BREADALBANE ACADEMY
All-through School

SCHOOL IMPROVEMENT PLAN
2022 – 2023

August 2022

Belonging, Believing,
Breadalbane Academy
Aspiring, Achieving!

Outcomes and measures of impact 2022-2025	
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.
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.

Items below in purple appear in all department plans.

BREADALBANE ACADEMY – SCHOOL IMPROVEMENT PLAN 2022-23

OUTCOME 1 – LEADERSHIP AND MANAGEMENT	Commentary
1.1 We collaborate with others in the evaluation of our work and can use data effectively to measure our progress. i. Continue collaboration with Parent Council on anti-bullying, including updating and relaunching Anti-Bullying Policy ii. Analyse results of H&W-B Census to set baselines and consider any necessary actions. iii. Review use of parental and pupil surveys for baseline measurements. iv. Continue to develop a range of approaches to monitoring learning and teaching including shadowing, trios and secondary department peer reviews v. Reinstate strategic planning event in T4 vi. Use working group time to create collaborative Learning and Teaching groups to refocus on pedagogy.	*In May 2022 we issued a survey on anti-bullying in collaboration with the Parent Council and will use that as the basis for the work of a staff-parent working group.* *The national Health and Well-being Survey should provide rich comparative data to allow us to evaluate how we are doing across a range of areas compared to other PKC schools. From this, we can set ourselves improvement targets.* *We need to consider if we wish to have annual surveys for pupils beyond the census and how we best consult parents.* *We reinstated formal Learning and Teaching visits in Session 21/22 and invited secondary PTs to undertake observations of staff outwith their department. We should now extend this principle into the development of secondary department peer reviews. Primary staff will undertake peer observations.* *It would be desirable to reinstate this annual opportunity for collaboration with parents and other stakeholders on our development plan* *Coming out of the pandemic and with the innovations in learning and teaching that have taken place, now is a good time for us to have a collective focus on our core business of learning and teaching.*
1.2 Our young people are increasingly demonstrating their ability to lead learning across a variety of contexts. i. Further develop opportunities for pupils to lead learning in all classes, including actively engaging in learning conversations ii. As part of UNCRC work, ensure pupils have an involvement in formal procedures for whole school and departmental evaluation	*Leadership of learning has been a focus of SE big questions in the past and it may be time to have this as a focus again in 22/23 as part of a wider review of learning and teaching* *These are areas that will tie in well with 1.1.vi*

OUTCOME 2 – LEARNING PROVISION	Commentary/Challenge Questions
2.1 We have an ethos of positive engagement with our pupils and parents. i. Continue to develop restorative approaches, including: - Review of WS PBM policy to ensure articulation with restorative practices	*Arising from BQ3 in 21-22 it was agreed that a further input from PIVOTAL Education should take place during the August 2022 INSET.* *Work on WS PBM policy did not take place in 21/22. This will be carried over to 22/23.* *Work on restorative practice will tie in well with 1.1.vi*

ii.	Continue to implement Circle development in primary and secondary	*The school has continued to adopt circle develop approaches, particularly when reviewing the needs of targeted individuals. There is further work to be done in embedding it as a universal approach, particularly in secondary. This could be a theme for a group as part of 1.1.vi*
iii.	Review and develop approaches towards meeting the needs and high tariff pupils in the secondary	*We continue to experience challenges with a small group of secondary pupils who are in danger of exclusion. How as a wider team do we adapt to this challenge?*
2.2 We continuously review our curriculum to ensure it meets the needs of learners and prepares them well for life and work.		
i.	Work in collaboration with the Scottish Book trust and the library to develop further a reading culture in the school, both primary and secondary.	*There is a clear correlation between attainment and a young person's interest in reading. This project is something that will allow us to look again at literacy across the curriculum and will also allow us to target individual pupils in line with our closing the gap approaches.*
ii.	Create overview of inputs to support resilience and self-regulation, focusing on Emotions Works in the primary and Bounce Back in the secondary. (See also Health and Well-being Action Plan.)	*This development did not take place in 21/22 in part due to uncertainty about how Bounce Back sat alongside approaches to Health and Well-being being adopted across PKC primaries, in particular Emotion Works.*
iii.	Continue with promotion of common skills set across primary and secondary (see also Skills Action Plan 22-23)	*Discussion with pupils and class observations suggest that we are making good progress in embedding our common skills set. As well as individual teachers and departments continuing with this development, we also need now to consider how this fits with our approach towards profiling.*
iv.	All secondary departments to review/develop partnership with local employer.	*This was a develop point several years back but it was removed as all secondary departments had achieved sustained links. However, since the pandemic in particular some of these have fallen away. This will only be an action for some departments.*
v.	Building on Digital Schools Award, continue to build digital literacy across the school. (see Digital Plan)	*This could be a theme for a group as part of 1.1.vi* *We hope to achieve the DSA this session and now need to consider next steps. See also Digital Plan.*
vi.	Expand significantly our senior phase work experience	*We have streamlined our approaches towards delivering work experience in 21/22 and have has successfully identified opportunities for almost all young people in our target groups. In 22/23 we aim to consolidate existing approaches and continue with this expansion.*
vii.	Create overview of *Career Standard* delivery P1-S6	*We still need to clarify the articulation between the standard in primary and secondary, as well as how this is taught progressively through the school.*
viii.	Virtual Regent' and Curriculum Widening Officer to lead expansion of virtual and other curriculum offers	*We have added some new courses for 22/23 with several more planned for 23/24. We will also develop a customised 'virtual classroom'. We achieved*

	the bronze SCQF Ambassador Award in 21/22 and would aim to achieve the silver award in 22/23.
ix. Review 1-2 development as a primary/secondary collaboration	*It is some time since this has been in the SIP and it is now time to review progress on this development, in particular looking at the transition from primary to secondary language.*
2.3 We set high expectations within our classrooms and use tracking to ensure all our pupils are challenged.	
i. Create whole school moderation event for BGE literacy and numeracy	*This action will be carried over from 21/22.*
ii. Prepare in primary for implementation of Progress and Achievement BGE tracking module	
iii. Continue implementation of P&A in secondary, focussing on developing pupil and parental understand of concepts.	*Secondary departments have made very good progress in introducing the progress within a level terms. We now need to look at how these become common currency for pupils and parents in discussing progress in BGE.*
2.4 All our children benefit from coherent universal support and as appropriate our targeted support builds on this.	
i. Create coherent programme for secondary extended registration, based upon focus on attendance and personal support entitlement.	*We have now introduced a 30-minute weekly slot universal support in the secondary. We need to ensure that this time is used effectively.*
ii. Continue to monitor and improve attendance in primary and secondary.	*This continues as PKC priority and we will aim in 22/23 to achieve the PKC targets.*
2.5 We work with other agencies where appropriate to engage families in improving learning	
i. Develop further existing partnerships with relevant agencies to develop, as appropriate, tailored family learning programmes.	*We would hope to deploy additional secondary staffing in session 22/23 to support tailored family learning opportunities.*

OUTCOME 3 – SUCCESSES AND ACHIEVEMENTS	Commentary/Challenge Questions
3.1 We aim to provide equality of opportunity for all to achieve irrespective of background.	
i. Colourful Semantics in primary (VM to provide additional detail.)	
ii. Continue to promote universal participation in the Breadalbane Guarantee, and expand primary 'guarantees'	*This was launched this session to tie in with a thematic inspection the school had for outdoor learning. The concept was commented on positively by the visiting inspector. We now need to consolidate this and ensure all young people participate. We also need to develop the offer in primary.*

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. i. Improve systems for creating overview of primary attainment at key points in the year. ii. Continue to focus on raising attainment at levels 3, 4 and 5 in literacy and numeracy. (See also literacy and numeracy plans.)	*We have not progressed this item as described but are increasingly using SNSA in primary and secondary as a means of tracking progress.* *We have made very good progress in this area and need to sustain this in the context of reduced central staffing resource.*