Broxburn Academy

Standards and Quality Report

2025-2026

'Nurturing, Ambition and Creativity'

Inclusion Integrity Respect

About Our School

School roll 2025-2026	Associated Primary Schools
819	Broxburn PS, Kirkhill PS, Pumpherston & Uphall Station PS, Uphall PS.

Leadership Team

- **Shona Wallace Head Teacher**
- **Kirstie Bianchi Depute Head Teacher**
- **Tracey Winton Depute Head Teacher**
- **Susan Jenkins Area Business Support Manager**

Student Quintile Distribution

1	2	3	4	5
4.76%	41.27%	25.64%	16.61%	11.72%

Free School Meal entitlement: 18.07 %

Our Current Self Evaluation of HGIOS Quality Indicators

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

Schools will use their own self-evaluation / VSE / HMIe evidence depending on which is most recent.

Priorities from Session 2025-2026

Improve:

1. Attendance - Broxburn Academy average whole school attendance increases from 87 % to 90% or above. For Q1/FME increases attendance from 77% to 84%. (KB)
2. Positive Destinations at Broxburn Academy increases from 94% to above 95%. (KB)
3. Our self-evaluation processes, leading to improvement of QI 2.3 Learning, Teaching and Assessment. (TW/SW/KB)
4. Our self-evaluation processes, leading to improvement of QI 3.1 Ensuring Wellbeing, Equality, and Inclusion. (KB/SW/TW)
5. Improve our process of Tracking and Monitoring of the Broad General Education (P7 – S3) (TW)
6. Our collegiate cluster work and use of data to raise attainment in Literacy and Numeracy CfE levels through the BGE, P7 to S3 (SW/TW)

7. 5@5 and 5@6 SQA through targeted support to improve quality of N5/H passes (reducing the number of D awards and NA's)

Consolidate:

1. Our P7-S1 transition process (SW/TW/KB)
2. Our shared understanding of our collective responsibility to Get it Right for Every Child (GIRFEC) (SW/KB/TW)
3. Our collaborative approaches to self-evaluation for self-improvement (SW/KB/TW)
4. Our work to embed our shared vision, values and aims throughout our school community (SW)
5. Our work on our individual Positive Relationships Strategy within our school community. (SW/KB)

Understand:

1. How do we ensure Developing the Young Workforce whole school approach positive impacts on our Positive Destinations? (KB/TW/SW)
2. How ongoing developments of the new Curriculum Improvement Cycles impact BXA? (TW)
3. How we ensure Broxburn Academy is Inclusive, Equitable and Diverse (SW/KB)
4. The implications of the national Support for Learning Strategy for BXA (KB/SW)

The following definitions are used in this report:

All	Almost all	Most	Majority	Minority / less than half	A few
100%	91-99%	75-90%	50-74%	15-49%	Less than 15%

The Standards and Quality Report includes description of activities that aim to reduce inequalities due to socio-economic disadvantage and achieve the strategic priorities of the NIF.

Priority	Positive Destinations
Desired outcomes	• Positive Destinations at Broxburn Academy increases from 94% to above 95%.
What did we do?	• Refreshed our Positive Destination Data Hub meetings. • Changed the frequency of meetings to meet the needs of young people. • Priority focus on our targeted groups • Career Ready programme • Destinations tracker • Built partnerships with SDS, CLD, MCMC, and MCR pathways. • Worked with external partnership agencies and families of harder to reach young people. • Careers events and wider achievement opportunities.
What did we measure and why?	Leaver destinations. SDS participation data. 16+ Seemis data hub (and anticipated leavers dates and preferred route and occupation). Attainment data to maximise attainment before leaving. Work experience participation data.
Impact on learners and / or staff (what are the measures indicating?)	92.6% positive and sustained destinations.
Next steps	Increase our Positive Destinations to 96.7%. Build capacity in making best use of our UCAS and the SDS participation portal. To develop pathways with partners to support improved choices and outcomes that reflect the needs of our school community and LMI.

Priority	Self-Evaluation for Improvement - Learning, Teaching and Assessment
Desired outcomes	• Our self-evaluation processes, leading to improvement of QI 2.3 Learning, Teaching and Assessment. • LTA grading moves from Satisfactory to Good • All staff engaged in CLPL leading to improved pedagogical practice
What did we do?	• Identified and shared School LTA Priorities • Planned QA of LTA to include pupil and staff. • Planned strategy process, procedure, and resources (year 2) • Planned whole school CLPL programme. • Planned Inset with focus on Meeting Learners Needs

	• Embedded our PRD process, identifying an LTA specific target. • Staff working group
What did we measure and why?	Walkthroughs – moderation, validation, embed process and procedures. Staff/Pupil focus Groups – impact, validation, and evaluation Ongoing Review of the Strategy – update after evaluation Evaluated CLPL for continuous improvement. Evaluated Collaboratives for continuous improvement.
Impact on learners and / or staff (what are the measures indicating?)	Almost all staff, teaching and non-teaching have collaborated on the LTA strategy through collegiate time and are aware of the school priorities. All staff engage in a cycle of PRD. All staff are involved in practitioner enquiry through the collaboratives. Almost all staff have attended LTA CLPL, a majority of staff have participated in Bitesize CLPL. Most staff know their learners well and plan to address and accommodate these in the classroom. School and faculty focus groups have been asked for feedback. Focus groups note the evolving role of young people in self-evaluation have been well received by pupils.
Next steps	• Continue to embed out LTA Strategic Plan (year 3). • Continue to empower our middle leaders, supported by the Leaders of Learning. • Further build leadership capacity at all levels, including pupil leadership. • Further develop out learner voice. Including links with pupil council and parliament. • Further develop out learners understanding of what it means to be a good learner. • Review the impact of our refreshed PRD and implement change as required. • Build on our whole school CLPL offer. • Further embed LTA Ambassadors in the life of the school strategic planning. • Further develop our QA of LTA through Faculty school SSE. • Continue to widen the LTA working group.

Priority	Raising Attendance
Desired outcomes	• Attendance - Broxburn Academy average whole school attendance increases from 85 % to 90% or above. • For Q1/FME increases attendance from 75%/71% to 83%/77%
What did we do?	• Attendance strategy created in line with the new WLC Attendance Policy. • Attendance action plan created and implemented in consultation with Attendance QIO. • Created bespoke pathways supported improved attendance of targeted students. • Partnership working with ISS, MCMC, CLD with a focus on improved attendance. • August 2025 Inset focus on attendance.

	• Enhanced and Advanced Transition programme for identified pupils-built confidence in vulnerable P7 students. • Used Casual Groups to improve attendance monitoring of targeted groups. • Worked with families to address barriers to attendance. • Worked with Heads of House on Roles and Responsibilities.
What did we measure and why?	Ongoing attendance tracking and monitoring to meet statutory duties. Whole School Attendance 2025/26 ended on 84.89%. FME Attendance 2025/26 ended on 71.41%. Q1 Attendance 2025/26 ended on 74.89%. Q5 Attendance 2025/26 ended on 92.81%. CEYP Attendance 2025/26 ended on 83.6%
Impact on learners and / or staff (what are the measures indicating?)	Whole school commitment to attendance, improves outcomes for young people. Attendance fluctuated through the session.
Next steps	Update our Attendance Strategy Plan. Share roles and Responsibilities with whole school and improve quality assurance of attendance monitoring. Implement the Wellbeing Hub.

Priority	Consolidate our P7-S1 Transition process
Desired outcomes	• Our P7-S1 transition process ensures our new S1 make a successful transition to BXA, and we are ready and able to meet the needs of all these young people.
What did we do?	• Met regularly with our Cluster HTs with Transition being a standing Agenda item. • Following feedback, refreshed the Transition timeline, and data sharing process to better meet the needs of the young people and our colleagues in the Primary sector. • Introduced additional Transition events, including Sports Day and Literacy / Numeracy. To increase the number of visits to and build stronger relationships between primary and secondary school. • Introduced the school timetable to the 2-day immersion visits. • Increased visits to the Primary school to gather soft data and statistical data. • Developed a shared cluster improvement plan. • Cluster partners supported each other with QI visits through the session, including the Academy CIA. • Academy provided taster session in BTC in maths, in readiness for the Cluster launch 2026/27. • Attended CAST and Child planning meetings to support Transition. • Developed a Cluster relationship with Active Schools and partnership with Broxburn United. • Adapted school timetable anticipating the need of early and first level young people.
What did we measure and why?	Statistical data, attainment, and HWB to support smooth transition from P7 to S1. Transition events feedback from pupils and staff.

Impact on learners and / or staff (what are the measures indicating?)	S1 Attendance in August 2026 was 92.77%. Young people have settled in well. Young people have been identified for the ELR and Literacy and Numeracy interventions using transition data, S1 baseline data and teacher observations. Transition PSW has provided continuity of support from P7 to S1.
Next steps	Improve our early interventions strategies. Continue to build our shared strategies to raise attainment in literacy and numeracy across the cluster. Further develop our strategy to build Tutor Groups around pupil need.

Priority	Self-Evaluation for Improvement - Raising Attainment
Desired outcomes	• Our collaborative approaches to self-evaluation for self-improvement support our raising attainment (RA) strategy and promote equity for all learners. • All staff understand that self-evaluation is an integral aspect of our approach to continuous self-improvement. • 5@5 and 5@6 SQA through targeted support to improve quality of N5/H passes (reducing the number of D awards and NA's)
What did we do?	• Built scrutiny of data at teacher, faculty, and school level. Identifying areas for or improvement. • Identified subject and level for targeted support. • Developed and agreed action plans, tracking and monitoring. • Attainment meetings with department and faculties. • Used a wide range of data. • Looked outwards to share best practice.
What did we measure and why?	SQA Data SQA Statistical Data (component marks, grade boundaries, etc.) Teacher and faculty analysis, including FME, Q1, etc. Tracking, monitoring, and reporting Attainment analysis through session, identifying target groups/pupils for support and intervention.
Impact on learners and / or staff (what are the measures indicating?)	Tracking and monitoring accurate compared to QS Attainment. SCQF data across all year groups and measures are significantly positive against our Virtual Comparator (VC) and National Establishment data. S4 SQA (QS) attainment since 2020/21 has been similar or higher than the VC and National (except for 2024/25 National). 2025/26 attainment rose from 2024/25 by 2.54%. S5 1+ H SQA (QS) attainment since 2020/21 has been lower than the VC or similar (2021/22 and 2023/24). S5 3+ H SQA (QS) attainment since 2020/21 has been lower than the VC or similar (2021/22 and 2022/23).
Next steps	• Review High Level Curriculum Map, in particular S5 and S6. • ELT SLWG to review Course Choice programme to target maximum attainment for all, and appropriate pathway progression.

	• Track targeted 'Achieve' pupils in S4, with earlier identification and intervention in S4, and in S3 2026/27. • Implement our school attainment mentoring programme with a particular focus on S5 pupils. • Build capacity in our Support team to track, monitor and target young people and cohorts of young people (caseload). Strive to achieve our BXA Attainment targets and stretch aims: • By Aug 2027 BXA QS N5 A-C attainment rate and N5 A passes will increase by 4% (WL 3%) • By Aug 2027 BXA QS H A-C attainment rate and H A passes will increase by 6% (WL 4%) • By Aug 2027 BXA QS ADVH A-C attainment rate and ADVH A passes will increase by 10% (WL 10%) • BXA Targeted subjects are; Admin & IT, English, Geography, Maths, Maths Apps, Biology, Human Biology, Chemistry and Physics.

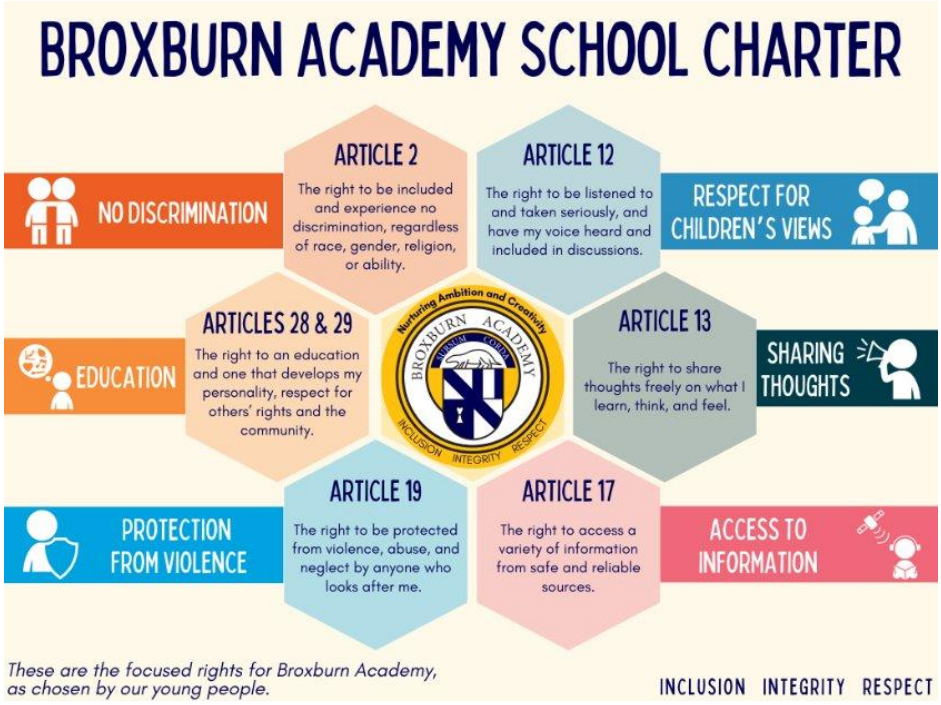
Priority	Shared sense of purpose
Desired outcomes	• Our work to embed our shared vision, values and aims (VVA) throughout our school community. • As a school community we have a shared sense of purpose, a clear future direction, we are ensuring the school's vision, values, and aims are not only relevant but are also present and lived out in our everyday practice. *As a school community we have a shared vision and commitment to achieve equity for all children and young people.*
What did we do?	• Continued to embed our shared VVA in all aspects of our work. • Built opportunities into the curriculum for young people to live, show, and celebrate our school values. • Created our BXA Branding to incorporate the Values in all communication, including the School Website. • Presented to the Parent council on our VVA journey, so far. • Developed our Cost of the School Day, curriculum pathways, and nurture support to aim to achieve equity for all young people. • We worked with the S6 leadership team and the equity group to support the cost of the school day initiatives. • Re-established the Pupil Council and launched Pupil Parliament to enhance pupil voice.

	• Introduced a focus on our Values to our Celebration of Achievement evening and Success evening. • Our Assemblies Calendar is built around opportunities to live our values. • Our ongoing work of the UNCRC Charter.
What did we measure and why?	Data related to young people in the targeted groups to inform decision making and equity. Attainment Meeting data analysed to ensure equity of provision and outcome. Supported wider achievement opportunities through the participatory budget.
Impact on learners and / or staff (what are the measures indicating?)	Shared set of values and a clear vision have provided the basis for all improvement priorities and are referred to constantly to support the 'Why we do what we do.' Pupil voice is more visible in the school and in particular in informing improvement priorities. More opportunities for young people to engage in Wider Achievement opportunities. Pupils feel more included in school decisions and through their curriculum opportunities.
Next steps	Embed the Pupil Council and Parliament in the work of the school. Introduce our Values Captain to the S6 Leadership Team. Continue to promote our Values through the school and curriculum. Use Wider Achievement data to identify gaps in young people's opportunities and address accordingly.

If not included above:

How has the school been placing human rights and the needs of every young person at the centre of improvement priorities? Please refer to the evidence being used to support this statement.

Our UNCRC Rights Charter is embedded into all aspects of our schoolwork. This can be seen, for example, in our Assemblies, Pupil Council and Parliament, Celebrations of Success, School Improvement and Quality Assurance.



How has the school been acting on attendance and exclusion priorities and what difference is this making?

Attendance: See above
Exclusions: Have fallen significantly and we work with families, as far as possible, to seek alternatives to exclusion.

How effective is school engagement with parents and other stakeholders?

We have an active Parent Council that meets regularly with school leaders. The Parent council work with the wider parent body to highlight areas for consideration and take back information pertinent to their young pupil and our community.

Regular opportunities for parents and carers throughout the session to feedback on aspects of the schoolwork.
We have further developed our school website to ensure parents can easily access relevant information on the work of the school.
Regular Newsletters, letters, in person parents' information evenings and celebrating success evenings provide additional opportunities for us to engage with families and the wider community.
The school maintains a presence at community events, for example the Gala Day and Remembrance Service.

Other actions of note during session 2025-2026

In 2025/26 the school took part in a Local Authority CIA that noted improvements in Culture and Ethos, Positive Relationship in the School Community and the Targeted support packages in place for young people.