



## Bearsden Academy

### Standards and Quality Report 2018



## Vision, Values and Aims of Bearsden Academy

### Our Community Vision

Bearsden Academy: Committed to excellence by working together to be all we can be

### Our Community Values



**Supporting Rationale:** 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.



## Standards and Quality Report

### Context of the school:

#### School Context

Bearsden Academy is a non-denominational secondary school set within a suburb of Glasgow. Our school community has consistently supported high achievement across all year groups. Through our improvement planning and our vision, values and aims, we are committed to supporting and challenging all members of our school community to become successful learners, confident individuals, responsible citizens and effective contributors. The high standards maintained by the school have led to sustained progress in raising attainment across national measures.

Parents, pupils, staff and community partners feed into the improvement planning and self-evaluation process of the school. As a result, there is a clear, sustained effective strategy for improving learning and teaching, increasingly focussed on the key priorities identified in the National Improvement Framework.

The school community celebrates success across every subject, through awards ceremonies, praise referrals and showcasing success in our newsletters. We also track and celebrate wider achievement, and recently piloted a digital system with S1 for tracking wider achievement.

The roll of our school is approximately 1232 with a staffing complement of 134 that includes a Senior Management Team of 6, with 18 Principal Teachers (Curriculum) and a Pupil Support Team of 9 Principal Teachers. Our school Business Support Manager leads a team of support staff who work hard to assist us in delivering our aims, through their participation in self-evaluation activities resulting in the production of a Support Staff Improvement Plan. We have established and continue to foster strong links with parents and we are ably supported by an active Parent Council who contributes knowledgeably to the development of school policies, notwithstanding their own parental improvement plan. We also benefit from the work of our Parent Teacher Association which was re-formed in session 2009 – 2010 and which provides significant financial support to clubs and activities across the school. Our young people gain from our engagement with a wide variety of supportive partner agencies which complement our provision and support us on our journey as we strive to get it right for every child by developing Bearsden Academy's Young Workforce.

There is a highly positive ethos in the school as we work as a community to deliver our vision statement: which wholly reflects our community values: ***Bearsden Academy: Committed to Excellence by working together to be all we can be.*** As a Rights Respecting School, we aim to ensure that our pupils are aware both of their right to be supported and challenged to full potential and of their responsibility to actively participate. Our vision permeates our school improvement planning agenda and is delivered with the support of all community stakeholders and importantly, facilitating opportunities to afford pupils a voice in school improvement.

The purpose-built Bearsden Academy building, opened in August 2009, provides excellent opportunities for pupils to benefit from a wide range of dynamic and motivating learning and teaching approaches. Improved resources within the building have impacted positively on learners' experiences and continue to provide greater access to digital technologies. Pupils work in a bright and positive environment.

The Self-evaluation Team has worked effectively to deliver the self-evaluation agenda and implement consistent and systematic approaches to quality assurance. A variety of strategies have been employed across the whole school community enabling us to direct and sustain our concentration on specifically identified areas of focus for improvement. In October of 2016, our school was inspected by a team from Education Scotland and received highly positive feedback across a number of areas. In particular, our own self-evaluation processes were affirmed by the findings of the inspection team indicating that we know our school well and have a clear vision for improvement.

**The inspection team found the following key strengths:**

- **Friendly, articulate and polite young people who contribute actively to the school and wider community.**
- **The head teacher's leadership of improvement and change.**
- **The active contribution of all staff to the very positive climate for learning.**
- **The outstanding attainment in S4 to S6.**
- **The impact of self-evaluation on young people's experiences and achievements.**
- **The strong sense of partnership between all members of the school community.**

**School priority 1: Leadership for closing the gap**

NIF Priority  
Closing the attainment gap between the most and least disadvantaged children;

NIF Driver  
SL : School Leadership  
TP: Teacher Professionalism  
SI: School Improvement

HGIOS4 QIs  
1.3 Leadership of Change

**Progress and impact:**

We have engaged our school community via a tri-partite group to enable us to manage PEF spending and awareness.

We have switched to whole school, department-led HGIOS 4 evaluation across the main QIs.

We have engaged all teachers in preparation for, and engagement with, practitioner enquiry. Departments have planned enquiry using the Attainment Challenge's focus on the EEF toolkit.

**Next Steps:**

We will continue to engage teachers in an enquiry-minded way, through professional learning communities. We will link new voluntary CPD to the GTCS standards for middle and teacher leadership, utilising SCEL in delivery.

**School priority 2: Learning, Teaching and assessment**

NIF Priority  
Improvement in attainment, particularly in literacy and numeracy;

NIF Driver  
SL : School Leadership  
AOC: Assessment of Children's Progress  
PE: Performance Information

HGIOS4 QIs  
2.3 Learning, Teaching and Assessment  
3.2 Raising attainment and achievement

**Progress and impact:**

We have introduced standardised testing and will be in a position to begin using data to benefit pupils.

We have engaged with a shared cross-departmental approach to literacy and numeracy, by looking at benchmarks that affect progress in later courses, sharing this information across the school and developing a strategy to move forward with literacy and numeracy.

We have implemented the use of reading and numeracy recovery with targeted groups, with measurable results.

We have introduced and integrated IDL into a wider whole-school approach to literacy and numeracy.

We have built an equity tracker which has been used for literacy and numeracy tracking.

We have introduced digital homework with a positive uptake across some classes.

We have introduced digital papers with a positive uptake in SQA exams.

We have introduced an early session CPD calendar to benefit new staff and NQTs.

**Next Steps:**

Continue the development of a literacy and numeracy strategy  
Instigate further change in digital assessment by engaging with Digital Learning and Teaching group  
Continue developments in CPD with new middle/teacher leadership courses.  
Engage parents with digital tools.

**School priority 3: Getting it right for every child**

NIF Priority  
Improvement in children and young people's health and wellbeing;

NIF Driver  
SL : School Leadership  
PE: Parental Engagement  
SI: School Improvement

HGIOS?4 QIs  
3.1 Ensuring wellbeing, equality and inclusion

**Progress and impact:**

Re-introduced pupil councils with new S2/3/4 councils meeting – this will allow the development of a pupil parliament, integrating the work carried out with pupil voice in the last three years.  
Introduced mindfulness training for staff to be cascaded to pupils via PSE and primary links.  
Begun to develop family learning/parental engagement strategies. Created learning spaced suitable for family learning via nurture/wellbeing.  
Introduced Growth Mindset via cluster work, whole staff meeting, self evaluation exercise and research trip.  
Audit has formed basis for next steps.

**Next Steps:**

Develop pupil parliament in line with HGIOURS documents and pupil participation document.  
Cascade mindfulness to staff and pupils via PSE and primary link.  
Form Family Learning Implementation Group to kick start approached to family learning.  
Provide time for PTs to form actions plans for Growth Mindset. Schedule times for mentor meetings for pupils.  
Revisit vision/values/aims with parents, pupils and staff.

**School priority 4: Developing the young workforce**

NIF Priority  
Improvement in employability skills and sustained, positive school leaver destinations for all young people.

NIF Driver  
SL : School Leadership  
TP: Teacher Professionalism  
PE: Parental Engagement

HGIOS?4 QIs  
3.1 Ensuring wellbeing, equality and inclusion  
3.2 Raising attainment and achievement

**Progress and impact:**

Created use of career standards in registration via observations of registration classes.

Introduced to all staff.

Second business breakfast event forming links with creative industries.

**Next Steps:**

Form further links with parents and business

Career standards to be planned into curriculum.

**Key priorities for improvement planning 2017-18**

<b>No</b>	<b>Improvement Priority</b>	<b>Target</b>
<b>1</b>	Leadership for closing the gap	Increase teacher engagement in leadership of practice
<b>2</b>	Learning, Teaching and assessment	Raise attainment through learning, teaching and tracking progress
<b>3</b>	Getting it right for every child	Increase engagement with the community to improve learning, equity and wellbeing
<b>4</b>	Developing the young workforce	Improve approaches to fostering employability to sustain positive destinations

## What is our capacity for continuous improvement?

NIF quality indicators

Quality indicator	School self-evaluation
1.3 Leadership of change	VG
2.3 Learning, teaching and assessment	VG
3.1 Ensuring wellbeing, equity and inclusion	VG
3.2 Raising attainment and achievement	VG