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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/%3Aw%3A/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 AchievementProfessional 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 childrenChoose an item.Choose an item. | teacher professionalismparent / carer involvement and engagementcurriculum and assessment | QI 2.3 Learning, Teaching & AssessmentQI 2.5 Family LearningQI 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 teamsActing 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 programmeResearch 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 LearningLearning 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 timePositive 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 involvedEvidence 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 DHTMay – 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 staffDevelop 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 departmentA 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 AugustReview points with Family Learning Improvement Team – November and MarchSatchel 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-inSharing practice eventPupil groupsChallenge question activity |
| Quality assurance judgements of evidence on moderation are judged very good/excellentImprovement 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/numeracyLiteracy delivered via metaskills input in S2/S3 | K Thomson to provide 3x dropin moderation eventsF 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 schoolDevelop 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 surveysPositive 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 groupEnquiry group – short cycle of enquiry in May and JunePositive 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 centreImprovement in skills and sustained, positive school-leaver destinations for allChoose an item. | school leadershipteacher professionalismschool improvement | QI 1.3 Leadership of ChangeQI 1.1 Self evaluation for self improvementQ! 3.3 Increasing creativity and employability | Improvement in children and young people’s mental health and wellbeingImprovement in employability skills and sustained, positive school leaver destinations for all young peopleChoose an item. |

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| **Opportunities for Leadership**  | **Resource Requirements** | **Parental Engagement and Involvement** |
| Leadership of improvement teamsContinuation and development of work around pupil leadership delivered across last four sessions  | Departmental time for Self Evaluation tasksCollegiate Time reserved for professional learning opportunitiesResources 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 teamCLPL calendar generated by this group. | Professional learning and leadershipEmployability and skills developmentResearch 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 LearningLearning 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 departmentsInsight data over three yearsMeasure 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 meetingsOutcomes 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 departmentsSLT 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 processShadowing planned and begins in February (DHT, PTG, PT) | Add CLPL to WTA processKeep Sway monthly – add in blogOffer MH 1st Aid (DP and RH)5 sessions for PT CurriculumIdentify 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 2Meet 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 staffPositive 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 childrenImprovement in children and young people’s health and wellbeingImprovement in attainment, particularly in literacy and numeracy. | curriculum and assessmentperformance informationteacher professionalism | QI 3.2 Raising attainment and achievementQI 3.1 Wellbeing, equality & inclusionChoose an item. | Improvement in attainment in literacyImprovement in attainment in numeracyClosing 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 dataLeadership through Guidance Team using intervention time for improving opportunities for pupilsLeadership around mentoring opportunities and developing partnerships | Timetable time identified for different year groups for purposes of interventionRooming and staffing for intervention opportunitiesCollegiate 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 achievementDevelopment of mentoring approaches with partners | Early intervention and preventionSocial and emotional wellbeingTargeted approaches to literacy and numeracyUsing evidence and dataPartnership workingProfessional 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 LearningLearning 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 interventionsTime 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 menteesPositive feedback from menteesTracked 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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