# East Dunbartonshire: Education Service

## Framework for School Improvement Planning 2024/25

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

| School Statement: Vision, Values & Aims and Curriculum Rationale |
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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

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| Session | Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years | | |
|---|---|---|---|
| | **2024/25** | **2025/26** | **2026/27** |
| **Priority 1** | **Engaging and extending learning and teaching including digital learning** | Promoting and moderating skills across the curriculum | Reviewing our rationale for learning and curriculum |
| **Priority 2** | **Expanding self evaluation and leadership across the community** | Community-led evaluation and leadership | Reviewing and looking outwards for improvement |
| **Priority 3** | **Embedding interventions and tracking for wellbeing** | Tracking new data on wellbeing and progress | Tracking for our new curriculum and pathways |

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| Section 2: Improvement Priority 1 | |
|---|---|
| School/Establishment | **Bearsden Academy** |
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| Improvement Priority 1 | Engaging and extending learning and teaching including digital learning |
| Person(s) Responsible | Learning and Teaching – Peter Liddle (SLT) and L&T team. |
| | Digital Learning – Peter Liddle (SLT), Staff Lead Luke Mitchell (Acting PT Digital Learning) |
| | Family Learning – Kirstin Donaldson (SLT), Staff Lead Janet Westwater |
| | Outdoor Learning – Ruth Higgins (SLT), Staff Lead TBC |
| | Wider Achievement – TBC (SLT) – Staff Lead Alice Chamberlain (Acting PT Wider Achievement) |
| | Skills Moderation – Ruth Higgins (SLT), Staff Leads Katherine Thomson (Literacy), Fiona Haxton (Numeracy), Ross McArthur (DYW), April Caldwell (Metaskills) |
| | STEM Nation – Ruth Higgins (SLT), Staff Lead Peter Strain (Acting PT STEM Nation award) |

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

| Opportunities for Leadership | Resource Requirements | Parental Engagement and Involvement |
|---|---|---|
| Leadership of learning within L&T groups<br>Acting PT roles leading on outdoor learning, wider achievement, digital learning, skills moderation, STEM<br>Working Teams – leadership by all staff | Development of learning and teaching online and printed resource within library. | Family learning calendar and events |
| **Professional Learning** | **Interventions for Equity** | **Pupil Equity Funding (PEF) Allocation** |
| Initial input and development work around metaskills, outdoor learning, digital learning planned in.<br>Staff CLPL opportunities planned in and CLPL group will support with more over session. | Promoting healthy lifestyles<br>High quality learning experience<br>Differentiated support<br>Professional learning and leadership | Digital Learning and Teaching role<br>Wider Achievement roles |

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| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) |
|---|---|---|---|
| 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? |
| Tracked feedback from learner groups based on enquiry-based L&T interventions.<br><br>Baseline pupil focus group feedback vs end of session. | **Learning and Teaching Improvement Team (SLT link – PL)**<br>Ensure consistent evidence of the development of learning and teaching facilitated by :<br><br>• Policy review for Learning, Teaching and Assessment– incorporating lesson structure, differentiation feedback and next steps<br>• Restructured L&T toolkit to focus on differentiation, lesson structure and enquiry<br>• Monitoring and supporting use of DM enquiry cycle tool<br>• Developing cross-departmental collaboration through learning communities | • Learner group feedback specific to interventions led within departments<br>• Increase in updates to toolkit<br>• Evidence summarised from whole school observations<br>• Evidence from BGE moderation of resources/experiences. | Policy review first term.<br><br>Toolkit update in first term.<br><br>Enquiry tool in October.<br><br>Measure via observations (December and June)<br><br>TLCs to run over year.<br><br>Evaluation via PT conferences, staff voice, observation. |
| Uptake in participation of digital tools: Satchel One, Achieve, Scholar<br><br>Tracked feedback for target groups identified by Acting PT Digital. | **Digital Learning and Teaching Improvement Team (SLT link – PL) (Acting PT: L Mitchell)**<br><br>Development of the use of digital tools<br>Develop S1-S3 BGE Family Learning resources based on initial framework<br>Development of staff capacity | • Engagement numbers for parents and pupils with Satchel One<br>• Engagement numbers for Achieve and Scholar<br>• Target group feedback. | CLPL over the first term offered by team PTs to complete evaluation<br>BGE Family Learning activity to be completed by departments |

| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) |
|---|---|---|---|
| Uptake figures, individual feedback<br><br>Tracked feedback for target group identified for events | **Family Learning Improvement Team**<br>**Learning and Teaching Improvement Team**<br>**Digital Learning and Teaching Improvement Team**<br>**Outdoor Learning Improvement Team**<br>**SLT Year Heads**<br>**Guidance Team**<br><br>• Plan and execute shared family learning calendar of engagement events fitting in with WTA events, using Eventbrite to coordinate and record<br>• Initial information gathered from improvement teams and set in calendar shared with parents.<br>• Delegated organisational responsibility to link DHTs. | Calendar of events – increased programme of events<br><br>Uptake at events – recorded via signups<br><br>Feedback from events | Initial events will be requested via Improvement Team planning day exercise.<br><br>Events then scheduled throughout year in line with WTA. |
| Tracked feedback for target group identified by group | **Outdoor Learning Improvement Team**<br><br>• Monitor OL in curriculum through nominated OL links<br>• Plan and deliver CLPL opportunities and family learning events<br>• Create pupil co-design group for feedback and improvement | Calendar of events shows continued development of practice<br><br>OL Links track number of OL events in curriculum<br><br>Pupil Focus group | Identify leads<br><br>Deliver staff and pupil sessions<br><br>Evaluation in May |

**Framework for School Improvement Planning 2024/25**

| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) |
|---|---|---|---|
| Tracked feedback for target group identified by group<br><br>Increasing number of digital badges awarded and awareness through focus group/feedback<br><br>Increase in tariff points over time from follow-through of BGE leadership award. | **Wider Achievement and Digital Award Improvement Team  (SLT link – MH)**<br>• Identify and support opportunities for achievement for targeted groups, working with PTs<br>• Creation of digital badge scheme for identifying achievement in the whole school and each subject area<br>• Provide tracking of Wider Achievement across the school, working with departments<br>• Develop leadership opportunities in S3 | Tracked feedback for target groups<br><br>Measure volume of digital badges and uptake<br><br>Tracker samples should demonstrate increasing detail and volume of updates for Wider Achievement | PT Task for digital badges – TBC<br><br>Tracking task to depts, following up from BGE intervention work - TBC |
| Tracked feedback for target groups identified by group | **Skills Moderation (Metaskills, IDL, Literacy and numeracy) SLT Link - AMcC**<br><br>• Update of curricular placemat planners for BGE incorporating metaskills, Career Education Standard<br>• Roll out of resources for classrooms on metaskills, and staff videos for sharing practice, based on metaskills bank cards.<br>• Develop curriculum/IDL rationale<br>• Plan and deliver CLPL opportunities for staff to engage with metaskills framework and support development of resources<br>• Design moderation processes for each subject area allowing evidence of skills moderation around metaskills, literacy and numeracy<br>• Pupil voice to gauge young people's understanding of metaskills | Baseline/final surveys show awareness and use across school | CLPL Sessions for all staff and parents – relationship between metaskills and WOW<br><br>Whole staff skills moderations events<br><br>Metaskills input to DMs<br><br>Measure pre/post with pupils |

| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) |
|---|---|---|---|
| Tracked feedback for target group identified by group | **STEM National Award (P Strain, Acting PT)**<br>• Schedule and provide overview of engagement in STEM learning opportunities highlighting good practice, application across departments and pupil cohorts<br>• Development of database of parental links, matching with curricular areas and use of STEM ambassadors | | Work with depts. to gather evidence<br><br>Baseline surveys via PSE |
| | **Creative Industries Award (G Breen, Acting PT)**<br>• Support development of creative industry links and events for family learning.<br>• Work with DYW and Curriculum leads to explore creative pathways across the curriculum<br>• Support collation of digital resources for individual subjects linked to Creative Industries pathways<br>• Collate digital resource of parental partners within Creative Industries to support learning within and beyond school. | | Times of tasks to be confirmed. |

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| Section 2: Improvement Priority 2 | |
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| School/Establishment | **Bearsden Academy** |
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| Improvement Priority 2 | **Expanding self evaluation and leadership across the community** |
| Person(s) Responsible | Pupil Leadership – Peter Liddle, George Stevenson (SLT), Staff Lead Jill McIntyre, Kelly O'Neill, Alice Chamberlain |
| | Self Evaluation – Peter Liddle (SLT), Staff Lead Thomas McCallum |
| | Professional Learning – Ruth Higgins (SLT), Staff Leads Tony McKeown, Clare Hamilton |
| | Parent Council and Parent Leadership – Peter Liddle, TBC (SLT) |

| 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._ |

| Opportunities for Leadership | Resource Requirements | Parental Engagement and Involvement |
|---|---|---|
| Pupil Leadership through pupil council and ambassador roles Development of leadership of change through SE/Imp planning Leadership pathway in Professional Learning programme Parent Leadership group | Booklets and time to support Ambassadors being accredited | Parent leadership and Council action planning Parent layer in Self Evaluation/Improvement Planning |
| **Professional Learning** | **Interventions for Equity** | **Pupil Equity Funding (PEF) Allocation** |
| Professional learning calendar and process for sharing all types of learning Opportunities for learning and sharing practice built into PT Meeting calendar and CLPL calendar | Engaging beyond the school Partnership working Professional learning and leadership | Creative learning and teaching PT |

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| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) |
|---|---|---|---|
| Outcomes for learners; targets; % change | Activities in Working Time Agreement, Professional Learning<br>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? |
| % of pupils who can say they have been directly involved in consultation – august and May<br><br>Increase in L6 accreditation for leadership | **Pupil Leadership Improvement Team (GS, MH (S6), PL)**<br><br>• Continue development of ambassadors programme including increased uptake of accreditation and sharing of practice<br>• Link with Wider Achievement Team's BGE Leadership award to articulate opportunities from S1-S6<br>• Create Pupil Improvement Team plan based on existing feedback from Big Ideas and surveys<br>• Implement Pupil Parliament with Pupil Council/Pupil Improvement Team and link with My Rights, My Choices forum in East Dunbartonshire<br>• Continue journey of Rights Respecting School including attending UNCRC events | Level of involvement, measured through consultation<br><br>Minutes of meetings for pupil councils/improvement teams<br><br>Gold status RRS award. | Survey of staff and school community<br><br>BGE leadership award meetings over year – measure uptake<br><br>Establish pupil improvement team – September<br><br>Establish pupil council sessions- October to December |
| Increased number of VG/E judgements including VSE collaboration and judgement. | **Self Evaluation Improvement Team**<br><br>• Review overall feedback from year 2 improvement work<br>• Update QA guides with new evidence<br>• Promote and monitor use of HGIOURS focus groups, sharing best practice<br>• Create and promote outward-looking task for use in Quality Assurance: "How do others do this? Why do we do it this way?" | Interim and final judgements over session<br><br>VSE judgements<br><br>Focus group feedback. | Interim -December<br><br>Final – June<br><br>VSE – May/June |

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| | **Professional Learning Improvement Team (SLT Link – RH)**<br><br>• deliver an updated suite of opportunities for staff to engage in CLPL through our calendar of teachers sharing good practice and pedagogy<br>• co-ordinate the aspiring leadership programme and evaluate its impact – building teachers capacity in leadership<br>• publish monthly Sways, sharing professional learning opportunities, professional reading and reflections<br>• Co-ordinate and host BA's very own Learning Festival | | Start of month(s) – Sway updates and introduction of shadowing programme<br><br>26/11 – PT meeting with CLPL focus<br><br>28/04 PT meeting with CLPL focus<br><br>06/05 Bearsden Academy learning festival |
| | **Parent Council and Parent Leadership Group (MH, PL)**<br><br>• Create visual resources to aid parents in understanding school routines<br>• Use whole school improvement planning to add "parent layer" before final actions agreed | | Parent layer version of improvement plan to be shared – June 2024<br><br>Parent consultation groups to be shared with leads – August 2024<br><br>Partners to be contacted in relation to relevant roles (e.g. business breakfasts) – over session |

# East Dunbartonshire: Education Service

## Framework for School Improvement Planning 2024/25

| Section 2: Improvement Priority 3 | |
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| School/Establishment | Bearsden Academy |
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| Improvement Priority 3 | Embedding interventions and tracking |
| Person(s) Responsible | Tracking and Reporting – TBC (SLT)<br>Wellbeing and Attendance – George Stevenson (SLT)<br>Positive Relationships policy – Peter Liddle, George Stevenson (SLT)<br>Effective Interventions – Ruth Higgins (SLT), Staff Lead Anthony Murray<br>Plurilingualism – Ruth Higgins (SLT), Staff Lead TBC |

| NIF Priority | NIF Driver | HGIOS 4 QIs | EDC Service Plan 2021-24 |
|---|---|---|---|
| Closing the attainment gap between the most and least disadvantaged children<br>Improvement in children and young people's health and wellbeing<br>Improvement in attainment, particularly in literacy and numeracy. | curriculum and assessment<br>performance information<br>teacher professionalism | QI 3.2 Raising attainment and achievement<br>QI 3.1 Wellbeing, equality & inclusion<br>Choose an item. | Improvement in attainment in literacy<br>Improvement in attainment in numeracy<br>Closing the attainment gap between the most and least disadvantaged<br>Improvement in children and young people's mental health and wellbeing |

| Opportunities for Leadership | Resource Requirements | Parental Engagement and Involvement |
|---|---|---|
| Strategic lead role<br>Leadership via Guidance on Wellbeing and attendance<br>Mentoring leadership | Timetable time for triage programme<br>Resourcing of readiness hub | Engagement around positive relationships policy<br>Delivery of tracking and reporting data |
| **Professional Learning** | **Interventions for Equity** | **Pupil Equity Funding (PEF) Allocation** |
| CIRCLE framework training<br>Development of approaches to wellbeing<br>Attendance policy learning/discussion | Social and emotional wellbeing<br>Early intervention and prevention<br>Promoting a high quality learning experience<br>Partnership working | Digital learning and teaching<br>Pluralingualism |

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| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) |
|---|---|---|---|
| Outcomes for learners; targets; % change | Activities in Working Time Agreement, Professional Learning<br>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 number of pupils moving form 9/8/7 to >7 in tracking after October and January | **Tracking and Reporting Improvement Team**<br><br>• Develop tracking of data outside of established class and department tracking to support equity and attainment – use research/enquiry to form areas of focus | Tracking data shared with all<br>Update on numbers moving between 987 and pass. | Tracking dates<br><br>Expanded focus TBC |
| Improvements in nurture-based approached within class noted through observation<br><br>Reduction in latecoming and observable change in readiness e.g. uniform. | **Wellbeing and Attendance**<br>• Implement CIRCLE framework training<br>• Introduce readiness hub in conjunction with new attendance policy (planned into Guidance DIP) and ensure a nurturing environment for young people<br>• Review Mental Health and Wellbeing Strategy from EDC and implement in school (planned into Guidance DIP) | Observations record use of CIRCLE framework within classrooms<br><br>Uptake with readiness hub and increase in attendance/reduction in latecoming each month. | CIRCLE training – inset day 1 |

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| Awareness and consistent use of policy across school<br><br>Feedback from stakeholders | **Positive Relationships Policy (PL)**<br><br>• Implement new EDC policy through a range of professional learning opportunities, and information sharing to stakeholders.<br>• Use consultative opportunities to inform Bearsden Academy policy<br>Inform practice via CIRCLE training input | | Share for comment – TBC<br><br>Guidance DM – Develop into practice – TBC<br><br>SLT and Guidance joint meeting – implementation of policy - TBC |
| Increase in leadership opportunities related to intervention for S6 pupils<br><br>Increase in intervention-related events in calendar, parent and pupil participation<br><br>Increase in number of active mentor meetings across session | **Effective Interventions Improvement Team – lead SLT RH**<br><br>• Run a series of parent intervention sessions – SQA events, based on transition, tracking and wellbeing data.<br>• Utilise S6 ambassadors for delivery of interventions, building on success in some areas of school<br>• Speak to Principal Teachers about use of ambassadors for triage<br>• Evaluate last 2 years of triage programme<br>• Review mentoring approach in year three | Increase in intervention-related events in calendar, parent and pupil participation<br><br>Increase in number of active mentor meetings across session | Wellbeing assemblies – S456 November and December<br><br>S6 Ambassador programme<br><br>SQA information evening - September<br><br>PT Meeting – use of ambassadors for triage<br><br>Triage programme (based on tracking dates)<br><br>Mentoring (starting after September weekend) |
| Increase in attainment for EAL pupils across all measures<br><br>Increase in access to accreditation not based on English assessments<br><br>Increase in ESOL and related qualifications based around need | **Plurilingualism hub – Lead SLT AMcC**<br><br>• Develop Plurilingualism strategy based around hub and role profile of PEF post | To be determined by post – pre- and post-measured focused on target EAL groups. | |

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| **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 |
| Equitable access to qualifications for plurilingual learners. | • Wider understanding of literacy and language acquisition for plurilingual learners<br>• Interventions for Equity Map<br>• Exploration of Qualifications relating to<br>• Plurilingual learners and Partnerships<br>• Family learning activities exploring Mother Tongue and opportunities for accreditation | Strategic Lead Role Plurilingualism<br><br>Point 6 FTE – £14,600 | As Role profile<br>Key stakeholder voices<br>Contextual observations<br>Cluster Collaboration | 1 year - 4 intervals within academic session | |
| Understanding of Plurilingual Journey 3-18 | • As per Strategic Lead Role Profile Plurilingualism<br>• Cluster working<br>• Identification/tracking of<br>• literacy and language<br>• acquisition for plurilingual<br>• learners<br>• Cluster workshops – Child's<br>• language Journey<br>• Celebration of Mother Tongue<br>• HE/FE Engagement | As per Strategic Lead<br><br>• Cluster Working<br>• Cluster Visits<br>• Cluster Contextual observations | As Role profile<br>Key stakeholder voices<br>Contextual observations<br>Cluster Collaboration | 1 year - 4 intervals within academic session | |
| Plurilingual Hub | | Space & Hardware - £5,000 | As Role profile | | |

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| | • Access to Tech specific tools supporting access to language.<br>• Work with LA ICT to support | | Key stakeholder voices<br>Contextual observations<br>Cluster Collaboration | 1 year - 4 intervals within academic session | |
| PT Digital Learning & Teaching | • Digital Literacy<br>• Coordiantion of Digital Learning Tools and Qualifications.<br>• YAAS<br>• Extended role profile available. | £5,186 | As Role profile<br>Key stakeholder voices<br>Contextual observations<br>Cluster Collaboration | 1 year - 4 intervals within academic session | |
| PT Creative Learning & Teaching | • Creative literacy Across curriculum<br>• Coordination, of experiences linked to Hayward…<br>• Family Learning opportunities<br>• Skills progression BGE | £5,186 | As role profile<br>Key stakeholder voices<br>Contextual observations<br>Cluster Collaboration | 1 year - 4 intervals within academic session | |
| PT Wider Achievement & Digital Awards | As per Role Profile<br>BGE Leadership Award | £5186 | As Role Profile<br>Key stakeholder voices<br>Contextual observations<br>Cluster Collaboration | 1 Year -- 4 intervals within academic session | |
| Creative Wellbeing & Leadership | As per Role Profile<br>Creative Wellbeing Classes building on pilot 23/24 | £5.186 | As Role Profile<br>Key stakeholder voices<br>Contextual observations<br>Cluster Collaboration | 1 Year - - 4 intervals within academic session | |