

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>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.</p> <p><u>Values</u></p> <p>At Bishopbriggs Academy we:</p> <ul style="list-style-type: none">• Treat everyone equally• Show respect for others• Have compassion for those less fortunate than ourselves• Believe in working hard to achieve your goals <p><u>Aims</u></p> <p>In Bishopbriggs Academy we aim to promote equality, justice and integrity. We aim to help our young people become:</p> <ul style="list-style-type: none">• Successful learners• Confident individuals• Responsible citizens

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- 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

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 language has been studied in Primary. 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 the pupils to settle in. Pupils' strengths and areas for development as 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. Parental reports are issued at this time to ensure parents are aware of pupil progress. Parents are also invited to attend a curriculum information evening which includes a presentation from senior staff and provides parents with an opportunity to speak with subject teachers from every department. Arrangements are also made for advice to be obtained from the school's careers advisor. Pupils choose S3 programmes of work, nine in total, which take account of their interests, abilities, aptitudes and career requirements. The final result should be a balanced course through which pupils are experiencing all curricular areas.

SENIOR PHASE (S4 – S6)

S4 -Pupils choose S4 programmes of work, seven in total, from the subjects pupils take at the end of S3, pupils can also use the vocational programme to access programmes of work out with the school curriculum. The programmes of work will provide pupils with rich learning

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experiences which will develop skills and knowledge for learning, life and work. Assessment activities will be planned throughout the Broad General Education to determine an appropriate level of presentation to begin with for the S4 qualifications. Learners will be involved in assessing their learning and teachers, pupils and parents will all be involved in deciding on presentation levels. Each pupil's curriculum should suit not only their career requirements but also develop skills they require for life, learning and work.

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, due to the proximity of other secondary schools, 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. The school is the only school in Scotland to be awarded the status of Partner School with Germany leading to a wide range of cultural, sporting and academic activities. As a result of this and a wide range of other initiatives the school was given the International School Award. 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.

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2022/23	2023/24	2024/25
Priority 1	Health + Wellbeing	Health + Wellbeing	Health + Wellbeing
Priority 2	Partnerships + Collaborative Working	Enhancement of Curricular Model	Enhancement of Curricular Model
Priority 3	Attainment + Achievement	Attainment + Achievement	Attainment + Achievement

Section 2: Improvement Priority 1	
School/Establishment	Bishopbriggs Academy
Improvement Priority 1	Health + Wellbeing
Person(s) Responsible	I Ross/Pupil Support Team/M Campbell/E Mackay

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people's health and wellbeing Choose an item. Choose an item.	school leadership Choose an item. Choose an item.	QI 3.1 Wellbeing, equality & inclusion Choose an item. Choose an item.	Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Working Groups to overtake priorities in: -Staff Wellbeing Programme -Extra-Curricular Programme -Learning for Sustainability -Inter Disciplinary Learning	Collegiate time + development Materials required for staff wellbeing programme	Parental consultation in: -Review of primary transition days -Review and update of promoting positive relationships policy

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Engagement with H+W Es + Os Review of current literature in relation to promoting positive relationships Use of Evolve in planning excursions Mental Health Ambassador Training	Excursions made accessible for every pupil. Funding protected to ensure extra curricular programme is attended by pupils from lower SIMD bands.	Money allocated to support young people in being able to attend any/all school excursions Money allocated to ensure that all young people have materials required which will allow them to access outdoor learning PEF Staffing Costs

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Have a range of events that staff can participate in, that will lead to collegiality and reduction of stress in staff at all levels.	Continue with and develop the staff wellbeing programme from previous session	Numbers of staff participating Staff evaluations Creation of new activities	December 2022	
To have evaluated and re-developed the PSE curriculum to ensure that it continues to provide an active, engaging curriculum, in-line with the Health and Wellbeing Es and Os and meeting the national	Evaluate current PSE courses against national benchmarks and Health and Wellbeing experiences and outcomes. Create new programmes of work across the six health and wellbeing organisers, beginning with S1.	Audit of new materials by guidance staff Feedback from stakeholders Programmes of work align with Es, Os and national benchmarks	August 2023 (Ongoing)	

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benchmarks for personal and social education.	Create new course content, lesson plans and differentiated materials. Inclusion of homework tasks and assessments within PSE. Create a whole school working group to draw upon the expertise of others			
Review of primary transition days and enhanced transition programme, to allow pupils to feel more prepared and less anxious about the transition to secondary school	Seek views on current provision from pupil/staff/parents. Clear plan of transition activities to support most vulnerable pupils Early identification of enhanced transition pupils from work with primary colleagues	Pupil/staff/parent feedback Liaison with LSR/ELR colleagues Collegiate working with primary colleagues	December 2022	
An extensive extra curricular programme of events, offering YP the chance for wider achievement opportunities, and also activities which will support their attainment	Audit and review of extra curricular programme from session 2021/22. Creation of extensive extra curricular programme involving every curricular area and with opportunities for pupils before school, at lunchtime and after school.	Numbers of sessions/activities offered Number of pupils participating Opportunities logged on Evolve Pupil/parent voice M+T data	September 2022	

	Generic risk assessments created Pupil attendance recorded + monitored			
Review and update of promoting positive relationships policy	Pupil/staff/parent views considered Revised PPR policy created and launched Evaluation/review of new policy at agreed timescales	Pupil/parent/staff views Analysis of merits/demerits Analysis of number + type of referrals and/or exclusions Restorative behaviour programme developed	February 2023	
Post covid, opportunities are offered for pupils to learn outwith the classroom, and for pupils to engage in learning in a variety of places. School trips and residential opportunities help to shape the ethos of the school	A planned and proportionate programme of excursions and trips is offered to pupils, with clarity for pupils/parents + staff of the time, cost and appropriateness of each trip Pupils for whom poverty is an issue, will have a clear understanding of how to access financial support to attend.	Number of excursions Breadth + depth of excursion available Evolve analysis SIMD breakdown of excursion involvement	October 2022	
Mental Health Ambassadors and youth workers to collaborate and offer a range of mental health support to all YP.	Mental Health ambassadors in the senior school are trained. Clear procedures in place for referral to youth workers	Number of mental health ambassadors trained Number of sessions delivered by MHA.	November 2022	

	All staff understand their role to support and/or refer YP in relation to their mental health, and all staff have a clear understanding of the procedures for doing so.	Number of YP engaged with YWs Pupil mental health Questionnaire responses		
Restructure of LSR with ASN provision	Working in-line with Including Every Learner (East Dunbartonshire Council's policy and guidance on meeting the needs of all learners) the Learning Support Resource aims to work with young people, parents/carers, class teachers, the wider Pupil Support Team, Senior Management team and external partners to support our young people in attending mainstream classes, accessing the curriculum, experiencing achievement/attainment and to transition into a positive and sustainable destination.	Clear communication of pupil needs across SMT, CORE and Pupil Support Team No pupils will be out of class without a plan to support the reasons for this	January 2023	
Implementation of wellbeing at work policy, to ensure that staff are supported and feel	Wellbeing at work policy is shared with all staff.	Staff absence Staff views	August 2022 - Ongoing	

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that their wellbeing is considered and valued	Staff have a wellbeing meeting after every absence. Wellbeing at work flowchart is followed at all times.	Occupational health consulted where appropriate		
Audit Outdoor Learning opportunities which are available to young people, and increase pupil participation in DofE programme	Develop outdoor learning activities post COVID Targeted HWB provision for pupils Increase pupil participation in DofE award scheme	Learning & teaching, School clubs & trips CORE team input/ support More pupils presented for bronze, silver and gold awards	August 2022 - Ongoing	
Embed Learning for Sustainability within departmental teaching methodologies	Links made with EDC Sustainability team Continue to develop links within STEAM subjects Establish International Education post Covid	Link member to EDC STEAM PTs/ staff working group Resumption of International Education activities	August 2022 - Ongoing	
Inter – Disciplinary Learning	Audit current S1-3 IDL activities Ensure provision of IDL activities for S1-3 pupils	Staff working group IDL audit Calendar of IDL activities	August 2022 - Ongoing	

**Duplicate tables as required for each priority*

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Section 2: Improvement Priority 2	
School/Establishment	Bishopbriggs Academy
Improvement Priority 2	Partnerships + Collaborative Working
Person(s) Responsible	I Donaghey/E McRae/E MacKay/J Rushworth/C Kerr

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in skills and sustained, positive school-leaver destinations for all Choose an item. Choose an item.	parent / carer involvement and engagement Choose an item. Choose an item.	QI 2.7 Partnerships QI 2.5 Family Learning QI 3.3 Increasing creativity and employability	Improvement in employability skills and sustained, positive school leaver destinations for all young people Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
All staff are given opportunity to lead on family learning events. In house CLPL programme gives staff opportunity to lead on areas of particular strength. Working groups created to take forward improvement priorities	Collegiate time and development Materials for family learning events	Family Learning programme to allow parents back into school building. Review of procedures for parental reporting/parental meetings

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
In-house CLPL programme Awareness of all staff of the role of external partners in school improvement	Family learning programme targeting hard to reach families. Use of external partners to ensure positive leaver destinations for all.	Funding allocated to ensure all families can attend either online or in person family learning events Resources allocated to allow for PT1 PEF posts

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Creation of a family learning programme which builds upon previous work undertaken, and which has a mixture of online provision, and the chance for parents to access the school environment	Family learning programme focusing on literacy, numeracy, health + wellbeing. Clear focus on targeting families who have previously not engaged well with the school	Pupil/parent/staff viewpoints Numbers participating Participation from families from lower SIMD demographic Increase in parental involvement in satchel.	December 2022	
Have a P7 – S1 transition programme that has involvement from most departments in the school and has a mixture of work in the primary sector and opportunities to be at Bishopbriggs Academy	Liaise with associated cluster schools to create a transition programme of events. Review the transition events which took place this year and consideration of activities which work well online and which can now be delivered in person.	Records and evaluations of activities undertaken Detailed information shared across the cluster Cluster Improvement plan which can be shared with all stakeholders Departmental records and reviews of visits/activities undertaken	October 2022	

	Creation of a cluster improvement plan Planning for the 2 +1 implementation of Modern Languages			
Creation of a handbook for staff/parents and pupils which has concise and relevant information which can be easily accessible.	Review of current school handbook. Identification of key information for each group of stakeholders. Information collated in a coherent fashion with language which is simple and straightforward	Audit of materials Records of amendments to handbook Feedback from pupils/parents/staff Link meetings	June 2023	
Review of provision for reporting information to parents	Review of current procedures in relation to reporting and parents meetings 3 options available for both BGE and Senior Phase and presented to staff and parents Outcome of review clearly communicated to staff and parents and a calendar of events shared with all stakeholders	Staff/parent feedback Analysis of attendance at online parents meetings Analysis of attendance at in person parents meetings Improved feedback from parents and staff as we become more accustomed to online parents meetings	August 2022	

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Curricular Calendar will be streamlined and utilised by all staff as another means of paperless communication	Train staff in the use of the calendar function on outlook in August In Set days Calendar populated and referenced regularly Clear protocols for updating calendar and this to be communicated to all staff	Number of entries on calendar Staff feedback Phasing out of other forms of information sharing	August 2022 - Ongoing	
Staff In house CLPL programme will be reviewed and developed and delivered primarily in an in person format	Staff to be consulted as to the range of training that they feel is required, and in which areas. All 4 areas of professional standards to be accessible Leaders of learning at all levels to be identified to deliver training Workshops to be offered in 2 main blocks; Aug – Dec and March – June. Programme to be reviewed and amended post PRD process	Number of workshops delivered Range of staff delivering workshops Number of staff attending workshops Impact of workshops on practise across the school Professional learning activities which are linked to the school improvement plan	August – December 2022 March – June 2023	
Further development of the range, scope and visibility of the work of the CORE team in supporting YP with barriers to their learning.	Review of the work of the CORE team this session. Continued focus on literacy, numeracy, H+W and positive leaver destinations.	Increased positive and sustained leaver destinations Improvements in literacy + numeracy at SCQF level 4 + 5	June 2023	

	<p>Continue to break down poverty related barriers to learning</p> <p>Continue to focus on food poverty.</p> <p>Creation of a barista training programme and associated work experience opportunities</p>	Improved attainment from all young people in SIMD 1-2.		
In person working groups created to allow leaders at all levels to work towards taking forward whole school improvement plan priorities.	<p>Relevant improvement plan priorities identified which may be addressed and overtaken by the scope of a WG.</p> <p>Opportunities to be part of each WG will be open to each member of staff – regardless of subject or experience.</p> <p>WGs to present to staff regularly at In Set days or whole staff meetings</p> <p>WGs to have clear outcomes and timelines</p>	<p>Number of WGs created.</p> <p>Number of staff having sustained involvement in life of WG.</p> <p>Clear, measurable outcomes in place from work undertaken IN service agendas and whole staff/PTs meeting agendas</p>	June 2023	
Increased engagement from external partners/agencies to support career education and further develop skills for Learning, Life and Work	PT DYW, Pupil Support Team, SDS and CORE Team to work collaboratively to ensure a shared understanding of	Increased number of pupils engaging in career-based learning opportunities	April 2023	

Collaboration between key staff to identify future pathways for all learners	<p>opportunities available to young people.</p> <p>Use new 16+ Data Capture Tool to target support and plan DYW and Career Education Standard activities that align to pupil occupational and route preferences.</p> <p>Create a central area where key staff can access information on opportunities for support, work based learning and positive destination links</p> <p>Partner database to be updated and shared with all staff</p>	<p>Increased support for our young carers, care experienced and ASN young people to achieve their preferred occupations and routes.</p> <p>Identification of appropriate pupils for participation in school leaver programmes and sector specific employer led activities.</p> <p>Increased positive and sustained leaver destinations</p>		
Create an ethos of Gàidhlig throughout Bishopbriggs Academy to promote the language and culture to all pupils and staff.	<p>CPD offered to staff on the development of Gaelic Medium Education.</p> <p>Offers for all pupils and staff to participate in Gaelic language events.</p>	<p>Pupil engagement and attendance</p> <p>Staff engagement</p> <p>Pupil feedback</p>	June 2023	

	<p>Establish links with PS staff who are delivering GLPS to support and collaborate.</p> <p>Opportunities to participate in Shinty competitions with other Gaelic Medium Education schools.</p> <p>Organise trip for Senior pupils with Spòrs Gàidhlig.</p>			
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**Duplicate tables as required for each priority*

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Section 2: Improvement Priority 3	
School/Establishment	Bishopbriggs Academy
Improvement Priority 3	Attainment + Achievement
Person(s) Responsible	I Donaghey/J Rushworth/E McRae

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. Choose an item.	Choose an item. performance information curriculum and assessment	QI 3.2 Raising attainment and achievement Choose an item. Choose an item.	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
Opportunities for collaborative work with colleagues, through lesson study Increased opportunities for pupil leadership through prefect review	Collegiate time for collaborative working Materials required to allow us to celebrate pupil success in a meaningful way.	Engagement with parents through review of pupil award ceremony

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
All staff trained on Insight Clearer understanding of role of universal support Staff working collaboratively through lesson study	Awareness of deprivation when compiling pupil awards Insight allowing us to target cohorts of learners Leadership roles in prefect team for pupils who have poverty related barriers to their learning	Money allocated to ensure all pupils have access to digital resources Money allocated to ensure uniform bank is created and supports pupils PEF Staffing Costs

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
A universal approach to supporting all young people and equity in accessing additional support and resources	Raise awareness of our personalised support process with all staff at an in-service Work with Senior Management, CORE and Pupil Support team to ensure consistency in its application Raise awareness with young people and parent/carers of our model All paperwork associated with a young person's support needs stored digitally and recorded on Pastoral Notes.	Feedback from stakeholders Clear communication of pupil needs across SMT, CORE and Pupil Support Team No pupils will be out of class without a plan to support the reasons for this	Ongoing throughout the Year	
Insight training for all staff so that we can easily identify	PT's to introduce Insight at DMs	Department minutes Inset agendas	August 2022	

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cohorts of learners who are most risk of attaining poorly. Whole staff understanding of areas for development across the school	Workshops available to PT's to assist with their understanding of this evaluation tool. All staff to attend workshops during August In Set days. Review of whole school and departmental attainment after September Insight update. Departmental attainment meetings to use Insight as the primary data source	Whole school analysis (Feb) Minutes of attainment meetings		
Learning + Teaching (lesson study)	Pilot lesson study with 2 departments Present lesson study to all staff to ensure that we lead with 'what is our why?' Roll out lesson study across departments Every department engaged with this process, and involved with its evaluation.	Minutes of lesson study collegiate discussions Departmental minutes Pupil voice feedback Staff feedback	June 2023	
Celebration of success of young people through a variety of media. Universal approach to how we celebrate the work of YP	Audit of current provision, does our current online profile allow us to access as many people as we would like.	Views/followers on twitter Parental/pupil engagement on satchel	June 2023	

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	Standardisation across the school of methods to celebrate success. Develop links with local media to further publicise the good work of the YP in the school			
Review of school awards ceremony to create a new format which should be more inclusive and more representative of the wider pupil body	Audit of our current format, taking account of pupil/parent/staff feedback Share new format with all staff to ensure standardisation across all departments	Numbers of pupils nominated for awards. Number of pupils achieving an award Investigation of awards by demographic (SIMD, ethnicity) Numbers of parents attending	March 2023	
Prefect Review and Pupil Leadership Opportunities	Review of current procedures for appointing prefects Clear role and remit created for prefects appointed Tasks throughout the session which are led by prefect team Use of prefect team to help understand wider pupil voice across the school	Number of leadership tasks undertaken Staff feedback Parent feedback Pupil voice activities recorded	September 2022	
House Uniform	Consult on element of uniform that pupils/staff want to reflect house	Feedback on house uniform New uniform is launched Number of pupils with new uniform	August 2023	

	Contact suppliers to inform of change Launch the suggested changes across school			
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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
Review and develop the S1-S3 PEF tutorial programme To have evaluated and re-developed the literacy, numeracy and health and well being tutorial programme to ensure that it continues provides an active, engaging curriculum, in-line with the Health and Wellbeing Es and Os.	Create new course content, lesson plans and differentiated materials. New programmes of study to be developed that are hyperlinked so topics and resources can be shared easily and all staff who deliver tutorials are supported. Pupils in S1-S3 targeted using a range of data to ensure	PEF PT's PEF DHT (£17,043)	Pupil feedback Staff Feedback Parental feedback BGE M+T report cycles highlighting national and individual progress Programmes of work align with Es, Os and national benchmarks Improvements in literacy + numeracy at SCQF level 4 + 5 Improved attainment from all young people in SIMD 1-2.	June 2023	
Develop a whole school tracker that informs all teaching staff on pupils SIMD band, FSM, Clothing grants, young	Tracker developed containing all relevant [PEF] information so staff are more aware of the pupils in their classes to ensure		Tracker shared and updated throughout the session	August 2022 ongoing throughout session	

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carers, care experience and looked after children.	support and provision is given accordingly.		Departments to use the tracker in DM's throughout the session Tracker shared and discussed at inservice day.		
Families in low SIMD bands/ FSM identified and contacted by guidance to see if school can support them with the help of a weekly food drop off – cost of school day/poverty Improved support towards food poverty	PEF team to collect food weekly from neighbourly scheme and deliver food bags to families in the community who are affected the most by poverty	£3800	Parental feedback Improve trust and confidence with families to gain further support/help through family learning events.	June 2023	
Implement establish a barista facility and service.	Creation of a barista training programme and associated work experience opportunities	£9000 to purchase equipment and to train staff.	Improve well being of pupils and staff. Alternative accreditation and skills developed for sustained and positive destinations.	June 2023	

Rebuild/ Reintroduce relationships with parents/carers through family learning opportunities (Family Learning Evenings/ Fortnight)	Relaunch family learning events both in school and in the wider community. Sessions delivered to improve parent confidence in Digital literacy, ICT provisions at home. Workshops to support food poverty/ Support FSM and clothing grant applications Support with cost of the school day		Establish and strengthen home-school links. Parental feedback Improved family attendance at school events All pupils entitled to FSM and clothing grants to receive them as barriers to applications removed.	June 2023	
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School Improvement Plans should be emailed to the link Quality Improvement Officer by Wednesday 19 June 2022