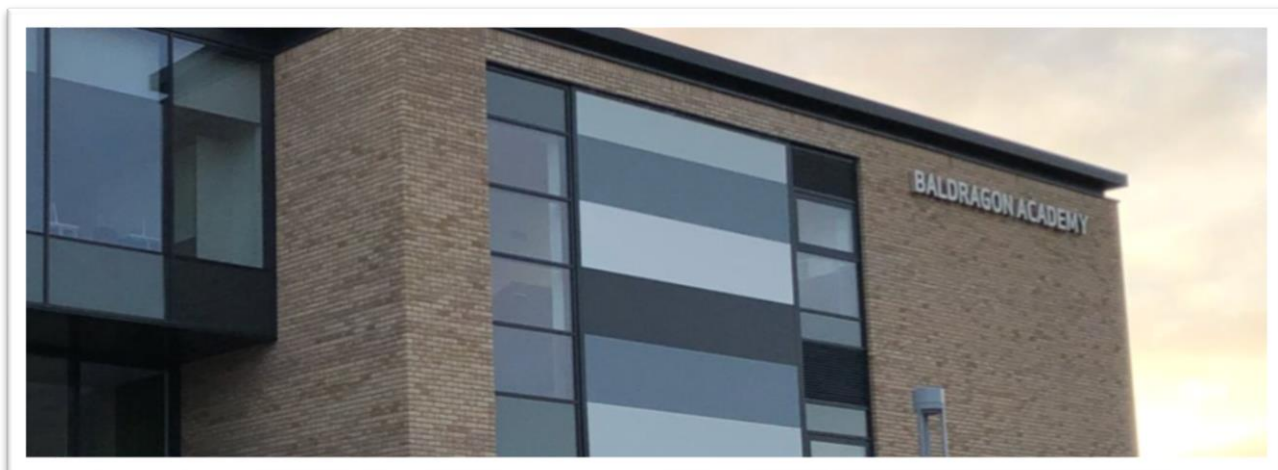# Baldragon Academy

School Improvement Report
Session 2018-2019

Baldragon Academy

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This document shares and celebrates the improvements in our School and embraces all ages and stages.

It is based upon our School Improvement Plan for session 2018 – 2019.

Our Context, aims and values

At Baldragon Academy, we aim to motivate and inspire each other to reach our full potential and take pride in our community. Our school values underpin everything that we do at Baldragon Academy.

Our agreed values of *fairness*, *honesty*, *responsibility* and *achievement* are built on a foundation of **respect**.

- **Fairness**
  Giving each other the opportunity to succeed with equity and respect.
- **Honesty**
  Building trust and mutual respect by being true to ourselves and each other.
- **Responsibility**
  Making good choices by being aware of our words and actions and the impact they may have on others.
- **Achievement**
  Aspiring to reach our full potential using our growth mindset, effort and perseverance.
- **Respect**
  We work together and achieve more.

Situated within the Strathmartine ward of Dundee City, Baldragon Academy is a non-denominational comprehensive secondary school (S1 to S6), supported by Children and Families Service, Dundee City Council. We have a school roll of approximately 800 pupils.

The Baldragon Academy cluster consists of Sidlaw View Primary School, Downfield Primary School, Craigowl Primary School and Ardler Primary School.

In Spring 2018, our school moved into outstanding purpose-built accommodation and we are exceptionally proud of our excellent new facilities and school environment.

At Baldragon Academy, closing gaps in attainment and raising attainment for all remains our main priority and we are resourced to give every learner an educational experience which meets their needs.

In 2018/19 there were a number of staffing changes. Our newly qualified teachers all progressed to full time teaching positions within Dundee City Council, including three staff gaining permanent positions at Baldragon Academy. Mrs Maloney (Principal Teacher Business Studies), Mr Norman (Teacher of Computing) and Mr Stewart (Teacher of Technology) all retired in June 2019.

Both Pupil Equity Funds and Scottish Attainment Challenge Funds have enabled us to continue a number of successful initiatives focused on raising attainment, increasing participation and engagement, reducing exclusion and increasing inclusion, and promoting attendance. This includes our commitment to specialist staffing, resources to support targeted learning, reducing the cost of the school day and targeted interventions from specialist services.

Our young people have continued to represent their school is a variety of city-wide events such as City Wide Pupil Voice, Creative Spaces, Christmas and Summer Concerts and musical presentations at the Dundee Flower and Food Festival, Ninewells Hospital, Maggies Centre, local supermarkets and the Balgowan Sheltered Housing Complex. Pupils have participated in city wide sporting events such as dance, athletics, netball, football, handball, basketball, badminton and table tennis, as well as taking part in match day Premiership Experiences. Nationally, our young people have participated in the STUC Unions in Schools and Scottish School Debating competitions. Our Young Carers also represented at a national level through Young Scot. Internationally, some of our pupils visited Amsterdam as part of the Anne Frank Trust/Dundee City Council Programme.

Charity events in school last year included S6 raising £3000 through the Youth Philanthropy Initiative for 'Cairn Fowks - Dundee', Tay FM's Cash for Kids and school funds to support our toast room and young mum's provision.

Attainment Data 2018- 2019

	Reading	*Writing*	*Talking & Listening*	*Numeracy*
S3 (CFE third level)	**90%** (-ve 3%)	**90%** (-ve 3%)	**93%** (-ve 1%)	**88%** (+ve 5%)

The 2018/19 session saw a slight reduction in the level of attainment at Curriculum for Excellence (CfE) third level Literacy. This measure is currently at a similar level to the average across Dundee City.

Numeracy attainment at the third level has increased this last session after declining for the preceding three sessions. This measure remains above the average level of attainment across Dundee City.

Generally, pupils who achieve CfE third level in S3 should be able to go on to achieve the Scottish Credit and Qualification Framework (SCQF) Level 4 in S4.

For more information on the SCQF please visit the parents/carers section at www.scqf.org.uk.

Local Benchmarking Measures Post September Insight refresh – One Year virtual comparator/national/school

The 'Literacy & Numeracy' charts show the percentage of pupils, by year group, achieving Literacy and Numeracy at SCQF level 4 and SCQF level 5. These measures are based upon the Scottish Qualification Authority's (SQA) Literacy and Numeracy units of learning and are part of the learning in both English and Maths.
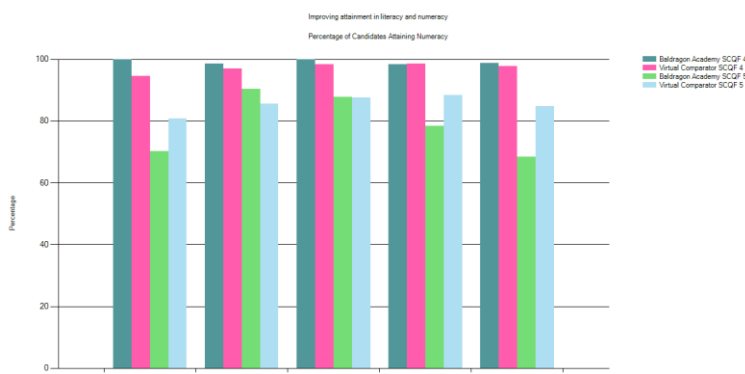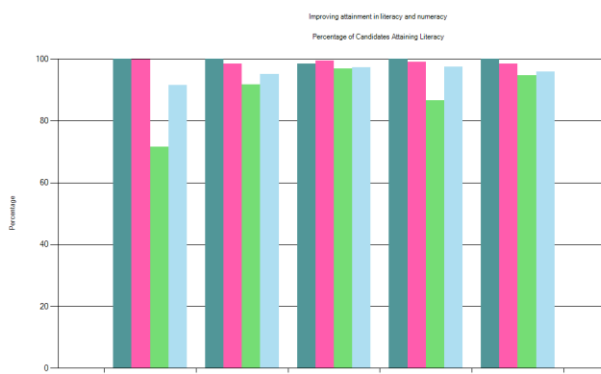
S4 Literacy & Numeracy
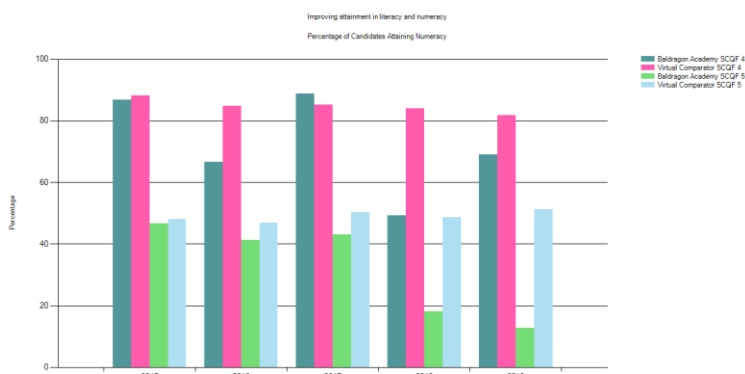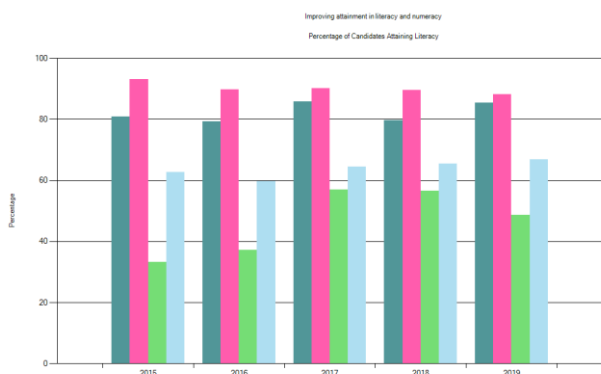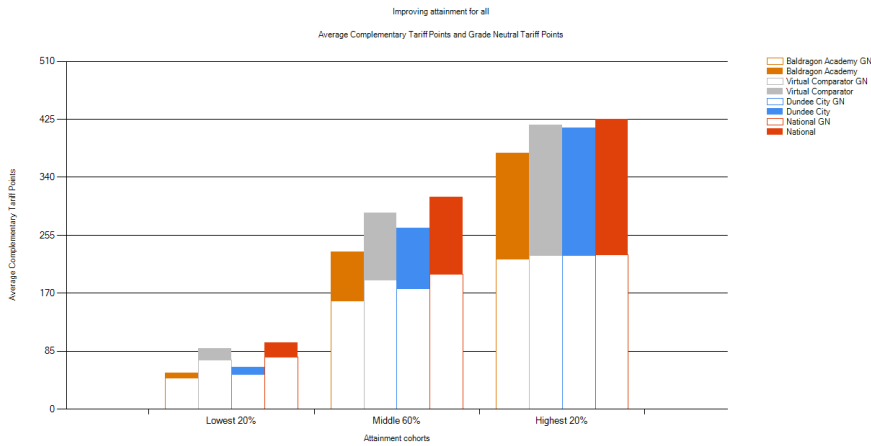

S5 Literacy & Numeracy
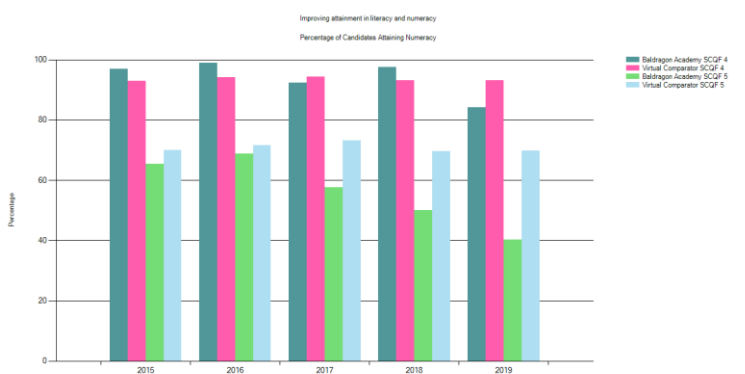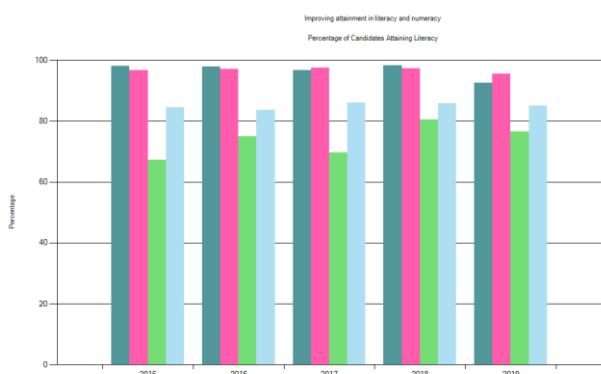
S6 Literacy & Numeracy

The 'Improving attainment for all' graphs show the average tariff score for the lowest 20%, middle 60% and highest 20% of attainers within each year group.
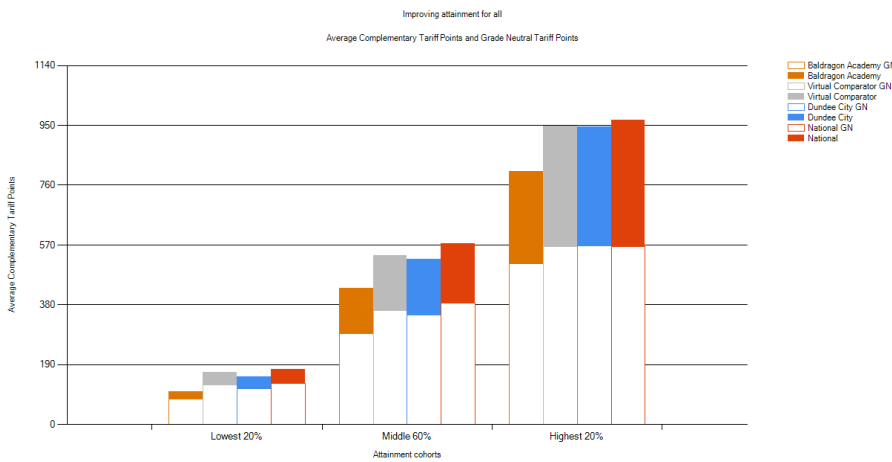
S4 Improving attainment for all

What is a Virtual Comparator?
It is a group of similar pupils across Scotland (based on gender, deprivation, additional support need and year group) to pupils in our school. It allows our school to meaningfully compare pupil attainment and achievement.

S5 Improving attainment for all

What is a tariff Point?
Qualifications and awards have Tariff points. The greater the tariff point, the greater the level of learning achieved.
It is based upon a qualifications structure, SCQF level and SCQF credit points.

What is a complementary Tariff point?
This is the total tariff points accumulated across a pupil's best attainment in their subjects, up to a maximum of 120 SCQF credit points.

S6 Improving attainment for all
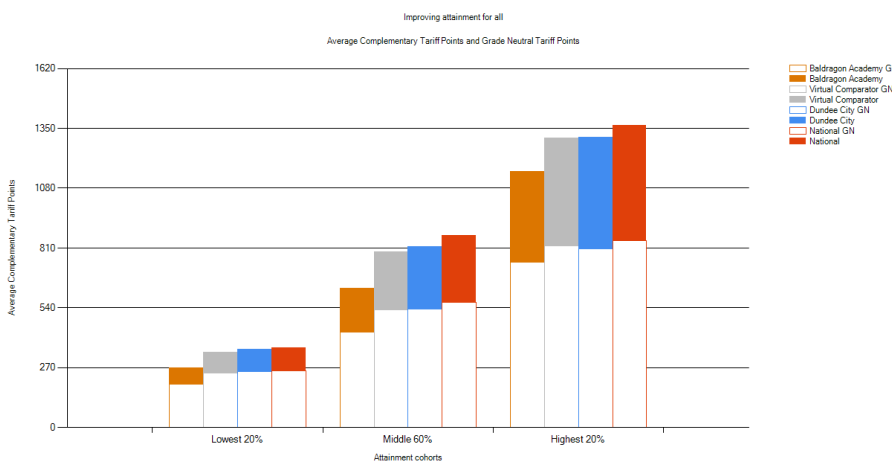
What does the white and coloured sections on each bar represent?
The white section of each bar displays graded and ungraded course achievements as equal. An ungraded course could be National 4, Skills for Work or a National Progression Award. A graded course is a National 5, Higher or Advanced Higher.

The coloured section of each bar presents the quality of achievement for graded courses i.e. the range of A, B or C passes.

The 'Attainment versus deprivation' graphs show the average total tariff, or complementary tariff, score by Scottish Index of Multiple Deprivation (SIMD) decile.

S4 Attainment versus deprivation

S5 Attainment versus deprivation

S6 Attainment versus deprivation

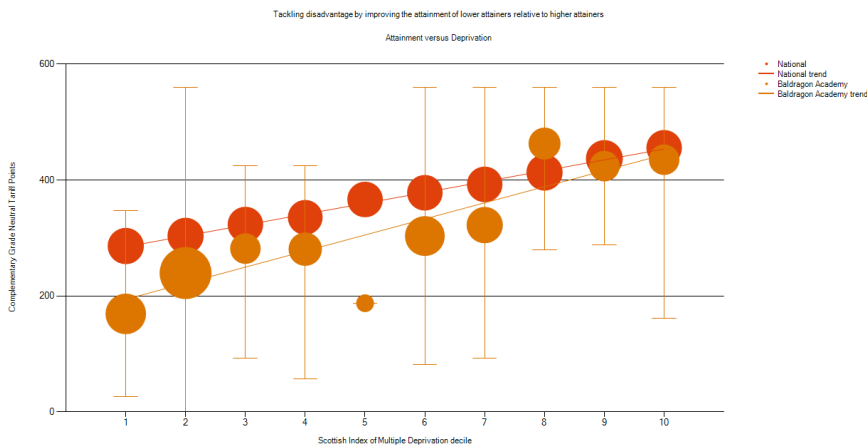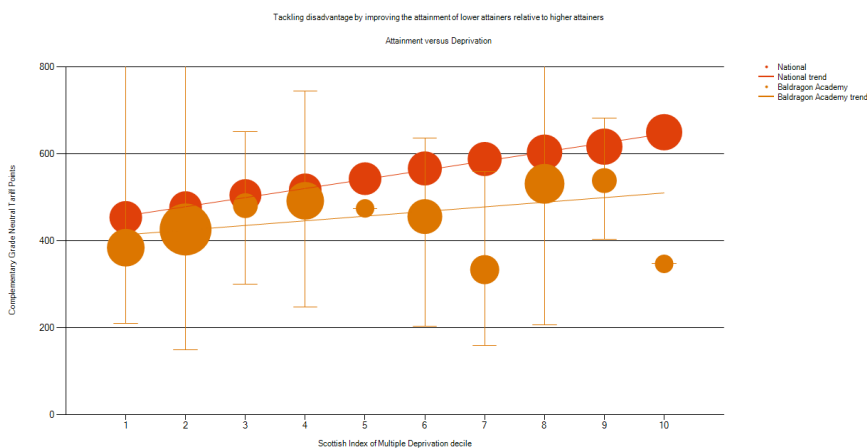The 'Increasing post-school participation' graph displays the percentage of school leavers that enter a positive destination approximately 3 months after leaving school. This chart shows February 2019 data.

Increasing post-school participation – all school leavers

The 'Breadth and Depth: All Candidates' table gives the percentage of awards per SCQF level for each year group. By comparing 2019 to 2018, we can see the increase, or decrease, in pupil achievement. Please note that all award providers contribute to this measure, including D grade awards from SQA courses.

Breadth and Depth: All Candidates

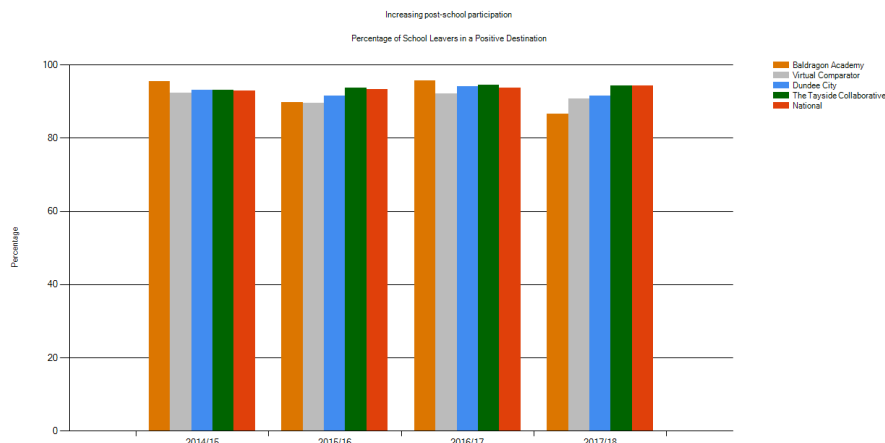|	Awards	SCQF Level 3			SCQF Level 4			SCQF Level 5			SCQF Level 6			SCQF Level 7		
		2018	2019		2018	2019		2018	2019		2018	2019		2018	2019	
S4	3 or more	80.4%	88.6%	8.2%	79.7%	80.4%	0.7%	44.2%	41.1%	-3.1%						
	5 or more	47.8%	74.7%	26.9%	44.2%	65.2%	21.0%	26.1%	18.4%	-7.7%						
	6 or more	18.1%	59.5%	41.4%	17.4%	46.8%	29.5%	10.1%	10.1%	0.0%						
S5	1 or more										57.6%	58.9%	1.3%			
	3 or more							69.5%	68.2%	-1.3%	26.3%	36.5%	10.2%			
	5 or more							43.2%	54.2%	11.0%	5.9%	8.4%	2.5%			
S6	1 or more										71.7%	80.3%	8.6%	33.3%	14.5%	-18.9%
	3 or more							81.7%	88.2%	6.5%	45.0%	52.6%	7.6%			
	5 or more							68.3%	67.1%	-1.2%	26.7%	29.0%	2.3%			

Green = increase
Red = decrease
Yellow = same within 2%

Please visit www.scqf.org.uk/interactive-framework/ for more information about the various levels and awards.

For more information please visit:

- Education Scotland - www.education.gov.scot/parentzone
- National Parent Forum of Scotland - www.npfs.org.uk
- Scottish Qualifications Authority - www.sqa.org.uk
- Scottish Credit and Qualification Framework - www.scqf.org.uk
- National Improvement Framework - www.gov.scot/policies/schools/national-improvement-framework
- How Good is Our School 4th Edition - www.education.gov.scot/improvement/self-evaluation/hgios4

Review of Improvement Progress for Session 2018-2019

School Improvement Priority 1 - Leadership of Change (QI 1.3)
- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous school improvement
- Implementing improvement and change

Progress and impact:
Following consultation with pupils, parents and staff, we agreed our new school values – achievement, responsibility, honesty, fairness and respect – and we continue to weave our values into all school policy and practice. Our values are strong visual feature across our school through posters, graphics, banners and social media, and serve as a visible prompt for all. The majority of pupils, and most staff, can articulate our school's vision, values and aims.

Our teaching staff have been engaging in a wide variety of teacher professionalism and teacher leadership opportunities, at both a local and national level. This includes: whole staff restorative approaches training; coaching and mentoring; adverse childhood experiences and resilience in children and young people; approaches to inclusion; understanding SQA standards; raising attainment through literacy; career education standard; leadership at all levels. We have delivered these experiences through in-house expertise and in partnership with: Education Scotland Professional Learning and Leadership Team (formerly SCEL); Skills Development Scotland; Jane Mudd Partnership; Dundee and Angus College; Children and Families Service Health and Wellbeing and Pedagogy Team; Scottish Qualifications Authority; Tree of Knowledge; Science Education Resource Centre.

We have improved our mechanisms for pupil, parent and staff voice by using the Education Scotland/HMIe survey tool. We have increased participation in our Parent Council – Baldragon Academy Parent Partnership – and revised our processes for listening to pupil voice with the pupil leadership team. Combined, this blended approach to feedback (both qualitative and quantitative) has helped to improve community relationships and enhance our school ethos and environment via a 'you said … we did' approach.

Next Steps:
- We will ensure our vision, values and aims are embedded in all aspects of school policy/practice and the ethos and life of the school.
- We will develop leadership capacity and consistency across the school.
- We will improve our approaches to self-evaluation and that these approaches focus on school improvement.
- We will ensure all staff are involved in self-evaluation.
- We will develop and strengthen pupil, parent and partner voice and ensure this leads to school improvement.
- We will ensure self-evaluation and staff development focuses directly on the quality of learning and teaching.
- We will develop approaches for collaborative activities, practitioner enquiry and sharing of practice to support and sustain improvement in outcomes for young people.

School Improvement Priority 2 – Learning, Teaching and Assessment (QI 2.3)
- Learning and Engagement
- Quality of teaching
- Effective use of assessment

Progress and Impact:
In S3, remaining consistent with previous years and broadly in line with the local authority average, most learners achieved Curriculum for Excellence (CfE) level 3 in Literacy (in all three areas of reading, writing, listening and talking). There is also an encouraging increase in the number of learners achieving CfE level 3 and level 4 Numeracy. Positively, the number of S4 young people converting their attainment in the Broad General Education (BGE) from CFE Level 3 to Scottish Credit and Qualification and Framework (SCQF) Level 4, in both Literacy and Numeracy, has also increased.

Using Insight measures, and in comparison to the previous year, the number of young people in S4 achieving five or more National 3 or National 4 qualifications has doubled. In S5 and S6, the number of young people achieving five or more National 5 or Higher qualifications has also increased.

In January 2019, our local authority visited Baldragon Academy. Our education officers observed learning and teaching and held focus groups with teachers, principal teachers and a range of pupils from both the BGE and the Senior Phase. The feedback report highlighted:
- the majority of departments have teachers who are consistent in setting high expectations for learners;
- our teachers set tasks and activities that meet the learning needs of the majority of children and in some classes, learner engagement is good, children are confident and are keen to learn;
- some departments have developed consistent approaches to target setting and planning next steps in learning and pupils recognise, and value, this feedback.

Our continued focus on employability skills, including via our college link partnership, has resulted in 225 nationally qualified awards for pupils in our senior phase. These include the health, construction and childcare related industries as well as awards in citizenship, personal development, health and wellbeing, volunteering and leadership. In the BGE, 51 pupils in S3 achieved a Royal Environmental Health Institute of Scotland (REHIS) award in food hygiene. Young people in the BGE continue to engage with opportunities across our school in partnership with the John Muir Award, Duke of Edinburgh's Award, Saltire Award, the Outward Bound Trust, Go4SET and Abertay University.

Next Steps:
- We will ensure all learners receive a high-quality learning experience which meets their needs.
- We will create and embed robust tracking and monitoring procedures.
- We will review and develop the curriculum (S1-S6) to ensure it is flexible and accessible for all.
- We will review and develop the curriculum (S1-S6) to maximise opportunities for success and achievement.
- We will develop opportunities for pupil voice in, and contributing to, learning, teaching and assessment.

School Improvement Priority 3 – Ensuring wellbeing, equality and inclusion (QI 3.1) & Raising attainment and achievement (QI 3.2)
- Inclusion and equality
- Attainment over time

Progress and Impact:
During in-service days, we developed our understanding of the social, economic and cultural context of our school community. Our collective and improved understanding has helped to significantly reduce school exclusions (over 600% when compared to the previous 5 years); including no exclusions for care experienced young people. We have studied trends in our young people's attainment and achievement over time – in particular within the senior phase. This has resulted in most staff developing a better understanding of the learning community of Baldragon Academy.

Our approaches to implementing our Relationships for Learning policy (January 2019) is providing staff and pupils with an improved framework to promote positive relationships, solve problems, resolve conflict and address harm more effectively.

We have continued to develop our understanding of data and how to best use it. This has helped to ensure that more young people are accessing their entitlement to universal support and that targeted supports for our most vulnerable young people is helping to raise attainment and reduce any related gaps.

Next Steps:
- We will enhance and embed our approaches to inclusion.
- We will embed our Relationship for Learning policy.
- We will enhance our mechanisms for information sharing in relation to learners needs.
- We will further develop our Inclusion and Re-integration Provision.
- We will develop professional development opportunities for staff to enhance their awareness and develop their skill in restorative approaches.
- We will ensure a shared understanding of the moderation cycle to improvement attainment.
- We will develop tracking and monitoring procedures which focus on the agreed Dundee City measures for improvement and learners needs.
- We will develop our mechanisms for parental engagement and reporting to parents to better support and track learning.
- We will embed GIRFEC across our school community.

Improvement Priorities for Session 2019-2020

Our Vision, Values and Aims

An Inclusive Curriculum

School Improvement Framework

Moderation and Assessment

High quality Learning and Teaching

Relationships for Learning

GIRFEC

Self - Evaluation

At Baldragon Academy, we will raise attainment for all and close the poverty-related attainment gap