



# **BREADALBANE ACADEMY**

**All-through School**

## **SCHOOL IMPROVEMENT PLAN 2021 – 2022**

**August 2021**



Belonging, Believing,  
**Breadalbane Academy**  
Aspiring, Achieving!

**Outcomes and measures of impact  
2019-2022**

Key Outcomes	Key Themes
<p><b>1. Leadership and Management</b></p>	<p>1.1. We collaborate with others in the evaluation of our work and can use data effectively to measure our progress.</p> <p>1.2 Our young people are increasingly demonstrating their ability to lead learning across a variety of contexts.</p> <p>1.3 We are clear on our vision, values and aims and these inform our practice.</p> <p>1.4 Arrangements for PRD are in line with revised local guidance</p>
<p><b>2. Learning Provision</b></p>	<p>2.1. We have an ethos of positive engagement with our pupils and parents.</p> <p>2.2 We continuously review our curriculum to ensure it meets the needs of learners and prepares them well for life and work.</p> <p>2.3 We set high expectations within our classrooms and use tracking to ensure all our pupils are challenged.</p> <p>2.4 All of our children benefit from coherent universal support and as appropriate our targeted support builds on this.</p> <p>2.5 We work with other agencies where appropriate to engage families in improving learning</p>
<p><b>3. Successes and Achievements</b></p>	<p>3.1 We aim to provide equality of opportunity for all to achievement irrespective of differences.</p> <p>3.2 In assessments and examinations, we perform at a level at or above that of our comparators and other PKC schools.</p>

OUTCOME 1 – LEADERSHIP AND MANAGEMENT	Commentary/Challenge Questions
<p><b>1.1 We collaborate with others in the evaluation of our work and can use data effectively to measure our progress.</b></p> <ul style="list-style-type: none"> <li>i. Reintroduce pupils and parent HMIE surveys for baseline measurements</li> <li>ii. Continue to develop a range of approaches to monitoring learning and teaching including shadowing, trios and secondary department peer reviews</li> <li>iii. Reintroduce 5 a week pupil consultations</li> <li>iv. Reinstate strategic planning event in T4</li> <li>v. Provide training to staff on UNCRC and audit school practice to ensure that it is in line with legal rights</li> </ul>	<p><i>In order to have a comprehensive picture of performance we need to reintroduce these surveys, which also allow us to compare performance against national averages.</i></p> <p><i>As well as reinstating, formal Learning and Teaching visits we will continue to look at other more collaborative approaches towards evaluation of our teaching and learning. These will also include pupils.</i></p> <p><i>These weekly sessions provide the HT with a regular opportunity to seek the views of young people and provide a rich source of pupil voice.</i></p> <p><i>This has not happened for the last two session due to the pandemic, but it is important we reintroduce this vehicle for annual stakeholder engagement in planning for improvement.</i></p> <p><i>UNCRC passed into Scottish Law this session. What adaptations do we need to make to ensure our practice is consistent with this? What other changes might this development provoke, in terms of extending and embedding young people's rights?</i></p>
<p><b>1.2 Our young people are increasingly demonstrating their ability to lead learning across a variety of contexts.</b></p> <ul style="list-style-type: none"> <li>i. Further develop opportunities for pupils to lead learning in all classes, including actively engaging in learning conversations</li> <li>ii. As part of UNCRC work, ensure pupils have an involvement in formal procedures for whole school and departmental evaluation of learning, using where appropriate 'Every great lesson has...' headings.</li> </ul>	<p><i>As well as there being strong pedagogical reasons for involving young people in learning, the UNCRC also requires that we give young people a voice in all matters affecting them. How confident are we of the voice we give young people during our day-to-day teaching and in the larger decision-making processes that affect them at all levels of school management? (UNCRC Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.)</i></p>
<p><b>1.3 We are clear on our vision, values and aims and these inform our practice.</b></p> <ul style="list-style-type: none"> <li>i. Promote in particular school values of 'belonging, and 'believing' to support culture of restorative practice.</li> </ul>	<p><i>It is critical that we or pupils do not see restorative approaches as a 'bolt-on' but rather as a part of 'how we do things around here', and who we are as a school. The more we can link all developments to our fundamental values, the more we will create a cohesive narrative of what we are about as a school.</i></p>
<p><b>1.4 Arrangements for PRD are in line with revised local guidance</b></p> <ul style="list-style-type: none"> <li>i. Train staff to allow for implementation of revised PKC PRD guidelines</li> </ul>	<p><i>As well as implementing the new guidelines, we should take this opportunity to look again at how effective our PRD process are in furthering both the aims of the school and the professional development of staff.</i></p>



OUTCOME 2 – LEARNING PROVISION	Commentary/Challenge Questions
<p><b>1.3 We have an ethos of positive engagement with our pupils and parents.</b></p> <p>i. Continue to develop restorative approaches, including:</p> <ul style="list-style-type: none"> <li>- Review of WS PBM policy to ensure articulation with restorative practices and integration of new primary dept policy</li> <li>- Monitor introduction or 'Restorative Champion' posts.</li> </ul> <p>ii. Provide staff training to refresh and update classroom approaches towards inclusive practice</p> <p>iii. Continue to implement Circle development in primary and secondary</p>	<p><i>There is a broad consensus among staff about the value of restorative approaches but how do we translate this into a consistency of actual practice across the school? Our restorative champions should be able to model good restorative practice and develop capacity and consistency across the secondary.</i></p> <p><i>This is a major LA level priority this year and the school has been provided with additional staffing to support it. Our aim will be to use this additional staffing to support training for staff and so build capacity in inclusive practice across the staff team.</i></p>
<p><b>2.2 We continuously review our curriculum to ensure it meets the needs of learners and prepares them well for life and work.</b></p> <p>i. Create overview of progressive <i>Bounce Back</i> inputs S1-S3 and increase consistency of coverage of this programme in primary. (See also Health and Well-being Action Plan.)</p> <p>ii. Continue with promotion of common skills set across primary and secondary (see also Skills Action Plan 21-22)</p> <p>iii. All secondary departments to build the explicit teaching of skills into a significant aspect of courses in S1 and S2 e.g. units of teaching.</p> <p>iv. Pursue Digital Schools Award to support the promotion of digital technology use in creative and innovative ways to enhance learning, including: Creation of three-year digital school plan. All departments, supported by Digital Leader to pilot one new approach to teaching based on new technology. 'Virtual Regent' to lead review and expansion of virtual</p>	<p><i>Resilience is one of our skills set skills. How can we ensure that there is a consistent and progressive approach to the development of this skill/aptitude through pupils' school journey?</i></p> <p><i>How do we embed the language of skills across everything we do?</i></p> <p><i>We have made great advance in the use of technology during the pandemic. How do we now ensure that the benefits of increased staff skills in virtual learning are embedded into our practice?</i></p> <p><i>What opportunities do the PKC and TRIC virtual campus development offer us for widening our curriculum offer and so meet better the needs of all pupils? Can we get up to 100% of staff being MIEs?</i></p>

<p>curriculum offer.</p> <p>v. Create overview of <i>Career Standard</i> entitlement delivery P1-S6</p> <p>vi. Appoint 'Curriculum Widening' post and create and review curriculum provision, including engagement with employers (See Employer Engagement and Curriculum Action Plans 21-22).</p> <p>vii. Expand significantly our senior phase work experience offered, drawing upon the increased opportunities provided by virtual technology. (See also Work Experience Action Plan 21-22)</p>	<p><i>We have made good progress in implementing the career standard but still need to ensure that we have a coherent and progressive programme across primary and secondary. Can we produce an overview that has detail but would also provide a clear overview for both pupils and parents of what this learning journey looks like?</i></p> <p><i>Can we meet the targets set out for work experience in the PKC Enterprise and Employability Policy?</i></p>
<p><b>2.3 We set high expectations within our classrooms and use tracking to ensure all our pupils are challenged.</b></p> <p>i. Review our approaches towards moderation and verification, including whole school moderation event for BGE literacy and numeracy</p> <p>ii. In light of experience of SQA ACM, secondary departments to review arrangements for moderation and verification of courses in context of quality assurance calendar.</p> <p>iii. Prepare in primary and secondary for implementation of Progress and Achievement BGE tracking module</p>	<p><i>Assessment of pupil performance is the key means by which we measure our own performance in learning and teaching. How can we improve consistency in the judgements we make about young people's progress which allow us to plan effectively for continuity in meeting their needs, by providing challenge and support throughout their learning journey?</i></p>
<p><b>2.4 All our children benefit from coherent universal support and as appropriate our targeted support builds on this.</b></p> <p>i. Ensure that entitlement to 'personal support' is met in light of removal of timetabled personal support in session 18-19, including: review of provision of PSE in S4.</p> <p>ii. Using SG Funded PCWO, work on targeted approaches to improving attendance, in line with PKC priority.</p>	<p><i>In the absence of a formal PS period, how can we ensure that we provide this entitlement to all our young people?</i></p> <p><i>What universal and targeted supports can we provide to increase attendance in both primary and secondary.</i></p>

<p>iii. Develop further exclusion prevention approaches, including self-regulation training.</p>	<p><i>This is a major PKC priority this session.</i></p>
<p><b>2.5 We work with other agencies where appropriate to engage families in improving learning</b></p> <p>i. Develop further existing partnerships with relevant agencies to develop, as appropriate, tailored family learning programmes.</p>	

<p><b>OUTCOME 3 – SUCCESSES AND ACHIEVEMENTS</b></p>	<p><b>Commentary/Challenge Questions</b></p>
<p><b>3.1 We aim to provide equality of opportunity for all to achieve irrespective of background.</b></p> <p>i. Continue intervention in early years led by SALT using the Word Aware approach and further develop metrics for measuring impact</p> <p>ii. Launch the ‘Breadalbane Guarantee’ approach to wider achievement for secondary.</p> <p>iii. Further develop approaches, in primary and secondary, towards identifying areas of wider experience in which some young people have limited or no access and aim to address these through targeted support.</p> <p>iv. Implement removal of parental costs to secondary school day.</p>	<p><i>This development is part of our PEF plan.</i></p> <p><i>We are now at the point where we can guarantee a range of additional experiences beyond the traditional classroom that all pupils in Breadalbane can expect. After discussing the again with staff, we will formally launch the Breadalbane Guarantee through comms with parents. As well as those experiences that form a part of the Breadalbane Guarantee, who can we support all young people to access as much as possible of the wider achievement activities available. The government has now guaranteed that there will be no cost to the school day for experiences/activities that are a part of the core curriculum.</i></p>
<p><b>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.</b></p> <p>i. Continue to monitor individual and group performance in SNSA/MCMG and other standardised assessment in primary and secondary and develop systematic approaches to such remedial action as may be necessary.</p> <p>ii. Using SG COVID recovery funding, focus on raising attainment at levels 3, 4 and 5 in literacy and numeracy.</p> <p>(See also literacy and numeracy plans.)</p>	<p><i>We now have several years of data from SNSA for our school and associate primaries. How can we refine our use of this data, at whole school level, to support us in meeting the needs of all our pupils.</i></p> <p><i>This is now a PKC priority but had already been identified by the school as an area for improvement.</i></p>