

Broxburn Academy



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

**Cardross Road,
Broxburn,
EH52 6AG**



ABOUT OUR SCHOOL

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, has a strong ethos of inclusion, and a proven track record in raising attainment.

The school roll for Session 2022-23 was 956. The roll for session 2022- 23 will be 923 at time of writing. There are 74 FTE teaching staff members, including those designated to support pupils with additional learning needs, and a generous complement of pupil support workers.

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

Our Vision



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

Our Values

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

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 2022/23, what the impact has been and what our next steps will be to continue to address these priorities in session 2023/24.

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) and How Good is Our Early learning and Childcare? (HGIOELC) 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 2022/23 was to</p> <p>Build a robust QA calendar that creates a partnership with the SLT to empower and build capacity in QI 1.3, 2.3, 3.1 and 3.2 strategically leading and planning improvement together.</p> <p>Launch Collaborative Learning Festival, strengthening middle leaders' capabilities to drive improvements in pedagogy. Curriculum Makers' Programme – implement priorities and expand provision to more accessible and inspirational programmes that would allow achievement and attainment for all levels, ensuring equity and inclusion, and pace and challenge.</p> <p>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 work streams [particularly MFIYL Agile Pedagogy and Curriculum</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>The school has implemented a Quality Assurance calendar framed around How Good is Our School? 4 (HGIOS?4), Quality Indicators (QI):</p> <ul style="list-style-type: none"> • QI 1.3 Leadership of change • QI 2.3 Learning, teaching and assessment • QI 3.1 Ensuring wellbeing, equality and achievement • QI 3.2 Raising attainment and achievement. <p>The school has worked with the Local Authority (LA) to undertake a Validated Self-Evaluation (VSE) of QI 2.3 and 3.2 across the school. The LA VSE team visited the school for 3 days, including direct classroom observation, data analysis and partner voice.</p> <p>The school, supported by feedback and reporting from the VSE, launched a Learning and Teaching core group and a strategic whole school 3 year plan, involving all staff.</p> <p>The core team, SMT and SLT have undertaken planned classroom Learning Walkthroughs using the school's 'principles of excellent and inclusive teaching'. All staff have been given the opportunity to reflect on practice and time to share through coaching conversations after their walkthrough.</p> <p>All staff have had the opportunity to undertake a mini professional enquiry around 'Questioning', feeding back to colleagues at a development afternoon. All staff have taken up the opportunity of a 'Collaborative' in an identified area:</p> <ul style="list-style-type: none"> • Pace and Challenge • Engagement • Questioning • Inclusive Pedagogy • Wellbeing • Independent Learning • Lesson and Curriculum planning • Assessment for Learning. <p>The extended leadership team have reflected on the professional review and development (PRD) process and practice to support staff, including through whole school, departmental and personal Career Long Professional Learning (CLPL) needs. The school has launched a whole school PRD process and procedure.</p>

<p>Further build pathway progression to meet the needs of our young people, the community and use Labour Market Intelligence. Extend and expand our partnerships with the community to support the curriculum, co-creating the curriculum, where Possible.</p> <p>Improve pace and challenge in BGE courses, particularly for quintile 5 young people.</p> <p>Staff to discuss how young people demonstrate their learning and gain agency and empowerment in the BGE as well teachers use differentiation</p> <p>Further develop our literacy and numeracy action plans and 'responsibility of all' focus. Evaluate the impact of the literacy and numeracy extra period in the BGE.</p>	<p>The school has undertaken initial discussions on parent communication and parent sessions with the Parent Council. Discussions have established four areas of focus:</p> <ul style="list-style-type: none"> • Learning to Learn • Communication • Building Broxburn Community • Progress (platform) <p>The school has shared a Parental Communication Questionnaire co-constructed with the parent council, seeking parent views on communication.</p> <p>The school has continued to develop the curriculum, including relevance. Links have been developed with Edinburgh Airport, Houston House Hotel, WL College Cyberdrive (BGE). We have introduced the Barista qualification and Practical Cookery Skills for Work, including partnership working with a Starbucks barista.</p> <p>The school has widened its SCQF offer, including L6 Work Placement and Travel and Tourism and the WLC customised SCQF award Business Administration and Customer Service Award.</p> <p>The S4 'Meaningful May' programme has given opportunities for additional SCQF qualifications to be achieved.</p> <p>The school has put in place whole school Learning, Teaching and Assessment 3 year strategy focusing on the BGE.</p> <p>The school has put in place whole school Learning, Teaching and Assessment 3 year strategy focusing on the BGE.</p> <p>The school SLT have undertaken a 'café conversation' on Literacy, Numeracy, Health and Wellbeing, and Participation. Reviewing natural areas of the four areas are in the curriculum, where there may be experiential and assessable areas across the curriculum and interdisciplinary links and potential for in partnership with Literacy and Numeracy leads.</p> <p>Numeracy PT Maths and PTC Science have met to review what currently happens regarding delivery and assessment of numeracy. Benchmarks have been reviewed and links to S1 Science course identified.</p> <p>Continued the additional BGE numeracy period, targeting numeracy outcomes S1 through S3. S2 undertaken baseline assessment in Sept 2022, added value assessment to be complete September 2023. S3 focus on N4/N5 numeracy, developing skills through S3 into S4 and beyond. S1 second level numeracy assessment in Sept, added value assessment in S2.</p> <p>Literacy Pilot of Literacy Success Criteria in S1 through S3 in a few English and Modern Languages classes. Adapted core tasks for all S1 to S3 in less than</p>
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<p>Continue to develop our tracking data, further developing the transition and BGE tracking to ensure improvement over time/added value in merging with the senior phase data.</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>half of English classes, with specific transferrable literacy skills. In S1 and S2 pupils have accessed and most have been assessed regularly through the year.</p> <p>The school has used tracking and monitoring through Progress and a wider tracker with information related to Continuum of Support, Q1, FME, Q5, LAC, etc. to support improvement in attainment over time.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • The majority (72% of respondents) of parents are happy with the information given to them regarding their child. • Learners have had opportunities to achieve through widening of the curriculum, including SCQF, AH, West Lothian Academy and West Lothian College. <p>Data related to learners' achievements have been robust using attainment over time and tracking, monitoring and reporting</p> <ul style="list-style-type: none"> • S4 5+ National 5 – 44.51%, consistent 4 year trend, slightly lower than WL average at 45.52%. CAT ranked 8th, however 6/11 secondary schools. • S4 5+ L5 SCQF – 74.18%, consistent 4 year trend, slightly higher than WL average. • S5 1+ Higher – 49.68%, lower than 2021/22 and lower than WL average. CAT ranked 9, however 7/11 secondary schools. • S5 1+ L6 SCQF – 89.17%, higher than WL average. • S5 3+ Higher – 31.85% lower than 2021/22, lower than WL average. CAT ranked 9, however 8/11 secondary schools. • S5 3+ L6 SCQF – 56.69% lower than 2021/22, on par with 2020/21. Lower than WL average. CAT ranked 9, however 7/11 secondary schools. • S5 5+ Higher – 16.56%, consistent 3 year trend, lower than WL average. CAT ranked 9, however 7/11 secondary schools. • S5 5+ L6 SCQF – 43.31%, lower than 2021/22, similar to 2020/21, lower than WL average. CAT ranked 9, however 7/11 secondary schools. • S6 1+ Advanced Higher – 18.40%, lower than 2021/22, similar to WL average. CAT ranked 8, however 6/11 secondary schools. • S6 1+ L7 SCQF – 23.31%, lower than 2021/22, similar to 2020/21, slightly lower than WL average. CAT ranked 8, however 5/11 secondary schools. <p>Leavers Data (S4 roll)</p> <ul style="list-style-type: none"> • S6 SQA 1+ Higher – 59.51% higher than the previous 3 year trend, similar to the WL average. CAT ranked 8, however 4/11 secondary schools. • S6 1+ L6 SCQF – 93.25%, higher than the 3 year trend, higher than the WL average. CAT ranked 8, however 1/11 secondary schools. • S6 SQA 3+ Higher – 44.17%, consistent 3 year trend, higher than the WL average. CAT ranked 8. However 3/11 secondary schools. • S6 3+ L6 SCQF – 66.26%, higher than the 3 year trend, higher than WL average. CAT ranked 8, however 3/11 secondary schools. • S6 5+ SQA Higher – 26.38% lower than 2021/22, slightly lower than WL average. CAT ranked 8, however 6/11 secondary schools. • S6 5+ L6 SCQF – 53.99%, higher than the 3 year trend, higher than the WL average. CAT ranked 8, however 4/11 secondary schools.
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<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2022/23 was to</p> <p>Introduce third small group setting [SGS]. PI and Pathways' bases continue to target attainment of young people by introducing new qualifications.</p> <p>Organise and implement 'Partnerships' Event' leading to 'Family Learning Programme.'</p> <p>Monitor use of trackers building on improvements made this session, focusing on key indicators and cohorts.</p> <p>Use data to target interventions to provide equity of provision. Continue to build on our inclusive pedagogy through our AAA including at transitions and the BGE.</p> <p>Review and develop our course choice programme to maximise attainment for all.</p> <p>Use data to target specific groups of learners LAC, SIMD 1-3, SIMD 9 and 10.</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>The school has introduced the third Small Group Setting to accommodate the senior phase RRR pupils, supporting their attainment, attendance and pathway progression. Positive Interventions and Pathways bases continue to support young people through additional SCQF qualifications.</p> <p>The school has implemented a partnership event attended by stakeholders within the local community and third sector organisations. Developing links to relevant support for our family learning programme.</p> <p>Tracking and monitoring contains relevant information regarding CoS, SIMD, Quintile, FME and ASN information. Regular attainment meetings with senior leadership team, implementing resources and interventions as required.</p> <p>The school, in addition to the tracking and monitoring information noted above, has entered in Seemis the alternative assessment arrangements (AAA) for all years to support learning, teaching and assessment (LTA). In addition, there is an AAA spreadsheet with further information for practitioners to support LTA.</p> <p>Course choice programme developed, including Guidance PTs as facilitators. Tracking and monitoring information, including Progress, used to support appropriate course choice. S3 course choice CVs used to support course choice into the Senior Phase.</p> <p>Regular attainment meetings with SLT and faculty used to interrogate data and implement appropriate groups. PT1 Care Experienced post introduced to support the attainment of care experienced young people across the school.</p>
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<p>PEF stretch aims: maximise 1+ level 5 in S5, 1+ level 6 in S5, SQA and SfW</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>Pupil Equity Fund</p> <p>Our measureable outcome for session 2022/23 was to achieve 92% attendance, improve literacy to contribute to 3.67% in level 5 results, improve numeracy to within 1% of Virtual Comparator</p> <p>The school was awarded £95 550 of Pupil Equity Funding [PEF]</p> <p>The new West Lothian PEF Planning Tool was used to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence and ongoing impact on their learning.</p> <p>Five interventions were planned and, by June 2023, all of these priorities had made good progress.</p> <p>PEF was used to recruit four full-time Pupil Support Workers [PSWs] and two part-time PSWs to help support the needs of identified young people. A development post was created to support tracking and monitoring of PEF with time-for-task allocated.</p> <p>Interventions this session have focused on increasing attendance, addressing gaps in literacy, numeracy, ESOL and supporting life skills and wellbeing. The interventions included the Attendance Project, Accelerated Reader, Breakfast Club, IDL, Education City, Maths Recovery, Bases.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Attendance is at 88% following LA change of policy regarding codes. • All young people working in ESOL intervention have achieved an ESOL qualification. • Pathways Base - 4 people have accessed in S2, 8 in S3, 24 in s4, 7 in S5 and 2 in S6 - completing additional qualifications to gain a positive destination [e.g. apprenticeships, FT college or employment] • Accelerated Reader - Average age increase in reading is 1 month, 11 pupils have increased by 1 year, and 10 pupils have increased by 2 years. S2 average increase is by 1 year, almost all have increased by at least 3 months. Teachers have planned taking into account breakdown of class based on AR. Teachers have monitored themes of books and vocab level chosen by young people. Young people have reported that they enjoy the quizzes at the end of reading the books. 14 young people in Wellbeing Zone have regularly used IDL and have made progress through this intervention, some by an increase of 3 years in their reading age. 7 young people have regularly used Education City and have made progress from Early to 2nd Level across the stages. • 10 young people have accessed breakfast club regularly. All have improved their attendance and have demonstrated improved wellbeing.
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2022/23 was to</p> <p>Evaluate and further develop our inclusive pedagogy, curriculum and health and wellbeing approaches in line with new local authority MFIL Groups' work and RRS and UNCRC.</p> <p>Reapply for silver status of RRS award.</p> <p>Create Pupil Parliament building on Pupil Voice work.</p> <p>Complete and embed MAPA training and include trauma-informed and restorative approaches to learning and teaching. Develop new MABO training.</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>Validated Self Evaluation in partnership with the Local Authority. School support team worked collegiately with the Quality Improvement Team, identifying areas of action for the session 2023-24. Joint team validated where the school were with QI 3.1, where they were going and how to get there.</p> <p>Areas validated were:</p> <ul style="list-style-type: none"> • Wellbeing across the school • Inclusive Pedagogy • Communication and procedures • Universal vs Targeted Support <p>Reapplied for the Silver RRS and achieved.</p> <p>Pupil Parliament launched. Pupils from across classes and wider groups presented and were elected through PSE. Delegate conference held and pupils began the process of creating an improvement plan. Pupils nominated themselves for a (EXPAND AND ADD LINK) HGIOURS theme.</p> <p>All staff completed MAPA training through inset programme. MABO training directed by Local Authority online courses session 2023_24. Trauma informed CLPL session 2023_24</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • QI 3.1 VSE - Action plans in place from the VSE in the 4 identified areas • Achieved RRS Silver Award and the school is UNCRC Rights aware • School's RRS Charter launched and the school is working towards embedding across the school and share with all partners • Pupil Parliament established and pupil ambassadors in place. • All Staff MAPA trained.
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<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 2022/23 was to</p> <p>Reintroduce 'Careers' Fair.'</p> <p>Build on Digital Learning approaches implemented last session.</p> <p>Pupil Parliament to consider and debate the school's work in this area. All cohorts to be represented in the parliament.</p> <p>Continue to improve attendance through implementing the local authority attendance policy.</p> <p>Through collaborative working, 're-imagine' our Outdoor Learning, Digital Learning, STEM/IDL Programmes to meet the needs of our learners, along with our numeracy, literacy and skills' framework.</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>Careers Fair re-introduced. Two careers fairs over the session, one along with the 'How to Succeed' evening for the Senior Phase. The other for all year groups. Partners from across sectors in attendance, including FE, HE, Training and Employment.</p> <p>School involvement with the School / College partnership group, highlighting the 5 labour markets identified: retail, construction, health and social care, net zero and life science. Pupils and staff attended event at WL College.</p> <p>Digital lead in place. Three year plan produced over session and Digital Award applied for. Staff professional learning sessions provided by the Digital Lead. Cyber Drive day led and supported through West Lothian College partnership.</p> <p>All cohorts represented and all wider groups and zones. To be carried forward.</p> <p>Local Authority attendance policy implemented. DHT and pupil support manager participated in the Authority wide collaborative attendance programme.</p> <p>Transition programme in place, including Team building, Literacy, Numeracy, Creativity and STEM. STEM leaders programme in place through STEM club. RRR outdoor learning programme in place.</p> <p>Senior Phase programme of SCQF accredited Wider Achievement in place, including: Youth Achievement, Leadership, Mental Health and Wellbeing, Travel and Tourism, Personal Development, Customer Service, STEM Ambassador, Religion Belief and Values.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Pupil Parliament in place to represent all young people across the school • Attendance end June 2023 88%, attendance policy aims for 88% • Increased S6 leaver attainment (S4-S6) in all L6 SCQF measures • Almost all learners (S4-6 leavers) have achieved L6 First Aid at work • Achieved the Digital Schools Award
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Evaluative comment on school's attendance and exclusion data required.

The school's average attendance is 87.65%, over S1 – S6. The school has targeted quintile 1 students to improve attendance. The Pupil Support Manager has interviewed all young people under 90% attendance, offering support or solutions as necessary. Authorised absences were 9.19%, slightly up on 2021/22. Unauthorised absences were 4.28% equal to 2021/22.

The school exclusion statistics are made up from 39 young people of 956. Which equates to 4% of our school cohort. Exclusion incidents were down by 2 from 2021/22 and down 42 from 2020/21.

Evaluative statement on the effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.

Parents and stakeholders have been regularly updated on pupil progress and achievement via the platform Didbook: Progress. Parents and pupils have been kept up to date on events within the school by email, Group call, Twitter, Bulletin, Registration, the Head Teacher Newsletter and the Parent Council Newsletter and Facebook page. Stakeholders were consulted as part of our school evaluation of the improvement plan and their views have impacted on our future planning. The school has a large and involved Parent Council, who are active in decision making as part of the school community.

Our Wider Achievements this year have been:

- Launch of the Broxburn Academy Pupil Parliament
- Silver Rights Respecting Schools
- Robert Russel Room and ESOL classes trip to the Royal Highland Show
- RRR gardening and Bush Craft
- Finalists in the Enterprising Maths National competition
- A Midsummer Night's Dream School Show
- 26 young people achieving the Bronze Duke of Edinburgh Award and 8 silver
- End of year Art Exhibition
- Winning the Donald Dewar Memorial Debate Tournament, one of many Debating accolades through the session
- One Act 12 Drama performances
- @sportscotland Young Ambassador
- Positive Intervention Base Baking and Life Skills
- Digital Schools Award
- Career Ready
- Gold at the British Judo Championships
- Winning the Mitsubishi Heat Pump Competition
- WL Secondary Schools Gymnastics winners Level 1 and Level 3
- Christmas Concert
- Teacher Bake off run by Personal Development
- Prom Fashion Show
- RRR Level 1 Bikeability
- Children in Need fundraising
- Cadet Detachment fundraising for Poppy Appeal
- UK Cadet Champion
- Scotland's most inspirational cadet
- Entrant to the Royal Conservatoire of Scotland



- 2 Careers evenings with partners
- Partnership Event
- Green Tree School's Bronze Award
- Crest Awards through STEM
- STEM Ambassadors Awards
- County Sports Success- 4 Silver and a Bronze in the relay.
- HWB Sponsored walks
- NSPCC UK Young Member (1 of 15 in UK)
- School captain is a member of the Scottish Debating team and is the 9th best speaker in the world.
- Cambridge University entrant success

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