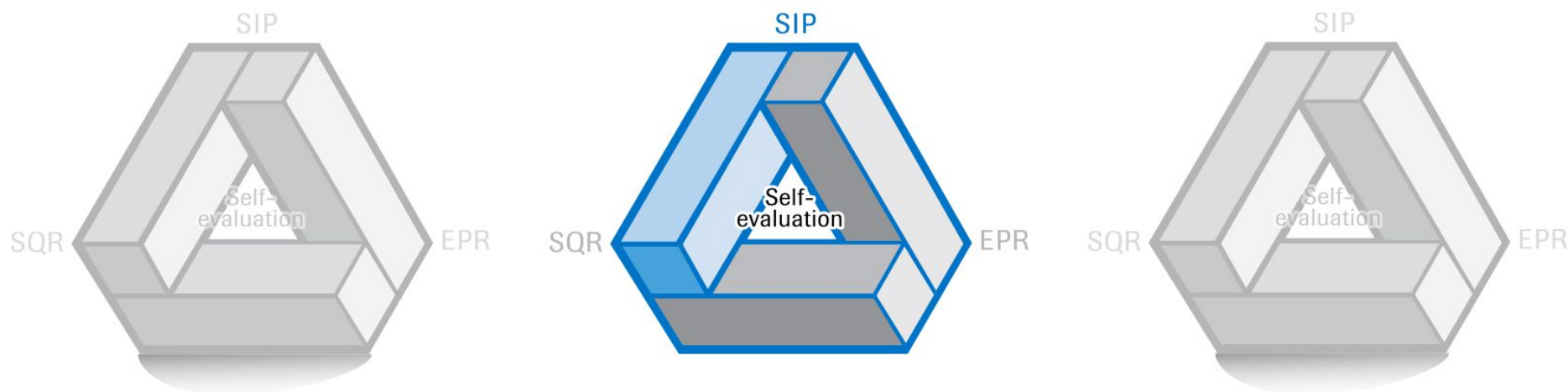




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# Supporting Improvement: **School Improvement Plan**



Session: 2019-20

Glasgow City Council Education Services: Improvement Planning

Establishment	Springburn Academy
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Area/Local Improvement Group	NE1
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### Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims
<p>The school vision is <b>SUCCESS FOR ALL</b>.</p> <p>This is underpinned by the articles set out in the United Nations Convention for the Rights of the Child (UNCRC) and our school values or of <b>RESPECT - EDUCATION - EQUALITY</b>.</p> <p>The aims of the school are:</p> <ul style="list-style-type: none"> <li>• To tackle inequality in learners' lives by using the pupil equity fund wisely to ensure learners are supported appropriately to reduce their barriers to success.</li> <li>• To work with partners to ensure all learners receive a quality learning experience to achieve and attain, whilst developing their skills for life, learning and work to support them to a positive and sustained destination.</li> <li>• To provide the highest quality learning environment for all of our learners, pupils and adults alike, to create a community and culture of continuous lifelong learning for improvement.</li> </ul>

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

Staff engage with the review of our SQA results and the positive destination data for our pupils. There is a full programme of learning visits and learner conversations that takes place every session to identify good practice to be shared across the school and common areas of development for teams/ whole school. This session (2019/2020) we will be including peer observations for self-improvement and professional learning. Staff are reflective of their practice and seek opportunities to improve through a variety of in-house and external CLPL. Staff are fully involved in the creation of our whole school improvement plan through consultation on in-service days and through focus group conversations. The school underwent a successful authority VSE in May 2019 showing improvements in QI 2.3 and 3.1 to move our school from a grading of *satisfactory* to *good* in these areas.

### Strengths identified:

We have good positive and sustained destinations and our attainment data shows that we out-perform our virtual comparator school in almost all areas for S4-6. The commitment of our staff to improve life chances of all young people in line with our school's shared vision and values. Staff are fully engaged in professional learning to support school improvement and all are involved in practitioner enquiries. The contribution of our partners and mentors enables us to offer a wide range of learning pathways for our young people. Our young people are proud of their school and appreciate the opportunities and support that it provides.

### Priorities for improvement:

1. To further develop leadership across the school by creating more opportunity for pupils to influence change and to extend our collaborative work re: practitioner enquiry and ELT trios to lead to school improvement.
2. Further improve the BGE curriculum by refining the rationale and design and by establishing a skills framework to profile pupil learner journeys.
3. Continue with curriculum review, including the Senior Phase delivery, to include more SCQF opportunities for pupils and to review tracking and raising attainment intervention processes to maximise pupil attainment and achievement.
4. Review, revise and embed L&T and self- evaluation policies and to create whole school approach to assessment, tracking and moderation with roles clearly identified.
5. To improve our wellbeing, inclusion and equity approaches by ensuring that the language of wellbeing is understood and clearly used across school. Review, revise and embed an anti-bullying policy and interventions with RRSa and LGBTQ+ charter focus.
6. To further revise our approaches to promoting positive behaviour in line with GCC Nurturing City guidelines.
7. To create a Springburn Academy family learning offer for session 2020/2021.

### 3. Action Planning

No.	Quality Indicator	Priority
1	1.3 2.3 RIC - Imp	<ul style="list-style-type: none"> <li>Create more opportunity for pupils to influence change</li> <li>Self- evaluation policy</li> <li>Collaborative work re: practitioner enquiry and ELT trios</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Re-establish House and School Pupil Councils	Monthly	Pupils feel they are consulted on all decisions that impact upon them.
Create a self-evaluation policy that reflects the practice of the school and HGIOS 4.	By May 2020	All staff are clear on what we do to self-evaluate the school, their roles within that and are familiar with HGIOS 4 challenge questions.
To move school improvement forward through further practitioner enquiry in SIGs, these will be arranged with 3 formal whole SIG meetings during the time, highlighted.	Sep 2019 Oct 2019 Nov 2019 Jan 2020 Apr 2020 May 2020 Jun 2020	School improvement will derive from staff leading through their enquiries making the school staff more empowered in the direction of school improvement. Staff will learn from each other and share good practice to support improvement.
Re-establish ELT and working in trios/ pairs to lead school priorities. The focus will be on: <ul style="list-style-type: none"> <li>L&amp;T, moderation</li> <li>Curriculum, skills pathways</li> <li>Language of wellbeing</li> </ul>	Throughout the year	There is a more collegiate approach to leading school improvement using many of the techniques studies in CLPL session 2018/2019.

Staff leading on this priority - including partners	Resources and staff development
L Hamilton, HT A McCracken, DHT L&T Tapestry group to Create a Learning Organisation Pupil Support All staff (SIG leaders)	Time for council meetings, Professional reading, Finance for Tapestry course WTA collegiate time.

No.	Quality Indicator	Priority
2	2.3 2.2 2.5 3.2 RIC- Imp/ LJ	To enhance and further develop the BGE curriculum and its delivery to offer greater pace, challenge and skills development.  To provide greater opportunity for attainment using the SCQF scale and to review the further review SP options and delivery.  To provide a Springburn Academy Family Learning Offer.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Skills framework established by SIG of PTs to be profiled throughout pupil time in Springburn.	As per SIG weeks other times. Final May 2020	Pupils will have make better choices in transition from junior to senior phase as they will understand their skills better. Pupils will have aspirational sustained positive destinations. Staff will have a framework to use to support planning learning to deliver on SLLW.
Continue with curriculum review, S2 BGE and SP programmes, including BGE Support group and SEBN support group curriculum.	May 2020	A progressive and coherent planned BGE for S2 will exist in all curricular areas that meet the design principles.
Review tracking and Raising Attainment interventions	At tracking	Pupils will be identified for targeted interventions and closer

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
processes	times	scrutiny will be placed on tracking different groups leading to sustained improved attainment and achievement.
Review and create a L&T policy	May 2020	L&T approaches will be more consistent due to whole school policy in places leading to greater equity of experience for all pupils.
Assessment, tracking and moderation policy/ guidelines created with roles clearly identified	Throughout year at SIG times	A common understanding of the moderation process will exist across the school and clearer guidelines on assessing a level will be in place for staff/ departments to use. This will result in accurate levels of study for young people maximising their attainment.
All depts. to consider what their offer could be for family learning in this year's DIPs	May 2020	A suite of opportunities will be available for the families of Springburn Academy to engage with leading to greater involvement in pupils' learning but also in opportunities for families to improve their life chances through qualifications being offered. Improved social skills in pupils working with their and other families.
More opportunities for pupils to have their attainment raised (and SP review of delivery)	Throughout year.	Improved tariff points for YP increasing their attainment and variety of post 16 opportunities available to them. (Quality learning experiences for all with single level presentation classes.)

Staff leading on this priority - including partners	Resources and staff development
A McCracken, DHT L&T K Watt, DHT DYW N Miller, DHT Raising attainment and achievement Skills Framework SIG ELT K Sandilands/ J Macfarlane - BGE support group N Lockhart/ P Connolly - SEBN support group	Time, Professional reading, WTA collegiate time.

No.	Quality Indicator	Priority
3	3.1 2.1 RIC- Imp/ LJ	Develop whole school approaches and procedures to ensure wellbeing, equality and inclusion

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Language of wellbeing clearly used across school		
Focus on Nurture and All Behaviour is Communication to support managing behaviours.  Create a PPB policy in line with above.	Inset days and throughout year.  Focus groups in: Oct 2019 Apr 2020	The school will be a more restorative place with pupils and staff with a clear understanding the school's nurturing approaches to behaviour management. All pupils have the appropriate interventions put in place to support them to manage their behaviours and access their learning. A clear PPB policy will exist and will be consistently applied in the school leading to a calmer learning environment for all.
Anti-bullying policy and interventions re: RRSA and LGBTQ+ charter and focus	May 2020	The school will have a clear anti-bullying policy based in UNCRC and with particular reference to LGBTQ+ issues.
Inclusion base role/ support routes	Oct 2020	Clear guidelines for pupils and staff on how one can access the inclusion base, interventions that are in place and how one exits the inclusion base to support better learning in the mainstream classes and therefor better attainment and achievement.

Staff leading on this priority - including partners	Resources and staff development
K Rae, DHT Inclusion PT House - wellbeing language PT House - anti-bullying policy PT Inclusion - Nurture/ ABC training/ PPB policy PT SfL and PT Inclusion - Inclusion base	Time, Professional reading, WTA collegiate time, resources as requested.