

## Standards and Quality Report 2018-2019 Improvement Plan 2019-2020

School: Bridge of Don Academy

Head Teacher: Daphne McWilliam



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## Context of the school:

Bridge of Don Academy is a six-year comprehensive school serving the Bridge of Don area north of the river Don. It has a capacity for 799 learners and a current roll of 579 with an upward trend – the predicted roll for session 2019 -20 is over 600. We have increasingly effective links with our associated primaries Braehead School, Scotstown school and also Balmedie School (Aberdeenshire). Approximately 200 learners live in Aberdeenshire but are zoned for this school. In addition, the school attracts a considerable number of out of zone placing requests which contributes to the variation in our SIMD profile each year.

Pupils come from a wide range of social and cultural backgrounds. In session 2018-19 16% had English as an additional language and 46 (8%) were registered for free school meals. The proportion of pupils who had additional support for their learning out with mainstream was 8% in S1 – S3 and in the senior phase 15% of pupils had additional assessment arrangements. Attendance is just above the national picture and exclusions have decreased in the last five years: a reflection of our inclusive approaches to supporting learning and positive behaviour. In session 2018 – 19 only three pupils were excluded. The welcoming and inclusive atmosphere of the school is noted and commented on positively by pupils, parents/carers and partners.

Currently we have 49 full time equivalent teaching staff and the school is managed by a Senior Management Team of four; Head Teacher and three Depute Head Teachers. We have 9 Faculty Principal Teachers; 5 Principal Teachers of Pupils Support and one Principal Teacher to manage the Pupil Equity Fund and lead on Equity in school.

### Aberdeen City vision statement:

**Strong partnerships will ensure that Aberdeen is a high achieving City of Learning which:**

- Offers nurturing, relevant learning opportunities for all
- Strengthens the resilience of all
- Celebrates aspiration, ambition and innovation with all

### School vision statement:

### School values and aims:

The school's values – our BODA Bs - *Be Respectful, Be honest, Be Caring, Be Your Best* - were developed in 2010 with parents, pupils and staff and are highlighted and regularly promoted. The BODA Bs formed the basis of our work to achieve the United Nations Rights Respecting Schools Award (RRSA) Level 2 (Silver Award) in October 2017.

We want all young people to leave Bridge of Don Academy as

- Successful learners
- Confident Individuals
- Responsible citizens and
- Effective Contributors

To do this we focus on our “BODA B’s” which encourage and support young people to:

- Be honest
- Be caring
- Be respectful and
- Be your best

Regular Values assemblies are held at least once per term focussing on each of these areas. Young people are encouraged to reflect on how they can demonstrate their commitment to these core values and given examples of them in action throughout the school.

## Review of School Improvement Plan Progress 2018-2019

Improvement Priority 1a: Improvement in attainment - literacy	
<b>NIF Priority</b> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<b>NIF Driver</b> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
HGIOS?4 QIs	
<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> </ol>	<ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
<b>Impact and Evidence</b> <p>The five-year average for attainment in literacy in S4 leavers continues to be in line with or better than the virtual comparator. Which means that on average young people who leave at the end of S4 attain in literacy is as well as or better than young people of similar backgrounds in other schools. However, a very small number of pupils do leave school without a literacy qualification. When this is due to non-attendance it is problematic – we do need to seek solutions to this across the city as there will be young people in all schools in this situation. We have always worked well with colleagues out of school to support young people with attendance issues – particularly those related to mental health. There is an improving picture in attainment in literacy of S5 leavers particularly in 2018. We will continue to monitor this.</p> <p>By the end of S6 almost all young people achieve at least level 5 literacy and in 2018 all young people achieved this level.</p> <p>Discussion between primary and secondary staff revealed that young people on arrival at secondary school had more experience of creative writing than transactional writing. As they will be doing more transactional writing in secondary a transition project was developed and led by a member of the English and Literacy Faculty supported by the PT and SMT.</p> <ul style="list-style-type: none"> <li>• By the summer term of 2019 all the primary schools had been visited by a member of the English and literacy faculty.</li> <li>• Learning Intentions and Success Criteria have been jointly developed by the primary/secondary teachers for the work using the Es and Os and benchmarks at level 3 for this work.</li> <li>• Plans are in place for visits of P7s to Bridge of Don Academy to undertake research in the library</li> <li>• Work to improve learning, teaching and assessment in the BGE continues. Staff have attended Teach meet at St Margarets and will attend next one in May 2019.</li> <li>• Following the February In-service, the PTs are keen to work further on leadership of Learning – particular of Learning and Teaching and Curriculum.</li> <li>• The English and literacy Faculty will look again next session at ways to securely store pupil work throughout their time in the BGE as evidence of achievement of a level to ensure that those whose attendance declines dramatically have a qualification in literacy by the time, they leave school.</li> </ul>	

- The summer term of S3 will be used to identify high risk pupils and gather evidence of attainment – N4 may be banked at the end of S3 for some.
- Pupils at risk of not achieving N5 English: we have evidence for N4 and in some cases the literacy unit at level 5.

#### **Next Steps**

- Level 6 literacy continues to be a target. The only way that young people can achieve level 6 Literacy is through attaining Higher English. This will continue to be an area for further work.
- Literacy across the curriculum work will continue in 2019 –20 - with social subjects.
- Further work will take place on the ASG literacy project – evaluation and amendments in light of experience of pupils and staff this session.
- PT will further develop QA procedures – particularly around monitoring and tracking of pupils' progress in the BGE.
- Learning, Teaching and assessment in the BGE – moderation – will be a focus. The faculty would welcome a further In-Service day to meet with all English teachers in ACC.

<b>Improvement Priority 1b: Improvement in attainment - numeracy</b>	
<b>NIF Priority</b> 5. Improvement in attainment, particularly in literacy and numeracy 6. Closing the attainment gap between the most and least disadvantaged children 7. Improvement in children and young people's health and wellbeing 8. Improvement in employability skills and sustained, positive school-leaver destinations for all young people	<b>NIF Driver</b> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
<b>HGIOS?4 QIs</b>	
1.6 Self-evaluation for self-improvement 1.7 Leadership of learning 1.8 Leadership of change 1.9 Leadership of management and staff 1.10 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment	2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
<b>Impact and Evidence</b> The aim is for no pupil to leave Bridge of Don Academy without a numeracy qualification. By the end of S4 the majority of our pupils achieve a numeracy qualification at least at level 5 (65%) which is ahead of our VC. Our leavers are also achieving in line with the VC which means they are doing as well as pupils of similar backgrounds in other schools. However a small proportion are leaving with no numeracy qualification. The majority of pupils who leave S5 have achieved a numeracy qualification at least at level 5 and by the end of S6 almost all pupils have done so. <ul style="list-style-type: none"> <li>• Restructuring of S1 and S2 courses have taken place to incorporate the use of Sumdog.</li> <li>• All teachers are using printed notes to maximise time devoted to teaching.</li> <li>• A homework schedule for S1 and S2 has been created and is ongoing for S3.</li> <li>• Visits have taken place to all associated primary schools</li> </ul>	
<b>Next Steps</b> <ul style="list-style-type: none"> <li>• To look again at assessment in the BGE and how this aligns with National Qualifications.– the faculty would welcome the opportunity for further work across the city on this with colleagues from other schools. Following on from the success of the February In-service day.</li> <li>• Further work on use of Google classroom for sharing materials</li> <li>• Further work on recognition of achievement in the faculty</li> <li>• To consider ways we can work more collegiately (with pupil support) within school to identify pupils at risk of leaving school with no numeracy qualification before they get to S4</li> <li>• Monitoring and tracking – the PT is building this into the timetabled DMs.</li> </ul>	



## Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children

### NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

### NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

### HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

### Pupil Equity Fund 2018-2019 Budget £

#### Impact and Evidence (including use of Interventions linked to Pupil Equity Funding):

Attainment data for the school analysed at the QA visit in December showed that we continue to close the gap with our VC in S4 the proportion of young people attaining at least 5 N5 passes has exceeded 50% and the gap has reduced again this year. Attainment by the end of S5 continues to be an area for further work in terms of the curriculum – ensuring appropriate pathways for the numbers of young people choosing to stay on and ensuring appropriate levels of support and challenge for young people. The number of courses on offer to young people in senior school continues to grow and will continue next session with the addition of foundation apprenticeships. In addition we need to ensure appropriate support and challenge for senior pupils to maintain levels of attendance and effort. By the end of S6 we are again the reducing the gap between the school and our VC. This is a year on year improvement.

Class visits undertaken by SMT have shown an increased use of benchmarks in lessons and being shared with pupils. This was particularly evident following the February In-Service day. Staff had clearly taken on board the messages of the day. However it was also clear that there is appetite for further opportunities for staff across the city to come together in the subject areas to moderate learning, teaching and assessment in the BGE.

A successful day was also held in November to redevelop the school's learning and teaching policy based on QI 2.3. Although this was not on last year's improvement plan it was decided upon following ACC professional learning with Education Scotland for HTs and the need to prioritise learning and teaching. There was quality discussion on key themes such as pace, challenge and assessment. We will build on this in session 2019 -20 by looking at our programme of class visits, learning walks and PT feedback to CTs following class visits.

Feedback from parents following ASG Curriculum Evening was almost all positive. This event will be repeated in 2019 -20. They also gave us further food for thought on how else we can further engage with parents so they are better able and more confident in supporting their children's learning. Members of SMT and the PC attended a CPD even presented by Janet Goodall and as a result parental engagement will be a key strand of the school's improvement plan for 2019-20.

### PEF



**Tracking** – PEF lead tracks all pupils who benefit from Pupil Equity Funding using attendance data, MidYIS, Academic results and other relevant data and reviews once a month.

**Report** –The PEF lead meets with DHT and guidance team at least once per term to discuss any pupil who may need to be included using “local intelligence”. Report to the wider staff twice per year

**Intervene** – Many interventions have been implemented with the main aim of poverty proofing the school day including:

- Practical Payments – No pupil who is eligible for Pupil Equity Funding pays additional fees for practical supplies in art, HE or D&T.
- Numeracy - Sumdog – A whole school resource is provided to all pupils to enable and increase numeracy. Within class calculators are available for pupils eligible for Pupil Equity Funding to keep.
- Health & Well-being - PE Kit – Provided in the PE department for those that need to borrow. Pupils eligible for Pupil Equity Funding have the opportunity to keep a set if needed.
- Breakfast Club – Free breakfast club runs every day open to all pupils to provide a healthy start to the day. Impact – It is well attended by pupils eligible for Pupil Equity Funding and other pupils with 10+ pupils per day.
- Comfort Closet – Provide free toiletries for any pupil through guidance teacher or school office for any pupil eligible for Pupil Equity Funding.
- Activities Week – All pupils eligible for Pupil Equity Funding have been given a reduction in costs for activities. All S1s will be entitled to a free week (£35), All eligible S2s & S3s on local activities will pay a maximum of £30 and eligible S2s & S3s on residential trips will pay 25% of the trip.

**Evaluate** – Using data collated above is all combined into one spreadsheet and information and trends will be able to be evaluated over time.

#### **Next Steps:**

- To source high quality professional learning for PTs and SMT on class visits and feeding back to class teachers on the quality of learning and teaching based on the Learning and Teaching Policy - to improve PTs capacity and capability to undertake class visits, feedback to their teachers and thus improve learning, teaching and assessment as well as their own professional skills.
- To further support Parental Engagement in their children's learning by creating accessible resources for parents using technology where appropriate. .

To further develop the booklet “How Can Parents Support Learning” booklet following ASG work in session 2019 – 20.

### Improvement Priority 3: Improvement in children and young people's health and wellbeing

#### NIF Priority

- 1 Improvement in attainment, particularly in literacy and numeracy
- 2 Closing the attainment gap between the most and least disadvantaged children
- 3 Improvement in children and young people's health and wellbeing
- 4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people

#### NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

#### HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

#### Impact and Evidence:

Professional discussions of teachers took place to plan the project to change the way we deliver drugs education in Bridge of Don Academy and Oldmachar Academy. A launch event was organised for the beach ballroom in August 2018. All S3 pupils in both schools carried out research based on input from partners on the effects of drugs, the types of drugs prevalent in this area and what to do to keep yourself safe.

Groups of young people from Bridge of Don and Oldmachar Academy presented their findings and an afternoon event in Oldmachar Academy in November 2018.

A selected group of young people from S3 have prepared a presentation for S1 pupils which will be delivered in May 2019.

Pupil focus groups are still to take place to ascertain pupil feedback on this new approach to learning and teaching about drugs. However discussions with the group above have revealed that with some changes this is a format that should continue next session with S3.

#### Next Steps:

- There needs to be a review of the PSE curriculum in line with the government report [file:///N:/Downloads/00545301%20\(1\).pdf](file:///N:/Downloads/00545301%20(1).pdf) and thematic reviews of PSE.

SMT and Heads of House will meet to discuss these documents and plan for work in 2019 -20.

Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people	
<b>NIF Priority</b> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<b>NIF Driver</b> <ul style="list-style-type: none"> <li>• School leadership (Leadership – SAC)</li> <li>• Teacher professionalism (Learning and Teaching – SAC)</li> <li>• Parental engagement (Families and Communities - SAC)</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
HGIOS?4 QIs	
<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> </ol>	<ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
<b>Impact and Evidence:</b> <p>Almost all young people who left Bridge of Don Academy in 2018 were in a positive destination. Almost all young people in S1 – S3 have selected a range of activities as part of our new look activities eek programme to support the development of their skills and confidence. There is a small cohort from S3 who have not yet signed up for anything. A full programme is in place including an affordable residential offered to S3 to ensure that all young people have the opportunity to participate in a residential experience.</p> <p>We continue to work on our plans for work experience for the current S3 pupils as they move into the senior phase. Through careful monitoring the Heads of House have identified those who will be potential leavers at the end of S4 and these young people will be priorities for work experience in S4.</p> <p>We continue to work closely with partners including SDS and Rubber Atkins in order to ensure that we are building in appropriate leadership training for young people who take on leadership roles in S6. This will be built on in 20-19 -20 and widened. The feedback from our current head team was excellent.</p>	
<b>Next Steps:</b> <ul style="list-style-type: none"> <li>• To develop our skills framework with staff, pupils, parents and partners. The aim will be that by the time young people leave school they are able to articulate the skills for learning, life and work they have developed.</li> </ul>	

## Core Quality Indicator Evaluations based on Audit / Self-Evaluation Activity

### School

Quality Indicator	School Self-Evaluation
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equity and inclusion	4
3.2 Raising attainment and achievement	4

### ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.3 Leadership of change	
2.3 Learning, teaching and assessment	
3.1 Ensuring wellbeing, equity and inclusion	
3.2 Securing Children's Progress	

6	Excellent	outstanding sector leading
5	Very Good	major strengths
4	Good	important strengths with some aspects for improvement
3	Satisfactory	strengths just outweigh weaknesses
2	Weak	important weaknesses
1	Unsatisfactory	major weaknesses

### Capacity for continuous improvement statement

**Our overall evaluation of the school's capacity for continuous improvement:**

- \* We are confident in our capacity for continuous improvement
- \* We have a few concerns about our capacity for continuous improvement

**Comment:**

# IMPROVEMENT PLAN 2019-2020

## Bridge of Don Academy



**PART TWO: School Improvement Plan 2019-2020 - Key Priorities informing Improvement Planning (National, Local and Service / School)**

National Priorities	Local Authority Priorities
<b>Cross cutting themes</b>	<ul style="list-style-type: none"> <li>• Expand Early Learning and Childcare by 2020.</li> <li>• Establish Aberdeen as a UNICEF Child Friendly City.</li> <li>• Implement the recommendations of the child protection inspection</li> <li>• Improvement Methodology 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026</li> </ul>
<b>NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy</b>	<ul style="list-style-type: none"> <li>• Locality Plans seek to increase attainment of children in Priority Areas on entry to P1.</li> <li>• Senior phase /Learner Pathways</li> <li>• Increase data literacy at all levels of the system</li> </ul>
<b>NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.</b>	<ul style="list-style-type: none"> <li>• Close the Gap through effective multi-agency working</li> <li>• 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</li> </ul>
<b>NIF Priority 3: Improvement in children and young people's health and wellbeing.</b>	<ul style="list-style-type: none"> <li>• Improve mental health services and understanding of the affects of trauma</li> <li>• Reduce youth crime</li> <li>• Increase pupil participation</li> <li>• 85% of children and young people will report that they feel mentally well by 2026.</li> </ul>
<b>NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</b>	<ul style="list-style-type: none"> <li>• Provide age appropriate employment skills for children and young people in schools</li> <li>• Survey aspirations to sharpen our pre and post school supports</li> <li>• Expand and improve post school learning and employment opportunities for children and young people</li> <li>• 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</li> </ul>



## Overview

### NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

### NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information



**LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:**

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

**The ICS primary drivers have guided the formation of 4 key priorities for action:**

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

## HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

## Curriculum for Excellence – Entitlements for all children and young people

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.

4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.

# Improvement Priority 1 a: Improvement in attainment, particularly in literacy and numeracy

**Lead Responsible: PTs Literacy and Numeracy**

**Partnership Forum (where appropriate):**

## Expected Outcome(s) for whom, by when, by how much?

By June 2021 all young people will leave Bridge of Don Academy with a literacy and numeracy qualification.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
			Time Resource	School Budget Resource £			On Track
							Behind Schedule
							Not Actioned
At the end of monitoring periods e.g. <ul style="list-style-type: none"><li>End of S1</li><li>end of S2</li><li>end of S3</li><li>prior to SQA exam leave for S4 we will have accurate information about expected attainment (literacy and numeracy) levels of all pupils to enable interventions to be made.</li></ul>	2.3	Review and Improvement of monitoring and tracking of pupil attainment and achievement in literacy and Numeracy – See specific Faculty Improvement Plans (FIPs) to follow. Liaison with SfL/Heads of House and plans made for pupils <ol style="list-style-type: none"><li>In school who need further support</li><li>Non attenders</li></ol> Start with S4 and consideration given to a “Skills Group” for identified pupils causing concern.	NCCT		PTs Literacy and numeracy PT SfL Heads of House SMT	Regular meetings scheduled throughout the session tbc	
Evidence in faculties of attainment for all young people as they progress through the BGE – particularly those who are vulnerable.		English and Mathematics faculties to retain assessment information throughout BGE. Se FIPs				June 2020	
A report produced on project: plan for changes to implementation for 2019 - 20. Part of ASG Plan		Evaluation of ASG literacy project to improve young people’s transitional writing.	Study Leave and NCCT		Project lead ET and DP	June 2019	

<p align="center"><b>Monitoring Progress and Evaluating Impact</b></p> <p align="center"><i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i></p>							
<p><b>Impact and Evidence:</b></p>							

<b>Improvement Priority 1 b Improvement in attainment: Learning Teaching and assessment</b>			<b>Expected Outcome(s) for whom, by when, by how much?</b>				
<b>Lead Responsible: D Haggarty PTs Curriculum</b>			By August 2020 at least a 1% reduction in the attainment gap between BoDA and VC across all measures.				
<b>Partnership Forum (where appropriate):</b>			By June 2020 all PTs Faculty will be more confident in leading self-evaluation in their faculty.				
			By June 2020 all pupils in BGE will know the level they are working at				
			By June 2020 all pupils in BGE will know what they have to do to progress in their learning.				
Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
			Time Resource	School Budget Resource £			On Track
							Behind Schedule
							Not Actioned
More robust Quality Assurance procedures defined by a calendar of activity for the session; clear definition of responsibility for quality assurance of learning and teaching; PTs will report greater confidence in leading self-evaluation (class visits) in their faculty		Modification of QA procedures to include learning walks involving SMT, PTs, CTs, YLL in two designated terms. Training for PTs in class visits and feedback to their staff using Learning and Teaching Policy to establish a shared understanding of the components of high-quality learning and teaching. Training for SMT & PTs in the effective leadership of the quality assurance of learning and teaching.	Learning walks x 4 min in term 1 and 3		SMT, PTs,CTs, YLL	Key dates 24 May	
			SMT meeting time with external HT/AA		SMT & ACC HT	29 August PT Forum	
			PT Forum time: PTs and SMT meeting time		PTS and SMT	26 Sept PT Forum	
						30 January PT Forum	

Two reports compiled by SMT based on QI 2.3 and shared with all teaching staff will provide feedback to all staff about the quality of learning and teaching and the basis for further work to improve		SMT to undertake two focused periods of class visits in November and May from which reports will be generated based on QI 2.3 and the L & T policy developed in session 2018 -19. Training for SMT & PTs in effective leadership of quality assurance of learning and teaching.	Week of focused class visits in term 2 and 4  SMT meeting with external trainer		SMT	28 November PT Forum  21 May PT Forum	
All teaching staff will have an improved understanding of appropriate ways to liaise with and utilise/work collaboratively with SfL staff in lessons to support learning.		Schedule of departmental meetings to include one meeting early in session to review the content of the confidential file outlining support needs and at least one meeting per term with a focus on approaches to differentiation. If a gap in provision, that cannot be filled by faculty staff PT to approach PT SfL for further support. CPD programme modified to support CLPL in supporting learners: approaches to differentiation. PTs to lead discussions with faculty about appropriate ways to utilise/work collaboratively with SfL staff to support learning, informed by observations from class visits. PTs to feedback to SMT re professional learning needs of their teams from PRD discussions.	DMs, post school/lunchtime in-house CPD, SMT Faculty Link meetings		PTs, CTs Pupil Support, DHT	Sept 2019 Faculty DM time and Link SMT/PT time	

All staff and pupils aware of benchmarks and the standards required to achieve a level Benchmarks fully incorporated into the planning of learning and teaching, and assessment, feedback and self-evaluation materials.		Schedule of DMs to include a regular focus on moderation of learning, teaching and assessment the BGE; use of benchmarks; achievement of a level. All teachers participate in a ACC in-service day leading on from Feb 2019 In-service day on moderation of learning teaching and assessment and achievement of a level.	DMs, ACC Inservice, SMT Faculty link meetings	ACC support for in-service day	SMT, PTs, All staff	June 2020	
<b>Monitoring Progress and Evaluating Impact</b> <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i>							
<b>Impact and Evidence:</b>							



# Improvement Priority 1 c Improvement in attainment: Pupil Engagement in Learning

Lead Responsible: J Cruickshank

## Expected Outcome(s) for whom, by when, by how much?

By June 2020 almost all young people feel they have a voice in decision making at class level and at whole school level.

## Partnership Forum (where appropriate):

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale  By When?	Progress
			Time Resource	School Budget Resource £	Who?		On Track
							Behind Schedule
							Not Actioned
We will have a programme of engagement for pupils in the life and work of the school: <ul style="list-style-type: none"><li>Class visits will evidence pupils’ engagement in their learning.</li><li>Pupil focus groups will evidence that more pupils (from baseline of April 2019) are engaged in how and what they learn in the classroom.</li></ul>	1.2						
	2.2	Recruitment and training of current and new Young Leaders of Learning	1-2 days training Other schools Follow up YLL Meetings	Cost of training provider Sparqs if not funded by Ed Scot/ACC	JC, DMcW	Sept 2019	
	2.3						
	2.4						
2.6	Work with other schools on the next theme from HGIOURS.	HGIOURS, Other schools, YLL, Sparqs, all Staff, meetings, 2 visit days to the other schools	Transport to other schools, Sparqs, resources	JC, Sparqs, YLL	Feb 2020		
		All Faculty Improvement Plans (FIPS) include specific actions on pupil engagement in learning	Reviews Meetings, Link Meetings.		All Staff	August 2019	

<ul style="list-style-type: none"> <li>Pupil focus groups will evidence that more young people in S1-3 have had leadership opportunities in school.</li> <li>Pupils will co create improvement plan for 2020 - 21 based on YLL programme throughout 2019-20.</li> </ul>			SMT Meetings				
All staff will have a better understanding of Engagement Theories. In Faculties and liked by PTs all teachers will engage in discussions about how they can improve young people's engagement in their learning.	1.2 1.3	CLPL for staff on ways they can involve/engage young people in learning: use of in-service days and whole staff meetings on Engagement Theories:  <a href="https://education.gov.scot/improvement/Documents/learner-participation.pdf">https://education.gov.scot/improvement/Documents/learner-participation.pdf</a>	DMS, whole staff meetings		JC, YLL, PTs, MJ	Feb 2020	
<p align="center"><b>Monitoring Progress and Evaluating Impact</b></p> <p align="center"><i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i></p>							
Impact and Evidence:							

Improvement Priority 1d: Improvement in attainment: Parental Engagement and support for their children’s learning			Expected Outcome(s) for whom, by when, by how much? Most (70%) parents of Bridge of Don Academy feel involved and engaged in their child’s education throughout secondary school by June 2020.				
Lead Responsible: M Jamieson							
Partnership Forum (where appropriate):							
Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
			Time Resource	School Budget Resource £			On Track
							Behind Schedule
							Not Actioned
All staff have read and are familiar with the “Learning Together” document published by the Scottish Government.	1.2	Issue copies of the “Learning Together” document to all staff. PTs to discuss with faculties. <a href="https://www.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/pages/6/">https://www.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/pages/6/</a>		Photocopying costs	MJ and PTs	May 2019	
All parents and families will be given clearer information on their child’s learning to help them feel involved and engaged.	2.5	Production and sharing of advice for parents on how they can support their child’s learning – How Can parents support Learning booklet.	Meetings: ASG, SMT, PT Forum	Copying	MJ, DMcW Primary HTs (ASG)	June 2019	
Staff will have a greater understanding of the information parents receive and how this can help build stronger	2.5	Information from departments on what is covered in the BGE (S1 to begin with) and what is expected in terms of homework; coursework; assessment; how parents will be notified and advice on how parents can support their child’s learning in the subject at home.	3 hours. Production of Word document/ Excel sheet.	In-service day time Part of working time agreement and development time during study leave.	MJ, PTs. Will feature as a standing item on link meeting agendas.	Mar 2020	

relationships and engagement between home and school.

The role of the Parent Council and its work is promoted and understood by all parents.

Direct feedback from parents and staff at Parents' Evenings.

	Maths department reviewing and re-issuing numeracy booklet – to discuss electronic ways of doing this.		DM time			
2.3	Introduction, training of staff and implementation of new Progress and Achievement module for tracking and reporting. Build into Working Time Agreement. Quality assurance by PTs on the content of reports and feedback given to parents on their child progress and how they can improve.	In-service, lunchtime, after school, whole staff meetings. (See CPD Booklet)		MJ, JC, PTs	Sept 2019	
2.5	Increased use of digital communication (including GroupCall and Google Classroom) to communicate with parents - all staff to use Google Classroom to communicate homework to pupils and parents.	1 hour. In-service, lunchtime, and after school, whole staff meetings and training. (See CPD Booklet)		MJ, Google Classroom trainers	Mar 2020	
2.5	Planning and delivery of curriculum evening	6 hours planning; 2 hours for the evening		MJ, DM, PTs and ASG HTs	Sept 17 <sup>th</sup> 2019	
2.5	Parent Council to develop an action plan to promote its role to all parents and create a mechanism for involvement of more parents in school planning and developments.	Parent Council meetings;	Copying costs. Time to create electronic surveys and communication	MJ, DM, Parent Council	Mar 2019	

### Monitoring Progress and Evaluating Impact

*(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)*

**Impact and Evidence:**



## Pupil Equity Fund Budget Allocation April 2019 - £30 000

### Pupil Equity Fund Rationale 2019-2020

**‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’.**

Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)

**Five Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation**  
**Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles**

**Analysis of data indicates Pupil Equity Funding will be used provide additional resources to support gaps in: (re-word to suit)**



**Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children / young people**

**Lead Responsible: Colin Wallace (PEF Lead)**  
**(See PEF Spending Plan for continuation items)**

**Partnership Forum (where appropriate):**

**Expected Outcome(s) for whom, by when, by how much?**

All young people who attract Pupil Equity Funding achieve and attain a positive destination. Closing the poverty related attainment gap between those who attract Pupil Equity Funding and their peers by poverty proofing the school day.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
			Time Resource	PEF £			On Track
							Behind Schedule
							Not Actioned
Tracking individual pupils' attainment data (attendance, exclusions, qualifications) Focus on Dynamic Youth Awards for pupils to achieve more qualifications		Youth Worker	1 - 1½ days per week youth worker allocation	£7000	Youth worker and PEF lead	July 2020	
Staff will have opportunity to attend half-day CPD session to further knowledge on mental health and assist all pupils at a classroom level		Staff Mental Health CPD training	In-service day	£690	All staff	Nov 2019	
All pupils S1-6 will receive input from live n learn on growth mind-set and staff will also		Live n Learn for each year group	Curriculum time throughout year	£4850	All staff	Mar 2020	

receive a staff CPD session and access to resources and lesson plans to continue delivery.							
Stock of new uniform will be purchased to allow guidance teachers to give uniform to pupils who attract pupil equity funding.		School uniform policy amended	All year ongoing	£500	PEF Lead, SMT and Guidance	Aug 2019	
Learning boxes will be distributed to every classroom in the school to allow all pupils to have free access to equipment and stationery needed for the school day.		Learning boxes in all classrooms	All year ongoing	£1000	All staff	Aug 2019	
1-2-1 worker to create bespoke programme to work with individual pupils on a weekly basis to increase engagement in curriculum.		1-2-1 support worker	1 day per week for 40 weeks	£9000	Support worker & PEF lead	July 2020	
Continue to allow pupils who attract pupil equity funding the opportunity to attend residential and local trips at a heavily subsidised cost.		Activities Week	Activities Week	£3500	PEF Lead, SMT & Guidance	June 2020	
All pupils who attract pupil equity funding will have access to toiletries from guidance teachers and school office.		Comfort Closets	All year ongoing	£500	PEF Lead, SMT & Guidance	Aug 2019	

All pupils will have access to a free daily breakfast club.		Breakfast Club	All year ongoing	£500	PEF Lead and Volunteer staff	July 2020	
<b>Monitoring Progress and Evaluating Impact</b> <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i>							
<b>Impact and Evidence:</b>							

### Overall Pupil Equity Funding Planned Expenditure

	Details – Resources and Staffing	Approximate Cost £
<b>Literacy</b>		
<b>Reading</b>		
<b>Writing</b>		
<b>Listening and Talking</b>		
<b>Numeracy</b>		
<b>Numeracy</b>		
<b>HWB</b>		
<b>HWB</b>		
<b>Staffing</b>		
<b>Additional</b>		
	<b>Total</b>	

**Improvement Priority 3: Improvement in children and young people's health and wellbeing: Improvement in PSE Curriculum**

**Lead Responsible: D Haggarty and PTs Pupil Support Guidance**

**Partnership Forum (where appropriate):**

**Expected Outcome(s) for whom, by when, by how much?**

**All young people will be able to articulate the skills they are developing in relation to their chosen pathway.**

**All young people who leave Bridge of Don Academy will be in a sustainable and positive destination.**

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
			Time Resource	School Budget Resource £			On Track
							Behind Schedule
							Not Actioned
Heads of House will be confident about the expectations for PSE.		All staff to become familiar with expectations in key documents: <i>Review of PSE and Career Education Standard</i>	DM time	Cost of copying documents	All teachers	August 2019	
All young people will have access to a PSE programme and work experience which supports their skills development, and access to high quality course choice and careers information to support pathway planning.  All S4 leavers have access to relevant high quality work experience before they leave school at the end of 2020		Audit of current PSE Curriculum in line with above – Stop, Start, Keep (SSK) exercise  PTs Heads of House meet to discuss PSE benchmarks.  Link Meetings with DHT to discuss the results of SSK exercise and discussion of benchmarks: plan for changes taking account of pastoral work and caseload of Heads of House.	DM Time		PTGs and DHT link		
		Heads of house identify potential S4 leavers session 2019 -20. Heads of House meet with these pupils to plan work experience.	DM Time		Heads of House and DHT		

<p align="center"><b>Monitoring Progress and Evaluating Impact</b></p> <p align="center"><i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i></p>						
<p><b>Impact and Evidence:</b></p>						



Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people				Expected Outcome(s) for whom, by when, by how much?			
Lead Responsible: Daphne McWilliam and PT Wider Achievement				All young people leaving Bridge of Don Academy achieve a positive and sustained destination By end of session 2021 All young people will be able to articulate the skills they have developed and explain why they will be useful in the future e.g. in personal statements and profiles.			
Partnership Forum (where appropriate):							
Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
			Time Resource	School Budget Resource £			On Track
							Behind Schedule
							Not Actioned
All staff will have an understanding of the Career Education Standard and their role in supporting pupils to build skills and make decisions		Copies of Career Education standard to all staff and time to consider this and discuss built into staff meetings and in-service days and link meetings. SMT and Heads of House to read suite of docs to support development of a	In-service days, PT forum, whole staff meetings	Copying costs	All staff	Sept 2019	
All faculties contribute to discussion and identification of BoDA skills framework.  All stakeholders and partners contribute to discussion about the appropriate skills for the framework.  We will have a comprehensive		<ul style="list-style-type: none"><li>All teachers discuss Skills developed within faculties at DMs. Using benchmark documentation identify key skills they develop within their courses.</li><li>Meeting of SMT and key partners – DYW lead, SDS, school business partner to co-create plan for BoDA skills framework.</li><li>Review Skills frameworks in other schools e.g. Larbert, Aberdeen Grammar school and Hazlehead Academy.</li></ul>	Faculty DMs SMT meetings Meeting with partners and stakeholders Suite of resources produced by Education Scotland <a href="https://education.gov.scot/">https://education.gov.scot/</a>	Identify budget to pay for printing of quality posters Technician time to design and produce posters.	All teachers at DMs  SMT and partners	October 2019  Initial meeting with partners Meeting 20 June 2019 at BODA Consultation with	

framework of skills that all pupils will be expected to develop. All stakeholders will have an involvement in developing the BoDA skills framework so we can be sure it is appropriate for our learners.		<ul style="list-style-type: none"> <li>Consult with pupils and parents on skills framework</li> <li>Work in ASG on my world of work for P7 pupils.</li> </ul> <p>Ultimate aim is to create posters for classrooms with our skills categories - these can then be referred to by teachers and young people when creating LI and SC.</p>	<a href="#">improvement/learning-resources/Career%20Education%20Standard%203-18:%20Suite%20of%20learning%20resources</a>  My World of Work			pupils and parents – By December 2019 – exact date to be decided following meeting with partners	
By February 2019 we will have a Draft Skills framework for BoD		Review and rewrite the skills framework for BoDA cross reference with BtC3, review of PSE, Career Education Standard, benchmarks, CBI and other skills audits from My World of Work. Share this with PTs and CTs.	HT to work with PT Wider Achievement to create the draft framework		HT, PT wider achievement, SDS, Rubber Atkins – business partner.	February In-Service day – to be shared with staff.	
Faculties will have plans in place to incorporate skills explanations into lessons where appropriate.		Discuss with Faculty PTs and CTs how they will be making their chosen skills explicit to the pupils they teach. This will be dependent on progress with above.	DMs and Link Meetings			By end of session June 2021	
Each pupil has an electronic and “live” skills profile they can use to reflect on and record skills as they are developing them in subject areas.		In partnership with SDS explore ways we can use the functions of My World of Work as a platform for young people to record their skills as they progress through school.	Meetings: Partners ASG SMT PT Forum	My World of Work	HT, PT wider achievement, SDS, Rubber Atkins – business partner.	By end of session 2021	

### Monitoring Progress and Evaluating Impact

*(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)*

**Impact and Evidence:**

<b>QI 1.2 Leadership of Learning 2019-20</b> <b>Professional Engagement and Collegiate Working – Leadership at all Levels</b>	
<b>Whole School Initiatives / Maintenance Areas</b>	<b>Leader(s) Promoted and Unpromoted Staff</b>
Further development of BGE Curriculum – embedding of benchmarks as per plan	Principal teachers and Class Teachers with support of DHTs
Further discussions with PTs about the structure of the school day to give five periods to the Higher courses per session and also 5 periods to N5/4	SMT and PTs

**Date uploaded onto website:** 6 September 2019