

Bearsden Academy

Improvement Plan Draft 2024-2025 – Parent/Carer Version

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](#)

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| Priority 1 | Engaging and extending learning and teaching including digital learning |
| Priority 2 | Expanding self evaluation and leadership across the community |
| Priority 3 | Embedding interventions and tracking |

What do I do with this plan?

- Read through our plan to get an idea of the planned work for next session. Different Improvement Teams will be aiming to take forward changes to support a meaningful, high quality and effective experience for young people.
- In areas of improvement that you feel you may be interested in being consulted on, please put your name forward to be part of the consultation group using the links below
- In areas of improvement that you believe you can contribute to as a school partner, please put your name forward as a partner. This may be in researching, linking with business, delivering sessions, providing expert support, etc – any role where you would contribute to the opportunities for young people in the school. This will be picked up by the Improvement Team leads. Acting PT of Developing the Young Workforce and DHT of Curriculum.

Examples of consultation roles:

- Taking part in pre- and post- surveys around awareness of/involvement in a whole school initiative e.g. digital tools for learning at home, outdoor learning
- Taking part in a short Teams call to discuss an area of policy or practice to get the views of parents and carers
- Attending a discussion panel or meeting in school around an area of our improvement – e.g. meeting to discuss next steps for parental involvement in leadership
- Offering to sense-check or “jargon-proof” documents the school is sharing to ensure that they are timely, make sense and have an impact for parents and carers

Examples of partnership:

- Speaking to parents/carers or pupils on an area of expertise linked to the curriculum
- Extended the experience of staff or pupils through in-house professional learning or events led by parents and carers with expertise in an area of improvement
- Meeting with groups of pupils around a partnership need based on industry – e.g. meeting with potential applicants to Medicine, Engineering, apprenticeships etc.
- Providing links to business for mentorship, visits, work experience, resources, etc.

We welcome involvement from all parents and carers. Please respond the start of our new session in August.

[Click here to sign up for an Improvement Team consultation group](#)

[Click here to sign up as a school partner](#)

| Priority 1 | | Engaging and extending learning and teaching including digital learning | |
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| Improvement Actions | | Why is this a priority? | Parent/carers actions |
| <p>Learning and Teaching Improvement Team</p> <p>Ensure consistent evidence of the development of learning and teaching facilitated by :</p> <ul style="list-style-type: none"> Policy review for Learning, Teaching and Assessment– incorporating lesson structure, differentiation feedback and next steps Restructured L&T toolkit to focus on differentiation, lesson structure and enquiry Monitoring and supporting use of DM enquiry cycle tool Developing cross-departmental collaboration through learning communities | | <p>Learning and teaching is at the core of what we do. Effective teacher efficacy in the classroom is the single most powerful tool in raising attainment within the school (see John Hattie's visible learning meta-analysis research)</p> <p>Consistent learning and teaching supports more effective interventions.</p> <p>National policy highlights the importance of collaborative enquiry as a tool for improving outcomes for young people (National Model for Professional Learning)</p> | <p>Parents and carers can join the L&T consultation group. This will meet online via Teams over the session to discuss the Team's progress and ask for feedback.</p> <p>Parents/carers may also wish to contribute their own expertise around learning and collaboration by volunteering as a school partner.</p> <p>Learning and teaching will be highlighted within Family Learning events for parents.</p> |
| <p>Digital Learning and Teaching Improvement Team</p> <ul style="list-style-type: none"> Development of the use of digital tools for homework and supporting learning Develop BGE family learning resources Develop staff capacity through CLPL programme | | <p>The Service Plan for East Dunbartonshire highlights ongoing evaluation of using digital tools to support learning.</p> <p>As a school, we have met with success with digital tools such as Teams, Achieve, Satchel One and Achieve.</p> <p>We want to make these even more effective, and look at the use of digital tools across the school, as well as the skills gap for pupils with different tools that they may need across their school experience.</p> <p>We will also use digital tools to share more about supporting learning at home.</p> | <p>Parents and carers can join the digital learning consultation group. This will meet online via Teams over the session to discuss the Team's progress and ask for feedback.</p> <p>Parents/carers may also wish to contribute their own expertise around digital learning by volunteering as a school partner.</p> <p>Parents/carers will be invited to a family learning event (proposed for 2nd September) supporting use of digital tools for learning.</p> |
| <p>Family Learning Improvement Team</p> <ul style="list-style-type: none"> Plan and execute shared family learning calendar of engagement events fitting in with Working Time Agreement events, using Eventbrite to coordinate and record | | <p>We wish to ensure that we have a coordinated approach to events that can benefit families.</p> <p>Thinking about the benefits to families and young people, we also wish to prioritise the use of school and family time for the most important inputs that will help young people.</p> | <p>Families will be able to attend events</p> <p>Parents and carers can join the family learning consultation group. This will meet online via Teams over the session to discuss the Team's progress and ask for feedback.</p> <p>Parents/carers may also wish to contribute their own expertise around family learning by volunteering as a school partner.</p> |

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| <p>Outdoor Learning Improvement Team</p> <ul style="list-style-type: none"> • Monitor OL in curriculum through nominated OL links • Plan and deliver CLPL opportunities and family learning event • Create pupil co-design group for feedback and improvement | <p>We want to continue our journey in creating interesting, innovative opportunities to learn outdoors for all young people.</p> <p>We want pupils to be involved in this process alongside partners and parents.</p> | <p>Parents and carers can join the outdoor learning consultation group.</p> <p>This will meet online via Teams over the session to discuss the Team's progress and ask for feedback.</p> <p>Parents/carers may also wish to contribute their own expertise around outdoor learning by volunteering as a school partner.</p> <p>There will be a Family Learning event around outdoor learning allowing families to experience some of the aspects of the OL curriculum.</p> |
| <p>Wider Achievement and Digital Award Improvement Team</p> <ul style="list-style-type: none"> • Identify and support opportunities for achievement for targeted groups, working with PTs • Creation of digital badge scheme for identifying achievement in the whole school and each subject area <p>Provide tracking of Wider Achievement across the school, working with departments</p> | <p>Identifying wider achievement helps the school focus on where learners' skills lie and what next steps are most appropriate.</p> | <p>Parents and carers can join the wider achievement consultation group.</p> <p>This will meet online via Teams over the session to discuss the Team's progress and ask for feedback.</p> <p>Parents/carers may also wish to contribute their own expertise around wider achievement by volunteering as a school partner.</p> |
| <p>Skills Moderation (Metaskills, IDL, Literacy and numeracy)</p> <ul style="list-style-type: none"> • Update of curricular planners for BGE incorporating metaskills, Career Education Standard • Roll out of resources for classrooms on metaskills, and staff videos for sharing practice, based on metaskills bank cards. • Plan and deliver CLPL opportunities for staff to engage with metaskills framework and support development of resources • Design moderation processes for each subject area allowing evidence of skills moderation around metaskills, literacy and numeracy • Pupil voice to gauge young people's understanding of metaskills | <p>Metaskills are a key part of understanding the skills for life, learning and work that are needed when young people enter the world of work.</p> <p>Seeing this in every day learning is an important part of identifying next steps for young people.</p> | <p>Parents and carers can join the metaskills and DYW consultation group.</p> <p>This will meet online via Teams over the session to discuss the Team's progress and ask for feedback.</p> <p>Parents/carers may also wish to contribute their own expertise around metaskills and DYW by volunteering as a school partner.</p> |

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| <p>STEM National Award</p> <ul style="list-style-type: none"> • Schedule and provide overview of engagement in STEM learning opportunities highlighting good practice, application across departments and pupil cohorts • Development of database of parental links, matching with curricular areas and use of STEM ambassadors | <p>Bearsden Academy has many pupils who excel in Science, Technology, Engineering and Maths, going on to positive and diverse opportunities after school, and participating in many opportunities within the school in class and within extra-curricular activities.</p> <p>To further this, the school will aim to achieve the STEM Nation award.</p> | <p>Parents and carers can join the STEM consultation group.</p> <p>This will meet online via Teams over the session to discuss the Team's progress and ask for feedback.</p> <p>Parents/carers may also wish to contribute their own expertise around STEM by volunteering as a school partner.</p> <p>Family events around STEM Nation will be part of the planning for this session.</p> <p>Parent links are gathered in relation to STEM partners.</p> |
| <p>Creative Industries Award</p> <ul style="list-style-type: none"> • Schedule and provide overview of engagement in Creative Industries learning opportunities highlighting good practice, application in relevant departments, cross contextual experiences and across pupil cohorts • Analysis of effective use of creative learning skills and tools in promoting and cross-referencing creative industries skills pathways for learners. • Support development of creative industry links and events for family learning. • Work with DYW and Curriculum leads to explore creative pathways across the curriculum • Support collation of digital resources for individual subjects linked to Creative Industries pathways • Collate digital resource of parental partners within Creative Industries to support learning within and beyond school. | <p>The Creative Industries play a key part in the success of the UK economy. The skills the pupils develop through creativity underpin their work across all aspects of the curriculum.</p> <p>The Creative Industries award recognises this and allows pupils to celebrate their abilities in creativity.</p> | <p>Parents and carers can join the Creative Industries consultation group.</p> <p>This will meet online via Teams over the session to discuss the Team's progress and ask for feedback.</p> <p>Parents/carers may also wish to contribute their own expertise around Creative Industries by volunteering as a school partner.</p> |

| Priority 2 | | Expanding self evaluation and leadership across the community | |
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| Improvement Actions | | Why is this a priority? | Parent/carer actions |
| <p>Pupil Leadership Improvement Team</p> <ul style="list-style-type: none"> Continue development of ambassadors programme including increased uptake of accreditation and sharing of practice Link with Wider Achievement Team's BGE Leadership award to articulate opportunities from S1-S6 Create Pupil Improvement Team plan based on existing feedback from Big Ideas and surveys, and implement Pupil Parliament with Pupil Council/Pupil Improvement Team and link with My Rights, My Choices forum in East Dunbartonshire Continue journey of Rights Respecting School including attending UNCRC events | | <p>The school has found great success in promoting leadership opportunities for young people. Many young people have engaged in opportunities to become Ambassadors for areas of the school including curricular subjects and wellbeing. Many have now been accredited with leadership awards for doing this and we would like to continue to grow this opportunity in S6 and in the Broad General Education (S1-S3)</p> <p>We wish to expand participative activities around improvement and rights –in line with our existing work on Rights Respecting Schools.</p> | <p>We will update parents on the work of pupil leaders across the session.</p> <p>We will ask for feedback on leadership opportunities from parents through surveys across the session.</p> |
| <p>Self Evaluation Improvement Team</p> <ul style="list-style-type: none"> Review overall feedback from year 2 improvement work Update QA guides with new evidence Promote and monitor use of HGIOURS focus groups, sharing best practice | | <p>Self Evaluation is the process of the school looking at the quality of the work we do.</p> <p>Our processes across the school let us see where improvements are needed, and provide us with a clear overview of our next steps. This includes feedback from many groups such as parents, pupils and staff.</p> | <p>We will consult with parents through processes built into evaluation and improvement planning across the session.</p> |
| <p>Professional Learning Improvement Team</p> <ul style="list-style-type: none"> deliver an updated suite of opportunities for staff to engage in CLPL through our calendar of teachers sharing good practice and pedagogy co-ordinate the aspiring leadership programme and evaluate its impact – building teachers capacity in leadership publish monthly Sways, sharing professional learning opportunities, professional reading and reflections Co-ordinate and host BA's very own Learning Festival | | <p>Professional learning underpins improvements to learning and teaching and curriculum.</p> <p>To deliver opportunities, we are always looking at accessible ways for staff to access professional learning at the right time and place to have an impact on learning.</p> <p>This also includes a focus on shadowing, allowing our staff to upskill by looking at new roles within the school.</p> | <p>Parents and carers can join the Professional Learning consultation group. This will meet online via Teams over the session to discuss the Team's progress and ask for feedback.</p> <p>Parents/carers may also wish to contribute their own expertise around Professional Learning by volunteering as a school partner.</p> |

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| <p>Parent Council and Parent Leadership Group</p> <ul style="list-style-type: none"> • Create visual resources to aid parents in understanding school routines • Use whole school improvement planning to add “parent layer” before final actions agreed | <p>Following from the parent leadership groups over the last two sessions, we will look to focus on “parent layer” activities wherever possible to support the views of the Parent Forum in the work that the school carries out.</p> | <p>Parents/carers will be able to join the parent council, pupil leadership group or use parent layer activities to feed back to the school.</p> |
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| Priority 3 | | Embedding interventions and tracking | |
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| Improvement Actions | Why is this a priority? | Parent/carer actions | |
| <p>Tracking and Reporting Improvement Team</p> <p>Develop tracking of data outside of established class and department tracking to support equity and attainment – use research/enquiry to form areas of focus</p> | <p>We wish to continue to provide interventions on the best data about attainment and match that against what else we know can be barriers to young people. This allows better targeting of support and will improve outcomes across the school.</p> | <p>Parents and carers can join the tracking consultation group. This will meet online via Teams over the session to discuss the Team's progress and ask for feedback.</p> <p>Parents/carers may also wish to contribute their own expertise around tracking by volunteering as a school partner.</p> | |
| <p>Wellbeing and Attendance</p> <ul style="list-style-type: none"> Implement CIRCLE framework training Introduce readiness hub in conjunction with new attendance policy (planned into Guidance DIP) and ensure a nurturing environment for young people Review Mental Health and Wellbeing Strategy from EDC and implement in school (planned into Guidance DIP) | <p>Wellbeing and attendance are crucial factors for attainment.</p> <p>We want to match in the every day work of the school to support young people attending and being successful every day through a nurturing approach across the school.</p> | <p>Parents and carers can join the wellbeing consultation group. This will meet online via Teams over the session to discuss the Team's progress and ask for feedback.</p> <p>Parents/carers may also wish to contribute their own expertise around wellbeing by volunteering as a school partner.</p> | |

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| <p>Effective Interventions Improvement Team</p> <ul style="list-style-type: none"> • Run a series of parent intervention sessions – SQA events, based on transition, tracking and wellbeing data. • Utilise S6 ambassadors for delivery of interventions, building on success in some areas of school • Speak to Principal Teachers about use of ambassadors for triage • Evaluate last 2 years of triage programme • Review mentoring approach in year three | <p>Building on our work in supporting those in Senior Phase with triaged opportunities for support, we will look at more data to inform including wellbeing and transition data.</p> <p>Family events will be used to provide intervention – support that moves on the learning for young people.</p> <p>We also want to build on our success using S6 pupils as ambassadors to deliver support – this is helping improve the outcomes for young people across the school.</p> | <p>Parents and carers can join the interventions consultation group. This will meet online via Teams over the session to discuss the Team's progress and ask for feedback.</p> <p>Parents/carers may also wish to contribute their own expertise around interventions by volunteering as a school partner.</p> <p>Family learning events will support parent interventions across the session.</p> |
| <p>Positive Relationships Policy</p> <ul style="list-style-type: none"> • Implement new EDC policy through a range of professional learning opportunities, and information sharing to stakeholders. • Use consultative opportunities to inform Bearsden Academy policy <p>Inform practice via CIRCLE training input</p> | <p>The Local Authority has a focus on updating policies in relation to positive relationships in school, leading to a positive ethos and atmosphere in all classrooms.</p> <p>In BA, we will work to make this relevant and clear to all involved with the school.</p> | <p>Parents/carers will be consulted on the school policy as it nears completion.</p> |
| <p>Plurilingualism hub</p> <p>Develop Plurilingualism strategy based around hub and role profile of PEF post</p> | <p>Creating a hub to look at plurilingual resources and methodologies for teaching will support pupils with English as an Additional Language, and allow the school to deliver effectively for pupils where language becomes a barrier to achievement.</p> | <p>Parents and carers can join the consultation group. This will meet online via Teams over the session to discuss the Team's progress and ask for feedback.</p> <p>Parents/carers may also wish to contribute their own expertise around plurilingualism by volunteering as a school partner.</p> <p>Family learning events will support across the session.</p> |