

Standards and Quality Report 2017-2018 Improvement Plan 2018-2019

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. In session 2016-17 38% of pupils had additional support needs, 85% had English as a first language and 6.56% were registered for free school meals. We have increasingly effective links with our associated primaries which include Balmedie School (Aberdeenshire). Approximately 200 learners live in Aberdeenshire but are zoned for this school. The school attracts a considerable number of out of zone placing requests meaning that our SIMD profile varies from year to year. 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. There was a slight rise in exclusions in the term from January to March 2018 associated with a particular cohort of pupils with very specific additional support needs. This has not impacted on the overall picture for the year.

In January of 2018 a follow up report was completed and published on the school website which noted the improvements made by the school since the visit by Education Scotland in November 2015. The upward trend in attainment was noted in nearly all measures and the closing of the gap with our virtual comparator school. In particular the improvements in literacy and numeracy which have seen us overtake our VCS were noted. This means that young people leaving Bridge of Don Academy are doing so with better attainment in literacy and numeracy than young people of similar back grounds leaving other schools. This is having an impact on attainment in English and Mathematics in the senior phase.

School vision statement:

In 2018 – 19 the student council will be creating the school's vision statement. This will be part of discussions on how best to utilise the Foyer space created as a result of work to upgrade the school's main entrance.

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.

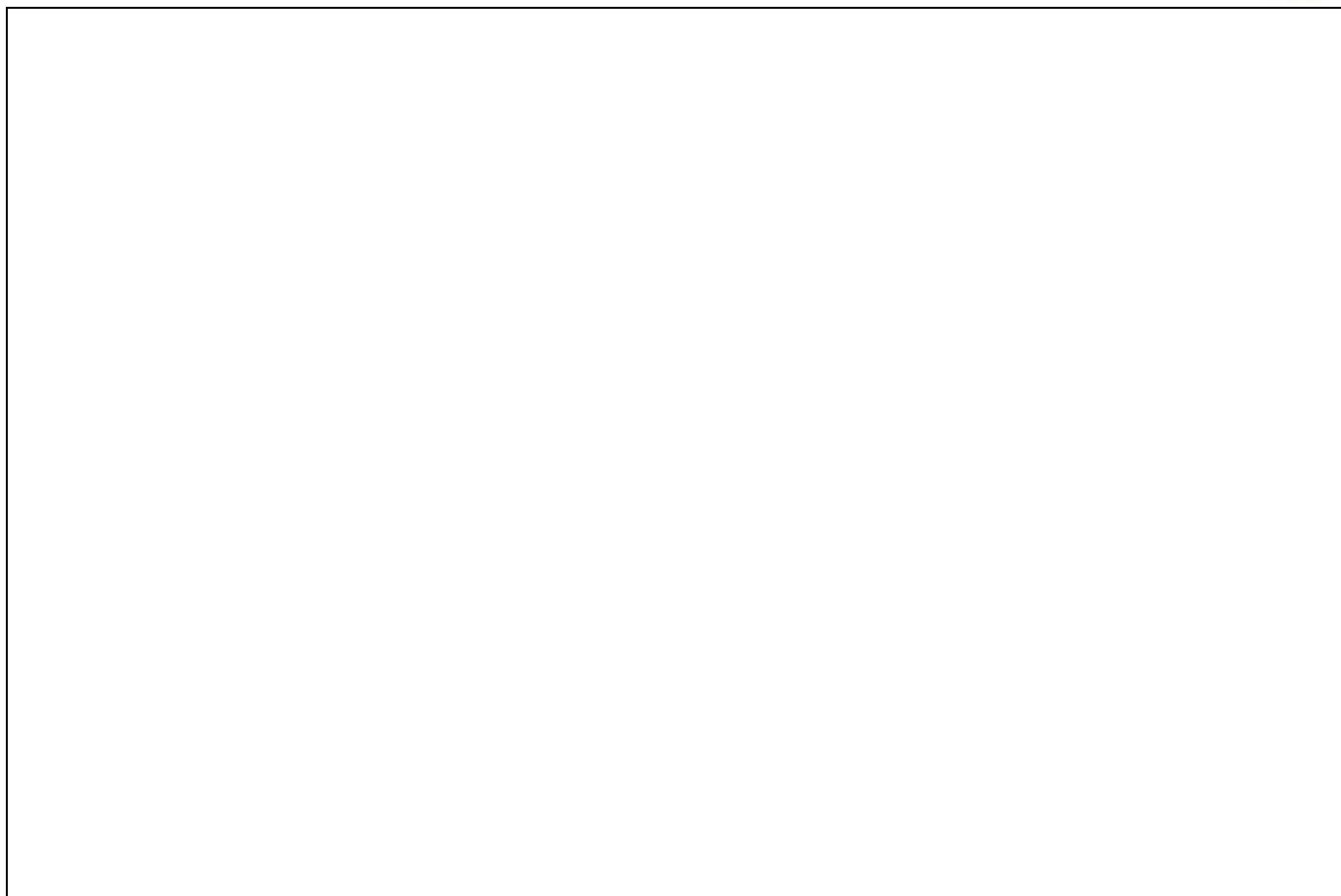
We want all young people to leave Bridge of Don Academy as

- 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 2017-2018

2017-2018 Improvement Priority 1: Ensure recent developments in assessment, tracking and monitoring young people's progress lead to improvements in their attainment from S1 to S6.

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:

Exam results in 2018 showed a significant improvement in the data for passes at National five level in S4. For the first time more than 50% (up from a three average of 43%) of young people in S4 achieved at least 5 N5 passes and there was a further closing of the gap with our virtual comparator school. However as the SQA this year reduced the pass mark for grade 7 from 45% - 49% of the marks available to 40 – 49% of the marks available we looked at the pattern of A- C passes. This has gone from 35% to 43% therefore we are confident that there is an overall improvement in attainment in S4 after a period of three years of maintaining the previous improvement level. In addition we have made progress in improving the overall number of A passes and the proportion of young people achieving 6As and a mix of A and B passes. This is part of the ground work to further improve in S5 in the proportion of young people achieving five Highers.

In S5 the three year averages do show improvements in the proportion of young people achieving five Highers and three Highers but this remains below our VCS. Work continues to ensure that we promote aspirational attitudes among staff pupils and parents and also provide courses which allow young people to achieve well at level 6.

In S6 a larger proportion of young people are now achieving 3 and 5 Highers and although there is still a gap we have halved the gap in the last 5 years.

Principal teachers have reported increasing levels of confidence in using data from Insight to self – evaluate. However they would like more. As Insight evolves this must continue to be a central part of our professional learning at all levels from class teacher to SMT.

CfE Data

The data for achievement of a level for S3 pupils in literacy and numeracy at level 4 shows an increase in all measures from 2017 to 2018. The data for achievement of a level in literacy and numeracy at level 3 shows a slight decrease in all measures from 2016-18 to 2017 -18. However in all cases this represents only one or two pupils fewer achieving at this level. We will continue to monitor this data to ensure that pupils are achieving appropriately and in time be able to monitor the three and five year trends which will give a more accurate picture. However data for the last five years shows an increase in attainment in⁶ literacy and numeracy at level four and five. There are robust procedures for assessment and moderation in place in both English and Mathematics and plans to further improve this process at the key

transition from P7 to S1.

The February update of Insight shows the improvements which have been made in young people's attainment in literacy and numeracy and also our leavers' data. There has been steady improvement from 2013 to 2017 and we have overtaken our VCS. This can be seen clearly from our insight data on attainment in level 5 literacy and numeracy. The table below shows that not only have we increased the proportion of young people leaving Bridge of Don Academy with level 5 literacy and numeracy but that we have also overtaken our VCS. This means that young people are leaving Bridge of Don Academy with better attainment in literacy and numeracy than young people of similar backgrounds leaving other schools.

Level 5	Literacy		Numeracy	
	BoD	VCS	BoD	VCS
2012	68%	75%	49%	65%
2017	84%	79%	72%	66%

This in turn is leading to better attainment at Higher in senior school in both English and mathematics. In Higher English we are closing the gap with our virtual comparator schools and in terms of Mathematics are overtaking them. The figures represent the proportion of leavers with the qualification.

Level 6	English		Mathematics	
	BoD	VCS	BoD	VCS
2013	43%	53%	23%	39%
2017	56%	59%	38%	29%

When we look at our leavers' data we can see that more young people are leaving Bridge of Don Academy with level 5 and level 6 qualifications than young people of similar backgrounds leaving other schools. As the table below – which aggregates all leavers' data from S4 – S6 - shows. The results of our VCS have gone up but more pupils of similar backgrounds are now leaving Bridge of Don Academy with 5 National 5s, 3 Highers and 5 Highers.

	5 @ level 5 (Nat 5)		3 @ 6 (Higher)		5@6 (Higher)	
	BoD	VCS	BoD	VCS	BoD	VCS
2013	45%	53%	33%	41%	24%	28%
2017	71%	58%	52%	46%	44%	33%

In S4 overall attainment in terms of the proportion of young people getting five or more national five passes has been rising steadily. In terms of national 4 passes we are outperforming our VCS. But whilst we are closing the gap with our virtual comparator school in terms of the proportion of young people attaining five national five passes we remain behind them as can be seen by the table below.

National Passes	Level 4		Level 5	
	BoD	VCS	BoD	VCS
2013	79%	84%	25%	47%
2017	89%	82%	43%	54%

This is also reflected in the data on tariff points. On average young people leaving Bridge of Don Academy do so with fewer tariff points than young people of similar backgrounds leaving other schools. This is even when we compare the best five courses – complementary tariff points. As we progress with our plans to implement more courses which give young people the opportunity to achieve at level 5 and 6 through, for example, National Progression awards the comparison with our VCS of complementary tariff points will be one measure of their impact. Another will be the proportion of young people attaining passes in at least five level 5 courses.

Class teachers in the English and Literacy and Mathematics and Numeracy Faculties have been engaged or planning to engage in master classes in our associated primary schools. This is well established in

numeracy and colleagues have reported greater levels of confidence in the numeracy assessment data we are receiving about levels achieved. However, because the levels are so wide there is still a need for assessment at an early stage in S1. In literacy, plans are in place for this to begin early in session 2018 -

2017-2018 Improvement Priority 2: Further develop the sharing of good practice across the school and with partners, to ensure consistently high-quality teaching and learning.

<p>NIE Priority</p> <p>1. Improvement in attainment, particularly in literacy and numeracy</p> <p>2. Closing the attainment gap between the most and least disadvantaged children</p> <p>3. Improvement in children and young people's health and wellbeing</p> <p>4. Improvement in employability skills and sustained positive school-leaver destinations for all young people</p>	<p>NIE Driver</p> <p>1. School leadership</p> <p>2. Teacher professionalism</p> <p>3. Parental engagement</p> <p>4. Safeguarding of children's progress</p> <p>5. School improvement</p> <p>6. Performance Information</p>
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people are working at an appropriate level to allow them to progress to level 5 courses in S4. This will improve the proportion getting level 5 because they will have a better grounding. It will also improve the tariff points of young people. However, above all it will mean that when they progress to school, FE or work they will have qualifications more in line with their abilities. We must also continue to work and aspiration to ensure that young people, staff and parents/carers are aware of the appropriate pathways for young people. This will entail class visits using appropriate engagement and assess level of challenge in learning and teaching in S3 as well as further school improvement and young people's understanding of pathway planning and course choices

To implement level 5 courses in senior phase (for S4 and S5 pupils) in science, PE and technologies to increase opportunities for young people to achieve at level 5 and to research similar courses in social studies, PE and technologies for implementation in session 2019 - 2020

HGIOS?4 QIs

in the senior phase – using pupil focus groups – participation in the pilot Young Inspectors' programme.

To continue to raise aspirations by improving parental engagement in their children's learning – Curriculum Evening for P6 – S2 families led by ASG HTs 18 September 2018. .

Implement master class teaching in associated primaries and continue/develop this in mathematics/numeracy.

To continue to review our PSE programme and the advice young people receive in relation to pathways planning.

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
<p>Impact and Evidence:</p> <p>Staff have reported back through Principal Teachers and feedback to SMT increased levels of engagement and enjoyment of In-Service days which involved all teaching staff in sharing practice sessions. These sessions allowed staff the opportunity in smaller group to hear about work from colleagues but also ask questions and seek clarification. In particular there was very positive feedback from staff on the session with Tree of Knowledge. Staff reported feeling enthused and positive about their role as educators as a result of this session. However, staff would now like more opportunities to engage with colleagues from their own faculties to share ideas.</p> <p>Class visits programme: All staff were allocated to groups to participate in class visits. Time was given during whole staff meetings and in-service days to allow staff the opportunity to meet to organise visits. Not all class visits were completed. It is now time to review this.</p> <p>Class visits continue to be central to our quality assurance procedures in school. Prior to compiling the follow up report visits were made by our QIO to classes. She noted that more pupils were engaged with their learning, there were many examples of active learning and young people themselves, in focus groups, reported that they felt appropriately challenged by their learning.</p> <p>Head Team and House Captains roles have been reviewed and will be implemented in 2018 - 19. Titles have been changed – Head Student and Depute Head Student. Further work required to ensure appropriate levels of responsibility distributed between House Captains and Head team.</p> <p>Mentors in Violence prevention is ready for delivery to young people in 2018 – 19.</p> <p>We have achieved RRSA level 1 (Silver)</p>	
<p>Next Steps:</p> <p>Our Quality Assurance procedures for session 2018 – 19 will focus on use of the benchmarks to ensure there is appropriate challenge in learning and teaching within the BGE - specifically S3.</p> <p>To ensure that all PTs and SMT are confident in using the benchmarks to assess the level of challenge in S3. PT Forum will focus on this work.</p> <p>Work towards RRSA Level 2 (Gold)</p>	

<p>2017-2018 Improvement Priority 3: To ensure support for pupils policies are in line with national and local expectations – safeguarding and discipline.</p> <p>To ensure we are taking account of protected characteristics in all school policies and procedures.</p>	
<p>NIF Priority</p> <ol style="list-style-type: none"> 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 	<p>NIF Driver</p> <ul style="list-style-type: none"> • 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: <p>Consultation on roles and responsibilities in relation to the school discipline policy has taken place. This has been overtaken by the implementation of the referral system in SEEMIS.</p> <p>ACC discussions about the configuration of the school day have been shelved. Therefore any structural change to the delivery of personal support will not take place.</p> <p>CPD Booklet detailing all in-house provision of CPD was ready and issued to all staff in September 2018. Two additional PT Forum</p> <p>We have a new anti-bullying policy in place as per guidelines from ACC.</p> <p>A review of our PSE programme coupled with concern about the increasing number of Drug related exclusions led to high level discussions with Oldmachar Academy about the best approach to drugs education. A programme for all new S3's will be piloted in 2018 -19 in partnership with Police Scotland, NHS Grampian and Scottish Ambulance Service.</p>	
Next Steps: 1. Continue to provide appropriate professional learning in-house for staff looking at equity and excellence, growth mind-set and sharing of good practice and to make appropriate use of In-service days. Feedback to ACC that better use needs to be made of in-service days across the city. It would be good to know what feedback there has been on the impact of the Aberdeen learning festival on individual practitioners. This can be done through HT meetings.	

2017-2018 Improvement Priority 4: To develop our relationship with our new Partner Rubber Atkins with the support of our DYW partner Martin Johnson to ensure young people are prepared for the world of work beyond school and to put our plans in place for our partnership Forum.

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,	NIF Driver <ul style="list-style-type: none"> School leadership (Leadership – SAC) Teacher professionalism (Learning and Teaching – SAC) Parental engagement (Families and Communities - SAC) Assessment of children's progress School Improvement
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positive school-leaver destinations for all young people	<ul style="list-style-type: none"> 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: <p>Sessions on apprenticeships available for young people in non-traditional areas were delivered to all young people in S3 and S4. Young people reported being unaware of these opportunities previously and now they were more aware being interested in these potential pathways.</p> <p>Rubber Atkins undertook leadership training sessions with Head Team and the feedback from all of the team was positive.</p> <p>Work continues with GE oil and Gas and promoting engineering for girls. The feedback from all young people participating is very positive.</p> <p>There are a number of skills for work courses in place for young people and plans to further develop these – see previous improvement priorities in relation to the curriculum.</p>	
Next Steps: <p>Further develop our partnership with Rubber Atkins.</p> <p>Further improve pathways for young people through and beyond the senior phase.</p>	

Pupil Equity Fund 2017-2018 (Budget £)

Evaluation of Intervention Impact

Plan 1: To recruit and appoint a PEF Lead
Impact and Evidence: PEF Lead appointed in February 2018 and in post by April 2018.
Plan 2: Build and maintain an up-to-date and comprehensive list of all young people impacted upon by poverty. To include those on FSM, in SIMD 1, 2 and 3 and also those we know from our own intelligence.
Impact and Evidence: We now have a spreadsheet which can be regularly updated by the PEF lead.
Plan 3: Monitor and track the attainment, positive destinations, attendance , exclusions and health and wellbeing of young people identified as having poverty as one of the barriers to their learning and full engagement in learning in and out of school.
Impact and Evidence: This work has been started by out PEF lead but is at an early stage. However e
Plan 4: Set up an Opportunities fund to support the participation and engagement of young people in all aspects of the curriculum in and out of school.
Impact and Evidence: We now have a system in place and have been able to support the participation of some of the young people we are aware for whom poverty has been a barrier to full engagement in learning opportunities in and out of school.

Core Quality Indicator Evaluations – School

Quality Indicator	School Self-Evaluation
1.1 Self-evaluation for self-improvement	4
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

6	Excellent	outstanding sector leading
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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

The Head Teacher is participating in the Education Scotland SCEL programme – focussing on strategic leadership generally and leading systems change and organisational effectiveness in particular. A focus for last year (session 2017 -18) was curriculum and this has already impacted on school improvement. There is increasing concern about substance misuse in Aberdeen and Scotland as a whole and also a need to look at how we are educating our young people to be resilient and confident as well and knowledgeable about substance misuse. Through partnership working and research into what works best in drugs education¹ we will embark in 2018 -19 on a new programme for young people through PSE and in partnership with Oldmachar Academy, Police Scotland, NHS Grampian, Alcohol and Drugs Action and The Street. This will give young people the opportunity to learn and research as well as lead the learning of others. This approach will build young people's skills and resilience. One member of the SMT has just embarked upon the SCEL into headship programme and is leading a project with Education Scotland and two other city schools – Young Leaders of Learning designed to build the capacity of young people to offer quality feedback on their own experience of learning. The team regularly set aside time to consider their own leadership of learning and leadership of change and reflect on their strengths and areas to develop. The team have clearly defined remits and responsibilities and continue to build contacts out with the city in order to network and research what is working well in other schools and authorities.

Principal Teachers meet regularly and are responsible collectively and individually for the improvements in attainment that have already taken place. Further developments planned to improve parental engagement and to improve attainment by increasing the level of challenge in S3 are being planned and led collectively by SMT and PTs. Link meetings take place regularly and allow SMT and PTs to plan, monitor and track progress in our improvement objectives. Twice yearly meetings take place between HT, DHT and PT to look at attainment and improvement outcomes in more depth and to discuss and agree whole school objectives. PTs have asked for and agreed two extra meetings per session to allow them to take forward their strategic leadership of learning e.g. in delivering our curriculum evening for P6/7 and S1/2 parents and carers and use of benchmarks in our class visits programme. PTs have all been trained by Insight staff on the use of insight data to analyse performance and further training has been asked for and is planned. A small test

¹ What Works' in Drug Education and Prevention?

December 7, 2016, ISBN: 9781786526304 Fran Warren Health and Social Care analysis, Scottish Government.

of change in terms of Quality Assurance will be planned in session 2018 -19. This will involve a “deep dive” into one faculty looking at the core aspects of learning, teaching and assessment through a programme of class visits, pupil focus groups. This is planned to involve all class teachers of the faculty as well a peer PT and SMT.

Class teachers are aware of how we will be measuring our improvement in terms of Insight data and the contribution they make to this in the delivery of courses and programmes of learning to young people. Last year all class teachers participated in a series of professional workshops delivered by their peers on In-service days designed to allow staff to share what was working well in classrooms, departments and faculties in Feedback on learning to pupils. This promoted much professional discussion and learning. All class teachers participated and more than half were involved in presenting to their peers. In addition a workshop delivered by Tree of Knowledge allowed staff to understand more about the work being done with young people to raise their aspirations. Staff feedback is that the focus for session 2018 -19 should be focussed within departments and faculties to allow more sharing of subject specific good practice. The model being used, and working well, in the mathematics departments can be used as a template. In addition a programme of professional learning takes place each year to enable staff to opt into a number of courses and workshops organised in house on e.g. aspects of ASN, AiFL, Google Classroom and Cracking the Hard Class. Student teachers are invited to attend these session and in addition the DHT responsible for CPD and new staff also put in place a programmes of professional learning specifically for students and probationers when they are on placement here.

We continue to work on improving aspirations of pupils, staff and parents in relation to young people’s attainment. Our mentoring programme will continue to support all young people in S4 -6. Training is offered for all new staff by the DHT responsible for this programme. In addition furthers Tee of Knowledge sessions for all young people, staff and parents will challenge their thinking about what is possible and their own role in their future success. We continue to use technology to support young people’s learning and growing independence and responsibility for their own learning and a programme of lessons is planned for all PSE classes using one of our business partners Sean Gordon who is an IT Security specialist. Working with HT colleagues in our Associated School Group (primary HTs) we have planned a Parental Engagement Event involving staff, pupils and parents. It is designed to help parents directly experience learning in a secondary school classroom from a pupil perspective and so understand experientially what Curriculum for Excellence means. Feedback from this will help us plan further events. Further work is planned to build on and adapt our plans for the student council to become more involved in the planning of and delivery of improvements to learning. This will start with the work to create the school’s vision statement and incorporate this into the displays in the main entrance hall celebrating the achievements of our young people in and out of school. In addition to the SCQF Level 6 leadership course offered to senior pupils the young people who make up the Head Team (Head Student and Deputy Head Students participate in leadership training with our business partners Rubber Atkins. Along with House Captains and Prefects these young people are roles models for and leaders of their peers.

The local labour market in Aberdeen is changing and more young people are going into FE than employment than five years ago. However we need to, through partnership working with NESCOL, ensure that young people are going onto courses at an appropriate level. Young people need to know more about other pathways – into for example apprenticeships

programmes in non-traditional areas such as Administration, Accounts and HR. By continuing to work with current partners such as Rubber Atkins and GE Oil and Gas and new partners such as the Barber's pole we can ensure young people have the information they need to make informed choices about appropriate pathways.

The school is a welcoming school with a very positive ethos. Relationships between staff and pupils and between almost all young people continue to be a key strength and one of the key foundation for further improvements. Considerable work has been undertaken on supporting positive behaviour and ensuring young people are well supported in terms of their health and wellbeing for example through events such as our Summer Festival which encourages participation as well as competition. Work has been undertaken to strengthen and support pupil voice through the school council and to develop the leadership opportunities available to all young people. The achievement of RRSA level 1 (silver) is testament to the positive relationships between staff and pupils and between pupils.

In addition, linked with our PEF strategy and following extensive discussion with all staff work will commence in 2018 – 19 to consider and reduce the cost of the school day particularly in relation to paying for practical courses and our Activities Week programme – although this will be dependent on the level of budget responsibility devolved to the school by the local authority.

IMPROVEMENT PLAN 2018-2019

Bridge of Don Academy



PART TWO: School Improvement Plan 2018-2019 - Key Priorities informing Improvement Planning (National, Local and Service /School)

National Priorities	Local Authority Priorities	Agreed service / school priorities
Cross cutting themes	<ul style="list-style-type: none"> Expand Early Learning and Childcare by 2020. Utilise Partnership Forums to address the 4 NIF priorities. Establish Aberdeen as a UNICEF Child Friendly City. Continue to refine approaches to GIRFEC to improve the outcomes of children and young people 	<ul style="list-style-type: none"> Expansion of Early Learning and Childcare Increased collaboration across schools and ASGs Improvement Methodology
NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. 	<ul style="list-style-type: none"> Numeracy Early Years' Literacy Curriculum Design and Rationale (continued)
NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.	<ul style="list-style-type: none"> Close the Gap through effective multi-agency working Increase data literacy at all levels of the system 	<ul style="list-style-type: none"> Closing the Poverty Related Gap – Measures and Outcomes
NIF Priority 3: Improvement in children and young people's health and wellbeing.	<ul style="list-style-type: none"> Improve mental health services, decrease rates of teenage pregnancy and reduce instances of bullying Increase access to high quality play experiences and effectively utilisation of outdoor space Reduce youth crime Embed UNCRC Rights agenda across the City and increase pupil participation in decision making 	<ul style="list-style-type: none"> Adverse Childhood Experiences
NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	<ul style="list-style-type: none"> Provide age appropriate employment skills for children and young people in schools Survey aspirations to sharpen our pre and post school supports Expand and improve post school learning and employment opportunities for children and young people 	<ul style="list-style-type: none"> Learner Pathways

2018-2019 Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy

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 | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching and assessment | 3.2 Securing children's progress (ELC) |
| 1.4 Leadership of management and staff | 2.4 Personalised support | 3.3 Increasing creativity and employability |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

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. | 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. |
| 2. Every child and young person is entitled to experience a broad general education. | 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. |
| 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. | 6. Every young person is entitled to support in moving into a positive and sustained destination. |

Improvement Priority 1a:

Improvement in attainment - literacy

Lead Responsible: Dani Paul PT Literacy and Numeracy

Partnership Forum (where appropriate):

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

- By August 2019 or November 2019 (RPA), all pupils leaving Bridge of Don Academy will achieve a literacy qualification commensurate with their ability.
- By February 2019 literacy attainment of our leavers will continue to be above that of our virtual comparator data.
- By August 2019 All P7 teachers in our ASG will report increased levels of confidence in teaching discursive writing.
- By June 2020 all S1 pupils will feel better prepared for the writing tasks required in secondary school.
- By spring 2020 S1 pupils will report greater levels of confidence in tackling discursive writing than their peers from 2018 -19.

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
Levels of improvement in attainment will be maintained and enhanced.	Tasks to Achieve Priority 1a	PEF/ SAC	Resource	Who?	By When?	
	<ul style="list-style-type: none"> • Have plans in place for all primary school P7 classes to have direct input on discursive writing from secondary English Teachers. 	NA	NCCT + In-service days	PT and CT lead for P7 liaison and DHT link for faculty	By the time of the Autumn Review Meeting	
	<ul style="list-style-type: none"> • Build in assessments into units that will be verified at SQA for N2/3/4 into the BGE as a means of evidence for pupils' attainment should it be required in the senior phase due to unforeseen 	NA	NCCT + In-service days	PT and CT in English/literacy Faculty	By the end of this session	

<p>ASG HTs will give qualitative feedback on levels of confidence of primary staff. This will give us base line for further work to improve confidence.</p> <ul style="list-style-type: none"> Pupils will report increased confidence in tackling discursive writing tasks in S1 (compare 2018 – 19 with 2019-20) – through pupil focus groups. There will be folios of evidence in place to submit to SQA in the event of pupil absence in S4 – particularly for our most vulnerable learners. 	absences.					
	<ul style="list-style-type: none"> Using Senior Phase parent's evenings as an early intervention tool if required. 	NA	NCCT + In-service days	PT and CTs	Nov 2018	
	<ul style="list-style-type: none"> A focus on moderation of the BGE planning stages including sharing of staff representation at the Teach meet CPD evenings at St Margaret's. 	NA	NCCT + In-service days	PT and CTs	Ongoing throughout the session	
	<ul style="list-style-type: none"> Using Google Classroom as a safe means of storing pupil work for future reference or as evidence of levels achieved, should it be required, in the senior phase. 	NA	NCCT + In-service days	PT and CTs	Ongoing throughout session – plans in place by Autumn review meeting	
	<ul style="list-style-type: none"> Put 'high risk' S3 (going into S4 during T.T. change) pupils through the N4 English and Literacy units in the summer term in case of absence during S4. 	NA	NCCT + In-service days	PT and CTs	By change of TT 2019.	
	<ul style="list-style-type: none"> Present S4 pupils who are unlikely to achieve N5 English through the N5 Literacy outcomes as a means of fall back (having already 'banked' N4 at end of S3 where appropriate). 	NA	NCCT + In-service days	PT and CTs	Plans in place by time of Autumn review meeting.	

Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>						
Impact and Evidence – Priority 1a						

Improvement Priority 1b: Improvement in attainment - numeracy Lead Responsible: Brian Willox PT Mathematics and Numeracy Partnership Forum (where appropriate):			Expected Outcome(s) for whom, by when, by how much?			
			<ul style="list-style-type: none"> By August 2019 or November 2019 (RPA), all pupils leaving Bridge of Don Academy will achieve a numeracy qualification commensurate with their ability. By February 2019 numeracy attainment of our leavers will continue to be above that of our virtual comparator data. By June 2019 parents (attending the PT Maths event in primaries) will report more confidence in being able to support and engage with their children's numeracy learning and 			
Impact Measures (How will we know?) Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
Levels of improvement in attainment will be maintained and enhanced.	Tasks to Achieve Priority 1b	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
	1. N4 Maths is the principle course for sets 4/5. Pupils will progress to N5 Application of Maths in S5 where they	NA		PT and CTs	October 2018	

<ul style="list-style-type: none"> Feedback from pupils through pupil focus groups will assess how well measures such as 2, 3 6 and 7 are impacting on levels of pupil engagement. Pupils will report greater levels of engagement with their learning in the classroom and at home. Engagement levels in numeracy lessons will be assessed using our class visits sheets. Insight Numeracy attainment data – February update. Parental feedback (of those attending PT Maths event) through questionnaires will tell us about increased levels of confidence and engagement. This qualitative data will enable further plans to be made. 	are able to take N4 Applications as a fall back if required.					
	2. Restructure S1/2 course to accommodate www.SumDog.com . Make better use of the data from www.SumDog.com .	PEF resource pays subscription for Sumdog	NCCT and additional hours + NCCT + In-service days	PT and CTs	End of session 2019	
	3. Promote use of printed notes in all classes to maximise time devoted to teaching and learning.	NA	DMs	PT and CTs	plans in place by Autumn review meeting	
	4. Continue to share good practice at departmental meetings.	NA	NCCT	PT and CTs	ongoing through session	
	5. Rethink how we assess in S1-3 to improve tracking and monitoring (and in S4 and Higher due to changes in SQA assessments/requirements and 'appeals' procedures if absent on exam day).	NA	Departmental Meetings and In-service days	PT and CTs	plans in place by Autumn review meeting	
	6. Make more use of Google Classroom to share materials with pupils. Also use forms, sheets etc. more for class teaching (in conjunction with ICT department). Promote use of Google forms, sheets, Classroom for assessments, classwork and homework.	NA	In school CLPL sessions led by Google Trainers – individual CLPL sessions as required.	PT and CTs	ongoing throughout session – plans in place for discussion at Autumn review meeting.	
	7. Find ways to recognise pupil achievement within the department (e.g. email guardians, certificates, "star of the week").	NA	Departmental Meetings and in-service days.	PT and CTs	To be discussed at Autumn review meeting	

	8. Create a homework schedule/bank for S1-3 to make better identify resources (e.g. www.MyMaths.co.uk).	NA	NCCT and additional hours.	PT and CTs	by the end of the session 2018 -19	
	9. ASG Numeracy: Continue to visit P7 and offer activities. Re-establish link with Balmedie. Work with P1 & P2 parents to improve attitudes to Maths.	NA	NCCT	PT and CTs	by the end of the session 2018 -19	
<p style="text-align: center;">Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i></p>						
Impact and Evidence: Priority 1b						

2018-2019 Improvement Priority 2:

Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy.

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 | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching and assessment | 3.2 Securing children's progress (ELC) |
| 1.4 Leadership of management and staff | 2.4 Personalised support | 3.3 Increasing creativity and employability |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

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. | 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. |
| 2. Every child and young person is entitled to experience a broad general education. | 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. |
| 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.

6. Every young person is entitled to support in moving into a positive and sustained destination.

Improvement Priority 2:
Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy
Lead Responsible: SMT, PTs and CTs

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

- By June 2019, class visits will show appropriate levels of challenge (in line with level 4 benchmarks) in majority of lessons visited.
- By August 2019 at least a 1% decrease in the gap between BODA and our virtual comparator in our three year rolling averages of attainment at SCQF levels 4, 5 and 6.
- By August 2020 at least a 1% decrease in the gap between BODA and our Virtual comparator in complementary tariff points.
- By September 2018 and April 2019 BGE parents will report greater understanding of CfE and approaches to learning which will allow them to better support their children's learning.
- By June 2020, engagement in learning of almost all young people on our PEF list in terms of attendance, participation and equity of opportunity will improve.
- By June 2019 no pupil on our PEF list will have paid any money to the school due to the cost of the school day.

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGios 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
<ul style="list-style-type: none"> S3 class visits programme by SMT and PTs will provide qualitative data on levels of challenge and engagement of learners – using the level 4 benchmarks. A collated report to be shared with all staff. Will be the basis of further plans for improvement for session 2019 -20. 	Tasks to Achieve Priority 2	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
	1. Develop with Faculty PTS a 3 year plan for a programme of Faculty QA involving all staff in the faculty.	NA	PT Forum and Link Meetings	Faculty PTs and SMT		
	2. Professional learning on class visits for all PTs and SMT. To be provided through discussion at PT Forum	NA	PT Forum	CTs and PTs and SMT	End of session 2019	

<ul style="list-style-type: none"> Pupil focus groups will provide further qualitative data on perceived levels of challenge for S3 pupils. Insight data February 2019, September 2019 and February 2020. Parental feedback from ASG Parental Engagement Event and Tree of Knowledge event will provide qualitative data on parental levels of confidence and ability to support their children's learning. 	3. CLPL for all teachers on use of benchmarks.	NA	In-Service days and/or Whole staff meetings	SMT	End of session 2019	
	4. Implementation of new S3 courses to provide more appropriate challenge in BGE.	NA		PTs and CTs	End of session 2019	
	5. Implementation of new senior phase courses to provide more opportunities for young people to achieve at level 5.	NA		SMT, PTs and CTs	End of session 2019	
	6. Parental engagement event 18 September 2018.	NA			18 September 2018	
Pupil Equity Fund: <ul style="list-style-type: none"> Attendance, participation and equity of access data from PEF Lead. 	7. PEF lead will monitor and track data in relation to engagement of all young people impacted upon by poverty. 8. Opportunities fund will pay for cost of activities for all young people impacted upon by poverty.	YES	Regular meetings between PEF lead and SMT/DHT pupil support.	PEF Lead	Termly reports from PEF Lead	
<ul style="list-style-type: none"> Termly Feedback reports from PEF Lead on cost of the school day. Per Capita will be more equitably distributed – per capita figures for 2019 -20 compared to 2018 -19. Participation rates for S1 – 3 pupils in activities week 	9. All activities for pupils impacted upon by poverty will be paid for by PEF. 10. Faculty PTS will all calculate and communicate to SMT the cost of their courses. 11. SMT will devise a formula for equitable division of Per Capita to ensure no pupil has to contribute to the payment of courses. 12. Consideration will be given to way we fund raise to contribute to payment for activities and excursions. 13. Activities week for S1 – S3 will be redesigned using equity of opportunity as the rationale.	Yes	DHT/PT link Meetings SMT Meetings	PEF Lead Faculty PTs	May 2019	

Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 2

2018-2019 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



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	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children's progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

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

Lead Responsible:

SMT and PTs Pupil Support @ Bridge of Don Academy and Oldmachar Academy
ASG Partnership: Police Scotland, NHS Grampian, Alcohol and Drugs Action, The Street, ACC Health and Wellbeing Support Officer.

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

By January 2019 the majority of young people in S3 will feel more confident in their own knowledge and understanding of substance misuse.

By January 2019 the majority of young people in S3 will feel more confident in terms of making informed choices in relation to substance use and misuse.

By March 2019 Teachers of PSE will report almost all young people being engaged with learning in relation to substance misuse in this model of delivery; both S1 and S3 pupils.

By March 2019 the majority of parents/carers will report greater understanding of issues relating to substance use and misuse.

By March 2019 the majority of parents/carers will report greater levels of confidence in discussing issues relating to substance use and misuse with their children.

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
<ul style="list-style-type: none"> Professional discussions of teachers to include PSE teachers from Oldmachar and Bridge of Don and appropriate member of SLTs will 	Tasks to Achieve Priority 3	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
	1. Launch Event to be organised for 24 August 2018 at Beach ballroom	NA	PSMG Monday Mornings	HTs and Amanda Montgomery	24 August	

<p>provide qualitative evidence of the levels of pupil engagement with this model of delivery.</p> <ul style="list-style-type: none"> Pupil focus groups will provide qualitative data on their levels of engagement with the learning in this model of delivery. Although they will not be able to compare directly they will (being in S3) be able to compare this with other ways of learning in PSE from S1 and S2. Feedback from parents following the afternoon event in the spring term will provide qualitative evidence of their levels of understanding of substance misuse and their levels of confidence in discussing these with their children. 	2. Apply for finding from Health Improvement Fund	NA		DMcW	29 June 2018	
	3. PTs pupil Support deliver new model curriculum for Substance misuse	NA		PTs pupil Support	By 9 October 2018	
	4. Competition Event at Oldmachar Academy – pupils compete for best presentation prize. In front of invited guests and parents.	NA		HTs and PTs pupils Support & Amanda Montgomery	On 9 October 2018	
	5. Parental engagement event – in school time - to support parental engagement with the subjects and their children's learning.	NA		Each school to organise own event.	Date of event to be confirmed and organised by each school. Potentially December 2018.	

Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 3

2018-2019 Improvement Priority 4:

Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

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:

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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	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children's progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

Curriculum for Excellence – Entitlements for all children and young people

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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.

<p>Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people Lead Responsible: SMT, PT Wider Achievement, PTs Pupil Support.</p>						
<p>Expected Outcome(s) for whom, by when, by how much?</p> <ul style="list-style-type: none"> By February 2020 the gap between BODA and our virtual comparator will close in terms of positive destinations by at least 1% for all leavers. Almost all young people in S1 – 3 will participate in activities week and benefit from the opportunities to develop skills and confidence for learning life and work. By February 2021 at least a 1% decrease in the gap between BODA and our Virtual comparator in terms of complementary tariff points. By June 2020 an improvement in the proportion of our pupils achieving Saltire Awards. By August 2019 plans in place for work experience for all current S3 pupils who plan to leave school at the end of S4. 						
Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
						On Track
						Behind Schedule
						Not Actioned
<ul style="list-style-type: none"> Insight data – complementary tariff points and positive destinations data - February Updates of 2019 and 2020. Saltire Awards data base – baseline from June 2019 to be compared with June 2020. Compiled by Wider Achievement lead. 	Tasks to Achieve Priority 4	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	
	1. Plan to be devised for appropriate work experience opportunities for current S3 (2018-19) as they move into senior phase.	NA	Link Meetings also PSMG Meetings Meetings with Heads of House and DHT for pupil support	PTs pupil support and SMT	August 2019 To be reviewed at Autumn and Spring Review Meetings	

	2. Wider achievement opportunities to be developed through e.g. leadership course in S3 and S5/6 and capturing of pupils achievements in Saltire Awards.	PEF	NCCT In-service days and class preparation time.	PT Wider achievements and SMT	throughout session 2018 – 19 To be reviewed at Autumn and Spring Review Meetings	
	3. Activities week to be changed to incorporate S1 – S3. Working Group(s) to be set up to organise activities for S1, S2 and S3 - led by SMT. Programme for May 2019 to be devised. Rationale established at whole staff meeting June 2018.	PEF Opportunities fund to support participation of any pupils on our PEF list.	Termly meetings in NCCT PEF Fund £24 000	Activities Week working Group Trip leaders SMT PEF Lead	May 2019 To be reviewed at Autumn and Spring Review Meetings	
	4. Maintenance and improvements of our careers Education programme by working with SDS partners and our business partners: e.g. <ul style="list-style-type: none">• Careers Evening• Individual work experience placements.• Girls Get Set• Leadership and enterprise opportunities.• Appropriate course choice guidance and pathway planning.		Link Meetings also PSMG Meetings Meetings with Heads of House and DHT for pupil support	Heads of House SDS DHT for S5 and S6 DYW Lead	By June 2019	

Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 4

Pupil Equity Fund Budget Allocation April 2018 - £24 000

Pupil Equity Fund Rationale 2018-2019

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

To establish the extent of the poverty related attainment gap in this school. Specifically to establish whether or not there is a correlation between attainment and participation in wider learning opportunities in and out of school and intervene by supporting pupils to participate in appropriate activities.

5 Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation:

Track

- Identify vulnerable pupils defined as those on **FSM**, those from **SIMD 1& 2** and those identified from our **own intelligence data**. Maintain and keep this list up to date.
- Work with pupil support to track progress against 4 headings so that we have an accurate picture of this in our school:
 1. Attendance – level of attendance of all young people on our vulnerable list
 2. Attainment – using monitoring and tracking data in SEEMIS for pupils in S1 – 3 and tracking data from S4 -6.
 3. Exclusion – track days and episodes per vulnerable pupil.
 4. Participation - liaise with PT wider achievement to establish levels of participation across the whole school. Create a Google Form that can be used annually with all pupils to establish level of participation.

Report

- Report to PEF Group (PSMG) termly on the above
- Line managed by DHT Pupil Support

Intervene

- Meet with pupils on the vulnerable list who are not participating (in or out of school) establish what they are interested in and what school could support. Do this with PT Head of House; PT SfL and DHT.
- Apply for funding from PEF Opportunities fund in consultation with colleagues identified above using the form available from HT.

Evaluate

- Use data (see above) to track individual pupil progress over time
- Use data to track the group's progress over time
- Establish the extent of the poverty related attainment gap and the impact of participation on attainment.

Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles:

Intervene

- Meet with pupils on the vulnerable list who are not participating (in or out of school) establish what they are interested in and what school could support. Do this with PT Head of House; PT SfL and DHT and PTs subject.
- Apply for funding from PEF Opportunities fund in consultation with colleagues identified above.
- Liaise with colleagues (PEF Leads) from other schools to consider alternative approaches to supporting young people.

Analysis of data indicates that young people from SIMD deciles 1 and 2 are not under achieving when we look at Insight data. Therefore our approach is to ensure that young people identified on our PEF list do not experience barriers to their learning created by poverty.

***Identified areas for PEF Funding 2018-19 identified from our self-evaluation:**

- PEF Lead in Place (cost = 0.2 FTE at point 1 on PT scale and on costs)
- Maintain the already established up-to-date and comprehensive list of all young people impacted upon by poverty. To include those on FSM, in SIMD 1,2 and 3 and also those we know from our own intelligence data e.g. from Heads of House.
- Now PEF Lead in place we can commence to monitor and track the attainment, positive destinations, attendance , exclusions and health and wellbeing of young people identified as having poverty as one of the barriers to their learning and full engagement in learning in and out of school. PEF led will report directly termly to DHT in charge of pupil support.
- Opportunities Fund is established (and procedure for accessing funding by PEF lead and Heads of House) to support the participation and engagement of young people in all aspects of the curriculum in and out of school. Next step is to ensure it is well utilised and that impact on individual young people is evaluated. This fund will be used to support the participation of young people in activities in and out of school and by doing so increase levels of engagement with learning both in and out of school. It will be used to pay for the participation of young people in our new look Activities Week programme which will be organised along two new principles – equity and participation. This will sit alongside our three year plan to reduce the cost of the school day for all.

*Please refer to detail of areas identified for Pupil Equity Funding in Improvement Plan Priority 2 - Closing the attainment gap between the most and least disadvantaged children / young people in Bridge of Don Academy

Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives E.g. Working Group; Pupil Groups; Maintenance Areas	Leader(s) Promoted and Unpromoted Staff
Activities Week Working group:	2 x DHTs and PEF lad plus CTS and PTs
Global Goals Group	Jessica Beattie CT Modern Studies and Cara Walkden CT Geography (currently on Maternity Leave)
Senior Leadership Teams (students)	DHT for senior School Mike Jamieson
Health and Safety	HT, SSSM, PT and CT
Mentoring and Pupil Motivation/Aspiration	SMT and Gillian Forbes PT Music
Student Council: Have established a number of priorities for themselves and the whole school which include a greater focus on house identity; more local charity fundraising and creating the school's vision statement.	School House Captains and Head Team (pupils)
Literacy Group	Dani Paul PT English and Literacy and CT/PT reps from all faculties
Numeracy Group	Brian Willox PT Numeracy and Mathematics.
Social Committee	Nathalie Wood PT SfL and others TBC
ICT Group	DHT Jill Cruickshank plus PTs and class teachers.

Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)

Participants	Engagement Event	Date
Staff	May In- Service Day 2018; PT and HT/DHT review meetings took place in May and Improvement planning was the central theme: discussion of National, ACC and school priorities as well as faculty/departamental priorities based on previous self-evaluation work completed throughout the year.	Tuesday 8 May 2018 Weeks of 21 - 25 May and
Children / Young People	<p>Full Consultation on Introduction of new titles for leadership roles held during session 2017 -18. This involved all pupils (in PSE) as well as student council at meetings throughout session.</p> <p>Feedback from pupils in s3 took place in session 2016-17 through pupils voice activities; session 2017 -18 – plan for new courses which included consultation with young people and assemblies to advise them about changes for course choice in session 2018-19.</p> <p>Further feedback will be sought from young people through pupils voice activities</p> <p>Global Goals Group: this group were central to decision making about the RRSA work as well ACC Fair Aware award. They deliver assemblies to pupils, attend meetings of Parent Council and Staff meetings to consult and engage on their work.</p>	Various

	Student Council: meeting of 27 March 2018 set a number of priorities for the student council including a greater focus on joint charity working for local causes by the school houses and a focus on house identity.	
Parents	<p>Parent Council Meeting: consultation on priorities for session 2018 – 19 have taken place throughout this (and previous) sessions. For example in session 2016 -17 we discussed pupil feedback and staff discussions about structural changes to the S3 curriculum to give young people more choice. During Session 2017 – 18 there was further discussion and consultation.</p> <p>Parental Engagement in learning has been a focus for the group this session – thus the event of 18 September 2018.</p>	<p>Various throughout session 2017 – 18</p> <p>29 May 2018 final meeting of year.</p>
Partners and Volunteers	Regular meetings throughout the session with Rubber Atkins and SMT as well as pupils.	Various
Associated School Group	ASG Meetings during summer term established priorities for literacy and numeracy for session 2018 – 19.	28 June 2018
Partnership Forum Group	<p>ASG Partnership (including Oldmachar Partnership)consultation has taken place at ASG Meetings re two events:</p> <p>Parental Engagement 18 September 2018</p> <p>Drugs Project August to December 2018.</p> <p>Further consultation with the two teams of guidance teachers to establish LI and SC for this work and to discuss the launch event on 28 August 2018.</p>	<p>15 May 2018 meeting of BoD and Oldmachar Partnership.</p> <p>BoD ASG partnership 23 January 2018</p> <p>14 June 2018</p>

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