



BREADALBANE ACADEMY

All-through School

SCHOOL IMPROVEMENT PLAN 2023 – 2024

May 2023



Belonging, Believing,
Breadalbane Academy
Aspiring, Achieving!

**Outcomes and measures of impact
2022-2025**

Key Outcomes	Key Themes
<p>1. Leadership and Management</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>2. Learning Provision</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>3. Successes and Achievements</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>

Items in black below are at whole school or whole primary/whole school secondary level.

Items in purple below will appear in the primary plan and all secondary department plans.

Items in green will appear in the primary plan.

Items in orange will appear in all secondary department plans.

BREADALBANE ACADEMY – SCHOOL IMPROVEMENT PLAN 2023-24

OUTCOME 1 – LEADERSHIP AND MANAGEMENT	Measurement of Impact	Commentary
<p>1.1 We collaborate with others in the evaluation of our work and can use data effectively to measure our progress.</p> <p>i. Identify key baseline measures from Parent and Pupil Surveys undertaken in June 2023, to review in June 24.</p> <p>ii. Introduce secondary departmental ‘peer-supported review’ process and undertake at least one review in Session 23-24</p> <p>iii. Create secondary SQA presentation policy to ensure all candidates take appropriate courses and achievement is recognised at an appropriate level.</p> <p>iv. Identify measures to demonstrate impact of Practitioner Enquiry Groups and use to support to support self-evaluation of this area.</p> <p>v. <i>As part of UNCRRC work, ensure pupils have an involvement in formal procedures for whole school and departmental evaluation.</i></p>	<p><i>Improvement by 5% or more in area identified between June 23 and June '24</i></p> <p><i>Evidence of performance at good or better using relevant HGIOS PIs.</i></p> <p><i>Improved clarity for all stakeholders.</i></p> <p><i>Evidence of performance at very good or better using relevant HGIOS L&T PIs.</i> <i>Use pupil surveys to create baseline measurements.</i> <i>Staff surveys</i></p> <p><i>All departments to demonstrate evidence in Big Question self-evaluation exercise of meaningful opportunities for pupils be involved in department self-evaluation, including the creation of at least one ‘You said..., we did...’ display per department.</i></p>	<p><i>We will introduce these again as annual surveys for primary and secondary beginning in June 2023. This will allow us to identify any areas in need of improvement and take action over the following session to address these. It will also allow us to measure the impact of other developments being undertaken in the course of the session such as work in anti-bullying or young people leading learning.</i></p> <p><i>The school found the collaborative model of VSE a good means of evaluating our work supported by colleagues. It is proposed that we use a scaled down model of VSE to support secondary departments with their self-evaluation.</i></p> <p><i>All stakeholders would benefit from greater clarity about how decisions are made to present young people and, where appropriate, change presentation level or remove from presentation. This work should go had in had with a refreshed policy on tracking procedures.</i></p> <p><i>The Practitioner Enquiry Groups have been well-received by staff in Session 22-23 and it was a agreed that it would be valuable to roll these over into session 23/24. However, as this a very significant development to which a great deal of collegiate time will be allocated, it is important that we consider how we will measure and evaluate its impact on what actually goes on in the classroom.</i></p> <p><i>This is an item that has been on the plan for several years with progress across the school being inconsistent.</i> <i>In session 23/24, we will be looking for specific evidence of this taking place in secondary department, primary and whole school-level. This may be something that we want to include a section on in our self-evaluation policy.</i></p>
<p>1.2 Our young people are increasingly demonstrating their ability to lead learning across a variety of contexts.</p>	<p><i>All departments to demonstrate evidence in Big Question Self-</i></p>	<p><i>This is another item has been on the plan for several years with progress being a little slow. In session, we will be looking</i></p>

<p>i. Further develop opportunities for pupils to lead learning in all classes, including actively engaging in learning conversations</p>	<p>evaluation exercise of meaningful opportunities for pupils to lead learning in one or more class per teacher. Increased use of pupil voice in curriculum evaluations.</p>	<p>for clear evidence of this taking place in the classrooms of all teachers.</p>
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OUTCOME 2 – LEARNING PROVISION	Measurement of Impact/What will be better?	Commentary/Challenge Questions
<p>1.1 We have an ethos of positive engagement with our pupils and parents.</p> <p>i. Continue to develop restorative approaches, including:</p> <ul style="list-style-type: none"> - Review of WS PBM policy to include: role of new nurture provision in secondary - Development of alternatives to exclusion procedures in secondary - Integrating new primary relationships policy into WS policy. 	<p>Reduction of 10% in pupils recorded as in school but not in class.</p> <p>Reduction of 20% in exclusion.</p> <p>Coherent overview available of PBM across primary and secondary.</p>	<p>We have made considerable progress in session 22/23 in creating an alternative space of young people in the secondary who were experiencing SEB challenges. We now need to delineate more clearly how the provision fits in with our wider relationships policy and other support systems.</p> <p>Many secondary schools are now developing robust 'alternative to exclusion' procedures. These usually take the form of a separate, structured, in-school experience for young people that includes parental involvement and opportunities for reflection and restorative inputs. The development of such a temporary pathway in BA may allow us to offer an alternative to exclusion in the case of some of our young people.</p> <p>The primary has undertaken a further review of their relationships policy and this now need to be integrated into our whole school policy.</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>i. Develop a more structured approach towards Emotion Works delivery in the primary.</p> <p>ii. Expand use of Bounce Back across secondary departments.</p> <p>iii. Continue with promotion of common skills set across primary and secondary (see also Skills Action Plan 23-24)</p>	<p>Greater consistency of pupil experience of Emotion works programme with more coherent progression.</p> <p>Bounceback principles given greater visibility across secondary.</p> <p>Use survey of BGE pupils to establish baseline for review at end of session.</p>	<p>We have made good progress in the delivery of Emotion Works in primary and it now features in the practice of all teachers. In session 23-24, we will seek to add greater structure in terms of how this is delivery throughout the primary experience.</p> <p>As with Emotion Works in the primary, we now want to further embed the use of Bounce Back in secondary. This will include training for all secondary staff so that they can promote these principles across the curriculum.</p> <p>The VSE team saw good reference to skills in classrooms and across department display but still felt there could be greater use of the Skills Wheel in lessons. From our observations in</p>

<p>iv. Building on Digital Schools Award, work with LMG to create consistent digital experience for P7 pupils</p> <p>v. Create overview of <i>Career Standard</i> delivery P1-S6</p>	<p><i>Pupil focus groups/ lesson observations.</i></p> <p><i>Greater consistency of pupils' experience in digital learning by the time they reach BA secondary.</i></p> <p><i>More coherent progression in delivery of entitlements across primary and secondary.</i></p>	<p><i>the primary, there is a similar need for the Skills Wheel to be more embedded into classroom practice.</i></p> <p><i>We need to look at shared planning and teaching across the LMG, particularly in the P7 transition year. This will be a good foundation stone for developing digital skills in the secondary.</i></p> <p><i>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.</i></p>
<p>2.3 We set high expectations within our classrooms and use tracking to ensure all our pupils are challenged.</p> <p>i. Create two whole school moderation events: one for literacy and one for numeracy.</p> <p>ii. Review and update guidance in secondary for establishing and recording target and 'on track' grades.</p> <p>iii. Continue implementation of P&A in secondary, focussing on developing parental understand of concepts.</p> <p>iv. Use practitioner enquiry groups to: - improve classroom pedagogy - promote RoA Numeracy/Literacy (subject to staff consultation in advance of Cycle 2)</p>	<p><i>Increased cross-curricular support for literacy and numeracy development across the secondary. Improved understanding of standards and national expectations in numeracy and literacy. Improved primary-secondary progression in literacy and numeracy.</i></p> <p><i>Increased consistency in application of target and on track grades across the secondary.</i></p> <p><i>Staff self-evaluation at start and beginning if cycles. Observation records.</i></p>	<p><i>We have noticed a decline in our S1 performance in primary when assessment through CAT in S1. The VSE team also felt that we need to look at numeracy as a whole school issue to support improved attainment in the Senior Phase. As we are revisiting Numeracy as a responsibility for all, it is probably timely to do the same for Literacy.</i></p> <p><i>A range of approaches towards recording teacher judgements of SQA attainment over the period of the pandemic have resulted in some inconsistencies in how staff apply the principles of target-setting and on track grades. It was agreed at the secondary PTs' Meeting that it would be good to revisit tracking in 23/24 to ensure consistency of practice.</i></p> <p><i>The VSE team felt that there was a good understanding among pupils in S1-3 of the P&A terms for progress within a level. In session 23/24, we will seek to develop parental understanding of these so that parent can have a clearer understanding of their children's progress as move through the BGE.</i></p> <p><i>We have agreed to run a further Practitioner Enquiry Group cycle on Formative Assessment. We will consult on proposals for the fourth cycle but this could be something that could tie in with a whole school focus on numeracy and literacy.</i></p>

<p>2.4 All our children benefit from coherent universal support and as appropriate our targeted support builds on this.</p> <p>i. Create coherent programme for secondary extended registration, based upon a focus on attendance and delivery of the personal support entitlement.</p>	<p><i>Reduction of pupils in the 85-95% attendance category</i></p>	<p><i>Attendance at schools has fallen across the country and our school is no exception. We need to consider what we can do in terms of our attendance monitoring processes to address this issue.</i></p>
<p>2.5 We work with other agencies where appropriate to engage families in improving learning</p> <p>i. Develop further existing partnerships with relevant agencies to develop, as appropriate, tailored family learning programmes.</p> <p>ii. Engagement with families to promote the value of high attendance and seek their support in maximising this, including by avoiding family holidays during term-time.</p>	<p><i>Increase in the number of parents currently engaged in family learning programmes/approaches.</i></p> <p><i>Reduction of pupils in the 85-95% attendance category.</i> <i>Reduction in family holidays.</i></p>	<p><i>We have started to develop deeper home-family learning relationships through the Snug Hub in secondary but there is further scope for development of this. We should also aim to promote further opportunities for family learning in the primary.</i></p>

OUTCOME 3 – SUCCESSES AND ACHIEVEMENTS	Measurement of Impact	Commentary/Challenge Questions
<p>3.1 We aim to provide equality of opportunity for all to achieve irrespective of background.</p> <p>i. Continue to promote universal participation in the Breadalbane Guarantee and expand the primary 'guarantee'.</p>	<p><i>95% uptake from pupils in ACORN 4/5.</i></p> <p><i>Two further universal offers provided for primary pupils in 23/24.</i></p>	<p><i>We have seen a falling off of uptake for some of the Breadalbane Guarantee offer so will need to continue making the point to pupils and parents that these opportunities are part of the curriculum. There is no strong evidence that pupils are disengaging for reasons of hardship but we will conduct analysis in Session 23/24 to ensure that this is not the case and aim for high levels of engagement for A4/5 pupils.</i></p>
<p>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.</p> <p>i. Review use of CAT testing for new S1 and consider other assessment that may offer better predictive data.</p>		<p><i>Staff have found CAT tests useful to use alongside primary reported attainment when setting appropriate ambitions for S1 pupils. However, this programme has still not updated its prediction module to provide predictions for attainment in</i></p>

<p>ii. Continue to focus on raising attainment at levels 3, 4 and 5 in literacy and numeracy. (See also literacy and numeracy plans.)</p>	<p>Return to 2022 attainment in L3 and L4 Lit and Numeracy in S4.</p>	<p>National qualification, instead still providing predictions for performance in Standard Grade.</p> <p>We have seen a falling off in these areas of attainment in Session 22/23, linked to a significant decline in S4 attendance. We will continue to provide additional staffing for this development item and would aim to return in 2024 to 2022 attainment for levels 3 and 4. We would also hope to maintain an upward trend in N5 Numeracy attainment.</p>
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Maintenance items				
1. Continue to implement CIRCLE approaches				
2. All secondary departments to review/develop partnership with local employer.				
3. Maintain parent-staff anti-bullying groups to monitor developments in this area and analyse finding of reissued anti-bullying parental survey.				
4. Continue to develop use of class level context and attainment analysis to support primary class teachers in analysing class performance.				