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# Supporting Improvement: **School Improvement Plan**



Establishment	<b>Bellahouston Academy - Session 2022-2023</b>
Head of Establishment	<b>B Mochan</b>
Area/Local Improvement Group	<b>LIG 3</b>
Head of Service	<b>D. Macleod</b>
Area Education Officer/ Quality Improvement Officer	<b>M. Baker</b>

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## **Action Plan Summary for Stakeholders**

## 1. Our Vision, Values and Aims

To provide a first rate education, with well-qualified and well-motivated staff working together to ensure that every pupil in the school can achieve to the limit of his or her potential.

To tackle – with all the energy, optimism and resilience that it needs – the problems that children face because of social deprivation and poverty of expectation, and to hold fast to the principle that every child can and should achieve

To present learning as a life-long process, the pursuit of which will both liberate and reward the individual learner and benefit society as a whole.

To provide a safe, caring and orderly environment in which to learn and to grow and which the promotion of positive behaviour is fundamental.

To provide, in both the formal and informal curriculum, a rich set of experiences which will encourage children to grow in maturity, responsibility and in self-assurance as well as in knowledge and understanding.

To promote the values of responsible citizenship and social justice and to affirm that all people are of equal value and all are entitled to equality of opportunity and to appropriate respect for their dignity, irrespective of religion or race.

To make a reality of the principle that learning should be a partnership between the user and the provider and, in particular, to place real value on the views of pupils and parents.

To foster sound learning, to encourage enterprise and innovation and to promote the virtues of honesty, reliability and hard work.

**Please note that, as per the tasks below, these vision, values and aims are under review, and will be updated.**

## **2. Summary of our self-evaluation process.**

All staff engaged in self-evaluation activities and focus on improving collaborative practice across the school to improve standards. More effective use of evaluative statements in EPR and SIP. Parent Council consulted as part of our Self-evaluation calendar and more opportunities for gathering pupil views will be an improvement priority.

### **Strengths identified:**

#### **School Improvement**

- More staff have been involved in evaluating performance information, through calendar of Progression Pathways meetings with HT and Link DHT
- All staff have been involved in the development of S.I.P. priorities and ongoing policy development through Professional Learning groups and S.I.P. consultation activities at Inset
- Four faculties have been involved in the development and piloting of processes for validated self-evaluation
- Rigorous Quality Improvement processes have supported attainment judgement in all faculties
- Implementation of more formal approach to gathering pupil views through GCC Framework for Wellbeing Focus Groups, led by SLT

#### **Learning, Teaching & Assessment**

- Improved use of digital technologies and blended learning, supplemented by collation of materials for Digital Learning Hub across all departments/faculties
- Draft Teaching and Learning policy developed by Professional Learning Group, following detailed collegiate professional enquiry
- Structured and rigorous approaches to moderation of assessment in senior phase
- Commitment to increasing our capacity to offer opportunities to offer wider achievement opportunities and incorporate Skills for Life, Learning and Work across all curricular areas

#### **Tracking & Monitoring of Learner Progress**

- Rigorous, structured approaches to collecting and evaluating pupil attainment data
- Implementation of CAT and PASS testing to supplement tracking of attainment data in BGE

## 2. Summary of our self-evaluation process.

- Targeted interventions in place at the earliest opportunity to support underachievement, led by PEF team and PTPCs
- Revised roles of Pastoral Support and PEF team to review impact of interventions regularly

### Teacher Professionalism

- Continuing development of CPD programmes developing Leadership (e.g, Wider Aspects for NQTs, Associate Pastoral Care programme, Developing Middle Leaders input at Inset and Leadership Team Meetings)
- Development of consistent Professional Learning group programme, reflecting key principles of an effective collegiate culture, promoting professional enquiry in themes relevant to S.I.P., and providing leadership opportunities for colleagues managing/co-ordinating PLG outputs
- Improved professional dialogue and collaboration with Learning Community partners, particularly focussing on Transition
- More consistency in processes to moderate assessment as a result of authority guidance

### School Leadership

- Establishment of coordinated Team around the Child approach has improved leadership capacity within existing teams.
- Strategic leadership and coordination of additional staffing secured to support literacy, numeracy and wellbeing
- Improved capacity for leadership development through in – house coaching and mentoring programmes
- Use of PEF funding to supplement Senior Leadership Team (and overtake Renewal and Sustainability priorities) and PEF Team (by appointing Literacy and Numeracy leads
- Opportunities for Pupil Leadership strengthened through Rights Respecting School and LGBTQ+ Charter groups, and formation of wider Senior Pupil Leadership Team

### Parental Engagement

- Varied approaches (Telephone calls and, eventually, face-to-face meetings) to Parents' Consultation Evenings used to engage parents
- Piloting of Parent Partnership Survey Approach
- Development of Digital Learning Hub resource
- P7 Transition Information Evening held in school

## 2. Summary of our self-evaluation process.

### Priorities for development:

- 1: High quality learning and teaching is taking place across the school.
- 2: School self-evaluation and performance improvement systems are embedded, supporting quality improvement.
- 3: Universal and Targeted supports are established to raise attainment & support wellbeing and inclusion.

No.	Quality Indicator	Priority
1	1.2 2.2 2.3	1: High quality learning and teaching is taking place across the school.
		DHT Responsible : M. Watt (Teaching and Learning), M. Macdonald (BGE curriculum, moderation and assessment) and L. Galloway (Digital Learning)

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
To develop - across all curricular areas - a shared understanding of the key features of high-quality teaching and learning (including digital learning), and publish these expectations within a renewed Teaching and Learning Policy.	Aug-Nov Jan-March	VSE programme establishes evidence of effective practice T & L group lead implementation of T & L policy <b>SLT departmental reviews and challenge questions (monthly)</b> Whole school professional learning (PLGs)
To develop an implementation strategy for our renewed teaching and learning policy, and ensure that self-evaluation and quality assurance processes allow the impact of the policy to be regularly reviewed.	Aug- Sep Monthly	Planned implementation of new T & L policy Regular reviews and evaluations Evidence of implementation through observed lessons and feedback

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>To provide staff development opportunities focussing on the key features of high-quality learning &amp; teaching through:</p> <ul style="list-style-type: none"> <li>• Whole school professional learning activities</li> <li>• Professional Learning Groups</li> <li>• Developing Middle Leadership Programme</li> </ul> <p>in order to further build capacity in providing excellent classroom experiences for young people.</p>		<p>Staff evaluations of in-school CPD programme(s), PLG programme</p> <p>Evidence of implementation through observed lessons and feedback</p>
<p>To review BGE curriculum provision by engaging all stakeholders in purposeful consultation focused on the needs of our own context, and identifying possibilities for curriculum innovation (including IDL and digital learning).</p>	Aug-Dec	<p>Structured evaluation of existing provision</p> <p>Use of recent research and Scot Govt publications to evaluate practice</p> <p>Clear, evidence-driven, and persuasive rationale for recommendations is arrived at</p>
<p>To engage all staff in focused professional development of curriculum rationale and purpose to ensure our vision and values are reflected in our curricular offer.</p>	Sep-Nov	<p>Directed staff development, information sharing and professional learning on curricular models and evaluations of existing practice inform revised BGE curriculum recommendations</p>
<p>To continue developing the senior phase curriculum by ensuring and publishing relevant progression pathways for our existing and future cohorts – which offer additional choices in vocational and skills-based courses.</p>	Sep-Nov	<p>Scrutiny of SQA results and analysis informs options choice protocols</p> <p>Modelled pathways within senior phase to identify gaps in provision</p> <p>Published Progression Pathways in each Faculty/Department</p>
<p>To review our approaches to moderation and assessment in BGE to ensure the professional judgement of staff is applied consistently across the school, so that analysis of tracking and monitoring can more reliably inform planning at pupil, class, faculty/department and school levels.</p>	Aug-Nov Jan - March	<p>Structured moderation of assessment within BGE using Learning Partners and advice from authority is apparent</p> <p>More formalised moderation calendar is published and followed</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
To develop relationships within the learning community which allow dialogue around moderation and assessment to take place with associated primary schools.		More formalised moderation calendar Evidence of collegiate discussions, and actions following
To develop staff proficiency in delivering digital learning and build capacity in using connected learning devices.	Aug -Nov	Digital resources and professional development planned and delivered Lesson Observations and Pupil Focus Group evidence effective learning through digital resources
To develop our Literacy and Numeracy Across the Curriculum Strategy and ensure all staff understand their roles in developing literacy and numeracy skills in learning & teaching	Aug-Dec Jan - March	Learning across the curriculum strategy is shared and support for target groups understood by all Improved Attainment in Literacy and Numeracy

Staff leading on this priority – including partners	Resources and staff development
Teaching & Learning professional learning group SLT FHs Learning partners (LIG) PT RA PEF Team PT WOW SDS ICT Coordinator	Further CPD on Digital learning resources, strategies and tools Curriculum research and recent Scot Govt reports Evidence based practice research – effective teaching & learning ( <i>The Teaching Delusion, Making Thinking Visible etc</i> ) Sharing effective practice in structured ways Dedicated time to share effective practice



No.	Quality Indicator	Priority
2	1.1 1.3 1.4	<b>2: School self-evaluation and performance improvement systems are embedded, supporting quality improvement.</b>
		DHT Responsible: B Mochan (Self- Evaluation, Quality Assurance, and School Improvemnt), L Galloway (Parental Engagement)

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
To offer staff development focused on developing our capacity to deliver excellent teaching & learning through: <ul style="list-style-type: none"> <li>- Whole school professional learning activities</li> <li>- Professional Learning Groups</li> <li>- Developing Middle Leadership</li> </ul>	Monthly updates at Faculty meetings and SLT meetings	Observed lessons evidence improvements in L, T & assessment. Peer observation programme to develop staff confidence in using L & T strategies to provide consistency in learner experiences VSE programme supports FH to identify effective practice and areas for development within each faculty
To devise and implement a DYW strategy (including self-evaluation and quality assurance processes to assess impact) and ensure all staff within the school are fully aware of their roles and responsibilities in delivering this.	September - October	DYW strategy embeds skills for learning, life & work in each faculty and measures impact of skills development and areas for development
To consistently apply – across all curricular areas - our Skills for Learning Framework and promote the value of skills for learning, life and work amongst young people, parents and partners.	September - October	DYW strategy embeds skills for learning, life & work in each faculty and develops this through partnerships with business and SDS
To continue to develop and promote collaborative approaches to Quality Assurance and Self-Evaluation by: <ul style="list-style-type: none"> <li>- Formalising a more robust self-evaluation/quality assurance calendar tailored to our S.I.P. priorities, which ensures</li> </ul>	Aug – Dec Jan – March Monthly updates at SLT	Using HGIOs challenge questions and GCC learning & wellbeing surveys views of parents and young people are gathered regularly to monitor impact of improved T & L strategies across the school.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>consistent engagement from all stakeholders and at all levels (e.g. classroom/faculty/whole school)</p> <ul style="list-style-type: none"> <li>- Developing our internal VSE model</li> <li>- Formalising SLT focus groups to gather pupil views (<i>using GCC Framework for Wellbeing</i>)</li> <li>- Extending reach of Parental Partnership surveys.</li> </ul>		<p>All Faculties engaged in VSE model to facilitate evaluation of existing practice and develop a whole school collaborative approach to improvement</p> <p>Parental views gathered to triangulate evidence gathered and improvements actions formulated as a result of information gathered.</p>
<p>To develop a more strategic and formal approach to parental involvement and engagement which:</p> <ul style="list-style-type: none"> <li>• focuses on learning, teaching and assessment, and progression pathways;</li> <li>• maximises the opportunities for deeper engagement through Parents' Evenings and Tracking/Reporting</li> <li>• reflects the thematic foci of the school calendar;</li> <li>• evaluates the impact of parental engagement, and how this affects improvement planning;</li> <li>• engages parents across all demographics within our school community.</li> </ul>	Termly	<p>Parental surveys linked to T &amp; L aimed at a wider group of parents and targeted groups to ensure parents are equipped with knowledge of T &amp; L and progression pathways.</p> <p>Stakeholder consultation is embedded in self-evaluation processes.</p>
<p>To support parental engagement with teaching and learning by:</p> <ul style="list-style-type: none"> <li>• upskilling parents so they feel more confident in supporting learning at home;</li> <li>• further developing and promoting resources collated on digital learning hub.</li> </ul>	Termly	<p>Parents equipped with strategies to support learning at home.</p>
<p>Revise our school's vision and values statements, updating these to reflect:</p> <ul style="list-style-type: none"> <li>• our high aspirations for (and expectations of) our young people and their families</li> </ul>	October - November	<p>Consultation to review our Vision &amp; Values to ensure it reflects the needs of our school community.</p> <p>Renewed Vision and Values published and apparent in daily life of the school</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>our commitment to providing a nurturing school environment where all can flourish</li> <li>our understanding of the current and future challenges facing those within our school community.</li> </ul>		
To develop and promote Professional Learning opportunities which are focused on Health and Wellbeing (specifically including mental health) and Inclusive Practices.	Aug – Dec Jan -March	Planned programme of CPD opportunities and focused CPD to bridge any gaps in provision and ensure consistent approaches to developing and promoting nurture, positive mental health and promoting positive relationships.
To update and improve the school environment so that it routinely exemplifies, supports and reinforces our revised vision and values.	October	Renovations to Pond Area, Staff Room, PTPC Office, Wider Pupil Support Team office completed, and perceived benefits in communication, collegiality and consistency apparent.

Staff leading on this priority – including partners	Resources and staff development
SLT PTPC School based partners – Campus officer, Youth link worker, MCR Coordinator, school counsellor Faculty heads and middle leaders Rights Respecting School Group Faculty of Inclusion & Health & Wellbeing	Regular opportunities for CPD to refresh staff knowledge and skills to empower us to respond to needs of pupils in our care All staff engaged in regular reflection and evaluation of practice with opportunities to collaborate and engage in professional dialogue and reflection on T & L and assessment All faculties working together to improve practice across our school by sharing effective practice and sharing expertise and evidence of impact

	Commitment to supporting the DYW by embedding skills in learning and making pathways and progression routes more visible to yp.
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No.	Quality Indicator	Priority
3	3.1 3.2 3.3	<b>3: Universal and Targeted supports are established to raise attainment &amp; support wellbeing and inclusion.</b>
		DHT Responsible : S Galloway (Nurture and Inclusive Practices) & M MacDonald (Equalities)

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
To develop more consistency in course choice processes to ensure this leads to improved attainment for all pupils by focusing course choice dialogue and support materials on prior attainment and pathway progression	September- November	Clearer guidelines and rationale for choices produced and shared with staff, pupils and parents Greater transparency and guidelines for FH through tracking and monitoring for changing course or dropping subjects – proforma to support discussion and advice prior to subject change mid-term.
Develop our Pupil Leadership strategy and ensure that: <ul style="list-style-type: none"> <li>all practices reflect Rights Respecting School principles.</li> <li>there is greater consistency in gathering, sharing and demonstrating action from pupil views;</li> </ul>	August -Nov	Pupil leadership group identified and roles, responsibilities and calendar of events shared to ensure all pupils have opportunities to participate in leadership activities Pupil consultation more evident in policy and practice

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>SLT develop systematic ways to demonstrate pupil leadership linked to our improvement priorities (by implementing QA actions consistently and regularly)</li> </ul>		<p>Pupil leadership activities shared through staff leadership group on a termly basis</p> <p>Pupil led assemblies and activities around school calendar are planned and linked to staff leadership remits to create more consistent pupil experiences.</p>
<p>Develop consistent approaches in responding to tracking and monitoring data (at whole school, department/faculty and classroom level), ensuring that the required interventions are timeously applied in order to maximise attainment and achievement.</p>	Monthly	<p>Impact of interventions linked to agreed actions from tracking data</p> <p>Subject and Pastoral staff supporting cohort and targeted support coordinated by PT RA and SLT links</p>
<p>To continue to develop a “Team around the Child” approach to supporting our most vulnerable young people, utilising the input of partners, both within school (e.g. FARE, MCR Pathways, DYW, Campus Police Officer) and elsewhere.</p>	Monthly	<p>Monthly SIIM meetings reflect TAC discussions and resulting actions and relevant information sharing with staff to ensure planned interventions are successful in improving outcomes.</p>
<p>Develop more rigour and consistency in recording of bullying incidents and analyse the impact of interventions at whole school level more regularly.</p>	Monthly	<p>Monthly SLT discussion with proactive measures to prevent trends or themes from developing in the school, reducing conflict and improving relationships and behaviour.</p>
<p>To develop and adopt a systematic and consistent approach to maximising the attendance of pupils, particularly those in danger of missing out on qualifications.</p>	Monthly	<p>More rigorous attendance procedures implemented to ensure hard to reach and vulnerable families are supported and continue to engage with school and education pathways.</p>
<p>To continue to evidence commitment to the Rights Respecting Schools agenda by: consulting on and drafting a school RRS charter reflective of revised school vision and values statements; consulting on and drafting revised school vision and values statements reflective of</p>	Termly	<p>Pupil Rights and Pupil voice is evident in policy and practice – greater awareness of pupil rights and commitment to social justice and equity is evident in ethos and culture of our school with Rights forming central point of our revised Vision and Values.</p>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
the school RRS charter; engaging with UNICEF in regards to achieving Silver RRS status.		
<p>To develop, streamline and promote approaches to equalities across the school community by:</p> <ul style="list-style-type: none"> <li>• developing and implementing a strategic approach to systemic change in leadership of race equality at school level;</li> <li>• promoting financial inclusion, identifying all instances where “cost of the school day” excludes the most vulnerable, and sourcing the appropriate solutions;</li> <li>• undertaking development work relevant to Silver Accreditation of the LGBTQ+ Charter award.</li> </ul>	Termly	Regular update and review of actions which promote equality and social justice with a focus on pupil led activities to support an inclusive ethos
<p>To further develop our whole school approaches to nurture by:</p> <ul style="list-style-type: none"> <li>• Develop a Nurture policy which promotes inclusive approaches to promoting positive behaviour and create an inclusive learning environment for the benefit of all learners;</li> <li>• embedding nurture principles in our other policies and practices</li> <li>• creating and sharing a context-specific bank of good practice in relation to inclusive and nurturing classroom strategies (relating to environment and relationships <b>and</b> teaching and learning).</li> </ul>	Termly	Termly programme of CPD and identified lead staff to promote a nurture strategy.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>providing ongoing CPD and support for staff to develop our capacity to promote positive relationships through nurture.</li> </ul>		
To develop and implement a strategy to become a language & communication friendly school for the benefit of every learner.	December	Promote and implement strategies to support learners by demonstrating clear and concise communication and consistent strategies in every department.

Staff leading on this priority – including partners	Resources and staff development
SLT Professional Learning Groups PTPC and partners FHs PEF Team MCR Pathways coordinator	Equalities and Inclusion strategy which promotes nurture strategies and PPR is shared, developed and implemented at individual, faculty and whole school level to ensure consistency in pupil experiences and support inclusive practices.

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