BROXBURN ACADEMY
IMPROVEMENT PLAN

2020 to 2021

‘Empowering Respectful Learners’
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
- Curriculum rationale refresh, including addressing action points identified in the BGE VSE
- L&T policy refresh, including working towards consistency in learning, teaching and assessment [QI 2.3] Self-Evaluation and Quality Assurance refresh
- Improving numeracy and maths in the cluster – cluster numeracy project
- Continuing with improvements in implementation of DYW and 1+2 Languages Policy, focusing on skills linked to the world of work
- Maximising impact of Pupil Equity Fund interventions
- 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 FWL 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 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?
- Getting it Right for Every child (GIRFEC)
- Curriculum for Excellence
- Developing Scotland’s Young Workforce
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 Vision:

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

Our Values:

R  E  S  P  E  C  T
Responsible  Enthusiastic  Successful  Positive  Equal  Committed  Trustworthy

Our Curriculum:

Through our curriculum, we aim to ensure that all pupils leave school having developed the 4 capacities detailed in a Curriculum for Excellence (Successful Learners, Confident Individuals, Responsible Citizens, Effective Contributors) and feel ready to take their place in the changing world of work.

Our High-Level Curriculum Map:
Our Curriculum Supports the Development of the Following Skills:
Linking our Skills’ Development to the World of Work – common skills’ slide:
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 924. There are 74 teaching staff members, 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 recent BGE VSE.

b) Data

- The roll has increased over the last four sessions, standing at 924 in 2020 to 2021. The S6 stay-on rate has increased over the last three 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 more pupils at level 3 of the Continuum of Support in S1, 2, 3 and 4 than for WL’s average.
- Our attendance is slightly below the WL figures. Improving attendance is one of our continuing priorities for our improvement plan.
- Mean CAT data indicates that our current S6 are above the WL average, but our current S5 are 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. SNSA data also shows that in S3, there is room for improvement in reading, writing and numeracy. Professional judgement of this cohort indicates that they are broadly in line with WL levels.
- The percentage of our leavers in a positive destination is at 95% for 2019/2020 and above WL percentage.
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 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 thematic VSE in December
- 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
- 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
- Over 200 pupils have been identified with an additional needs
- Staffing for computing, CDT, and home economics.
- 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 PSWs to staff zones, including the new Robert Russell Room [6 spaces 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.
### School priorities linked to NIF priorities

**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.

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**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.

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### Supports for improvement (check as appropriate)

- School Improvement
- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of Children’s Progress
- Performance Information

### NIF driver mapping (check as appropriate)

- School Based
- Cluster
- Benchmark Group
- WL Moving Forward in learning
- Regional Improvement Collaborative
- Other partnerships

### Proposed Actions

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<th>Timescale</th>
<th>Measures of Success (include performance data, quality indicators and stakeholders’ views)</th>
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<tbody>
<tr>
<td>Implement Local Recovery Plan.</td>
<td>August 2020</td>
<td>All young people access their education.</td>
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<tr>
<td>All classes to have a GLOW Teams set up.</td>
<td>August 2020</td>
<td>All classes can be taught via GLOW Teams – Insight information on GLOW indicates engagement.</td>
</tr>
<tr>
<td>Implement year 2 of Broxburn Academy Raising Attainment Strategy.</td>
<td>August 2020</td>
<td>Key measures in the strategy improve in line with our school-set targets.</td>
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<td>Implement Digital Learning Strategy and incorporate into Learning, Teaching and Assessment Policy.</td>
<td>October 2020</td>
<td>Through observation, data &amp; pupil views all faculties rate their learning, teaching &amp; assessment as good or better and identify digital learning, literacy and pedagogy as good or better. Rating validated through whole school quality assurance.</td>
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<td>Continue to engage in cluster numeracy project.</td>
<td>October 2020</td>
<td>PT Maths and maths teacher lead input to project. Identify baseline of numeracy levels in P7 – track this cohort to senior phase Increase S3 CIE levels towards WL stretch aim. Practice in cluster primaries and the academy changes in line with findings of pupil voice.</td>
</tr>
<tr>
<td>Implement year 2 of Tapestry TLCs focusing on key messages linked to high quality learning, teaching and formative assessment.</td>
<td>October 2020</td>
<td>Compare interim evaluation to baseline of practice in relation to the 5 key messages and celebrate increase in use of 5 key approaches. Pupils report increase in understanding of their learning. Increase in quality of QI 1.2.</td>
</tr>
<tr>
<td>Implement use of PROGRESS for BGE and Senior Phase tracking, monitoring and assessment – include college courses – streamlining systems.</td>
<td>October 2020</td>
<td>Stakeholders report improvements in relevance of feedback, efficiency, reduction of time and increase in scope.</td>
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<td>Professional learning opportunities on use and interpretation of PROGRESS followed by interventions.</td>
<td>October 2020</td>
<td>Staff participation.</td>
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<td>Family support worker to work with targeted pupils in SIMD quintiles 1 and 2.</td>
<td>September 2020</td>
<td>Young people in identified families make progress getting closer to expected norms.</td>
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<td>PSM and Heads of House to embed WL Attendance Policy and monitor progress towards targets.</td>
<td>August 2020</td>
<td>Attendance of targeted group improves year on year - Whole school average improves.</td>
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<td>Authority’s targets by 1% year on year by 2023 to 2024</td>
<td>Other partnerships</td>
<td>Performance Information</td>
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<td>Support pupils in SIMD deciles 1, 2 and 3 to maximise literacy and numeracy attainment at 4th level and beyond.</td>
<td>August 2020</td>
<td>A greater percentage of targeted pupils in SIMD 1, 2 and 3 achieve 4th level and beyond in literacy and numeracy. Longitudinal study of this cohort type demonstrates improved attainment.</td>
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<td>Professional learning opportunities on strategies to encourage engagement and attendance.</td>
<td>Inservice days and ‘in’ Fridays</td>
<td>Staff participate.</td>
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**Improve 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.

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| Embed use of Wellbeing Indicator Tool with pupils. | August 2020 | Through focus groups and questionnaires all young people report an understanding of the wellbeing indicators and can assess their own wellbeing. |
| Implement year 1 of Broxburn Academy Mental Health Strategy. | August 2020 | 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. |

**Improve 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.

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| Create an Employability Hub for young people at risk of achieving few qualifications – to focus on key employability qualifications and skills. | October 2020 | Targeted young people achieve 5+ qualifications and a positive destination. |
| All S4, 5 and 6 to be offered the opportunity to achieve SCQF level 6 Emergency 1st Aid at Work qualifications. | September 2020 | Target 80% of all S4 cohort numbers to achieve this qualification by end of S6. |
| S3 CMS classes to take part in Youth Philanthropy Initiative and incorporate Personal Development/Self and Work Unit. | February 2021 | S3s participate in YPI and achieve Self and Work Unit alongside Course Choice CV. |
| 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. |