



BROXBURN ACADEMY IMPROVEMENT PLAN

2021 to 2022

‘Empowering Respectful Learners’



*Broxburn Academy: empowering respectful learners.
School Improvement Plan 2021 to 2022*



Factors Influencing the Improvement Plan

School Factors – following the school’s self-evaluation procedures:

Raising attainment, building on effective practices

Implementing West Lothian Council’s Local Recovery Plan, August 2020

Implementing De-escalation Strategy with Educational Psychology Team moving to

Management of Actual or Potential Aggression Programme

L&T policy focus, including working towards consistency in learning, teaching and assessment [QI 2.3] Self-Evaluation and Quality Assurance refresh

Improving numeracy and maths

Improving literacy

Improving SLDR

Maximising impact of Pupil Equity Fund interventions

Improving meeting the needs of young people through smaller settings

Improving Pupil Voice

Improving parental engagement

Making effective use of resources

Build on the good reputation of the school in the community and raise the profile of our work

Professional learning linked to engaging with the FVWL RIC, Education Scotland’s Teacher Leadership programme, Tapestry Partnership, promoting a culture of professional enquiry, self-reflection and

Evidence-based practice, and empowering effective teacher leadership

Local Authority Factors

Moving Forward in Your Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework

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

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

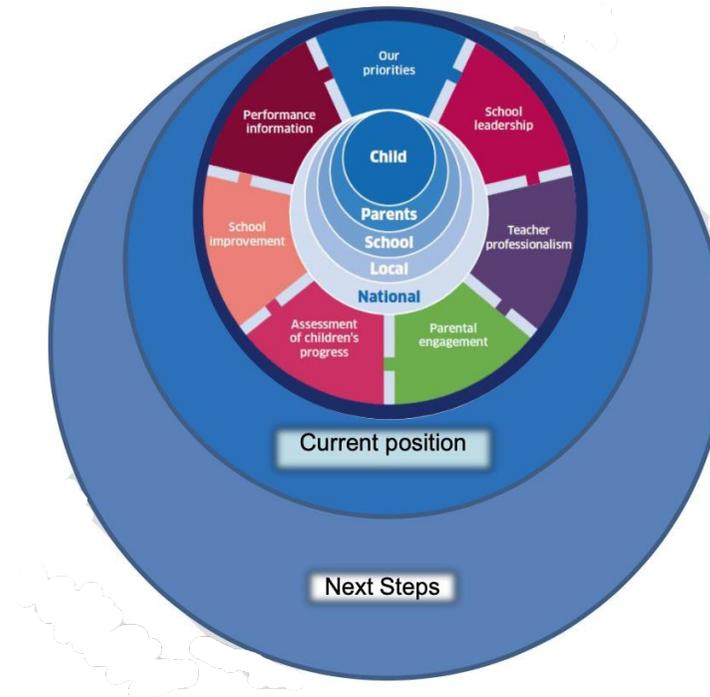
Pupil Equity Funding

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?

How Good is OUR School?

Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS standards and professional update

Our Engagement with the NIF:



These key drivers of improvement will continue to provide a focus and structure for gathering evidence to identify where further improvements can be made and for ensuring we have the evidence sources to contribute to our priorities. They all remain equally important and the links and connections across these key areas are essential to enable continuous improvement.

Our Curriculum Supports the Development of the Following Skills:

didbook™
My Skills (SfLLW) Final Version 7

<p>Literacy</p> 	<p>Numeracy</p> 	<p>Health & Wellbeing</p> 	<p>Thinking Skills</p> 	<p>Employability, Enterprise & Citizenship</p> 
 Reading	 Number processes	 Personal learning	 Creating	 Employability
 Writing	 Money	 Emotional wellbeing	 Evaluating	 ICT
 Listening	 Time	 Physical wellbeing	 Analysing	 Working with others
 Talking	 Measurement	 Decisions	 Applying	 Enterprise
 Note Taking	 Information handling	 Relationships	 Understanding	 Leadership
			 Remembering	 Citizenship
				 Problem solving

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Linking our Skills' Development to the World of Work – common skills' slide:



Broxburn Academy



**EMPOWERING
RESPECTFUL
LEARNERS**



Career Management Skills

3-19a Planning for Choices and Changes. I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me make informed choices about my life and learning.

Look at the readiness for work poster – where are you on this scale today?

Are you ready, respectful and safe?

Which skills are you using today?



Which jobs are these skills relevant to?

Contextual Data Analysis and Rationale for 2020/21 School Improvement Plan

a) Background:

Broxburn Academy is a non-denominational school serving the communities of Broxburn, Uphall, Uphall Station, Dechmont and Pumpherston. The school enjoys a very good reputation in the area and has a strong ethos of inclusion. The roll is currently 960. There are 82 teaching staff members [71.22FTE], 27 non-teaching staff, including those designated to support pupils with additional learning needs, and a generous complement of support assistants.

The school admits pupils from four associated primary schools and one local denominational primary school. It is an active member of a proactive cluster, which meets regularly to agree and implement the cluster improvement plan. We are working together to ensure smooth progression and to improve and enhance attainment and achievement for all young people.

In the post-industrial context of the Broxburn area where several large employers have ceased operations, such as Halls, Glenmorangie and Vaughan Engineering Ltd, the school and its partners at Skills Development Scotland and others, are working hard to ensure our curriculum prepares pupils for further education and employment in other industries, including health and care services, tourism and leisure services

The current headteacher has been in post since 2007 and the school improvement priorities have included raising attainment, meeting pupils' needs through the curriculum and deployment of staff, improving partnership working, implementing the RRSA, adopting Building Learning Power, etc. In the recent WLAM the headteacher and the staff were praised and thanked by the Chief Executive. Our work on DYW and CMS in the BGE was praised in the most recent BGE VSE before COVID-19 restrictions in March 2020. .

b) Data

- The roll has increased over the last five sessions, standing at 960 in 2021 to 2022. The S6 stay-on rate has increased over the last four years. FME is 2% below the West Lothian percentage.
- Our school is the 9th out of 11 secondary schools in West Lothian, being the 3rd most affluent. 5% of our young people are in SIMD quintile 1, 33% in quintile 2, 25% in quintile 3, 21% in quintile 4 and 15% in quintile 5. We have fewer young people in SIMD quintiles 1 and 5 in comparison with WL.
- We have 10% pupils at level 3 or above of the Continuum of Support in S1, 2, 3 and 4 than for WL's average.
- 11% of pupils receive FME and 18% receive the Clothing Grant.
- 42% of young people have an identified learning need.
- Mean CAT data indicates that our current S6 is lower than in previous years.
- Our data shows that, overall, attainment has improved year on year in most indicators. However, we recognise that there is still room for improvement and raising attainment is an ongoing priority for the school.
- The percentage of our leavers in a positive destination is at 85% for 2020/2021 and below WL percentage. It is a priority for the school to increase this to beyond the WL average of 92%.

c) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

- Ensure that all young people are not disadvantaged by COVID-19
- Digital Learning continues to support learning and teaching
- De-escalation strategies empower staff to support all young people
- Improve profile of the school and expectations that the vision is live.
- Use WL stretch aims to drive forward progress in literacy and numeracy
- Learning and teaching and assessment – aim for 'very good' for QI 2.3 in the planned faculty thematic approach to classroom observations
- Tracking, monitoring and reporting in the BGE and Senior Phase
- Implementing 'How Good Is OUR School?'
- DYW – linking to careers – embedding the Career Education Standard
- Improving mental health
- Improving attendance
- Professional learning to underpin all projects leading to overtaking our priorities.

Target Groups: Tracking and monitoring of performance, attendance, exclusions, participation and engagement of care-experienced young people, young people in our zones, with EAL, with ACEs, with ASN [ASD, ADHD, dual diagnoses, hearing impaired, visually impaired, mental health, etc.], family breakdown, young people who failed to engage with online provision in Lockdown.

Barriers:

- Increased anxiety owing to COVID-19
- Waiting list for CAMHS – now at 18 months
- 42% pupils have been identified with an additional needs
- Staffing for computing and supply/temporary staff to cover for maternity
- Digital devices are needed for all

d) Summary/overview of proposal & non-negotiable outcomes

PEF money to be used to employ a family support worker and four APSWs to staff zones, including the two Robert Russell Rooms [6 spaces for S1 and 2 and a senior room for young people with ASD]. Improving attendance is a priority for all young people who do not meet 90%, but there will be a particular focus on young people in

SIMD quintiles 1 and 2. We understand that young people have to attend in order to attain and achieve and benefit from the opportunities that are offered at Broxburn Academy. We will strive to improve the learning, teaching and assessment that our young people experience and propose that our overarching priority is to meet the needs of all young people in our care through improved learning, teaching and assessment, well-planned and moderated learning experiences that encourage improved mental health and attendance. Increased use of digital learning will underpin this. Improved staff skills in de-escalation strategies will support young people's engagement. We believe these approaches will lead to our young people being empowered to respect themselves and others and become the best possible learners to meet the challenges of their future lives.

Broxburn Academy - School Improvement Planning for Ensuring Excellence and Equity					
School priorities linked to NIF priorities (observable, measurable outcomes which focus on learning, achievement and wellbeing)	Supports for improvement (check as appropriate)	NIF driver mapping (check as appropriate)	Proposed Actions	Timescale	Measures of Success (include performance data, quality indicators and stakeholders' views)
Raising attainment for all, particularly in literacy and numeracy: All children are empowered to receive well-planned and moderated learning experiences by engaging practitioners in supported professional learning, which meets the needs of all respectful learners and incorporates digital learning	<input checked="" type="checkbox"/> School Based <input checked="" type="checkbox"/> Cluster <input type="checkbox"/> Benchmark Group <input checked="" type="checkbox"/> WL Moving Forward in learning <input type="checkbox"/> Regional Improvement Collaborative <input checked="" type="checkbox"/> Other partnerships	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	Implement Local Recovery Plan.	August 2021	All young people access their education.
			Implement faculty thematic review linked to theme 2 [Quality of Teaching] of QI 2.3: Learning Teaching and Assessment, incorporating the work of Tapestry TLC, PTC/subject networks and WL Moving Forward in Your Learning workstreams [particularly MFIYL Pedagogy]	September 2021- March 2022	Carry out baseline survey with staff and young people. Faculties select focus for SMT drop-ins. Progress noted in SLT meetings second last Monday of the month. Through observation, data & pupil views all faculties rate their learning, teaching & assessment as good or better. Rating validated through whole school quality assurance.
			Create Literacy Group and Literacy Strategy. Adopt 'Accelerated Reading' programme	September 2021	PTC English lead input to project. Identify baseline of literacy levels in S1 – track this cohort to senior phase Increase S3 CfE levels towards WL stretch aim. Practice academy changes in line with findings of pupil voice.
			Create Numeracy Group and Numeracy Strategy. Adopt 'Success@Arithmetic' programme.	September 2021	PT Maths lead input to project. Identify baseline of numeracy levels in S1 – track this cohort to senior phase Increase S3 CfE levels towards WL stretch aim. Practice academy changes in line with findings of pupil voice.
			Continue to build our digital learning strategy including increasing capacity to support the WL Virtual Campus	October 2021	Stakeholders report improvements in relevance, increase in range of subjects and ease of access to learning and teaching.
			Continue to build on school trackers to include all data required S1-6 to track over time. Review and develop use of PROGRESS to ensure information has an impact.	September 2021	Key attainment data and indicators continue to improve in line with targets and predictions and sustained positive destinations are improved and attainment over time increases.
			Professional learning to support the actions above.		Staff engagement leads to improve learning of young people measure by whole school quality assurance.
Closing the attainment gap between the most and least advantaged children: Through targeted interventions young people and families in quintiles 1 and 2 attendance and engagement are increased to beyond the local	<input checked="" type="checkbox"/> School Based <input type="checkbox"/> Cluster <input type="checkbox"/> Benchmark Group <input checked="" type="checkbox"/> WL Moving Forward in learning <input type="checkbox"/> Regional Improvement Collaborative	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress	Family support worker to work with targeted pupils in SIMD quintiles 1 and 2.	August 2021	Young people in identified families make progress getting closer to expected norms.
			Continue to develop S1-6 trackers, including all relevant information, including SCQF qualifications.	September 2021	Young people's attainment increases in line with predictions and targets.

authority's targets by 1% year on year by 2023 to 2024	<input checked="" type="checkbox"/> Other partnerships	<input checked="" type="checkbox"/> Performance Information			Performance of targeted group improves.
			Support pupils in SIMD deciles 1, 2 and 3 to maximise literacy and numeracy attainment at 4 th level and beyond.	August 2021	A greater percentage of targeted pupils in SIMD 1, 2 and 3 achieve 4 th level and beyond in literacy and numeracy. Longitudinal study of this cohort type demonstrates improved attainment.
Improvement in all children and young people's wellbeing: All pupils will be able to self-report against the wellbeing indicators including improvements in mental health.	<input checked="" type="checkbox"/> School Based <input type="checkbox"/> Cluster <input type="checkbox"/> Benchmark Group <input checked="" type="checkbox"/> WL Moving Forward in learning <input type="checkbox"/> Regional Improvement Collaborative <input checked="" type="checkbox"/> Other partnerships	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	Complete and implement Management of Actual and Potential Aggression – part 1 of programme.	January 2022	Through Sphera data, focus groups, WB indicators survey, and questionnaires all young people report an improvement in reducing aggressive behaviour.
			Evaluate 2020-2021 De-Escalation Strategy situated in the Broxburn Academy Vision.	November 2021	Young people benefit from a culture which reflects our vision, empowering respectful learners.
			Consolidate Positive Interventions [PI] Base and develop partnerships with Inclusion and Support Service and the community.	August 2021	Young people cope better with factors and thoughts that influence their behaviour.
			Professional learning opportunities on self-care, de-escalation and mental health.	Inservice days and 'in' Fridays	Staff participate.
Improvement in employability skills and sustained, positive school leaver destinations for all young people: Continue to embed the Career Education Standard in all aspects of the curriculum.	<input checked="" type="checkbox"/> School Based <input type="checkbox"/> Cluster <input type="checkbox"/> Benchmark Group <input checked="" type="checkbox"/> WL Moving Forward in learning <input type="checkbox"/> Regional Improvement Collaborative <input checked="" type="checkbox"/> Other partnerships	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	Continue to implement Pathways Base [Employability Hub] for young people at risk of achieving few qualifications – to focus on key employability qualifications and skills. Review impact.	August 2021	Targeted young people achieve 5+ qualifications and positive planned and sustained destinations.
			Improve SLDR following impact of COVID-19.	September 2021	Target – WL average %.
			S3 English classes to take part in Youth Philanthropy Initiative and develop literacy skills.	October 2021	S3s participate in YPI.
			Professional learning opportunities outlining the resources and the benefits of these and a regular drop in for coaching on use of the materials.	Inservice days and 'in' Fridays	Staff participate in opportunities.

This covers DHT, 4 advanced pupil support workers [who work in our small-scale settings] and 1 family support worker.