BATHGATE ACADEMY
SCHOOL IMPROVEMENT PLAN

2022 / 2023

Courage   **Relationships**   **Relevance**   **Values**

Factors Influencing the Improvement Plan

School Factors
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

Local Authority Factors
Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap (West Lothian Raising Attainment Strategy)
*Transforming Your Council*
Corporate Plan
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors
Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Realising the Ambition
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020
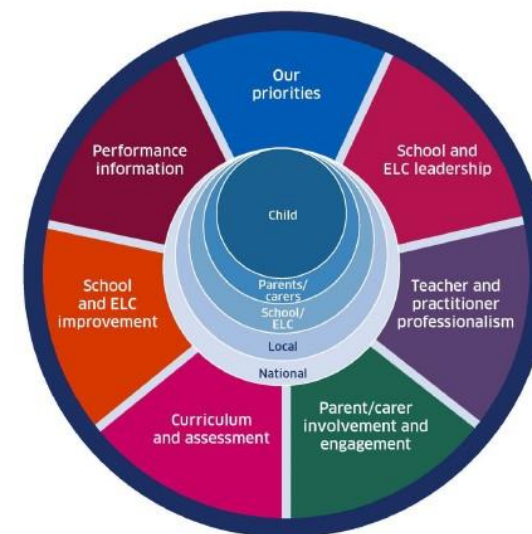
Bathgate Academy's Vision, Values & Aims

Courage   **Relationships**   **Relevance**   **Values**

Educating the whole person in a spirit of enquiry, to
- judge wisely
- act fairly, and
- live well

KINDNESS AMBITION RESPECT

Aims

- Embedding a culture and ethos where our actions are based on our shared values of Kindness, Ambition & Respect.
- Place young people at the heart of everything we do, ensuring an inclusive learning community where wellbeing of all is our priority
- Provide excellent learning experiences which inspire a lifelong love of learning
- Inspire learners to achieve their potential by providing a curriculum that facilitates their learner journey.
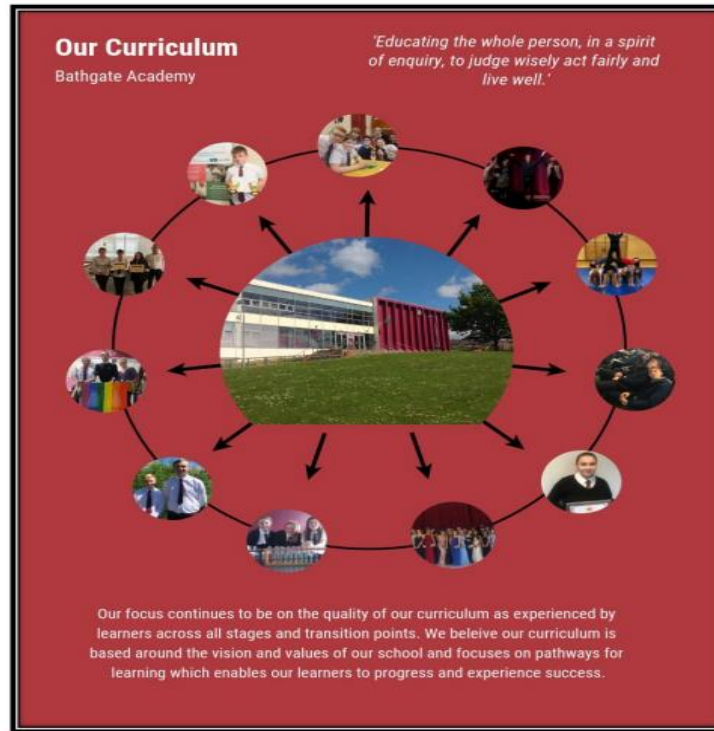
Curriculum Rationale

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.
https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/

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Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan

Background

Bathgate Academy is a non-denominational school. Our school has a mix of young people across each SIMD decile with pockets of significant socio-economic deprivation. Young people's attendance was in line with the national average. Free school meal entitlement is approximately 15%. The Head Teacher is supported by a Senior Leadership Team (SLT) of 3 Depute Head teachers and an Area Business Manager and Pupil Support Manager. The Extended Leadership Team (ELT) consists of 6 Principal Teachers Curriculum each with responsibilities for Curricular Areas, 1 PT3 Support for Learning, 3 Principal Teacher Curriculum (Pupil Support) with House/SfL responsibilities and 3 House Leaders with House responsibilities. Effective cluster working ensures continuity with our five associated Primary schools: Balbardie, Blackburn, Murrayfield, Simpson and Boghall. The school aims to provide a secure, supportive and challenging environment based on mutual respect where staff and pupils develop their skills to the highest level. We also seek to promote education as an active partnership through our home and wider community links. Our self-evaluation, particularly within curriculum and learning and teaching, has given us a clear indication of the areas to prioritise for this session's improvements, all of which are detailed in this plan and have been shared and agreed with staff, students and parents/carers.

Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

CfE data analysis indicates that we continue to be on course to meet the targets set out in WLC Raising Attainment Strategy for expected levels achieved in Numeracy and Literacy by the end of S3 for all pupils. Despite the impact to Learning of Covid-19, our performance in Literacy across S1-S3 continues to be a strength. 92% of pupils are achieving L3 by the end of S3 and our poverty related attainment gap is currently 11%, with 100% of Q5 pupils achieving L3. Analysis indicates the need for continued focus on Q1 attainment as well as the attainment in boys Literacy, particularly with regards to Reading and Writing elements. Specific interventions will be focussed in these areas moving forward. In Numeracy, performance across S1-S3 continues to be a strength. 93% of pupils are achieving L3 by the end of S3 and our PRAG is currently 6%, with 97% of Q5 pupils achieving L3. Analysis indicates the need for a continued Numeracy focus on Q1 attainment with reference to the poverty related attainment gap, with a further focus on Q2 and Q3 required to promote improvement in the attainment of all pupils within L3 Numeracy. There is work to be done in raising the attainment in girls Numeracy. Specific interventions will be focussed in these areas moving forward.

Senior Phase data analysis indicates that we continue to exceed the targets set out in WLC Raising Attainment Strategy for 3+@L6 SCQF in S5 and 5+@L6 SCQF in S5. Following the introduction of our integrated wider achievement SCQF course for S5 pupils we now see further improvements in both measures and now also exceed the target for pupils achieving 1+@L6 SCQF.

S1 pupils in session 21-22 have the lowest average SAS on record for Bathgate Academy. The mean SAS for all pupils is 91.4. This is a considerable drop on the past 6 years average of 94.4. In session 21-22 the mean SAS for boys is 90 and girls 92.8.

S4 pupils continue to achieve success in Level 4 and 5 Literacy and Numeracy. In 2021 92% achieved L4 Literacy (2% <VC) and 83% achieved L5 Literacy (9%>VC). While our attainment at L4 is improving it remains slightly below VC for the second year. For the third year in succession our pupils outperform VC for L5 Literacy. 94% of S4 pupils achieved L4 Numeracy (5% >VC), 50% achieved L5 numeracy (10%<VC). For the third year in succession our pupils outperform VC for L4 Numeracy. While our attainment at L4 continues to be strong, our pupils are outperformed by VC in L5 Numeracy.

Our outcomes for school leavers continue to improve, our attainment for all measure is broadly in line with our VC. Our positive destination data in 2021-2022 was 92.3%. This was an improvement on the previous year however remains a target area of improvement in the coming session. Almost all (93%) of young people are aware of where to access support for mental health and wellbeing. Attendance has averaged 86% this session with 41 number of young people below 50% attendance. This is a key priority moving forward. In session 21-22, over 40% of our pupils live in Quintile 1 or 2, 2% are care experienced and our FME uptake is 18%. During session 21-22 33% of students had an identified Additional Support Need and COS 2 or above 20%. ASN cluster data also informs our planning. We have an increasing level of needs and expanding range of supports.

What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)
- Improving the quality of Learning and Teaching through consistently focusing on learner engagement whilst ensuring the wellbeing of all learners through promoting positive relationships.
- Improving identified areas in Literacy and Numeracy and developing consistent wellbeing strategies across our school to narrow identified gaps.

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Bathgate Academy - School Improvement Planning for Ensuring Excellence and Equity				
School priorities	**NIF Driver**	**Proposed actions**	**Timescale**	**Measures of Success**
Improvement in all children and young people's wellbeing: Young people benefit from access to a wider range of supports in managing their wellbeing and the wellbeing of others through improved wellbeing, increased participation, positive relationships, and improved self-esteem.	☐School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• Launch our Promoting Positive Relationship policy ensuring every young person is at the heart of our approach. (SLT) • Establish and embed a consistent language of learning that supports our Promoting Positive Relationships Policy. (All) • Continue to work towards UNICEF Rights Respecting School Award (Silver then Gold). (ELT) • Work closely with staff and learners to develop our S1 WB curriculum with a focus on developing positive relationships. (SM (SLT) & WB Team).	Aug 22 Ongoing Jan 23 Ongoing	• Data from wellbeing tracking will indicate specific targets achieved in HWB • Ongoing evaluation of HWB course from pupils, staff and parents/carers • Analysis of data in line with PPR policy - Positive recognition/Interventions to remove barriers • RRS Achievement of Silver Award achieved this session • Leadership opportunities, uptake and impact across school and wider community – tracking of participation • Parent/Carer engagement levels at Have your Say events on relevant key areas
Raising attainment for all, particularly in literacy and numeracy(universal): All students experience high quality learning and teaching supported by evidence based research. A particular focus will be in improvement strategies in the BGE targeting literacy, numeracy and the empowerment of learners.	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• Improve the quality and consistency of pedagogy through high quality professional learning opportunities and a culture of enquiry. (All) • Review Tracking, Monitoring and Reporting processes through staff, pupil and parent perspectives to improve communication and impact on learner journeys. (ELT) • Continue to embed Literacy and Numeracy strategies across our school and monitor consistency. (SD & AL (ELT) & All) • Develop Literacy and Numeracy strategies across our cluster primaries in collaboration with key staff. (SD & AL) • Develop Family Learning programmes to enhance learning experiences in attainment through proactive partnership planning of early interventions. (EP)	Ongoing Term 1 then ongoing Monthly Ongoing Jan 23	• Baseline data from Learning visits • Collation of Practitioner Enquiry focus areas and impact on learners • Ongoing classroom visits and Short Teacher Dialogues • Ongoing Self Evaluation processes and check points • Impact of tracking and monitoring and communication processes through stakeholder feedback including learners, staff and parents • Baseline literacy and numeracy data and intervention monitoring of impact via PDSA plans, led by key members of staff • Focus groups and audit of needs
Tackling the attainment gap between the most and least advantaged children (targeted): Students at risk of underachieving identified early and learning plans build around the learner to maximise success for learner and raise aspirations.	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• Revise curriculum pathways to ensure we maximise attainment for the most disadvantaged through creative packages that are built with and for the young person. (Growth of skills station provision) (SM & GL & AS & EMcK & Team) • Utilise increased capacity in student support to target improvements in attainment through proactive partnership planning of early interventions. (GL & Pupil Support) • Increased accessibility to learning through consistent approach to use of OneNote. (All)	Aug 22 Aug 22 – Dec 22	• Curriculum offer • Increased Uptake and completion of qualifications • Improve SLDR to 94% target • Insight data evidences by the end of S4 80% Q1 & Q2 achieved level 5 literacy and numeracy • No of quality courses available via OneNote and increased digital skills of both staff and pupils
Improvement in	☒School and ELC			• Professional dialogue and CLPL linked to BGE review

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Bathgate Academy - School Improvement Planning for Ensuring Excellence and Equity				
School priorities	**NIF Driver**	**Proposed actions**	**Timescale**	**Measures of Success**
employability skills and sustained, positive school leaver destinations for all young people: Young people have the opportunity to experience and shape their curriculum pathways to inform their futures and raise aspirations.	Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• Work with young people and families to broaden horizons and develop networks through enhancing the understanding of the totality of the curriculum. (All) • Curriculum Review of BGE led by learners to inform future curriculum structure S1-S3. (SM & LW) • Improve post school outcomes for identified groups. (Pupil Support)	Sep 22-Dec 22 Dec 22 Ongoing	• Reflections from Curriculum Review • Visible learner pathways processes and communication strategy • Targeted key groups destination planning • Increased update in extended work placements for senior phase pupils • Attainment outcomes for targeted groups • Range of interventions and tracking of intervention impact on learners

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**Bathgate Academy
School Improvement Priorities
2022-2023**

Our school aims to provide a secure, supportive and challenging environment based on mutual respect where staff and pupils develop their skills to the highest level. We also seek to promote education as an active partnership through our home and wider community links.

This will be achieved through prioritising the following:

Wellbeing

1 Young people benefit from access to a wider range of supports in managing their wellbeing and the wellbeing of others through improved wellbeing, increased participation, positive relationships and improved self-esteem.

Raising Attainment for All

2 All students experience high quality learning and teaching supported by evidence based research.
A particular focus will be in improvement strategies in the BGE targeting literacy, numeracy and the empowerment of learners.

Tackling the Attainment Gap

3 Students at risk of underachieving identified early and learning plans build around the learner to maximise success for learner and raise aspirations.

Improvement in employability skills and positive futures

4 Young people have the opportunity to experience and shape their curriculum pathways to inform their futures and raise aspirations.

'Education the whole person in a spirit of enquiry, to judge wisely, act fairly and live well'

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