

Bathgate Academy

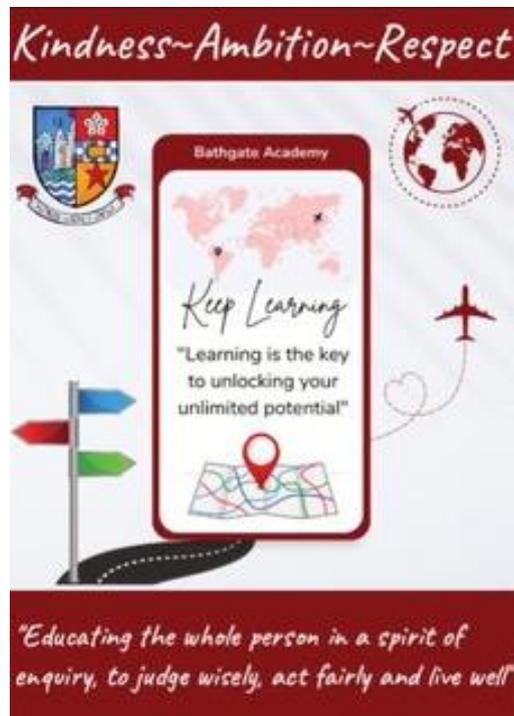


PROGRESS REPORT FOR SESSION 2021/22 (Standards & Quality Report)

Edinburgh Road

Bathgate

EH48 1LF



ABOUT OUR SCHOOL

Our vision here at Bathgate Academy is 'Educating the whole person in the spirit of enquiry, to judge wisely, act fairly and live well'.

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. The school roll in 2021-2022 comprised of approximately 1030 pupils.

The Senior Leadership Team comprised of one Head Teacher, three Depute Head Teachers and both a Pupil Support Manager and a Business Support Manager. Our Senior Leadership Team (SLT) remits have evolved this session to align with school improvement priorities.

The wider Extended Leadership Team (ELT) is made up of an additional seven Principal Teachers Curriculum, Principal Teacher for Support for Learning and three house leaders (PTC Supports) who all have a range of curricular area and pupil support responsibilities alongside a whole school strategic leadership remits. These include leadership of : Numeracy; Literacy; Health and Wellbeing; STEM; Career-Long Professional Learning; Community Engagement; Additional Support Needs; Transition and Skills for Learning, Life and Work; Equalities and Outdoor Learning.

In addition, our ELT is further enhanced capacity wise with our newly appointed additional house leaders, alongside a number of Development Post holders, leading and managing initiatives focused on improving specific experiences and outcomes for the school community.

The school has 5 associated primary schools drawing a comprehensive mix of students. There is a close relationship among the schools in the cluster. The Head teachers meet regularly to plan shared priorities. Our five associated Primary schools are Balbardie, Blackburn, Boghall, Murrayfield and Simpson.

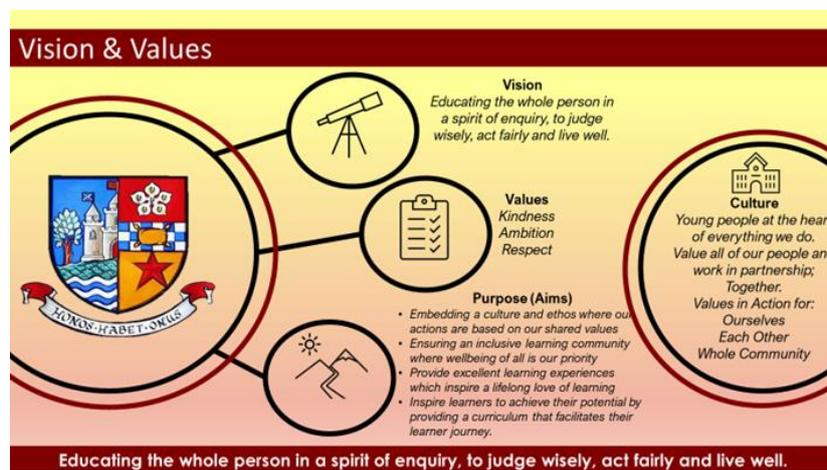
The school aims to provide a secure, supportive and challenging environment based on mutual respect where staff and pupils develop their skills to the highest level. We also seek to promote education as an active partnership through our home and wider community links. Our school roll is predicated to grow in the medium term and stay on rates have improved and are typical of the local authority and national picture.

In session 2021-22, 44% of our students lived in quintile 1 or 2 and our Free School Meal (FME) uptake was 17%.

During session 2021-22, 23.58% of students had an identified Additional Support Need and 17.52% of students were supported through the Continuum of Support (CoS) at Stage 2 or above.

The school community has worked hard to improve outcomes for students based on the National Improved Framework's 4 key national priorities of:

- Raising attainment, especially in literacy and numeracy
- Closing the poverty related attainment gap between the most and least disadvantaged children
- Improving children and young people's health & wellbeing
- Employability skills, and sustained, positive school-leaver destinations for all young people



IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2021/22, what the impact has been and what our next steps will be to continue to address these priorities in session 2022/23.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at: <https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2021/22 was</p> <p><i>To ensure raised attainment for all and utilise literacy and numeracy as core tools to achieve improvements in processes and outcomes</i></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School Improvement.</p> <p><input checked="" type="checkbox"/> School Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>All faculties have continued to focus on enhancing learner engagement through the use of a consistent language of learning. Professional dialogue has taken place across the staff team to consider how the purpose of learning can be communicated with a skills-based focus within the context of each subject.</p> <p>All departments participated in a literacy or numeracy focus as part of responsibility for all. Literacy and Numeracy target groups were identified within S3 for those pupils on the cusp of National 4 and National 5. Literacy improvement focused on the process of writing in the Broad General Education stage S1-S3 and a shared understanding of level 4 standard was achieved across departments through collegiate discussion, collaboration and moderation.</p> <p>To support and enhance teacher professionalism a bank of subject specific examples of writing were developed collaboratively and shared across all staff, these materials can be used to base professional judgements and develop a consistent whole school approach to assessing literacy across learning. Working pods were created for numeracy (made of staff from different departments) to agree a shared process for the teaching of key numeracy skills. Sway documents enable these strategies to be shared across the teaching staff for a consistent approach for pupils.</p> <p>A more flexible approach to learning and teaching has been developed and planned in Maths to be responsive to the needs of pupils in each class. This departure from prescriptive timelines should enhance the provision of numeracy skills and ensure a more mastery approach to overtaking them.</p> <p>All departments have continued to use Teams as part of learning and teaching with some developing the use of OneNote as an integral part of lessons. All departments have contributed to the development of Teams resources for those pupils attending the Skills Station to enhance our curriculum offer and access to learning. Our curriculum offer has increased through delivery of L5 Customer Services and L5 Wellbeing on OneNote and L6 Customer Service as part of S6 wider achievement.</p> <p>Empowered parents to take an increased role in their child's education and learning through our progress online tracking system through improved communication.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • A changed mindset and increased staff confidence in using our language of learning in lessons to promote pupils thinking about their thinking. Such language is increasing observed in classrooms and has enhanced engagement in learning in some areas. • Learners are benefiting from our focus on the language of learning leading to improved learning experiences • Regular surveys and focus groups indicate a high degree of satisfaction with the quality of learning experiences. • An increased and developing shared understanding of high-quality learning and teaching. • An improved shared understanding of CfE level 4 in writing across the departments involved. This has impacted in Senior Phase lessons as appropriate to each subject area which is expected to raise attainment in folio/assignment coursework.

	<ul style="list-style-type: none"> • A shared understanding of a consistent approach to numeracy processes which have been agreed across teaching staff. There is a need to incorporate this into pedagogical approaches to see an impact on learner outcomes. • Enhanced access to the curriculum for those pupils who have low attendance with increased attainment expected as a result. • Our tracking and monitoring systems continues to evolve to ensure teachers, learners and parents can engage in each individual learning journey. • Improvements in breadth and depth attainment compared with pre-covid data (2018-2019 Exam diet) • S4 5@5 SQA has increased from 35.15% to 41.29%* • S4 5@5 SCQF has increased from 48.48% to 66.17%* • S5 5@6 SQA has increased from 11.56% to 14.77%* • S5 5@6 SCQF has increased from 21.77% to 48.30%* • S5 1@6 SQA has increased from 44.22% to 51.14%* • S5 1@6 SCQF has increased from 54.42% to 77.84%* • S6 1@7 SQA has increased from 9.74% to 14.79%* • S6 1@7 SCQF has increased from 11.04% to 16.57%* <p>*Comparison of 2018-19 exam diet</p> <ul style="list-style-type: none"> • Almost all students achieving level 3 Literacy and Numeracy by the end of S3 • The majority of students achieved level 4 Literacy and Numeracy by the end of S3 • Evidence from learning observations and pupil focus groups indicates most students were aware of what they were learning and why, whilst the majority were clear about their next steps in learning.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2021/22 was</p> <p><i>To ensure we have the necessary strategies to identify and interrupt poverty related gaps in attainment, particularly those widened due to C-19.</i></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>This session we established and developed our skills station provision across the Broad General Education and Senior Phase to tackle gaps in provision for learners.</p> <p>The continuation of the use accelerated reader programme to support the developing of a reading culture across our school</p> <p>We established our Bathgate Academy Parliament (BAP) to increase learner participation on key improvements areas of the school and launched our wellbeing zone to allow pupils clear systems and timeous interventions to improve wellbeing, attendance, engagement, and participation.</p> <p>During this year we gained our bronze award: rights committed status and developed our action plan towards our Rights Respecting Schools agenda to aim to secure the UNICEF silver award.</p> <p>We had an identified target group of young people to improve access to National 5 Mathematics through intervention in S3. We completed analysis of numeracy and literacy data across our cluster and started stage 1 development of joint planning across our cluster for collaborative working to improve literacy and numeracy through early intervention and capacity building together across sectors</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners have seen improvements in provision which has led to increased attendance and attainment for targeted students/groups. • Four the targeted literacy group, impact on a final achievement of level four is hard to determine with the limited time that the intervention had to run. That being said, it is clear pupils had an increased awareness about level four

	<p>writing targets – which suggests with the completion of the cycle – the use of the final model –and an opportunity to re-draft their work- level four would have been in reach if not achieved with a chance to apply knowledge. Important to note that all learners have been placed in National Five classes.</p> <ul style="list-style-type: none"> • The S3 target group for numeracy showed slight improvement in their Level 4 scores (3%) and their Level 3 scores (7%) when comparing baseline assessments in numeracy to follow-up assessments. The methodology worked significantly well for some pupils (increase of 30% at Level 3). Teacher judgement and pupil voice indicated a positive impact of the model and the identification of pupils by mean SAS (95-105) was sound. The timing and explanation to parents and pupils needs to be improved to gain more traction and create more effective buy in in terms of motivation and attendance. • Reduction in exclusions for targeted group of students where proactive preventive steps have allowed for improved learning experience build around the young people and enhanced school home partnership • Learners have experienced a wider range of learning opportunities that have allowed them to experience success and gain qualifications out with the traditional learning environment • Almost all students who access 1:1 or group interventions engage well, and report improved outcomes. • Supporting 34 pupils in our skill station to improve attainment and archived a range of qualifications to support their pathway. • Wellbeing zone supporting young people address a range of needs and pupil survey evidenced that almost all learners were aware of where to access supports in the school • Bathgate Academy Parliament established, with regular meetings taking place and key priorities identified throughout the year to allow pupil views to be heard and school priorities and policies updated and refreshed. This involved liaison with the parent council. • Establishment of LGBT+ Peer group, dress down day to celebrate LGBT+(Pride month) and working towards the Bronze LGBT+ Charter Award. • Participatory budgeting took place via a focus group and pupils asked for funding for Super Study Support sessions to support attainment on the lead up to the final exams.
<p>3.</p> <p>To improve children and young people’s health & wellbeing</p> <p>Our measurable outcome for session 2021/22 was</p> <p><i>To ensure young peoples’ wellbeing is core to our approaches to support improvements in our educational provision</i></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Reviewed and refreshed our Promoting Positive Relationships Policy to ensure school values and restorative practice was at the heart of our approach alongside the implementation of our Whole School Mental Health Strategy. All staff have completed Mental Health Awareness training and MHWB badges are now visible across our school.</p> <p>The Bathgate Academy Parliament was reinstated and aligned with our SIP whilst incorporating themes from HGIourS. Parliament members are largely from BGE year groups and have formed sub-committees with members of staff to refresh our anti-bullying policy, inform curricular focuses in Inspire and new WB curriculum and considered the use of social media.</p> <p>We continued to offer a successful counselling service with Exchange which is now power of our HWB offer and enhanced this further through peer sessions to train MHWB Ambassadors, offer targeted sessions on resilience and exam stress and tailor our offer to the needs of our school.</p> <p>We increased our partnership working relationships to increase opportunities available to learners and families eg Outdoor Education. This was a result of a wider review of our pupil support structures and the resource moving forward will be increased to ensure that appropriate intervention and support is received</p>

<input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>when necessary. We established closer working with Inclusion and Wellbeing Service and utilising learning spaces such as Bathgate Partnership Centre supporting us to ensure inclusion and equality leads to improved outcomes for learners.</p> <p>Enhanced understanding of the totality of the curriculum to meet the needs of all learners and introduced more targeted supports for young people that includes planning learning to include mainstream classes, small group work, access to our skills station, small group setting, support for learning groups, targeted groups, outdoor learning etc to ensure the pace, challenge and environment is appropriate.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Support through the counsellor service has led to improved wellbeing of our young people. 89 young people accessed 1:1 sessions with exchange counsellors. • Positive relationships with families have been maintained and remain a priority to ensure school home partnerships are strong and result on positive outcomes for young people • Pupil Support teams make regular contact with families to ensure supports are in place • Learners' passports are being developed with pupils and parents/carers where necessary to ensure strategies to support learning are accessed and communicated across the school to meet learner needs • The skills station development has resulted in improved attainment for targeted groups that can access a wider range of learning
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2021/22 was</p> <p><i>To ensure employability skills and learning plans relate to aspirational future pathways</i></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/>School and ELC Improvement. <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>All departments contributed to digitalised resources for those pupils attaining at National 4 level. The collaboration of staff enhanced our flexible curriculum offer in classrooms and the Skills Station to engage, maximise academic achievements and utilise work based learning where possible.</p> <p>We have a continued focus on the embedding of our language of learning based around the thinking skills analyse, evaluate, create, and reflect. The purpose of learning is increasingly using this language to generate understanding of command word vocabulary and to allow pupils to apply these skills within the different contexts of each subject.</p> <p>Our career Ready programme continues to be successful at Bathgate academy with additional learners taking part this year.</p> <p>Skills station provision enhancement and growth and development of rationale to ensure learner progression and creative planning around the totality of experiences in order to meet needs.</p> <ul style="list-style-type: none"> • Partnership with employers to enhance pupil awareness of opportunities have been reignited post covid with the rationale of raised awareness of opportunities and raised aspirations for learners now and towards post school destinations. Three faculties worked with DYW co-ordinator to facilitate sharing of pathways into employment and the various careers that subjects could lead to.

	<p>Wider opportunities include our successful S3 Youth Philanthropy project which impacted positively on learners and the wider community and our Integrated course in S5 allowed learners to lead community projects and impact positively on their school community</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners and parents attended a celebration event for the completion of career ready and learners involved had an excellent experience and have secured career relevant positive destinations • 29.3% of students entered employment, despite the economic challenges associated with C19. This is an increase of over 10% on the previous year's data. • 92.36% of leavers secured a positive destination during a climate of uncertainty • 47.62% of Q1 leavers progressed to higher education
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Engagement with parents and other stakeholders:

Our relationship with the parental group remains strong. The Parent Council (PC) continue to make a significant contribution to the strategic direction of the school and have been actively involved in a range of school improvement discussions and consultation. The PC however, is still not fully representative of the wider parent forum and broadening the reach of the group will remain a priority for the PC next session.

The school works well with a range of partners to plan and deliver the curriculum. All partners value being involved in the planning of timetabling courses related to the delivery of specific courses.

Parents and stakeholders were involved in our consultation on our shared school values and new uniform policy. We remain committed to a proactive approach in consulting with our stakeholders to inform improvement planning. This involved input from pupils, parents, and the wider school community to ensure that we work together to enhance learning experience for all.

Our Wider Achievements this year have included:

- Career Ready is a well-established programme within Bathgate Academy and remains a priority to enhance learner experiences.
- Pupils and staff have adapted well to the use of digital platforms and this has been maintained in our learning and teaching across the school
- Youth Philanthropy Initiative continues to be a successful programme in S3 and increases learner awareness of their community and social justice
- Bathgate Academy Parliament is well established within BGE year groups and will continue to inform progress on our improvement priorities.
- Lego League is a thriving club in it's third year at Bathgate Academy with growing numbers and an increasing range of awards, this year awards included:
 - o Regional – Pit Stop Challenge Winners
 - o Regional – Overall competition winners
- The majority of S5 attaining our new integrated course incorporating Leadership, Religion Belief and Values and Personal Development
- Participation of the Bathgate Academy Drama Club at the national Theatre Connections national festival.
- Successful in achieving the UNICEF Rights Respecting Schools Bronze School Award
- Development of a range of new community partnerships which support student's wellbeing as well as our most vulnerable students
- S3 linguists reached the final of Espacios Increibles

- Members of our Creative Writing Club selected to be published in the Young Writers' "Empowered" competition.
- Growing number of empowered young people taking on leadership opportunities
- Significant financial contribution to local, national and international charities (including a response to the ongoing humanitarian situation in Ukraine) through dress down days and Enterprise initiatives
- Re-launch of school trip/experiential learning programme as the Covid-19 restrictions are beginning to lift

Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good