK/CM/SR/GI	Aug-May		
Improve Literacy and Numeracy skills; enhance pupil Health and Wellbeing and sustain positive school leaver destinations	Liaise with Guidance, PT Enterprise and PT employability	Sustained positive school leaver destinations	LK/CM/SR/GI		Collegiate time	
Close the attainment gap between the most and least disadvantaged pupils	Track pupils in SIMD 1-3 in Literacy, Numeracy and Health and Wellbeing  Ensure appropriate interventions.  Use tracking data to track pupil progress.	Reduced attainment gap. Insight data.	LK/CM/SR/GI	Aug-May	M&T data, Insight data.	