



# Bearsden Academy Standards and Quality Report 2023



Bearsden Academy's vision of learning is to have our pupils at the centre. Despite many changes to how we learn in the last few years, this will always be our priority. Our school community supports high achievement and superb opportunities for our pupils and through this, we have a strong and powerful platform for learning for our learners.

Our values (above) reflect what we feel is important, as a community. Using these values, the following report gives you some insight into what we do to live up to those values every day.



**Miss Welsh** @MissWelsh2016 · 21 Apr

An emotional day today with this amazing bunch, Thank you for being brilliant! A special thanks to GE for welcoming me as your Guidance teacher for the year.  
Best of luck for the future - we'll miss you!



**Bearsden\_DramaDept** @Bearsden\_Drama · 29 Mar

Congratulations to our NAT 5 pupils who smashed it today! The rest of NAT 5 will be examined tomorrow. #goforit #proudteachers #yougotthis



## A message from our Head Teacher



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*This report is an annual summary of standards and quality at Bearsden Academy, covering the previous sessions and looking forward to the current session's next steps.*

*This report highlights the key strengths in our work and key areas we plan to develop over this session and beyond.*

*We are very proud of our school community.*

*George Cooper*

*Head Teacher, Bearsden Academy*

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School Improvement Planning is structured around the [\*\*National Improvement Framework and Improvement Plan \(NIF\)\*\*](#). There are four National priorities for Scottish Education:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

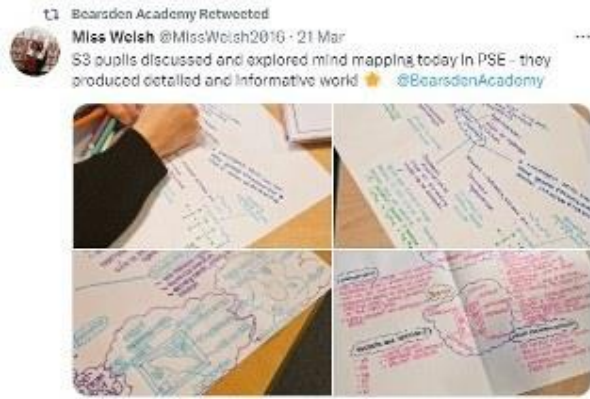
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

From these 5 National Priorities the school has self-evaluated their own work to determine where they are and identified School Improvement Priorities for the coming year.

At the end of each session each priority is evaluated, and progress reported in the Standards and Quality Report.

Within the Standards and Quality Report the evaluation of school improvement priorities has been structured under the National Improvement Framework, which aims to support improvement in attainment, achievement and equity for all children. For specific information regarding our SQA attainment, attendance and levels of achievement within Curriculum for Excellence (CfE) please use the [Secondary Dashboard](#). If you are not sure about any of the information within that dashboard, then please use the [Secondary Dashboard Parent/Carer Guide](#) or contact the school and we will be happy to talk you through this as there is a lot of information within the dashboard.





## Key Priorities, 2022-2023

In session 2022 to 2023, we had the following key priorities:

- Re-engage with learning and teaching and extending learning experiences through curriculum review
- Build capacity to lead change within our school community
- Provide opportunities for excellence through tracking and intervention

## Re-engage with learning and teaching and extending learning experiences through curriculum review

Our planning in this session built on previous work:

- Developing our curriculum to cater for all pupils
- Digital School award highlighting progress with digital tools
- Sharing good work around learning and teaching and extending the experience for pupils

In this session, we:

- Completed work with teachers to provide good opportunities for sharing practice and developing approaches to learning and teaching. This included a teacher-led learning community, with two after school groups set up for teachers to share practice and arrange to observe and feed back on each other's teaching strategies
- Developed our online Learning and Teaching toolkit. This now includes video evidence from around the school in the form of "snapshots" which highlight ways that teachers unlock the potential of our pupils through learning experiences, using technology and innovative pedagogy.
- Developed our capacity to deliver outdoor learning, led by an acting Principal Teacher, including a drive for outdoor learning during a themed week of activities. Progress includes the embedding of outdoor learning in planned learning in S1 and S2 across a number of subjects, notably in English and Sciences. In the junior school, each year group has had more than 20 outdoor learning experiences this year. Several teachers are undertaking a year-long



training programme on outdoor learning to continue to develop our approaches to learning outdoors.

- Shared wider achievement across the school digitally and recorded the achievements of pupils across the school through the work of our acting Principal Teacher for Wider Achievement.
- Extended the opportunities for pupils during exam leave with a school-led Find Your Inspiration timetable that allowed extra accreditation for S4-S6 learners.
- Continued to develop opportunities for accreditation including the introduction of the John Muir award in all of Geography.
- Increased our use of Satchel One to inform and update parents on homework, allowing us to better support parents and pupils.
- Increased the number of out of school experiences across our departments including day trips and extended trips in Scotland, the UK and abroad.

#### **Our next steps:**

- **Build more opportunities for teachers to share learning and teaching approaches including helping to support the process of practitioner enquiry, where teachers develop their practice through research and reflection.**
- **Make more opportunities for teachers to develop expertise in areas such as outdoor learning, and use the General Teaching Council for Scotland's process of accreditation to award teachers with professional recognition for completion of this.**
- **Continue to use digital tools to support families, looking at the type of homework and resources for parents that could support family learning effectively.**

## **Build capacity to lead change within our school community**

Our planning in this session built on previous work:

- Development of ambassador roles across senior phase, widening out across all areas of the school
- Previous work on pupil voice initiatives such as the Bearsden Aspirational Team

In this session we have:

- Ensured that our Leadership Academy continues to develop, with many opportunities for leadership in S6 and other year groups. This also includes new work with a Pupil Improvement Team who are planning school improvement ideas based around a pupil improvement process.
- Consulted pupils using HGIOURS (How Good is Our School) toolkits to allow pupils to discuss and reflect on learning, providing feedback for departments to follow up with their own work on pupil voice.

- Developed new spaces for leadership within our teaching staff through allocated time to meet with Improvement Teams. This has allowed better development of ideas and planning around school improvement across many areas of the school.
- Introduces a new approach for Quality Assurance within each department using the national How Good is Our School Quality Indicators. This allowed Principal Teachers to work collaboratively to measure how effectively their departments are in key areas such as learning and teaching, leading change and wellbeing.
- A new programme for parents was developed in partnership with West College. This allowed parents to join a Parent Leadership group that met over the session after school. Members of staff, external speakers and parents led sessions on learning, mentoring and aspects of how learning is delivered within the school. Parents will be awarded with an accreditation from West College. Sessions have run with up to 42 parents taking part. The Parent Council agreed to parent links with the improvement plan – this will be used to liaise on the new improvement plan as it is completed. Feedback from parent sessions indicated that all parents valued the opportunity to work with school staff around approaches to learning and teaching, and that parents found the online courses delivered by the college both challenging and interesting. Parents are invested in planning ways to support the delivery of opportunities for learning next session.

#### **Our next steps:**

- **We will plan at departmental level to provide detail of ambassador roles for S6 pupils, and introduce leadership across all year groups within leadership groups. This will map onto opportunities for accreditation, and into a Pupil Charter, which we will use to apply for our next level of Rights Respecting Schools. We will also look at accreditation within extra-curricular opportunities, and plan a leadership-based residential opportunity.**
- **We will continue to expand pupil representation – in-person pupil councils and forums for consultation and discussion will be further developed over the next session.**
- **We will plan work to further embed our values into the work of our school through Learning and Teaching, the curriculum, and leadership programmes, taking a lead from the high quality work carried out in our Enhanced Learning Resource.**
- **We will aim to make access to learning for staff flexible, including online resources, and offer wider calendar of events over a longer timespan.**

## **Provide opportunities for excellence through tracking and intervention**

Our planning in this session built on previous work:

- Using tracking to enable attainment at all levels
- Mentoring programmes

In this session we have:

- We have introduced a new approach to S1-S3 tracking which captures more information on national and individual levels. This has provided richer data for analysing performance in the Broad General Education. This has supported the work on department-level tracking and provided better data for supporting staff to work with when planning for pupils in the Broad General Education. Work has been supported by a teacher-led improvement team.
- We have also increased the frequency of updates to working grades and targets. This has provided a stronger oversight over performance in the Senior Phase which in turn has fed into decision making on support, triage and intervention.
- We have developed a successful triage approach to allow departments, Principal Teachers of Guidance, Year Heads and others who can offer support for pupils to provide additional opportunities for support across the year, particularly in the final weeks before SQA examinations. This has built capacity across the school in providing intervention, and planning for using time to provide interventions within the school day.
- We have updated our teacher-pupil mentoring scheme and increased engagement by identifying pupils using rich data from tracking. Pupil and staff feedback is positive, and we will track impact based on final results.
- We have provided additional input for teachers and pupils on study skills and developing a mindset for preparation for learning across all years, working with an external partner. Most pupils valued this opportunity and feedback indicated that pupils would like more work around support for study.

#### **Our next steps:**

- **Build on our successes with tracking and monitoring using feedback from parents, pupils and staff to increase the use of data to inform intervention and reporting**
- **Refine and pre-plan our triage approach to support pupils with the earliest possible interventions, and where possible use planned time to do so. Within this, identify where BGE intervention will be able to act as a preventative message to Senior Phase intervention.**
- **Working with acting PT of Developing the Young Workforce, mentors, the Family Learning Improvement Team and the Effective Interventions group, focus on creating a coherent calendar of support around study skills, family engagement and curricular support.**



**Miss Welsh** @MissWelsh2016 · 18 Apr

I'm super proud of Marla, Izzy, Erin (and Maya!) for competing in the COPFS public speaking Glasgow final at the Sheriff Court. They all delivered excellent speeches and their confidence in the court environment was fantastic! Well done, all! @BearsdenAcademy



**Bearsden Academy Reading Scho...** @BearsdenRead... · 27 Mar

We are delighted to share that @BearsdenAcademy has now achieved Silver accreditation for Reading Schools. Thank you to our staff, pupils and community for all the support! It has been great to sustain, and build on, our positive reading culture. 🌟 @BearsdenLibrary



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**Bearsden Academy Retweeted**



**Mr G Stevenson** @MrStevenson\_BA · 17 Mar

P7 transition visits continued today with after-school visits to departments around the school. Thanks to our teachers and @BearsdenAcademy ambassadors for providing such a warm welcome



### **Next Steps for Improvement**

Our improvement plan for next session focuses on the following key priorities:

- Re-engage with learning and teaching and extending learning experiences through curriculum review
- Build capacity to lead change within our school community
- Provide opportunities for excellence through tracking and intervention

### **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