BREADALBANE ACADEMY
All-through School

IMPROVEMENT PLAN
2018 – 2019

September 2018

Belonging, Believing...
BREADALBANE ACADEMY
...Aspiring, Achieving!

Outcomes and measures of impact 2016-2019	
Key Outcomes	**Key Themes**
1. **Leadership and Management**	**1.1.** We collaborate with others in the evaluation of our work and can use data effectively to measure our progress. **1.2** Our young people are increasingly demonstrating their ability to lead learning across a variety of contexts. **1.3** We are clear on our vision, values and aims and these inform our practice.
2. **Learning Provision**	**2.1**. We have an ethos of positive engagement with our pupils and parents. **2.2** We continuously review our curriculum to ensure it meets the needs of learners and prepares them well for life and work. **2.3** We set high expectations within our classrooms and use tracking to ensure all our pupils are challenged. **2.4** All of our children benefit from coherent universal support and as appropriate our targeted support builds on this. **2.5** We work with other agencies where appropriate to engage families in improving learning
3. **Successes and Achievements**	**3.1** We aim to provide equality of opportunity for all to achievement irrespective of differences. **3.2** In assessments and examinations, we perform at a level at or above that of our comparators and other PKC schools.

Please note: Items below with as asterisk are those identified by the Extended Learning and Achievement Visit in May/June.

BREADALBANE ACADEMY - WHOLE SCHOOL IMPROVEMENT PLAN 2018-19

OUTCOME 1 – LEADERSHIP AND MANAGEMENT	Commentary/Challenge Questions
1.1 We collaborate with others in the evaluation of our work and can use data effectively to measure our progress. - Widen to all pupils our processes involvement in self-evaluation * - Refine use of ACORN data in primary and secondary to inform teachers on proactively challenging background-related under-achievement	We are now engaging pupil councils in whole school self-evaluation but how to we engage the wider pupil group? We have identified our gaps are – both in academic and the wider school experience, but how are we developing interventions to address these? In particular, this session, we must consider the role of individual teachers.
1.2 Our young people are increasingly demonstrating their ability to lead learning across a variety of contexts. - Further develop opportunities for pupils to lead learning in all classes, including actively engaging in learning conversations* - Ensure pupils have an involvement in formal procedures for whole school and departmental evaluation of learning, using where appropriate 'Every great lesson has…' headings.*	The ELAV team told us that pupils are almost always active in their learning but what are the next steps we need to take to enhance their roles as leaders of learning? Have pupils had an involvement in whole school evaluation of learning e.g. learning walks? How have departments included pupil voice in their own self-evaluation?
1.3 We are clear on our vision, values and aims and these inform our practice. - Continue to embed our vision statement in all aspects of the work of the school.	How are we promoting this statement? Are our young people aware of our vision, values and aims? Can they articulate what these have to do with their classroom and wider school experience? What differences will this statement make to the way we do things?

OUTCOME 2 – LEARNING PROVISION	Commentary/Challenge Questions
2.1 We have an ethos of positive engagement with our pupils and parents.	
- Continue to develop restorative approaches, including whole school policy statement*	Do we have a whole school policy statement that is the product of meaningful consultation with staff, pupils and parents? In what way will things be different and better in the school after this process? How will we know?
- Monitor and review implementation of *Show My Homework* in secondary.	Is this approach being implemented consistently across departments? Is this improving school-home communications? Is it leading to improved homework/attainment?
- Monitor and review changes to reporting in primary and secondary in Session 18/19	Have these improved communications with parents on pupil progress?
- Build in progress in pupil leadership opportunities across the P7-S1 transition, creating more leadership opportunities in the secondary BGE.	How has pupil leadership in upper primary and secondary BGE been developed? What improvements in transition arrangements can we see?
- Implement paperless communications with parents	Are parents clear on this change? Have we anticipated and addressed any potential problems?
2.2 We continuously review our curriculum to ensure it meets the needs of learners and prepares them well for life and work.	
- Create an overview of literacy learning throughout the primary years, including anticipated CfE content coverage by year group	Are all staff clear about expectations of literacy coverage, methodologies and time allocations? Can we see an impact on pupil experience and attainment?
- Implement changes to SQA course assessment arrangements in 18/19	Are staff/pupils and parents clear on the changes that have taken place?
- Review literacy and numeracy policies aimed at ensuring consistency across classrooms.	Are staff clear on their responsibilities in these areas, supported by clear policy statements describing these?
- Review and develop our approach towards RoA Health and Well-being in primary and secondary.*	This was an area identified by the ELAV team. How can we demonstrate improvement in this area in 18/19? What specific changes do we want to see to ensure that H&W-B has a higher profile?
- Continue implementation of 1+2 in primary and secondary	Is our 1+2 offer consistent with national

- Monitor introduction of GME in secondary to ensure coherent curricular experience.	guidance? Is there progression between primary and secondary? Is there evidence of improved language learning?
- Implement the national Career Standard from nursery to senior phase, integrating use of My World of Work, and summarise this in a curriculum policy and overview	Can we demonstrate we have provided pupils with entitlements set out in NCS?
- Build in opportunities for learners to reflect on their skills development*	The ELAV team have asked to look at how we increase opportunities for this throughout pupil's school career.
2.3 We set high expectations within our classrooms and use tracking to ensure all our pupils are challenged.	
- Integrate primary tracking model into S1, using P7 teacher predictions as initial baseline measures.	P7 tracking information will be shared with S1 teachers at the start of session 18/19. How will this support staff in planning appropriately for pupils. Have we improved continuity in assessment, and so improved pace and challenge over the P7/S1 transition? See also 3.2 (SNSA)
- Develop consistent approaches towards differentiation in primary and secondary.*	The ELAV team have identified this as a action for the school. How do we mover this forward at the level of individual teacher, department and whole school?
- Prepare in the secondary for the use of the new SEEMIS tracking module for BGE.	Are we using data effectively to monitor our attainment against national benchmarks? Do we use data to monitor and challenge any attainment gaps? Can all departments demonstrate that they have a coherent approach towards tracking in the BGE? Can we begin to identify levels (4?) of progress *within* the CfE levels?
- Create opportunities for whole school moderation activities in the BGE.*	The ELAV team suggested that the school had a good level of accuracy in assigning CfE levels but felt there should be more opportunities for cross-sector moderation.

2.4 All of our children benefit from coherent universal support and as appropriate our targeted support builds on this.

- Develop support policy for primary and secondary delineating roles and responsibilities of staff in providing support

Draft policy created in draft in late session 17/18. Now to be refined and implemented. Are staff clear about our approach towards pupil support and their roles within this? Has this been clearly communicated to parents? Do our pupils experience a consistent approach in terms of pupil support across primary and secondary?

- Review whole school (secondary) structure for the management of pupil support, including a review of house leadership and consideration of year head roles.

Does our current structure provide sufficient clarity for staff and pupils? Would an approach that included horizontal year responsibilities be more coherent?

Initial paper to SMT in May 2018. Need now to look in detail at how critical inputs previously delivered in personal support can be delivered by other means.

- Ensure that entitlement to 'personal support' is met in the light of removal of timetabled 'personal support'

2.5 We work with other agencies where appropriate to engage families in improving learning

- Develop further existing partnerships with relevant agencies to develop, as appropriate, tailored family learning programmes, including development of Solihull Approach.

Have we engaged with partners to ensure a joined-up approach to support for families? Have we seen improved engagement? What impact has this had on pupils' experience?

OUTCOME 3 – SUCCESSES AND ACHIEVEMENTS	Lead Personnel	Timescale	Commentary/Challenge Questions
3.1 We aim to provide equality of opportunity for all to achieve irrespective of background. - Continue intervention in early years led by SALT using the "Word Spider" and "Word Wizard" approaches - Implement year 3 of universal outdoor learning programme. (See outdoor learning plan) - Maintain at least one significant outdoor learning experience into all primary classes, and secondary subject areas over S1-3 - Implement and promote with young people and parents the PKC Standard for Wider Achievement, including at primary level.* - Further develop approaches, in primary and secondary, towards encouraging and recording wider achievement irrespective of background, based on PKC Standard for Wider Achievement and using MIS monitoring tool.*	V Marshall, D Jenkins J Devine/ S Douglas Outdoor Ed Working Group Primary class teachers/PT Subject Outdoor Ed Working Group J Devine/ K Gatehouse/D Jenkins K Gatehouse,/D Jenkins	Session 18/19 (See outdoor learning plan) Session 18/19 Audit of existing experiences Dec '18 Overview of wider achievement and equity, November '18	Have our interventions improved outcomes for targeted pupils? Have we now built in some sustainable opportunities for all young people to experience outdoor education? Are we clear on what our ambition for this is in 18/19? Have we audited the current pupil experience against the entitlements and identified gaps? Do we have a plan for how we will address these gaps? Have we developed an overview of wider achievement that allows us to monitor for equity of experience?
3.2 In assessment and examinations, we aim to perform at a level at or above that of our comparators and the average of other PKC schools. - Develop strategic use of SNSA data in primary and secondary* - Review use of standardised testing in primary and secondary in light of SNSA. - Evaluate factors leading to pattern of high level SQA performance to ensure this is sustained going forward.	T Woodcock/V Marshall T Woodcock/V Marshall T Woodcock/PTs Subject	Paper on both to SMT, Term 2. PT/SMT Review meetings, Term 1	How can we use SNSA to inform teaching and learning and challenge under-attainment. What are the role of class teacher and managers in this process? Does SNSA negate the need for some existing standardised assessment? SQA performance has been very strong again in 2018. What has the school been doing right? What do we need to keep doing/what else can we do to sustain this performance?