Broxburn Academy

School Improvement Plan

2024-2025

Head Teacher's Introduction

Opened in 1962, Broxburn Academy is a non-denominational secondary school situated in Broxburn, a town in West Lothian.

Following the retirement of the previous Headteacher, our new Headteacher took up post in August 2024.

The Broxburn Academy learning community includes our cluster primaries of Broxburn, Uphall, Kirkhill, Pumpherston and Uphall Station. In addition, we also receive several out of catchment placing requests.

The school enjoys a very good reputation in the area and has a strong ethos of inclusion as well as for academic success.

We are a Rights Respecting school committed to the UNCRC and are proud to have achieved Gold award status.

The roll is currently 874. There are 82 teaching staff, full time and part time and 33 support staff, including 19 staff members designated to support those young people with additional support needs, and others including our partners from Skills Development Scotland who work alongside our school to ensure all young people are supported to secure a positive destination on leaving school.

Our Vision (Current)

Broxburn Academy aspires to empower respectful learners. We will achieve this through compassion commitment and pride.

Our Values

R E S P E C T

Responsible   Enthusiastic Successful Positive Equal Committed Trustworthy

Raising Educational Attainment Strategy 2023-2028

Outcome 1 – Learning & Curriculum Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.

Outcome 2 – Wellbeing, Inclusion & Attendance Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all. Improving health and wellbeing for all children and young people will lead to raised educational attainment and achievement, ensuring that learning promotes confidence, resilience, engagement, independent thinking and positive mind sets which in turn increases personal, social, cultural and economic opportunities.

## West Lothian Raising Educational Attainment Strategy 2023-2028

National Improvement Framework Priorities 2024

1 Placing the human rights and needs of every child and young person at the centre of education
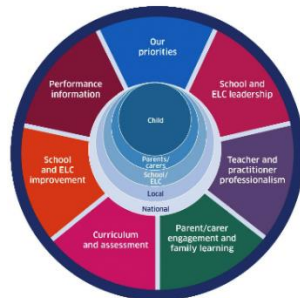
HUMAN RIGHTS

2 Improvement in children and young people's health and wellbeing

3 Closing the attainment gap between the most and least disadvantaged children and young people
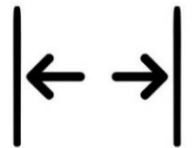
4 Improvement in skills and sustained, positive school-leaver destinations for all young people

5 Improvement in achievement, particularly in literacy and numeracy

THE SCOTTISH ATTAINMENT CHALLENGE
SCOTLAND: THE BEST PLACE IN THE WORLD TO LEARN

To enable ALL young people to become

Successful Learners
Confident Individuals
Responsible Citizens
Effective Contributors

West Lothian Council

Summary of Broxburn Academy Priorities 2024-2025

- By January 2025. Together, with **all** stakeholders, develop our shared vision, values, aims and skills. Build on positive relationships, culture, collective responsibility, environment for learning, and shared expectations. (QI1.3)
- Through 2024/25. Improve Learning and Teaching through Inclusive Pedagogy. Planning and delivering engaging and challenging learning at the right level for **all**. (BGE focus). (QI 2.3)
- Throughout 2024/25. Involve **all** staff in supporting and ensuring pupil wellbeing, getting it right for every child, in **all** aspects of school life. (QI 3.1)
- By October 2025. Build our BGE tracking and monitoring platform, including **all** relevant data, to ensure consistent, moderated and measurable information, impacting positively on attainment and achievement. (QI 3.2)

How do we foster and develop resilience, independence, innovation and creativity in our school community?

How do we further improve all staff understanding of their roles and responsibilities regarding Literacy, Numeracy and HWB?

Where are we in our knowledge of ACES and Trauma Informed Practice? How do we use the skills and strategies in classroom practice?

BA CfE Refresh - What is our understanding of the 21st Century learner and the Hayward report. Does our BGE Curriculum meet these needs and demands?

What are the rationales and expectations of our Working Groups? Do they tie together with our School improvement planning?

✓ As a key priority in our improvement journey, continue to develop our Professional Review and Development, Professional Learning, and Collaboratives.

✓ Continue to build on Attainment and Achievement in the Senior Phase (particularly quality of pass), through quality assurance, interventions and study support.

✓ Further develop our tracking of Wider Achievement, Participation and Engagement offer, expanding and targeting through PEF interventions.

✓ Continue to build our relationships and connections with our cluster primary schools.

✓ Continue to close the poverty gap, providing equity for all young people, targeting FME.

West Lothian Council

Priorities for Improvement

Vision, Values, Aims and Skills

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Our vision, values and aims underpin the work of our whole school community.	1.1, 1.2, 1.3, 1.4, 1.5, 2.7, 3.1,	Consult with staff, students, parents, carers and other partners to review our current vision, values and aims.	October - Dec 2024	HT (SW), SLT, ELT, VVA Working group. Pupil Voice.	Minutes from meetings. In-service day plans. Data from consultations (minutes, verbal responses, participation data)	
		Redraft the vision statement, so it is aspirational, inclusive, and reflects the journey we are on. Identify our core values that are non-negotiable and will underpin our school culture and ethos. Redefine our core aims that reflect the needs of our school community and inform the school's ongoing improvement journey.	Jan – Mar 2025	HT (SW), SLT, ELT, VVA Working group. Pupil Voice.	In addition to the above, draft and final documents.	
		Share the final version of our new vision, values and aims with our school community.	By Jun 2025	HT (SW)/ SLT		
Senior Leadership Team remits provide clear areas of responsibility and accountability.	1,1,1.2, 1.3, 1.4, 1.5	Review the current remits	October 2024	HT(SW)/SLT	SLT Meeting minutes	
		Redraft existing remits and share with school community	December 2024		Remits	
		Share new remits with school community	February 2025		Evidence from school communications	
Shared responsibility of self-evaluation for self-improvement.	1,1,1.2, 1.3, 1.4, 1.5	All members of SLT take responsibility for QI areas of the SIP and SQIP.	Ongoing 2024-25 (and beyond)	HT (SW) and SLT	SLT meeting minutes QI evaluation activities SIP progress evaluations SQIP 2024-24/2025-26	

Learning and Teaching

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
QA of L&T, in particular walkthroughs and feedback to ensure consistency in learning and teaching leads to improved L&T across the school.	1,1, 2.3	Begin programme of drop-in walkthroughs	October 2024-June 2025	ELT	Walkthrough feedback. Move L&T from satisfactory to good.	
		Coaching and Mentoring opportunities for ELT	Oct 2024		ELT more confident having difficult conversations evidenced by feedback/discussions	
		Conduct learning walkthroughs with a focus on meeting learner	Oct 2024-June 2025	L&T Team All staff	Walkthrough feedback.	

West Lothian Council

Desired Outcome	QIs	Action	Timeline	Who	E	Progress Update
		needs to tie in with the work of the networks.			PRD discussions that bring in network CLPL.	
Inclusive pedagogy is visible in all our classrooms and meet the needs of all learners.	2.3/1.2	Initial walkthroughs to identify existing good practice in L&T	Sept-Oct 2024	L&T Team	Feedback from observers.	
		Provide CLPL opportunities to improve inclusive pedagogy, with a particular focus on differentiation and developing inclusive classrooms. CLPL sessions (bite size) Introduction to the CIRCLE document.	Oct 2024-June 2025	L&T Team Identified staff	CLPL programme In-service day plans Feedback from CLPL.	
Build on the work of the network to meet learner needs	2.3/3.1	All staff attend Network Meetings	Aug 2024-June 2025	All staff	Network sign-in sheets and activity sign-up	
		Planned inset/DDT activities	Oct 2024-June 2025	L&T Team All staff	Staff feedback	
		Gauge impact of network activities	Sept 2024-May 2025	All staff	Network feedback responses.	

Getting it Right for Every Child

Desired Outcome	QIs	Action	Timeline	Who	E	Progress Update
We have a shared understanding of the ASN of our young people. Our inclusive pedagogy including our approaches to differentiation is meeting the needs of all young people.	2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2	Create cluster inclusion support plan with agreed targets.	Ongoing throughout 2024 - 2025	Lead: KB Support Team	Evaluation of ISP Meeting minutes Stakeholder feedback	
		Build strength and capacity of staff to create more inclusive classrooms through ASN Bitesize CLPL and whole school Inset		Lead: SS ASN Team	QA of L&T CLPL evaluation PRD targets Stakeholder feedback Teacher records CIRCLE toolkit	
		Further develop and consolidate learning of Inclusive pedagogy through collaborative working.		Lead: FO Inclusive Pedagogy Collaborative		
An inclusive approach identifies and addresses barriers to learning for all young people and empowers stakeholders.	1.2, 2.2, 2.4, 2.6, 2.7, 3.1, 3.2	Use of data to identify needs, informing supports and interventions	August 2024 and ongoing	Lead: KB Support Team	Intervention tracker CAT/SNSA/ASN data GIRFEC minutes ASN planning docs	
		Develop targeted supports for identified needs.	Ongoing 2024-25	Lead: AS Inclusion Team		

West Lothian Council

		Develop partnerships and joint working to offer targeted opportunities	Ongoing 2024 -25	Lead: KB and AS		
Improve outcomes and the delivery of excellence in equity for all young people to reduce exclusions.	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2, 3.3	Create Attendance action plan with measurable targets.	Sept 2024	Lead: KB and AO	Attendance stats	
		Update Anti-Bullying strategy	Consultation Aug – Oct 2024 Draft by October 2024 Review Jan 2025 Final version June 2025	Lead: KB/SLT Pupil voice	Bullying log Exclusion data GIRFEC minutes Attainment data for protected characteristics	
		Develop and introduce a new Positive Relationship strategy	Look inwards and outwards to gather evidence of good practice Sept 2024 Consultation with stakeholders Aug – Oct 2024 Draft by October 2024 Review Jan 2025 Final version June 2025	Lead: KB/AS	Strategy documents Stakeholder feedback Meeting minutes Duty logs Exclusion data Seemis data on 'behaviour' letters. Attainment trackers QA of L&T Bulling and prejudice reports	
		Review our Support for Pupils provision. • Location • Staffing model • Contact time • Remits and expectations	June 2025	Lead: KB/AS	Minutes Stakeholder feedback Staffing model, Remits, CLPL records	
		Build on existing partnerships and develop new partnerships to increase our capacity to provide bespoke curriculum offers for our SEBN young people.	Oct 2024 – June 2025	Lead by KB PT Inclusion PT ASN All staff	Intervention tracker Partnership working – meeting minutes PEF Plan Staffing model	

6

West Lothian Council

Building our BGE Tracking and Monitoring

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Our BGE tracking and monitoring platform captures wide ranging data which contributes to raising attainment and capturing wider achievement.	1.1, 2.2, 2.3, 2.6, 2.7, 3.2	Extract data from Seemis relevant to all young people S1-S3 Incorporate the P7 Data from our cluster primaries.	October 2024	Lead: TW	Robust and inclusive data related to young people available for use by staff and relevant stakeholders.	
		Collaborate with colleagues to ensure all relevant data is up to date and accurate.	November 2024	Lead: TW ELT	Accurate data for analysis, support and interventions at transitions P7 and S3.	
		Build and launch our BGE tracking and monitoring platform,	Nov 2024 - June 2025		School calendar – tracking periods. Interventions linked to data analysis. Tracking data.	
All relevant data included, to ensure consistent, moderated and measurable information, impacting positively on attainment and achievement.	1.1, 2.2, 2.3, 2.6, 2.7, 3.2	Build within the tracker all relevant data related to young people's needs and prior attainment and achievement.	December 2025	Lead: TW ELT		
		Support and upskill colleagues in the effective analysis and use of data to improve attainment and achievement over time for young people.	June 2025	Lead: TW ELT		
		Develop school capacity in the use of the tracker to identify barriers to learning, attainment and achievement. Building our curriculum and pathway progression in response to findings.				
Our data sharing process during transitions provides rich data that is used to inform BGE curriculum model, so we provide personalised/ universal support offer that meets the needs of our learners.	1.1, 2.2, 2.3, 2.6, 2.7, 3.2	Further build cluster links to ensure rich data over time, including across curricular areas.	Ongoing 2024-25	SW/AA/KB Cluster partners Pupil Support Team		
		Work collaboratively with cluster colleagues to collect and share data across transition, including curricular areas.				
		Develop data sharing tool to support consistency across the cluster.	By Jan 2025 to support 2025 P7-S1 transition	AA/KB		

Priorities for Consolidation

Professional Learning, Development and Collaboration

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Collaboratives are linked and deliver progress with whole school improvement priorities	1.1,1.2,1.3,	Staff select a collaborative from a list linked to school priorities. Each collaborative produces an action plan with SMART targets.	Aug 2024	Lead: FO/ L&T Team All staff	All staff join a collaborative, engage in enquiry and share findings. Participation data. Evaluation of collaboratives.	
		Staff undertake enquiry linked to own professional development and school priorities	Aug 2024-May 2025	All staff	PRD discussions. Improvement in L&T evident in Learning walkthroughs.	
		Learning Showcase linked to SIP	May 2025	Lead: FO/ L&T Team All staff	Staff able to discuss collaborative work, learning and progress, and make link to the SIP.	
Year 2 of the new PRD process is focused on learning and teaching, areas for improvement, and actions being taken to improve.	1.1,1.2,1.3,	Revision of PRD paperwork to include Network work	Sept-Oct 2024	Lead: FO LT& Team	PRD paperwork	
		Staff engaging in PRD sessions three times per session	Sept 2024-May 2025	All staff	Feedback from ELT on PRD process	
		Evaluation of PRD process	May 2025``	L&T Team All staff	Staff feedback	
Create in-house CLPL opportunities which promotes the sharing of good practice and addresses development needs to improve L&T.	1.1,1.2,1.3,	Good practice identified through learning walkthroughs and PRD discussions.	Ongoing	L&T Team ELT	Feedback from observers.	
		CLPL offered	Ongoing	L&T Team Key staff	Staff signing up to CLPL opportunities	
		Review of CLPL opportunities, which will impact plans for the following session.	May	All staff	Staff feedback	

Attainment and Achievement in the Senior Phase

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Further develop the senior phase tracker to increase the data available to support young people.	1.1,1.3, 2.3,3.2	Develop the data fields in the senior phase tracker.	Post census	TW	Updated tracker Attainment proformas Faculty plans	
		Support colleagues in scrutiny and next steps from data.	Ongoing via ELT and	TW/SLT	Meeting minutes Attainment proformas ELT records	

West Lothian Council

			attainment meetings		In-service Day plans	
		See section on attainment proforma				
Action Plans to address areas of concern lead to improved attainment outcomes. Increase H-English A-C% by minimum of 4% (presentation tolerance of 2%) Increase H-History A-C% by minimum of 5% (presentation tolerance of 2%)	1.1,1.3, 2.3,3.2	Create action plans created for H-English and H-History.	Oct 204	FO/RM		
		Ongoing evaluation of action plans	2024-25	TW/FO/RM		
Our post assessment analysis (classroom – whole school) leads to targeted interventions informed by data.	1.1,1.3, 2.3,3.2	Introduce a new attainment analysis proforma		TW/SW		
Increase our Positive Destination outcomes to 96%	1.1, 2.4,2.7,3.1,3.3	Review 2023-24 processes and create action plan for this session. Continue with regular T2W meetings. Look outwards to share good practice from other WLC schools.	By census 2025	KB/SR/SDS	Power BI T2W meeting minutes and follow-up actions. SDS dashboard data. Insight Data Tool.	

Wider Achievement, Participation and Engagement

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Increased wider achievement (WA) offer that promotes inclusion and equity.	2.2, 2.7, 3.2, 3.3	Provide leadership opportunity to oversee Wider achievement.	Sept 2024	TW	Minutes Stakeholder feedback	
		Create and implement action plan. Audit current wider achievement offer. Consultation to identify gaps and new opportunities. Evaluate progress.	Oct – Dec 2024	TW/TBC	Action plan and associated evaluations. Participation data WA programme	
		Promote WA opportunities	Ongoing	TW/TBC	Assembly programme School communications	
How are we tracking wider achievement?	1.1, 3.2, 3.3	Develop a tracking tool for WA.	2024-25	TW/TBC	Tracking data	

West Lothian Council

Cluster Relationships and Connections

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Sharing good practice across the cluster leads to improved attainment in Literacy and Numeracy	2.2, 2.3,2.6, 2.7	Academy staff visit primaries to support the development of literacy and numeracy skills.	August 2024 to June 2025	AA Lead SB literacy RD numeracy	Visits take place. Feedback from cluster heads Feedback from literacy and numeracy staff Increase in number of young people meeting appropriate CfE levels	
Our P7-S1 transition process ensures we are best placed to meet the needs of our new learners.		Participate in Leading Equitable Schools programme with cluster colleagues	September 2024 to December 2024 and February 2025 to April 2025	AA Lead FO and DMcC	Attendance at four sessions. Learning informs practice Young people experience more equitable classrooms	
Relationships and connections with our cluster primary schools are strengthened		Increase the number of events in which primary young people visit the academy to include year groups other than P7.	October 2024 to April 2025	AA Lead and cluster heads	Events are planned and take place. Young people in other primary school year groups report increased confidence in coming to the academy.	

Closing the Poverty Gap, Providing Equity

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
PEF Planning is aligned to SIP and resources are managed effectively to improve outcomes for targeted cohort and reduce the PRAG.	1.1, 1,2, 1.4, 1.5,	Revise PEF plan to align with updated SIP priorities and identify measures to evidence impact on target cohort.	By Sept 2024	AA Lead/SLT	PEF Plan Evaluation of PEF	
Our school uniform expectations are equitable and support families in meeting COSD.	2.1, 3.1	Review current uniform expectations – Consult with stakeholders and engage with recent guidance from SG.	By Dec 2024	SLT	Stakeholder feedback Revised uniform expectations School communications.	

West Lothian Council

Priorities for Understanding

Resilience, Independence, Innovation and Creativity in our School Community

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Our new skills framework develops SfL,L&W across the school.	2.2, 2.3,	Consultation with all partners Look inwards and outwards to share good practice. Engage with educational research and current developments. Develop a draft skills framework (SfLL&W) Embed draft framework Review draft framework Embed finalised skills framework	Sep 2024 – ongoing	SR and AW	Meeting minutes Skills framework documents Curriculum pathways QA of L&T Stakeholder feedback	

ACES and Trauma Informed Practice, Skills and Strategies in the Classroom

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Trauma informed practice improves the outcomes for young people with known ACEs.	1.2, 2.4,	Trauma Informed Practice action plan created and shared with all staff	October 2024	KB/AA/NF	Lesson observations Feedback from young people and staff Wellbeing indicators	
Restorative Practice is embedded throughout our school.	1.2, 2.4, 3.1,	Deliver whole staff training on restorative practice.				
		Embed restorative conversations within our new Positive relationships policy				

West Lothian Council

What are our Rationales and Expectations of our Working Groups? Do they tie together with our SIP? Including Literacy, Numeracy and HWB Roles and Responsibilities

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Our working groups are aligned with school improvement priorities and impact is measured accordingly.	1.1, 2.3	Create working groups that are aligned to SIP priorities. Aims and SMART targets of working groups are aligned to SIP priorities.	Sept 2024	Working group leads and FO	Staff volunteer to join a group	
		Create action plans/timelines and schedule meetings.	Oct 2024	Working groups	Actions plans written	
		Termly meetings of working group leads to discuss/evaluate progress.	Oct 2024-June 2025	Working group leads and FO		
Staff understand their shared responsibilities for Literacy, Numeracy and H&WB for all.	2.2, 2.3, 3.1	Invite staff to join working groups Involve staff in writing working group action plans Termly review of progress and next steps. CLPL opportunities in Lit/Num/HWB roles and/or sharing good practice.	Sept 2024-June 2025	Working group leads and members	Majority of staff understand their role in Lit/Num/HWB evidence through staff feedback. Departmental SIPs QA of L&T	