



Bearsden Academy

Standards and Quality Report 2021



Vision, Values and Aims of Bearsden Academy

Our Community Vision

Bearsden Academy: Committed to excellence by working together to be all we can be

Our Community Values



Supporting Rationale: Bearsden Academy is a vibrant learning community that strives to respect the rights of our young people to fulfil their potential. To this end, we are committed to supporting and challenging all members of our school community to become successful learners, confident individuals, effective contributors and responsible citizens.



Standards and Quality Report

Context of the school:

School Context

Bearsden Academy is a non-denominational secondary school set within a suburb of Glasgow. Our school community has consistently supported high achievement across all year groups. Through our improvement planning and our vision, values and aims, we are committed to supporting and challenging all members of our school community to become successful learners, confident individuals, responsible citizens and effective contributors. The high standards maintained by the school have led to sustained progress in raising attainment across national measures.

Parents, pupils, staff and community partners feed into the improvement planning and self-evaluation process of the school. As a result, there is a clear, sustained effective strategy for improving learning and teaching, increasingly focussed on the key priorities identified in the National Improvement Framework.

The school community celebrates success across every subject, through awards ceremonies, praise referrals and showcasing success in our newsletters. We also track and celebrate wider achievement, and recently piloted a digital system with S1 for tracking wider achievement.

The roll of our school is approximately 1232 with a staffing complement of 134 that includes a Senior Management Team of 6, with 18 Principal Teachers (Curriculum) and a Pupil Support Team of 9 Principal Teachers. Our school Business Support Manager leads a team of support staff who work hard to assist us in delivering our aims, through their participation in self-evaluation activities resulting in the production of a Support Staff Improvement Plan. We have established and continue to foster strong links with parents and we are ably supported by an active Parent Council who contributes knowledgably to the development of school policies, notwithstanding their own parental improvement plan. We also benefit from the work of our Parent Teacher Association which was re-formed in session 2009 – 2010 and which provides significant financial support to clubs and activities across the school. Our young people gain from our engagement with a wide variety of supportive partner agencies which complement our provision and support us on our journey as we strive to get it right for every child by developing Bearsden Academy's Young Workforce.

There is a highly positive ethos in the school as we work as a community to deliver our vision statement: which wholly reflects our community values: ***Bearsden Academy: Committed to Excellence by working together to be all we can be.*** As a Rights Respecting School, we aim to ensure that our pupils are aware both of their right to be supported and challenged to full potential and of their responsibility to actively participate. Our vision permeates our school improvement planning agenda and is delivered with the support of all community stakeholders and importantly, facilitating opportunities to afford pupils a voice in school improvement.

The purpose-built Bearsden Academy building, opened in August 2009, provides excellent opportunities for pupils to benefit from a wide range of dynamic and motivating learning and teaching approaches. Improved resources within the building have impacted positively on learners'

experiences and continue to provide greater access to digital technologies. Pupils work in a bright and positive environment.

The Self-evaluation Team has worked effectively to deliver the self-evaluation agenda and implement consistent and systematic approaches to quality assurance. A variety of strategies have been employed across the whole school community enabling us to direct and sustain our concentration on specifically identified areas of focus for improvement. In October of 2016, our school was inspected by a team from Education Scotland and received highly positive feedback across a number of areas. In particular, our own self-evaluation processes were affirmed by the findings of the inspection team indicating that we know our school well and have a clear vision for improvement.

The inspection team found the following key strengths:

- **Friendly, articulate and polite young people who contribute actively to the school and wider community.**
- **The head teacher's leadership of improvement and change.**
- **The active contribution of all staff to the very positive climate for learning.**
- **The outstanding attainment in S4 to S6.**
- **The impact of self-evaluation on young people's experiences and achievements.**
- **The strong sense of partnership between all members of the school community.**

Key priorities for improvement planning 2020-21

No	Improvement Priority	Target
1	Leadership for closing the gap	Increase teacher engagement in leadership of practice
2	Learning, Teaching and assessment	Raise attainment through learning, teaching and tracking progress
3	Getting it right for every child	Increase engagement with the community to improve learning, equity and wellbeing

School priority 1: Leadership for closing the gap

NIF Priority
Closing the attainment gap between the most and least disadvantaged children;

NIF Driver
SL : School Leadership
TP: Teacher Professionalism
SI: School Improvement

HGIOS4 QIs
1.3 Leadership of Change

Progress and impact:

2018:

- We have engaged our school community via a tri-partite group to enable us to manage PEF spending and awareness.
- We have switched to whole school, department-led HGIOS 4 evaluation across the main QIs.
- We have engaged all teachers in preparation for, and engagement with, practitioner enquiry. Departments have planned enquiry using the Attainment Challenge's focus on the EEF toolkit.

2019:

- The planned opportunities for teacher and middle leadership have led to two cohorts engaged in professional learning around the GTCS standards, which will be planned into school and departmental improvement plans.
- Our school developed a professional learning community through a design group. A whole school session and a PLC session took place. Work continued on from this to assess and develop approach.
- Engagement with leadership opportunities for pupils allowed pupils to demonstrate transformative leadership within wellbeing, particularly around organising a wellbeing week and AAC forum.

2020:

- Introduced professional/practitioner enquiry into planned school time, following on from PLC approach.
- Continued to engage pupils in leadership opportunities.

2021

- In line with leadership of change, we continue to develop and support enquiry within the school, and have had a strategic lead on the use of Creativity and Outdoor Learning within our leadership team.
- Departments actively embraced the outdoor learning agenda, creating opportunities for young people to learn out with the classroom environment.
- Engaged young people in leadership opportunities in line with Covid-19 guidelines. Our pupil led Health and Safety team played a central role in supporting teaching and learning during the pandemic.
- Opportunities for supporting leadership and engagement through online learning provision.

Covid-19 Reflection

- Throughout face to face teaching and the lockdown period, digital tools were used to support home learning for learning loss and absence through isolation/illness. Opportunities for collaboration and sharing best practice were supported as teachers responded to the changing

environment, including use of new environments such as outdoor spaces. The introduction of our Strategic lead in Outdoor Learning supported this initiative.

- We supported teachers through a Digital Task Force to upskill for effective digital learning and teaching. We have a continued focus on wellbeing for pupils in and out of school, with pupil-led initiatives and staff wellbeing events throughout the session - this included direct pupil and staff consultation on health and safety on a weekly basis.
- Strategic leads in Outdoor Learning and Creativity are supporting learning and teaching to enhance assessment and feedback and the learner experience.
- Across the school, Principal Teachers and departments are working to ensure a suite of assessment tools to cater for breadth, challenge, application and the current context of external examination and in-school learning.

Next Steps:

- Focus on new priorities based on next three year plan. These will be collaboratively assembled by the school community and inclusive of progress during lockdown and recovery. Particular focus on digital platforms, innovative recovery and renewal approaches, learning and teaching enquiry, nurture and wellbeing being key to success.
- Develop teacher leadership and middle leadership to build capacity with staff to ensure high quality learning and teaching.
- Develop our online Leadership Academy to help meet the needs of all learners with a focus on skills for learning, life and work.

School priority 2: Learning, Teaching and assessment

NIF Priority
Improvement in attainment, particularly in literacy and numeracy;

NIF Driver
SL : School Leadership
AOC: Assessment of Children's Progress
PE: Performance Information

HGIOS4 QIs
2.3 Learning, Teaching and Assessment
3.2 Raising attainment and achievement

Progress and impact:

2018:

- We have introduced standardised testing and will be in a position to begin using data to benefit pupils.
- We have engaged with a shared cross-departmental approach to literacy and numeracy, by looking at benchmarks that affect progress in later courses, sharing this information across the school and developing a strategy to move forward with literacy and numeracy.
- We have implemented the use of reading and numeracy recovery with targeted groups, with measurable results.
- We have introduced and integrated IDL into a wider whole-school approach to literacy and numeracy.
- We have built an equity tracker which has been used for literacy and numeracy tracking.
- We have introduced digital homework with a positive uptake across some classes.
- We have introduced digital papers with a positive uptake in SQA exams.
- We have introduced an early session CPD calendar to benefit new staff and NQTs.

2019:

- Development of literacy and numeracy approaches through cross-curricular groups. Departments have made changes to BGE courses to allow tasks to evidence benchmarks for literacy or numeracy and have shared these tasks with others in a moderation exercise.
- Slow increase in uptake for digital homework tools. Work carried out to audit use of digital technology with focus on pupil capacity through Digital Leaders. We achieved the Digital Schools award based on this.

2020:

- Continue to develop approaches to Literacy and Numeracy including review of evidence supporting curricular-based literacy and numeracy tracking.
- Faster uptake with digital tools – focus on informing parents and empowering parents to get pupils involved, and quality use of SMHW and Teams.
- Train staff in, and develop use of, SEEMIS for progress tracking in the BGE.
- Awarded digital school award as cluster.
- Engage parents with digital tools through first digital events for parents.

2021

- Monthly tracking built in to support teaching and learning and build in early interventions to support young people. Parental engagement supported through more regular feedback on progress.
- Digital platforms developed to support teaching and learning as part of our home learning toolkit. Enhance further opportunities to support digital platforms to improve teaching and learning.

- Use of tracking data to support literacy and numeracy early interventions.

Covid-19 Reflection

- We built in opportunities to collaborate within the school and across the authority to moderate and quality assure ACM assessments to ensure that they were fit for purpose, robust and fair.
- Communication to parents/carers throughout the ACM process was supported through live online sessions and surveys with a tailored individual response.
- Targeted Supported Study and staff mentors for our young people supported attainment of our young people identified through early interventions and tracking.
- Monthly Working Grades supported interventions and an assessment calendar that supported flexibility ensured young people completed assessments when they were ready.

Next Steps:

- Focus on development of L&T in current context using enquiry and digital collaboration.
- Continue to focus on assessment methods and focus on digital assessment and creative approaches to assessment.
- Continue strong uptake and involvement on digital platforms and push school provision towards capability in assessment and online learning.
- Explore our curriculum rationale and review, including approaches to IDL.

<p>NIF Priority Improvement in children and young people's health and wellbeing;</p> <p>NIF Driver SL : School Leadership PE: Parental Engagement SI: School Improvement</p>	<p>HGIOS?4 QIs 3.1 Ensuring wellbeing, equality and inclusion</p>
<p>Progress and impact:</p> <p>2018:</p> <ul style="list-style-type: none"> ▪ Re-introduced pupil councils with new S2/3/4 councils meeting – this will allow the development of a pupil parliament, integrating the work carried out with pupil voice in the last three years. ▪ Introduced mindfulness training for staff to be cascaded to pupils via PSE and primary links. ▪ Begun to develop family learning/parental engagement strategies. Created learning spaces suitable for family learning via nurture/wellbeing. ▪ Introduced Growth Mindset via cluster work, whole staff meeting, self evaluation exercise and research trip. Audit has formed basis for next steps. <p>2019:</p> <ul style="list-style-type: none"> ▪ Work has begun on integrating mindfulness into PSE – to continue into next session. ▪ Family Learning group established and produced action plan focused on sharing curriculum and communicating homework. This group will continue to support next year. ▪ Growth Mindset mentoring groups ran all year with S2 and S5. Positive feedback and will run again next year with S2/3/6 trios. ▪ Vision, Values and Aims information gathered from parents, staff and pupils. ▪ International group has formed around redeveloping link with Malawi and pupil charities group. ▪ Teacher of Wider Achievement appointed and supporting development of WA strategy. <p>2020:</p> <ul style="list-style-type: none"> ▪ Initial use and development of use of HGIOURS and new pupil council set up. ▪ Piloted approaches identified by family learning group and introduce digital training for families – review of learning roadmap. ▪ Developed Wider Achievement strategy focusing on gaining awards for school and pupils. <p>2021:</p> <ul style="list-style-type: none"> ▪ Tri-partite group developed to review the vision and values of the school. ▪ Review of pupil leadership to develop skills for learning, life and work with a view to further accreditation for our young people. ▪ Focus on Health and Wellbeing as part of Covid-19 recovery and renewal. ▪ Glow wellbeing surveys at key points throughout Covid-19 recovery and renewal with a focus on supporting interventions for each young person. <p>Covid-19 Reflection</p> <ul style="list-style-type: none"> ▪ As a digital school, we prepared a few weeks in advance of potential lockdown to ensure access to learning. During the period of lockdown, there was a considerable challenge to monitoring progress for pupils, which we navigated through a focus on wellbeing and family contact. ▪ Guidance and Year Heads worked with parents and pupils, offering wellbeing and digital support. 	

- We had a focus on the whole family through PSE input, responding to the wellbeing concerns we picked up from our community.
- We planned for our return through transition work and a roadmap for learning for all subjects at all levels – this allowed learning loss issues to transfer into departmental day to day planning on return.

Next steps

- Review Wider Achievement strategy to ensure all young people are recognised for their achievements, both in and out with school. Explore opportunities for accreditation.
- Review of Growth Mindset across the school and development of Growth Mindset Ambassadors to support young people.
- Further support wellbeing of our young people as we look to re-introduce extra curricular opportunities linked to pupil leadership in light of Covid level changes.

What is our capacity for continuous improvement?

NIF quality indicators

Quality indicator	School self-evaluation
1.3 Leadership of change	VG
2.3 Learning, teaching and assessment	VG
3.1 Ensuring wellbeing, equity and inclusion	VG
3.2 Raising attainment and achievement	VG