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| **Section 1: School Information and 3 Year Improvement Plan Priorities** | |
| **School/Establishment** | **Bearsden Academy** |
| **Head Teacher** | **G Cooper** |
| **Link QIO** | **M Kerr** |

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| **School Statement: Vision, Values & Aims and Curriculum Rationale** |
| We are committed to excellence by working together to be all we can be.  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.  [Curriculum Rationale](https://glowscotland-my.sharepoint.com/:w:/g/personal/ed010pliddle_glow_sch_uk/EcH5FFOcH3JEkhsW2VxsBKUBp0UnvKyObf_RykYpLnMwfA?e=XQpLNi) |

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|  | **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** | Re-engage with learning and teaching and extending learning experiences through curriculum review | **Engaging with practice through enquiry and the curriculum** | Digital first learning |
| **Priority 2** | Build capacity to lead change within our school community | **Validating self evaluation and leading improvement in the community** | Expanding self evaluation across HGIOS4 and leadership across the community |
| **Priority 3** | Provide opportunities for excellence through tracking and intervention | **Increase capacity for interventions through data** | Embedding interventions |

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| **Section 2: Improvement Priority 1** | |
| **School/Establishment** | **Bearsden Academy** |
| **Improvement Priority 1** | **Engaging with practice through enquiry and the curriculum** |
| **Person(s) Responsible** | Learning and Teaching Improvement Team led by H Devon (link DHT P Liddle)  Family Learning Improvement Team led by J Westwater (link DHT P Liddle)  Curriculum Review team led by DHT (A McCloy)  Acting PTs of Outdoor Education, DYW and Wider Achievement  Professional Learning Team led by A McKeown (link DHT R Higgins) |

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| **NIF Priority** | **NIF Driver** | **HGIOS 4 QIs** | **EDC Service Plan 2021-24** |
| Closing the attainment gap between the most and least disadvantaged children  Choose an item.  Choose an item. | teacher professionalism  parent / carer involvement and engagement  curriculum and assessment | QI 2.3 Learning, Teaching & Assessment  QI 2.5 Family Learning  QI 1.2 Leadership of Learning | Closing the attainment gap between the most and least disadvantaged  Choose an item.  Choose an item. |

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| **Opportunities for Leadership** | **Resource Requirements** | **Parental Engagement and Involvement** |
| Distributed leadership across improvement teams  Acting PT roles support work in priority areas | Time allocated to cover for focused observations.  Resources to run digital curriculum for family learning | Family Learning actions to support engagement with curriculum. |
| **Professional Learning** | **Interventions for Equity** | **Pupil Equity Funding (PEF) Allocation** |
| Establishment of school-run learning community.  Learning and Teaching offering through in-house CPD.  Sharing of practice through snapshots programme. | Promoting a high quality learning experience – through L&T programme and self-evaluation in departments.  Professional learning and leadership – CLPL calendar and L&T programme  Research and evaluation to monitor impact – Family Learning and Snapshots intended to focus on enquiry model.  Promoting Healthy Lifestyles via outdoor education | TBC |

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| **Outcomes/Expected**  **Impact** | **Tasks/Interventions** | **Measures** | **Timescale(s)** | **Progress updates** | **Next steps (year 3)** |
| Outcomes for learners; targets; % change | Activities in Working Time Agreement, Professional Learning  Learning and Teaching interventions | What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures | What are the key dates for implementation? When will outcomes be measured? |  |  |
| % teachers involved in PLC increasing over time  Positive feedback from learners on classroom environment gathered via 2.3 SE exercise. | Continued development of Learning Community including use of L&T toolkit – departmental action to contribute to toolkit.  Teachers invited to take part in TLC, and support for departments to utilise L&T resources in departments.  Reminder and feedback via agenda | Membership and records of observations and cycles of feedback.  Pre- and post- feedback from teachers involved  Evidence within 2.3 QI work of departments involved. | PLC will run over session, rolling over from current year but recruiting new groups.  L&T improvement team meeting throughout year to monitor. | Recap meeting for PLC members February 2024 | Planned input on toolkit and PLCs |
| % of staff access, interacting and feeding into snapshots.  Pupil Improvement Team able to evidence whole school effects of consistent L&T approaches | Department-level contributions to L&T toolkit via snapshot (video/photo capture of learning)  Develop advice for departments on structuring enquiry opportunities within departments linked to L&T programme  (PL) | Department plans and SE 2.3 QI feedback on learning.  Focus group feedback from pupil team. | Survey for inclusion of new snapshots and use of toolkit – [DM TASK 1]  Enquiry development over session. Incorporated into Observations May 2024 | Department-level additions to the toolkit not yet implemented. Looking for feedback in relation to enquiry.  Advice shared with departments December 2024. Focus for observation May 2024. | Add departmental task to SE toolkit that encourages access to toolkit (reflective task) |
| **Outcomes/Expected**  **Impact** | **Tasks/Interventions** | **Measures** | **Timescale(s)** | **Progress updates** | **Next steps (year 3)** |
| Increase in recorded outdoor learning activities, interactions with partners.  Feedback via pupil team and focus groups | New CLPL programme for Outdoor Learning to be introduced over session, supporting work across school, and leading to GTCS Professional Recognition.  Outdoor learning “Grab and go” boxes given to departments.  School calendar – OL day in May. All subject given a year group.  Take part in EDC OL events. | Evidence within 2.3 QI work of departments involved.  N Cairney – Action plan reviewed with link DHT | Across the year. Monitored by improvement team.  N Cairney – Action plan reviewed with link DHT  May – OL day. | CLPL programme introduced. Professional recognition offered but no uptake so far. 16 staff completed programme of 3 CLPL sessions.  Feedback collected via pupil focus group. | School visits for staff  Develop Outdoor Learning Rationale |
| Increase in opportunities for tariff points | Form a school improvement team for Wider Achievement to help support department level work to map and improve opportunities for wider achievement in the curriculum.  (A McC, MH) | Evidence through SE 2.3 and 3.2 in each department  A Chamberlain – Acting PT Wider Achievement – action plan with link DHT | A Chamberlain – Acting PT Wider Achievement – action plan with link DHT | A Chamberlain to form team in current role. |  |
| Positive feedback from families around family learning opportunities including shared resources and targeted events | Develop whole school BGE Family Learning resources based on pilot resources created in Computing, D&T and PSE, starting with intergenerational tasks.  Plan calendar of in-person events targeted around family learning, based on intervention data  (PL) | Departmental plans and SE 2.3 QI feedback on learning.  Focus group feedback | Begin in August  Review points with Family Learning Improvement Team – November and March  Satchel One drop in session for parents and pupils at parents evenings | Production of Banners to be finished.  Pupil led events at parents night to continue.  Ask departments to produce S1 BGE resources for family learning based on a template. PL to meet with CM and PS. |  |
| **Outcomes/Expected**  **Impact** | **Tasks/Interventions** | **Measures** | **Timescale(s)** | **Progress updates** | **Next steps (end of session or year 3)** |
| Pupil awareness of metaskills | Roll out of resources for classrooms on metaskills, and staff videos for sharing practice.  (A McC) | Use baseline surveys to measure effect over session | August for initial rollout and review over session.  Monitored by PT DYW and team. | Gen+ Started for all S2 and piloted with S3.  Registration inputs. | Department meetings regarding metaskills to improve consistency. All classes provided with metaskills bank cards.  Potential timetabling for Gen+ for new timetable |
| Increase in evidence of multi-context and inter-disciplinary learning via observation and feedback from pupils | Lead development of Interdisciplinary Learning through improvement team  (A McC) | Pupil focus groups and departmental QI evaluations | Group to meet and develop strategy – with PTs and with pupils |  | PT Drop-in  Sharing practice event  Pupil groups  Challenge question activity |
| Quality assurance judgements of evidence on moderation are judged very good/excellent  Improvement in quality of data and attainment around literacy and numeracy | Develop literacy and numeracy moderation approaches via curriculum improvement team.  (A McC) | Use HGIOS evaluation to judge quality of approach in each department | Develop approaches through meetings of improvement team over session | Establish moderation practice/shared practice on literacy/numeracy  Literacy delivered via metaskills input in S2/S3 | K Thomson to provide 3x dropin moderation events  F Haxton to provide drop in moderation practice |
| Feedback from teaching staff and support staff showing clear understanding of procedures to support pupils | Clarify current policy around the use of merits, demerits, communication and interventions to support learning across the school  Develop an enquiry-led approach to relationships policy before local authority update – focus on professional reading and policy context | Positive feedback from teaching staff vs previous surveys  Positive feedback from pupils on classroom experience vs previous HGIOURs sessions | Group formed in August, with updated procedures to staff in September.  September onwards – enquiry-led approach undertaken by improvement team. (May) | Draft reviews by working group  Enquiry group – short cycle of enquiry in May and June  Positive feedback from observations, teacher and pupil surveys on teacher and pupil relationships. | Completed document to be shared by staff for remainder of session, anticipating new EDC policy. |
| **Outcomes/Expected**  **Impact** | **Tasks/Interventions** | **Measures** | **Timescale(s)** |  |  |
| Increase in number of recorded HGIOS-focused visits  Positive staff feedback and evidence of departmental planning and change based on visits | The L&T improvement team will develop approaches to support coordinated “outward looking” visits focused on L&T. | Increase in number of recorded HGIOS-focused visits  Positive staff feedback and evidence of departmental planning and change based on visits | Use planned improvement team meetings to develop calendar – use time as required to support. | Self Evaluation team reviewed this – no formal use.  Review approach for year 3 of cycle  Ask departments to feed back on outward looking activities this session |  |

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| **Section 2: Improvement Priority 2** | |
| **School/Establishment** | **Bearsden Academy** |
| **Improvement Priority 2** | **Validating self evaluation and leading improvement in the community** |
| **Person(s) Responsible** | Pupil Voice and Pupil Leadership Team – led by A Chamberlain (DHT links G Stevenson and R Higgins)  Self-Evaluation Improvement Team – led by T McCallum (DHT link P Liddle)  Leadership and Professional Learning Team – led by A McKeown (DHT link R Higgins)  Pupil Improvement Team – led by DHT (P Liddle) |

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| **NIF Priority** | **NIF Driver** | **HGIOS 4 QIs** | **EDC Service Plan 2021-24** |
| Placing the human rights and needs of every child and young person at the centre  Improvement in skills and sustained, positive school-leaver destinations for all  Choose an item. | school leadership  teacher professionalism  school improvement | QI 1.3 Leadership of Change  QI 1.1 Self evaluation for self improvement  Q! 3.3 Increasing creativity and employability | Improvement in children and young people’s mental health and wellbeing  Improvement in employability skills and sustained, positive school leaver destinations for all young people  Choose an item. |

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| **Opportunities for Leadership** | **Resource Requirements** | **Parental Engagement and Involvement** |
| Leadership of improvement teams  Continuation and development of work around pupil leadership delivered across last four sessions | Departmental time for Self Evaluation tasks  Collegiate Time reserved for professional learning opportunities  Resources for Leadership Academy days | Parental Improvement Leads within Parent Council to be developed further, and Parent Leadership pilot to continue within school. |
| **Professional Learning** | **Interventions for Equity** | **Pupil Equity Funding (PEF) Allocation** |
| Programme of professional learning based around improvement actions of staff improvement team  CLPL calendar generated by this group. | Professional learning and leadership  Employability and skills development  Research and evaluation to monitor impact | TBC |

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| **Outcomes/Expected**  **Impact** | **Tasks/Interventions** | **Measures** | **Timescale(s)** | **Update** | **Next Steps** |
| Outcomes for learners; targets; % change | Activities in Working Time Agreement, Professional Learning  Learning and Teaching interventions | What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures | What are the key dates for implementation? When will outcomes be measured? |  |  |
| Increase in tariff points gathered through leadership qualifications | Develop programme of accreditation for Ambassador roles via Leadership Award and other accreditation  (GS, PL) | SE 2.3 and 1.3 evidence from departments  Insight data over three years  Measure number of leadership opportunities and evidence/accreditation | Establishment in June based with S6.  Team to be formed in June/August to progress accreditation in S6.  Review and sharing of practice in February. | S6 booklets provided. Two training sessions with S6 complete. Completion of booklets via PSE and small group work Feb-April.  Team formed – no volunteers took on further steps. PL to revisit.  Bearsden Academy Leadership Award for S4/S5 through partnership with West College Scotland. | Embed into PSE and other times across year for new S6.  Plan for S3 involvement. |
| Attendance rates at Pupil Council and related groups | Pupil Council termly meeting programme to be developed, focusing on collaboration with Pupil Improvement Team and Ambassadors and Pupil Forum (EDC) | Records of meetings  Outcomes on pupil improvement planning | Termly meetings to be organised by GS | To be planned for second half of session (GS and JMcI to meet) |  |
| Improving QI scores indicating high quality experiences for learners | Build upon department-level Self Evaluation programme with validation exercises using pupils, staff and partners.  Departments to provide judgements at start of December based on initial evaluation work with time in December prelim diet to review, and finalise judgements in June.  Provide structure for Departmental Meetings to support.  (PL) | QI ratings across departments  SLT overview of evidence from judgement events. | Across session. Improvement Team to review across year.  Validation exercises in May 2024.  Pilot validation across term. | Interim judgements complete.  PL to meet with PTs to validate judgements. Authority feedback to be copied to PL.  Confirm validation exercise formats and share with departments. T McCallum will share PDG partner approach and standardisation with KT. | Review documents as a group before next session |
| Increasing uptake in improvement work across the school from increasing numbers of pupils | Pupil school improvement team to create improvement plan based on discussions this session.  (PL) | Documentary evidence of group including pupil improvement plan and reports | Across session. Group to be established in new term. | Initial meetings taken place. Tuesday afternoon sessions to continue across rest of session. | Improvement plan to be created for year 3 |
| **Outcomes/Expected**  **Impact** | **Tasks/Interventions** | **Measures** | **Timescale(s)** |  |  |
| Pupil feedback through HGIOURS and surveys indicates high quality learning experiences | Develop effective ways of delivering whole-session CLPL calendar including linking with L&T group and looking at SCQF level 11 requirements when designing learning opportunities.  Introduce self-learning opportunities to calendar and peer learning via skills database.  (RH) | SE 2.3 and 1.3 evidence from departments | Across session. Group to review through feedback from each CLPL session and at the end of the year. | New monthly Sway updates.  G Gold supporting English ongoing CLPL process  Shadowing planned and begins in February (DHT, PTG, PT) | Add CLPL to WTA process  Keep Sway monthly – add in blog  Offer MH 1st Aid (DP and RH)  5 sessions for PT Curriculum  Identify who might want to take this and identify who can deliver |
| Evidence of clear strategic links within Parent Council and School Leadership | Use Parent Leads from cohort 1 across school and develop Parent Leadership Cohort 2  Meet with Parent Council leads in finalising and updating improvement plan  (PL, MH) | Minutes demonstrate development of this approach.  Session review demonstrated value added via link member. | June to August 2023 (PC)  To be implemented over August-December 2023 (leadership group). | Parent group has met and produced improvement plan. Shared with parent council alongside school improvement plan.  Leadership group to look at areas within this plan at next meeting. |  |
| Improvement in feedback from teaching and support staff  Positive feedback on awareness of opportunities for pupils from pupils and parents | Termly review of key tools for communication, gathering feedback from stakeholders: Satchel One, bulletin, updates to parents (PL) | Feedback from stakeholders | Termly over session. | To be reviewed (Feb) |  |

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| **Section 2: Improvement Priority 3** | |
| **School/Establishment** | **Bearsden Academy** |
| **Improvement Priority 3** | **Increase capacity for interventions through data** |
| **Person(s) Responsible** | Tracking and monitoring team – led by DHT (M Healy)  Effective Interventions and mentoring team – led by DHT (R Higgins) |

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| **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 children and young people’s health and wellbeing  Improvement in attainment, particularly in literacy and numeracy. | curriculum and assessment  performance information  teacher professionalism | QI 3.2 Raising attainment and achievement  QI 3.1 Wellbeing, equality & inclusion  Choose an item. | Improvement in attainment in literacy  Improvement in attainment in numeracy  Closing the attainment gap between the most and least disadvantaged  Improvement in children and young people’s mental health and wellbeing |

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| **Opportunities for Leadership** | **Resource Requirements** | **Parental Engagement and Involvement** |
| School-wide involvement in leading effective use of data  Leadership through Guidance Team using intervention time for improving opportunities for pupils  Leadership around mentoring opportunities and developing partnerships | Timetable time identified for different year groups for purposes of intervention  Rooming and staffing for intervention opportunities  Collegiate time for intervention meetings | In relation to family learning-related interventions, parents would be involved in this process.  Tracking data shared more regularly with parents. |
| **Professional Learning** | **Interventions for Equity** | **Pupil Equity Funding (PEF) Allocation** |
| Continued development of use of SEEMIS packages for recording achievement  Development of mentoring approaches with partners | Early intervention and prevention  Social and emotional wellbeing  Targeted approaches to literacy and numeracy  Using evidence and data  Partnership working  Professional Learning and leadership | TBC |

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| **Outcomes/Expected**  **Impact** | **Tasks/Interventions** | **Measures** | **Timescale(s)** | **Update** | **Next Steps** |
| Outcomes for learners; targets; % change | Activities in Working Time Agreement, Professional Learning  Learning and Teaching interventions | What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures | What are the key dates for implementation? When will outcomes be measured? |  |  |
| Increase collection of data on performance of BGE pupils in Progress and Achievement | Increase expectations for BGE tracking through entering further data for pupils around levels.  (MH) | Richer data for analysis at end of cycle.  Use of shared data across departments re: levels. | Across reporting session | Implemented this session. | Survey staff on approaches to individual progress/working grade |
| Increase in number of interventions made available to pupils, and increase in overall performances based on this action. | Develop educational triage whole school group to work on effective intervention strategies using the most recent data.  Develop BGE Triage model that will run in May/June.  (RH) | Uptake from departments, pupils.  Effect prelim vs final estimate/final result | June-June | Senior Phase triage started earlier.  PT Conference held on whole school interventions  Time given to PTs to plan triage sessions | Junior phase lit+num triage (s5 peer to peer)  Parent/family involvement (time to link in with family learning team)  Identify similar schools with intervention teams to meet |
| Sustained contact between mentors and mentees  Positive feedback from mentees  Tracked and improved outcomes | Develop links between mentoring and family learning teams, and building workshops for mentees around confidence building | Uptake from departments, pupils.  Effect prelim vs final estimate/final result | June-June | S4 mentoring underway before Christmas |  |

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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 |
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